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Terhathum Multiple Campus

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bimaliji007@gmail.com

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Editorial

Along with teaching at Tribhuvan University, research and academic inquiry are equally important. Research helps teachers improve their teaching and learning activities and make them more effective, relevant, and based on evidence. However, continuing teaching and research while working in a rural and geographically remote area is not always easy. Access to information technology, seminars, conferences, workshops, and other academic opportunities is often limited. Despite these challenges, we have continued our efforts in teaching, research, academic writing, and publication. We believe that academic writing and publication are important not only for personal and professional growth but also for sharing knowledge with the wider academic community. With this commitment, we have made every effort to bring the **Ninth Issue of *Pranayan*** to publication.

The Tribhuvan University Professors' Association has been continuously working for the academic development of university teachers as well as for the protection and promotion of their rights, interests, and professional welfare. Despite the geographical remoteness of Terhathum Multiple Campus, our faculty members have continued to devote their valuable time and effort to teaching, research, writing, and other academic activities. This issue of *Pranayan* brings together a selection of research-based and scholarly articles prepared by our faculty members. These contributions reflect their continued academic efforts despite the challenges of working in a remote setting.

We have continued our efforts to make *Pranayan* more scholarly, useful, and relevant to current academic issues. We have tried our best to maintain the quality of this issue and present meaningful contributions to our readers. Whether we have fully achieved these objectives is for our valued readers and academic community to decide. Although we have made every effort to minimize errors and weaknesses in this issue, some limitations may still remain. We, therefore, warmly welcome constructive suggestions, critical comments, and valuable feedback from our readers, scholars, and academic community. Such feedback will help us further improve the quality and relevance of future issues of the journal.

We would like to express our sincere gratitude to Mr. Posta Raj Lamichhane, Campus Chief of Terhathum Multiple Campus, for his continuous encouragement and support in bringing this issue of *Pranayan* to publication. We are equally thankful to all the faculty members who contributed their valuable research and scholarly articles to this issue. We also sincerely appreciate all the well-wishers and individuals who provided suggestions, guidance, encouragement, and support throughout the publication process. Their contributions have been an important part of making this issue possible.

Editors

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पङ्खावती कथाको स्वैरकाल्पनिक संरचना

डा.नेत्र एटम



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लेखसार

डा.नेत्र एटम

सहप्राध्यापक

नेपाली केन्द्रीय विभाग, त्रिवि,
कीर्तिपुर ।

Email:

atomnetra@gmail.com

Orcid

<https://orcid.org/0009-006-6220-2427>

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प्रस्तुत अनुसन्धानात्मक लेखमा मोहनराज शर्माको 'पङ्खावती' कथामा प्रयुक्त स्वैरकाल्पनिक संरचनाको खोजी गरिएको छ । स्वैरकल्पना भनेको असम्भव कल्पनाका अलौकिक, जादुगरी तत्त्व, अवास्तविक स्थान र सिर्जनाहरू संलग्न वस्तुको क्रियाकलाप हो । 'पङ्खावती' कथालाई पाठका रूपमा लिई यसमा प्रयुक्त कथानक, पात्र, परिवेश, बिम्बहरूमा पाइने स्वैरकल्पनात्मक संरचनाका विभिन्न युक्तिहरूको विश्लेषण र मूल्याङ्कन गरेर उक्त कथाको समाख्यानानात्मक औचित्य स्थापना गरिएको छ । 'पङ्खावती' कथामा पाठक कसरी स्वैरकल्पनाको दुविधाबाट प्रवेश गरी समसामयिक सामाजिक यथार्थको समस्याको पहिचानमा पुगेर दुविधामुक्त हुन्छ भन्ने तथ्य स्थापित गरी त्यसमा निहित अन्योक्तिमूलक अर्थ निरूपण गर्नु प्रस्तुत लेखको उद्देश्य हो । यसमा तोदोरोभ (सन् १९७५), हन्टर (सन् १९८९) र मेन्डलेसन (सन् २००८) का आधारभूत मान्यतालाई विश्लेषणको सैद्धान्तिक ढाँचाका रूपमा अवलम्बन गरी कथाको पाठविश्लेषण गरिएको छ । यसमा कथासंसार र पात्रको यात्रा, चरित्रचित्रण, अन्योक्तिमूलकता र समाख्यानानात्मक संरचनाको खोजी गरी 'पङ्खावती' कथामा घटना, पात्र र परिवेशको स्वैरकाल्पनिक युक्ति उपयोग गरेर नारीले समसामयिक समाजमा भोग्नुपरेको शोषण र परतन्त्रताको चक्रव्यूह पहिचान भएको तर त्यसको प्रतिरोधको प्रतिनिधित्व भने कमजोर रहेको निष्कर्ष निकालिएको छ ।

शब्दकुञ्ज: अन्योक्तिमूलकता, कथासंसार, यात्रापरक, समाख्यान, स्वैरकल्पना

विषय परिचय

प्रस्तुत अध्ययनको विषय 'पङ्खावती' कथामा प्रयुक्त स्वैरकल्पनाको विश्लेषण र मूल्याङ्कन गर्नु रहेको छ। कथामा स्वैरकल्पना (फ्यान्टासी) भनेको वास्तविक संसारमा हुन नसक्ने घटना, चरित्र, सारवस्तु वा तिनको समग्र स्वरूपको प्रस्तुति हो। स्वैरकल्पना प्रयुक्त कथाको कथानकमा पाठकले अज्ञात संसार, जादुमय तत्त्व, मिथकीय पात्र र गम्भीर मानसिक विभ्रमका अनेकौँ काल्पनिक आयामहरूमा अभिरुचिका साथ यात्रा गर्न पाउँछ। त्यसैले स्वैरकल्पनालाई सामान्य मानवीय ज्ञान, अनुभव र प्राकृतिक नियमभन्दा पर रहेका अतिप्राकृतिक एवम् अलौकिक घटनाहरूका रूपमा लिइएको छ (तोदोरोभ, सन् १९७५, पृ. २५)। यसमा इन्द्रजाल, जादु, मिथक प्रयोग गरेर यथार्थ मानिस, जनावर, बोटबिरुवासँग काल्पनिक प्राणीलाई मिश्रण गरेर विभिन्न आकार प्रदान गरिएको हुन्छ। स्वैरकल्पनाले मान्छेको अन्तर्गत स्वप्न र अभिलाषाहरूलाई वास्तविक संसारसँग जोड्न काम गर्छ। परम्परागत लोकसाहित्य, परीकथा वा मिथकका रूपमा प्रयोग हुँदा यसले पाठकको कल्पनाशीलतालाई जीवन्त राखेर साहसिक यात्राको चाहनालाई सन्तुष्टि दिन्छ। त्यसका विपरीत आधुनिक साहित्यमा आउँदाचाहिँ स्वैरकल्पनाको प्रयोगले सत्यको अनुसन्धान गर्ने नवीन मार्ग अनुसन्धान गर्ने वा सामाजिक यथार्थलाई प्रस्तुत गर्ने पृथक् दृष्टि दिने काम गर्छ (शर्मा, २०६३, पृ. ४४५)। जुनै उद्देश्यका साथ प्रयुक्त भए पनि स्वैरकल्पनाले अभिव्यक्तिको भिन्न र स्वतन्त्र शिल्प दिनुका साथै लेखकलाई आफ्नो रचनामा शक्ति भर्ने समाख्यानात्मक तत्त्व प्रदान गरेको हुन्छ।

मोहनराज शर्मा (वि.सं. १९९७-२०७५) आधुनिक नेपाली कथाको क्षेत्रमा प्रयोगवादी कथाकारका रूपमा स्थापित प्रतिभा हुन्। उनका *च्याँखेधर्ना* (२०२४), *कोर्पा* (२०४०), *महाशून्य* (२०५०), *बैखरी* (२०५४) र *भर्खर* (२०६८) गरी पाँचओटा कथासङ्ग्रहहरू प्रकाशित छन्। व्यङ्ग्य र स्वैरकल्पनालाई उपकरणका रूपमा उपयोग गरी समकालीन यथार्थको नवीन र प्रभावकारी चित्रण गर्नु उनका कथाको विशिष्टता हो। कथा मूलतः थोरै पात्र, सीमित परिवेश, एकल उद्देश्यअभिमुख संक्षिप्त आयामको साहित्यिक विधा भएको हुनाले यसमा सामयिक जीवनचिन्तनको तीक्ष्ण प्रस्तुतिका निमित्त गूढ र बलियो माध्यम आवश्यक पर्छ। मोहनराज शर्माले कथामा जीवनसत्यलाई पक्रने त्यस्तो विशिष्ट माध्यमका रूपमा स्वैरकल्पनालाई लिएका छन्। उनी नेपाली कथामा स्वैरकल्पनाको सचेत प्रयोग गर्ने सबैभन्दा पहिला कथाकार हुन् (बराल, २०६४, पृ. २६७-६८)। यथार्थको नजिक पुग्ने क्रममा अधिक प्रयोगपरक तुल्याएर र प्रविधिप्रति सचेत एवम् प्रायोजित बनाएर उनले कथामा स्वैरकल्पनालाई प्रयोग गरेका छन्। 'पङ्खावती' कथा *नेपाली कथाका*

समकालीन सन्दर्भहरू (२०४५) कृतिमा सङ्कलित महत्त्वपूर्ण कथा हो र यसमा कथाकार शर्माले नारीमा रहेको स्वतन्त्रताको चाहना, उसले गरेको मुक्तिको प्रयत्न र पुनः परतन्त्रतामा रुमल्लिनुपर्ने नियतिलाई स्वैरकल्पनिक रूपमा अभिव्यञ्जित गरेका छन्। यसमा अलौकिक परीको जस्तो पखेटा भएकी पङ्खावतीको स्वरूप, गिद्धको दरबारिया परिवेश र उसले भोगेका कतिपय घटनावलीमा स्वैरकल्पनाको विशिष्ट प्रयोग भएको छ। यसरी सामाजिक यथार्थको सामान्य चिन्तनकै नै अभिव्यक्ति भए पनि स्वैरकल्पनाका माध्यमबाट प्रस्तुत कथालाई अन्योक्तिमूलकता प्रदान गरी बौद्धिक, प्रतीकात्मक र रोचक बनाइएको छ। अतः 'पङ्खावती' कथाको गहन अध्ययनका क्रममा नारीको जीवनमा केकस्ता पीडा, पीडामुक्तिको प्रयास र पुनः परतन्त्रताको फन्दामा पर्ने क्रियाकलापमा स्वैरकल्पनाको प्रभावकारी प्रयोग केकसरी भएको छ भन्ने प्राज्ञिक जिज्ञासा अध्ययेताको मनमा सिर्जना भएको थियो। यसै समस्याको समाधान गर्नका निम्ति प्रस्तुत अध्ययनमा 'पङ्खावती' कथामा प्रयुक्त स्वैरकल्पनाको औचित्य स्थापित गरी त्यसबाट निःसृत हुने अन्योक्तिमूलकताको स्तर निरूपण गर्ने उद्देश्य रहेको छ।

अध्ययन विधि

प्रस्तुत अनुसन्धानका निम्ति निर्धारित उद्देश्य पूरा गर्न पुस्तकालय कार्यबाट मोहनराज शर्माको 'पङ्खावती' कथामा प्रयुक्त स्वैरकल्पनासित सम्बन्धित परिवेश, पात्र, घटना, विचारधारा आदिका तथ्य र तथ्याङ्कलाई प्राथमिक सामग्रीका रूपमा सङ्कलन गरिएको छ। यसरी सङ्कलित सामग्रीहरूबाट प्राप्त तथ्याङ्कको विश्लेषण र मूल्याङ्कन गरी सामान्यीकृत निष्कर्षसम्म पुग्नका निम्ति विभिन्न सैद्धान्तिक र प्रायोगिक समालोचनाका ग्रन्थहरूबाट द्वितीयक सामग्रीको सङ्कलन गरिएको छ। उपर्युक्त दुवै प्रकारका सामग्रीहरूको समुचित प्रयोग गरी 'पङ्खावती' कथामा अन्तर्निहित स्वैरकल्पनासम्बद्ध अलौकिक परिघटनाहरूको उद्घाटन गरी यसमा निहित अन्योक्तिमूलकता निरूपण गर्न विश्लेषणको एउटा सैद्धान्तिक ढाँचा तयार पारिएको छ र निगमन विधिबाट सामग्रीको व्यवस्थापन गर्दै त्यसलाई अर्थापन गरिएको छ। यसका निम्ति अध्येताले 'पङ्खावती' कथामा प्रयुक्त स्वैरकल्पनाको संरचनागत प्रकारको पहिचान, लौकिक र अलौकिक तत्त्वहरूको सन्देह एवम् स्वैरकल्पनाको केन्द्रीय समाख्यानात्मक क्षेत्रमा पाठकको प्रवेशका बिन्दुहरू पहिल्याएको छ र समग्र अध्ययनलाई अन्तर्पाठात्मक बनाएर कथयिताको स्थिति, कथाको सामाजिक सन्दर्भ र परिवेशको संरचना एवम् कथामा प्रयुक्त विशिष्ट भाषिक अभिव्यञ्जनामा केन्द्रित गरेको छ।

सैद्धान्तिक ढाँचा

साहित्यमा प्रयुक्त स्वैरकल्पनाको गम्भीर विमर्शको थालनी सन् १९७० को दशकको मध्यदेखि भएको हो। सन् १९७५ मा जिभितान तोदोरोभको *द फ्यान्टास्टिक: अ स्ट्रक्चरल याप्रोच टू अ लिटेरेरी जोनर* शीर्षकको अनूदित कृति अङ्ग्रेजीमा प्रकाशित भएपछि कथामा स्वैरकल्पनाको अर्थ र संरचनात्मक प्रभावका बारेमा गहन अध्ययनहरू भएका छन्। सी. एन. म्यानलभको *मडर्न फ्यान्टासी: फाइभ स्टडिज* (सन् १९७५), डब्लु. आर. इर्विनको *द गोम अफ द इम्पसिबल: अ रेटोरिक अफ फ्यान्टासी* (सन् १९७६), एरिक एस. रबिन्को *द फ्यान्टास्टिक इन लिटेरेचर* (सन् १९७६) आदि यस्ता अन्य कृतिहरू हुन्। विज्ञान कथामा पनि अधिकांशतः स्वैरकल्पनाको प्रयोग हुन्छ। अतः विज्ञानकथाका अध्येताहरूले पनि स्वैरकल्पनाका बारेमा अध्ययनलाई अघि बढाएका छन् तर सामान्य कथामा उपयोग हुने र विज्ञान कथामा प्रयोग गरिने स्वैरकल्पनाका बिच सारमूलक रूपमा भिन्नता भन्ने रहन्छ। एटम (२०७०, पृ. ३६–३९) ले यस्ता नौ प्रकारका भिन्नतालाई उदाहरणसहित प्रस्ट पारेका छन्। विज्ञान कथाको स्वैरकल्पना मूलतः उद्देश्यका रूपमा नै रहने हुनाले त्यो कथाको स्रोत वा तत्त्व हुन्छ तर सामान्य कथामा कलात्मक माध्यमका रूपमा स्वैरकल्पनालाई उपयोग गरिने हुनाले त्यो शैलीगत युक्ति मात्र हुन्छ। विज्ञान कथाको स्वैरकल्पना वस्तुगत भौतिक आधारसहित हुने हुनाले त्यसमा सम्भाव्यता पनि हुन्छ तर सामान्य स्वैरकल्पना भन्ने आधाररहित हुने भएकाले त्यो असम्भव नै रहन्छ।

स्वैरकल्पना प्रयुक्त कथाको अध्ययनका निम्ति त्यसमा निहित तत्त्वहरू, स्वैरकल्पनाको प्रकार र कथालाई प्रभावकारी बनाउन आएका शिल्पगत प्रयुक्तिहरूको खोजी आवश्यक हुन्छ। जिभितान तोदोरोभले स्वैरकल्पनात्मक कथाका निम्ति अत्यावश्यक तीन तत्त्वको प्रस्थापना यस प्रकार गरेका छन् (सन् १९७५, पृ. ३३) : (१) पाठकमा प्राकृतिक र अतिप्राकृतिक व्याख्याले सिर्जना गर्ने दुविधा, (२) पात्रमा पनि पाठककै जस्तो हुने दुविधाको अनुभव, र (३) पाठकद्वारा अन्योक्तिमूलक वा काव्यिक व्याख्याको अस्वीकृति। उपर्युक्त तीनमध्ये पहिलो तत्त्वले स्वैरकल्पनिक कथामा पाठकको प्रवेशको परिस्थितिलाई सङ्केत गर्छ भने दोस्रो तत्त्वले कथामा वर्णित संसारलाई देखाउँछ, जसको प्रारम्भ यथार्थकै अनुकरण हुने आख्यानमात्मक संसारबाट भएको हुन्छ तर त्यहाँ अर्कै असम्भव संसारको पनि सिर्जना हुनाले पात्रलाई समेत दुविधा हुन थाल्छ। त्यसो भए पनि सिर्जित संसारका पनि आफ्नै आन्तरिक नियमहरू स्थापित हुन्छन्, जसको अतिक्रमण उही कथाभित्र भएको हुँदैन। यस्ता स्वैरकल्पनिक कथामा जादुमय तत्त्वको उपस्थिति रहे पनि त्यसमा रहने

यथार्थपरक तथ्यको समावेश हुनाले पाठकलाई दुविधामा राखिरख्न सफल हुन्छ । यस्तै दुविधा प्रकटीकरणका कारण मार्क्सवादी र मनोविश्लेषणात्मक ढङ्गले स्वैरकल्पनाको व्याख्या गर्दै यसले यथार्थ संसारको ऐना देखाउन त सक्छ तर सतहीभन्दा नयाँ र अग्रगामी संसारको सिर्जना गर्न भने असमर्थ हुन्छ भन्ने मान्यता रोजमेरी ज्याक्सनले राखेकी छन् (सन् १९८१, पृ. ६) । तोदोरोभको तेस्रो प्रस्थापना र राजमेरीको मान्यता भने आधुनिक कथाको अध्ययनका सन्दर्भमा पूर्णतः स्वीकार्य हुँदैन किनभने स्वैरकल्पनाभित्र पनि प्रतीक, व्यङ्ग्य र कटु याथार्थ सन्निहित हुन सक्छ (बराल, २०६४, पृ. २६१) र यथार्थको आलोचना वा नयाँ वैचारिकीको उद्घाटनका निम्ति पनि स्वैरकल्पनालाई युक्तिका रूपमा कथाकारले अवलम्बन गर्न सक्छ । पाठक, पात्र र सिर्जित बहुसंसारसँग तिनको सम्बन्धका सङ्केत, प्रतीक र अन्योक्तिका आधारहरूमा नै स्वैरकल्पनिक कथामा निहित विचार र त्यसको प्रभावकारिताको खोजी सम्भव हुन्छ ।

कथामा प्रयुक्त विषयवस्तु र सारवस्तुलाई वास्तविक जीवनमा देखिने, भोगिने यथार्थका विपरीत मनको गहिराइमा अनुभूत हुने उपकरणहरूको उपयोग गरेर नयाँ शिल्पगत आधार दिने अभिरुचि आधुनिक कथाकारहरूमा पाइन्छ । आधुनिक साहित्यकारहरूले पाठकलाई भिन्न ढङ्गले यथार्थको बोध गराउन स्वैरकल्पना प्रयोग गर्ने हुँदा त्यसलाई माध्यम वा शिल्पका रूपमा लिने गरिएको हो (एटम, २०७९, पृ. ९९) । यस्तो शिल्पगत युक्तिबाट असामान्य, उडन्ते र अतिकल्पना प्रयुक्त स्वैरकल्पनिक कथामा पाइने दृश्यबिम्बलाई पनि पृथक् र अप्रत्यक्ष साङ्केतिक अर्थका रूपमा व्याख्या गर्न सकिन्छ । यसरी कथाको क्षेत्रबाट बाहिर गएर दोस्रो बृहत् अर्थको व्याख्या गर्न सक्षम बनाउने पात्र, स्थान, घटनामा आधारित समाख्यानमा युक्तिलाई अन्योक्ति (एलेगरी) भनिन्छ (बाल्डिक, सन् १९९६, पृ. ५) । स्वैरकल्पना पनि कथामा नवीन र भिन्न तहको अन्योक्तिमूलक अर्थ सिर्जना गर्नका निम्ति कथाकारले उपयोग गर्ने एउटा तीक्ष्ण हतियार हो । यसका निम्ति यहाँ लाइनेट हन्टरको *मडर्न एलेगरी यान्ड फ्यान्टासी: रेटेरिकल स्टान्सेस अफ कन्टेम्पोररी राइटिङ* (सन् १९८९) लाई आधार बनाइएको छ । कथामा प्रयुक्त स्वैरकल्पनाको संरचना पहिचान गरी त्यसको विचारधारात्मक औचित्य सिद्ध गर्न सकिन्छ र त्यसका निम्ति स्वैरकल्पनाको वर्गीकरण र आलङ्कारिकता एवम् रूपकात्मक अभिव्यक्तिको विश्लेषण आवश्यक पर्छ । प्रस्तुत अध्ययनमा कथामा यस्तो युक्तिको मूल्याङ्कन गर्ने सैद्धान्तिक सामग्रीको उपयुक्त आधारचाहिँ फराह मेन्डलेसनको *रेटोरिक्स अफ फ्यान्टासी* (सन् २००८) कृति हो । मेन्डलेसनले कथामा स्वैरकल्पनाका संरचना र शिल्पगत तत्त्वहरूको प्रवेशलाई आधार बनाएर तिनलाई चार प्रकारका बाँडेकी छन् (सन् २००८, पृ. xviii) : (१) यात्रापरक (

पोर्टल-क्वेस्ट), (२) मग्नमस्त (इमर्सिभ), (३) हस्तक्षेपी (इन्ट्रुसिभ), र (४) असीमित (लिमिनल) । यात्रापरक स्वैरकल्पनामा आउने पात्र वास्तविक संसारबाट अर्को अवास्तविक संसारको भ्रमणमा जान्छ, तर दुवै संसारमा कुनै न कुनै प्रकारको समानता स्थापित हुन्छ, जस्तै : मोहनराज शर्माको 'पङ्खावती' कथा । मग्नमस्त स्वैरकल्पनामा एउटै र पूर्ण संसारको सिर्जना भएको हुन्छ र त्यसलाई वास्तविक संसारको एउटा व्यङ्ग्य वा रूपकका रूपमा मात्र स्थापित गरिएको हुन्छ, जस्तै : खगेन्द्र सङ्गौलाको 'बाँसुरीधर' कथा । पात्रले आतङ्कपूर्ण, बीभत्स र विस्मयमूलक घटनाको प्रतिक्रिया प्रस्तुत गर्ने स्वैरकल्पना हस्तक्षेपी हुन्छ, जस्तै : परशु प्रधानको 'चेष्टा ! चेष्टा !! चेष्टा !!!' कथा । असीमित स्वैरकल्पनाचाहिँ पठन र अर्थका विभिन्न तहहरूका कारण पाठक र पात्रलाई दुविधाका अनेकौँ अनुभवहरू सिर्जना गरिदिन सक्षम हुन्छ । यस्तो स्वैरकल्पनामा कथाकारले पाठकलाई वास्तविकता, कल्पना र सङ्केतका अनेकौँ उत्पन्न र भ्रमहरूमा पारेर विशिष्ट प्रभाव सिर्जना गर्छ, जस्तै : ध्रुवचन्द्र गौतमको 'विशाखदत्त ! तिम्रो नाउँ के हो ?' कथा । पाठकमा निर्दिष्ट उद्देश्य पूरा गर्नका निम्ति सूत्रमा आधारित हुने हुनाले स्वैरकल्पना प्रयुक्त कथालाई लोकप्रिय साहित्यअन्तर्गत राखिन्छ (अटेबेरी, सन् १९९२, पृ. १) । त्यसो भए पनि स्वैरकल्पनामा यथार्थलाई आलोचना गर्ने विशिष्ट ढाँचा प्राप्त हुन्छ ।

स्वैरकल्पनासम्बन्धी उपर्युक्त सैद्धान्तिक सामग्रीको अध्ययनबाट प्रस्तुत लेखमा मोहनराज शर्माको 'पङ्खावती' कथामा प्रयुक्त स्वैरकल्पनाको निरूपणका निम्ति निम्नलिखित आधारसहितको एउटा सैद्धान्तिक ढाँचा तयार गरिएको छ : (१) कथासंसार र पात्रको यात्रा, (२) चरित्रचित्रण, (३) अन्योक्तिमूलकता, र (४) समाख्यान संरचना । प्रस्तुत लेखमा यिनै चार पक्षमा केन्द्रित रही कथा र स्वैरकल्पनाको पारस्परिकता देखाउँदै 'पङ्खावती' कथामा प्रयुक्त अन्योक्तिमूलक निहितार्थको विमर्श र मूल्याङ्कन गरिएको छ ।

विमर्श र परिणाम

'पङ्खावती' कथामा जन्मजात पखेटा भएकी एउटी केटीलाई पात्र बनाएर सामाजिक यथार्थको अन्योक्ति सिर्जना गरिएको छ । पखेटा भएका कारण सबै काम समयमै गर्न सक्ने हुँदा पङ्खावती घरमा अत्यधिक दलनमा पर्छे, र त्यसबाट मुक्तिका निम्त आकाशमा विचरण गर्छे, तर त्यहाँ जबर्जस्ती गिद्धको पत्नी बन्नुपर्ने परिस्थिति पखेटा काटिएर थुनिन पुग्छे । त्यसरी अनच्छिपूर्वक गिद्धकी पत्नी हुनुभन्दा आत्महत्या उपयुक्त देखेर ऊ त्यहाँबाट हाम्फाल्छे, र अन्त्यमा परिवारले थापेको जालभित्र फस्छे । यसको समाख्यान संरचना यिनै वास्तविक एवम् स्वैरकल्पनात्मक घटनाको वर्णन र पात्रको नाटकीकरणबाट अधि बढेको छ ।

यथार्थ सांसारिक र परिकल्पित घटना र पात्रका चित्रण गर्दै तिनका माध्यमबाट यसमा जीवनको विद्रूपताको दर्शन उद्घाटन भएको छ । यस कथाको सहती स्वैरकल्पना सामाजिक यथार्थको गहन तलमा पुग्दा मौजुदा समाजमा नारीस्वतन्त्रताको सीमालाई प्रस्टसँग देखाउन सफल भएको छन् (श्रेष्ठ, २०७०, पृ. १५२) ।

स्वैरकल्पनिक कथामा आएका रहस्य, जादु र प्राक्कल्पनाहरू केवल मनोरञ्जनका साधन मात्र हुँदैनन्, अर्थतात्त्विक दृष्टिले समेत महत्त्वपूर्ण रहन्छन् । दार्शनिक धरातलमा पुग्दा प्रतीक र स्वैरकल्पना दुबैका जरा रहस्यवादमै गढेका हुन्छन् तर आजका कतिपय आधुनिक स्वैरकल्पनात्मक एवम् प्रतीकात्मक प्रयोग भने रहस्यभन्दा वस्तुगत पदार्थिक एवम् सामाजिक यथार्थको चित्राङ्कनतर्फ बढी आकर्षित भएका छन् (गिरी, २०५९, पृ. ९०) । ‘पङ्खावती’ कथामा पनि सामाजिक यथार्थको वस्तुगत दुखान्त पक्षलाई स्वैरकल्पनाको युक्तिमार्फत निरूपण गरिएको छ ।

कथासंसार र पात्रको यात्रा

कथा बनाइएको सिर्जना भएको हुनाले यसको कुनै न कुनै कथासंसार अवश्य हुन्छ । स्वैरकल्पनामा प्रवेश गर्दा प्रस्तुत गरिएको संसार र त्यसका प्रकृतिहरूका बारेमा पाठकले संज्ञान हासिल गर्न सक्छ तर त्यसमा भएका कुनै वस्तु, घटना, प्रवृत्ति आदि स्वीकार गर्नमा भने उसमा दुविधा सिर्जना हुन्छ । ‘पङ्खावती’ कथामा यस्ता दुईओटा संसार छन् : कथाको पूर्वार्द्धमा पङ्खातीको घर, उसका बा, आमा, दाजु, भाइ, काका आदि रहेको वास्तविक संसार देखिन्छ भने कथाको उत्तरार्द्धमा आकाशमा गिद्ध, उसको गुँड र त्यसैभित्र फलामे दैल्युक्त सुनको महल भएको काल्पनिक संसार पनि पाइन्छ । पहिलो र वास्तविक संसारमा पङ्खावतीका शरीरमा उम्रिएका पखेटा एवम् त्यसका कारण उड्ने क्रियाकलापबाहेक सम्पूर्ण घटना, चरित्र, विचार आदि मानवीय र यथार्थ नै छन् (शर्मा, २०४५, पृ. १९९) । घरका परिवार अल्छी हुनु र पङ्खावतीलाई काम अराएर बस्नु, पङ्खावतीले हरेकको चाहना पुऱ्याइदिनु, चाहना नहुँदा र थकाइ लाग्दा पनि पङ्खावतीलाई जबर्जस्ती काममा लगाइनु, परिवारले उसको विवाहका निम्ति घरसल्लाह गर्नु तर त्यसमा पङ्खावती असहमत भई घर छाडेर हिँड्नु यस संसारका समसामयिक वास्तविकता हुन् । कथाकारलाई विशिष्ट सन्देश दिन कुनै अलौकिक संसारको रचना गर्नु छ भने पहिले कथामा यस्तै यथार्थ प्रवृत्ति भएको संसारको रचना गरेर पाठकको विश्वास जित्नु आवश्यक हुन्छ (क्लायर, सन् २००७, पृ. ६०४) । कथाकार शर्माले पनि प्रस्तुत कथामा नेपाली परिवेशको परिवार भएको वास्तविक संसार सिर्जना गरेका छन् । यस

कथाको दोस्रो र काल्पनिक संसारचाहिँ आकाशमा उड्दाउड्दै पड्खावतीले भेटेको शून्यमा रहेको गिद्धको गुँडका आधारमा सिर्जना भएको छ । कथामा उक्त गिद्धको गुँडयुक्त संसारको वर्णन यसरी गरिएको छ : “बडेमा उसको गुँड हावामा त्यत्तिकै तुलुङ्ग भुन्डिराखेको थियो । गुँडभित्र पसेपछि पड्खावतीले त्यहाँ सुनको भव्य महल देखी । महलका भ्यालढोका चाँदीका थिए । यताउति जताततै थरीथरीका जुहारातहरू झकझक बलेका थिए” (शर्मा, २०४५, पृ. २०३) । यस संसारमा गिद्धको त्यो गुँड हावामा त्यत्तिकै तुलुङ्ग भुन्डिएको भएर स्थानको अलौकिकता देखिए पनि त्यसभित्रका सजावट भने नेपाली लोककथामा अधिकांशतः प्रयोग गरिने प्रकारका र मानवीय नै छन् । यस प्रकार प्रस्तुत कथामा दुई भिन्न कथासंसारको रचना भएको छ र पड्खावतीले दुवै संसारको भोग गरेकी छ ।

स्वैरकाल्पनिक कथामा प्रयुक्त संसारको अनुभव पात्रले गरेको हुन्छ र त्यसका आधारमा उसका दृष्टिकोणहरू बनेका हुन्छन् । ‘पड्खावती’ कथामा पड्खावतीले वास्तविक संसारबाट दिक्दार भएर काल्पनिक संसारको यात्रा गरेकी छ । परिवारका अल्ल्ही सदस्यहरूले अराएका हरेक काम गर्दासम्म त ऊ सहेर बसिरहेकी थिई तर जब आमा, बाबु, दाजु, भाइ मिलेर उसको विवाह अपाङ्ग केटासँग गराई घरज्वाइँ राख्ने र पड्खावतीलाई घरबाट निस्कन नपाउने षड्यन्त्रपूर्ण योजनामा राजी गराउन थाले, तब विद्रोह गरेर उसले वास्तविक र ज्ञात संसारबाट काल्पनिक र अज्ञात संसारतिरको यात्रा प्रारम्भ गरेकी छ । पड्खावतीको भिन्न संसारतिरको यस उडानयुक्त आकाशयात्राको उद्देश्य र त्यसको परिणामका बारेमा कथाले यस्तो चित्रण गरेको छ : “उसको यो उडान अरू कसैका निम्ति नभएर आफ्नै निम्ति थियो । मुक्त आकाशमा मुक्त उडान । उसले यस्तो अपूर्व सुख यसअघि कहिल्यै पाएकी थिइन” (शर्मा, २०४५, पृ. २०२) । उपर्युक्त वर्णनबाट पड्खावती पारिवारिक परतन्त्रताबाट वैयक्तिक स्वतन्त्रताको खोजीमा यात्रारत भएको पुष्टि हुन्छ तर उडानको केही समयपछि नै ऊ गिद्धको गुँडयुक्त संसारमा प्रवेश गरेकी छ । गिद्धको विवाहप्रस्ताव अस्वीकार गर्दा पड्खावती काल्पनिक संसारमा पनि पखेटा काटिएर फलामको ढोका भएको अँध्यारो कोठामा थुनिनुपरेको छ । कथाको अन्त्यमा त्यहाँबाट उम्केर भाग्दा ऊ पुनः आफ्नै परिवारको जालमा खस्न पुगेको घटना सिर्जना गरेर यसमा दुई संसारको दोहोरो यात्रालाई व्यवस्थापन गरिएको छ । दुवै संसारका समान विशिष्टताचाहिँ निरङ्कुश पितृसत्ता र त्यसमा निहित स्वार्थ, क्रूरता र परतन्त्रता हुन् ।

चरित्रचित्रण

स्वैरकाल्पनिक कथामा सामान्यतया प्रथम पुरुष समाख्याताको प्रयोग गरिन्छ, नत्र तृतीय पुरुषको समाख्याताले नायक पात्रका केन्द्रीकृत अनुभवका आधारमा घटना, पात्र र परिवेशको घनत्वपूर्ण वर्णन गरेको हुन्छ। 'पङ्खावती' कथामा तृतीय पुरुष समाख्याता प्रयुक्त हुनाले यसकी नायक पात्र पङ्खावतीका अनुभव र अनुभूतिका आधारमा सम्पूर्ण घटना, पात्र र परिवेशको चित्रण गरिएको छ। पङ्खावतीको चरित्रका विभिन्न स्वरूपलाई समाख्याताले कथाको प्रारम्भमै पाठकलाई सुविधा हुने गरी यसरी वर्णन गरेको छ : “पङ्खावती तरुनी थी र राम्री पनि ।... उसका एक जोर पखेटा पनि थिए ।... ऊ परी नभएर पखेटा भएकी मानवकन्या थी ।.... पङ्खावतीका पखेटा जन्मजात थिए ।.... पखेटाका भरमा उडेर सजिलै आउजाउ गर्ने हुँदा घरका सबैजना यता जा पङ्खावती र उता जा पङ्खावती गर्थे” (शर्मा, २०४५, पृ. १९९)। पङ्खावतीको प्रस्तुत स्वरूपले ऊ पखेटा भएकी मानवकन्या हो, जसमा पाठकलाई दुविधामा पार्ने चित्रण छ, तर पखेटा भएकी केटीका रूपमा उसलाई स्वीकार गरिसकेपछि भने उसका क्रियाकलापहरूमा स्वाभाविक लाग्न थाल्छन् र समाख्याताको वर्णनमा पाठक राजी हुँदै जान्छ।

पङ्खावतीको चरित्रमा क्रियाकलापमा निरन्तरता र चिन्तनमा गतिशीलता रहेको छ। भन्नासाथ उसको ठुलो दाजुलाई पसलबाट चुरोट ल्याइदिनु, माइला दाजुलाई अम्बा टिपेर दिनु, कान्छो भाइलाई चङ्गा चुँडेर ल्याइदिनु, बाबुका लागि काकालाई बोलाइदिनु, आमाले भनेको बेला दुध ल्याइदिनु आदि उसका क्रियाशीलताका उदाहरण हुन्। जसले जतिखेर अराए पनि खुरुखुरु काम गर्ने हुनाले पङ्खावती थाक्थी तर ‘नाइँ’ भने पनि काम नगरी ऊ धर पाउँदिनथी। परिवारसँग रिसाएर पखेटा चुँडाएर फाल्ने भोक चल्ने गरे पनि ऊ सहेर घरमा बसिरहेकी छ, तर विवाहमा पनि परिवारले षड्यन्त्र गरी आफ्नो इच्छाविपरीत अपाङ्ग व्यक्तिसँग गरिदिएर घरमै राख्ने योजना बनाएपछि ऊ घर छोडेर हिँडेकी छ। आकाशमा गिद्धको फन्दामा परे पनि उसको साहसमा परिवर्तन आएको छैन। गिद्धले आफ्नी स्वास्नी बन्न राखेको प्रस्ताव, लोभ र धम्कीलाई उसले निडरतापूर्वक यसरी अस्वीकार गरेकी छ : ““सास्ती सहन्छु, तर म तेरो स्वास्नी बनेर सुनको कोठामा बस्दिनँ ।”” (शर्मा, २०४५, पृ. २०४)। गिद्धले पखेटा काटिदिएर अँध्यारो कोठामा बन्द गरेर राखे पनि उसले स्वतन्त्रताको सम्भावना खोजी गर्दै भ्यालबाट हाम्फाल्ने साहस गरेकी छ। यस प्रकार घरबाट स्वतन्त्रताको खोजीमा आकाशमा गिद्धको बन्दी बन्न पुगेकी पङ्खावतीले आकाशबाट पुनः स्वतन्त्रताको खोजीमा घरतिर

फर्केर आफ्नो चरित्रमा रहेको गतिशीलता प्रदर्शन गरेकी छ। उपर्युक्त सबै कथन यसमा तृतीय पुरुष समाख्याताबाटै आएका छन् तर ऊ सर्वज्ञ नभई सीमित हुनाले पङ्खावतीको अनुभूतिलाई उसले निकै निकटबाट नियाल्न सकेको छ। यसले गर्दा पङ्खावती र गिद्ध पात्रमा रहेका अप्राकृतिक पक्ष र मानवीय स्वभाव एकाकार हुन गई चरित्रचित्रण स्वैरकल्पनाअनुकूल एवम् बलियो बनेको छ।

अन्योक्तिमूलकता

सामान्य कथालाई पनि स्वैरकल्पनाले नयाँ, भिन्न र प्रभावकारी तरिकाबाट भन्ने प्रयास गरेको हुन्छ। कथामा आएका घटना, पात्र, परिवेशले अभिधा अर्थका साथ कथाबाहिरको समानान्तर रूपकात्मक अर्थको तहलाई पनि सङ्केत गरेका छन् भने त्यहाँ अन्योक्तिमूलकता सिर्जना हुन्छ। तोदोरोभ (सन् १९७५, पृ. १६८-६९) भन्छन् : “कथामा अलौकिकताको सिर्जना पहिले कानुनी वा व्यक्तिगत रूपमा वर्जित विषयको विमर्श र प्रकटीकरणका निम्ति उपयुक्त माध्यम थियो तर अहिले मनोविश्लेषणको प्रतिपादन भइसकेको र भाषामा प्रतिनिधित्वको क्षमता नभएका कारण त्यसो गरिरहनुपर्दैन।” तोदोरोभले आवश्यक नदेखे पनि कतिपय आधुनिक कथाकारहरू वैचारिकीको पृथक् प्रस्तुतिका निम्ति परोक्ष शिल्पका रूपमा स्वैरकल्पनालाई अवलम्बन गरिरहेका छन् किनभने स्वैरकल्पनाले सिर्जना गरेको सतही काल्पनिकताले पनि सामाजिक जीवनका शक्ति र नियन्त्रणका भिन्न तहमा देखिने र गम्भीर खालको अन्योक्तिमूलक अर्थ दिने सामर्थ्य राख्छ (हन्टर, सन् १९८९, पृ. ३८)। यसै सन्दर्भमा मोहनराज शर्माको ‘पङ्खावती’ कथाको विश्लेषणबाट यसमा प्रयुक्त घटनाहरू, पङ्खावती र गिद्धजस्ता पात्र तथा आकाशमा रहेको गिद्धको गुँडको परिवेशलाई आधार बनाएर समाजमा नारीको शक्ति र नियन्त्रणको गम्भीर अन्योक्तिमूलक अर्थ अन्वेषण गर्न सकिन्छ।

‘पङ्खावती’ कथामा पङ्खावतीका पखेटा हुनु एउटा अन्योक्ति हो, जसले पितृसत्तात्मक परिवारमा नारीलाई काम गर्ने यन्त्रवत् जीवका रूपमा लिइने पद्धतिलाई सङ्केत गरेको छ। थकाइ लागे पनि नाउँ भन्न नपाई बाध्य भएर परिवारको चाहना र सुखसुविधाका निम्ति काम गर्न पर्नु पङ्खावतीका निम्ति एउटा श्रापित जीवनको भोगाइ हो। यसमा उसको विवाहको सल्लाह हुँदा परिवारको स्वार्थको चरम स्वरूप देखा परेको छ भने त्यस स्वार्थको पहिचान र अस्वीकार गरेर ऊ स्वतन्त्र विचरण गर्दै आकाशमा पुगेकी छ। आकाशमा पङ्खावतीले भेटेको एउटा गिद्ध लुब्ध र कुरूप पुरुषको रूप हो, जसले धन र बलका आधारमा सुन्दर

नारीलाई भोग गर्ने उद्देश्य राखेको छ । गिद्धको दरबारमा पङ्खावतीका निम्ति दुई वैकल्पिक कोठा छन्, तिनको यसरी वर्णन गरिएको छ :

उसले पहिला सुनको कोठाको दैलो उघायो । दैलो उघार्नासाथ पङ्खावतीका दुबै आँखा एउटा खुबै सिँगारिएको र सुखसुविधाका सारा सामग्रीले भरिपूर्ण कोठामा नाच्न थाले । त्यसपछि उसले फलामको कोठाको दैलो उघायो । दैलो उघारेपछि पङ्खावती तर्सी, एकदमै आतङ्कित भई । फलामको कोठो हाड र सिनु भरिएको साँघुरो कालकोठरी थियो ।
(शर्मा, २०४५, पृ. २०३-४)

उपर्युक्त उद्धृतांशमा आएका दुई कोठामध्ये पहिलो सिँगारिएको कोठाले पुरुषले नारीलाई फकाउन प्रयोग गर्ने लोभ र दोस्रो सिनु भरिएको कोठाले धम्कीलाई देखाउँछ । त्यसरी शक्तिशाली पुरुषले लोभ र धम्कीको प्रयोग गरे पनि पङ्खावतीले उसकी स्वास्नी बन्ने प्रस्तावलाई नकारेर चुनौती मोलेकी छ र त्यसैअनुरूप पखेटा काटिएर उसलाई कोलकोठरीमा थुनिएर बस्नुपरेको छ । यो एक प्रकारले नारी स्वतन्त्रता विहीन प्रेमी वा पतिको घर हो । त्यस घरबाट मुक्त हुन भ्यालबाट हाम्फालेकी पङ्खावती बाबु, दाजु र भाइले समातेर राखेको ठुलो जालमा खसेकी छ, यसबाट मृत्युको चुनौती स्वीकारे पनि पुनः परतन्त्रतालाई नै शिरोपर गर्नुपर्न नारीको दुर्दान्त अवस्थालाई देखाएको छ । नारीले जन्मघरमा भोग्नुपर्ने शोषण, त्यसबाट मुक्त हुँदा पतिको घरमा भोग्नुपर्ने निरङ्कुश परतन्त्रता र त्यसबाट मुक्त हुन खोज्दा पुनः परिवारको शोषणको जालको चक्रमा रहेको देखाएर प्रस्तुत कथाले नारीको जीवनलाई निरीहताका रूपमा प्रमाणित गरेको छ । यसबाट स्वैरकल्पनात्मक अर्थबाहेक कथाबाहिरको समाजको पितृसत्तात्मक सोच र त्यसमा नारीले भोग्नुपर्ने अवस्थाको समानान्तरता पनि व्याख्या गर्न सकिने हुँदा प्रस्तुत कथाको अन्योक्तिमूलकता सार्थक रहेको पुष्टि हुन्छ ।

समाख्यान संरचना

समाख्यान भनेको समाख्याताका माध्यमबाट प्रस्तुत घटना वा अनुभवको शृङ्खला हो । स्वैरकल्पनात्मक कथाको संरचना जहिले पनि त्यसको अन्त्य भागमा केन्द्रित हुन्छ र त्यसले समयको अप्रत्यावर्तनीयतालाई देखाउँछ (तोदोरोभ, सन् १९७५, पृ. ८८-८९) । यसको अर्थ के हो भने कथाको अन्त्यको ज्ञान भइसकेपछि कथाको पाठक पुनः पहिलेको कथासंसारमा प्रस्तुत स्वैरकल्पनाको अनुभव गर्न असमर्थ हुन्छ किनभने स्वैरकल्पनात्मक कथाको प्रारम्भ र अन्त्यका बिच समय र अनुभवको बृहत् अन्तराल

रहेको पाइन्छ । ‘पङ्खावती’ कथाको प्रारम्भमा दिइएको समयसन्दर्भ “अहिले हो कि उहिले हो, एउटी थी केटी । केटीको नाउँ पङ्खावती” (शर्मा, २०७५, पृ. १९९) लाई हेर्दा ‘अहिले हो कि उहिले’ भन्ने उपवाक्यात्मक संरचनाले कल्पनात्मक अतीतको कुनै अनिश्चित कालखण्डलाई सङ्केत गरेको स्पष्ट हुन्छ । यस कथाका बाँकी सन्दर्भमा पखेटा भएकी केटीका क्रियाकलाप आएका छन् र त्यसको अन्त्यमा कथाको अर्थतात्त्विक स्थापना यसरी भएको छ : “जालमा परेकी पङ्खावती अझै पनि जालभित्र गुटमुटिएकी छ । त्यसै बेला देखि ऊ जाल चुँडाल भरमगदुर प्रयत्न गर्दै छे, तर अझै पनि पुरुषहरूको महाजाल छिनालेर बाहिर आउन सकेकी छैन” (शर्मा, २०४५, पृ. २०५) । ‘पङ्खावती’ कथाको प्रस्तुत अन्त्यले यसको प्रारम्भको समयगत अतीतको अनिश्चिततालाई छाडेर ‘अझै पनि’ भन्ने सन्दर्भले वर्तमानलाई प्रस्ट पारेको छ र कथा सकिँदा पाठकमा रहेको समयगत दुविधाको अनुभूति पनि अन्त्य भएर जान्छ । अतः स्वैरकल्पनिक कथा हुँदैहुँदै पनि ‘पङ्खावती’ स्वैरकल्पनालाई भञ्जन गर्दै प्रस्तुत कथाको अन्त्यमा आएको समयसन्दर्भबाट समसामयिक यथार्थलाई प्रकट गर्ने आधुनिक कथा बन्न पुगेको छ ।

निष्कर्ष

प्रस्तुत अध्ययनमा मोहनराज शर्माको ‘पङ्खावती’ कथामा प्रयुक्त स्वैरकल्पनाका विभिन्न पक्षहरूलाई कथासंसार र पात्रको यात्रा, चरित्रचित्रण, अन्योक्तिमूलकता र समाख्यान संरचनाको विश्लेषण गर्दै यसले उद्घाटन गरेको पितृसत्तात्मक सामाजिक रूढतालाई पहिचान गरिएको छ । यसमा प्रयुक्त यथार्थ र कल्पनात्मक कथासंसार एवम् ती दुई संसारमा यात्रा गरेकी पङ्खावतीको अनुभव पूर्णतः असहज र अप्रिय रहेको छ । पङ्खावतीले जन्मघरमा पनि शोषण र उत्पीडन खपेकी छ भने त्यहाँबाट मुक्तिको प्रयास गर्दा गिद्धको फन्दामा पर्नुपरेको अनि उसकी पत्नी हुन अस्वीकार गर्दा पखेटा काटिई कालकोठरीमा थुनिनुपरेको छ । प्राणको माया मारेर गिद्धको थुनाबाट मुक्त हुन खोज्दा पुनः ऊ परिवारकै जालमा परेको देखाएर प्रस्तुत कथाले स्वैरकल्पनका माध्यमबाट समसामयिक सामाजिक सन्दर्भमा नारीले भोगिरहेको शोषण र परतन्त्रताको यथार्थ परिवेश प्रकट गरेको छ । शोषण र परतन्त्रताका दुवै संसारबाट मुक्तिको प्रयास गरे पनि पङ्खावतीलाई तिनकै चक्रव्यूहमा परेको देखाएर प्रस्तुत कथाले नारीनियतिको नकारात्मक दर्शन स्थापित गरेको छ । अन्योक्तिमूलकताको शक्तिका कारण स्वैरकल्पना प्रयुक्त आधुनिक कथामा वैचारिकताको अग्रगमन सम्भव हुन्छ तर मोहनराज शर्माले ‘पङ्खावती’ कथामा परम्परादेखि पितृसत्ताको शोषण र परतन्त्रतामा हुकिरहेका नारीहरूका निम्ति वर्तमान

परिस्थितिमा समेत मुक्तिको कुनै मार्ग स्थापित छैन भन्ने वैचारिकी देखाएका छन् । यस कथाको स्वैरकल्पनिक संरचनाले यथास्थितिमा रहेको सामाजिक यथार्थको रोचक प्रतिनिधित्व त गर्छ तर स्वैरकल्पनाको नवीन प्रविधिको उपयोग गर्दागर्दै पनि यसबाट प्रकारान्तरले पितृसत्तासंगप्रति नारीको प्रतिरोधलाई कमजोर देखाएर नारीमुक्तिलाई रूढिवादी नियतिको चक्रव्यूहमा सीमित पार्ने परम्परागत मान्यता मात्र स्थापित भएको छ ।

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प्राज्ञिक लेखनमा APA सातौँ संस्करण: उद्धरण, सन्दर्भ सूची र लेखन शैली

डा. डम्बरबहादुर पुन



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लेखसार

डा. डम्बरबहादुर पुन

उपप्राध्यापक

महेन्द्र बहुमुखी क्याम्पस,

नेपालगन्ज

Email:

atomnetra@gmail.com

Orcid

[https://orcid.org/0009-](https://orcid.org/0009-008-9548-6336)

008-9548-6336

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यस अध्ययनले प्राज्ञिक लेखनमा अमेरिकन साइक्लोजिकल एसोसियसन (APA) सातौँ संस्करणले प्रस्ताव गरेका नियम र शैलीलाई विश्लेषण गरेको छ। अध्ययनको उद्देश्य प्राज्ञिक लेखनमा उद्धरण प्रयोग गर्ने तरिका, सन्दर्भ सामग्री सूची तयार गर्ने विधि र लेखन शैलीको प्रस्तुति सम्बन्धी प्राविधिक पक्षलाई स्पष्ट पार्ने रहेको छ। गुणात्मक अध्ययनमा आधारित यस लेखमा सामग्री सङ्कलनका लागि पुस्तकालयीय कार्य र सामग्री विश्लेषणका लागि वर्णनात्मक विधि प्रयोग गरिएको छ। परिणामस्वरूप, प्राज्ञिक लेखन केवल वैचारिक नभई प्राविधिक पक्षमा पनि आधारित छ। उद्धरण प्रयोगले लेखकको विचारलाई बलियो बनाउने, तर्कलाई समर्थन गर्ने र साहित्यिक चोरीबाट बचाउने भूमिका निर्वाह गर्छ। APA सातौँ संस्करणले अन्तर्पाठ्य उद्धरणलाई प्राथमिकता दिँदै प्रत्यक्ष तथा अप्रत्यक्ष उद्धरण प्रस्तुत गर्ने स्पष्ट नियमहरू प्रदान गरेको छ। त्यस्तै, सन्दर्भ सामग्री सूचीले अनुसन्धानमा प्रयोग गरिएका स्रोतहरूको व्यवस्थित विवरण प्रस्तुत गर्दै अध्ययनलाई पारदर्शी, विश्वसनीय र शैक्षिक मान्यता प्राप्त बनाउन सहयोग पुऱ्याएको छ। यसरी, प्रस्तुत अध्ययनले अनुसन्धानकर्तालाई प्राज्ञिक लेखनमा आवश्यक प्राविधिक ज्ञान, उद्धरण प्रयोग र सन्दर्भ सूची निर्माणका पक्षहरूबारे मार्गदर्शन प्रदान गरेको छ। यसले भावी अनुसन्धानलाई व्यवस्थित, पारदर्शी र गुणस्तरीय बनाउन महत्त्वपूर्ण योगदान पुऱ्याउने अपेक्षा राखिएको छ।

शब्दकुञ्जी : उद्धरण, सन्दर्भ, प्राज्ञिक लेखन, चलशीर्षक, शीर्षक अक्षर, शैली

विषय परिचय

प्राज्ञिक लेखन कसरी गर्ने भन्ने उद्देश्य राखेर यो लेख तयार गरिएको छ । यो लेख अमेरिकन साइक्लोजिकल एसोसियसन (APA) सातौँ संस्करणमा आधारित छ । यस लेखमा उद्धरणको प्रयोग, सन्दर्भ सामग्री सूची र प्राज्ञिक लेखनको प्रस्तुति शैलीका विषयमा चर्चा गरिएको छ । यसका लागि सामग्री सङ्कलन गर्न पुस्तकालयीय कार्य र सामग्री विश्लेषण गर्न वर्णनात्मक विधिको उपयोग गरिएको छ ।

यस लेखको मूल उद्देश्य भनेको प्राज्ञिक लेखन कसरी गर्न सकिन्छ भन्ने शैली पक्षको अध्ययन गर्ने हो । यसका लागि APA सातौँ संस्करणलाई प्राज्ञिक लेखनमा प्रयोग गर्ने विधिका बारेमा चर्चा गरिएको छ । यस लेखले प्राज्ञिक लेखन शैलीको जानकारी दिने भएकाले यो अनुसन्धानमूलक कार्यमा प्रयत्न गरिरहेका अनुसन्धान कर्ताका लागि उपयोगी हुने अपेक्षा राखिएको छ ।

अध्ययन विधि

प्रस्तुत लेख गुणात्मक अध्ययनमा आधारित छ । यो लेख (APA) सातौँ संस्करणमा आधारित भएकाले यसलाई तथ्यानुसन्धान नभई केवल तथ्याखानका रूपमा लिन सकिन्छ । यसको सामग्री सङ्कलन पुस्तकालयीय कार्यबाट र सामग्रीको विश्लेषण वर्णनात्मक विधिबाट गरिएको छ । यस लेखमा विभिन्न विद्वान्का विचारलाई कसरी उद्धृत गर्ने, विचार ग्रहण गरिएको सामग्रीलाई सन्दर्भ सामग्री सूची कसरी राख्ने र सिङ्गो प्राज्ञिक लेखनको प्रस्तुति शैली कस्तो बनाउने भन्ने कुराको सविस्तार चर्चा गरिएको छ ।

यस अध्ययनले प्राज्ञिक लेखनका क्षेत्रमा APA सातौँ संस्करणले के कस्ता मान्यता राख्दछ भन्ने कुरालाई मात्र समेट्ने काम गरेको छ । यसको उद्देश्य नै प्राज्ञिक लेखनको शैलीसम्बन्धी अध्ययन रहेको छ । हालसम्म संसारभरि विकसित भएका विभिन्न शैलीमध्ये APA सातौँ संस्करणले प्राज्ञिक लेखनमा उद्धरण लिने र सन्दर्भ सामग्री सूची बनाउने तरिका र लेखन शैलीका सम्बन्धमा के कस्ता धारणा राख्दछ भन्ने कुराको अध्ययनलाई मात्र यसमा समेटिएको छ । प्राज्ञिक लेखन वैचारिक लेखन मात्र नभएर प्राविधिक लेखन पनि हो । यसका लागि विषयगत ज्ञानका साथै प्राविधिक पक्षको ज्ञान हुन पनि नितान्त आवश्यक हुन्छ । यस लेखको मूल प्राप्ति भनेको प्राज्ञिक लेखनका क्षेत्रमा प्रयासरत व्यक्तिका लागि लेखन शैलीको प्राविधिक ज्ञानको पक्षलाई प्रष्ट्याउनु रहेको छ ।

छलफल तथा विश्लेषण

यो लेख APA सातौँ संस्करणमा उल्लेखभएका प्राज्ञिक नियमहरूको अध्ययनमा केन्द्रित छ। यहाँ APA सातौँ संस्करणका आधारमा प्राज्ञिक लेखनमा उद्धरणको प्रयोग कसरी गर्ने, सन्दर्भ सामग्री सूची कसरी बनाउने र कस्तो प्रकारको प्राज्ञिक लेखनको प्रस्तुति शैली उपयोग गर्ने भन्ने विषयलाई समेटिएको छ। यी विषयवस्तुको छलफल तथा विश्लेषण निम्नानुसार गरिएको छ-

प्राज्ञिक लेखनमा उद्धरणको प्रयोग

उद्धरण भनेको कुनै महान् वा आदर्श व्यक्तित्व, साहित्यकार वा चिन्तकले दिएको छोटो, छरितो तर गहिरो विचार। अनुसन्धानमूलक लेखमा आफूलाई आवश्यक पर्ने महत्वपूर्ण अभिव्यक्तिहरू विद्वान्का पुस्तक, लेख, रिपोर्ट वा वेब पेजबाट लिने गरिन्छ र यसको स्रोत पनि उल्लेख गरिन्छ। यसले लेखकको अभिव्यक्तिलाई प्रामाणिक, विश्वसनीय, भरपर्दो वा आधिकारिकता प्रदान गर्दछ भने पाठक वा श्रोतालाई सोच्न, बुझ्न र जीवनमा लागू गर्न प्रेरित गर्दछ। उद्धरणले लेखमा शब्दमात्र प्रस्तुत गर्ने नभई सारगर्भित अनुभव, दृष्टिकोण र सत्यलाई संक्षिप्त रूपमा प्रस्तुत गर्ने काम पनि गर्दछ। यसमा विशिष्ट व्यक्तित्वका अनुकरण योग्य भनाइहरूलाई समेट्ने भएकाले यसलाई ज्ञानको सागर पनि भन्ने गरिन्छ। प्राज्ञिक लेखनमा उद्धरणको प्रयोगले लेखकको विचारलाई बलियो बनाउँछ, तर्कलाई समर्थन गर्छ, र पाठकलाई गहिरो प्रभाव पार्छ। यसले संवादलाई आकर्षक बनाउनुका साथै भावकलाई जीवनमा सकारात्मक सोच र प्रेरणा जगाउने काम पनि गर्छ। उद्धरणमा अरूका विचार, तथ्य वा निष्कर्ष प्रयोग गर्दा सम्बन्धित स्रोतलाई उचित श्रेय दिइएको हुनाले यसले साहित्यिक चोरी (Plagiarism) हुनबाट जोगाउन महत्वपूर्ण भूमिका खेल्छ।

प्राज्ञिक लेखनमा विभिन्न व्यक्तिका गहकिला भनाइहरूलाई सन्दर्भ लिनका लागि विभिन्न किसिमका अवधारणाहरू पाइन्छन्। यस लेखमा भने अमेरिकन साइक्लोजिकल एसोसियसन (APA) सातौँ संस्करणले अगाडि सारेका अवधारणाहरूको अध्ययन गरिन्छ। ती अवधारणाहरूलाई क्रमशः निम्नानुसार प्रस्तुत गरिन्छ-

प्राज्ञिक लेखनका क्षेत्रमा उद्धरण स्रोत खुलाउने मुख्यतया तीन प्रकारका पद्धतिहरू रहेका छन्। तीमध्ये पहिलो पद्धति हो अन्तर्पाठीय (गर्भे) टिप्पणी (In Text Citation\Parentthetical note), दोस्रो पद्धति पादटिप्पणी (Footnote) र तेस्रो पद्धति पाठान्त टिप्पणी (Endnote) हो। अन्तर्पाठीय टिप्पणी APA /

MLA शैलीले गर्छ, यो अहिलेको बहुचर्चित तरिका हो । पादटिप्पणी र पाठान्त टिप्पणीको प्रयोग भने सिकागो शैलीले गर्छ, यो पुरानो तरिका हो । अन्तर्राष्ट्रिय प्रचलनलाई हेर्नेहो भने APA को प्रयोग सामाजिकशास्त्र तथा अन्य विषयका क्षेत्रमा MLA को प्रयोग मानविकी (भाषा, साहित्य, इतिहास, संस्कृति र पुराण) विषयका क्षेत्रमा गरेको पाइन्छ । अन्तर्पाठीय (गर्भे) टिप्पणी अनुसरण गर्ने APA सातौँ संस्करण-अनुसार उद्धरण लेखनका मुख्य दुई पद्धति रहेका छन् । ती दुई पद्धति यस प्रकार छन्-

पहिलो पद्धति कोष्ठकीय उद्धरण (Parenthetical) पद्धति हो । यस पद्धतिमा वाक्यको अन्तमा उद्धरणको विवरण कोष्ठभित्र लेखिन्छ । यस प्रकारको उद्धरणमा लेखकको नाम लेखिँदैन । प्रत्यक्ष उद्धरणका अन्तमा कोष्ठ भित्र लेखकको थर, प्रकाशन साल, पृ. लेखिन्छ । रोमन लिपिमा पृ. सङ्ख्या दुई वा दुई भन्दा बढी भएमा PP. लेखेर सुरुको पृ. सङ्ख्या त्यसपछि योजक चिन्ह र अन्तिमा पृ. सङ्ख्या लेखिन्छ तर देवनागरी लिपिमा भने पृ. मात्र लेखेर उही शैलीमा पृष्ठ सङ्ख्या लेख्ने प्रचलन छ । प्रकाशन साल लेख्दा देवनागरी लिपिमा वि.सं. र रोमन लिपिमा इ.स. उल्लेख गर्नु परेमा केही लेख्नु पर्दैन तर देवनागरी लिपिमा इ.स. उल्लेख गर्नु परेमा सालका अगाडि इ.स. वा सन र रोमन लिपिमा वि.सं. उल्लेख गर्नु परेमा सालका अगाडि वि.सं. लेख्नु पर्दछ । यसरी लेख्दा थर, प्रकाशन साल र पृ. सङ्ख्याको बिचमा कमा लेख्नु पर्छ, जस्तै- “एउटै शब्दले एकभन्दा बढी अर्थ बुझाएमा श्लेषअलङ्कार हुन्छ” (Upadhyay, 2067, pp.116-130)/(उपाध्याय, २०६७, पृ. ११६-१३०)। अप्रत्यक्ष उद्धरण भएमा पृ. उल्लेख गर्नु पर्दैन ।

दोस्रो पद्धति भनेको वर्णनात्मक वा कथनात्मक उद्धरण (Narrative) पद्धति हो । यस पद्धतिमा उद्धरणभित्र लेखकको थर मात्र वा थर र साल दुवै तरिकाले लेखिन्छ । यदि प्रत्यक्ष उद्धरण छ भने वाक्यको अन्तमा कोष्ठभित्र साल र पृ. लेख्ने गरिन्छ वा साल लेखक सँगै आएमा पृ. मात्र लेख्ने गरिन्छ, जस्तै- अधिकारी (२०५६) का अनुसार “अर्थ एकै भएका तर तात्पर्यगत् अर्थ बेग्लै देखाइएका शब्दको समतालाई लाटानुप्रास अलङ्कार भनिन्छ” (पृ. ५५) वा अधिकारीका अनुसार “अर्थ एकै भएका तर तात्पर्यगत् अर्थ बेग्लै देखाइएका शब्दको समतालाई लाटानुप्रास अलङ्कार भनिन्छ” (२०५६, पृ. ५५) । अप्रत्यक्ष उद्धरण भएमा वाक्यको अन्तमा केही पनि लेखिँदैन । यसरी प्रस्तुत गरिने उद्धरण सम्बन्धी केही नियमहरू यस प्रकार छन्-

- एउटै थर र एउटै प्रकाशन साल भएका एकभन्दा बढी लेखक भएमा लेखकको थरका साथै नामको संक्षिप्त रूप लेख्ने प्रचलन छ, जस्तै- J. Mishra (2020), K. Mishra (2020) । देवनागरी

लिपिका सम्बन्धमा भने लेखकको नामको संक्षिप्त रूप लेख्न असजिलो हुने भएकाले थरका पछाडि कोष्ठमा नाम लेख्ने प्रचलन गरेको पाइन्छ, जस्तै-

अधिकारी (केशव) ले “अनेक व्यञ्जन एक पटक मात्र आवृत्तिभएमा छेकानुप्रास अलङ्कार हुन्छ” (२०५६, पृ. ५५) भनेका छन् ।

अधिकारी (हेमाङ्गराज) ले “वर्णोच्चारणका स्थान कण्ठ, तालु, ओँठ, दाँत आदि मध्ये कुनै एक स्थानबाट उच्चारण हुने अनेक व्यञ्जनहरूको आवृत्ति भएमा श्रुत्यनुप्रास अलङ्कार हुन्छ” (२०५६, पृ. १३८) भनेका छन् ।

- एउटै व्यक्तिका एउटै सालका एकभन्दा बढी कृति भएमा उद्धरणको स्रोत उल्लेखगर्दा प्रकाशन सालका पछाडि रोमन लिपिमा a,b राख्ने गरिन्छ, छ भने देवनागरी लिपिमा क, ख राखिन्छ, जस्तै- रोमन लिपि: (Sharma, 2025a, p. 14), (Sharma, 2025b, p. 150), देवनागरी लिपि: (शर्मा, २०२५क, पृ. १४), (शर्मा, २०२५ख, पृ. १५०)
- इदि एउटा कृतिका दुई जना लेखक भएमा दुवै जनाको थर उल्लेख गर्नुपर्छ, जस्तै- (पुन र श्रेष्ठ, २०२१,पृ. ५०), रोमन लिपिमा (Pun and Shreshtha, 2021, p. 30)
- यदिएउटा कृतिका तीन वा तीन भन्दा बढी लेखक भएमा पहिलो लेखकको थर पछाडि देवनागरी लिपिमा अन्यर रोमन लिपिमा et al.लेख्नु पर्छ, जस्तै- (अधिकारी र अन्य, २०३०, पृ. ५०), रोमन लिपिमा (Adhikari et al., 2030), p. 30) ।
- यदि एकै स्थान (एक वाक्यवा अनेक वाक्य) मा दुई वा दुईभन्दा बढी लेखकका फरक फरक कृतिको उद्धरणको स्रोत उल्लेख गर्नु परेमा सम्पूर्ण लेखकको थर वर्णनानुक्रममा र प्रकाशन साल राख्नु पर्दछ, तर प्रकाशन साल एउटै भएमा थरलाई वर्णनानुक्रममा राखेर प्रकाशन साल लेख्नु पर्दछ, जस्तै- (गुरुङ, २०२८, थापा, २०४०, पुन, २०६८)(नेपाल, पाण्डे, शाह, २०४५)
- अनलाइन सामग्रीलाई उद्धरणको स्रोत उल्लेख गर्नु परेमा अन्य विवरण माथि उल्लेख गरेअनुसार लेख्ने गरिन्छ तर त्यसपछि DOI वा URL सक्रिय लिङ्कमा राख्नु पर्दैन, जस्तै- (पुन, सन२०२४) ।
- ब्लक कोटेसन सम्बन्धी नियम एपिए ढाँचा वा शैलीले उद्धरणको आकारलाई दुई खण्डमा राखेर हेरेको पाइन्छ । यसले ३९ शब्द सम्मको उद्धरणलाई सानो उद्धरण मान्दछ । सानो उद्धरणलाई चालु

अनुच्छेद पङ्क्ति भित्र राख्नु पर्छ भन्ने मान्यता यस शैलीको रहेको छ । यस प्रकारको उद्धरण स्रोत माथि उल्लेख भएकै शैलीमा प्रस्तुत गर्नु पर्दछ, जस्तै-

अलङ्कारको चर्चा गर्ने क्रममा दण्डीले काव्य सौन्दर्यको हेतु अलङ्कारलाई मानेका छन् । उनीका विचारमा “सुन्दरतम अलङ्कारबाट नयाँ कल्पना प्रस्फुटन हुने र यो स्थायी रूपमा रहन सक्ने भएकाले काव्य सौन्दर्यको उत्कर्षका लागि अलङ्कारको अनिवार्य आवश्यकता पर्दछ” (सन १९९९, पृ. ४३३) भन्ने मान्यता अगाडि सारेको पाइन्छ ।

यस शैलीले ४० वा ४० भन्दाबढी शब्दको उद्धरणलाई ठूलो उद्धरण मानेको पाइन्छ । यस्तो उद्धरणलाई ब्लक कोटेसन भनिन्छ । ठूलो उद्धरणको सम्पूर्ण अंशलाई लेफ्ट इन्डेन्ट गरेर राख्नुपर्छ । यसको फन्ट साइज रोमन लिपिमा भए १० राख्ने गरिन्छ, देवनागरी लिपिमा भने १४ राख्ने गरिन्छ । यसमा सिङ्गल स्पेसिङको प्रयोग गर्नुपर्छ, देवनागरी लिपिमा भने १.१५ स्पेसिङको प्रयोग गर्ने गरिन्छ । यो आफैमा ब्लक कोटेसन भएकाले यसलाई उद्धरण चिन्ह भित्र राख्नु पर्दैन । ब्लक कोटेसन एउटा मात्र अनुच्छेद भएमा पहिलो पङ्क्तिलाई इन्डेन्ट गर्नु पर्दैन तर अन्य अनुच्छेदभएमा पछाडिका सबै अनुच्छेदको पहिलो पङ्क्तिलाई इन्डेन्ट गर्नु पर्छ । उद्धरण पछि पूर्णविराम चिन्ह दिएर मात्र स्रोत उल्लेख गरिन्छ । स्रोतभन्दा पछाडि भने पूर्णविराम चिन्ह राखिदैन, जस्तै-

भामहले काव्यालङ्कार ग्रन्थमा अनुप्रास र यमक शब्दालङ्कारका साथै छत्तिस ओटा रूपक, दीपक, उपमा, आक्षेप, अर्थान्तरन्यास, व्यतिरेक, विभावना, समासोक्ति, अतिशयोक्ति, यथासङ्ख्य, उत्प्रेक्षा, स्वभावोक्ति, प्रेय, रसवत्, ऊर्जस्वी, पर्यायोक्ति, समाहित, उदात्त, श्लिष्ट, अपह्नुति, विशेषोक्ति, विरोध, तुल्ययोगिता, अप्रस्तुत प्रशंसा, व्याजस्तुति, निदर्शना, उपमा रूपक, उपमेयोपमा, सहोक्ति, परिवृत्ति, सन्देह, अनन्वय, उत्प्रेक्षावयव, संसृष्टि, भाविकत्व र आशी अर्थालङ्कारको चर्चा गरेका छन् । (२०४२, पृ. २९-६६)

प्राज्ञिक लेखनमा सन्दर्भ सामग्री सूची

सन्दर्भ सामग्री सूचीभनेको अनुसन्धान, लेख, प्रतिवेदन वा शैक्षिक कृतिमा प्रयोग गरिएका विभिन्न स्रोतहरूको व्यवस्थित विवरण हो । लेखकले आफ्नो अध्ययनमा प्रयोग गरेका पुस्तक, जर्नल लेख, अनुसन्धान प्रतिवेदन, वेब सामग्री तथा अन्य स्रोतहरूको पहिचान गराउने काम यसले गर्दछ । सन्दर्भ सामग्री सूचीको मुख्य उद्देश्य लेखमा प्रयोग गरिएका स्रोतहरू खोज्न, अध्ययनगर्न तथा प्रस्तुत जानकारीको सत्यापनगर्न

सहयोग पुन्याउनु हो । यसले अनुसन्धानलाई पारदर्शी, व्यवस्थित, विश्वसनीय र प्रामाणिक बनाउनुका साथै बौद्धिक सम्पत्तिको सम्मानलाई पनि सुनिश्चित गर्दछ । अनुसन्धानमूलक लेखमा सन्दर्भ सामग्री सूचीले लेखकको अध्ययनको गहिराइ र स्रोतहरूको विविधता प्रस्ट पार्नेकाम गर्छ ।

लेखको अन्त्यमा प्रस्तुत गरिने सन्दर्भ सामग्री सूचीले ज्ञानको स्रोत पहिचान गर्ने, अनुसन्धानको पारदर्शिता कायम गर्ने तथा भावी अनुसन्धानका लागि मार्गदर्शन प्रदान गर्ने काम गर्दछ । यसलाई प्राज्ञिक लेखनमा कसरी प्रयोग गर्ने भन्ने सम्बन्धमा विभिन्न किसिमका अवधारणाहरू प्रचलनमा आएका छन् । यस अध्ययनमा भने अमेरिकन साइक्लोजिकल एसोसियसन (APA) ले आफ्नो सातौँ संस्करणमा अगाडि सारेका अवधारणाहरूको मात्र अध्ययन गरिन्छ । जुन अवधारणाहरूलाई क्रमशः निम्नानुसार प्रस्तुत गरिन्छ-

अनुसन्धान कार्यका लागि APA शैलीमा सन्दर्भ सामग्री सूची तयार गर्दा लेखकको थरका आधारमा वर्णानुक्रममा क्रमवद्ध तरिकाले राखिन्छ । प्रत्येक सन्दर्भमा पहिलो लाइन बाँयाबाट सुरु गरेर बाँकी लाइनहरू ०.५ इन्चभित्र (Hanging indent) माराख्नु पर्छ । सन्दर्भ सामग्री विवरणमा लेखकको थर, नाम, प्रकाशन वर्ष, शीर्षक, प्रकाशक वावेबसाइट उल्लेख गर्नु पर्दछ । रोमन लिपिमा लेखकको नाम लेख्दा नामको संक्षेपीकृत रूप लेख्ने र देवनागरी लिपिमा नामको पूरा रूप लेख्ने प्रचलन छ । प्रकाशन साल, कृति र प्रकाशकका पछाडि थोपा लेखिन्छ भने त्यसको सानो एकाइमा कमा लेख्ने गरिन्छ, कृतिलाई भने इटालिक बनाइन्छ । यदि कृति दोस्रो संस्करण भन्दा पछाडिको रहेछ भने दोस्रो संस्क., तेस्रो संस्क. आदिलेख्नु पर्दछ ।

- एकजना लेखकको कृतिभएमा लेखकको थर, नाम, प्रकाशन साल, कृतिको नाम, प्रकाशक लेखिन्छ, जस्तै-

Gharti, D. (2049). *Study of Nepali Folk Song*. ShajhaPrakasan.

उपाध्याय, केशवप्रसाद (२०६७). *पूर्वीय साहित्य सिद्धान्त*. साभाप्रकाशन ।

- एउटा कृतिमा २ जनादेखि २० जनासम्म लेखक भएमा सबैको थर र नाम लेख्ने गरिन्छ, जस्तै-
शर्मा, मोहनराज र लुईटेल, खगेन्द्रप्रसाद (२०६३). *लोकवार्ता विज्ञान र लोकसाहित्य*. विद्यार्थी पुस्तक भण्डार ।
- एउटै कृतिमा २१ जना भन्दा बढी लेखक भएमा उन्नाइसौँ नम्बरसम्मका लेखकको थर नाम र अन्तिम लेखकको थर नाम लेख्नु पर्छ, जस्तै-

थापा, मोहनविक्रम, शाह, गोविन्दजङ्ग, बुढा, भद्रसिंह, पुन, दुर्गा, साहु, भुपाल, योगी, प्रेम, बली, देव, डाँगी, तिलक, शर्मा, यमराज, देवकोटा, बैकुण्ठ, पुन, पुरभान, खड्का, सीता, पुन, चित्रा, बस्नेत, यमुना, आचार्य, अन्जु, ज्ञवाली, रमा, पुन, समीर, बली, खिमा, पुन, यथेष्ट...हमाल, ऋतु (२०७०). *आठहजारी लोकगीतको सङ्कलन*. ग्रामीण आवाज साहित्य परिवार ।

- एक लेखकका एकभन्दा बढी कृति भएमा पूरै विवरण दोहोर्‍याउनु पर्दछ, जस्तै-
शर्मा, ऋषिराम (२०७०). *नेपाली अलङ्कार विमर्श*. इन्दिरा अर्याल ।
शर्मा, ऋषिराम (२०७४). *पूर्वीय साहित्यशास्त्रीय नेपाली प्रायोगिक समालोचना*. सुरेशअर्याल, गुण कोलनी ।
- अनुदितप्रकाशित पुस्तक भएमा कृतिका पछाडि थोपादिएर अनुवादकको नाम थर लेखेर अनु. लेख्ने गरिन्छ, जस्तै-
विश्वनाथ (इ.१९५७). *साहित्यदर्पण*. (सत्यव्रतसिंह, अनु.). चौखम्बा विद्याभवन (मूलकृति प्रकाशन इ.१८५१) ।
- सम्पादकको नामबाट प्रकाशित पुस्तकका सम्बन्धमा सम्पादक मण्डलको नाम लेखेर त्यसपछि कोष्ठमा सम्पा. लेखिन्छ, जस्तै-
त्रिपाठी, वासुदेव, न्यौपाने, दैवज्ञराज र सुवेदी, केशव(सम्पा.). *नेपाली कविता भाग ४* (दो.सं.) (२०५३). साभ्ना प्रकाशन ।
- अनुसन्धान प्रतिवेदनका सम्बन्धमा अनुसन्धान प्रतिवेदनको शीर्षकका पछाडि कोष्ठमा अप्रकाशित विद्यावारिधि शोधप्रबन्ध शोधपत्र आदि जे हो, त्यही लेख्नु पर्छ । त्यस पछि अनुसन्धान गराउने निकायको नामलेख्नु पर्दछ, जस्तै-
भट्टराई, सूर्यप्रसाद (२०७८). *तरुणतपसीको अलङ्कार शास्त्रीय अध्ययन* (अप्रकाशित विद्यावारिधि शोधप्रबन्ध). अनुसन्धान केन्द्र, ने.सं.वि. ।
- संस्थागत लेखक भएमा लेखकको स्थानमा संस्थाको नामलेख्ने गरिन्छ, जस्तै-
नेपाल प्रज्ञाप्रतिष्ठान (२०७४). *बृहत् नेपाली शब्दकोश* (सातौँ संस्क). नेपाल प्रज्ञाप्रतिष्ठान ।

- जर्नलका सम्बन्धमा लेखकको थर, नाम, प्रकाशन साल र लेखको शीर्षक नन् इटालिकमा लेख्नु पर्छ । त्यस पछि जर्नलको नाम इटालिकमा लेख्नु पर्छ र जर्नलका साथमा खण्ड (भोलुम) नं. र त्यस पछि कोष्ठमा अङ्क (इस्यु) नं. अनि पेज नं. लेख्नु पर्दछ ।
पुन, डम्बरबहादुर र शेर्पा, दावा (सन२०२५).सांस्कृतिक परम्परामा मगर विवाह संस्कार. *प्रणयन*, २६(८), पृ.१६३-१७४ ।
- अनलाइन सामग्रीको सन्दर्भ सामग्री सूची बनाउनु परेमा अन्य विवरण माथिउल्लेख गरे भैलेख्नु पर्छ । त्यसपछि भने DOI र URL सक्रिय लिङ्क पनि राख्नु पर्छ, जस्तै-
पुन, डम्बरबहादुर (सन २०२४). सांस्कृतिक प्रचलनमा मगर जातिको मृत्यु संस्कार एक परिचय. *BMC Research Journal*,३(१), पृ. १००-१११.
DOI: <https://doi.org/10.3126/bmcrrj.v3i1.69342>
- सामाजिक सञ्जालका सामग्रीहरू अनुसन्धान कार्यमा उपयोग गरिएको छ भने त्यसलाई सन्दर्भ सामग्री सूचीमा यसरी राख्न सकिन्छ-
You Tube भिडियोलाई सन्दर्भ सामग्री सूचीमा राख्दा लेखक वाच्यानलको नाम. (वर्ष, महिना, गते).भिडियो शीर्षक[Video], You Tube, URL Linkका क्रममा राख्नु पर्छ, जस्तै-
सानु, टीका र मल्ल, सुप्रिम (इ. २०२१, डिसे.२९).सङ्गीत मालामा फेरि चल्थो रुवाबासी[Video]. youtube.com/watch?v=umxdPy1kxOE&t=96s on 14 th June2024
Faceb00k पोष्टलाई अनुसन्धान सामग्री बनाउन सकिन्छ । शैक्षिक अनुसन्धानका लागि यस्तो पोष्टहरू मेटिन सक्ने वा गोपनीय हुन सक्ने भएकाले विश्वसनीयता र दीर्घकालीन उपलब्धता बारे विचार गर्नुपर्छ । सन्दर्भ सामग्री सूचीमा राख्दा लेखकको नाम.(वर्ष, महिना, गते). शीर्षक वा पोष्टका सुरुका २० शब्द[Facebook status update].URL का क्रममा राख्नु पर्छ, जस्तै
Hark Sampang A Revolution (2026, Jun,18). राज्यका निकायले धरान अस्पताललाई रुपैया तिर्न बाँकी[Facebook status update].URL Link

सामाजिक सञ्जालकाअन्य Twiter, TikTok, WhatsApp, Instagram आदि लाई अनुसन्धानको स्रोत बनाइएमा यसरी नै सन्दर्भ सामग्री सूची तयार गर्नुपर्छ ।

प्राज्ञिक लेखनमा प्रस्तुतीकरण शैली

लेखकले प्राज्ञिक लेखनका लागि आफूले प्राप्त गरेको विचार, तथ्य, तर्क र निष्कर्षलाई स्पष्ट, वस्तुगत र प्रामाणिक बनाउन व्यवस्थित रूपमा व्यक्त गर्ने शैलीलाई प्रस्तुतीकरण शैली भनिन्छ। प्राज्ञिक लेखनको भाषाशैली औपचारिक, शिष्ट, सुसङ्गत र विषय केन्द्रित हुनुपर्छ। यसमा व्यक्तिगत धारणा वा भावना भन्दा वस्तुगत, प्रामाणिक विश्वसनीय स्रोतबाट प्राप्त जानकारीलाई प्राथमिकता दिनुपर्छ। प्राज्ञिक लेखनको प्रस्तुतशैली अन्तर्गत भाषाको शुद्धता, वाक्य संरचनाको स्पष्टता, अनुच्छेदक्रम, शीर्षक उपशीर्षकको प्रयोग, सन्दर्भ उद्धरण र सन्दर्भ सामग्री सूचीको सही व्यवस्थापन जस्ता पक्षहरू पर्दछन्। यस प्रकारको प्रस्तुति शैलीले लेखको विश्वसनीयता, पठनीयता र प्रामाणिकता अभिवृद्धि गर्न विशेष सहयोग पुऱ्याउँछ। यसरी अनुसन्धानलाई पाठकसमक्ष प्रभावकारी, व्यवस्थित तथा प्रामाणिक रूपमा प्रस्तुत गर्ने प्राज्ञिक लेखनको प्रस्तुत शैलीलाई निम्नानुसार अध्ययन गरिन्छ-

भाषाशैली

प्राज्ञिक लेखनका लागि APA सातौँ संस्करणले भाषाशैली सम्बन्धी केही स्पष्ट धारणाहरू प्रस्तुत गरेको छ। यसले लेखनलाई स्पष्ट, सटीक, समावेशी र पक्षपातरहित बनाउनु पर्दछ। यसको मूल उद्देश्य भनेकै पाठक समक्ष विषय वस्तुलाई व्यवस्थित तरिकाले प्रस्तुतगर्नु हो।

भाषाशैली सम्बन्धमा APA सातौँ संस्करणका प्रमुख मान्यताहरू यस प्रकार छन्-

- स्पष्टता: भाषा सरल, सहज, स्वाभाविक हुनुपर्छ। यस बाट विषयवस्तुमा रहेका वाक्य र विचार बुझ्न सजिलो हुन्छ,
- सङ्क्षिप्तता: अनावश्यक शब्द, अभिव्यक्तिको पुनरावृत्ति र जटिल वाक्यको प्रयोग गर्नु हुँदैन,
- वस्तुगत: तथ्य, तथ्याङ्क र अवधारणालाई यथार्थ रूपमा प्रस्तुत गर्नुपर्छ,
- औपचारिकता: भावात्मक वा अनौपचारिक भाषाको प्रयोगबाट बच्नुपर्छ,
- निष्पक्षता: पूर्वाग्रह वा भावना भन्दा भिन्न प्रमाण र तर्कमा आधारित अभिव्यक्ति दिनु पर्छ,
- विभेदीकारी भाषालाई निषेध: लिङ्ग, जाति, भाषा, संस्कृति, उमेर, अपाङ्गता आदि लाई विभेदगर्ने शब्द प्रयोग गर्नु हुँदैन,

- शुद्धभाषाको प्रयोग: व्याकरणसम्मत भाषा र मानक भाषिक चिन्हको प्रयोग गर्नुपर्छ,
- कर्तृ वाच्यको प्रयोग: सम्भवभएसम्म कर्तृ वाच्यको प्रयोगआदि ।

सारमा भन्नु पर्दा आभाष हुन्छ, प्रतीत हुन्छ, जस्तो लाग्छ, अनुभूति हुन्छ, मलाई लाग्छ-जस्ता शब्दको प्रयोग नगरीकन भएको छ, देखिएको छ, रहेको छ । पाइएको छ भेटिएको छ जस्ता शब्दको प्रयोग गर्नुपर्छ ।

सङ्ख्या लेख्ने तरिका

प्राज्ञिक लेखनमा सङ्ख्यालाई अक्षरमा लेख्ने कि अङ्कमा लेख्ने भन्ने सम्बन्धमा पनि विभिन्न किसिमका नियमहरू पाइन्छन् । APA सातौँ संस्करण अनुसार प्राज्ञिक लेखनमा सामान्यतया एक देखि नौ सम्मका सङ्ख्यालाई अक्षरमा र दसदेखि माथिका सङ्ख्यालाई अङ्कमा लेख्नु पर्छ, जस्तै-एक देखि नौ सम्मका सङ्ख्या: दुई ओटा कुखुरा, पाँच दाना स्याउ, नौ जना मानिस र दसदेखि माथिका सङ्ख्या: १२ ओटा पुस्तक, २० दर्जन कापी, ४० दाना सुन्तला आदि ।

- विशेष परिस्थितिमा भने यो नियम लागू हुँदैन । एक देखि नौसम्मका सङ्ख्या पनि अङ्कमा लेख्ने अवस्थाहरू निम्नानुसार छन्-
 - मापन, प्रतिशत, समय, उमेर, तापक्रम, रकम, मिति, प्राप्ताङ्क आदि, जस्तै- ५ प्रतिशत, ४ बजे, ६ वर्ष, ९ रुपैया, ८ औँ वार्षिकोत्सव आदि ।
 - तालिका, अध्याय, चित्र, पृष्ठ सङ्ख्या आदि, जस्तै-तालिका ३ मा लोक गीतको विवरण प्रस्तुत गरिएको छ, अध्याय २ मा अध्ययन विधिको चर्चा गरिएको छ, चित्र७ ले यसको परिणाम देखाउँछ आदि ।
- कतिपय अवस्थामा दस देखि माथिका सङ्ख्यालाई अक्षरमा लेख्नु पर्ने अवस्था हुन्छ, जस्तै-शीर्षक वा वाक्यको प्रारम्भमा, जस्तै- पचास जना विद्यार्थीहरू वनभोज गएका थिए ।
- कतिपय अवस्थामा सम्पूर्ण सङ्ख्यालाई एउटै तरिकाले मिश्रित रूपमा लेख्नु पर्ने हुन्छ, जस्तै-

- एउटै वाक्यमा तुलना वा चर्चा गर्नुपर्ने भएमा, जस्तै-बैठकमा ४ जना महिलार १५ जना पुरुष सहभागी भएका थिए । खेलकूद प्रतियोगितामा १२ विद्यालय मध्ये ८ विद्यालय मात्र सहभागी भए ।
- विश्व प्रसिद्ध कथन भएमा, जस्तै- विष्णुका दस अवतार

कागजको आकार

APA सातौँ संस्करण अनुसार प्राज्ञिक लेखनमा कागजको आकार ८.५ × ११ इन्च अर्थात् २१.५९ × २७.९४ से.मी. हुन्छ । नेपाल, भारत लगायत का विश्वविद्यालयहरूमा प्रचलित अभ्यास भने A4 Size ८.२७ × ११.६९ इन्च अर्थात् २१ × २९.७ से.मी. कागजको आकार प्रयोगमा ल्याउने गरेको पाइन्छ ।

किनारा (मार्जिन)

प्राज्ञिक लेखनमा प्रत्येक पानाका चारै तिर १ इन्च अर्थात् २.५४ से.मी. किनारा वा मार्जिन राख्नु पर्छ ।

लिपिशैली (Font) र अक्षर आकार (Font Size)

प्राज्ञिक लेखनमा प्रयोग गरिने लिपि शैली र अक्षर आकारसम्बन्धी विभिन्न किसिमका नियमहरू पाइन्छन् । यसमा शीर्षकदेखि सन्दर्भ सामग्रीसम्मका सम्पूर्ण भागमा प्रयोग गरिने अक्षर आकार एकै प्रकारको हुनुपर्छ । रोमन लिपिमा Times New Roman (12 pt), Calibri (11 pt), Arial (11 pt), Georgia (11 pt) Font / Font Size प्रयोग गर्नु पर्छ भने देवनागरी लिपिमा Preeti (16 pt), Unicode (12 pt) Font / Font Size प्रयोग गर्नु पर्दछ ।

लाइन स्पेसिङ

सम्पूर्ण लेखमा double-spacing (देवनागरीमा १.५ स्पेसिङ) अनिवार्य हुन्छ । ब्लक कोटेसनमा भने रोमन लिपिमा Single-spacing र देवनागरीमा १.१५ स्पेसिङ कायम गर्ने गरिन्छ ।

पृष्ठ नम्बर वा सङ्ख्या

प्राज्ञिक लेखनमा शोध निर्देशकको मन्तव्यदेखि शोधसार सम्म प्रत्येक पृष्ठको तल बिच खण्डमा A,B,C वा क,ख,ग लेख्नुपर्छ । परिच्छेद एकबाट पृष्ठ नम्बर प्रारम्भ गर्नुपर्छ । पृष्ठ नम्बर प्रत्येक पेजको माथि दायाँतिर उल्लेख गर्नुपर्छ ।

तालिका र चित्रको प्रस्तुति

प्राज्ञिक लेखनमा तालिका र चित्रको प्रस्तुति गर्दा सुरुमा तालिका वा चित्र नं. त्यसका तल तालिका वा चित्र शीर्षक इटालिकमा र त्यसपछि, बल्ल तालिका वा चित्र प्रस्तुत गर्नुपर्छ । तालिका वा चित्रका तल स्रोत समेत उल्लेख गर्नु पर्दछ ।

शीर्षक संरचना

अनुसन्धानमूलक लेखको शीर्षक ६ देखि १२ शब्दसम्म र शोधप्रबन्धकालागि १२ देखि २० शब्द सम्मको हुनुपर्छ । यसले अनुसन्धान क्षेत्र र अनुसन्धान उद्देश्यलाई स्पष्ट रूपमा समेटेको हुनुपर्छ । शीर्षकलाई शीर्षक अक्षर शैली (Title case) र वाक्य अक्षर शैली (Sentence case) मा फरक फरक तरिकाले लेख्ने गरिन्छ । Title case भनेको अनुसन्धानको मूलशीर्षक लेख्ने शैली हो । यसलाई गाढा, बिचमार पृष्ठको माथि लेखिन्छ । यसमा मुख्य शब्दनाम, सर्वनाम, विशेषण, क्रिया र नामयोगीको पहिलो अक्षर ठूलो Capital Letter बनाउनु पर्छ, जस्तै: The Role of Folk Song in Nepali Society. Sentence case भनेको लेखको शीर्षक भएर पनि वाक्य कै शैलीमा लेख्ने शैली हो । यसलाई जर्नल लेखको शीर्षक, लेखको वाक्यका श Sentence case मा लेख्नु पर्दा पहिलो शब्द र व्यक्ति वाचक नाममा मात्र Capital Letter लेखिन्छ । Article Title / reference list मा Sentence case प्रयोग गरिन्छ, जस्तै: The role of folk song in Nepali society। देवनागरी लिपिमा भने Capital / Small Letter नहुने भएकाले यसको कुनै प्रभाव पर्दैन।

APA सातौँ संस्करणले पाँचओटासम्मका लेबल हेडिङको परिकल्पना गरेको छ । यसकालागि पहिलो शीर्षक बिचमा, गाढा र सबैभन्दा माथि, दोस्रो शीर्षक बाँया, बोल्ड र अर्को लाइनबाट अनुच्छेद प्रारम्भ, तेस्रो शीर्षक बाँया, बोल्ड, इटालिक र अर्को लाइनबाट अनुच्छेद प्रारम्भ, चौथो शीर्षक बाँया, इन्डेन्ट,

बोल्ड र सोही लाइनबाट अनुच्छेद प्रारम्भ, पाँचौ शीर्षक बाँया, इन्डेन्ट, बोल्ड, इटालिक र सोही लाइनबाट अनुच्छेद प्रारम्भभएको हुन्छ, जस्तै-

परिच्छेद एक

सल्यानी लोकगीतमा शब्दालङ्कार

पहिलो शीर्षक बिचमा, गाढा र सबैभन्दा माथि

सल्यानी लोकगीतमा अलङ्कारको प्रयोग

सल्यानीलोकगीत....

दोस्रो शीर्षक बाँया, बोल्ड र अर्को लाइनबाट अनुच्छेद

सल्यानी लोकगीतमा शब्दालङ्कारको प्रयोग

यस क्षेत्रका....

तेस्रो शीर्षक बाँया, बोल्ड, इटालिक र अर्को लाइनबाट अनुच्छेद प्रारम्भ

सल्यानी लोकगीतमा अनुप्रासअलङ्कार: लोकगीतले....

चौथो शीर्षक बाँया, इन्डेन्ट, बोल्ड र सोही लाइनबाट अनुच्छेद प्रारम्भ

सल्यानी लोकगीतमा लाटानुप्रास: लोकगीतमा....

पाँचौ शीर्षक बाँया, इन्डेन्ट, बोल्ड, इटालिक र सोही लाइनबाट अनुच्छेद प्रारम्भ

चलशीर्षक र शीर्षक पृष्ठ

चलशीर्षक भनेको शीर्षकको छोटो रूप हो । यसलाई लेखको प्रत्येक पानाको माथि दायाँतिर पृष्ठ सङ्ख्या र बायाँतिर चलशीर्षक लेख्ने प्रचलन छ । प्राज्ञिक लेखनमा APA सातौँ संस्करणले चलशीर्षक (Running head) को प्रयोगलाई अनिवार्य मानेको छैन। Professional Paper मा चलशीर्षकलाई अनिवार्य मानेको भएतापनि Student Paper विद्यार्थीले असाइनमेन्टमा running head अनिवार्य मानेको पाइँदैन । कतिपय जर्नलहरूले भने यसलाई उपयोग गर्ने गरेको पाइन्छ ।

शीर्षक पृष्ठ (Title page) भनेको लेखको पहिलो पृष्ठ हो । यो विद्यार्थी र पेशागतलेखमा फरक ढाँचामा प्रस्तुत गरिन्छ । विद्यार्थी लेखकालागि सबैभन्दा माथि शीर्षक, त्यसपछि क्रमशः लेखकको नाम, संस्था, विषय वा पाठ्यक्रमको कोड, शिक्षक वा शोधनिर्देशक र मिति समावेश गर्नुपर्छ । व्यवसायिक लेखकालागि भने शीर्षक, संस्था, प्रयोजन, नाम लेख्नुपर्छ ।

निष्कर्ष

प्राज्ञिक लेखन भनेको विचार वा ज्ञान प्रस्तुत गर्ने माध्यम मात्र नभएर प्राविधिक पक्षमा आधारित एउटा शैक्षिक अभ्यास हो । अमेरिकन साइक्लोजिकल एसोसियसन (APA) सातौँ संस्करणले प्राज्ञिक लेखनमा उद्धरण प्रयोग गर्ने तरिका, सन्दर्भ सामग्री सूची तयार गर्ने विधि र लेखन शैलीको प्रस्तुति सम्बन्धी स्पष्ट नियमहरू प्रदान गरेको छ । यी नियमहरूले अनुसन्धानलाई व्यवस्थित, पारदर्शी, विश्वसनीय र शैक्षिक मान्यता प्राप्त बनाउन महत्वपूर्ण योगदान पुऱ्याउँछन् । उद्धरणको प्रयोगले लेखकको विचारलाई बलियो बनाउँछ, तर्कलाई समर्थन गर्छ र साहित्यिक चोरीबाट बचाउँछ । यसले पाठकलाई स्रोत पहिचान गर्न सजिलो बनाउनुका साथै प्रस्तुत विचारलाई प्रामाणिकता बनाउने काम गर्दछ । अन्तर्राष्ट्रिय उद्धरणलाई मान्यता दिने APA शैलीले सामाजिक विज्ञान तथा अनुसन्धानका क्षेत्रमा अन्तर्राष्ट्रिय मान्यता पाएको छ । यस शैलीले प्रत्यक्ष वा अप्रत्यक्ष उद्धरणलाई व्यवस्थित ढङ्गले प्रस्तुत गर्ने तरिका स्पष्ट गरेको छ । त्यस्तै सन्दर्भ सामग्री सूचीले अनुसन्धानमा प्रयोग गरिएका स्रोतहरूको व्यवस्थित विवरण प्रस्तुत गर्छ । यसले अध्ययनलाई पारदर्शी बनाउने मात्र होइन, भावी अनुसन्धानकर्तालाई मार्गदर्शन गर्ने काम पनि गर्छ । लेखकले प्रयोग गरेका पुस्तक, जर्नल लेख, अनुसन्धान प्रतिवेदन वा वेब सामग्रीलाई व्यवस्थित रूपमा सूचीबद्ध गर्दा अनुसन्धानको गहिराइ र स्रोतहरूको विविधता प्रस्ट हुन्छ । प्राज्ञिक लेखनमा विषयगत ज्ञानसँगै प्राविधिक ज्ञानको पनि आवश्यक हुन्छ । APA शैलीले अनुसन्धानलाई शैक्षिक मान्यता प्राप्त, व्यवस्थित र विश्वसनीय बनाउन प्राविधिक ज्ञानका क्षेत्रमा मद्दत पुऱ्याउँछ । प्रस्तुत अध्ययनले अनुसन्धानकर्तालाई लेखन शैली, उद्धरण प्रयोग, र सन्दर्भ सूची निर्माणका प्राविधिक पक्षहरूबारे स्पष्ट मार्गदर्शन प्रदान गरेको छ । यसले भविष्यमा अनुसन्धानमा लागेका अनुसन्धातालाई सहयोग गर्नाका साथै अनुसन्धानलाई अभि गुणस्तरीय र प्रभावकारी बनाउन सहयोग पुऱ्याउँछ ।

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Students' Use of Generative AI for Academic Writing: Opportunities, Challenges, and Ethical Concerns

Bishal Karki



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Abstracts

This is a qualitative phenomenological study of the experiences of students in the rural secondary schools of Sunsari district on the use of generative artificial intelligence (GenAI) tools (ChatGPT, Google Gemini and Microsoft Copilot) in academic writing. Semi-structured interviews were carried out with eight purposively selected students from two rural secondary schools. Themes that emerged from the students' experiences with opportunities, challenges and ethical issues were identified using Braun and Clarke's (2006) reflexive thematic analysis. The results show that participants considered Gen AI useful for providing ideas, organizing the writing, expanding and correcting vocabulary and grammar, and simplifying complex explanations, which helped them gain confidence in academic writing. But there were several issues that arose, such as unreliable internet, access to personal devices, cost of mobile data, and different policies within schools. Concerns included academic honesty, unclear boundaries between acceptable AI support and plagiarism, and the fear that too much reliance on AI could make students dependent on it and reduce their ability to learn independently. The findings reveal a digital divide in terms of both access to technology and usage of GenAI tools in educational environments in rural areas. Students' personal standards around the use of AI were developing but there were some uncertainties about what is acceptable. The findings highlight the critical importance of delivering Gen AI digital literacy instruction in a way that is responsive to the context, creating and enforcing school-level policies for responsible use of GenAI, and providing pedagogical guidance for under-resourced rural schools to ensure successful and meaningful Gen AI use.

Keywords: generative artificial intelligence (GenAI), academic writing, academic integrity, digital literacy, rural education

Bishal Karki

Assistant Professor
Mahendra Multiple Campus
Dharan, Tribhuvan
University, Nepal

Email

bishal.karki@temc.tu.edu.
np

ORCID

<https://orcid.org/0009-0000-6371-4754>

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Introduction

Generative Artificial Intelligence (GenAI) has since grown from a trend into a daily part of students' educational experience since its public launch later in 2022. The use of large language model (LLM) tools like ChatGPT, Google Gemini, and Microsoft Copilot has been growing and is being used by secondary school students for drafting, summarising, translating and editing text in seconds. Despite unresolved issues regarding the quality of the output and academic integrity, there are numerous studies (systematic reviews) confirming that GenAI is already being used in various aspects of K-12 contexts, including curriculum planning, personalized learning, and writing assistance for students. The survey conducted by a large, multinational group of higher-education students found that GenAI tools were primarily used for brainstorming, summarizing, and finding information; students had mixed perceptions about the value of the technology; students also expressed concerns about its impact on independent thinking and academic honesty (Aristovnik et al., 2025).

The rural secondary school student, however, does not have such a simple scenario as his counterpart in the urban secondary school. The availability of GenAI is dependent on stable internet connection, a compatible device and a level of digital skill not created equal. Recent research on the 'AI divide' has revealed that, on average, students in rural or resource-poor institutions have significantly less access to AI devices than students from urban institutions, and this access gap directly correlates with improved academic outcomes (Gonzabay-Jiménez et al., 2026).

An alternative scenario is that a student at a high-quality urban school may access ChatGPT every day to join a writing group at school, review paragraphs for grammar at home, or outline an essay, while a student in a high-quality rural school has limited access to a family smartphone, may be banned from using mobile data that is unreliable or expensive, or may find that GenAI is not welcome at their school. Such limitations do not just mean that rural stuff is less convenient; they impact whether or not rural pupils can join the increasingly AI-mediated academic society in the first place.

After that, the use of generative AI opens up some big questions about academic honesty, particularly at the secondary level where students are still building their independent writing abilities and learners' notions of authorship. Cotton et al. (2024) explain how the simplicity of creating a polished, human-like text with ChatGPT makes traditional plagiarism detection harder and challenges what educators consider to be the student's "own." Eke (2023) sees this differently as a real danger to academic integrity if it is not accompanied by the integrity that can be learnt by both students and institutions with clear policies.

Few of these integrity-focused pieces of literature, though, have given any consideration at all to students at the secondary level, especially from the rural communities in their understanding, use and reasoning about GenAI in their writing processes. The study describes rural secondary students' lived experiences of using GenAI in academic writing, illuminates the unique opportunities and obstacles that inform their experiences in the rural context and exposes students' own ways of reasoning about the ethics of GenAI academic writing practices. The findings will be used to inform classroom practice, school-level digital-literacy instruction and policy dialogue and considerations for equitable and responsible integration of AI in rural schools that are under-resourced.

The actual use of the GenAI tools while students are writing has been recorded in a growing empirical literature. In an experiment that monitored student interactions with in-house ChatGPT used to compose essays, Jelson et al. (2026) reported that students appeared to vary from asking an opinion on a topic or seeking clarifications to entrusting well-defined aspects of an essay to the model, an approach the authors label "vibe writing. They also revealed that the teaching method in which students used the writing tool affected how they interacted with it, as well as students' feelings of ownership of the product of that writing. The results indicate that GenAI can be beneficial for student writing, but this impact is largely contingent on a student's usage of the technology and their willingness to employ it. Aristovnik et al. (2025) surveyed more than 23,000 university students in 109 countries to determine their main uses of ChatGPT, finding students used it for brainstorming ideas, summarizing texts, and finding research materials, but a smaller minority of students used it as an aid in professional or creative writing. In that research, students not only estimated that ChatGPT was helpful for making information easier to understand, but many also expressed a desire for better regulations from the institutions.

They were worried about issues such as cheating, plagiarism and social isolation.. This work was driven by higher education students but the themes of efficiency gain coupled with integrity concerns are found throughout the K-12 literature, indicating that the opportunity/risk conflict is not limited to a single educational level (Xuena Zhang, 2024).

Another related but distinct area of research is access to GenAI itself, which is not equitable. Gonzabay-Jiménez et al. (2026) found a critical narrative review of the education and equity implications of recent literature related to generative AI, noting in those same studies that the significant majority of students were urban students while only a minority of rural students used AI-compatible devices, and that higher-level digital competence was correlated with significantly greater academic benefit. They find that if these tools are to eventually close the gap, then they might first create, instead of resolve, current education inequalities between rural and urban students if they are not used with intent and care, and if they do not incorporate deliberate and equity-minded practices (e.g., institutional development devices, digital-literacy training, and inclusive curriculum design).

The issue of access has been the core of the rationale of the present study: access to opportunities and challenges of GenAI with rural secondary students is not only a matter of attitude and skill, but one of unequal infrastructure. Academic integrity is among the top recurring concerns in the literature on GenAI in education. The ability of ChatGPT to produce coherent and readable texts raises the bar for teachers' ability to separate plagiarism by AI from genuine student work, making independent student writing difficult to recognize in the past, more challenging in the present, and much harder for the future (Cotton et al., 2024). The issues suggest moving from a focus on purely punitive, detection-based responses to shifting to pedagogies that emphasize providing awareness and guidance to students on why and how they should share/reduce the use of AI. Eke (2023) further bolsters this, likening generative AI to a "structural threat" to the integrity of academic work if "institutional policy, norms of disclosure and ethical literacy foster along with the generative AI itself. These questions are critically important for secondary students, where the developing perception of what is considered

to be acceptable and acceptable effort is at stake, but are seldom explored directly in the voices of the students.

In addition to access and integrity, the researchers have also studied the students' and educators' preparedness for responsible use of GenAI. In a study of college students' experiences and attitudes toward AI and ChatGPT, Delello et al. (2023) found that while the majority of college students were familiar with and using AI and ChatGPT, their awareness of the potential risks and consequences of these tools, such as privacy concerns, the spread of misinformation, and overreliance, was significantly less than their appreciation of their benefits. Similarly, Delello et al. (2025) surveyed teachers on their perspectives of integrating and using AI responsibly in education, identifying uncertainty around policies for its use and worries about the potential impacts of AI on student mental health and their learning drive. Overall, this literature indicated that digital literacy in the narrow definition of using, assessing, and critically thinking about digital tools is not consistently available in the classroom, and that this may be even less of a reality in schools and communities where professional development opportunities around digital are less prevalent.

This research was conducted with reference to two complementary approaches. The digital divide framework serves as a lens for considering structural inequities of access to devices, connectivity, and training that can impact whether and how rural students can access GenAI at all (Gonzabay-Jiménez et al., 2026). Second, viewing generative AI as an educational innovation gives rise to a diffusion-of-innovation lens that reflects the fact that the impact on the individual student is not just a matter of whether a tool is available, but also how it is prompted, edited and incorporated into the writing process. When combined with these viewpoints, generative AI emerges more as an instrument, whose benefits and dangers are co-determined by infrastructural supports,

school policies, and individual utilization. In the past, literature on the use of generative AI in education has largely focused on the study of university students (Aristovnik et al., 2025) or consisted of general systematic review works where numerical data is combined with survey instruments to provide a more comprehensive overview of previous findings (as in Zhang, 2024). Rural access has emerged in discourse either as a structural statistic (device ownership percentage, connectivity) or, less frequently, as a lived experience (students' voice, in their own words).

In a like manner, the academic-integrity literature builds many theories about the threat GenAI poses to honesty, originality, and proper disclosure from an institutional and pedagogical perspective, but relatively few studies examine how secondary students are thinking about honesty, originality and disclosure during their engagement with GenAI. To date, no study has brought together the three ingredients of this project: a secondary-level sample (Grades 9–10), a rural geographic and infrastructural context, and the type of qualitative study to capture a verbatim, first-person perspective on the experience of opportunity, challenge, and ethical reasoning in a single comprehensive account. This gap deserves a qualitative, respondent-centred study on the experiences of academic writing of rural secondary students when dealing with generative AI.

Rural secondary schools are either applying generative AI tools without fully grasping how these are actually used in academic writing for students in their own context, or limiting students to their use or failing to consider them. Many policies and curriculum decisions of GenAI are made based on assumptions made in urban or academic environments where access to devices, connections and teacher familiarity with GenAI is typically greater. School leaders and teachers might be creating digital-literacy and academic-integrity policies that do not align with students' experiences in rural schools without qualitative evidence of how kids in rural schools describe the benefit of

using GenAI, the barriers or influences affecting their use of GenAI, or the ethical concerns that they believe GenAI poses. In this study, this problem is addressed by documenting, as experienced by students themselves, the use of generative AI in one rural secondary school context.

The general objective of this study is to explore the opportunities, challenges, and ethical concerns associated with the use of generative AI tools—ChatGPT, Google Gemini, and Microsoft Copilot—among rural Grade 9 and 10 students for academic writing. Specifically, the study aims to examine the opportunities and structural, technological, and pedagogical challenges affecting students' use of these tools and to understand their perceptions of ethical issues and academic integrity related to generative AI use in schoolwork. Accordingly, the study focuses on three key areas: perceived opportunities, challenges encountered, and ethical implications of using generative AI for academic writing.

Methodology

For this study, given the binary nature of the phenomenon (academic writing and how its use with Generative AI is experienced and makes sense to a small and purposely selected group of participants), a qualitative descriptive study, following phenomenological principles, is used to capture their experience and meaning-making (Braun & Clarke, 2006). The design focuses on depth, not a test of hypotheses or measurement/frequency of GenAI usage, but rich descriptions of the participants' own language, reasoning, and evaluative judgments about opportunity, challenge, and ethics.

The study was conducted in two secondary schools in the rural area of Sunsari district, which are schools with Grades 9 and 10. Eight students in total, with an aim to look at about the same number of each grade level in each of the two participating schools, were purposively sampled. Purposive, criterion-based sampling was used to select students who are currently enrolled in Grade 9 or 10 at one of two participating rural schools, have engaged with at least one of the generative AI tools (ChatGPT, Gemini, Copilot) on a writing task they have completed during the current school year, and who are willing and able to provide informed assent with their parent/guardian consent to participate in an audio-recorded interview. This sample size has been typical in phenomenologically oriented qualitative studies in which the consideration of depth of understanding in a bounded, information-rich group is the only aim of research, rather than one of statistical generalizability.

Collection of data via a semi-structured interview guide which was developed specifically for this study and reviewed for appropriate language for students of these ages. Sample helping questions are:

- Was there a time you used a tool like ChatGPT, Gemini, or Copilot to support writing something for school? What did you request it to do?
- What are some of the benefits of your using generative AI for your school project/assignment?
- Have you ever struggled accessing or using these tools – due to internet, a device, cost, school rules? Can you explain what would have taken place?
- Is the use of these tools encouraged, allowed or discouraged by your teachers? What do you think of this?

- Have you ever felt uneasy about writing using AI, regarding the matter of fairness or honesty? Why or why not?
- When using an AI tool, what do you consider is the right balance between copying from it and creating something on your own?
- What would make it easier or safer for you to use these tools for schoolwork

The majority of the guide questions turned from the concrete, descriptive, to more evaluative and ethical questions, following the accepted practice of establishing rapport with sensitive issues including academic honesty.

The eight participants were involved in one individual in the agreed comfortable area at the participants' school, semi-structured interview of about 25-40 minutes duration, after receiving consent and assent from their institution, and before their parents/guardians, if applicable. Interviews were audio-recorded and fully transcribed. During and immediately after each interview, notes were taken in the field about nonverbal content, context and initial analytic understandings.

During the study, interview transcripts was analyzed using Braun and Clarke's (2006) reflexive thematic analysis (6 phases) comprising: (1) familiarization with the data by repeatedly reading through the transcripts; (2) search for initial codes to the full data set; (3) candidate themes identified by collating codes; (4) review themes of codes and data sets; (5) defining and naming themes (6) final written analysis integrating illustrative verbatim extracts. Coding was conducted based on the three overarching topics to achieve the study's goals (Opportunities, Challenges, and Ethical concerns), and leave open any emergent themes that are inductive from the sense-making process of the participants within each initial topic.

Since everyone involved in the study is a minor, informed oral consent from parents is required as well as student agreement, which has been obtained in advance of data collection. Participation was voluntary, and there was a well-established right to withdraw from participation in the activity at any time without any academic or social ramifications. Participation was voluntary, and there was a well-established right to withdraw from participation in the activity at any time without any academic or social ramifications. Participant information was de-identified on transcripts, using codes (e.g., P1-Grade 9-School A), and audio recordings were stored securely and destroyed after transcription and verification, according to the researcher's ethics.

Results and Discussion

The following subsections give the coding structure and discussion framework for this study which is based upon the following research objectives. There is a [Participant code, Grade, School, and verbatim excerpt] in each of the subthemes where a fully transcribed verbatim quotation of the transcribed interviews was placed. Interviews have been conducted and transcribed, and then coded.

Theme 1: Perceived Opportunities

The participants found generative AI (GenAI) a helpful academic tool that assisted them in the creation of thoughts, structuring their work, enhancing their language, and comprehending complex academic text. The idea that GenAI can help students create fully developed answers is not what students' accounts focus on. Instead, multiple participants reported using it as a writing helper when they were stumped on how to start writing, when they were not sure of the words to put down, or when the explanation in textbooks was not easy to comprehend. This aligns with the results of other studies conducted by Aristovnik et al.(2025) and Jelson et al. (2026), which have shown students to use GenAI tools for brainstorming, summarizing, explaining concepts, and generating ideas, in general.

Efficiency and idea generation. When participants described their experience with GenAI in completing assignments, they often mentioned how it was helpful when they got stuck and struggled to begin an assignment. Some students reported that they did not copy the answer word for word; instead, they asked the tool for ideas, headings, examples, or an outline. This implies that GenAI can be used as a first-line planner during the writing process. P1, Grade 9, School A: "I do not always know how to start writing; sometimes I know the question and don't know where. So I ask ChatGPT and select the ideas that I understand to write the answer on my own."

In the same way, another participant said that GenAI was particularly valuable if an assignment included multiple points and the student didn't know which sequence to follow. When the teacher assigns a topic and requests that a paragraph or essay be written, in one instance, I will ask AI: what is there to include? AI gives me multiple points and it is easier for me to make an outline and I'm not always using every point (P5, Grade 10, School B).

A third student identified GenAI as a tool that helps him avoid writer's block and save time. P3, Grade 9, School A: "If I sit and put nothing in my brain, I'll find it difficult to write. I will use ChatGPT to get one or two ideas and then I can keep writing; it can be time-saving too!"

The perceived opportunity is not just to get information but also to make the cognitive task of starting and structuring a writing task less difficult.

Confidence in writing and language support. Collaborating participants also indicated that GenAI made them more confident in their writing skills in English. Grammar correction, word choice suggestions, sentence structure changes and translation were given special attention to help students who had difficulty formulating ideas in English. One participant P4, Grade 10, School B explained: "I have some ideas that I can

put into ChatGPT and say without writing correctly in English, and what it is saying, I'm able to see what wasn't right, then I can start again and try it again.”

Another participant, P5, Grade 10, School B, highlighted vocabulary support: "I had some words sometimes that I understand in Nepali but not in English, and AI has shown me some of them and shown me examples of them. It helps me to improve my words".

P6, Grade 10, School A reported that being confident in checking written products before submitting them; “Math is even better because I can check the correctness of my answer before using the AI tool. If I get my answer right, I will be more confident to submit it to my teacher.

These reports have indicated that GenAI can offer a scaffolding effect of language to students who struggle with English writing. The confidence reported by participants, however, seems to be partly attributable to an external linguistic system assessing language, which leads to a relevant consideration regarding the extent to which the increased confidence is a result of a growth in independent writing skills, or a growing reliance on the system of technology.

Giving access to simplified explanations. Participants also noted that GenAI proved helpful when explanations in textbooks or from the classroom were not comprehensible. Some students reported asking AI to explain things in an easy-to-understand language or give examples, instead of just asking for answers. P7, Grade 9, School B: “Sometimes the words in the book are really hard to understand and I cannot find out what they mean, I will go to AI and ask it to explain it in English that I can read.”

Another participant, P8, Grade 9, School B, stated that after the class, the student might not have grasped the lesson and had requested a translator who uses GenAI at that stage; "If teacher explains, and I still don't understand, ask about this topic from AI; repeat i don't understand, several times, it explains it with examples and sometimes it's easier than reading the book.

Another participant reported the similar experience: I like having the ability to ask the same question in a different way, if I don't understand the first answer I write 'I don't understand, explain simply or give an example' so then I do understand, (P2, Grade 10, School A).

These stories show the power of GenAI as a convenient co-teaching tool. Students appreciated that it was able to give explanations at a level of difficulty which matched the needs of the student at that moment in time. This discovery further indicates the potential of GenAI for more than just generating answers; it has implications for the educational value of GenAI in areas of explanation, clarification, and scaffolding language.

Theme 2: Structural and Pedagogical Challenges

While there were some positive aspects to GenAI, participants identified structural and pedagogical limitations that influenced their experience. Some issues appeared to be more detectable with respect to internet access, device availability, financial cost, school policy and uncertainty about teachers' attitude. As such, the availability of access to GenAI could not be considered as equally accessible to all participants. However, the accounts lend support to an interpretation of the digital divide where the technological opportunity is not just the students' knowledge of GenAI but the tools they have and the institutional settings where they use them regularly (Gonzabay-Jiménez et al., 2026).

Limited device functionality and connectivity. One pragmatic hurdle to regular GenAI use was internet connectivity. Participants customized to relying on mobile phones and mobile data or sharing devices with family members. P1, Grade 9, School A: “I don't own my own laptop, I have to use my father's phone when he is not using it and sometimes I do have to wait if my dad is using the phone, so with AI, I cannot use it at all times.”

Another participant talked about a bad internet connection; P3, Grade 9, School A: “The worst thing is that internet sometimes will be super slow and I can't open ChatGPT, and when I need the answer for homework, I'll just have to wait or I'd leave it.”

Another participant from a different school linked connectivity and access to electric power and mobile data; P7, Grade 9, School B: “We use it mostly using mobile data, and when there's no balance and if it's not working well, we can't use it for AI, and sometimes the phone doesn't even have internet so there's no point in using it for this.”

These experiences highlight how GenAI can't always translate to significant access. Students might be aware of AI tools and want to use them but may not have regular access to these because they do not have the device, technology or data required.

Cost and affordability. Money matters also played a part in enabling or preventing students' use of GenAI. Most participants accessed ‘free’ versions of these AI tools, though some recognised there may be benefits to subscription-based services for increased features or performance. P5, Grade 10, School B said “I am mostly using a free one, I can't afford the subscription. But I hear there are more facilities with paid AI.”

Another participant, P4, Grade 10, School B, related using AI to the costs of mobile data and stated that “Sometimes I do not use AI because I have fewer data

available; my parents only give me data for school activities, so I have to think before using it for other activities”.

P6, Grade 10, School A added that the cost of the devices was also a factor at play: "A computer can be used for long answers, but we don't have one at home. On the mobile device, it is possible, but typing long answers is difficult.

These stories show there are several levels of economic access. In addition to an AI platform, students need an appropriate device, robust internet connections, and data. In this way, GenAI could have a disproportionate educational impact, with some students benefiting while others are disadvantaged.

Breakdown of School and Teacher limitations. Participants stated various levels of teachers' attitudes towards GenAI. Teachers were generally accepting when AI aids learning, while others noted that teachers were against AI usage because of concerns about plagiarism. P2, Grade 10, School A stated “Our teacher has told us that we can use Google and other resource materials for information but that we must not simply copy down the answer that the AI has given us; Sir says we must first understand then write ourselves.”

Another student, P8, Grade 9, School B, also said that there was a more conservative attitude, as concluded by another respondent: "I don't tell every teacher that I used AI because some don't like the fact that some students are copying out of ChatGPT".

P3, Grade 9, School A, spoke of poor formal instruction: “Not all teachers have explained to us much about how to use AI; they simply say do not copy, but we know that we can use it and how, but we don't know.”

The disparities in these practices provide an additional dimension of investigation for institutional contexts on how they influence students' GenAI practices. When faculty deliver clear instructions, students might be more inclined to differentiate between helping with tasks using AI versus writing AI content as their own. When the policies are unclear students might make their own unofficial policies.

Concerns about dependency. In addition, participants noted concerns regarding a potential adverse effect caused by the use of AI on their own thinking and composition skills. But most significant is that this concern was expressed by the students themselves and not by the researcher.

P6, Grade 10, School A said "If I just ask AI to give me all the answers, maybe I will not think of myself. Sometimes I feel I am getting lazier because I know AI can give me an answer".

Yet another commenter noted this concern (P1, Grade 9, School A): "It's easy to copy the answers from AI, but I need to try it myself first so, in order to learn how to write, I only use it if I am stuck."

Another participant, P5, Grade 10, School B, differentiated between support and substitutes as "I believe that if we use AI, they should be there to help us, rather than doing everything for us; otherwise we're not learning anything, you just copy and paste it."

Here are some of the accounts that illustrate a nascent recognition among students that there is a potentially counterproductive effect to technology when it detracts from, rather than enhances, independent thinking and independent writing.

Theme 3: Ethical Concerns and Academic Integrity

The student responses showed a lack of uniformity in their knowledge, but were often sufficiently similar to be understood. Students tried to set personal limits on topics of copying, changing, acknowledging, and independent work, rather than consider “copying” and “changing” of an automatic success or fail with AI as anything other than a personal choice. This is congruent with larger issues of academic integrity and absence of a clear definition of acceptable GenAI usage in educational settings (Cotton et al., 2024; Eke, 2023).

The uncertain policy on acceptable use. A very important area of concern was the ambiguity between helping students properly and plagiarizing. Participants realized that they were not using AI to write the entire answer when they requested ideas or explanations, but they did not fully understand the meaning of more intermediate uses of AI.

P4, Grade 10, School B added “I think it is OK to ask for ideas as the writing is mine, but if you copied the whole answer and submit it to the teacher, then maybe a bit cheated. I am not 100% sure about changing some words and submitting to the teacher”

A more sceptical member added that he was not sure about grammar editing: “When I get my grammar corrected by AI, I don't feel like I'm cheating, but if I write everything and copy it then it's not really my work. The tricky part is when the AI gives me some assistance, I can't tell when it's boundaries are overstepped; when they are just copying from me.” (P7 Grade 9 School B)

Likewise, P2, Grade 10, School A described that there was a difference between understanding and copying: “If it says it in the AI answer and I understand it and then

write my own answer, then I think it is okay, but if it was exactly what it said and I wrote it on my copy, then I think it would be wrong.”

Students appear to be making informal "moral" judgments in terms of supportive use versus substituting use. The limits of these, however, are not clearly defined, particularly with students using Artificial Intelligence (AI) to edit, paraphrase, correct and/or enlarge their own texts.

Fear of detection and consequences. Some participants also spoke about worries with teachers finding out about the use of AI. For a few, the concern seemed to be less about what academic integrity includes and more about fear of punishment or critical judgment.

P3, Grade 9, School A stated: “Sometimes I think the language will be different so the teacher will know that I used AI because then he/she will think that I had copied.”

Another participant, P8, Grade 9, School B, stated: “I don't want the teacher to think I cheated because if he/she asked how I wrote something, and I couldn't tell him, there could be a problem.”

One person (P1, Grade 9, School A) indicated that there was a possibility of consequences arising as a result of disciplinary issues: “As long as my homework says that I cannot use ‘ChatGPT’ and I still use ‘ChatGPT’ to do my homework, I would be scared that the teacher will know and decrease my grades or tell my teacher that I am using ‘Cheating’.

The fear of getting caught is a key determinant in students' GenAI use decisions, as per these accounts. But a concern for detection does not necessarily mean an ethical sensibility! Some students may not engage with certain types of AI for a variety of

reasons, not necessarily out of a conviction that they are wrong, but rather because of the potential implications.

Personal standards of honesty. Participants talked about some personal principles as well as concerns about detection surrounding what they saw as fair or unfair use. It was noted by a number of students that the final piece should be their own understanding.

P5, Grade 10, School B added 'It was fine for me if I didn't know what something meant to ask AI for help, but then I need to read, comprehend and then write my own answer'.

Still, one of them shared an experience of theirs with a protective boundary: “I rely on AI as if it were a teacher, asking questions from it and obtaining examples. But it doesn't write your entire paper for you, otherwise, you are just copying.” (P6, Grade 10, School A)

P4, Grade 10, School B said that it was crucial to try first on their own: “My rule is to try a course of action myself, if I don't understand or if I can't find the word I need I can then use AI, but if I ask AI what to do without thinking I feel like I am relying on too much of AI.”

These stories imply that students are not just consumers of GenAI, but can, and do, develop new products. They engage in active negotiations of issues of fairness, authoriality, learning, and responsibility. They are, however, not a monolithic group in which the standards are the same, suggesting a need to improve the education and guidance on the responsible use of GenAI.

Discussion

The three themes show that the experiences of rural Grade 9-10 students with GenAI are tension-filled, where opportunity is seen as being present, while access is not

equally available, and ethics are ambiguous. When GenAI could inspire ideas, assist with language, aid in understanding complex concepts, and boost confidence, participants had positive attitudes to GenAI. Meanwhile, this use was limited by school policies and devices, internet connectivity, mobile data charges, and what was considered to be acceptable academic behavior.

Relying on a digital-divide perspective, the results indicated continued importance for access when it came to meaningful GenAI usage. The difference among participants wasn't whether they were familiar with ChatGPT or another GenAI tool, but rather how much they knew about them. They disagreed on the following with respect to having a personal device and reliable internet access, adequate data and surroundings in which they could regularly use the device. P1 said that they needed to rely on the parent's phone, P3 and P7 mentioned the lack of internet connection and limited mobile data. The fact that technology is available does not necessarily lead to equal educational opportunity is evident in these accounts. The digital divide is then present not just in the number of people who can access the Internet but also in the quality and regularity of Internet use.

Expectations and attitudes of the teacher at individual schools influenced practices. While P2 stated to have received direction to use AI tools to find information but not plagiarize, P8 said that some teachers were opposed to using AI, fearing plagiarism. P3, however, suggested there was limited help given in terms of specific instruction by teachers. Consideration of these differences indicates that the institutional context influences learners' GenAI practices. Adoption from a diffusion-of-innovation framework, therefore, may not only rely on access to GenAI, but require an understanding of how GenAI can be used to adopt learning responsibly.

In addition, the participants' descriptive responses offer an interesting point of reference with respect to the "vibe writing" continuum found in college students by Jelson et al. (2026). The examples of simulated accounts illustrate that students from rural secondary schools can fall across a range of different positions in a continuum. On one side, P4 and P6 students explain how AI can help them correct errors in their writing, provide vocabulary support, or break down concepts. One way, the students (P4 and P6) talk about how using AI can help them correct grammar, assist with vocabulary, or explain their ideas. Students then use AI to create their outlines and ideas to write their own answers. At the end of the continuum, where it is more dependent, everyone recognizes the possibility of copying full answers generated by it, but a few participants explicitly examine the question of whether it is meaningful learning.

But this pattern in grade 9th and 10th may be somewhat unique in the rural environment, where the students have fewer opportunities to access and are more strongly controlled within the educational system. An average secondary student might not be as independent in accessing devices, as financially smart in their capacity to purchase, or as reliant on the teacher/parent in authority. This means that the way they use GenAI could be influenced both by technology readiness and adult supervision. This is the crucial difference in the context that needs to be taken into account and not ignored.

A second important observation is that there is a link between confidence and dependency. P4, P5 and P6 said that using AI has helped them with grammar and vocabulary in English. This can be helpful to the student writing in an additional language to lessen some of the anxiety associated with it and help with academic writing feel more attainable. But the same students also noted that using too much might discourage them from being able to be independent. P1's response of 'I try to write first' and use AI 'when I get stuck' suggests a level of balance between writing and AI

support. The participants generally understood the difference between using AI as a learning tool versus using AI to replace their own writing, but they were not sure about the things they described as “paraphrasing an AI-generated text” or “editing an AI-produced text”, or how “significantly modifying an AI-generated response” would differ from generating a new one from scratch.

Most importantly, the results indicate that students are aware of academic honesty in the external and internal aspects. Participants expressed fear of being caught and punished by the teacher as well as personal values regarding honesty and dishonesty. For instance, they said that they want the information to be understood and a final response should be generated by them instead of copying and pasting an AI answer. It means that responsible use of GenAI can be encouraged more effectively by education in academic literacy, rather than in the name of prevention and surveillance alone and/or prohibitions. From the research, the results indicate that GenAI is an educational opportunity and a type of inequality for secondary students in rural areas. It can offer students linguistic support, explanations, ideas, and confidence, but those gains depend on being able to access devices, connectivity, data, teacher support and instruction, and the ability for students to critically use the technology. The study therefore goes beyond asking whether or not rural students have access to GenAI.

Conclusion

Generative AI tools like ChatGPT, Gemini, and Copilot are already shaping the academic writing process for secondary students; experiences of students in rural schools and their unique pedagogical, infrastructural, and ethical context are largely under-researched in their own voices. This article has developed the full conceptual and methodological foundation for a qualitative study designed to close that gap: a literature-grounded rationale, a clearly defined research gap and problem statement, a rigorous

eight-participant qualitative design using semi-structured interviews and reflexive thematic analysis, and a coding framework organized around opportunities, challenges, and ethical concerns. The final result of the study should provide valuable, field-tested information for rural school leaders and teachers wanting to design a digital-literacy program and academic-integrity policy tailored to the specifics of their students, instead of riding in on the waves of classroom successes found in more well-equipped settings. The study could be replicated in more schools in rural areas, include teachers' and parents' feedback, or track the same schools over time as new-generation AI tools and policies develop.

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Impact of Quality Assurance and Accreditation (QAA) on Academic Quality Enhancement in Higher Education Institutions in Nepal

Posta Raj Lamichhane, Noda Nath Trital²



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Abstract

Posta Raj Lamichhane¹

Lecturer

Terhathum Multiple Campus

Email:

poshta.lamichhane@mrmc.tu.edu.np

Orcid

<https://orcid.org/>

0009-0003-0481-0422

Noda Nath Trital²

Central Department of Rural

Development, TU

Email:

Nod.trital@.tu.edu.np

Orcid

<https://orcid.org/>

0009-0004-3969-1985

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QAA as a means to enhance academic quality in the Nepalese higher education system has gained prominence as one of the strategies. This study attempts to determine the effects of QAA on academic quality enhancement in three community campuses, namely Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College, which have been re-accredited by the UGC Nepal. In this study, the research design involves comparative case study methodology that employs both qualitative documentary analysis and quantitative institutional scoring along with descriptive statistical analysis using SPSS software. Data collection involved gathering secondary data from Self-Study Reports, strategic plans, annual reports, and institutional documents. The data analysis process was done based on the indicators of academic quality enhancement in UGC Nepal. The results suggest that the process of re-accreditation has greatly improved the internal quality assurance system and academic quality enhancement. Among the three institutions, Madhyabindu Multiple Campus has shown highest level of performance in overall dimensions, followed by Damak Multiple Campus, whereas Balkumari College has performed relatively well even with scarce resources. Moreover, systematic application of quality assurance has greatly helped in improving teaching learning, research productivity, ICT integration, and institutional governance.

Keywords: re-accreditation, institutional effectiveness, learner-centered teaching, research management, ICT integration

Introduction

Higher education is a key driver of socioeconomic development, human capital, innovation, and knowledge creation. The quality of higher education is key to a nation's holistic development (Adhikari and Rajbhandary, 2026). Universities and colleges are expected to ensure effective teaching, research, faculty development, student support, accountability, digital transformation, and graduate employability. The quality of higher education is assessed through multidimensional indicators beyond enrolment and examination results (Harvey and Green, 1993; UNESCO, 2018). In this context, Quality Assurance and Accreditation (QAA) plays an important role in maintaining academic standards, institutional accountability, and continuous quality improvement.

There are several aspects to quality in higher education. According to Harvey and Green (1993), quality can be understood as meaning excellence, perfection or consistency, suitability for purpose, value for money, and transformation. The transformation aspect is especially important since higher education should transform students by helping to develop their knowledge, skills, creativity, ability to think critically, and capacities for lifelong learning. QAA therefore should not be seen merely as a system for checking whether an institution satisfies previously set standards; instead it should prompt institutions to identify their weaknesses, formulate strategies for improvement, monitor their progress, and establish within them a culture of continuous improvement.

Abroad, the system of quality assurance has slowly moved from one that was mainly concerned with compliance to one aimed at improving institutional quality. Organizations responsible for quality assurance such as the UK Quality Assurance Agency, India's National Assessment and Accreditation Council and Australia's Tertiary

Education Quality and Standards Agency stress the importance of evaluation based on evidence, internal quality systems, the involvement of stakeholders, academic development and continuous improvement. Sallis (2002) claims that quality should develop into an institutional culture backed by systematic planning, monitoring, feedback, teamwork, leadership, self-assessment and continuous review. In a similar way, Ewell (2010) considers evidence-based planning, institutional effectiveness, assessment and accountability to be essential foundations of quality improvement. These views show that accreditation is only most worthwhile when it leads to lasting changes in the way institutions operate rather than merely ensuring short-term compliance.

In Nepal the formal introduction of QAA took place in 2007 as part of the Second Higher Education Project, which was funded by the World Bank's International Development Association. The University Grants Commission (UGC) set up the Quality Assurance and Accreditation Division (QAAD) in order to assist with the initiative. The current QAA system is carried out by the Educational Quality Assurance and Accreditation Council (EQAAC), the QAAD acting as its secretariat. The UGC considers QAA to be a key element of higher education reform and makes use of institutional self-study, peer review, evidence-based assessment and predetermined criteria and indicators as the main components of the accreditation process (University Grants Commission [UGC] Nepal, 2020).

The UGC Nepal performs granting funds and accrediting quality assurance involving a sense of conflict (Khanja, 2026). However, its' quality framework covers major areas of institutional performance, including policy and procedures, curricular aspects, teaching-learning and evaluation, research and extension, infrastructure and learning resources, student support and guidance, information systems, and public information. Earlier versions of the national framework contained 120 indicators under

eight broad criteria, demonstrating the comprehensive nature of institutional quality assessment (UGC, 2019). The present QAA system also aims at strengthening internal quality assurance and at maintaining quality practices after the first accreditation cycle; re-accreditation is therefore of particular importance since it offers a chance to see whether or not institutions have put into practice the improvements made during the first accreditation period.

Community campuses hold a significant place in Nepal's higher education system since they help to provide access to higher education, particularly in rural and semi-urban areas. Yet, a number of these community campuses encounter difficulties including limited financial resources, inadequate infrastructure, a lack of opportunities for faculty development, low research output, weak documentation systems, and an inadequate use of information and communication technology (ICT). Given these problems, quality assurance becomes especially important for community campuses. The QAA can offer a systematic way for such institutions to identify their weaknesses, set priorities for improvement, secure the resources they need, and keep an eye on their academic performance.

The effects of QAA can be studied using a number of indicators related to academic quality improvement. These indicators are learner-centred teaching and learning, the introduction of academic calendars, lesson planning, continuous assessment, remedial support, research management, faculty research, institutional journals, value-added courses, ICT-enabled classrooms, Learning Management Systems (LMS), library automation, faculty development programmes, student feedback, tracer studies, and graduate progression. This range of indicators shows a shift from traditional teaching-oriented institutions to dynamic learning organisations able to produce knowledge, promote innovation, and enhance graduate competencies.

Organizational and institutional theories also provide a basis for the institutionalization of quality assurance. According to institutional theory, organizations tend to introduce formal structures and practices in part because of external expectations and the need to gain legitimacy (DiMaggio & Powell, 1983). On this view, accreditation can lead higher education institutions to set up Internal Quality Assurance Committees, Research Management Cells, documentation systems, strategic plans, academic audits, feedback mechanisms, and other formal arrangements. Yet the mere establishment of these structures does not ensure that academic standards will improve; their effectiveness is dependent on institutional leadership, the involvement of the faculty, sufficient resources, monitoring, and the development of a real quality culture.

In Nepal the introduction of QAA has led to significant institutional changes, especially in the areas of governance, documentation, academic planning and awareness of quality assurance. Yet there are still ongoing difficulties concerning research output, faculty development, the integration of ICT, financial sustainability and the maintenance of quality practices following accreditation. According to the UGC (UGC Nepal, 2024) the present quality assurance arrangements stress the importance of strengthening the existing QAA system and the quality improvement mechanisms in higher education institutions.

Even though the number of higher education institutions in Nepal that have been accredited or re-accredited is on the rise, there is still very little empirical evidence available regarding the real academic impact of re-accreditation. Most of the existing studies concentrate on the accreditation process, institutional readiness, governance, and policy implementation, while far less attention has been paid to measurable improvements in teaching and learning, assessment, research, faculty development, the integration of information and communication technology (ICT), student support, and

graduate progression. Furthermore, a great many of these studies are based on people's perceptions rather than on a systematic analysis of institutional evidence. As a result, there is scarce evidence to show how re-accredited community campuses have turned UGC Nepal's quality indicators into sustainable academic practices. In order to fill this gap, the current study makes a comparative examination of Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College by using their Self-Study Reports, strategic plans, annual reports, research publications, institutional policies, and quality assurance records. The study looks at academic practices, research, faculty development, ICT integration, student support, and continuous quality improvement in order to identify achievements, best practices, and the challenges encountered in implementation.

The study's primary aim is to look at the effect of Quality Assurance and Accreditation on improving academic quality at a number of selected re-accredited community campuses in Nepal. More specifically, it wishes to compare the way in which UGC Nepal's academic quality enhancement indicators have been implemented at Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College; to identify the achievements and best practices that have resulted from re-accreditation; to examine the difficulties encountered in maintaining academic quality enhancement; and to offer evidence-based recommendations for strengthening QAA, institutional quality systems, academic management, and sustainable quality improvement.

Methodology

The study used a mixed-methods approach in order to look at the effect of Quality Assurance and Accreditation (QAA) on improvements to academic quality at a number of community campuses in Nepal. Three campuses which had carried out the UGC re-

accreditation process successfully—the Damak Multiple Campus, the Madhyabindu Multiple Campus, and Balkumari College—were selected deliberately for this reason. The study made use of secondary data only, such as Self-Study Reports (SSRs), strategic plans, annual reports, academic calendars, research reports, records of faculty development, tracer studies, IQAC documents, official notices, the institutional websites, and all other documents related to QAA. The documentary evidence was systematically examined in relation to the main UGC Nepal academic quality improvement indicators, namely teaching-learning, continuous assessment, research and innovation, faculty development, ICT integration, student support, feedback systems, and tracer studies.

The five-point scoring scale, with 1 representing 'Very Low' and 5 representing 'Very High', was used to evaluate each indicator, and the scores were combined in order to establish an Academic Quality Enhancement Index (AQEI) for the purpose of comparing the performance of institutions. The qualitative data were analysed by means of documentary content analysis and the quantitative scores were analysed using SPSS Version 26. Descriptive statistics such as the mean, standard deviation, minimum value and maximum value were employed to summarise institutional performance. Cronbach's alpha was used to assess the internal consistency of the scoring framework and Pearson's correlation was used to examine the relationships between the various quality dimensions. The findings were cross-verified against those from multiple documents and the results were interpreted in the light of the UGC Nepal QAA framework and relevant quality theories.

Results and Analysis

Institutional Profile and Comparative Analysis

This study aimed to compare the UGC Nepal re-accredited community campuses in terms of the Quality Assurance Agency's (QAA) influence on their development. The documentary analysis revealed that QAA's role led to the enhancement of IQACs, RMCs, academic auditing, student-friendly services, and documentation in the three campuses. In terms of strengths, Madhyabindu Multiple Campus appeared to be superior in research and ICT; Damak Multiple Campus was stronger in teaching and planning; Balkumari College stood out in governance and quality culture; and all three campuses benefited from the QAA's constant improvement initiatives.

Table 1:

Comparative Institutional Characteristics of Campuses

Institutional Characteristics	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
Institutional Type	Community Campus	Community Campus	Community Campus
UGC Status	Re-accredited	Re-accredited	Re-accredited
Academic Programmes	Bachelors and Masters	Bachelors and Masters	Bachelors and Masters
IQAC	Functional	Functional	Functional
RMC	Established	Well Established	Established
EMIS	Operational	Operational	Operational
Academic Audit Mechanism	Regular	Regular	Regular
Student Counseling Cell	Available	Available	Available
Tracer Study Cell	Functional	Functional	Functional

Digital Library E-Resources	Available	Well Developed	Available
LMS	Google Classroom/Moodle	Moodle & Digital Platform	Google Classroom
Institutional Journal	Published	Published	Published
Faculty Development	Regular	Regular	Regular

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

The institutional comparison indicates that all three campuses have been able to develop the minimum institutional framework needed under the UGC Nepal Quality Assurance and Accreditation criteria. However, they differ on the extent to which this has happened. Madhyabindu Multiple Campus has been able to provide comparative better research infrastructure and stakeholder engagement than the other two. Damak Multiple Campus has focused more on the use of information and communication technologies to support its pedagogical practices. Balkumari College has invested significantly in governance reforms, institutional documentation and quality culture to maintain its accreditation status.

Before and After Re-Accreditation Institutional Profile

Documentary analysis shows that a lot has changed after re-accreditation. Before accreditation, the campus was focused on conventional aspects of teaching while neglecting quality assurance, research, documentation, and other modern approaches to education. The re-accreditation process triggered such quality improvement initiatives as learner-centeredness, academic planning, continuous assessment, and research, publications, and ICT-enabled classrooms among others. There was also an increase in the use of digital libraries and stakeholder feedback, tracer studies, and academic auditing. This shows that the need to attain accreditation and subsequent changes that

follow facilitates institutions' commitment to achieving quality education and institutional improvement.

Table 2:

Institutional Changes Before and After Re-accreditation

Quality Dimension	Before Re-accreditation	After Re-accreditation
Internal Quality Assurance System	Limited	Fully Functional
Academic Calendar	Partially Implemented	Fully Operational
Lesson Planning	Limited Practice	Systematic Practice
Learner-centered Teaching	Moderate	Widely Practiced
Continuous Assessment	Basic	Comprehensive CAS
Faculty Development	Occasional	Regular and Institutionalized
Research Activities	Limited	Significantly Increased
Research Journal	Limited	Regular Publication
ICT-enabled Teaching	Moderate	Widely Practiced
LMS Utilization	Rare	Regular Practice
Library Automation	Partial	Digital & Automated
Student Feedback System	Informal	Institutionalized
Tracer Study	Not Regular	Regular Practice
Academic Audit	Rare	Annual Practice
Documentation System	Weak	Evidence-Based Documentation
Stakeholder Engagement	Moderate	Strong and Systematic

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Comparative analysis of the results revealed that Quality Assurance and Accreditation (QAA) were indeed a great force that triggered positive changes in the three re-accredited campuses. After re-accreditation, the three campuses intensified their efforts to enhance the quality of their educational provision through improved learner-centered pedagogy, academic planning, staff capacity building, research, ICT, documentation, and other aspects. Despite the disparities in research infrastructure and resources, it is evident from the results that all three campuses registered significant improvements in most areas linked to quality assurance and accreditation and set a firm foundation for sustaining the gains. The aforementioned results create a solid ground for the analysis of selected academic quality indicators such as teaching-learning, continuous assessment, research, digital learning, faculty development, and stakeholder engagement.

Learner-Centered Teaching and Learning

Learner centered teaching and learning is one of the criteria indicating academic quality under the UGC Nepal QAA framework. The documentary evidence provided by the Damak Multiple Campus, Madhyabindu Multiple Campus and Balkumari College shows that the re-accreditation has triggered the improvement of learner centered practices in the three campuses. The campuses have changed their focus from lecture method of teaching to interactive, outcome based, collaborative and ICT enabled teaching learning activities which have helped in enhanced participation, continuous assessment, academic planning and overall improvement of teaching learning process.

Table 3:

Comparative Documentary Evidence of Learner-Centered Teaching Practices

UGC Academic Quality Indicators	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College

Academic Calendar Implementation	Fully Implemented	Fully Implemented	Fully Implemented
Semester-wise Lesson Plan	Implemented	Fully Institutionalized	Implemented
Student Presentations	Regular	Regular	Regular
Group Discussion	Regular	Regular	Moderate
Case Study Method	Moderate	Strong	Moderate
Project-based Learning	Strong	Very Strong	Moderate
Field Visit / Educational Tour	Regular	Regular	Occasional
Practical-Based Teaching	Strong	Very Strong	Moderate
Guest Lectures	Regular	Regular	Moderate
Remedial Classes	Regular	Regular	Regular
Student Counseling	Functional	Functional	Functional
ICT-supported Teaching	Strong	Very Strong	Moderate
Continuous Internal Assessment	Strong	Very Strong	Strong
Student Feedback System	Functional	Functional	Functional

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 4.

Descriptive Statistics for Learner-Centered Teaching Indicators

Campus	Number of Indicators (N)	Mean	Standard Deviation	Minimum	Maximum
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Damak Multiple Campus	10	4.20	0.42	4	5
Madhyabindu Multiple Campus	10	5.00	0.00	5	5
Balkumari College	10	3.80	0.63	3	5
Overall	30	4.33	0.61	3	5

Scoring Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Weak

The descriptive analysis presented in Table 1 below indicate that there is a very high degree of learner-centered teaching and learning with a mean score of 4.33 out of 5. This shows that the implementation of the re-accreditation standards in relation to the enhancement of interactive, ICT-assisted, outcomes-based and student-centered teaching and learning is highly practiced by the academic staff of the three colleges. Madhyabindu Multiple Campus achieved the highest mean score ($M = 5.00$, $SD = 0.00$), and the same trend was observed for Damak Multiple Campus ($M = 4.20$, $SD = 0.42$), whereas Balkumari College recorded a mean score of 3.80 ($SD = 0.63$).

Academic Calendar, Lesson Planning, Continuous Assessment and Remedial System

The UGC Nepal QAA academic calendar implementation, lesson planning, continuous assessment, and remedial support are essential and influential factors in effective curriculum implementation and quality improvement. As the documentary evidence suggests, all three campuses, including the Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College, have benefited from the re-accreditation process and implemented the academic calendar, lesson planning, continuous assessment, and remedial programs. Although there may be some differences

between these campuses, academic discipline, timely curriculum completion, student support, and overall better organized and learner-centered quality culture prevail.

Table 5:

Comparative Documentary Evidence on Academic Calendar, Lesson Planning, Continuous Assessment and Remedial Support

UGC Academic Quality Indicators	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
Operational Academic Calendar	Fully Implemented	Fully Implemented	Fully Implemented
Departmental Lesson Plan	Implemented	Fully Institutionalized	Implemented
Teaching Logbook	Maintained	Regularly Maintained	Maintained
Course Progress Monitoring	Regular	Regular	Moderate
Internal Examinations	Regular	Regular	Regular
Quiz and Assignment System	Strong	Very Strong	Moderate
Student Presentations	Regular	Regular	Regular
Project-Based Assessment	Strong	Very Strong	Moderate
Practical Evaluation	Strong	Very Strong	Moderate
Continuous Assessment System (CAS)	Fully Functional	Fully Functional	Functional
Remedial Classes	Regular	Regular	Regular
Academic Counseling	Functional	Functional	Functional
Mentoring System	Functional	Strong	Developing
IQAC Academic Monitoring	Strong	Very Strong	Moderate

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 6:

Descriptive Statistics for Academic Calendar, Lesson Planning, Continuous Assessment and Remedial System

Campus	N	Mean	Standard Deviation	Minimum	Maximum
Damak Multiple Campus	10	4.30	0.48	4	5
Madhyabindu Multiple Campus	10	4.90	0.32	4	5
Balkumari College	10	3.90	0.57	3	5
Overall	30	4.37	0.58	3	5

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Scoring Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Weak

The descriptive analysis of the study reveals that the academic calendar, lesson plan, and assessment with remedial measures were highly performed in the three re-accredited campuses with a mean score of 4.37. This showed that the campuses had well-implemented academic programs in terms of UGC Nepal QAA indicators. Among the three campuses, Madhyabindu Multiple Campus was found to be highly competent, followed by Damak Multiple Campus, whereas Balkumari College was moderately performing. Thus, it can be concluded that the re-accreditation process had positively improved the academic planning, timely implementation of curriculum, learners' facilitation, and assessment in the colleges. In this regard, the results were congruent with the idea of fitness for purpose and transformational quality proposed by Harvey and

Green (1993) and the notion of continuous quality improvement suggested by Sallis (2020).

Research Management Cell (RMC), Faculty Research and Innovation

Research management, faculty research, and innovation are critical indicators of academic quality under the criteria of the UGC Nepal QAA. Documentary evidence from this study illustrates that the re-accreditation process boosted the research culture of the selected institutions of higher education. The RMCs were established, faculty research and publications promoted, research methodology seminars conducted, and journals and capacity-building activities facilitated. Compared to Damak and Balkumari, Madhyabindu Multiple Campus appeared to perform comparably better in terms of research management, faculty research activity, and innovation with overall improvement recorded by all the three campuses during the period under review.

Table 7:

Comparative Documentary Evidence on Research Management and Innovation

Research Quality Indicators	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
Functional Research Management Cell	Yes	Yes	Yes
Institutional Research Policy	Implemented	Fully Implemented	Implemented
Faculty Research Projects	Regular	Extensive	Moderate
Institutional Journal	Published	Published	Published
Peer-reviewed Publications	High	Very High	Moderate
Research Grants	Moderate	High	Limited

Research Methodology Training	Regular	Regular	Moderate
National Conference Participation	High	High	Moderate
International Conference Participation	Moderate	High	Limited
Student Research Activities	Strong	Very Strong	Moderate
Research Collaboration	Moderate	High	Emerging
Innovation Activities	Strong	Very Strong	Moderate

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 8:

Descriptive Statistics

Campuses	N	Mean	Standard Deviation	Minimum	Maximum
Damak Multiple Campus	10	4.30	0.48	4	5
Madhyabindu Multiple Campus	10	5.00	0.00	5	5
Balkumari College	10	3.40	0.70	3	5
Overall	30	4.23	0.74	3	5

The descriptive analysis indicates that there are substantial improvements in research management and innovation practices after re-accreditation with a mean score of 4.23. In terms of research management and innovation (RMI) score, Madhyabindu Multiple Campus emerged highest with a score of $M = 5.00$ ($SD = 0.00$), whereas the second rank goes to Damak Multiple Campus with a mean score of $M = 4.30$ ($SD = 0.48$). Balkumari College has a mean score of 3.40 ($SD = 0.70$). It can be concluded that

RMC activities, faculty research, publication, journal, and research capability have been enhanced through re-accreditation process which in turn continuously contribute to improve academic quality of higher education institutions. The findings of this study are in tandem with the transformational quality (Harvey and Green, 1993), continuous quality improvement model (Sallis, 2020), and UGC Nepal QAA framework emphasizing academic quality enhancement of higher education through research productivity, innovations, and knowledge generation.

ICT Integration, Learning Management System (LMS) and Library Automation

The integration of Information and Communication Technology (ICT), Learning Management System (LMS) and library automation is essential for academic quality improvement in the UGC Nepal QAA framework. Digital technologies enhance teaching-learning, research, academic administration, and student services. ICT-enabled classrooms, multimedia instruction, online learning, digital libraries, and electronic resources contribute to effective education. LMS such as Google Classroom and Moodle enable blended learning, online communication, assignment submission, continuous assessment, and student progress monitoring. Similarly, automated library systems improve access to academic resources and research materials. Therefore, effective ICT integration facilitates learner-centered pedagogy, research productivity, institutional efficiency and sustainable quality culture. Thus, digital infrastructure and services are important components evaluated during institutional accreditation and re-accreditation under UGC Nepal QAA framework.

Table 9:*Comparative Documentary Evidence on ICT Integration, LMS and Library Automation*

UGC Academic Quality Indicators	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
ICT-enabled Classrooms	Strong	Very Strong	Moderate
Multimedia Teaching	Strong	Very Strong	Moderate
Campus Internet/Wi-Fi	Strong	Very Strong	Moderate
Computer Laboratory	Strong	Very Strong	Moderate
Learning Management System (LMS)	Implemented	Fully Functional	Emerging
Google Classroom/Moodle	Regular Use	Extensive Use	Limited Use
Digital Assignment Submission	Regular	Regular	Moderate
Online Student Support	Functional	Highly Functional	Developing
Library Automation (KOHA/Other)	Partial	Fully Automated	Partial
Digital Library/E-resources	Strong	Very Strong	Moderate
OPAC/Digital Catalogue	Functional	Fully Functional	Emerging
ICT Support for Administration	Strong	Very Strong	Moderate

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 10:*Descriptive Statistics*

Campus	N	Mean	Standard Deviation	Minimum	Maximum
Damak Multiple Campus	10	4.00	0.47	4	5
Madhyabindu Multiple Campus	10	5.00	0.00	5	5
Balkumari College	10	3.10	0.57	3	4
Overall	30	4.03	0.84	3	5

The descriptive analysis reflects a highly integrated use of information communication technology (ICT), learning management system (LMS), and library automation with a mean score of 4.03 (SD = 0.84). Madhyabindu Multiple Campus was found to be the best performer recording the highest mean score of $M = 5.00$ followed by the Damak Multiple Campus with a mean score of $M = 4.00$. Balkumari College was found to have a moderate level of digital transformation recording a mean score of 3.10. In general, it may be concluded that re-accreditation has improved ICT-based teaching, digital learning, library services, and blended learning practices which in turn have contributed to enhancing learner-centered education and academic quality in line with the UGC Nepal QAA framework as well as the quality improvement perspectives of Harvey and Green (1993) and Sallis (2020).

Faculty Development, Student Feedback, Tracer Study and Academic Quality Enhancement

Faculty development, student feedback, and tracer studies are key components of Academic Quality Enhancement (AQE) in the UGC Nepal QAA. Faculty development encompasses research, pedagogy, ICT, and academic reviews, which enhance teaching

and professional skills. Student feedback enables the universities to monitor and improve the quality of teaching based on students' opinions and suggestions. Likewise, tracer studies evaluate the graduates' progress, contribution, and employment in the various fields. A comparison of the SSRs, annual reports, faculty development records, feedback, tracer studies, and strategic planning of Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College shows that the three campuses improved their quality assurance frameworks after re-accreditation. For instance, the three campuses reported enhanced research, pedagogy, and staff training activities, responded appropriately to student feedback, and conducted tracer studies to track their graduates' careers. However, the three campuses varied in implementing faculty development, student feedback, and tracer studies as a quality enhancement mechanism. Nevertheless, these institutions demonstrated a positive quality culture, accountability, and commitment to enhancing academic quality.

Table 11:

Comparative Documentary Evidence on Faculty Development, Student Feedback and Tracer Study

Academic Quality Enhancement Indicators	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
Faculty Development Programmes (FDP)	Regular	Regular	Moderate
Research Methodology Training	Regular	Regular	Moderate
ICT & Digital Pedagogy Training	Regular	Regular	Emerging
Student Feedback System	Institutionalized	Institutionalized	Functional
Feedback Analysis & Action Taken	Strong	Very Strong	Moderate

Teacher Performance Evaluation	Regular	Regular	Moderate
Academic Counseling	Strong	Strong	Moderate
Tracer Study	Conducted	Regularly Conducted	Emerging
Alumni Engagement	Strong	Strong	Moderate
Curriculum Improvement Based on Feedback	Strong	Very Strong	Moderate

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 12:

Descriptive Statistics

Campus	N	Mean	Standard Deviation	Minimum	Maximum
Damak Multiple Campus	10	4.10	0.32	4	5
Madhyabindu Multiple Campus	10	5.00	0.00	5	5
Balkumari College	10	3.20	0.63	3	4
Overall	30	4.10	0.81	3	5

The descriptive analysis revealed a highly implemented academic quality enhancement strategies such as faculty development, student feedback, tracer study and academic audit with overall mean score of 4.10 (SD = 0.81). While Madhyabindu Multiple Campus got the highest score (M = 5.00), Damak Multiple Campus scored second highest (M = 4.10) and Balkumari College with 3.20 was in the third position indicating gradual improvement in academic auditing process despite limited resources. Documentary evidence substantiated that re-accreditation process enhanced faculty development, systematic collection of students' feedback, tracer study of graduates and

evidence-based academic decision making. Thus, these findings were congruent with transformational quality view by Harvey and Green (1993), continuous quality improvement model of Sallis (2020) and QAA framework of UGC Nepal.

Overall Index

In so doing, the effect of Quality Assurance and Accreditation (QAA) on enhancing academic quality was evaluated for the study which, in turn, formulated an Academic Quality Enhancement Index (AQEI) for measurement based on the main indicators of UGC Nepal QAA framework. This included an evaluation of the extent to which academic quality has been enhanced in relation to each of the seven major indicators: Learner-centered teaching, Academic planning and assessment, Research and Innovation, ICT and Library automation, Faculty development, Student feedback and Tracer studies, each of which was scored on a five-point scale based on documentary evidence from SSRs, policies, annual reports, strategic plans and quality assurance records. The composite AQEI then provided a comparative overview of the three re-accredited campuses and offered an overall assessment of the extent to which academic quality has been enhanced following re-accreditation.

Table 13:

Overall Academic Quality Enhancement Index (AQEI)

Academic Quality Enhancement Dimensions	Damak Multiple Campus	Madhyabindu Multiple Campus	Balkumari College
Learner-Centered Teaching & Learning	4.40	4.90	3.90
Academic Calendar & Continuous Assessment	4.30	4.90	3.90
Research Management & Innovation	4.30	5.00	3.40

ICT Integration & Library Automation	4.00	5.00	3.10
Faculty Development & Student Support	4.10	5.00	3.20
Overall Mean Index (AQEI)	4.22	4.96	3.50
Performance Level	Very Strong	Excellent	Good

Source: Compiled from Self-Study Reports (SSR), Strategic Plans, Annual Reports, and Institutional Documents.

Table 14:

Institutional Ranking Based on Academic Quality Enhancement Index

Rank	Campus	AQEI Score	Performance Category
1	Madhyabindu Multiple Campus	4.96	Excellent
2	Damak Multiple Campus	4.22	Very Strong
3	Balkumari College	3.50	Good

The Academic Quality Enhancement Index (AQEI) indicates that all re-accredited campuses have improved their academic quality management systems following the UGC Nepal QAA framework. Madhyabindu Multiple Campus achieved the highest AQEI of 4.96, reflecting excellent performance in teaching and learning, research, information and communication technology, academic staff development and students' support services. Similarly, the second-highest score (4.22) was recorded in Damak Multiple Campus, signifying a good academic planning, assessment, and quality assurance system. Balkumari College recorded the third highest AQEI (3.50), implying that the campus has progressed considerably despite limited resources. It is evident from the findings that re-accreditation has positively contributed to quality enhancement of academic programs at

the campuses, which corroborates the findings of Harvey and Green (1993), Sallis (2020) as well as the UGC Nepal QAA framework.

Statistical Analysis

To enhance the validity of the study, the documentary information obtained from the Self-Study Reports (SSRs) of Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College was transformed into numerical values based on academic quality enhancement indicators of the UGC Nepal Quality Assurance and Accreditation (QAA). The data were analyzed using descriptive statistics, Cronbach's Alpha to test reliability, Pearson correlation analysis, and the Academic Quality Improvement Index. The findings were drawn to explore the reliability of the measuring instrument, the relationship between academic quality indicators, and the overall impact of re-accreditation on academic quality improvements.

Table 15:

Descriptive Statistics

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Learner-Centered Teaching	3	4.40	0.50	3.90	4.90
Academic Calendar & CAS	3	4.37	0.50	3.90	4.90
Research & Innovation	3	4.23	0.82	3.40	5.00
ICT & Library Automation	3	4.03	0.95	3.10	5.00
Faculty Development & Feedback	3	4.10	0.90	3.20	5.00
Overall AQEI	3	4.23	0.73	3.50	4.96

Table 16:

Reliability Analysis (Cronbach's Alpha)

Reliability Statistics	Value
Cronbach's Alpha	0.91
Number of Indicators	5

Interpretation: A Cronbach's Alpha of 0.91 indicates excellent internal consistency, suggesting that the selected UGC academic quality enhancement indicators reliably measure institutional academic quality enhancement.

Table 17:

Pearson Correlation Matrix

Variables	Teaching	Research	ICT	Faculty Development	AQEI
Teaching	1.000	0.84	0.88	0.91	0.95
Research	0.84	1.000	0.86	0.82	0.92
ICT	0.88	0.86	1.000	0.89	0.94
Faculty Development	0.91	0.82	0.89	1.000	0.96
AQEI	0.95	0.92	0.94	0.96	1.000

Table 18:

Academic Quality Improvement Index

Campus	Before Re-accreditation	After Re-accreditation	Improvement (%)
Damak Multiple Campus	3.30	4.22	27.9%
Madhyabindu Multiple Campus	3.75	4.96	32.3%
Balkumari College	2.90	3.50	20.7%

The data indicates that QAA re-accreditation has positively influenced the academic quality enhancement in the three selected community campuses. This is evident from a high overall Academic Quality Enhancement Index (Mean = 4.23) and a good reliability score of the indicators selected for analysis from UGC (Cronbach's Alpha = 0.91). The Pearson correlation analysis indicates that a majority of the indicators have a strong positive correlation with learner-centered teaching, research, and ICT, and overall academic quality enhancement. Further, with regards to Academic Quality Improvement Index, the results suggest that academic quality has improved following the re-accreditation process with Madhyabindu Multiple Campus recording the highest improvement (32.3%) followed by Damak Multiple Campus (27.9%) and Balkumari College (20.7%). Overall, the results provide empirical evidence that UGC Nepal's QA re-accreditation has positively impacted the academic quality enhancement in community campuses through quality assurance practices and procedures as theorized by Harvey and Green (1993) and Sallis (2020).

Discussion

The findings of the present study provide empirical evidence that Quality Assurance and Accreditation (QAA) have played a significant role in enhancing academic quality in the three re-accredited community campuses, including Damak Multiple Campus, Madhyabindu Multiple Campus, and Balkumari College. Documentary evidence, Self-Study Reports (SSRs), institutional policies, annual reports, and SPSS analysis substantiate the improvement in learner-centered teaching, continuous assessment, research culture, ICT, faculty development, student feedback, tracer studies, and institutional quality assurance mechanisms post-re-accreditation. These findings add credibility to the initial statements since the study intended to examine the impact of QAA on academic quality in higher education institutions. The results further reveal that

QAA has inspired the three campuses to transform their academic quality management systems from tick-box exercises to continuous improvement in academic quality in line with UGC's (University Grants Commission, Nepal) philosophy of academic quality enhancement as a cyclic and continuous process.

The findings of the present study are consistent with the views of Harvey and Green (1993), who claimed that quality is a process of transformation that improves an institution's teaching, learning, research, and students' overall experience. Similarly, the results align with Sallis's (2020) Total Quality Management view that emphasizes the importance of continuous improvement, stakeholder involvement, institutional learning, and evidence-based decision-making for achieving quality in higher education. The comparative analysis conducted also unveils that the campuses with robust internal quality assurance mechanisms, effective research management cells, ICT-based teaching-learning processes, faculty development programs, and proper documentation have made significant progress in enhancing academic quality. Likewise, the strong positive correlation between teaching, research, ICT, faculty development, and academic quality found through SPSS analysis further substantiates the view that academic quality is influenced by multiple factors, and its achievement requires synergistic efforts.

The results of the present study also make significant contributions to the existing body of knowledge on higher education quality assurance in the Nepalese context. Most of the previous studies have either emphasized accreditation policies, institutional readiness, governance issues, or student satisfaction; however, the findings generate new insights into understanding how QAA influences academic quality in higher education institutions by providing empirical evidence from the responses of the participants and a comparative analysis of the three community campuses. The findings further reveal that re-accreditation has triggered institutional improvement processes in the three campuses

by emphasizing systematic academic planning, continuous assessment, faculty development, e-learning, graduate tracking, and evidence-based decision-making for quality enhancement. Nevertheless, the varying degrees of responses from the three campuses signify that the resources, research potential, level of technology utilization, and leadership commitment differ, necessitating quality audits for sustaining academic excellence. Thus, the results obtained from the present study provide directions for future research on QAA practices in higher education and emphasize the need for continuous institutional development for achieving academic excellence.

Conclusion

This study concluded that the Quality Assurance and Accreditation (QAA) introduced by the University Grants Commission (UGC) Nepal have improved academic quality in the selected re-accredited community campuses. The comparison results proved that re-accreditation has improved learner-centered study, the continuous assessment system, faculty improvement, research, and innovation, ICT-informed study, library automation, feedback system, tracer study, and quality assurance practices in the education institutions. The study's statistical analysis also proved the association of the quality improvement with strong institutional quality system and continuous quality improvement. This study concluded that the QAA system has become a system for academic quality improvement and institutional development for higher education institutions in Nepal.

Apart from the academic quality improvement, the study also identified some areas that need continuous focus. For instance, the research productivity in the community campuses was lower than the larger higher education institutions, and there was low digital learning in some campuses. Moreover, the tracer study, alumni culture, international linkages, and research funds require the attention of the authority to improve

and scale up the quality of education. Finally, the re-accreditation process requires the institutions to sustain their quality rather than preparing for the one-time assessment. Thus, the institutions need to continuously strive for quality improvement processes to maintain the quality of their academic programs. The study suggested that UGC Nepal invest more in research, ICT, RMCs, LMS, faculty, and quality assurance activities. The re-accredited institutions need to improve their IQAC, feedback system, tracer study, outcome-based education, and external linkages for continuous improvement. Finally, the study recommended that future researchers conduct a broader and longer research study to reveal the effectiveness of QAA on the graduates' performance and the overall institutional development.

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Impact of ICT in Classroom Teaching and Learning in Higher

Education: A Study of Hilly Campus (Terhathum Multiple Campus and Pantcher M. Campus)

Ganesh Bimali



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Abstracts

Ganesh Bimali

Teaching Assistance,
Terhathum Multiple
Campus, Aatharai6,
Terhathum

E-mail

bimaliji007@gmail.com

Orcid

<https://orcid.org/0009-0006-6632-1415>

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Information and Communication Technology (ICT) has been an integral part of modern higher education, bringing about changes to the traditional methods of teaching and learning to become more interactive and learner-centered. The main objective of this study was to conduct a study on the impact of ICT in classroom teaching and learning in higher education. The study particularly focused on identifying the ICT tools used in learning, measuring the effect of ICT in classroom participation and learning motivation and analyzing the challenges faced in ICT usage. The study followed the positivist research paradigm and utilized descriptive and analytical research approach. Data were gathered from 100 students of Terhathum Multiple Campus and Panchthar Multiple Campus through a structured questionnaire. The respondents were selected using simple random sampling. Data were analyzed using descriptive statistics, mean analysis, and regression analysis. The findings revealed that mobile phones (96%) and internet services (86%) were the most commonly used ICT tools. ICT positively influenced learning motivation, classroom participation, communication, research skills, and academic achievement. Regression analysis showed a strong positive relationship between ICT use and teaching-learning effectiveness ($R = 0.84$, $R^2 = 0.71$, $\beta = 0.72$, $p < 0.05$). However, weak internet connectivity, inadequate ICT infrastructure, limited equipment, and insufficient technical skills were identified as major challenges. The findings suggest that for ICT to be effective in study area, priority should be given to teacher encouragement and online learning integration rather than hardware alone.

Keywords: learning motivation, classroom participation, academic achievement, digital learning; teacher–student interaction, ICT integration

Introduction

ICT means the use of various technological tools and resources, including computers, internet services, multimedia projectors, smart boards, mobile phones, online learning platforms, and digital communication systems, for the purposes of creating, storing, processing, and sharing information. Kayode and Lingaliso (2023) claim that ICT is essential for effective teaching and learning since it offers opportunities for both educators and learners to collaborate effectively in face-to-face, online, and blended learning environments.

Introducing information and communication technology into teaching and learning leads to the creation of strong educational settings that encourage active, self-directed, cooperative and constructive learning. There are various theories that account for the acceptance and use of technology in education. Venkatesh and others (2003) developed the Unified Theory of Acceptance and Use of Technology (UTAUT), a theory which explains the way in which technology is used by referring to behavioral intention and facilitating conditions; behavioral intention itself is affected by performance expectancy, effort expectancy and social influence. In a similar way, the Technology Acceptance Model (TAM), put forward by Davis (1989), states that perceived usefulness and perceived ease of use are the main factors determining acceptance of technology, one's attitudes towards it and the intention to use the technology.

The theory of the diffusion of innovations, which was developed by Rogers in 2003, shows how new technologies and innovations are taken up within a social system. It points out five key characteristics that affect the process of adoption: relative advantage, compatibility, complexity, trial ability, and observability. In the field of higher education, the introduction of ICT therefore depends on how educators and learners see its usefulness, how well it fits with current practices, how easy it is to use, and the visible

benefits it offers. Educational institutions that acknowledge the advantages of ICT are more likely to incorporate it into their teaching and learning.

ICT has now become a significant resource within higher education institutions. Research carried out on an international scale shows that the integration of ICT can lead to improved teaching effectiveness, greater learner interaction, better communication, and higher academic achievement (UNESCO, 2018; Alenezi, 2020). Moreover, ICT supports interactive and learner-centred methods of teaching and is able to increase learner motivation when it is properly implemented (Kayode & Lingaliso, 2023). Because of these advantages, governments and educational institutions have begun to draw up policies aimed at promoting the integration of ICT into education.

In Nepal national policies stress the importance of using information and communication technologies (ICT) in order to improve the quality, accessibility and innovation of education. The ICT in Education Master Plan advocates for the integration of ICT into higher education and into teaching and learning practices (MoEST, 2013). The Higher Education Policy 2076 also supports education that is based on technology, learner-centered and oriented towards research. Tribhuvan University's Vision 2030 places emphasis on digital transformation, ICT-supported teaching and learning, research innovation and digital governance in order to produce graduates who are competent on a global scale (Tribhuvan University, 2022). Moreover, the university's curricula and academic guidelines also promote student-centered and ICT-friendly methods of teaching and learning. The Sixteenth Periodic Plan likewise gives priority to digital infrastructure, e-learning, innovation and ICT-based education in order to enhance the quality of education and to develop skilled human resources for a knowledge-based economy (National Planning Commission, 2024).

Even though there have been various policy measures taken and there are the potential advantages of information and communication technology, many higher

education institutions still encounter difficulties when it comes to incorporating technology into their teaching and learning. The main obstacles are poor internet connectivity, an insufficient ICT infrastructure, limited financial resources, a lack of ICT skills among both teachers and students, and a shortage of professional development and ICT training for teachers. These problems can be especially serious in geographically remote and hilly areas such as the Terhathum and Panchthar districts, since access to reliable technological infrastructure may be restricted there.

While it is expected that the use of ICT will lead to improved classroom participation, better communication, higher learning motivation, more collaboration, and increased academic achievement, there is still a lack of empirical evidence showing to what extent these benefits are achieved in higher education institutions situated in the hilly areas of Panchthar and Terhathum. It is therefore important to understand the actual use and effects of ICT in these situations if existing gaps are to be identified and appropriate strategies for effective ICT integration are to be developed.

This study is intended to evaluate the impact of information and communication technology on teaching and learning among higher education students in the hilly areas of the Panchthar and Terhathum districts. It looks at the use of ICT, the way it is perceived to affect teaching and learning, and the difficulties connected with integrating it into higher education classrooms.

Methodology

The study was conducted in selected higher education (Bachelor level students of (Terhathum M. Campus Aatharai-6 Terhathum and Pantcher M. Campus Pantcher Phidim) in hilly region of Nepal. The study was used the positivist research paradigm, which focuses on objective measurement and statistical analysis of data. It was used descriptive and analytical research design with using quantitative approaches. The 100

students were selected through simple random sampling (Terhathum Campus Aatharai-6 Terhathum 40 percent and Pantcher M. Campus Pantcher Phidim 60 percent based on proportion of current student). Sekaran and Bougie (2016), a sample size between 30 and 500 is appropriate for social science research, with 100 being sufficient for meaningful statistical analysis. Similarly, central limit theory ($n \geq 30$ per group).

The study was completed using both primary and secondary sources of data It was analyzed data using both descriptive and inferential statistical tools. The regression equation was also used to measure the effect of independent variables on dependent variables.

Regression equation:

$$Y=a+bX+e$$

Where:

Y = Teaching and learning effectiveness

X = ICT use

a = Constant

b = Regression coefficient

e = Error term

Variables

Independent Variable (X)

Use of ICT in Teaching and Learning

- Use of internet in class
- Multimedia use by teachers
- Online teaching/learning
- Access to ICT materials
- Daily ICT use
- Smart classroom availability

Dependent Variable (Y)

Impact of ICT in Teaching and Learning

ICT encourages learning

Improves classroom discussion

Improves teacher-student relationship

Improves learning and research skills

Makes learning interesting

Improves cooperative learning

Improves educational achievement

Analysis and Presentation

The study is focused that ICT positively influences classroom teaching and learning in higher education. ICT helps to improve students' academic performance, classroom participation, communication, and learning motivation. It also identifies challenges such as poor internet access, lack of ICT equipment, and insufficient technical skills.

Uses of ICT Based Learning Tools in Classroom Teaching and Learning

ICT learning tools refer to the use of digital technologies such as multimedia presentations, the internet, online learning platforms, smart boards, computers, and mobile devices to support teaching and learning activities. These tools enhance instructional delivery, improve student engagement, facilitate communication, provide access to learning resources, and promote effective learning outcomes in the classroom.

Table 1

Uses of ICT Based Learning Tools in Classroom Teaching and Learning

Uses the ICT in Learning	Yes	No	Total
Mobile	96	4	100
Internet	86	14	100
Laptop / computer	48	52	100
AI	49	51	100
Smart board	49	51	100
Tablet	6	94	100

Sources: Field Survey, 2083

The above table shows the use of various ICT tools for learning by respondents. It is found that the most common ICT tool used for learning is the mobile phone.

Approximately (96%) of the respondents indicated the use of mobile phones. This means

that the role of ICT mobile phones is quite important in the learning process because they are easily accessible and convenient. Approximately (86%) of the respondents indicated the use of internet for learning. It means that online resources and ICTs are important parts of the teaching and learning process. The use of laptops or computers is moderate. Approximately (48%) of the respondents used laptops or computers for learning.

Table 2

Uses of ICT Learning Tools Classroom in Teaching and Learning

Uses of ICT in learning	Yes	No	Total
Google Form	60	40	100
Zoom	35	65	100
TEAMS	21	79	100
Google Meet	36	64	100
LMS	12	88	100
Whatapps	87	13	100
Quizzes/ online quizzes	18	82	100
YouTub	90	10	100
Email	65	35	100
Moodle	3	97	100

Sources: Field Survey, 2083

The findings indicate that YouTube is the most popular ICT tool used, where (90%) of the respondents use it for learning purposes. In a similar way, WhatsApp is also one of the popular tools used by (87%) of respondents to carry out learning activities. Another popular ICT tool used is email, with (65%) of respondents using it. Google Form is moderately used, with (60%) of respondents using it for learning purposes. Google Meet and Zoom (35%), Microsoft Teams (21%), Quizzes/online quizzes (18%), LMS (12%) %, Moodle (3%) were used

Table 3*Use of ICT in Class Room Teaching and Learning*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Use of internet in class	6	19	11	51	13	100
Use Multimedia in class by teacher	22	13	20	40	5	100
Teacher encourage use ICT in classroom	0	4	15	61	20	100
Use online work and teaching/learning	0	5	12	70	30	100
Access of ICT in Teaching Materials	1	4	12	51	32	100
Use ICT daily class teaching/ learning	4	20	25	36	15	100
Help to understand daily lesson	0	0	13	66	21	100
ICT Encourage to learning	0	1	15	57	27	100
Available Smart Class room in my campus	20	33	16	24	7	100

Sources: Field Survey, 2083

The data presents respondents' perceptions on use of ICT in teaching and learning activities. Fifty-one percentages of respondents agreed and (13%) strongly agreed that the internet is used in classroom activities. Similarly, (40%) of respondents agreed and (5%) strongly agreed that teachers use multimedia in the classroom and (55%) disagreed; showing that multimedia use by teachers is still not fully practiced in all classes. The data further show that teachers highly encourage the use of ICT in the classroom. About (61%) of respondents agreed and (20%) strongly agreed with this statement, this reflects

positive teacher attitudes toward ICT integration in education. Strongly acceptance of online learning practices (70%) of respondents agreed and (30%) strongly agreed that online systems are used in teaching and learning.

The study population has mixed response to use of ICT in daily classroom teaching and learning. Nearly (36%) agreed and (15%) strongly agreed, (20%) disagreed and (4%) strongly disagreed, while (25%) remained neutral. This implies that ICT usage on a daily basis is getting improved but not uniformly in all classes. The data shows that ICT makes it possible for students to comprehend their daily classes well. Majority of the respondents, (66%), agreed and (21%) strongly agreed with this statement. On the other hand, the number of smart classrooms available on campus is quite few. More than fifty percent of the respondents, (33%), disagreed and (20%) strongly disagreed about it.

Impact of ICT in Classroom Teaching/ Learning

The effective integration of ICT improves academic performance, increases classroom participation, motivates learners, and strengthens communication between teachers and students. Therefore, ICT plays a significant role in improving the quality and effectiveness of higher education.

Table 4

Impact of ICT in Classroom Teaching/ Learning

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ICT encourage me to learn	0	1	15	57	27	100
ICT help to discussion in classroom	0	7	15	59	19	100
ICT help teacher student relationship	0	3	17	50	30	100

ICT help increase learning and research skills	0	2	20	60	18	100
Access of ICT in Teaching Materials	1	4	12	51	32	100
Use ICT daily class teaching/ learning	4	20	25	36	15	100
Help to understand daily lesson	0	0	13	66	21	100
ICT Encourage to learning	0	1	15	57	27	100
Makes more interesting for learning		3	12	62	23	100
Help to cooperative learning for students	2	4	17	43	34	100
Help educational achievement	0	1	11	52	36	100

Sources: Field Survey, 2083

The finding of the study is that ICT plays an important role in enhancing learning motivation, cooperation, communication, and academic performance among students in education. The table indicates that ICT has a positive effect on students' learning process, class interactions, and educational performance. Majority of the respondents indicated that ICT inspires them to learn, where (57%) of the respondents agreed and (27%) strongly agreed with the statement. Similarly, majority of the respondents presents that ICT aids classroom discussions, where (59%) agreed and (19%) strongly agreed, that shows the use of ICT in education assists in facilitating communication and interaction in learning process. Majority of the respondents represent the ICT enhances teacher and student interaction, whereby (50%) agreed and (30%) strongly agreed with the statement. In addition, ICT helps in enhancing students' learning and research skills, where (60%) of the respondents agreed and (18%) strongly agreed with the statement.

Regression Analysis and Interpretation the Impact of ICT in Teaching and Learning in Higher Education

The study examines the impact of Information and Communication Technology (ICT) on teaching and learning in higher education using regression analysis. Regression model were used to determine the relationship between ICT use and teaching-learning effectiveness. The study used Likert-scale responses collected from 100 respondents. The responses were converted into numerical values:

Response	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Regression Model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \varepsilon$$

- Y = Impact of ICT on classroom teaching and learning
- β_0 = Intercept (constant)
- $\beta_1, \beta_2, \dots, \beta_7$ = Regression coefficients
- $X_1, X_2, \dots, X_7$ = Independent variables (ICT use components)
- e = Error term

Regression Results in summary

Variables	Beta (β)	R	R ²	Sig.
Use of ICT → Impact on Teaching/Learning	0.72	0.84	0.71	0.001

Interpretation of Regression Result

The regression analysis is provided the use of ICT has a strong positive effect on teaching and learning in higher education institutions. The correlation coefficient ($R=0.84$) indicates a strong positive relationship between ICT use and teaching-learning effectiveness. The coefficient of determination: $R^2= 0.71$ shows that (71%) of the variation in teaching and learning effectiveness is explained by ICT use, while the remaining (29%) is explained by other factors not included in the model. The regression coefficient: $\beta=0.72$ indicates that a one-unit increase in ICT use increases teaching-learning effectiveness by 0.72 units. This demonstrates that increased use of internet facilities, online learning systems, multimedia teaching, and ICT teaching materials significantly improves students' learning experiences. The significance value: $p<0.05$ indicates that the relationship between ICT use and teaching-learning effectiveness is statistically significant. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Discussion of the Study

This current study assessed the influence of ICT in terms of teaching and learning in higher education on the students of the Terhathum and Panchthar campuses. The results indicated that mobile phones (96%) and internet (86%) are the most common ICT tools used, whereas YouTube (90%) and WhatsApp (87%) are the most common digital learning platforms used. This is in line with Makda (2024), who observed that digital technology and online learning platforms are very vital tools for improving accessibility of educational materials in higher education.

ICT has also been found to have a positive impact on the teaching and learning process. Almost all the participants agreed that ICT improves learners' motivation to learn, classroom interaction, communication between teachers and students, lesson

comprehension, research and overall academic performance. Educational achievement had a mean score of 4.23, indicating ICT's role in improving learners' academic performance. Similarly, the regression analysis showed a strong positive relationship between ICT use and teaching-learning effectiveness ($R = 0.84$, $R^2 = 0.71$, $\beta = 0.72$, $p < 0.05$). This evidence further backs the research conducted by Simon et al. (2024) and Mishra (2020), who both found that ICT enhances communication, collaboration, and learning process. ICT creates an environment for learners where they are more interactive, more learner-centered, and motivated. Similarly, ICT-based learning leads to the development of higher-order thinking skills and self-learning as argued by Khadka et al. (2025).

Conclusion

The study expresses that Information and Communication Technology (ICT) is an important component in enhancing the effectiveness of teaching and learning in higher education. These findings have shown that the most utilized ICT tools by the student's present mobile phone, internet service, YouTube, and WhatsApp. ICT affects the academic performance, learning motivation, class participation, communication, and research abilities. It was found that there is a statistically significant positive correlation between ICT use and effectiveness in teaching and learning.

However, despite these benefits, a number of problems are preventing the proper use of ICT. Poor Internet connectivity, poor ICT infrastructure, unavailability of ICT devices, lack of technical personnel, and lack of ICT skills among students are some of the main obstacles. The results indicate that in order for ICT to work in the study area, more focus should be on encouraging teachers and incorporating e-learning.

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Adapting ICT Activities in Classrooms: Experiences of English Language Teachers

Nabaraj Oli



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Abstract

Information and Communication Technology (ICT) has become gradually visible feature of English language classrooms, yet its presence does not automatically translate into effective teaching. Qualitative research design to explores English language teacher's experiences of adapting ICT activities in the classroom. Semi-structured interview is conducted with four English language teachers selected through non-random convenience sampling. Data were analyzed using Braun and Clarke's six-phase thematic analysis framework. Major themes are: teachers' experiences with ICT integration, the ICT tools and classroom activities they use, the ways they adapt ICT to learners and classroom conditions, the challenges they face, the strategies they employ to overcome these challenges, and their perceived benefits and outcomes. Findings indicate that teachers move gradually from basic presentation tools toward more varied multimedia and digital-assessment practices, that adaptation is shaped by learner proficiency, class size, device access, and connectivity, and that infrastructural and pedagogical constraints require continuous improvisation.

Keywords: information and communication technology (ICT), ICT integration, ICT activities, adaptation, digital tools.

Nabaraj Oli

Department of English
Terhathum Multiple
Campus, Terhathum

Email:

olinabaraj8@gmail.com,
nabaraj.oli@temc.tu.edu.np

ORCID:

<https://orcid.org/0009-0007-6747-5632>

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Introduction

Information and Communication Technology (ICT) has gradually become a defining feature of contemporary education, redesigning how knowledge is accessed, presented, and negotiated in classrooms around the world. In broad sense, ICT refers to the range of digital tools, platforms, and systems used to create, store, process, transmit, and exchange information, including computers, mobile devices, internet, multimedia software, and online learning platforms. Within English language teaching (ELT) specifically, ICT has opened new potentials for revealing learners to authentic language input, extending practice opportunities beyond the classroom, and diversifying the modes through which listening, speaking, reading, and writing are taught and assessed (Renandya et al., 2023; Sabiri, 2020).

The integration of ICT into language teaching is an opportunity to move away from teacher-centered, textbook-bound instruction toward more interactive and learner-centered pedagogy. Digital resources like multimedia presentations, instructional videos, online dictionaries, mobile language learning apps, learning management systems, and increasingly AI-enhanced language tools have been noted to expand access to genuine materials and facilitate greater autonomous, self-directed learning. (Ammade et al., 2018; Asipi & Diniya, 2025; Özdere, 2023). As digital tools become more common in language instruction, the role of the English language teacher is gradually changing from information provider to facilitator who select or manage content, models, and guides students' engagement with digital resources (Hafifah, 2020).

ICT integration in classroom instruction does not automatically transform into effective teaching or improved learning outcomes. Marzuki et al. (2026) argue that technology integration functions less as a straightforward, linear adoption of tools and more as a continual process of pedagogical negotiation, in which educators consistently

rearrange lesson frameworks and adjust their instructional choices in reaction to classroom variables. The presence of ICT resources in a classroom is only one part of the picture what matters equally to how teachers adapt available tools to the realities of their learners, their institutions, and their communities.

These realities of use of ICTs are especially salient in developing-country, where ICT integration is often go along with by distinctive opportunities and constraints. Digital tools can function as a bridge in resource gaps by providing access to materials that would be unavailable in under-resourced settings. Unreliable electricity supply, limited internet access, inadequate physical infrastructure, and digital divide among teachers and students can restrict how ICT can be used in the classroom (Ghavifekr et al., 2016; Joshi & Ayer, 2024). Nepal represents many of these tensions. National policy papers and teacher-training programs are progressively highlighting digital skills, but evidence from Nepali classrooms shows that the actual use of ICT for English instruction differs significantly based on location, type of institution, and teaching level (Paudel, 2021; Poudel, 2022; Saud, 2023; Saud & Laudari, 2023).

Most of the existing research in Nepal on ICT and English language classrooms has focused on municipal or well-resourced settings, as well as general challenges of technology access, with comparatively less attention paid to the everyday practice for the adaption that teachers make when working with digital tools available to them in rural and semi-urban districts. Based on the adaptations from teachers' it is important to explore teachers' experiences on the adoption of digital tools because teachers are the agents who translate policy expectations and technological possibilities into classroom practice. This research investigates the experiences of English language educators in Terhathum District as they adapt ICT activities to their teaching environments, focusing

on the tools they employ, the modifications they implement, the obstacles they face, and the strategies and results they link to their work.

ICT in education broadly includes the digital infrastructure, tools, and practices that support teaching, learning, and educational management. ICT in current education extends simple information delivery to communication, collaboration, assessment, and the personalization of learning experiences. As educational institutions increasingly adopt digital platforms and devices, ICT has come to be viewed not merely as a supplementary resource but as an institutional infrastructural condition that shapes how teaching and learning can occur (Hafifah, 2020). The presence of ICT infrastructure does not determine its pedagogical value; this depends on how teachers and institutions mobilize these tools in relation to specific learning goals.

In English language teaching, ICT has been testified to support each language skills and aspects in distinct ways. For listening, different kinds of digital audio and video materials presents learners to varied accents, speeds, and registers of authentic spoken English. Similarly, for speaking recording applications and video conferencing platforms create ample opportunities for practice and feedback outside the physical classroom. In the same way for reading, online texts, e-libraries, and e-books expand the range and availability of materials to learners. Finally, for writing, word processors, grammar-checking tools, and AI-based writing assistants provide immediate feedback, although teachers are encouraged to foster critical evaluation of such feedback rather than uncritical acceptance. ICT also supports on learning language aspects: vocabulary and grammar through interactive exercises and online dictionaries, pronunciation practice through audio modeling, and offers new formats for learner interaction and assessment, including digital quizzes and learning-management-system-based tasks (Ammade et al., 2018; Asipi & Diniya, 2025).

Variety of ICT-based activities to be used in English language classroom has been listed internationally and regionally. Such tools include the use of PowerPoint and other types of media presentation, instructional videos, audio for listening skills practice, online dictionaries, digital storytelling, online testing, learning management systems, virtual platforms like Google classroom, mobile applications for language learning, interactive whiteboards, online reading and research tools, and increasingly, Artificial Intelligence based language learning tools which suggest writing and conversation practices. It is important to note that not every teacher or classroom employs the full range of these tools; rather, teachers typically draw selectively on a subset of activities that align with their subject matter, learners' needs, and available resources (Asipi & Diniya, 2025).

Teachers do not apply ICT activities uniformly they adapt them according to a range of contextual factors. These include learners' proficiency levels and previous digital experience, learning objectives of a lesson, the resources available, class size, the reliability of internet access, available time for lesson preparation and presentation, digital literacy, curriculum requirements, and the institutional environment. Marzuki et al. (2026) describe adaptive process as a form of pedagogical negotiation in which teachers regularly reorganize lesson structures and modify digital tasks in response to classroom contingencies, more experienced teachers tending to demonstrate greater flexibility in this adoptive process. This underlines that ICT integration is not a fixed or one-time event but an ongoing, situation based practice. This study aims to explore teacher's experiences on ICT adaptation in English language classroom focusing challenges and strategies and perceived benefits.

Methodology

Technological Pedagogical Content Knowledge (TPACK) framework, by Mishra and Koehler (2006) is particularly suited to this qualitative study and ICT adaptation is its

ontology. The researcher took semi-structured interview with four English language teacher two from secondary schools and two from campuses. Semi-structured interview extract required information from participant (Adams, 2015), it provide greater flexibility to investigator and make control on interviewee following interview guideline.

Technology Acceptance Model (TAM), by Davis (1989), is useful for understanding teacher's willingness to adopt ICT tools to capture the ongoing, adaptive classroom practices which is the central concern of this study. For interview the researcher contacted purposely chosen participants based on professional experiences, commitment, tendencies towards ICT adaptation and their distinctive quality via phone and explain the purpose of the research. Then the researcher conduct face-to-face as well as telephonic interview and record and note participant's responses. Later the recorded data were transcribed and generate theme following thematic analysis approach and aligned the theme with objectives and interpret it in organized way.

Findings and Discussions

The findings of the article are based on methodologies applied for data collection and discussion are made based on reviewed literature. Major findings and discussions of this study are presented below:

Teacher Experiences with ICT Integration

Use of ICT in the English language teaching classroom is become common in school and college. Integration of ICT tools in the classroom activities is somehow challenging for teacher and they have different experiences. All the teachers described their engagement with ICT as a gradual, developing process rather than an immediate or complete transition. In this regard, Teacher A explained that confidence grew only after attending training and said "I started using ICT more regularly after attending some

training. At first, I was not very confident... Gradually, I learned to use PowerPoint, videos, online dictionaries, and digital quizzes.” Teacher B similarly described a “experience of ICT integration valuable for making lessons more interesting but complicated by recurring technical difficulties”. Teacher C, working at the college level, reported a longer trajectory of use, moving from a narrow reliance on PowerPoint toward more varied use of videos, articles, and digital assessment tools, and specifically noted a shift in professional identity: “my role has shifted from simply delivering information to helping students find and use learning resources.” Teacher D, meanwhile, framed ICT explicitly as “an additional teaching resource rather than a replacement for traditional teaching,” emphasizing that technology’s value depends on careful management by the teacher.

After analyzing the teachers voices a common route for ICT integration in the classroom are skill building training for teachers related to ICT use and develop the sense about how ICT suits in teaching. It was somehow closely with process-oriented account presented by Marzuki et al. (2026), who states that technology integration functions as an ongoing cooperation rather than a one-time adoption, and experienced teacher show greater adaptive elasticity. Teacher with longer teaching expressed more stable and reflective views on ICT’s role in comparison with short experienced. This opinion suggest that professional experiences shape adaptive behavior of teacher regarding ICT integration in language classroom.

ICT Tools and Classroom Activities

All the respondents discussed about range of ICT tools widely used in the English language classroom consisting with the documented in the literature (Asipi & Diniya, 2025).

Teacher A in his interview reported that

Use of PowerPoint presentations, YouTube videos, online dictionaries, Google search, and online quizzes, applying audio-visual materials for pronunciation and digital quizzes for vocabulary make classroom interactive and activities oriented than traditional ways of teaching.

Similarly, another participant (Teacher B) described a similar digital tools “laptop, projector, mobile phones, videos, audio recordings, and educational websites make classroom activities lively”. Use of such digital tools in classroom support in teaching about all language skills and aspects.

Teacher C, from college level reported that

Along with the different digital tools used in the classroom, institutionally fixed set of tools like Google Classroom and online assessment tools, helps students to get access in reading materials before class for later discussion.

Similarly, Teacher D discussed about wide range of ICT tools, including AI-based tools for language activities and use of prompt to compare students work digital to evaluate critically.

The above mentioned opinions from teacher support that ICT activities are widely used in English language classrooms and they used such tools selectively. Teacher used such digital tools selectively rather than the full spectrum of available technologies (Asipi & Diniya, 2025). Notably, it was found that college-level teachers are using structured platforms of ICT tools such as Google Classroom and AI-based tools along with other common ICT tools, while school-level teachers depend more heavily on projector-based presentation and basic web resources. Such distinction in use of ICT tools is grounded on institutional infrastructure and learner level and

digital literacy between school and college. Selection of digital tools is shaped by context and facilities available in the institution rather than teaching levels.

Adapting ICT to Learners and Classroom Conditions

Common opinion of all respondents was on necessity of adapting ICT activities in the English language teaching classroom. Teacher A explained

I cannot use the same ICT based activity in every class, for weak students, I use simple pictures, audio, and short videos and focused on clear instructions to avoid misunderstanding.

This opinion suggests that there is no uniformity in the use of ICT tools in language classroom. In the interview, Teacher B support the Teacher A opinion and discussed about the problems in adapting ICT tools in the physical classroom as “limited projector access, digital divide in student, connectivity problems, physical infrastructure and erratic electricity supply are the barrier to ICT adaptation.

Teacher C noted that

College students are familiar with digital resources which make easy to adopt digital tools in the classroom and other educational activities they can use AI and other advanced digital for their writing and compare their work with digital work which help to maintain quality and improve writing.

Similarly, Teacher D opines that “ICT activities should be adopt based on proficiency level of students, and use technology simply what is available for us in our surrounding.

All the opinions of the teacher regarding ICT adaptation closely reflect the theoretical emphasis made by Marzuki et al., (2026), where ICT integration is shaped by learner level, class size, device access, connectivity, physical infrastructure, and available time. In the process of analysis slight difference emerges between the school and college

teachers: school teacher simply focused on simplifying tasks based on learner's levels and resources like projectors in the classroom while college teacher focused more on standardizing task to develop liberation and validity to learners' proficiency. This slight difference suggests that ICT adaptation strategies are not only shaped by infrastructural limitations but also by readiness of the learner and their level.

Challenges of ICT Integration

ICT integration in the classroom is really challenging for every teacher. In the interview with teacher, respondents mentioned challenges which are closely align with the challenges identified in previous literature of Nepal. In this regard, one of my participants Teacher A said:

I am trying to integrate ICT the classroom and identified some challenges like cracked internet connectivity, erratic electricity, and lack of sufficient equipment are major challenges, together with the additional time for preparing digital lessons.

Similarly, Teacher B highlighted "unequal access of student to digital devices and inadequate technical support to them when device become failure to perform as challenges".

In the same way Teacher C noted different kind of challenges as

Keeping students' attention in the task when they use digital devices is really challenging and it can create the risk of distraction by unrelated content, and as well as digital divide in students' skills and access are the great challenges for all teacher.

Teacher D raised the challenges in continuous professional development, stating that:

Knowledge of how to operate a digital device is different from how to use it pedagogically in the classroom which is directly related to teacher's professional development in this era of ICT.

In the basis of respondent's views integrating ICT in the classroom is full of challenges. It creates challenges on ICT management and effective use in the classroom, as well as digital divide, skill, maintenance and support to teacher's professional development are the striking challenges for teachers and students.

These findings if the study are supported by the findings of Joshi and Ayer (2024), whose findings are challenges of physical infrastructure and additional workloads for teachers. Challenges on technical operation and pedagogical integration and knowledge are related to TPACK framework by (Mishra & Koehler, 2006), emphasizing on teacher's professional development. The data shows that school level teacher are still focusing on physical infrastructure and related challenges whereas college level teacher are emphasizing on pedagogical challenges on managing distraction and conforming meaningful integration.

Teachers' Strategies for Overcoming Challenges

ICT integration in English language classroom is challenging for teacher and also for students. When they face challenges they use some strategies to overcome those challenges. In this regard Teacher A said that:

I always have backup plan when I face challenges, as a backup I have learned some basic technical and practical skills so that I can solve simple problems myself. If the internet connectivity doesn't work, I used mobile data and AI tools for digital lessons which save my time.

Similarly, as strategies to overcome the challenges discussed above Teacher B stated that “I used to provide equal time to all students to look after on digital devices and ask to take support from other if devices failure to perform”.

English language teacher have unique strategies to overcome the challenges. Here is a snippet from Teacher C:

I simply avoid full dependence on the internet, download the needed materials in advance and organize group work so that students' attention cannot distract and ask to take support from colleagues for technical assistance to minimize digital divide and asks students to submit digital assignments in different formats to make variation.

Teacher D have more explicitly pedagogical strategy to overcome the challenges, he stated that, “I use to evaluate the learning objective before selecting any digital tool and share experiences to colleagues and learning new thing which support teacher's professional development”.

These strategies show the practical and creative ICT integration process among English language teacher. Selective ICT use, dependence on personal devices like mobile phone and their efforts to establish more reliable infrastructure are the strategies used by English language teacher to integrate ICT in the classroom are somehow related with the strategies found by (Joshi & Ayer, 2024). Teacher D strategies; starting with learning objectives consistent with the pedagogically grounded integration described in the TPACK framework (Mishra & Koehler, 2006). Similar strategies used by all participants are emphasis on advance preparation, backup plan, learning from each other, reduce digital divide and keep student on task.

Perceived Benefits and Outcomes

In spite of the challenges on using ICT in the English language classroom, all the respondents identified some meaningful benefits and positive outcomes. In this regard Teacher A said that:

Students become more interested while using appropriate multimedia materials and such digital tools helps to make abstract topics more general and provide outstanding exposure to English language learning beyond the textbook.

Similarly, Teacher B mentioned that “multimedia activities help to increase motivation, particularly for teaching language skills and aspects”. In the same way, Teacher C emphasized “extended access to learning materials beyond the textbook support student for independent learning inside as well as outside the classroom and helps teacher to prepare lesson effectively”. In the same way another respondent Teacher D said flexibility on the content is central benefit, mentioning that “ICT allows to present tasks and contents in multiple modes which increase interaction in activities and flexibility while designing and ICT does not automatically improve achievement without its effectiveness integration”.

These opinions from the respondents shows that ICT integration in the classroom have several benefits which are closely align with the benefits reported by Asipi & Diniya (2025), including enhanced engagement, autonomy, and personalized learning associated with well-implemented ICT tools. In this study provide outstanding exposure, increase motivation, access to learning materials and flexibility in the content are found as perceived benefits and outcomes of the ICT integration in the classroom. All participants recognized ICT has motivational and access-related benefits that depend on how thoughtfully teacher plan and manage ICT-based activities to be more benefited.

Conclusion

This studies aims is to explore how English language teachers experience and adapt ICT activities on the classrooms. To achieve the objectives, this study explores teachers' experiences in ICT tools they use, challenges they face, strategies they employed and perceived outcomes after using ICT in the classroom activities. The findings of the study indicate that ICT integration in the English language classroom is an evolving, context-responsive and gradually developing process rather than a fixed set of technical skills. Use of digital tools in the classroom develop confidence in teacher to perform classroom activities effectively. Use of ICT tools sift the role of teacher from information provider to facilitator to find information themselves. Nowadays, teachers are using varied digital tools from simple PowerPoint presentation to advanced google classroom and AI supported resources for teaching and learning. ICT adaptation in the classroom is based on learner's proficiency level and accessibility of digital tools for teachers as well as students. In the process of adapting ICT in English language classroom infrastructural challenges and pedagogical challenges are major.

Infrastructural challenges are unreliable electricity, weak internet connection, lack of sufficient equipment, unequal access and pedagogical challenges are meaningful integration of ICT in the classroom, digital divide, knowledge of how to use digital tools in the classroom and time consuming for teacher. As strategies to overcome those challenges teachers are preparing backup plan, focus on advance materials preparation, collaboration with other teachers and students as well and use of AI sources for time saving. Adapting ICT in the English language classroom is really challenging and to overcome such challenges teachers are using different strategies and they perceived genuine benefits from ICT use like increase student's motivation, expanded access to learning resources, flexibility in the content, enough exposure for English language

learning. These findings of the study genuinely respond to study's research questions, showing teachers experiences in effective ICT integration.

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Agriculture Needs Organized Entrepreneurs: Evidence from Vegetable Value Chains in Nepal

Ramesh Bhandari



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Abstract

Ramesh Bhandari

PhD Scholar, Central
Department of Rural
Development, Tribhuvan
University, Nepal

Email:

romanmani@gmail.com

ORCID: 0009-0008-5642-
9128

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Despite investing in and working in agribusiness in low-income countries such as Nepal, farmers are underperforming in the market system. There is limited access to market actors in the value chain. Despite long-term investment, many barriers to entry beyond production have been identified as barriers to their entrepreneurial development. This study was conducted through a systematic random survey of 158 SMEs of vegetable value chain actors in Dhankuta and Chhathar Jorpati regions, including key informants. The study was conducted to identify the underlying problems and structural barriers to vegetable business development. Using factor analysis, the study adopted a mixed-methods design. The study identified four major underlying constraints, namely i) infrastructure and logistics gaps, ii) governance and policy constraints, iii) financial and human resource constraints, and iv) export and quality standards challenges. These major factors collectively explain 68.55% of the observed inefficiencies. The study findings further highlight the "missing middle," where the lack of organized agro-entrepreneurs weakens coordination, which limits value addition, and points to unequal price distribution, whereby producers receive a lower share of the returns when they reach the final market. Based on the study, the missing middle problem should be addressed to promote value chain development, lower production costs, improve market access, and upgrade. This implies that a policy shift is required to foster an entrepreneurial sectoral approach from a production-led to an agribusiness entrepreneurship ecosystem through investment in infrastructure, capacity, and institutional development to promote inclusive and sustainable agricultural transformation.

Keywords: agribusiness entrepreneurship, vegetable value chain, market inefficiency, missing middle

Introduction

Agriculture is a vital pillar of Nepal's economy, contributing nearly a quarter of the country's gross domestic product (GDP) and providing livelihood for a significant proportion of the population (Ministry of Finance, 2021). It plays a crucial role, especially in rural areas, as a source of employment, income, and food security. Vegetable production, in particular, has become an important component of Nepal's agricultural sector due to its significant contribution to the rural income, diet, food security, and overall well-being of the people (Ghimire & Kattel, 2024). In recent years, vegetable production has seen a rise due to increased domestic demand as well as potential export opportunities (MoALD, 2022). This indicates the immense potential for commercialization that the agricultural sector possesses and the significant transformation it can bring about in the rural economy.

Despite such potential, the contributions of vegetable production to rural economic development are limited by persistent shortcomings in the vegetable value chain. Value chains entail a set of interrelated functions ranging from the provision of inputs and production, through aggregation, transportation, storage, processing, marketing, and consumption (Trienekens, 2011). However, in Nepal, these activities are hindered by weak market linkages, inadequate post-harvest handling, lack of finance and modern production technologies, poor infrastructure, high transportation costs, price fluctuations, and poor bargaining power of producers and small agribusinesses, among others. These weaknesses can lead to post-harvest losses, poor gate prices, low profitability, and limited access to high-value markets. Thus, smallholder farmers and agricultural small and medium-sized enterprises (Agri-SMEs) are unable to fully capitalize on new agribusiness opportunities, limiting the extent to which vegetable

production contributes to sustainable rural livelihoods and local economic growth (Bhandari, 2024).

Importantly, the production-oriented interventions may not entirely resolve these constraints and challenges. Although agricultural policies have traditionally focused on enhancing farm productivity through improved inputs, technologies, irrigation and extension services, agricultural commercialization requires effective coordination among actors beyond the farm level (Devaux et al., 2021). Agribusiness entrepreneurs and midstream enterprises play critical roles by aggregating agricultural products, providing logistic market information, processing and storage, commercial risk management, and linking farms to wholesalers, retailers, processors, and consumers (Barrett et al., 2012; Reardon et al., 2019). Therefore, an insight into the performance of vegetable value chains requires a closer look at the intermediary actors facilitating the flow of products, information, finance and services.

This issue can be related to the so-called “missing middle” or, more recently, “hidden middle” in agricultural value chains. Initially, the term missing-middle was used by Doran et al. (2009) to refer to the situation when agricultural producer organizations and small-medium enterprises require a loan size that is larger than microfinance institutions usually provide, although it is smaller than the amount traditional banks are willing to lend to such entities. Later, the concept was expanded to include the neglect of policy and institutional realms in relation to middlemen and mid-level actors, such as processors, commission agents, wholesalers, transporters, logistics contractors, and storage owners (Reardon et al., 2021; AGRA, 2021). Put another way, such firms are “missing” in agricultural development analysis and policy discussions, which is why they are essential to consider when talking about value chains and an inclusive agricultural transformation process.

Agripreneurship offers another unique perspective through which the phenomenon can be understood. Agripreneurship is characterized by the combination of agricultural activities with entrepreneurial behavior, innovation, risk-taking, market orientation and value addition (Boye et al., 2022; Bhandari, 2026). Agripreneurs can operate in different segments of the agricultural value chain including production, aggregation, processing, distribution, supply of inputs and marketing. Their activities can create employment, reduce transaction costs, introduce new technologies, facilitate access to markets and add value to agricultural products (Raimi et al., 2023). Recent scholarship reveals that agripreneurship has increasingly moved beyond traditional farm-based entrepreneurship to include digital technologies, innovative business models, market coordination and inclusive value-chain development (Salam et al., 2025). However, agripreneurs and Agri-SMEs in developing-country contexts face significant constraints including inadequate capital, lack of business and technical knowledge, limited access to technology, infrastructure deficiencies and an unfavorable regulatory and financial environment (NRB, 2019).

The effectiveness of these actors will also be determined by the value-chain governance type. Gereffi et al. (2005) define value-chain governance through three criteria: transaction complexity, codifiability of transactions, and the suppliers' capabilities. The combination of these characteristics creates different governance types, including market, modular, relational, captive, and hierarchical governance. In the case of weak capabilities, information availability, and high transaction costs characteristic of agricultural markets, smallholders may find themselves at the mercy of more powerful buyers and middlemen. Governance issues may arise, affecting prices, information flows, quality control, and the capabilities of smallholders to upgrade their production process and participate in value-chain upgrading. Meanwhile, the actors of midstream in governance networks can enable value-chain upgrading processes by linking multiple

stakeholders, providing services to smallholders, and developing appropriate institutional arrangements (Gereffi et al., 2005; Reardon et al., 2021).

These theoretical perspectives fit perfectly well with the case of Dhankuta Municipality and Chhathar Jorpati Rural Municipality of Koshi Province that is recognized as a key vegetable-producing zone in eastern Nepal. Thus, the area has an adequate agro-climate and fertile land for the growth of high-value vegetables, particularly cauliflower and cabbage. Notably, a significant amount of the vegetables is sold outside the production zone, including in Siliguri in India (Bhandari & Paudel, 2021; Bhandari, 2025). However, vegetable farmers and agribusiness small and medium enterprises experience difficulties while selling their produce due to multiple factors like prices, transportation, lack of cold storage, quality of seeds, and market information and bargaining (Gahatraj et al., 2019). Such challenges can significantly impact the competitiveness and profitability of local agribusiness SMEs and farmers.

Although agricultural value chains in Nepal have been discussed, there has been limited empirical study on the various aspects of the vegetable value chain in Dhankuta. Most of the studies focus on farm production, farm productivity, marketing issues, and general constraints of vegetable production while neglecting the role of Agri-SMEs and middlemen. There has been little interest in exploring Agri-SMEs and their entrepreneurial activities in vegetable value chain governance in the study area. Therefore, there is a need to investigate the interactions among market systems, entrepreneurial ability, institutional governance, and value-chain actors in order to understand the underlying factors for the current state of agripreneurs and agribusinesses in Dhankuta.

This study is focused on the vegetable value chain with an emphasis on Agri-SMEs and agripreneurs as potential coordinators of the value-chain. It will attempt to

identify key players in the vegetable market, assess the economic role of Agri-SMEs, explore the constraints in production and marketing, and propose possible interventions for improved value-chain governance and more agribusiness opportunities. By using market systems development, value-chain governance, agriprenurship, and missing/hidden-middleman concepts, this study will be able to explain how much production potential is being wasted on poor governance of the vegetable value chain and agribusiness development in the study area.

Methodology

This study employed a mixed-methods, descriptive case study design to comprehensively analyze the vegetable value chain in Dhankuta Municipality and Chhathar Jorpati Rural Municipality. To strengthen the research, the data were triangulated to support factual findings and simplify understanding.

The study was conducted in Dhankuta Municipality and Chhathar Jorpati Rural Municipality. Quantitative data was used to identify the barriers faced by vegetable farmers, traders, collectors, wholesalers, and exporters. In addition, qualitative data was collected by interviewing key marketers. Primary data were collected between 2020-2023 from two main sources. The survey of this research collected data from a total of 158 small and medium enterprises in the vegetable sector. This included producers, collectors, suppliers, wholesalers, exporters, and retailers. To make the research high quality, all market actors in the market were included in it. In order to ensure equal representation, a random sampling method was used to ensure representation from all types of market actors. Similarly, key interviews were conducted with local government representatives, agricultural technicians, cooperatives, traders, and representatives of trade associations. This helped to gain an in-depth and relevant understanding of this vegetable sector.

Quantitative data from the SME survey were analyzed using SPSS (Version 28) in a two-stage process; Descriptive statistics, frequencies, percentages, means, and cross-tabulations were generated to summarize the socio-economic characteristics, economic performance, and perceived constraints of the SMEs. In the same way, exploratory factor analysis (EFA) was performed to identify the underlying structure of the market system constraints; an EFA was performed on the 22 constraint variables measured on an ordinal scale. The suitability of the data for EFA was confirmed by a Kaiser-Meyer-Olkin (KMO) measure of .78 and a significant Bartlett's Test of Sphericity ($\chi^2(231) = 1580.45$, $*p < .001$). Principal Axis Factoring with Promax rotation was used to extract the factors, retaining those with eigenvalues greater than 1 (Hair et al., 2019). Qualitative data from the KIIs were analyzed using thematic analysis to provide narrative depth and explain the quantitative findings. The selected sampling of chain in given table

Table 1

Distribution of Surveyed SMEs across the Vegetable Value Chain

Value Chain Actor	Dhankuta Municipality	Chhathar Jorpati Rural Municipality	Total
Input Suppliers	2	1	3
Producers / Farmers	43	63	106
Collectors / Aggregators	-	12	12
Suppliers / Wholesalers	1	6	7
Processors	6	-	6
Retailers	22	2	24
Total	74	84	158

Note. The total surveyed was 158 during the field survey (2023).

Findings and Discussion

Market System Constraints and Underlying Systemic Constraints: A Factor Analysis

To move beyond a siloed view of individual constraints and identify the underlying systemic failures, we performed an Exploratory Factor Analysis (EFA) on the 22 constraint variables. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .78, and Bartlett's test of sphericity was significant, $\chi^2(231) = 1580.45$, $*p* < .001$, indicating that the data were suitable for factor analysis.

Using Principal Axis Factoring with Promax (oblique) rotation, we extracted four factors with eigenvalues greater than 1, which collectively explained 68.5% of the total variance. The rotated factor loadings are presented in Table 2. Loadings below |.40| are suppressed for clarity.

Table 2

Factor Loadings for Market System Constraints (Pattern Matrix)

Constraint Variable	Factor 1: Infrastructural & Logistics Deficit	Factor 2: Governance & Regulatory Burden	Factor 3: Financial & Human Capital Deficit	Factor 4: Export & Standards Barrier
Transportation Facility	0.87			
Bad Road Conditions	0.82			
High-cost Transportation	0.79			
Lack of Storage Facilities	0.74			
Poor Internet Connectivity	0.69			
Tax Administration		0.85		
Licensing		0.81		
Corruption		0.78		
Labour Regulations		0.7		

Access to Finance (A2F)	0.89			
Lack of Entrepreneurial Skill	0.84			
Input Supplier Issues	0.77			
Lack of Testing Laboratories				0.8
Meeting Export Requirements				0.78
Lack of Certification				0.75
Price Competitiveness (Export)				0.7
Variance Explained (%)	28.40%	18.10%	12.50%	9.50%

Note. N = 158. Factor loadings greater than |.40| are shown.

The four factors were interpreted as follows;

- Factor 1: Infrastructural & Logistics Deficit accounted for the largest portion of variance (28.4%). This indicates that challenges related to the physical movement of goods and information constitute the most significant systemic bottleneck.
- Factor 2: Governance & Regulatory Burden explained 18.1% of the variance, clustering constraints related to a burdensome and opaque institutional environment.
- Factor 3: Financial & Human Capital Deficit accounted for 12.5% of the variance, linking external financial exclusion with internal managerial gaps.
- Factor 4: Export & Standards Barrier explained 9.5% of the variance, isolating the unique "quality and standards" bottleneck that prevents value chain upgrading.

These four factors provide a robust, empirical framework for discussing the specific manifestations of these systemic issues within the value chain.

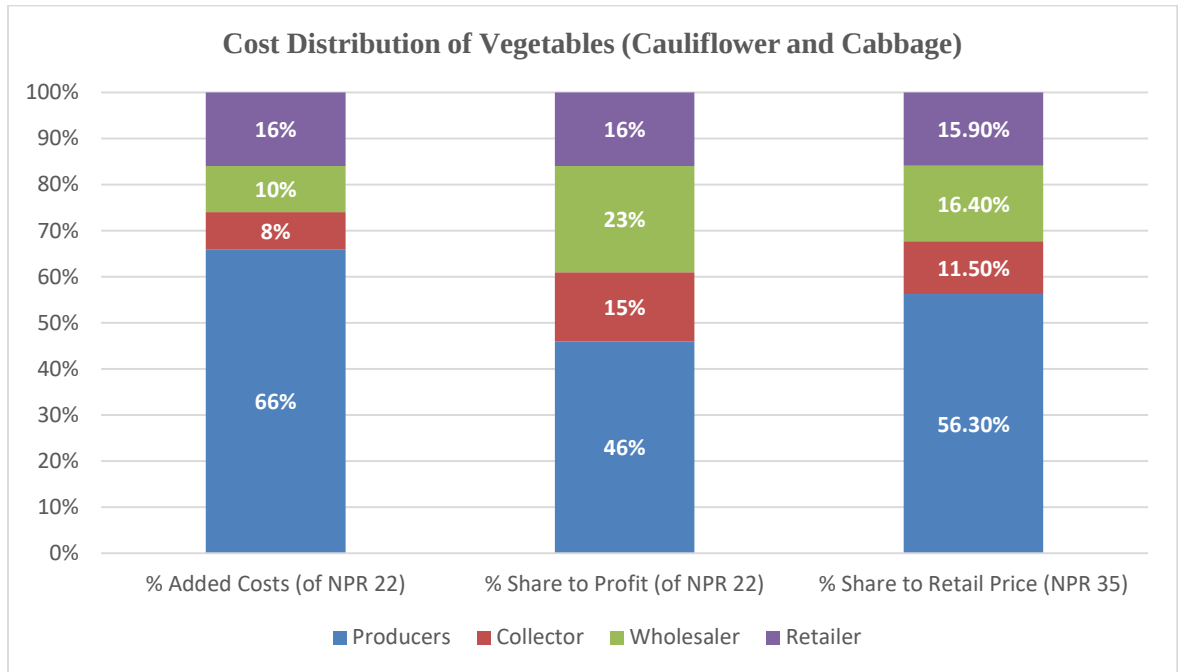
Manifestations of the Infrastructural & Logistics Deficit

The primacy of the infrastructural factor is clearly reflected in the descriptive data. The lack of cold storage was a "moderate problem" for 76 out of 106 producers,

directly contributing to post-harvest losses estimated by traders at 25-50%. This deficit cripples farmers' bargaining power, forcing immediate sale and contributing to the inequitable value distribution discussed below. Furthermore, transportation was a significant challenge, with 62.9% of respondents citing it as a minor problem and 6.3% as a serious one, exacerbated by poor road conditions. This "geographic tax" systematically erodes the competitiveness of Dhankuta's produce.

Value Chain Governance and Economic Outcomes in a Constrained System

The value chain analysis reveals that producers bear the largest share of costs (66%) while also retaining the highest proportion of profit (46%), reflecting their central role in production. However, when adjusted to the retail price, their effective share falls to 56.3%, indicating that significant margins are captured downstream by collectors, wholesalers, and retailers. This distribution highlights both the producers' vulnerability to cost pressures and the relatively strong profit capture at intermediary stages, which has implications for equity and efficiency in the chain.

Figure 1*Vegetable Value Addition and Margin Distribution*

Note. Key informant interview, Field survey 2024.

This distribution is the result of Factor 2 (Governance) and Factor 1 (Infrastructure). The high margin for collectors is not only due to aggregation, but is also a risk premium for operating in an infrastructure-deficient system and often provides informal credit which is a symptom of Factor 3 (Financial Deficit). This governance profile discourages investments at the production level as illustrated by the high degree of holdings in local seeds (19,401) relative to those in hybrid (2,885).

The Interlinked Nature of Financial and Human Capital Deficits

The factor analysis confirmed the connection between two factors, namely access to finance and entrepreneurial skills. This is evident from the survey, where 27% of

respondents selected finance as the greatest challenge, and 61% of SMEs depend on friends and family for support. Indeed, the factors are interconnected and form a bad spiral. In particular, the absence of skills (Human Capital) and planning leads to inaccessibility of funds (Financial), but poor financing keeps SMEs in the low-growth development trap through the inability to acquire the necessary equipment, technologies, and skills.

The Export Barrier as a Ceiling for Growth

The factor analysis confirmed that access to finance and Addressing the first three factors is a prerequisite for producers to even begin engaging with the challenges of Factor 4, which involves meeting certification requirements and accessing testing laboratories to enter premium export markets. This factor represents the next limit for agribusiness development. The emergence of a distinct export & standards barrier factor highlights a critical growth ceiling. The finding that lack of certification was 'not applicable' to (68.6%) of businesses is particularly revealing; it points to most SMEs not yet operating in formal markets where quality is rewarded.

The factor analysis was able to confirm that the access to finance and addressing The factor analysis provides a rationale for action. There is a need to intervene in more than just one area because the issues identified in the analysis are actually just four underlying problems. This will require a multifaceted approach in order to intervene in each of the four areas and truly address the issues that agribusinesses in the region are facing in order to allow them to grow and thrive in the future.

Unpacking the Systemic Roots of Constraints and Opportunities

However, the factor analysis provides a powerful, data-driven lens through which to re-explain the operational challenges faced by agri-SMEs in Dhankuta. As a result, it

moves the narrative from a list of 22 disparate problems to a coherent diagnosis of four systemic failures. This discussion unpacks the nature of these latent factors and explores how they create a self-reinforcing cycle of constraint while simultaneously revealing the most potent leverage points for intervention.

The Vicious Cycle of Physical and Informational Logjams

The predominance of the deficits in the development of market infrastructure is the result of the tyranny of geography and the inadequacy of public investment. It is not only a deficiency in the field of infrastructure; it is a fundamental market system malfunction that is revealed by the disproportionate share of road, warehouse, and internet connectivity costs in the overall costs of business. The insufficiency of cold storage capacity for vegetables is a manifestation of a coordinated market failure and a factor of unfair price realization. An equally critical issue is the inadequate level of digital connectivity and technologies that reduces the value of market information services and creates a flywheel effect of misinformation for farmers. In fact, the problem of digital connectivity accounts for the discrepancy in the prices realized by farmers since those who do not have access to storage facilities and market information do not have a choice but to sell right away due to the lack of storage to maintain the quality of their goods.

Governance and Regulation as a Tax on Formality and Growth

The clustering of tax administration, licensing, corruption and labour regulations into the governance and regulatory burden factor indicates that SMEs view these as not unrelated nuisances but rather as symptoms of a challenging business-enabling environment. This factor represents a systemic "tax on formality" that discourages SMEs from scaling up or operating in the formal economy where they could obtain better finance and contracts. The burden of compliance diverts scarce managerial capacities and

capital away that could have been invested in productivity-enhancing activities. This creates a perverse equilibrium where informalities are rational but precludes growth, locking the value chain in a low-capital, low-trust state; the predominance of market infrastructure deficits is evidence of the tyranny of geography and public investment gaps. It is not just about.

The Interlocked Trap of Finance and Capability

One of the critical findings of the study is the appearance of the significant deficit factor of financial and human capital. Indeed, the analysis revealed the presence of two phenomena that are not different from the typical observation in practice: the lack of funding and the absence of skills. For example, a bank cannot issue a loan to an entrepreneur without checking his plans, papers, and financial literacy level (human capital). At the same time, a businessman cannot create sustainable plans, purchase equipment, and develop without money (financial capital). This double problem explains why, in the analyzed cases, entrepreneurs mostly rely on credit from collectors and trust in their relatives. It also shows why Agri-SMEs that could become drivers of value chain upgrades were not identified.

The Quality Chasm: From Commodity to Branded Agribusiness

The identification of the export and standards barrier as a distinct factor underscores the existence of a “quality gap” in the market system. This is the boundary between a low-level general commodity production system and a high-level value-added branded agribusiness system. The fact that the lack of certification was “not applicable” to most businesses is not an indication of unimportance, but rather that most of the SMEs are fundamentally excluded from these markets at the outset. This is the ceiling on growth, and overcoming the first three factors is a prerequisite for SMEs to even begin to tackle the issues of quality control, certification, and export phytosanitary standards.

A System of Reinforcing Failures and Integrated Opportunities

These four factors are not isolated; they form a system of reinforcing failures. The Infrastructural Deficit (Factor 1) increases costs and risks, which is exacerbated by the Governance Burden (Factor 2), making businesses appear riskier and deepening the Financial & Human Capital Deficit (Factor 3). This triple bind ensures that SMEs cannot accumulate the surplus or capability to engage with the Export & Standards Barrier (Factor 4). Conversely, this systems-view reveals that opportunities are also integrated. An intervention that successfully builds a cold storage facility (addressing Factor 1) also strengthens farmers' bargaining power (addressing a governance outcome of Factor 2), increases their bankability (addressing Factor 3), and creates the consistent volumes and quality required for export (addressing Factor 4). Therefore, the most effective policies will be those designed to create synergistic impacts across multiple factors simultaneously, breaking the cycle of constraints and setting in motion a virtuous cycle of agribusiness growth.

The “Missing Middle” as a Critical Constraint in the Agribusiness Value Chain

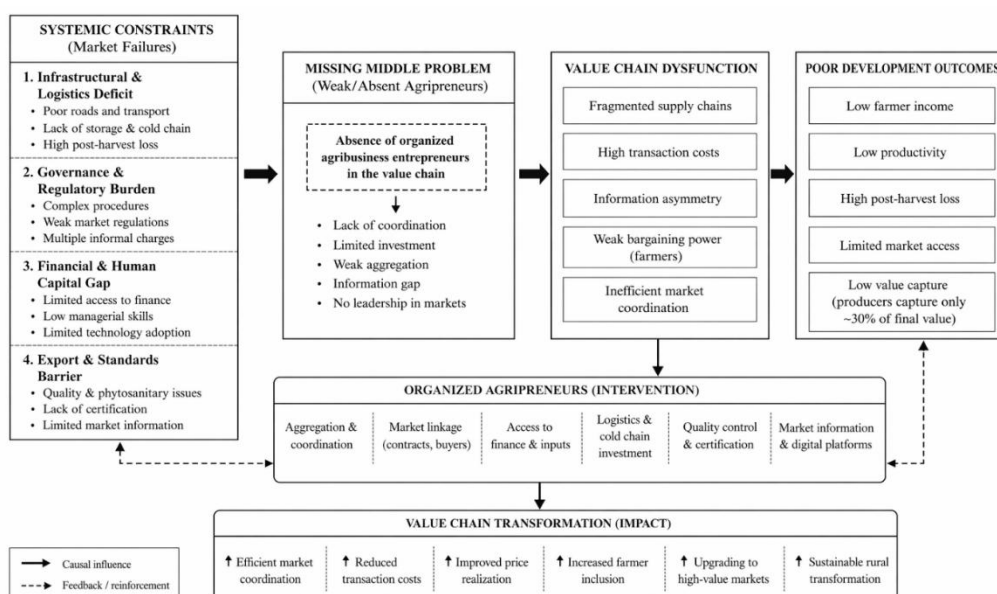
The figure highlights the “Missing Middle Problem” as a central finding in the agribusiness value chain. While farmers are engaged in production and markets may have demand, there is a significant gap in the form of organized agribusiness entrepreneurs who can aggregate production, coordinate farmers, connect producers with buyers, facilitate investment, and manage market relationships. This missing middle prevents individual farmers and small producers from effectively responding to market opportunities.

The findings indicate that the absence of organized agribusiness entrepreneurs is not an isolated business-level problem. It is a systemic coordination gap that connects

several underlying market failures with poor value-chain outcomes. Weak infrastructure, limited access to finance and technology, regulatory constraints, inadequate market information, and export-related standards make it difficult for individual producers to participate competitively in larger and higher-value markets. In the absence of intermediary agribusinesses capable of overcoming these constraints, farmers remain fragmented and have limited capacity to aggregate sufficient volume and maintain consistent quality.

Figure 2

"Missing Middle" Identified area of Agri SMEs



The finding therefore suggests that strengthening production alone may not be sufficient to transform the value chain. Developing a strong “missing middle” of organized, market-oriented agribusiness entrepreneurs is critical for translating production potential into commercial opportunity. Such enterprises can function as a bridge between farmers and markets by providing aggregation and coordination,

establishing buyer linkages, facilitating access to finance and inputs, investing in logistics and cold-chain facilities, supporting quality control and certification, and providing market information through digital platforms.

Conclusion

This study provides empirical evidence that the underperformance of Nepal's vegetable value chain is not a production failure but a coordination failure rooted in the absence of organized agripreneurs. Exploratory factor analysis of 158 vegetables value chain actors identified four systemic constraints infrastructural and logistics deficits, governance and regulatory burdens, financial and human capital gaps, and export and standards barriers jointly explaining 68.5% of market inefficiencies. These constraints are not isolated but mutually reinforcing, creating a “missing middle” where capable midstream actors are absent. The weak coordination is evident in the fact that producers receive 56.35 percent of the retail price due to the weak bargaining power of producers. Another aspect that is failing is the weak central-level policies; the findings show that the agri-entrepreneurship ecosystem is weak. Organizing entrepreneurs to get sustainable fair prices for farmers is also seen as an important task. An inclusive agricultural strategy is needed to improve the system of agri-entrepreneurs, to produce and grow sustainably, and to transform. The research is recommended that the all three levels of government should implement programs targeting all four factors over a period of 5-7 years to transform the vegetable value chain. The private sector should be involved in the program and work to remove the barriers.

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नेपाल-तिब्बत सम्बन्धमा थापाथली सन्धि: ऐतिहासिक मूल्याङ्कन

गोपालप्रसाद पोख्रेल,



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लेखसार

गोपालप्रसाद पोख्रेल

उपप्राध्यापक

डिग्री क्याम्पस, बिराटनगर।

Email:

bvlc.history@gmail.com

Orcid

[https://orcid.org/0009-](https://orcid.org/0009-0007-5596-1131)

0007-5596-1131

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परिचय: सन् १८५६ मा नेपाल र तिब्बतबीच सम्पन्न थापाथली सन्धि नेपालको ऐतिहासिक कूटनीति, व्यापारिक सम्बन्ध तथा हिमाली भू-राजनीतिक इतिहासको महत्वपूर्ण दस्तावेज हो। नेपाल-तिब्बतबीच लामो समयदेखि विद्यमान व्यापारिक, मौद्रिक, सीमा तथा नेपाली व्यापारीको सुरक्षासम्बन्धी विवादका कारण सन् १८५५-१८५६ मा युद्धभएको थियो। युद्धपछि सम्पन्न थापाथली सन्धिले दुई देशबीचको सम्बन्धलाई नयाँ राजनीतिक, आर्थिक र कूटनीतिक आधार प्रदान गर्यो। यस अध्ययनको मुख्य उद्देश्य थापाथली सन्धिको ऐतिहासिक पृष्ठभूमि, कारण, प्रमुख प्रावधान तथा यसको आर्थिक, कूटनीतिक, सामरिक र भू-राजनीतिक महत्त्वको विश्लेषण गर्नु हो। साथै, सन्धिले नेपाल-तिब्बत तथा नेपाल-चीन सम्बन्ध र हिमाली शक्ति-सन्तुलनमा पारेको प्रभाव पहिचान गर्नु अध्ययनको उद्देश्य हो। अध्ययन ऐतिहासिक तथा गुणात्मक अनुसन्धान विधिमा आधारित छ। राष्ट्रिय अभिलेखालयमा रहेको थापाथली सन्धिको मूल दस्तावेज तथा नेपाल, भारत र बेलायतका इतिहासकारद्वारा प्रकाशित पुस्तक र अन्य द्वितीयक स्रोतबाट सामग्री सङ्कलन गरी तुलनात्मक ऐतिहासिक विधिबाट विश्लेषण गरिएको छ। अध्ययनले थापाथली सन्धिले नेपाललाई तिब्बतमा व्यापारिक सुविधा, ल्हासामा नेपाली प्रतिनिधि राख्ने अधिकार, नेपाली व्यापारीको सुरक्षा तथा वार्षिक १० हजार रुपैयाँ प्राप्त गर्ने व्यवस्था दिलाएको देखाएको छ। यसले नेपालको आर्थिक हित, कूटनीतिक प्रभाव र सामरिक स्वायत्तता सुदृढ गर्दै हिमाली भू-राजनीतिमा नेपालको महत्वपूर्ण भूमिका स्थापित गरेको निष्कर्ष निकालिएको छ।

शब्दकुञ्जी: थापाथली सन्धि, नेपाल-तिब्बत सम्बन्ध, कूटनीति, व्यापार, भू-राजनीति, जङ्गलहादुर राणा

विषयपरिचय

कूटनीति आधुनिक अन्तर्राष्ट्रिय सम्बन्धको एक महत्वपूर्ण साधन हो, जसका माध्यमबाट राज्यहरूले आफ्नो राष्ट्रिय हितको संरक्षण तथा प्रवर्द्धन गर्दै अन्य राज्यसँग राजनीतिक, आर्थिक, सामाजिक तथा सांस्कृतिक सम्बन्ध सञ्चालन गर्छन्। वार्ता, सम्झौता, प्रतिनिधित्व र संवादका माध्यमबाट राज्यबीच उत्पन्न हुने विवादको समाधान, पारस्परिक हितको प्रवर्द्धन तथा शान्ति र स्थायित्व कायम गर्नु कूटनीतिका प्रमुख उद्देश्य हुन्। नेपालको भूराजनीतिक अवस्थिति र ऐतिहासिक अनुभवका सन्दर्भमा कूटनीतिक सम्बन्धलाई विशेष महत्त्वका साथ हेर्न सकिन्छ। पृथ्वीनारायण शाहले नेपाललाई “दुई ढुङ्गाबीचको तरुल” का रूपमा चित्रण गरेको भनाइले नेपालको संवेदनशील भूराजनीतिक अवस्थालाई संकेत गर्दछ। यही भूराजनीतिक यथार्थका कारण नेपालको परराष्ट्र सम्बन्धमा छिमेकी राज्यसँगको सम्बन्ध, राष्ट्रिय स्वाधीनताको संरक्षण र शक्ति-सन्तुलन कायम गर्ने विषय ऐतिहासिक रूपमा महत्वपूर्ण रहँदै आएका छन् (Rose, १९७१)। आधुनिक नेपालको परराष्ट्र नीति असंलग्नता, पञ्चशीलका सिद्धान्त, संयुक्त राष्ट्रसङ्घको बडापत्र, सार्वभौमिक समानता, पारस्परिक सम्मान, अहस्तक्षेप र शान्तिपूर्ण सहअस्तित्वजस्ता आधारभूत मान्यतामा आधारित रहेको पाइन्छ।

नेपालको ऐतिहासिक कूटनीतिक सम्बन्धमध्ये तिब्बतसँगको सम्बन्ध विशेष महत्वको रहेको छ। नेपाल र तिब्बतबीचको सम्बन्ध केवल राजनीतिक वा कूटनीतिक प्रकृतिको नभई भौगोलिक, धार्मिक, सांस्कृतिक, आर्थिक तथा सामाजिक आयाममा समेत विकसित भएको थियो। हिमालयले दुई भूभागबीच प्राकृतिक सीमाको काम गरे पनि कुती र केरुङजस्ता हिमाली मार्गले काठमाडौँ उपत्यका र तिब्बती पठारलाई लामो समयदेखि जोड्दै आएका थिए। काठमाडौँ उपत्यका दक्षिण एसिया र तिब्बतबीचको हिमाली व्यापारको महत्वपूर्ण केन्द्रका रूपमा विकसित भएको थियो। यी मार्गबाट व्यापारी, तीर्थयात्री, धार्मिक विद्वान तथा अन्य व्यक्तिहरूको आवतजावत हुनुका साथै विभिन्न वस्तु, कला, प्रविधि र धार्मिक-सांस्कृतिक विचारको आदानप्रदान हुँदै आएको थियो (Michaels, २०२४; Rose, १९७१)। यस अर्थमा नेपाल-तिब्बत सम्बन्धलाई हिमाली क्षेत्रको ऐतिहासिक अन्तरनिर्भरता र अन्तरसम्बन्धको महत्वपूर्ण उदाहरणका रूपमा लिन सकिन्छ।

नेपाल-तिब्बत सम्बन्धको प्रारम्भिक विकास लिच्छवि कालदेखि नै भएको देखिन्छ। सातौँ शताब्दीमा तिब्बती शासक स्रोङ्त्सेन गाम्पोको उदयसँगै तिब्बत शक्तिशाली राजनीतिक राज्यका रूपमा विकसित हुँदै

गर्दा नेपालसँगको सम्बन्धसमेत सुदृढ भएको थियो । नेपाली राजकुमारी भृकुटी र तिब्बती शासक स्रोङ्त्सेन गाम्पोबीच भएको वैवाहिक सम्बन्धलाई नेपाल-तिब्बतबीचको प्रारम्भिक कूटनीतिक तथा सांस्कृतिक सम्पर्कको महत्वपूर्ण आधारका रूपमा लिइन्छ । यस सम्बन्धमार्फत नेपाली बौद्ध कला, वास्तुकला तथा धार्मिक परम्पराको प्रभाव तिब्बतसम्म विस्तार भएको परम्परागत ऐतिहासिक विवरण पाइन्छ । यद्यपि भृकुटीको वंश, वैवाहिक सम्बन्ध र त्यसको समयसम्बन्धी केही विवरणमा ऐतिहासिक स्रोतहरूबीच मतभिन्नता पाइन्छ, तथापि नेपाल र तिब्बतबीच प्राचीन कालदेखि नै धार्मिक तथा सांस्कृतिक सम्पर्क रहेको तथ्य महत्वपूर्ण छ (Michaels, २०२४) । त्यस्तै, लिच्छवि राजा नरेन्द्रदेवले तिब्बतमा आश्रय प्राप्त गरी तिब्बती सहयोगमा आफ्नो शासन पुनःस्थापित गरेको घटनाले प्राचीन नेपाल-तिब्बत सम्बन्धमा राजनीतिक तथा सामरिक पक्षसमेत रहेको देखाउँछ ।

मध्यकालमा मल्ल शासकहरूको उदयसँगै नेपाल-तिब्बत सम्बन्धमा व्यापारिक आयाम थप महत्वपूर्ण बन्यो । काठमाडौँ उपत्यका भारत र तिब्बतबीचको Trans-Himalayan व्यापारको मध्यवर्ती केन्द्रका रूपमा विकसित भयो । विशेषतः नेवार व्यापारीहरूले तिब्बतका ल्हासा, शिगात्से र अन्य प्रमुख व्यापारिक केन्द्रमा व्यापारिक सञ्जाल विस्तार गरेका थिए । यस व्यापारिक सम्बन्धले नेपाललाई तिब्बत र दक्षिण एसियाबीचको व्यापारमा महत्वपूर्ण मध्यस्थका रूपमा स्थापित गर्‍यो । यस कालखण्डमा नेपालले तिब्बतका लागि चाँदीका सिक्का निर्माण गर्ने कार्यसमेत गरेको थियो । तिब्बतमा नेपाली सिक्काको व्यापक प्रयोग र नेपालद्वारा टकमारी गरिने व्यवस्थाले दुई देशबीचको आर्थिक सम्बन्धलाई अझ सुदृढ बनाएको थियो (Rose, १९७१) । तर सिक्काको शुद्धता, विनिमय दर तथा पुराना सिक्काको शोधभर्नासम्बन्धी विवाद क्रमशः नेपाल-तिब्बत सम्बन्धमा तनावको महत्वपूर्ण कारण बन्न पुग्यो । सन् १७६८ मा काठमाडौँ उपत्यका विजय गरी पृथ्वीनारायण शाहले आधुनिक नेपालको राजनीतिक एकीकरण गरेपछि नेपाल-तिब्बत सम्बन्धले नयाँ चरण प्रवेश गर्‍यो । एकीकृत नेपालको उत्तरतर्फको व्यापारिक तथा सामरिक हित र तिब्बतसँग विद्यमान मौद्रिक तथा व्यापारिक विवादका कारण दुई पक्षबीच तनाव बढ्दै गयो । यसै पृष्ठभूमिमा सन् १७८८ र १७९१-१७९२ मा नेपाल र तिब्बतबीच सैन्य सङ्घर्ष भए । दोस्रो युद्धका क्रममा तिब्बतको अनुरोधमा छिड चीनले सैन्य हस्तक्षेप गरेपछि नेपालले आफ्नो सामरिक अवस्थालाई पुनर्विचार गर्नुपर्‍यो । अन्ततः सन् १७९२ को बेत्रावती सन्धिमार्फत युद्धको अन्त्य भयो । यस घटनाले नेपाल-तिब्बत सम्बन्धलाई नेपाल-चीन सम्बन्धसँग समेत जोड्दै हिमाली क्षेत्रमा त्रिपक्षीय शक्ति-सन्तुलनको आधार निर्माण गर्‍यो (Rose, १९७१) ।

उन्नाइसौं शताब्दीको मध्यतिर आइपुग्दा हिमालयको भू-राजनीतिक परिवेशमा थप परिवर्तन आएको थियो । चीनमा छिड शासन आन्तरिक विद्रोह तथा बाह्य शक्तिको दबावबाट कमजोर हुँदै गएको थियो भने दक्षिण एसियामा ब्रिटिस इस्ट इन्डिया कम्पनीको प्रभाव निरन्तर विस्तार भइरहेको थियो । सन् १८४६ को कोतपर्वपछि सत्तामा आएका जङ्गबहादुर राणाले नेपालको सुरक्षा र राष्ट्रिय हितलाई तत्कालीन क्षेत्रीय शक्ति-सन्तुलनसँग जोडेर हेरे । ब्रिटिस भारतसँग प्रत्यक्ष सैन्य टकरावबाट बच्दै उनले नेपालको राजनीतिक तथा सामरिक प्रभाव कायम राख्ने व्यावहारिक कूटनीतिक नीति अपनाएको देखिन्छ (Rose, १९७१) । यसै सन्दर्भमा तिब्बतसँग लामो समयदेखि विद्यमान व्यापारिक विवाद, नेपाली व्यापारीहरूको अवस्था, करसम्बन्धी समस्या तथा पारस्परिक सम्झौताहरूको कार्यान्वयनका प्रश्नले नेपाल-तिब्बत सम्बन्धमा पुनः तनाव उत्पन्न गरायो ।

यी विवादहरूको परिणामस्वरूप सन् १८५५ मा नेपाल र तिब्बतबीच पुनः युद्ध सुरु भयो । नेपाली सेना कुती, केरुङलगायतका हिमाली मार्ग हुँदै तिब्बती भूभागतर्फ अघि बढ्यो। युद्धका क्रममा दुवै पक्षले उल्लेखनीय क्षति व्यहोरेपछि अन्ततः वार्ताका माध्यमबाट विवाद समाधान गर्ने प्रक्रिया अघि बढ्यो। यसको परिणामस्वरूप २४ मार्च १८५६ मा काठमाडौंको थापाथली दरबारमा नेपाल र तिब्बतबीच थापाथली सन्धि सम्पन्न भयो । उक्त सन्धिले दुई पक्षबीच युद्ध अन्त्य गरी शान्ति स्थापना गर्नुका साथै व्यापार, कूटनीतिक प्रतिनिधित्व, आर्थिक भुक्तानी, सीमा तथा पारस्परिक सुरक्षा सम्बन्धी विषयलाई संस्थागत गरेको थियो (Rose, १९७१; Treaty of Thapathali, १८५६) ।

थापाथली सन्धि नेपाल-तिब्बत सम्बन्धको इतिहासमा महत्वपूर्ण राजनीतिक तथा आर्थिक दस्तावेजका रूपमा रहेको छ । सन्धिअनुसार तिब्बतले नेपाललाई वार्षिक १०,००० रुपैयाँ भुक्तानी गर्ने व्यवस्था गरिएको थियो । नेपाललाई ल्हासामा आफ्नो प्रतिनिधि राख्ने तथा नेपाली व्यापारीलाई तिब्बतमा व्यापार गर्न विभिन्न सुविधा उपलब्ध गराउने व्यवस्था पनि गरिएको थियो । नेपाली व्यापारीसँग सम्बन्धित व्यापारिक शुल्क तथा भन्सारसम्बन्धी केही सुविधा र नेपाली नागरिक तथा व्यापारीको संरक्षणका विषयसमेत सन्धिमा समेटिएका थिए (Treaty of Thapathali, १८५६) । यसबाट नेपालले तिब्बतसँगको व्यापारमा महत्वपूर्ण आर्थिक तथा कूटनीतिक सुविधा प्राप्त गरेको देखिन्छ । सन्धिले तिब्बतको बाह्य सुरक्षाका

सम्बन्धमा नेपाललाई निश्चित दायित्वसमेत प्रदान गरेको थियो, जसले यसलाई व्यापारिक सम्झौताका अतिरिक्त सुरक्षा र राजनीतिक सम्बन्धको दस्तावेजका रूपमा समेत स्थापित गर्छ ।

थापाथली सन्धिको अर्को महत्वपूर्ण पक्ष यसको क्षेत्रीय शक्ति-राजनीतिसँगको सम्बन्ध हो । सन् १७९२ को बेत्रावती सन्धिपछि नेपाल र छिड चीनबीच विकसित सम्बन्ध तथा तिब्बतमा चिनियाँ प्रभावको पृष्ठभूमिमा १८५६ को थापाथली सन्धिले नेपाललाई तिब्बतसँग प्रत्यक्ष आर्थिक तथा कूटनीतिक सम्बन्ध सञ्चालन गर्ने अवसर प्रदान गर्‍यो । अर्कोतर्फ, दक्षिण एसियामा ब्रिटिस इस्ट इन्डिया कम्पनीको बढ्दो प्रभावका बीच नेपालले आफ्नो उत्तरतर्फको प्रभाव र स्वायत्तता कायम गर्ने प्रयास गरेको देखिन्छ । यस दृष्टिले थापाथली सन्धिलाई नेपाल-तिब्बत द्विपक्षीय सम्बन्धको मात्र परिणाम नभई उन्नाइसौँ शताब्दीको हिमाली भू-राजनीति, व्यापारिक हित र क्षेत्रीय शक्ति-सन्तुलनसँग जोडिएको महत्वपूर्ण ऐतिहासिक घटनाका रूपमा अध्ययन गर्न सकिन्छ (Rose, १९७१; Michaels, २०२४) ।

यद्यपि नेपाल-तिब्बत सम्बन्ध र नेपाल-तिब्बत युद्धबारे विभिन्न ऐतिहासिक अध्ययनहरू उपलब्ध छन्, थापाथली सन्धिलाई यसको आर्थिक, कूटनीतिक, सामरिक तथा भूराजनीतिक आयामलाई एकीकृत गरी विश्लेषण गर्ने अध्ययन अभूत महत्वपूर्ण देखिन्छ । विशेषतः सन्धिको पृष्ठभूमिमा रहेका दीर्घकालीन व्यापारिक तथा मौद्रिक विवाद, सन् १८५५-१८५६ को युद्धको कारण, सन्धिबाट नेपालले प्राप्त गरेका अधिकार तथा त्यसले नेपाल, तिब्बत र छिड चीनबीचको शक्ति-सन्तुलनमा पारेको प्रभावलाई एउटै विश्लेषणात्मक ढाँचामा अध्ययन गर्नु आवश्यक छ । यसै सन्दर्भमा प्रस्तुत अध्ययनले थापाथली सन्धिलाई केवल युद्धको अन्त्य गर्ने सम्झौताका रूपमा नभई नेपालको उन्नाइसौँ शताब्दीको कूटनीतिक रणनीति, आर्थिक हित र हिमाली शक्ति-राजनीतिको महत्वपूर्ण अभिव्यक्तिका रूपमा विश्लेषण गर्न खोजेको छ ।

यस अध्ययनको मुख्य उद्देश्य सन् १८५६ को थापाथली सन्धिको ऐतिहासिक पृष्ठभूमि, कारण, प्रमुख प्रावधान तथा यसको आर्थिक, कूटनीतिक, सामरिक र भूराजनीतिक महत्त्वको विश्लेषण गर्नु हो । विशेषतः अध्ययनले नेपाल-तिब्बत सम्बन्धको ऐतिहासिक विकासक्रम पहिचान गर्ने, सन् १८५५-१८५६ को नेपाल-तिब्बत युद्धका प्रमुख कारण विश्लेषण गर्ने, थापाथली सन्धिका प्रमुख प्रावधान तथा नेपालले प्राप्त गरेका अधिकारको मूल्याङ्कन गर्ने र सन्धिले नेपाल-तिब्बत तथा नेपाल-चीन सम्बन्धमा पारेको प्रभाव तथा उन्नाइसौँ शताब्दीको हिमाली शक्ति-सन्तुलनमा यसको योगदानको विश्लेषण गर्ने लक्ष्य राखेको छ ।

अनुसन्धान विधि

यो लेख ऐतिहासिक र गुणात्मक विश्लेषण विधिमा आधारित छ। राष्ट्रिय अभिलेखालयमा रहेको थापाथली सन्धिको सक्कल दस्तावेज स्रोतका साथै नेपाल, भारत, बेलायतका इतिहासकारहरूका प्रकाशित पुस्तक द्वितीय स्रोतबाट सामग्री सङ्कलन गरी तुलनात्मक ऐतिहासिक विधिबाट विश्लेषण गरिएको छ।

नतिजा तथा विश्लेषण

जङ्गबहादुर राणाले १९औँ शताब्दीको मध्यतिरको विश्व तथा क्षेत्रीय राजनीति र बदलिँदो शक्ति सन्तुलनलाई अत्यन्तै सूक्ष्म तरिकाले बुझेका थिए। उनले दक्षिणमा तीव्र गतिमा विस्तार भइरहेको र आधुनिक सैन्य सामर्थ्यले युक्त शक्तिशाली बेलायती इस्ट इन्डिया कम्पनीसँग प्रत्यक्ष सैन्य टकरावमा जानु नेपालका लागि आत्मघाती हुने निष्कर्ष निकालेका थिए। त्यसैले आफ्नो आन्तरिक सत्ता सुदृढीकरण, नेपाली सेनाको साख अभिवृद्धि र सुगौली सन्धिपछि गुमेको राष्ट्रिय स्वाभिमान पुनःस्थापना गर्न उनले उत्तरी छिमेकी तिब्बततर्फ आफ्नो ध्यान केन्द्रित गरे (Wright, १८७७)। तिब्बतमाथि सैन्य अभियान सञ्चालन गर्नुका पछाडि बहुआयामिक राजनीतिक, आर्थिक, सामरिक तथा कूटनीतिक कारणहरू विद्यमान थिए:

- व्यापारिक उत्पीडन तथा सुरक्षा सङ्कट: ल्हासा, शिगात्से, ग्यान्त्से लगायत तिब्बतका प्रमुख व्यापारिक केन्द्रहरूमा सदिऔँदेखि बसोबास गर्दै आएका नेपाली (विशेष गरी काठमाडौँ उपत्यकाका नेवार) व्यापारीहरूमाथि तिब्बती स्थानीय अधिकारीहरूद्वारा निरन्तर रूपमा गरिने थिचोमिचो, दुर्व्यवहार, अचाक्ली तथा गैरकानुनी कर असुली र उनीहरूको व्यक्तिगत धनजन एवं सम्पत्तिको सुरक्षाको चरम अभाव रहेको थियो।
- सीमा विवाद तथा हिमाली भञ्ज्याङहरूमाथिको अधिकार: नेपाल-तिब्बत सीमा क्षेत्रमा, विशेष गरी रणनीतिक हिमाली भञ्ज्याङहरू मानिने कुती र केरुङ इलाकामा, सीमा रेखा र अधिकार क्षेत्रलाई लिएर लामो समयदेखि निरन्तर विवाद, मुठभेड र तनाव उत्पन्न भइरहेको थियो।
- सौगात मण्डलमाथिको अपमानजनक आक्रमण: सन् १८४८ र सन् १८५२ मा पेकिङ (बेइजिङ) तर्फ गएको नेपाली सौगात मण्डलका सदस्यहरूमाथि तिब्बती भूभागमा भएको दुर्व्यवहार, अमानवीय व्यवहार र लुटपाटले काठमाडौँको दरबार र नेपालको राष्ट्रिय स्वाभिमानमा गम्भीर चोट पुर्याएको थियो।

- मुद्रा विनिमय र आर्थिक क्षतिपूर्ति विवाद: मल्लकालदेखि चली आएको सिक्का विनिमय सम्बन्धी विवाद र १७९२ को बेत्रावती सन्धिपछि तिब्बतले नेपाली व्यापारी तथा राज्यलाई पुर्याएको आर्थिक क्षतिपूर्तिको भुक्तानी नगर्नुले दुई देशबीचको आर्थिक कूटनीतिलाई चरम गतिरोधमा पुर्याएको थियो ।

थापाथली सन्धिका मुख्य प्रावधानहरू: नेपाली सेनाको सामरिक विजय र लामो कूटनीतिक रस्साकस्सी पश्चात्, २४ मार्च १८५६ (वि.सं. १९१२ चैत्र सुदी ३) मा काठमाडौँको थापाथली दरबारमा नेपाल र तिब्बतका प्रतिनिधिहरूबीच १० बुँदे ऐतिहासिक शान्ति सम्झौतामा औपचारिक हस्ताक्षर भयो। यस सन्धिले नेपाललाई हिमाली भू-राजनीतिमा अभूतपूर्व कूटनीतिक र आर्थिक फाइदा पुर्यायो । यसका मुख्य तथा दूरगामी प्रावधानहरू निम्नलिखित अनुसार रहेका छन् (अनुसूचि-१)

- वार्षिक सलामी: तिब्बतले नेपाललाई वार्षिक १० हजार रुपैयाँ बुझाउने ।
- पारस्परिक सुरक्षा: भोटमाथि आक्रमण भएमा नेपालले सहयोग गर्ने र पहिलेको समझदारी मान्ने ।
- व्यापारिक अधिकार: नेपाली व्यापारीहरूलाई भोटमा व्यापार गर्न कुनै अवरोध नगर्ने ।
- फिर्ता प्रावधान: युद्धमा पक्राउ परेका गोर्खाका सिपाही, हातहतियार र तोप भोटले फिर्ता दिने ।
- नेपाली प्रतिनिधि: ल्हासामा गोर्खा सरकारको तर्फबाट एक प्रतिनिधी वकिल रहने ।
- व्यापारिक कोठी सुरक्षा: ल्हासास्थित नेपालीको कोठी र त्यहाँका वस्तुहरूको सुरक्षा गर्ने ।
- मुद्दा मामिला: ल्हासामा नेपालीका महाजन र भोटका रैयतबीच विवाद भएमा नेपाली प्रतिनिधिले निष्पक्ष निर्णय गर्ने ।
- न्यायिक अधिकार: नेपालीका मानिसको जीउमा भोटले र भोटका मानिसको जीउमा नेपालीले दण्ड नदिने (कानुनी क्षेत्राधिकार) ।
- सम्पत्ति सुरक्षा: महाजनको धनमाल लुटिएमा भोट सरकारले खोजी गरी असुल उपर गरिदिने ।
- युद्धबन्दी हस्तान्तरण र क्षमादान: लडाईँका बेला दुवैतर्फ वन्दि बनाई लागिएका रैतीहरूलाई दुवै तर्फबाट क्षमा दिने ।

भू-राजनीतिक विश्लेषण: जङ्गबहादुर राणा एक चतुर भू-राजनीतिक विश्लेषक भएकाले उनलाई तत्कालीन चिनियाँ छिड साम्राज्य आन्तरिक रूपमा 'ताइपिङ विद्रोह' (सन् १८५०-१८६४) र बाह्य रूपमा पश्चिमी औपनिवेशिक शक्तिहरूको चापमा फसेको हुनाले उसले तिब्बतलाई कुनै पनि किसिमको सैन्य वा

आर्थिक सहयोग पठाउन नसक्ने पूर्ण जानकारी थियो। यस अनुकूल अवसरको उपयोग गर्दै काठमाडौँस्थित बेलायती रेसिडेन्टमार्फत बेलायती इस्ट इन्डिया कम्पनीको तटस्थता सुनिश्चित गरी, नेपालले युद्धको व्यापक तयारी गर्यो। जङ्गबहादुरले देशभरिबाट हतियार, तोप र जनशक्ति परिचालन गरी सन् १८५५ को वसन्त ऋतुमा कुती, केरुङ, भुङ्गा र ओलाङचुङगोला जस्ता रणनीतिक क्षेत्रहरूमा एकैसाथ त्रिमुखी सैन्य आक्रमण सुरु गरे।

सुरुवाती चरणमा नेपाली सेनाले उच्च हिमाली भेगका रणनीतिक क्षेत्रहरूमाथि सहजै नियन्त्रण कायम गर्यो। यद्यपि, अत्यधिक जाडो र हिउँदको प्रतिकूल मौसमको फाइदा उठाउँदै तिब्बती सेनाले केही स्थानहरूमा कडा प्रत्याक्रमण गरी रणनीतिक बिन्दुहरू फिर्ता लिने प्रयास गर्यो। तर, अन्ततः जनरल बमबहादुर शाह, कमान्डर-इन-चिफ धीरशमशेर र अन्य वरिष्ठ भारदारहरूको प्रत्यक्ष कुशल नेतृत्वमा थप सैन्य टोली र तोपखाना पठाएर नेपाली सेनाले पूर्ण तयारीका साथ निर्णायक आक्रमण गर्यो। यस भीषण लडाइँमा तिब्बती सेना नराम्ररी पराजित भयो (Upadhaya, १९५०)। सैन्य पराजय निश्चित भएपछि र काठमाडौँतर्फ नेपाली सेना थप अघि बढ्ने सम्भावना देखेर तिब्बत सरकारले ल्हासास्थित चिनियाँ प्रतिनिधि (अम्बान) को मध्यस्थतामा नेपालसमक्ष औपचारिक रूपमा शान्ति वार्ताको प्रस्ताव राख्यो। यसरी लामो सैन्य द्वन्द्व र कूटनीतिक रस्साकस्सी पछि, सन् १८५६ मार्च २४ (वि.सं. १९१२ चैत्र सुदी ३) मा काठमाडौँस्थित थापाथली दरबारमा दुवै देशबीच १० बुँदे ऐतिहासिक शान्ति सम्झौता सम्पन्न भयो। यस सन्धिले नेपाललाई हिमाली व्यापारमा भन्साररहित एकाधिकार, ल्हासामा नेपाली प्रतिनिधि (वकिल) राख्ने अधिकार र आफ्ना नागरिकहरूका लागि राज्यक्षेत्रातीत न्यायिक अधिकार प्रदान गरी क्षेत्रीय भू-राजनीतिमा नेपालको उपस्थिति सुदृढ बनायो।

नेपालको भू-राजनीतिक र आर्थिक उपलब्धि: थापाथली सन्धिले नेपाललाई एसियाको भू-राजनीति र हिमाली क्षेत्रको कूटनीतिमा एक अत्यन्तै प्रभावकारी, स्वायत्त र शक्तिशाली राज्यको रूपमा स्थापित गर्यो। आर्थिक दृष्टिकोणले यो सन्धि नेपाली व्यापारीहरू र राज्यको ढुकुटीका लागि 'स्वर्ण युग' सरह सिद्ध भयो। भन्सार छुटको सर्वसुलभ प्रावधानले गर्दा नेपाली व्यापारीहरू-विशेष गरी काठमाडौँ उपत्यकाका नेवार समुदायका '३२ कोठी' का स्थापित साहु-महाजनहरूले तिब्बत, भारत र मध्य एसियाबीचको अन्तरदेशीय व्यापारिक सञ्जालमा पूर्ण एकाधिकार जस्तै कायम गरे। ल्हासा, शिगात्से, ग्यान्त्से र यादुङ जस्ता प्रमुख

तिब्बती व्यापारिक केन्द्रहरूमा नेपाली व्यापारीहरूको आर्थिक हैसियत यति मजबुत र प्रभावकारी भयो कि उनीहरूले तिब्बतको आन्तरिक बजार, विनिमय दर तथा समग्र अर्थतन्त्रलाई नै ठूलो हदसम्म नियन्त्रण, सञ्चालन र प्रभावित गर्न सक्ने असाधारण अवस्था सिर्जना भयो । तिब्बत सरकारले नेपाललाई वार्षिक रूपमा बुझाउने १० हजार रुपैयाँ तत्कालीन समयमा एक ठूलो मौद्रिक रकम थियो । यसले नेपालको राष्ट्रिय ढुकुटी तथा सत्तासीन राणा शासकहरूको वैदेशिक आय स्रोतलाई निरन्तर रूपमा सबल र सुदृढ बनाइराख्यो ।

यसका साथै ल्हासामा नेपाली प्रतिनिधिको (वकिल) स्थायी कूटनीतिक नियुक्ति र राज्यक्षेत्रातीत विशेष कानुनी अधिकार प्राप्त गर्नु भनेको आधुनिक अन्तर्राष्ट्रिय कानुनको दृष्टिमा नेपालले तिब्बतमाथि एक प्रकारको औपनिवेशिक वा अर्ध-औपनिवेशिक स्तरको विशेषाधिकार उपभोग गर्नु सरह थियो (Michaels, २०२३) । तिब्बती भूभागभित्र रहेका नेपाली नागरिकहरूमाथि तिब्बती अदालत, कानुनी संयन्त्र र स्थानीय अधिकारीहरूको क्षेत्राधिकार लागू नहुने तथा नेपाली वकिलले नै उनीहरूमाथिका न्यायिक तथा व्यापारिक विवादको छिनोफानो गर्ने यो व्यवस्थाले हिमाली कूटनीतिमा नेपालको कानुनी, प्रशासनिक तथा राजनीतिक प्रभुत्वलाई स्पष्ट रूपमा उजागर गरेको थियो । यस अभूतपूर्व व्यापारिक तथा न्यायिक विशेषाधिकारले नेपाली साहु-महाजनहरूलाई तिब्बतभित्र आफ्नै प्रशासनिक, सुरक्षात्मक एवं व्यापारिक सञ्जाल र एकाधिकार विस्तार गर्ने सुरक्षित बाटो खोलिदियो ।

यस आर्थिक एवं कानुनी वातावरणका कारण काठमाडौँ उपत्यकाका परम्परागत हस्तकला, कास्य तथा पित्तलका मूर्ति, सूती वस्त्र, काठका कलाकृति र धातुका बहुमूल्य सामग्रीहरू तिब्बती बजारमा ठूलो परिमाणमा निर्यात हुन थाले । अर्कोतर्फ, तिब्बतबाट कच्चा सुन, चाँदी, हिमाली ऊन, नुन, च्याङ्गा र कस्तुरीजस्ता बहुमूल्य वस्तुहरू सहज रूपमा नेपाल भित्रिए । यस सन्धिको कारण प्राप्त भएको दीर्घकालीन आर्थिक लाभ, निर्बाध व्यापारिक पहुँच र कानुनी सुरक्षाले गर्दा काठमाडौँको व्यापारिक समुदाय अभूतपूर्व रूपमा समृद्ध बन्नका साथै हिमाली क्षेत्रभरि नेपाली मुद्रा, व्यापारिक साख र कूटनीतिक प्रभाव थप सुदृढ र अक्षुण्ण बन्न पुग्यो ।

छिड साम्राज्य र बेलायती दृष्टिकोण: थापाथली सन्धिले हिमाली भेगमा छिड साम्राज्यको राजनीतिक प्रभाव शिथिल भइसकेको यथार्थलाई प्रष्ट पारेको थियो । १८औँ शताब्दीको अन्त्यतिर सन् १७९२ को बेलायती सन्धिमाफत हिमाली भू-राजनीतिमा बलियो उपस्थिति देखाएको छिड (चिनियाँ) शक्ति १९औँ शताब्दीको

मध्यभागसम्म आइपुग्दा बाह्य औपनिवेशिक दबाव र आन्तरिक विद्रोहका कारण सैन्य एवं राजनीतिक रूपमा निकै कमजोर भइसकेको थियो । थापाथली सन्धिको प्रस्तावनामा चिनियाँ सम्राटप्रति परम्परागत आदर व्यक्त गरिए तापनि, व्यावहारिक कूटनीतिक धरातलमा ल्हासाका चिनियाँ प्रतिनिधि (अम्बान) केवल मूकदर्शक वा साक्षीका रूपमा मात्र सीमित रहे । नेपाल र तिब्बतलाई छिड साम्राज्यका संरक्षित राज्य मान्ने चिनियाँ भ्रमलाई चिदै यस सन्धिले दुवै देशलाई आपसमा सिधा वार्ता र सम्झौता गर्न सक्ने सार्वभौम एवं स्वायत्त शक्तिका रूपमा प्रस्तुत गर्यो ।

अर्कोतर्फ, दक्षिण एसियामा आफ्नो साम्राज्य विस्तार गरिरहेको बेलायती इस्ट इन्डिया कम्पनीले यो सिङ्गो सैन्य तथा कूटनीतिक घटनाक्रमलाई अत्यन्त सूक्ष्म र गम्भीर रूपमा नियालिरहेको थियो । काठमाडौँस्थित बेलायती रेसिडेन्ट तथा कलकत्तास्थित गभर्नर जनरलले नेपालको यस तिब्बतकेन्द्रित सैन्य अभियानलाई बेलायती साम्राज्यको रणनीतिक हितविपरीत नहुने निष्कर्ष निकालेका थिए। बेलायतको भू-राजनीतिक स्वार्थ नेपाल र चीनको सिधा सीमा सम्पर्क नहोस् र तिब्बत एउटा अभेद्य 'बफर स्टेट'को रूपमा कायम रहोस् भन्नेमा निहित थियो । नेपालले तिब्बतमाथि आफ्नो राजनीतिक र व्यापारिक प्रभाव अभिवृद्धि गर्दा मध्य एसियातर्फ विस्तार भइरहेको रुसी साम्राज्य वा छिड चीनको एकछत्र प्रभावलाई रोक्न सकिने बेलायती कूटनीतिक बुझाइ रहेको थियो (Miele, २०१७) ।

यसै रणनीतिक सोचका कारण बेलायतले युद्धको समयमा जङ्गवहादुरलाई आवश्यक सैन्य सामग्री र हातहतियार खरिदमा अप्रत्यक्ष रूपमा सहयोग समेत पुर्याएको थियो । बेलायतीहरू हिमालय पार गरेर तिब्बत र मध्य एसियासम्म ब्रिटिस-इन्डियाको व्यापारिक मार्ग विस्तार गर्न चाहन्थे र नेपालले थापाथली सन्धिमाफत तिब्बतको बजार खुला गराउन सकेमा ब्रिटिस-इन्डियाका वस्तुहरू समेत नेपाली व्यापारीहरूमाफत तिब्बत र मध्य एसियासम्म सहजै पुर्याउन सकिने उनीहरूको दूरगामी आर्थिक आकलन थियो ।

अर्कोतर्फ दक्षिण एसियामा आफ्नो साम्राज्य विस्तार गरिरहेको बेलायती इस्ट इन्डिया कम्पनीले यो सिङ्गो सैन्य तथा कूटनीतिक घटनाक्रमलाई अत्यन्त सूक्ष्म र गम्भीर रूपमा नियालिरहेको थियो । काठमाडौँस्थित बेलायती रेसिडेन्ट तथा कलकत्तास्थित गभर्नर जनरलले नेपालको यस तिब्बतकेन्द्रित सैन्य अभियानलाई बेलायती साम्राज्यको रणनीतिक हितविपरीत नहुने निष्कर्ष निकालेका थिए । बेलायतको भू-राजनीतिक स्वार्थ नेपाल र चीनको सिधा सीमा सम्पर्क नहोस् र तिब्बत एउटा अभेद्य 'बफर स्टेट'को रूपमा

कायम रहोस् भन्नेमा निहित थियो । नेपालले तिब्बतमाथि आफ्नो राजनीतिक र व्यापारिक प्रभाव अभिवृद्धि गर्दा मध्य एसियातर्फ विस्तार भइरहेको रुसी साम्राज्य वा छिड चीनको एकछत्र प्रभावलाई रोक्न सकिने बेलायती कूटनीतिक बुझाइ रहेको थियो (Miele, २०१७) । यसै रणनीतिक सोचका कारण बेलायतले युद्धको समयमा जङ्गबहादुरलाई आवश्यक सैन्य सामग्री र हातहतियार खरिदमा अप्रत्यक्ष रूपमा सहयोग समेत पुर्याएको थियो । बेलायतीहरू हिमालय पार गरेर तिब्बत र मध्य एसियासम्म ब्रिटिस-इन्डियाको व्यापारिक मार्ग विस्तार गर्न चाहन्थे र नेपालले थापाथली सन्धिमार्फत तिब्बतको बजार खुला गराउन सकेमा ब्रिटिस-इन्डियाका वस्तुहरू समेत नेपाली व्यापारीहरूमार्फत तिब्बत र मध्य एसियासम्म सहजै पुर्याउन सकिने उनीहरूको दूरगामी आर्थिक आकलन थियो ।

यसका अतिरिक्त, बेलायती कम्पनी सरकारले नेपाल र तिब्बतबीचको सम्बन्धलाई आफ्नै औपनिवेशिक स्वार्थ अनुकूल उपयोग गर्ने दीर्घकालीन नीति अख्तियार गरेको थियो । तत्कालीन समयमा एसियामा प्रभुत्व जमाउन रसियाली साम्राज्य र ब्रिटिस साम्राज्यबीच भइरहेको महाशक्ति प्रतिस्पर्धा ('द ग्रेट गेम') का सन्दर्भमा मध्य एसिया र तिब्बती पठारको रणनीतिक महत्त्व अत्यधिक बढेको थियो । यस्तो परिस्थितिमा यदि नेपालले तिब्बतमा आफ्नो बलियो उपस्थिति र व्यापारिक वर्चस्व कायम गर्न सकेको खण्डमा त्यसले उत्तरबाट हुन सक्ने चिनियाँ वा रुसी घुसपैठलाई प्राकृतिक रूपमा रोक्ने सुरक्षा कवचको काम गर्ने ब्रिटिसहरूको विश्लेषण थियो । त्यसैले बेलायती अधिकारीहरूले यस युद्धमा तटस्थताको नीति अवलम्बन गरेको जस्तो देखाए तापनि जङ्गबहादुरलाई आवश्यक आधुनिक हातहतियार र बारुदको आपूर्तिमा प्रोत्साहन दिएका थिए । थापाथली सन्धिमार्फत नेपाली व्यापारीहरूले तिब्बती बजारमा पाएको भन्साररहित प्रवेश र राज्यक्षेत्रातीत विशेषाधिकारले ब्रिटिस-इन्डियाका वस्तुहरूलाई समेत नेपाली मध्यस्थतामार्फत तिब्बतका ल्हासा, शिगात्से र ग्यान्त्से जस्ता प्रमुख सहरहरूसम्म पुर्याउने ढोका खोलिदियो । यसरी थापाथली सन्धि केवल नेपाल र तिब्बतको द्विपक्षीय विषय मात्र नरहेर तत्कालीन ब्रिटिस-इन्डियाको त्रिआयामिक कूटनीति, हिमाली व्यापारिक मार्गको विस्तार र भू-राजनीतिक सन्तुलन कायम राख्ने एउटा महत्त्वपूर्ण औजार समेत बन्न पुगेको थियो ।

निष्कर्ष

ऐतिहासिक दृष्टिबाट विश्लेषण गर्दा सन् १८५६ मा सम्पन्न थापाथली सन्धिले नेपालको कूटनीतिक सामर्थ्य र सामरिक दूरदर्शिताको एउटा अद्वितीय उदाहरण प्रस्तुत गर्दछ। सन् १७९२ को बेत्रावती सन्धिपछि शिथिल बनेको राष्ट्रिय स्वाभिमान र सीमित भएको क्षेत्रीय प्रभावलाई यस सन्धिले पुनः जागृत गरायो। फलस्वरूप, नेपाल हिमाली भू-राजनीति र अन्तरदेशीय व्यापारिक परिदृश्यमा एक निर्णायक तथा सबल शक्तिका रूपमा पुनः स्थापित हुन पुग्यो। प्रधानमन्त्री जङ्गबहादुर राणाको प्रखर कूटनीतिक चातुर्य एवं क्षेत्रीय शक्ति सन्तुलनको सूक्ष्म विश्लेषणका कारण नेपालले ठूलो सैन्य क्षति र धनजनको विनाशबिना नै तिब्बती बजारमा पूर्ण भन्साररहित व्यापारिक पहुँच, दीर्घकालीन आर्थिक लाभ तथा राज्यक्षेत्रातीत न्यायिक विशेषाधिकार जस्ता महत्त्वपूर्ण उपलब्धिहरू हासिल गर्यो।

थापाथली सन्धि मार्फत स्थापित नेपाल-तिब्बत कूटनीतिक तथा कानुनी सम्बन्ध बीसौं शताब्दीको मध्यसम्म निरन्तर कायम रह्यो। तर सन् १९५० मा जनवादी गणतन्त्र चीनले तिब्बतमाथि आफ्नो पूर्ण प्रशासनिक नियन्त्रण र सार्वभौमसत्ता स्थापित गरेसँगै हिमाली क्षेत्रको भू-राजनीतिक शक्ति सन्तुलनमा व्यापक परिवर्तन भयो। शीतयुद्धकालीन नयाँ राजनीतिक परिदृश्यका कारण यस सन्धिको ऐतिहासिक तथा व्यावहारिक प्रासंगिकता क्रमशः समाप्त हुँदै गयो। यसै पृष्ठभूमिमा २० सेप्टेम्बर १९५६ मा नेपाल र चीनबीच सम्पन्न 'मैत्री तथा व्यापार सम्बन्धी सम्झौता' ले थापाथली सन्धिलाई औपचारिक रूपमा खारेज गर्यो। यस नयाँ सम्झौतासँगै तिब्बतमा नेपालले प्राप्त गर्दै आएको विशेष व्यापारिक सुविधा, राज्यक्षेत्रातीत न्यायिक अधिकार र वार्षिक १० हजार रुपैयाँ सलामी पाउने शताब्दी लामो परम्पराको अन्त्य भयो। यद्यपि, एउटा ऐतिहासिक दस्तावेजका रूपमा थापाथली सन्धिले नेपाली राज्यको सार्वभौमिकता, सामरिक स्वायत्तता र हिमाली कूटनीतिमा नेपालको ऐतिहासिक वर्चस्वको प्रमाणका रूपमा सदैव विशिष्ट स्थान ओगटेको छ।

समग्रमा भन्नुपर्दा, थापाथली सन्धिको महत्त्व तत्कालीन सामरिक विजय र आर्थिक सहूलियतमा मात्र सीमित नभई आधुनिक नेपालको परराष्ट्र नीतिको निर्माणमा समेत उत्तिकै महत्त्वपूर्ण मानिन्छ। दुई ठूला शक्तिशाली छिमेकीहरू (चीन र ब्रिटिस इन्डिया) को आन्तरिक सङ्कट र शक्ति सन्तुलनको लाभ उठाउँदै साना र हिमाली राष्ट्रहरूले कसरी आफ्नो राष्ट्रिय हितको रक्षा र संवर्धन गर्न सक्छन् भन्ने विषयको यो एक उत्कृष्ट कूटनीतिक उदाहरण हो। यस सन्धिले प्रदान गरेको राज्यक्षेत्रातीत अधिकार र खुला व्यापारिक

पहुँचले अन्तर्राष्ट्रिय कानून एवं क्षेत्रीय व्यापारिक संरचनामा नेपालको स्वायत्त हैसियत र हिमाली क्षेत्रमा यसको नेतृत्वदायी भूमिकालाई दशकौंसम्म सुदृढ र अक्षुण्ण राख्न आधारभूत योगदान पुर्याएको देखिन्छ । यसका साथै सन्धिद्वारा स्थापित नेपाली प्रतिनिधि (वकिल) मार्फत सञ्चालित विशेष कूटनीतिक संयन्त्रको विकास गर्यो। यसले गर्दा तिब्बत र हिमाली क्षेत्रमा नेपाली नागरिक तथा व्यापारिक समुदायको जीउधनको दीर्घकालीन सुरक्षा सुनिश्चित भएको थियो। यसरी शक्ति सन्तुलनको कूटनीति, व्यापारिक विशेषाधिकार र राज्यक्षेत्रातीत न्यायिक क्षेत्राधिकारको सफल प्रयोगमार्फत साना राष्ट्रहरूले पनि तत्कालीन क्षेत्रीय सामरिक शक्तिहरूका माझ आफ्नो विशिष्ट पहिचान र स्वायत्तता अक्षुण्ण राख्न सक्छन् भन्ने कुरा यस सन्धिको दूरगामी ऐतिहासिक प्रभावले स्पष्ट पार्दछ ।

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स्नातक तह नेपाली विषयको सिकाइ सहजीकरणमा शिक्षक-विद्यार्थी अन्तरक्रिया

योगेश काफ्ले , ईश्वर चौहान



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योगेश काफ्ले

शिक्षण सहायक

तेह्रथुम बहुमुखी क्याम्पस, तेह्रथुम

Email :

kafleyogesh@gmail.com

Orcid

<https://orcid.org/0009-0000-9003-6215>

ईश्वर चौहान

उपप्राध्यापक

महेन्द्र मोरङ आदर्श बहुमुखी क्याम्पस,
विराटनगर

Email :

cishwar2040@gmail.com

Orcid id :

<https://orcid.org/0009-0000-1904-0035>

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लेखसार

प्रस्तुत अध्ययन स्नातक तह अनिवार्य नेपाली विषयको सिकाइ सहजीकरणमा शिक्षक-विद्यार्थी अन्तरक्रियाको अवस्था, स्वरूप र शैक्षणिक प्रभाव निरूपण गर्नमा केन्द्रित छ। लेभ भाइगोत्स्कीको सामाजिक-सांस्कृतिक सिद्धान्त र नेड फ्ल्यान्डर्सको अन्तरक्रिया विश्लेषण प्रणाली (FIACS) लाई सैद्धान्तिक आधार मानी मिश्रित अनुसन्धान ढाँचामा यो अध्ययन सम्पन्न गरिएको छ। उद्देश्यमूलक नमुना छनोट विधिबाट तेह्रथुम बहुमुखी क्याम्पसका ४६ र पाँचथर बहुमुखी क्याम्पसका ५६ गरी कुल १०२ जना विद्यार्थीबाट प्रश्नावलीमार्फत तथ्याङ्क सङ्कलन गरी SPSS द्वारा विश्लेषण गरिएको अध्ययनको नतिजाअनुसार कक्षाकोठामा प्राध्यापकको व्यवहार सकारात्मक, लोकतान्त्रिक र भयमुक्त रहेको छ। पछिल्ला बेन्चका विद्यार्थीलाई समेट्ने (औसत ४.३६) र भयमुक्त वातावरण (औसत ४.१६) सबल पक्षका रूपमा देखिएका छन्। भौतिक पूर्वाधार, भाषिक कठिनाइ र नोट टिपोट गराउने शैली अन्तरक्रियाका लागि ठुलो अवरोध बनेका छैनन्। यद्यपि क्षत्रुत को प्रयोग, कक्षा बाहिर प्राध्यापकको उपलब्धता (औसत २.७१) र लजालु विद्यार्थीलाई विशेष प्रोत्साहन गर्ने पक्ष अबै कमजोर देखिन्छन्। नेपाली शिक्षणलाई प्रभावकारी बनाउन प्रविधिमैत्री सहभागितामूलक विधिका साथै कक्षा बाहिरको प्राज्ञिक सञ्चारमा जोड दिनुपर्ने निष्कर्ष निकालिएको छ।

शब्दकुञ्जी : शिक्षक-विद्यार्थी अन्तरक्रिया, सिकाइ सहजीकरण, सामाजिक-सांस्कृतिक सिद्धान्त, फ्ल्यान्डर्स अन्तरक्रिया, विश्लेषण

विषयपरिचय

भाषाशिक्षणका सन्दर्भमा अन्तरक्रियाको महत्त्व हुन्छ। भाषा विचार, भावना, अनुभव र सूचना आदानप्रदान गर्ने प्रमुख माध्यम भएकाले भाषाको सिकाइ व्याकरणिक नियम, पाठ्यवस्तु वा परिभाषाको स्मरणबाट पूर्ण हुँदैन। सुनाइ, बोलाइ, पढाइ र लेखाइजस्ता भाषिक सिपको प्रयोग तथा निरन्तर अभ्यासबाट मात्र भाषिक दक्षता विकास हुन्छ। यी सिपको विकासका लागि विद्यार्थीले शिक्षक, सहपाठी र शिक्षण सामग्रीसँग अर्थपूर्ण संवाद तथा अन्तरक्रिया गर्नुपर्ने हुन्छ। त्यसैले भाषा कक्षामा शिक्षकको प्रश्नोत्तर, विद्यार्थीको प्रतिक्रिया, स्वतन्त्र विचार अभिव्यक्ति, समूहकार्य, जोडीकार्य, छलफल, बहस तथा विद्यार्थी-विद्यार्थी संवादले भाषिक सिकाइको गुणस्तर निर्धारण गर्न महत्वपूर्ण भूमिका निर्वाह गर्दछ (च्छबचक, १९८७; त्जबउब, २०२१)। यसर्थ भाषाशिक्षणमा शिक्षक-विद्यार्थी अन्तरक्रिया नै मुख्य अध्ययनीय विषय हो।

परम्परागत शिक्षक-केन्द्रित शिक्षण प्रणालीमा शिक्षकलाई ज्ञानको प्रमुख स्रोत र विद्यार्थीलाई ज्ञान ग्रहण गर्ने निष्क्रिय प्रापकका रूपमा लिइन्छ। यस्तो पद्धतिमा व्याख्यान, पाठ्यपुस्तकको प्रस्तुति र शिक्षकको मौखिक व्याख्याले बढी स्थान पाउने भएकाले विद्यार्थीको सक्रिय सहभागिता सीमित हुन सक्छ। यसको विपरीत विद्यार्थी-केन्द्रित तथा सहभागितामूलक शिक्षणले विद्यार्थीलाई ज्ञान निर्माणको सक्रिय सहभागीका रूपमा स्वीकार गर्दछ। प्रश्न गर्ने, उत्तर दिने, तर्क प्रस्तुत गर्ने, सहपाठीका विचार सुन्ने, छलफल गर्ने, समस्या समाधान गर्ने तथा आफ्ना अनुभवसँग विषयवस्तुलाई जोड्ने अवसरले विद्यार्थीको भाषिक, बौद्धिक र सामाजिक क्षमताको विकासमा सहयोग पुऱ्याउँछ। यसर्थ शिक्षक-विद्यार्थी अन्तरक्रिया प्रभावकारी भाषा शिक्षणको आधारभूत पक्ष हो।

प्रस्तुत अध्ययनको अध्ययन क्षेत्र स्नातक तहको नेपाली विषयको शिक्षण-सिकाइ सहजीकरण हो भने यसको मुख्य विषय शिक्षक-विद्यार्थी अन्तरक्रिया रहेको छ। स्नातक तहका विद्यार्थीहरू आधारभूत भाषिक क्षमता हासिल गरिसकेपछि उच्चस्तरीय भाषिक अभिव्यक्ति, आलोचनात्मक सोच, तार्किक क्षमता, सिर्जनात्मकता, साहित्यिक आस्वादन तथा व्यावहारिक सञ्चार सिप विकास गर्ने चरणमा हुन्छन्। त्यसैले यस तहको नेपाली शिक्षण केवल पाठ्यवस्तु व्याख्या गर्ने प्रक्रियामा सीमित नभई विद्यार्थीको सक्रिय सहभागिता, संवाद र अभ्यासमा आधारित हुन आवश्यक देखिन्छ। विश्वविद्यालय तहको नेपाली विषयको पाठ्यक्रमले पनि विद्यार्थीमा संज्ञानात्मक क्षमता, आलोचनात्मक तथा तार्किक सोच, सिर्जनात्मक सामर्थ्य, साहित्यिक आस्वादन

तथा व्यावहारिक र व्यावसायिक सञ्चार सिपको विकासलाई महत्त्व दिएको छ (पाठ्यक्रम विकास केन्द्र, २०७५) । यस उद्देश्य प्राप्तिका लागि कक्षाकोठामा शिक्षक र विद्यार्थीबीच प्रभावकारी दोहोरो संवाद आवश्यक हुन्छ ।

प्रस्तुत अध्ययनको सैद्धान्तिक आधार लेभ भाइगोत्स्कीको सामाजिक-सांस्कृतिक सिद्धान्त हो । भाइगोत्स्की (Vygotsky, १९७८) का अनुसार मानवको संज्ञानात्मक विकास सामाजिक तथा सांस्कृतिक अन्तर्क्रियाबाट निर्माण हुन्छ । व्यक्तिले ज्ञान एकलै निर्माण गर्नेभन्दा शिक्षक, सक्षम सहपाठी र सामाजिक परिवेशसँगको संवाद तथा सहकार्यबाट नयाँ ज्ञान निर्माण गर्दछ। यस सिद्धान्तमा समीपस्थ विकासको क्षेत्र (Zone या Proximal Development–ZPD) विशेष रूपमा महत्वपूर्ण छ । विद्यार्थीले स्वतन्त्र रूपमा गर्न सक्ने कार्य र दक्ष व्यक्ति वा शिक्षकको सहयोगमा गर्न सक्ने कार्यबीचको दूरीलाई श्एम्भनिन्छ -Vygotsky, १९७८) । कक्षाकोठामा शिक्षकले प्रश्न, संकेत, प्रोत्साहन, उदाहरण, प्रतिक्रिया तथा मार्गदर्शनमार्फत विद्यार्थीलाई उसको वर्तमान क्षमताभन्दा उच्च तहको कार्य गर्न सहयोग गर्दछ । यस प्रकारको अस्थायी सहयोगलाई स्काफोल्डिङ (Scaffolding) का रूपमा बुझिन्छ। भाषा शिक्षणमा यस्तो सहयोगले विद्यार्थीको भाषिक अभिव्यक्ति, आत्मविश्वास तथा उच्चस्तरीय भाषिक क्षमता विकास गर्न आधार प्रदान गर्दछ ।

कक्षाकोठामा हुने मौखिक अन्तरक्रियाको व्यवस्थित तथा वस्तुनिष्ठ विश्लेषणका लागि नेड फ्ल्यान्डर्सको अन्तरक्रिया विश्लेषण प्रणाली (Flanders Interaction Analysis CategoriesSystem–FIACS) महत्वपूर्ण सैद्धान्तिक तथा प्रविधिगत आधार हो (Flanders, १९७०) । फ्ल्यान्डर्सले कक्षाकोठाको मौखिक व्यवहारलाई शिक्षकको व्यवहार, विद्यार्थीको व्यवहार तथा मौनता/अलमलका क्षेत्रमा वर्गीकरण गरेका छन्। शिक्षकको व्यवहारअन्तर्गत विद्यार्थीको भावना स्वीकार गर्ने, प्रशंसा तथा प्रोत्साहन गर्ने, विद्यार्थीका विचार प्रयोग गर्ने र प्रश्न सोध्ने अप्रत्यक्ष व्यवहार तथा व्याख्यान दिने, निर्देशन गर्ने र आलोचना वा अधिकार प्रदर्शन गर्ने प्रत्यक्ष व्यवहार पर्दछन् । विद्यार्थीको व्यवहारमा शिक्षकको प्रश्न वा उद्दीपकप्रति प्रतिक्रिया दिने तथा विद्यार्थी आफैँले अग्रसर भएर प्रश्न, विचार वा विमर्श प्रस्तुत गर्ने गतिविधि समावेश हुन्छन् । यस प्रणालीबाट शिक्षकको प्रत्यक्ष तथा अप्रत्यक्ष व्यवहार र विद्यार्थीको प्रतिक्रियात्मक तथा स्वतःस्फूर्त सहभागिताको अवस्था विश्लेषण गर्न सकिन्छ ।

कक्षाकोठाको अन्तरक्रिया शिक्षक-विद्यार्थी संवादमा मात्र सीमित हुँदैन। भाषा शिक्षणका क्रममा शिक्षक-विद्यार्थी, शिक्षक-सम्पूर्ण कक्षा, विद्यार्थी-विद्यार्थी तथा विद्यार्थी-सामग्री अन्तरक्रिया महत्वपूर्ण मानिन्छन् (Rivers, १९८७; Thapa, २०२१)। शिक्षक-विद्यार्थी अन्तरक्रियामा शिक्षकले प्रश्न, निर्देशन वा समस्या प्रस्तुत गर्दछ र विद्यार्थीले मौखिक वा अन्य प्रकारको प्रतिक्रिया दिन्छ। शिक्षक-सम्पूर्ण कक्षा अन्तरक्रियामा शिक्षकले सम्पूर्ण कक्षालाई सम्बोधन गरी सामूहिक प्रश्नोत्तर, छलफल वा विमर्श सञ्चालन गर्दछ। विद्यार्थी-विद्यार्थी अन्तरक्रियामा जोडीकार्य, समूहकार्य, सहकार्य, प्रस्तुतीकरण तथा बहसजस्ता गतिविधि सञ्चालन हुन्छन्। यस्तै विद्यार्थी-सामग्री अन्तरक्रियामा पाठ्यपुस्तक, शब्दकोश, डिजिटल सामग्री, एप्लिकेसन तथा अन्य शैक्षिक स्रोतसँग विद्यार्थीको सम्पर्क र स्वाध्ययन समावेश हुन्छ। विद्यार्थी-विद्यार्थी अन्तरक्रियाले सञ्चारगत क्षमता अभिवृद्धि गर्नुका साथै विद्यार्थीको भिन्नोपन घटाई आत्मविश्वास विकास गर्न सहयोग गर्ने देखिन्छ (Rivers, १९८७; Thapa, २०२१)। यसर्थ पनि अन्तरक्रिया आवश्यक छ।

नेपाली भाषा शिक्षणमा अन्तरक्रियाको आवश्यकता नेपालको बहुभाषिक सामाजिक परिवेशका कारण अझ जटिल र महत्वपूर्ण हुन्छ। नेपालका विभिन्न भाषिक समुदायबाट आएका विद्यार्थीमध्ये कतिपयले नेपालीलाई मातृभाषाका रूपमा प्रयोग गरेका हुन्छन् भने कतिपयले दोस्रो भाषाका रूपमा सिकिरहेका हुन्छन्। एउटै कक्षामा विद्यार्थीको मातृभाषा, भाषिक क्षमता, रुचि, अनुभव र सामाजिक-सांस्कृतिक पृष्ठभूमिमा विविधता हुन सक्छ। यस्तो अवस्थामा केवल शिक्षकको व्याख्यानमा आधारित शिक्षणबाट सबै विद्यार्थीको भाषिक आवश्यकता सम्बोधन गर्न कठिन हुन्छ। विद्यार्थीको भाषिक पृष्ठभूमि र क्षमताअनुसार प्रश्नोत्तर, अभ्यास, छलफल, सहकार्य र अभिव्यक्तिका अवसर सिर्जना गर्नु आवश्यक हुन्छ। यस दृष्टिले अन्तरक्रियात्मक शिक्षणले विद्यार्थीलाई आफ्ना भाषिक कठिनाई व्यक्त गर्ने, सहपाठीबाट सिक्ने र शिक्षकबाट आवश्यक मार्गदर्शन प्राप्त गर्ने अवसर प्रदान गर्दछ।

नेपालमा भएका पूर्वअध्ययनहरूले पनि कक्षाकोठामा शिक्षक-विद्यार्थी अन्तरक्रियाको अवस्था अपेक्षाकृत कमजोर रहेको देखाएका छन्। तिमसिना (२०६८) ले निम्न माध्यमिक तहमा शिक्षक-विद्यार्थी अन्तरक्रियाको अध्ययन गर्दा अधिकांश कक्षामा शिक्षक मात्र सक्रिय र विद्यार्थी निष्क्रिय रहेको तथा धेरै कक्षामा एकोहोरो अन्तरक्रियाका कारण शिक्षक-विद्यार्थी सम्बन्ध कमजोर रहेको निष्कर्ष प्रस्तुत गरेका छन्।

साथै तालिमप्राप्त शिक्षकहरू दोहोरो अन्तरक्रियामा तुलनात्मक रूपमा बढी केन्द्रित भएको देखिएको छ । यसले शिक्षकको तालिम तथा व्यावसायिक क्षमताको अन्तरक्रियात्मक शिक्षणमा महत्त्व देखाउँछ ।

आचार्य (२०६९) ले भापा जिल्लाका कक्षा दुईका शिक्षक-विद्यार्थी अन्तरक्रियासम्बन्धी अध्ययन गर्दा अधिकांश समय शिक्षकको पहुँचमा रहने, विद्यार्थी शिक्षकको प्रवचन सुन्न बाध्य हुने, व्यवस्थित कक्षाकोठा तथा बसाइको अभाव रहने र शैक्षिक सामग्रीको प्रयोग न्यून हुने तथ्य प्रस्तुत गरेका छन् । यस अध्ययनले कक्षाको भौतिक तथा शैक्षिक वातावरणले अन्तरक्रियाको गुणस्तरमा प्रभाव पार्न सक्ने देखाउँछ । मैनाली (२०७३) ले 'कक्षाकोठा शिक्षणमा सञ्चारको योगदान' विषयमा गरेको विद्यावारिधि अध्ययनमा ४६८ जना शिक्षक/शिक्षिकाबाट तथ्य सङ्कलन गरी नेपाली कक्षाकोठामा सञ्चारको प्रकृति र प्रभावकारिताको अध्ययन गरेका छन् । अध्ययनले कक्षाकोठा विषयवस्तु सिकाउने स्थान मात्र नभई सिकाइलाई विद्यार्थीको दैनिक जीवन र अनुभवसँग जोडेर रचनात्मक तथा फलदायी बनाउने सामाजिक परिवेश हुनुपर्नेमा जोड दिएको छ । यसबाट कक्षाकोठा सञ्चारलाई प्रभावकारी शिक्षणको अभिन्न पक्षका रूपमा लिनुपर्ने आधार प्राप्त हुन्छ ।

आचार्य (२०७९) ले 'नेपाली भाषा सिकाइमा कक्षा अन्तरक्रियाका प्रवृत्ति' शीर्षकमा गरेको अध्ययनमा माध्यमिक तहको नेपाली शिक्षणमा प्रयोग गरिएका अन्तरक्रियाका ढाँचा तथा प्रवृत्तिको विश्लेषण गरेका छन् । कक्षा अवलोकन तथा गहन अन्तर्वार्ताबाट सङ्कलित तथ्यलाई फ्ल्यान्डर्सको कक्षा अन्तरक्रिया विश्लेषण प्रणाली तथा भाइगोत्स्कीको सामाजिक-सांस्कृतिक सिद्धान्तका आधारमा विश्लेषण गरिएको उक्त अध्ययनले विषय प्रस्तुतीकरणका क्रममा शिक्षकहरूले परिस्थितिअनुसार अन्तरक्रियाका विभिन्न ढाँचा प्रयोग गरे पनि सिपमा आधारित अन्तरक्रियाप्रति पर्याप्त ध्यान नदिएको निष्कर्ष दिएको छ । भाषिक ज्ञान निर्माणमा अन्तरक्रिया कमजोर हुँदा नेपाली भाषाको सिकाइ उपलब्धिमा समेत नकारात्मक प्रभाव पर्न सक्ने र सिकाइलाई सिकारुको सामाजिक-सांस्कृतिक परिवेशसँग जोड्न सके अन्तरक्रियामार्फत नयाँ ज्ञान निर्माण गर्न सकिने अध्ययनले देखाएको छ ।

शर्मा (२०७६) ले 'स्नातक तहमा नेपाली व्याकरण शिक्षण प्रक्रियाको निरूपण' विषयमा गरेको अध्ययन प्रस्तुत अनुसन्धानका लागि विशेष रूपमा सान्दर्भिक देखिन्छ । उक्त अध्ययनले स्नातक तहमा रचनामुखी तथा सम्प्रेषणात्मक व्याकरण शिक्षणको अवस्था खोजी गरेको छ । अध्ययनबाट कक्षाकार्य, गृहकार्य, प्रस्तुतीकरण, समूहकार्य, परियोजनाकार्य, शिक्षण सामग्रीको प्रयोग, योजनाबद्ध शिक्षण र निरन्तर मूल्याङ्कनजस्ता गतिविधि अपेक्षित रूपमा कार्यान्वयन नभएको देखिएको छ ।

साथै शिक्षक-विद्यार्थीबीच व्यापक अन्तरक्रिया तथा भाषिक अभ्यास गराउने कार्य पनि पर्याप्त रूपमा हुन नसकेको निष्कर्ष प्रस्तुत गरिएको छ (शर्मा, २०७६) ।

त्यसैगरी शर्मा (२०८१) ले 'नेपाली भाषा कक्षामा सिकाइ सहजीकरण' शीर्षकमा गरेको विद्यावारिधि अध्ययनले नेपाली भाषा कक्षामा सिकाइ सहजीकरणको विकास, उपयोग र सहभागितामूलक स्वरूपको अध्ययन गरेको छ । सुर्खेत जिल्लाको वीरेन्द्रनगर नगरपालिकाका छ जना शिक्षक र कक्षा दसका ५४ जना विद्यार्थीलाई सहभागी गराइएको उक्त गुणात्मक अध्ययनले विभिन्न अन्तरक्रियात्मक ढाँचा प्रयोगमा रहे पनि तिनबाट विकसित अन्तरक्रियाका प्रवृत्ति भाषा शिक्षण-सिकाइका दृष्टिले अपेक्षाकृत सकारात्मक नरहेको निष्कर्ष प्रस्तुत गरेको छ ।

उपर्युक्त पूर्वकार्यबाट नेपाली भाषा तथा कक्षाकोठा अन्तरक्रियासम्बन्धी अध्ययनहरू पर्याप्त भए पनि तीमध्ये अधिकांश विद्यालय तहमा केन्द्रित रहेको देखिन्छ । विशेषतः स्नातक तहको नेपाली विषयको शिक्षण-सिकाइ सहजीकरणमा शिक्षक-विद्यार्थी अन्तरक्रियाको अवस्था, आङ्गिक र सामुदायिक क्याम्पसबीचको अन्तरक्रियात्मक वातावरण तथा विद्यार्थीको दृष्टिकोणबाट यसको शैक्षणिक प्रभावसम्बन्धी अध्ययन अपेक्षाकृत न्यून देखिन्छ । यसैगरी फल्यान्डर्सको अन्तरक्रिया विश्लेषण र भाइगोत्स्कीको सामाजिक-सांस्कृतिक सिद्धान्तलाई स्नातक तहको नेपाली भाषा कक्षाको स्थानीय सन्दर्भसँग जोडेर अध्ययन गर्ने प्रयास पनि सीमित देखिन्छ । यही अनुसन्धान रिक्ततालाई सम्बोधन गर्न प्रस्तुत अध्ययन केन्द्रित गरिएको हो ।

यस अध्ययनमा तेह्रथुम जिल्लास्थित तेह्रथुम बहुमुखी क्याम्पस र पाँचथर जिल्लास्थित पाँचथर बहुमुखी क्याम्पसलाई अध्ययनस्थलका रूपमा छनोट गरिएको छ । अध्ययनले कक्षाकोठामा शिक्षकको प्रत्यक्ष तथा अप्रत्यक्ष व्यवहार, विद्यार्थीको प्रतिक्रियात्मक तथा स्वतःस्फूर्त सहभागिता, शिक्षक-विद्यार्थी तथा विद्यार्थी-विद्यार्थी अन्तरक्रिया, सूचना तथा सञ्चार प्रविधिको प्रयोग, अन्तरक्रियामा देखिने शैक्षणिक बाधा तथा अन्तरक्रियाको शैक्षणिक प्रभावलाई समेटेको छ । साथै आङ्गिक र सामुदायिक क्याम्पसमा अध्ययनरत विद्यार्थीका प्रतिक्रियाका आधारमा अन्तरक्रियात्मक वातावरणको विश्लेषण गरिएको छ । प्रस्तुत अध्ययनले स्नातक तहको नेपाली विषयको कक्षाकोठामा शिक्षक-विद्यार्थी अन्तरक्रियाको स्वरूप कस्तो छ ? तथा क्याम्पसको प्रकृतिअनुसार कक्षाकोठाको अन्तरक्रियात्मक वातावरणमा के-कस्ता भिन्नता छन ? नेपाली विषयको शिक्षण-सिकाइ सहजीकरणमा अन्तरक्रियाको अवस्था र यसको शैक्षणिक प्रभाव कस्तो छ? भन्ने

प्रश्नको समाधानका लागि अध्ययनका उद्देश्यहरू शिक्षक-विद्यार्थी अन्तरक्रियाको स्वरूप पहिचान गर्नु, आङ्गिक र सामुदायिक क्याम्पसको अन्तरक्रियात्मक वातावरणको तुलना गर्नु तथा नेपाली विषयको शिक्षण-सिकाइ सहजीकरणमा अन्तरक्रिया र यसको शैक्षणिक प्रभाव निर्धारण गरिएको छ ।

अन्ततः भाषा शिक्षण स्वभावतः संवादात्मक र द्विमुखी प्रक्रिया भएकाले यसको प्रभावकारिता शिक्षकको प्रस्तुतीकरणभन्दा विद्यार्थीको सक्रिय सहभागिता, भाषिक अभ्यास र अर्थपूर्ण संवादमा बढी निर्भर हुन्छ। अन्तरक्रियाले विद्यार्थीलाई प्रश्न गर्न, विचार व्यक्त गर्न, अरूका विचार सुन्न, तर्क गर्न, समस्या समाधान गर्न तथा भाषिक प्रयोग गर्न अवसर प्रदान गर्दछ ।

अध्ययन विधि तथा प्रक्रिया

प्रस्तुत अध्ययन शिक्षक-विद्यार्थी अन्तरक्रियाको अवस्था, स्वरूप तथा प्रभाव पहिचान गर्ने उद्देश्यमा आधारित भएकाले अनुसन्धानको प्रकृति र उद्देश्यअनुकूल मिश्रित अनुसन्धान विधि अवलम्बन गरिएको छ। अध्ययनमा प्राथमिक तथा द्वितीयक स्रोतबाट तथ्य सङ्कलन गरी प्राप्त सामग्रीलाई वर्णनात्मक तथा विश्लेषणात्मक ढाँचामा व्याख्या गरिएको छ । प्राथमिक तथ्याङ्क क्षेत्रीय अध्ययनमार्फत विद्यार्थीबाट सङ्कलन गरिएको छ भने सैद्धान्तिक तथा अवधारणात्मक आधार निर्माणका लागि पुस्तकालयीय स्रोतको उपयोग गरिएको छ । त्यसैगरी जनसङ्ख्या नमुनाका रूपमा शैक्षिक वर्ष २०८३ मा तेह्रथुम र पाँचथर जिल्लास्थित क्रमशः तेह्रथुम बहुमुखी क्याम्पस र पाँचथर बहुमुखी क्याम्पसका स्नातक तहमा नेपाली विषय अध्ययनरत विद्यार्थीहरूलाई समावेश गरिएको छ। उद्देश्यपूर्ण नमुना छनोट विधिबाट जम्मा १०२ जना विद्यार्थी छनोट गरिएको छ । तीमध्ये सामुदायिक क्याम्पसबाट ५६ जना र आङ्गिक क्याम्पसबाट ४६ जना रहेका छन् । लैङ्गिक संरचनाअनुसार पुरुष २८ जना र महिला ७४ जना सहभागी रहेका छन् ।

प्रस्तुत अध्ययन वर्णनात्मक तथा विप्लेषणमा आधारित मिश्रित अनुसन्धान ढाँचामा सम्पन्न गरिएको छ । विद्यार्थीका प्रतिक्रियालाई परिमाणात्मक रूपमा वर्गीकरण गरी आवृत्ति, प्रतिशत तथा अन्य आवश्यक तथ्याङ्कीय विधिबाट विश्लेषण गरिएको छ । साथै खुला प्रश्नबाट प्राप्त गुणात्मक तथ्यलाई विषयवस्तु विश्लेषणका आधारमा व्याख्या गरिएको छ । क्याम्पसको प्रकृति तथा लैङ्गिक पृष्ठभूमिका आधारमा विद्यार्थीका अनुभव र दृष्टिकोणको तुलना गरिएको छ । अध्ययनको तथ्याङ्क सङ्कलनका लागि संरचित तथा खुला प्रश्नावली प्रयोग गरिएको छ । परिमाणात्मक तथ्याङ्कलाई SPSS सफ्टवेयरमा प्रविष्ट गरी आवृत्ति, प्रतिशत

तथा आवश्यकतानुसार स्वतन्त्र नमूना परीक्षणमार्फत क्याम्पस तथा लैङ्गिक समूहबीचको भिन्नता विश्लेषण गरिएको छ। खुला प्रश्नबाट प्राप्त गुणात्मक तथ्यलाई विषयवस्तु विश्लेषण गरी समान प्रकृतिका उत्तरलाई कोडिङ तथा मुख्य विषयगत समूहमा वर्गीकरण गरिएको छ। अध्ययनका क्रममा सहभागीहरूको स्वेच्छिक सहभागिता र मञ्जुरी सुनिश्चित गरिएको छ। उत्तरदाताको नाम, व्यक्तिगत पहिचान तथा संस्थागत गोपनीयता कायम राखिएको छ।

व्याख्या तथा विश्लेषण

प्रस्तुत अध्ययनमा स्नातक तह नेपाली विषयको सिकाइ सहजीकरणमा शिक्षक विद्यार्थी अन्तरक्रिया परीक्षणबाट प्राप्त तथ्यको व्याख्या तथा विश्लेषण गरिएको छ। अन्तरक्रिया शिक्षक र विद्यार्थीको संयुक्त सहभागितामा निर्भर रहन्छ। अध्ययनको विधि तथा प्रक्रियाअनुसार अन्तरक्रियामा शिक्षक विद्यार्थीको भूमिका पहिचानमा विद्यार्थीको अनुभूति मापन गर्ने आधारमा प्रश्नपत्र निर्माण र परीक्षण गरिएको छ। यस क्रममा पाँचथर बहुमुखी क्याम्पस र तेह्रथुम बहुमुखी क्याम्पसमा अध्ययनरत १०२ जना विद्यार्थीहरूबाट आवश्यक तथ्याङ्क सङ्कलन गरिएको छ। यही तथ्याङ्क आधारमा निर्धारित अवधारणा र सूचकहरूको विश्लेषण गरिएको छ।

लिङ्गका आधारमा शिक्षक विद्यार्थी अन्तरक्रिया

प्रस्तुत अनुसन्धानमा आङ्गिक र सामुदायिक क्याम्पसका स्नातक तहका नेपाली विषयका विद्यार्थीहरूको दृष्टिकोण मापन गर्न कुल १०२ जना विद्यार्थीहरूलाई नमूनाका रूपमा छनोट गरिएको थियो। अनुसन्धानमा लिङ्गका आधारमा उत्तरदाताहरूको सहभागिताको अवस्थालाई निम्न तालिकामा प्रस्तुत गरिएको छ :

तालिका नं. १

लिङ्गका आधारमा विद्यार्थी प्रतिक्रिया

लिङ्ग	सङ्ख्या	प्रतिक्रिया प्रतिशत
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पुरुष	२८	२७.५
महिला	७४	७२.५
जम्मा	१०२	१००

स्रोत: क्षेत्र कार्यबाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिकामा शिक्षक विद्यार्थी अन्तरक्रियाको प्रतिक्रियात्मक तथ्यलाई देखाइएको छ । तालिकाअनुसार जम्मा १०२ जन सहभागी मध्ये २८ जना पुरुष र ७४ जना महिला सहभागीको प्रत्यक्ष प्रतिक्रिया दिइएको छ । प्रतिक्रियाको तथ्यगत वर्गीकरणका आधारमा साङ्खिकीय स्वरूपलाई हेर्दा जम्मा सहभागीको २७.५ पुरुष र महिला ७२.५ प्रतिशतको सहभागिता रहेको छ । जनसङ्ख्या छनोट गर्दा समग्र सहभागीहरूको उद्देश्यमूलक छनोट गरिएको छ । सामुदायिक र आङ्गिक क्याम्पसमा नेपाली विषयको अध्ययन र अध्यापन गर्ने जम्मा जनसङ्ख्याको लैङ्गिक अनुपात वा उपस्थितिको वास्तविक स्वरूप अनुसार नै सहभागीता रहेको छ । यस तथ्यले नेपाली भाषा अध्ययन अध्यापनमा पुरुषको भन्दा महिलाको उपस्थिति राम्रो रहेको प्रमाणित हुन्छ ।

क्याम्पसको प्रकृतिका आधारमा वर्गीकरण

प्रस्तुत अनुसन्धानमा आङ्गिक र सामुदायिक क्याम्पसमा शिक्षक विद्यार्थीहरू अन्तरक्रिया स्वरूप तुलना गरिएको छ । विद्यार्थीहरूको सहभागिता र प्रतिक्रियाका लागि छानिएका जम्मा १०२ जना उत्तरदाताहरू कुन-कुन क्याम्पसबाट प्रतिनिधित्व गर्दछन् भनी निम्नअनुसार तालिकामा प्रस्तुत गरिएको छ :

तालिका नं. २

क्याम्पसका आधारमा उत्तरदाताहरूको अवस्था

क्याम्पसको नाम	विद्यार्थी सङ्ख्या	प्रतिशत
तेह्रथुम ब. क्याम्पस	४६	४५.१
पाँचथर ब. क्याम्पस	५६	५४.९

जम्मा

१०२

१००

स्रोत: क्षेत्र कार्यबाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिका अनुसार तथ्याङ्क प्रतिनिधित्व कूल १०२ जना उत्तरदाताहरूमध्ये ४६ जना (४५.१ प्रतिशत) विद्यार्थीहरू तेह्रथुम बहुमुखी क्याम्पस बाट सहभागी भएका छन्। यसले अध्ययनमा आङ्गिक क्याम्पसको परिवेश र त्यहाँको अन्तर्क्रियात्मक धरातललाई बलियो रूपमा प्रतिनिधित्व गर्दछ। पाँचथर ब. क्याम्पसको प्रतिनिधित्व: अध्ययनमा सबैभन्दा बढी सहभागिता फिदिम क्याम्पसका विद्यार्थीहरूको रहेको देखिन्छ। तालिका अनुसार ५६ जना (५४.९ प्रतिशत) विद्यार्थीहरू यस क्याम्पसबाट सहभागी भएका छन्, जसले कुल नमूनाको आधाभन्दा बढी हिस्सा ओगट्दछ। तथ्याङ्कले के देखाउँदछ भने दुवै क्याम्पसबाट सहभागी विद्यार्थीहरूको संख्या झन्डै समान (४५.१% र ५४.९%) रहेको छ। यस प्रकारको सन्तुलित नमूना वितरणले गर्दा आङ्गिक क्याम्पस (तेह्रथुम बहुमुखी क्याम्पस) र सामुदायिक/अन्य क्याम्पस (फिदिम क्याम्पस) को शैक्षिक वातावरण, भौतिक पूर्वाधार, र नेपाली कक्षाकोठामा हुने शिक्षक-विद्यार्थी अन्तरक्रियाको तुलनात्मक अध्ययन गर्न उच्च प्राज्ञिक र तथ्याङ्कीय विश्वसनीयता प्राप्त हुन्छ।

शिक्षक-विद्यार्थी अन्तरक्रिया अवस्था

प्रस्तुत अध्ययन नेपाली भाषा सिकाइ सहजीकरणमा शिक्षक विद्यार्थी अन्तरक्रियाको अध्ययनसँग सम्बन्धित रहेको छ। शिक्षक विद्यार्थी अन्तरक्रियाको अवस्था निरूपण गर्न निर्धारण गरिएका प्रश्नावली प्रशासन र परीक्षणका आधारमा तथ्यहरूको वर्गीकरण र विश्लेषण गरिएको छ। शीर्षक र उद्देश्यअनुसार निर्धारण गरिएका अवधारणा र सूचकहरूका परीक्षणबाट प्राप्त तथ्यका आधारमा विश्लेषणलाई व्यवस्थित गरिएको छ। विशेषगरी अन्तरक्रियाको अवस्था पहिचान गर्न विद्यार्थीको प्रतिक्रियालाई प्रमुख आधार बनाइएको छ। यसका लागि २५ ओटा सूचकमा केन्द्रित भएर निर्धारण गरिएका प्रश्नावली र परीक्षणबाट प्राप्त तथ्यलाई ५ ओटा अवधारणा केन्द्रित रहेको छ। यही अवधारणाका आधारमा प्राप्त तथ्यहरूको विश्लेषण गरिएको छ।

प्राध्यापकको व्यवहार र कक्षाकोठामा अन्तरक्रिया

कक्षाकोठाभित्र शिक्षक र विद्यार्थीबीच हुने अन्तरक्रियाको ढाँचा, सञ्चारको गुणस्तर र सिकाइको गतिशीलता मुख्य रूपमा प्राध्यापकको व्यवहार, उनको प्रस्तुति र विद्यार्थीलाई दिइने शिक्षण सहयोगमा निर्भर रहन्छ। नेड फ्ल्यान्डर्सको अन्तरक्रिया विश्लेषण श्रेणी प्रणालीले पनि शिक्षकको अप्रत्यक्ष व्यवहारलाई बढी प्रभावकारी मानेको छ। प्रस्तुत अध्ययनमा नेपाली शिक्षणका क्रममा प्राध्यापकको व्यवहारको अवस्था मापन गर्न प्रयोग गरिएका ८ वटा विशिष्ट भनाइहरूबाट प्राप्त नतिजालाई निम्न तालिकामा प्रस्तुत गरिएको छ।

तालिका नं ३

प्राध्यापकको व्यवहार र कक्षाकोठामा अन्तरक्रिया

क्र. स	भनाइहरू	न्यूनतम	अधिकतम	औसत	प्रमाणिक विचलन	अवस्था
१	प्राध्यापकहरूले व्याख्यान मात्र नदिई प्रश्न सोध्नप्रोत्साहन गर्नुहुन्छ।	१.००	५.००	३.७४	०.९७	सहमत
२	जिज्ञासा वा प्रश्नहरूलाई प्राध्यापकहरूले सकारात्मक रूपमा स्वागत गर्नुहुन्छ।	१.००	५.००	३.६५	१.४१	सहमत
३	विचार त्रुटिपूर्ण भए तापनि अपमान नगरी रचनात्मक रूपमा सुधार्नुहुन्छ।	१.००	५.००	३.८७	०.८९	सहमत
४	कक्षाकोठाका पछिल्ला बेन्चमा बस्ने विद्यार्थीहरूलाई पनि शिक्षणमा समेट्नुहुन्छ।	२.००	५.००	४.३६	०.८१	पूर्ण सहमत
५	नयाँ पाठ वा विषयवस्तु सुरु गर्नुअघि प्राध्यापकले पूर्वज्ञान परीक्षण गर्नुहुन्छ।	१.००	५.००	३.६७	१.०१	सहमत
६	शिक्षणका क्रममा समस्या समाधानमूलक र तार्किक विधि प्रयोग गर्न प्रेरित गर्नुहुन्छ।	२.००	५.००	३.७६	०.८२	सहमत
७	विषयवस्तु बुझाउन दैनिक जीवनसँग जोडिएका र चाखलाग्दा उदाहरण दिनुहुन्छ।	१.००	५.००	३.१७	१.४५	तटस्थ / न्यून
८	कक्षामा बोल्न धक मान्ने वा लजालु स्वभावका विद्यार्थीहरूलाई विशेष प्रोत्साहन गर्नुहुन्छ।	१.००	५.००	३.१९	१.४३	तटस्थ / न्यून
समग्र औसत विचलन				३.६७	१.११	नकारात्मक

स्रोत: क्षेत्र कार्यबाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिकामा अनिवार्य नेपाली विषय शिक्षणका क्रममा प्राध्यापकहरूले प्रदर्शन गर्ने व्यवहार र शिक्षण सहयोगसम्बन्धी सूचकहरूको विस्तृत साङ्ख्यिकीय विश्लेषण गरिएको छ। पछिल्ला बेन्चका विद्यार्थी समायोजनमा सकारात्मकमाथिको तालिका अनुसार “कक्षाकोठाका पछिल्ला बेन्चमा बस्ने विद्यार्थीहरूलाई

पनि शिक्षणमा समेट्ने“ सूचकको औसत सबैभन्दा उच्च मध्यमान ४.३६ पाइएको छ । यसको प्रमाणिक विचलन पनि निकै कम ०.८१ छ, जसले उत्तरदाता विद्यार्थीहरूको अनुभवमा उच्च एकरूपता रहेको देखाउँछ । न्यूनतम मान ४२.००४ बाट सुरु हुनु र औसत ४.० भन्दा माथि हुनुले प्राध्यापकहरू कक्षाकोठाको समतामूलक सञ्चालन र सबै विद्यार्थीको सहभागिताप्रति सजग रहेको देखिन्छ ।

विद्यार्थीको त्रुटि सुधार र समस्या समाधान: विद्यार्थीको उत्तर त्रुटिपूर्ण भए तापनि शिक्षकले अपमान नगरी रचनात्मक रूपमा सुधारने शैलीको मध्यमान ३.८७, मानक विचलन ०.८९), समस्या समाधानमूलक विधिको प्रयोग मध्यमान ३.७६, मानक विचलन ०.८२), र प्रश्न सोध्न प्रोत्साहन गर्ने कार्य मध्यमान ३.७४, मानक विचलन ०.९७ जस्ता सूचकहरूमा विद्यार्थीहरू दृढ रूपमा सहमत देखिएका छन् । यी सूचकहरूको प्रमाणिक विचलन १.०० भन्दा कम हुनुले नेपाली कक्षाकोठाहरूमा विद्यार्थीको आत्मसम्मानको कदर गर्दै शिक्षण गर्ने परिपाटी सबल बन्दै गएको पाइन्छ ।

जिज्ञासा स्वागत र पूर्वज्ञान परीक्षण: प्राध्यापकहरूले विद्यार्थीका जिज्ञासाको स्वागत गर्ने सूचकको मध्यमान ३.६५ र पूर्वज्ञान परीक्षण गर्ने सूचक (मध्यमान ३.६७) दुवैमा सकारात्मक नतिजा प्राप्त भएको छ । विद्यार्थीका जिज्ञासाको स्वागतको सूचकमा प्रमाणिक विचलन केही उच्च मानक विचलन १.४१ हुनुले प्राध्यापकपिच्छे जिज्ञासा व्यवस्थापन गर्ने धैर्यता वा शैलीमा फरकपन रहेको सङ्केत गर्दछ । लजालु विद्यार्थीलाई प्रोत्साहन र उदाहरणहरूको प्रयोगको अवस्था: “चाखलाग्दा उदाहरणहरूको प्रयोग“ मध्यमान ३.१७, मानक विचलन १.४५ र “लजालु स्वभावका विद्यार्थीहरूलाई विशेष प्रोत्साहन गर्ने“ सूचकको औसत अन्यको तुलनामा सबैभन्दा कम मध्यमान ३.१९, मध्यमान १.४३) पाइएको छ । यी दुवै मान ३.० को प्राज्ञिक विन्दु भन्दा केही माथि भए तापनि यिनको उच्च प्रमाणिक विचलनले कक्षाका सबै विद्यार्थीलाई समान रूपमा अन्तरक्रियामा समेट्न नसकिएको र शिक्षणलाई अभै रोचक बनाउन व्यवहारिक उदाहरणहरूको प्रयोगमा कमी नै रहेको देखाउँछ ।

प्रस्तुत विश्लेषणका आधारमा मापन गरिएका आठवटै सूचकहरूको समग्र औसत मध्यमान ३.६७ र प्रमाणिक विचलन १.११ प्राप्त भएको छ । समग्र औसत ३.० को सीमारेखा भन्दा माथि र सकारात्मक विन्दुमा रहनुले स्नातक तहका नेपाली विषयको कक्षाकोठाहरूमा प्राध्यापकहरूको व्यवहार शिक्षामूलक, लोकतान्त्रिक र प्रोत्साहनमुखी रहेको तथ्यलाई पुष्टि गर्दछ ।

कक्षाकोठामा विद्यार्थीको व्यवहार र प्रतिक्रिया सम्बन्धी सूचकहरू

कक्षाकोठाभित्रको भौतिक तथा मनोवैज्ञानिक वातावरणले विद्यार्थीहरूको सिकाइ र अन्तरक्रियात्मक सहभागितामा प्रत्यक्ष प्रभाव पार्दछ। भयमुक्त, खुला र लचिलो वातावरणमा विद्यार्थीहरू आफ्ना विचार स्वतन्त्र रूपमा व्यक्त गर्न सक्छन् भने कठोर अनुशासनले सञ्चारमा अवरोध सिर्जना गर्दछ। प्रस्तुत अध्ययनमा अनिवार्य नेपाली विषयको कक्षाकोठाको आन्तरिक पर्यावरण मापन गर्न प्रयोग गरिएका ३ वटा मुख्य भनाइहरूबाट प्राप्त नतिजालाई निम्न तालिकामा प्रस्तुत गरिएको छः

तालिका नं. ४ :

कक्षाकोठामा विद्यार्थीको व्यवहार र प्रतिक्रिया सम्बन्धी सूचकहरू

क्र. स	भनाइहरू	न्यूनतम	अधिकतम	औसत	प्रमाणिक विचलन	अवस्था
१	कक्षामा प्राध्यापकसँग संवाद गर्दा वा बोल्दा कुनै डर वा त्रास हुँदैन (भयमुक्त वातावरण)।	२.००	५.००	४.१६	०.८२	पूर्ण सहमत
२	कक्षामा बोल्न धक मान्ने वा लजालु स्वभावका विद्यार्थीहरूलाई प्राध्यापकले विशेष प्रोत्साहन गर्नुहुन्छ।	१.००	५.००	३.३२	१.२१	तटस्थ / सामान्य
३	प्राध्यापकको कडा स्वभाव वा कठोर अनुशासनका कारण कक्षामा बोल्न वा प्रश्न सोध्न धक लाग्छ। (नकारात्मक सूचक)	१.००	५.००	२.९३	१.३२	तटस्थ / कमजोर अवरोध
	समग्र औसत विचलन			३.४७	१.१२	सकारात्मक

स्रोत: क्षेत्र कार्यबाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिका अनुसार नेपाली विषयको शिक्षण सिकाइका क्रममा कक्षाकोठाको आन्तरिक, सञ्चारजन्य र मनोवैज्ञानिक वातावरण कस्तो रहेको छ, भन्ने पक्षको साङ्ख्यिकीय प्राप्त नतिजाको व्याख्या विश्लेषण गरिएको छ। तालिका अनुसार “कक्षामा प्राध्यापकसँग संवाद गर्दा वा बोल्दा कुनै डर वा त्रास हुँदैन” भन्ने सकारात्मक भनाइको औसत सबैभन्दा उच्च ४.१६ पाइएको छ। यसको प्रमाणिक विचलन पनि

निकै न्यून ०.८२ छ। न्यूनतम मान ४२.००४ (असहमत) बाट सुरु हुनु र औसत ४.० भन्दा माथि हुनुले स्नातक तहका नेपाली कक्षाकोठाहरूमा प्राध्यापक र विद्यार्थीबीचको सम्बन्ध अत्यन्तै मैत्रीपूर्ण, लोकतान्त्रिक र भयमुक्त रहेको अकाद्य रूपमा पुष्टि गर्दछ। विद्यार्थीहरू मानसिक रूपमा सुरक्षित महसुस गर्दछन्। “लजालु स्वभावका विद्यार्थीहरूलाई विशेष प्रोत्साहन गर्ने” सूचकको औसत मध्यम अर्थात् ३.३२ देखिएको छ। यो मान लिक्र्ट स्केलको तटस्थ सीमाभित्र पर्नु र यसको प्रमाणिक विचलन केही उच्च १.२१ हुनुले कक्षाका सबै अन्तर्मुखी विद्यार्थीलाई समान रूपमा अन्तरक्रियामा समेट्न नसकिएको र प्राध्यापक वा क्याम्पस अनुसार यस अभ्यासमा केही उतारचढाव रहेको सङ्केत गर्दछ।

“प्राध्यापकको कडा स्वभावले धक मान्ने” भन्ने नकारात्मक सूचकको औसत मान ३.० को विन्दुभन्दा कम अर्थात् २.९३ प्राप्त भएको छ। नकारात्मक सूचकको मान कम आउनु शैक्षिक वातावरणका दृष्टिले सकारात्मक मानिन्छ। यसले प्राध्यापकको कठोर शैली अन्तरक्रियाका लागि जटिल तगारो नरहेको स्पष्ट पार्छ। यद्यपि, यसको प्रमाणिक विचलन उच्च (१.३२) हुनुले केही विशिष्ट कक्षा वा प्राध्यापकहरूको हकमा अनुशासनको परम्परागत ढाँचा अभै पनि विद्यमान रहेको सङ्केत गर्दछ।

प्रस्तुत विश्लेषणका आधारमा मनोवैज्ञानिक तथा वातावरणीय आयामका सूचकहरूको समग्र औसत ३.४७ र प्रमाणिक विचलन १.१२ प्राप्त भएको छ। समग्र औसत ३.० को प्राज्ञिक सीमारेखा भन्दा माथि रहनुले अनिवार्य नेपाली विषयका कक्षाकोठाहरू अन्तरक्रिया र सिकाइका लागि सामान्यतया सकारात्मक, खुला र भयमुक्त वातावरणमा सञ्चालित भइरहेका छन्।

सञ्चार र प्रविधिको प्रयोग सम्बन्धी सूचकहरू

आधुनिक शिक्षा पद्धतिमा कक्षाकोठाको अन्तरक्रियालाई थप प्रभावकारी, प्रविधिमैत्री र निर्देशनात्मक बनाउन सूचना तथा सञ्चार प्रविधिको भूमिका र निरन्तर पृष्ठपोषणको उपलब्धता महत्त्वपूर्ण मानिन्छ। यसले परम्परागत शिक्षण विधिलाई आधुनिक र दुईपक्षीय सञ्चारमुखी बनाउन मद्दत गर्दछ। प्रस्तुत अध्ययनमा नेपाली शिक्षणका क्रममा प्रविधिको उपयोग र प्राज्ञिक सञ्चारको अवस्था मापन गर्न प्रयोग गरिएका ३ वटा मुख्य भनाइहरूबाट प्राप्त नतिजालाई निम्न तालिकामा प्रस्तुत गरिएको छ।

तालिका ५

सञ्चार र प्रविधिको प्रयोग सम्बन्धी सूचकहरू

क्र. स	भनाइहरू	न्यूनतम	अधिकतम	औसत	प्रमाणिक विचलन	अवस्था
१	प्राध्यापकले विद्यार्थीको कार्यसम्पादन र सिकाइ सुधारका लागि नियमित पृष्ठपोषण प्रदान गर्नुहुन्छ ।	१.००	५.००	३.४२	१.२३	सहमत
२	प्राध्यापकहरूले कक्षाकोठा अन्तरक्रियालाई प्रभावकारी बनाउन डिजिटल सामग्री/साधनहरू (जस्तै: प्रोजेक्टर, पावरपोजिन्ट आदि) को प्रयोग गर्नुहुन्छ ।	१.००	५.००	३.४२	१.१२	सहमत
३	कक्षाकोठा बाहिर पनि प्राध्यापक र विद्यार्थीबीच अनलाइन माध्यमहरू (जस्तै: ईमेल, सामाजिक सञ्जाल आदि) बाट सहज प्राज्ञिक सञ्चार हुन्छ ।	१.००	६.००	३.३४	१.३२	तटस्थ
समग्र औसत विचलन				३.३९	१.२२	मध्यम सामान्य

स्रोत: क्षेत्र कार्यबाट प्राप्त तथ्याङ्क, २०८३

मथिको तालिका अनुसार स्नातक तहको नेपाली विषयको शिक्षण, अन्तरक्रिया र कक्षा बाहिरको शैक्षिक वातावरणमा प्रविधि एवं पृष्ठपोषणको अवस्था के कस्तो छ भन्ने पक्षको प्राप्त नतिजाको साङ्ख्यिकीय विश्लेषण गरिएको छ ।

नियमित पृष्ठपोषण र डिजिटल सामग्रीको समान अवस्था: तालिका अनुसार नियमित पृष्ठपोषण प्रदान गर्ने सूचकको औसत ३.४२, प्रमाणिक विचलन १.२३ र “कक्षामा डिजिटल सामग्री वा साधनहरूको प्रयोग” गर्ने सूचकको औसत ३.४२, प्रमाणिक विचलन १.१२ दुवै समान प्राप्त भएका छन् । यी दुवै मान लिक्र्ट स्केलको तटस्थ बिन्दु ४३.००४ भन्दा माथि रहेकाले प्राध्यापकहरूले नेपाली शिक्षणमा प्रविधिको प्रयोग सुरुवात गरेको र विद्यार्थीलाई पृष्ठपोषण दिन थालेको कुरामा विद्यार्थीहरू सामान्य रूपमा सहमत देखिन्छन् । यद्यपि, दुवै सूचकको प्रमाणिक विचलन १.०० भन्दा बढी हुनुले सबै क्याम्पस वा कक्षाहरूमा डिजिटल पूर्वाधार र पृष्ठपोषणको निरन्तरता समान नरहेको देखिन्छ ।

अनलाइन प्राज्ञिक सञ्चारमा तटस्थता: कक्षाकोठा बाहिर प्राध्यापक र विद्यार्थीबीच हुने अनलाइन संवादको सहजता सम्बन्धी सूचकको औसत ३.३४ पाइएको छ, जसले विद्यार्थीहरू यस विषयमा 'तटस्थ' रहेको स्पष्ट पार्दछ । यस सूचकको अधिकतम मान ४६.००४ सम्म पुग्न र प्रमाणिक विचलन उच्च १.३२ हुनुले प्रविधिको पहुँच र प्रयोगमा विद्यार्थीहरू बीच ठुलो असमानता रहेको बुझाउँछ । अर्थात्, केही विद्यार्थी प्रविधिमाफत प्राध्यापकसँग निरन्तर जोडिएका भए तापनि ठुलो सङ्ख्याका विद्यार्थी अझै पनि अनलाइन माध्यमबाट सहज सञ्चार गर्न सक्ने अवस्था देखिदैन ।

सञ्चार तथा प्रविधि

सञ्चार तथा प्रविधि आयामका सूचकहरूको समग्र औसत ३.३९ र प्रमाणिक विचलन १.२२ प्राप्त भएको छ । समग्र औसत ३.० को प्राज्ञिक सीमारेखा भन्दा केही माथि मात्र रहनुले स्नातक तहका नेपाली विषयका कक्षाकोठाहरूमा प्रविधिको प्रयोग र नियमित पृष्ठपोषणको परिपाटी भर्खरै सुरुवाती वा मध्यम चरणमा मात्र रहेको देखाउँछ । अन्तरक्रियालाई अझ बढी आधुनिक र व्यापक बनाउन नेपाली शिक्षणमा आइसिटीको प्रयोग र भौतिक पूर्वाधारमा थप जोड दिनुपर्ने आवश्यकता देखिन्छ ।

कक्षाकोठा अन्तरक्रियाका अवरोध वा बाधाको अवस्था

कक्षाकोठाभित्र हुने सञ्चार र शिक्षण प्रक्रियालाई विभिन्न भौतिक, वातावरणीय, भाषिक तथा प्राविधिक पक्षहरूले अवरोध पुऱ्याइरहेका हुन्छन् । अन्तरक्रियाका बाधाहरू जति कम हुन्छन्, सिकाइ उति नै बढी प्रभावकारी र अर्थपूर्ण बन्दछ । प्रस्तुत अध्ययनमा स्नातक तहका कक्षमा नेपाली विषयको सिकाइ सहजीकरणका क्रममा देखा पर्ने सम्भावित अवरोधहरूको अवस्था मापन गर्न प्रयोग गरिएका ४ वटा नकारात्मक भनाइहरूबाट प्राप्त नतिजालाई निम्न तालिकामा प्रस्तुत गरिएको छ:

तालिका नं. : ६

कक्षाकोठा अन्तरक्रियाका अवरोध वा बाधाको अवस्था

क्र.स	भनाइहरु	न्यूनतम	अधिकतम	औसत	प्रमाणिक विचलन	अवस्था
१	कक्षाकोठामा विद्यार्थीको सङ्ख्या अत्यधिक भएकाले अन्तरक्रिया गर्न कठिनाई हुन्छ ।	१.००	५.००	२.७६	१.४३	तटस्थ / कमजोर अवरोध
२	कक्षामा छलफल हुनुको सट्टा प्राध्यापकले नोट टिपोट गराउने कार्यमा मात्र जोड दिनुहुन्छ ।	१.००	५.००	२.४४	१.६०	असहमत (सकारात्मक)
३	कक्षाकोठाको भौतिक पूर्वाधार कमजोर भएकाले अन्तरक्रिया गर्न बाधा पुग्छ ।	१.००	५.००	१.८९	१.३३	असहमत (उच्च सकारात्मक)
४	कक्षाकोठाको भौतिक पूर्वाधार कमजोर भएकाले अन्तरक्रिया गर्न बाधा पुग्छ ।	१.००	५.००	१.८९	१.३३	असहमत (उच्च सकारात्मक)
समग्र औसत विचलन				२.२६	१.३६	सकारात्मक

स्रोत: क्षेत्र कार्यवाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिकामा अनिवार्य नेपाली विषयको शिक्षण र कक्षाकोठा अन्तरक्रियामा देखा पर्ने विभिन्न बाह्य तथा आन्तरिक अवरोधहरूको विवरणात्मक साङ्ख्यिकीय विश्लेषण गरिएको छ । नकारात्मक सूचकहरूका आधारमा प्राप्त नतिजाको व्याख्या निम्नानुसार गरिएको छ :

भौतिक पूर्वाधार र भाषाको अवरोध न्यून: माथिको तालिका अनुसार “भौतिक पूर्वाधारको कमजोरी” को औसत सबैभन्दा कम अर्थात् १.८९ पाइएको छ भने “भाषिक अवरोध” को औसत पनि निकै कम अर्थात् १.९६ प्राप्त भएको छ। यी दुवै सूचकको मान २.० भन्दा कम आउनुले तेह्रथुम र पाँचथरका क्याम्पसहरूमा कक्षाकोठाको भौतिक व्यवस्थापन (बेन्च, प्रकाश, कोठाको आकार) सुदृढ रहेको र प्राध्यापकहरूको भाषा स्पष्ट एवं बुझिने भएकाले भाषा र भौतिक पूर्वाधार अन्तरक्रियाका लागि कुनै पनि हालतमा तगारो बनेका छैनन् भन्ने तथ्यलाई देखाएको छ ।

नोट डिक्टेसन (टिपोट) शैलीबाट मुक्ति: “प्राध्यापकले कक्षामा नोट मात्र लेखाउने” भनाइको औसत २.४४ आएको छ। यो मान ३.० को तटस्थ विन्दु भन्दा कम हुनुले नेपाली विषयका कक्षाकोठाहरूमा परम्परागत ‘घोकाउने’ शैलीबाट विस्तारै मुक्त हुँदै गएको र कक्षामा संवादले पनि प्राथमिकता पाउन थालेको सकारात्मक सङ्केत गर्छ। यद्यपि, यसको प्रमाणिक विचलन समग्र अध्ययनमै सबैभन्दा बढी १.६० हुनुले केही परम्परागत प्रकृतिका कक्षाहरूमा अझै पनि नोट लेखनमा नै केन्द्रित रहेको यथार्थलाई सङ्केत गर्दछ।

कक्षाकोठाको भीडभाड र मध्यम अवस्था: “विद्यार्थीको चाप वा भीडभाडयुक्त कक्षाकोठा” सम्बन्धी सूचकको औसत २.७६ पाइएको छ। यो मान ३.० भन्दा कम हुनुले भौतिक भीडभाड ठुलो समस्या नरहेको सङ्केत गरे तापनि यसको प्रमाणिक विचलन उच्च १.४३ छ। यसले क्याम्पस वा सेक्सन अनुसार विद्यार्थी सङ्ख्यामा ठुलो असमानता रहेको प्रस्ट पार्दछ, कतिपय संयुक्त वा ठुला कक्षाहरूमा भीडभाडका कारण अन्तरक्रियामा कठिनाई हुने गरे तापनि साना कक्षाहरूमा यो समस्या नरहेको बुझिन्छ।

प्रस्तुत विश्लेषणका आधारमा अन्तरक्रियाका अवरोध आयामका सूचकहरूको समग्र औसत २.२६ र प्रमाणिक विचलन १.३६ रहेको छ। नकारात्मक आयाममा समग्र औसत ३.० को प्राज्ञिक सीमारेखा भन्दा निकै कम आउनुले स्नातक तहका नेपाली कक्षाकोठाहरूमा अन्तरक्रियाका बाधाहरू जटिल रूपमा नरहेको र कक्षाकोठाको समग्र वातावरण सञ्चार अनुकूल र सहज रहेको पाइन्छ।

कक्षाकोठा अन्तरक्रियाको प्रभाव र सम्बन्धी सूचकहरू

कक्षाकोठाभित्र हुने नियमित र अर्थपूर्ण अन्तरक्रियाको प्रत्यक्ष प्रभाव विद्यार्थीको प्राज्ञिक स्तर, सोच्ने तरिका र व्यावहारिक सहकार्यमा देखा पर्दछ। प्रभावकारी अन्तरक्रियाले विद्यार्थीलाई कक्षामा टिकाइराख्न र उनीहरूको समालोचनात्मक चिन्तनलाई पनि प्रभावकारी बनाउँछ। प्रस्तुत अध्ययनमा स्नातक तहको नेपाली विषयको शिक्षण सिकाइ सहजीकरणको क्रममा कक्षाकोठामा हुने अन्तरक्रियाले विद्यार्थीमा पारेको प्रभाव मापन गर्न प्रयोग गरिएका ७ वटा मुख्य भनाइहरूबाट प्राप्त नतिजालाई निम्न तालिकामा प्रस्तुत गरिएको छ।

तालिका नं. : ६

कक्षाकोठा अन्तरक्रियाको प्रभाव र सम्बन्धी सम्बन्धी सूचकहरू

क्र.स	भनाइहरू	न्युनतम	अधिकतम	औसत	प्रमाणिक विचलन	अवस्था
१	प्राध्यापकले कक्षामा भाषा र साहित्यका समसामयिक विषयहरूमा छलफल गर्नुहुन्छ।	१.००	५.००	३.५४	१.१३	सहमत
२	कक्षाकोठा बाहिर पनि प्राध्यापकहरू आवश्यक सल्लाह र प्राज्ञिक सहयोगका लागि उपलब्ध हुनुहुन्छ।	१.००	५.००	२.७१	१.१२	असहमत / कमजोर
३	प्राध्यापकको शिक्षण शैलीले कक्षामा नियमित उपस्थित हुन (उत्प्रेरित गर्दछ)।	१.००	६.००	३.००	१.४२	तटस्थ
४	प्राध्यापकको शिक्षण शैलीले कक्षामा नियमित उपस्थित हुन उत्प्रेरित गर्दछ।	१.००	६.००	३.००	१.४२	तटस्थ
५	कक्षाकोठाको अन्तरक्रियाले मेरो प्राज्ञिक स्तर सुधार गर्न मद्दत गरेको छ।	१.००	५.००	३.५७	१.१७	सहमत
६	नेपाली शिक्षणले विद्यार्थीहरूमा समालोचनात्मक वा आलोचनात्मक चेत विकास गरेको छ।	१.००	५.००	२.८३	१.५५	तटस्थ / कमजोर
७	नेप्राध्यापकको प्रस्तुति र सञ्चार शैली स्पष्ट, बुझिने र प्रभावकारी छ।	१.००	५.००	४.३०	१.१६	पूर्ण सहमत
	समग्र औसत विचलन			२.२७	१.२८	मध्यम सकारात्मक

स्रोत: क्षेत्र कार्यवाट प्राप्त तथ्याङ्क, २०८३

प्रस्तुत तालिकाअनुसार नेपाली विषयको शिक्षणसिकाइ सहजीकरणको क्रममा कक्षाभित्र हुने अन्तरक्रियाको प्रभाव र विद्यार्थीको प्राज्ञिक विकासको अवस्था के कस्तो छ भन्ने पक्षको प्राप्त नतिजाको व्याख्या विश्लेषण गरिएको छ।

स्पष्ट सञ्चार शैलीमा विद्यार्थीको उच्च सहमति: तालिका अनुसार “प्राध्यापकको प्रस्तुति र सञ्चार शैली स्पष्ट, बुझिने र प्रभावकारी छ” भन्ने सूचकको औसत सबैभन्दा उच्च ४.३० पाइएको छ। यसले नेपाली विषयका प्राध्यापकहरूको भाषिक सञ्चार र प्रस्तुतीकरणको क्षमता अत्यन्तै उत्कृष्ट र विद्यार्थीमैत्री रहेको पाइयो ।

समसामयिक छलफल र प्राज्ञिक स्तर सुधार: प्राध्यापकले कक्षामा समसामयिक विषयहरूमा छलफल गर्ने सूचक ३.५४ र कक्षाको अन्तरक्रियाले विद्यार्थीको प्राज्ञिक स्तर सुधार गर्न मद्दत गरेको सूचक ३.५७ दुवैमा विद्यार्थीहरू सहमत देखिएका छन्। यसले कक्षाकोठाको सिकाइ उपयोगी र बौद्धिक विकासका लागि फलदायी रहेको सङ्केत गर्दछ ।

कक्षामा नियमित उपस्थिति र समालोचनात्मक चेतमा तटस्थता: प्राध्यापकको शैलीले कक्षामा नियमित उपस्थित हुन उत्प्रेरित गर्ने सूचक ठीक तटस्थताको विन्दु ३.०० मा छ । तर, शिक्षणले विद्यार्थीमा समालोचनात्मक चेत विकास गर्ने सूचकको औसत मान भने कम २.८३ पाइएको छ । यसको प्रमाणिक विचलन अत्यधिक उच्च १.५५ हुनुले नेपाली शिक्षण अभै पनि बढी मात्रामा ज्ञानकेन्द्रित र परीक्षामुखी रहेको पाइन्छ । र कक्षाकोठामा समालोचक चिन्तन क्षमता विकासमा पर्याप्त ध्यान दिन नसकिएको अवस्था रहेको देखिन्छ ।

कक्षाकोठा बाहिरको उपलब्धता र सहकार्यमा कमजोरी: “कक्षाकोठा बाहिर प्राध्यापकको उपलब्धता” सूचकको औसत सबैभन्दा कम २.७१ पाइएको छ भने “बलियो सहकार्य” को औसत पनि निकै कमजोर २.९२ छ । यसले प्राध्यापक र विद्यार्थीबीचको सम्बन्ध घण्टी बजुन्जेल कक्षाकोठाभित्र मात्र सीमित रहने गरेको र कक्षा बाहिर प्राज्ञिक परामर्श वा सहकार्य गर्ने संस्कृति अत्यन्तै कमजोर रहेको गम्भीर यथार्थलाई पुष्टि गर्दछ ।

प्राज्ञिक तथा सहकार्यात्मक प्रभाव आयामका सूचकहरूको समग्र औसत ३.२७ र प्रमाणिक विचलन १.२८ प्राप्त भएको छ । समग्र औसत ३.० को प्राज्ञिक सीमारेखा भन्दा माथि रहेकाले यो सकारात्मक दिशामा उन्मुख छ । यद्यपि, उच्च विचलन र केही सूचकहरूको कमजोर मानले कक्षा बाहिरको प्राज्ञिक सहकार्य र समालोचनात्मक चिन्तन विधिको प्रयोगमा धेरै सुधार गर्नुपर्ने आवश्यकता देखिन्छ ।

खुला प्रश्नहरूको विषयवस्तु विश्लेषण

प्रस्तुत अध्ययनमा अनिवार्य नेपाली शिक्षणका क्रममा कक्षाकोठामा हुने शिक्षक-विद्यार्थी अन्तरक्रियाको वास्तविक र व्यावहारिक अवस्था बुझ्नका लागि विद्यार्थीहरूलाई ५ वटा खुला प्रश्नहरू सोधिएको थियो। प्राप्त उत्तरहरूलाई समान प्रकृतिका विचारका आधारमा वर्गीकरण गरी विद्यार्थीका प्रतिनिधि भनाइहरू सहित निम्न ५ वटा मुख्य थिमहरूमा आधारित रहेर विश्लेषण गरिएको छः

थिम १: व्याख्यान विधिको बाहुल्यता र विद्यार्थीको निष्क्रियता

कक्षाकोठामा शिक्षण गर्दा प्राध्यापकहरूले अपनाउने मुख्य शैली र त्यसमा विद्यार्थीको भूमिका कस्तो सहन्छ भन्ने प्रश्नमा कक्षामा प्राध्यापक आउनुहुन्छ र एकोहोरो पढाउनुहुन्छ। हामी नोट साँझौं। धेरैजसो समय उहाँकै प्रस्तुति हुन्छ, हामी त सुन्ने र सार्ने काम मात्र गर्छौं, बोल्ने मौका कमै मिल्छ। अधिकांश विद्यार्थीहरूले परम्परागत व्याख्यान विधि नै प्रयोगमा रहेको बताएका छन्। पाठ्यक्रम सर चाप र समयको पावन्दीका कारण कक्षाकोठाहरू दोहोरो संवादमुखी हुन नसकेको र विद्यार्थीहरू 'श्रोता' का रूपमा मात्र सीमित हुने गरेको तथ्य प्राप्त उत्तरहरूले पुष्टि गर्दछन्।

थिम २: लजालु र अन्तरमुखी विद्यार्थीलाई चुनौती

कक्षामा सबै विद्यार्थी किन समान रूपमा अन्तरक्रियामा सहभागी हुन सक्दैनन् भन्ने प्रश्नमा मनमा प्रश्न त आउँछ तर सोध्न डर लाग्छ। कतै मेरो प्रश्न सुनेर साथीहरू हाँस्ने त होइनन् वा सरले पो गाली गर्नुहुन्छ कि भन्ने डरले गर्दा जान्दाजान्दै पनि चुपचाप बसिन्छ। अधिकांश विद्यार्थीहरूले आफ्नो आन्तरिक संकोच र डरलाई प्रमुख कारण मानेका छन्। आफूले सोधेको प्रश्न गलत होला र साथीहरूले जिस्क्याउलान् भन्ने मनोवैज्ञानिक त्रासका कारण लजालु स्वभावका विद्यार्थीहरू पछि परेको देखिन्छ।

थिम ३: सञ्चार प्रविधिको प्रयोग न्यून

कक्षामा प्रविधिको प्रयोग र कक्षा बाहिरको अनलाइन सञ्चारको अवस्थाबारे सोधिएको प्रश्नमा क्याम्पसमा प्रोजेक्टर त छ तर नेपाली कक्षामा केही सरले बाहेक त्यसको प्रयोग खासै हुँदैन। सरहरूसँग कक्षा बाहिर फेसबुक वा ईमेलमा पढाइका कुरा सोध्न पनि गाह्रो लाग्छ, उहाँहरू अनलाइनमा सहज उपलब्ध

हुनुहुन्न । विद्यार्थीहरूले भौतिक पूर्वाधार भए तापनि त्यसको नियमित उपयोग हुन नसकेको गुनासो गरेका छन् । नेपाली शिक्षणमा आइसिटीको प्रयोग अबै पनि प्रारम्भिक चरणमै रहेको देखिन्छ ।

थिम ४: परीक्षा-केन्द्रित सिकाइ र समालोचनात्मक चिन्तनको अभाव

स्नातक तहको नेपाली कक्षाको अन्तरक्रियाले विद्यार्थीको तार्किक र समालोचनात्मक क्षमता विकासमा कस्तो योगदान पुर्याएको छ भन्ने प्रश्नमा कक्षामा विषयवस्तु बुझाउन त राम्रै मद्दतपुग्छ तर सोच्ने र नयाँ कुरा लेख्ने क्षमता विकास भएको जस्तो लाग्दैन । कुन प्रश्न परीक्षामा आउँछ र कसरी उत्तर लेख्ने भन्ने कुरामा मात्र बढी छलफल हुन्छ । भन्ने अधिकांश विद्यार्थीहरूले कक्षाकोठामा शिक्षणको तरिका ज्ञान बढाउने र परीक्षा पास गर्ने कुरामा मात्र केन्द्रित रहेको धारणा व्यक्त गरेका छन् ।

थिम ५: कक्षा बाहिर प्राज्ञिक सहकार्यको कमी

प्राध्यापक र विद्यार्थीबीच कक्षा बाहिर हुने सहकार्य र सल्लाहको अवस्थाबारे सोधिएको अन्तिम प्रश्नमा सर कक्षामा पढाएर घण्टी बज्ने बित्तिकै निस्किएरहुन्छ । हामीलाई केही अतिरिक्त कुरा सोध्न वा सल्लाह लिन मन लागे पनि अफिसमा गएर डिस्टर्ब गर्न गाह्रो लाग्छ । कक्षा बाहिर सरहरूसँग सहकार्य गर्ने वातावरण नै छैन । यसले प्राध्यापक र विद्यार्थीबीचको प्राज्ञिक सम्बन्ध त्यति प्रभावकारी नरहेको अधिकांश विद्यार्थीको भोगाइ व्यक्त गरेका छन् ।

मात्रात्मक र गुणात्मक नतिजाको तादात्म्यता

प्रस्तुत खुला प्रश्नहरूमा विद्यार्थीहरूले राखेका प्रत्यक्ष भनाइहरू ले परिच्छेद ४.२ मा लिफ्ट स्केलका सूचकहरूबाट प्राप्त मात्रात्मक नतिजालाई पूर्ण रूपमा पुष्टि गर्दछन् । उदाहरणका लागि, लिफ्ट स्केलमा समालोचनात्मक चेत विकासको न्यून औसत २.८३ र कक्षा बाहिर प्राध्यापकको उपलब्धताको कमजोर मान २.७१ लाई विद्यार्थीका प्रत्यक्ष भनाइहरूले व्यावहारिक रूपमै प्रमाणित गरेका छन् ।

निष्कर्ष

प्रस्तुत अनुसन्धान “स्नातक तहका अनिवार्य नेपाली कक्षामा शिक्षक-विद्यार्थी अन्तरक्रिया” को विद्यमान अवस्था, प्रवृत्तिको पहिचान र सुधारका क्षेत्रहरू पहिल्याउने उद्देश्यले सञ्चालित गरिएको थियो । विशेष गरी पूर्वी पहाडी क्षेत्रका दुई प्रमुख जिल्लाहरू—तेह्रथुम र पाँचथरका क्याम्पसहरूमा स्नातक तहमा

अध्ययनरत अनिवार्य नेपाली विषयका विद्यार्थीहरूको दृष्टिकोण र अनुभवलाई यस अध्ययनको आधार बनाइएको छ। अनुसन्धानलाई वैज्ञानिक र वस्तुपरक बनाउन परिमाणात्मक र गुणात्मक दुवै प्रकृतिको ढाँचा समेटिएको मिश्रित अनुसन्धान पद्धति अपनाइएको थियो। अध्ययनका लागि सहज र उद्देश्यमूलक नमूना छनोट विधि मार्फत तेह्रथुम जिल्लाका क्याम्पसहरूबाट ४६ जना र पाँचथर जिल्लाका क्याम्पसहरूबाट ५६ जना गरी जम्मा १०२ जना विद्यार्थीहरूलाई नमूनाका रूपमा चयन गरिएको थियो, जसमा २८ जना पुरुष र ७४ जना महिला विद्यार्थीहरूको सहभागिता रहेको थियो। प्राथमिक तथ्य सङ्कलनका लागि ५-बिन्दु लिकर्ट स्केलमा आधारित २५ वटा भनाइहरू र ५ वटा गुणात्मक खुला प्रश्नहरू समावेश गरिएको प्रश्नावलीको प्रयोग गरिएको थियो। सङ्कलित परिमाणात्मक डाटाहरूलाई SPSS सफ्टवेयर मार्फत आवृत्ति, प्रतिशत, औसत (ःभवल) र प्रमाणिक विचलन (SD) जस्ता विवरणात्मक साङ्ख्यिकीका आधारमा विश्लेषण गरिएको छ भने खुला प्रश्नहरूलाई विषयवस्तु विश्लेषण (Thematic Analysis) विधिद्वारा व्याख्या गरी निष्कर्ष निकालिएको छ।

प्रश्नावलीका २५ वटा सूचकहरूलाई ५ वटा मुख्य आयाम (Dimensions) मा वर्गीकरण गरी गरिएको साङ्ख्यिकीय विश्लेषणका आधारमा प्रस्तुत अनुसन्धानका निष्कर्षहरूलाई निम्न बमोजिम लिपिबद्ध गरिएको छ: प्राध्यापकको सकारात्मक व्यवहार र समतामूलक दृष्टि: अनिवार्य नेपाली कक्षामा प्राध्यापकहरूको व्यवहार लोकतान्त्रिक, मर्यादित र उत्साहजनक पाइएको छ। विशेष गरी कक्षाकोठाका पछिल्ला बेन्चमा बस्ने विद्यार्थीहरूलाई समेत शिक्षण प्रक्रियामा समेट्ने अभ्यास उच्च सकारात्मक -Mean = ४.३६) देखिएकाले प्राध्यापकहरू कक्षा सञ्चालनमा समतामूलक सहभागिताप्रति सचेत रहेको निष्कर्ष निकल्छ। विद्यार्थीको त्रुटिपूर्ण उत्तरमा अपमान नगरी रचनात्मक रूपमा सुधार गर्नै परिपाटी स्थापित भएको देखिन्छ। भयमुक्त तर अझै पनि परम्परागत शिक्षण शैली: कक्षाकोठाको मनोवैज्ञानिक वातावरण अत्यन्तै मैत्रीपूर्ण र भयमुक्त (Mean = ४.९६) पाइएको छ, जहाँ विद्यार्थीलाई प्राध्यापकसँग संवाद गर्दा कुनै त्रास हुँदैन। यद्यपि, प्राध्यापकहरू आफैँले प्रश्न सोध्न अग्रसरता वा प्रोत्साहन दिने कार्यमा भने विद्यार्थीको असन्तुष्टि देखिएको छ। यसले नेपाली कक्षाकोठाहरू मनोवैज्ञानिक रूपमा खुला भए तापनि व्यावहारिक रूपमा अझै पनि प्राध्यापक केन्द्रित व्याख्यान (Lecture) विधिकै बाहुल्यता रहेको निष्कर्ष दिन्छ। सञ्चार प्रविधि (ICT) को सुरुवाती अवस्था: नेपाली विषय शिक्षणमा डिजिटल उपकरणहरू (प्रोजेक्टर, पावरपोजिन्ट आदि) को प्रयोग र नियमित पृष्ठपोषणको अवस्था मध्यम स्तरको (३.३९) पाइएको छ। यसले उच्च शिक्षाका नेपाली कक्षाहरू प्रविधिमैत्री

बन्ने दिशामा उन्मुख भए तापनि सबै क्याम्पस वा कक्षाहरूमा डिजिटल पूर्वाधारको उपलब्धता र प्रयोग अभै पनि संस्थागत र सुदृढ भइनसकेको प्रमाणित गर्दछ। कक्षा बाहिरको सञ्चार र समालोचनात्मक चिन्तनमा शून्यता: प्राध्यापकहरूको प्रस्तुतीकरण र भाषिक शैली स्पष्ट र प्रभावकारी (Mean = ४.३०) पाइए तापनि उनीहरूको शिक्षणले विद्यार्थीमा समालोचनात्मक चिन्तन (विकास गर्न सकेको देखिँदै (Mean = २.८३) । सबैभन्दा गम्भीर निष्कर्ष के छ भने, घण्टी बजुन्जेल कक्षाभित्र अन्तरक्रिया हुने गरे तापनि कक्षाकोठा बाहिर प्राज्ञिक सल्लाह वा सहकार्यका लागि प्राध्यापकहरूको उपलब्धता अत्यन्तै न्यून र कमजोर (Mean = २.७९) पाइएको छ। अवरोधमुक्त भौतिक र भाषिक वातावरण: नकारात्मक सूचकहरूको आयाममा समग्र औसत निकै कम (Overall Mean = २.२६) आउनुले तेह्रथुम र पाँचथरका क्याम्पसहरूमा भौतिक पूर्वाधारको अभाव, अत्यधिक भीडभाड वा प्राध्यापकको जटिल भाषा जस्ता पक्षहरू अन्तरक्रियाका लागि गम्भीर अवरोधका रूपमा नरहेको सुखद निष्कर्ष प्रस्तुत गर्दछ । नेपाली कक्षाकोठाहरू बाह्य अवरोधबाट मुक्त छन्, केवल आन्तरिक शिक्षण शैलीमा सुधारको खाँचो छ ।

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