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Planning and Research Management Committee (PRMC)

Barun Multiple Campus, Khandbari

Tribhuvan University

April, 2025

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Editorial

It is with great pleasure that we present the **Volume 2, Issue 2 of the Barun Journal**, an academic platform devoted to fostering scholarly dialogue and critical inquiry in the fields of education, humanities, management, and social sciences. As we move forward with our commitment to academic excellence, the **Planning and Research Management Committee (PRMC) of Barun Multiple Campus, Khandbari** proudly continues this publication to showcase original research, thoughtful analysis, and innovative perspectives from faculty, scholars, and emerging researchers.

The significance of research in academia and community development is more vital than ever in today's rapidly evolving world. With challenges ranging from climate resilience to digital transformation, education equity to sustainable livelihoods, it is essential that higher education institutions serve as beacons of knowledge, inquiry, and applied learning. This journal aims to contribute meaningfully to that mission. The present issue carries a wide range of research articles that reflect both theoretical engagement and practical relevance. The contributors have explored diverse themes that mirror our local, regional, and global concerns—ranging from educational innovation in rural settings and ICT integration in pedagogy, to socio-economic development, indigenous knowledge systems, and sustainable practices. We are especially encouraged by the inclusion of research led by early-career scholars, which is a promising sign for the future of academia in Eastern Nepal and beyond.

As a community campus affiliated with Tribhuvan University, **Barun Multiple Campus** is steadily building its research culture. The establishment and active role of the PRMC, investment in faculty capacity development, and ongoing support for research workshops and academic events are all part of our institutional vision to integrate teaching and research. The Barun Journal stands as a testament to that vision. We take this opportunity to thank all the authors for their valuable contributions, the peer reviewers for their critical and constructive feedback, and the editorial team for their dedication and rigor throughout the publication process. We also express our sincere gratitude to the Campus Management Committee, Campus Chief, faculty members, and students for their continued encouragement and participation in research and publication efforts.

We invite our readers to engage deeply with the articles featured in this issue, to cite and build upon the ideas presented here, and to contribute to future editions of the Barun Journal. Together, let us strengthen the spirit of inquiry, dialogue, and academic pursuit at the heart of our campus and our community.

Mr. Rudra Nath Dahal
Chief Editor

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Capacity Building and Retention of Human Resource: The Challenges and Opportunities in Nepalese Community Campuses

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ABSTRACT

Community campuses in Nepal face significant human resource challenges, particularly in recruitment, retention, and capacity building, due to limited financial resources and lack of professional development opportunities. Addressing these issues through HR innovations, such as digital tools and collaborative partnerships, is essential for enhancing institutional sustainability and employee well-being. This study aims to analyze the human resource challenges, policies, and innovative strategies for improving recruitment, capacity building, and staff retention in resource-constrained community campuses in Nepal. The study employs a qualitative review design, analyzing secondary data from peer-reviewed sources to explore recruitment, capacity building, and retention challenges in Nepalese community campuses using a thematic approach and ethical standards. This study is significant in improving human resource management in Nepalese community campuses by addressing capacity building, staff retention, and HR strategies, ultimately enhancing academic quality, equity, and inclusivity. Key findings highlight the human resource challenges in Nepalese community campuses, including recruitment and retention issues, insufficient professional development, and ineffective HR policies, while suggesting innovative strategies like peer mentoring, online training, and partnerships to enhance capacity-building and staff retention. In conclusion, Nepalese community campuses can address HR challenges by adopting innovative, cost-effective strategies and aligning HR policies with faculty needs to foster professional growth and ensure long-term sustainability.

Keywords: *human resource management, capacity building, staff retention, community campuses, Nepalese higher education, HR policies and practices*

INTRODUCTION

Background of the Study

Community campuses in Nepal have emerged as vital institutions providing accessible and affordable education to students from marginalized and underserved communities. Governed and managed by local communities, these campuses cater to diverse populations with limited financial resources. However, despite their significance in promoting educational equity, community campuses face pressing challenges in managing human resources effectively. The recruitment, capacity building, and retention of faculty and administrative staff remain critical issues impacting their ability to achieve academic and institutional objectives (Sharma, 2001; Shrestha, 2019). Recruitment and retention of qualified faculty and staff are among the most prominent HR challenges. Community campuses often operate under tight budgets, relying on student fees and community donations for financial sustainability (Upreti, Sharma, & Kolas, 2018; World Bank, 2017). As a result, these institutions struggle to offer competitive salaries and benefits, leading to high turnover rates and an inability to attract and retain skilled personnel (Gautam & Gautam, 2019). Moreover, the absence of structured recruitment policies and transparent hiring processes exacerbates inequities and dissatisfaction among employees (UGC, Nepal 2021; Nepal, 2021). These challenges underscore the need for strategic interventions to ensure a stable and competent workforce in community campuses.

Capacity building is another significant area requiring attention. Faculty and staff often lack access to professional development programs, workshops, and training sessions to enhance their skills and adapt to changing educational trends (Pandey, 2013; Asian Development Bank [ADB], 2015). Insufficient investment in training and development results in gaps in teaching quality, administrative efficiency, and research output (Tribhuvan University, 2022; Omdena, 2023). Furthermore, the lack of institutional frameworks for continuous learning hampers innovation and limits the professional growth of employees. This shortfall highlights the urgency of integrating systematic capacity-building initiatives into HR strategies (ADB, 2015). Despite these challenges, there are notable opportunities for HR innovation in community campuses. Technology-driven HR solutions, such as digital performance management tools and e-learning platforms for staff development, can address resource constraints while fostering efficiency and engagement (World Bank, 2021). Collaboration between community campuses and local, national, and international stakeholders presents another opportunity to secure funding, expertise, and resources

for HR improvement (UGC, 2021; Pradhan, Shrestha, & Wagle, 2024). Additionally, the introduction of merit-based promotion systems, wellness programs, and incentives aligned with institutional goals can significantly enhance employee satisfaction and retention (World Bank, 2017). The role of HR in balancing institutional growth and individual well-being is particularly important in the Nepalese context. The socio-economic and cultural diversity of students and staff, coupled with regional disparities in educational access, necessitates a nuanced approach to HR management (Nepal, 2021). Addressing these issues is not only critical for the sustainability of community campuses but also for their broader contribution to national educational goals and social development. Effective HR practices can create a supportive environment that empowers staff, fosters innovation, and ensures the consistent delivery of quality education.

This study aims to comprehensively analyse the HR challenges faced by Nepalese community campuses, with a particular focus on recruitment, capacity building, and retention. Through a review of relevant literature and case studies, the research seeks to identify gaps in current practices and highlight innovative strategies that align with the unique needs and constraints of these institutions. By offering actionable insights, the study endeavours to contribute to the sustainable development of community campuses and their capacity to fulfil their mission of educational equity and excellence. By examining the interplay between challenges and opportunities, this study contributes to a deeper understanding of HR dynamics in Nepalese community campuses. Ultimately, it underscores the significance of human resource innovations in building resilient educational institutions capable of adapting to evolving demands while ensuring staff well-being and professional growth.

The study is focused to achieve following objectives;

- To examine the key human resource challenges faced by community campuses in Nepal, particularly in the areas of staff recruitment, capacity building, and retention.
- To analyze existing HR policies and practices in Nepalese community campuses and evaluate their effectiveness in addressing faculty and staff needs.
- To identify innovative HR strategies and opportunities for improving capacity-building initiatives and staff retention in resource-constrained community campuses.

RESEARCH METHODOLOGY

The research methodology for the review study on ‘Capacity Building and Retention of Human Resource: The Challenges and Opportunities in Nepalese Community Campuses’ follows a qualitative review design, focusing on analysing existing literature to identify trends, gaps, and best practices related to recruitment, capacity building, and retention. The study relies solely on secondary data from peer-reviewed journals, books, institutional reports, case studies, and online databases, using systematic search and inclusion criteria. A thematic approach is used for data analysis, involving thematic coding, comparison, synthesis, and critical appraisal of selected sources. The conceptual framework is built on three pillars—recruitment, capacity building, and retention—linked to institutional performance and staff well-being. Ethical standards such as proper citation, avoidance of bias, and transparency are strictly followed. The study acknowledges limitations due to its dependence on secondary data, limited international scope, and potential publication bias.

Significance of the Study

This study is significant in enhancing the understanding of human resource management (HRM) in Nepalese community campuses, focusing particularly on capacity building and staff retention. Community campuses often face institutional challenges such as financial constraints, inadequate professional development, and high turnover rates. By addressing these issues, the study offers practical insights to help campus administrators and policymakers develop sustainable and responsive HR strategies.

The research emphasizes the value of faculty and staff development in ensuring the long-term effectiveness of community campuses. It highlights the importance of equipping educators and administrative personnel with modern skills to meet growing academic demands. Through this lens, the study contributes to designing context-specific capacity-building initiatives suited to resource-limited environments. Staff retention remains a key concern for institutional stability and performance. The study explores factors influencing employee commitment, including work conditions, growth prospects, and motivational incentives. These insights are crucial for formulating retention strategies that strengthen human capital and improve continuity in teaching and administration.

Moreover, the research supports evidence-based policy formulation by offering empirical data relevant to institutions such as Tribhuvan University and the University Grants Commission. By doing so, it informs systemic interventions that can uplift

the overall quality of education in community campuses. Quality HR practices are essential for promoting academic excellence. The study establishes a direct connection between effective HR management and improved teaching and learning outcomes. Strengthening recruitment, training, and retention mechanisms can foster a more dynamic academic culture. Equity and inclusivity are also central to the mission of community campuses, which serve students from marginalized and rural areas. This study emphasizes how inclusive HRM practices can enhance access to education and contribute to social justice by ensuring fair opportunities for all.

RESULTS AND DISCUSSION

Human Resource Challenges Faced by Community Campuses

This section examines the major human resource (HR) challenges in Nepalese community campuses, particularly in recruitment, capacity building, and staff retention. These issues impact not only academic performance but also institutional sustainability. Findings are contextualized using data from national education bodies and higher education reform documents.

Recruitment Challenges in Community Campuses

Recruiting competent faculty in community campuses has become increasingly difficult due to systemic and contextual constraints. A primary challenge is inadequate financial resources, which hinder the ability of campuses to offer competitive salary packages (UGC, 2020). Many campuses, especially in remote areas, operate on limited government support and community funding, making it difficult to match the remuneration provided by private or centrally located institutions (MOEST, 2021; TU, 2022). As a result, highly qualified educators often seek employment in urban centres or abroad (UGC, 2020). The recruitment process also lacks standardization. Most campuses do not follow rigorous recruitment protocols, often relying on informal networks or limited local advertisements, which reduces the candidate pool (UGC, 2020). Moreover, faculty are sometimes appointed without regard to academic specialization, resulting in a mismatch between qualifications and assigned teaching responsibilities (MOEST, 2021).

The disparity between urban and rural institutions further exacerbates recruitment challenges. Remote campuses in hilly and mountainous regions face logistical difficulties, poor infrastructure, and inadequate public services all of which discourage qualified applicants (UGC, 2020; TU, 2022). Additionally, younger educators are often reluctant to relocate to regions that lack basic facilities, internet access, and

educational opportunities for their children (MOEST, 2021). The absence of structured incentives such as research grants, performance-based bonuses, or opportunities for academic advancement discourages the inflow of motivated professionals (UGC, 2020; TU, 2022). Most campuses also lack mechanisms for career progression and promotion, which affects faculty morale and undermines academic productivity (MOEST, 2021).

Capacity Building Challenges in Community Campuses

Capacity building is a vital but underdeveloped component of faculty development in Nepalese community campuses. Due to chronic underfunding, many campuses struggle to allocate resources for training, workshops, or higher education opportunities (UGC, 2020). Faculty often lack access to updated teaching materials, digital libraries, or online learning platforms, leading to stagnant academic growth (TU, 2022). Formal training programs whether internal or external—are rare, especially in rural campuses. While national initiatives for teacher development exist under the University Grants Commission (UGC), they are often irregular, underfunded, and fail to address localized needs (UGC, 2020). Many faculties do not get the chance to attend refresher courses, ICT training, or educational methodology sessions (MOEST, 2021).

A significant concern is the professional isolation faced by community campus staff, especially in the hills and mountains. Due to weak institutional networks, faculty members lack collaborative opportunities with other colleges or universities (TU, 2022). This restricts their exposure to innovations in pedagogy and curriculum design and limits their participation in academic conferences or knowledge exchange platforms (UGC, 2020). Budget constraints further hinder initiatives to promote teaching excellence. Even when faculty are eager to participate in skill enhancement programs, they are unable to do so due to a lack of travel and registration funding (MOEST, 2021). The absence of digital infrastructure such as e-learning labs or stable internet connectivity is another barrier, especially when global higher education increasingly relies on online resources (UGC, 2020; TU, 2022).

Moreover, resistance to change is prevalent. Senior faculty members often trained in outdated systems are reluctant to adopt digital tools or interactive teaching strategies, resulting in a traditional and less engaging learning environment (MOEST, 2021). In many cases, the lack of mentoring systems or in-service professional guidance contributes to this inertia (TU, 2022).

Retention Challenges in Community Campuses

Retention is arguably the most serious human resource issue in community campuses. A combination of low salaries, job insecurity, and high workloads leads to persistent staff turnover (UGC, 2020; MOEST, 2021). Faculty members often leave for better-paying opportunities in the private sector, urban institutions, or foreign academic jobs. Remuneration is a core concern. Many community campuses are only able to offer part-time or contract-based employment with limited benefits such as insurance, retirement plans, or allowances (UGC, 2020). Younger faculty members, particularly those with advanced degrees, tend to leave within a few years due to poor financial stability (MOEST, 2021; TU, 2022).

In addition, the workload in community campuses is heavy. Faculty members are often required to teach multiple courses, manage administrative duties, and contribute to institutional development without adequate support (UGC, 2020). The pressure of multitasking, without time or incentives for research, leads to fatigue and dissatisfaction (TU, 2022). Job security is minimal. In many campuses, even experienced faculty members are not offered permanent positions, which affects both commitment and long-term planning (UGC, 2020). With a lack of promotion opportunities or clear service benefits, staff often perceive their positions as transitional rather than permanent careers (MOEST, 2021). Gender and social inclusion challenges are also apparent in retention. Female faculty members and those from historically marginalized communities face subtle and overt forms of discrimination (UGC, 2020). Many campuses lack gender-sensitive policies, maternity leave provisions, or leadership development programs for women and minority groups. This leads to underrepresentation and high attrition among these groups (TU, 2022).

Existing HR Policies in Nepalese Community Campuses

This section explores the current human resource (HR) practices in Nepalese community campuses, assessing their effectiveness in recruitment, retention, professional development, performance management, and overall staff satisfaction. These HR components are essential for capacity building, especially as these campuses strive to improve quality under administrative and financial limitations (World Bank, 2017; ADB, 2015).

Current HR Policies and Framework

HR policies in Nepalese community campuses remain basic and underdeveloped. Most are guided by external institutions like Tribhuvan University (TU) or the

Ministry of Education rather than internally developed strategies (UGC Nepal, 2021; Tribhuvan University, 2022). Employment contracts, salary terms, and responsibilities are often not standardized across institutions.

A **limited HR policy framework** characterizes many community campuses, with only reactive responses to staffing needs. These policies often neglect long-term strategic planning or employee career development (Shrestha, 2019; Gautam & Gautam, 2019). As a result, institutions lack systems for structured faculty growth, leaving them unable to attract or retain qualified professionals (Pradhan, Shrestha, & Wagle, 2024). Further, the lack of formal orientation programs for newly appointed staff exacerbates disconnection among team members and erodes morale. New employees often begin their duties without exposure to institutional values or operational procedures, leading to low engagement and unclear expectations (Tribhuvan University, 2022; World Bank, 2021).

Analysis of Salary Structures and Appraisal Systems

Salaries at community campuses are often non-competitive, lacking both clarity and consistency. Faculty remuneration is typically lower than what is offered in private or centrally located institutions, which reduces the appeal of teaching in rural or underfunded colleges (Shrestha, 2019; Pradhan et al., 2024). Pay scales frequently rely on donor funds or localized decisions, leading to disparities in pay for similar work (World Bank, 2017). There is a lack of performance-based appraisal systems, which diminishes motivation and makes it difficult to reward high-performing staff. Performance assessments are either absent or based on outdated evaluation methods, leaving faculty without feedback or developmental support (ADB, 2015; Sharma, 2001; UGC Nepal, 2021).

Effectiveness and Limitations of Current Policies

The effectiveness of current HR policies is generally limited. Faculty often report low job satisfaction due to lack of recognition, unclear promotion pathways, and the absence of mentoring or career guidance systems (Nepal, 2021; Gautam & Gautam, 2019). Policies tend to be reactive rather than proactive, addressing challenges only when they arise (Tribhuvan University, 2022).

Staff retention is a major challenge. Many highly qualified staff leave for more secure or better-paying positions elsewhere, citing contract instability, limited professional development, and absence of tenure-track systems (Shrestha, 2019; World Bank, 2021). The turnover rate remains high, increasing the cost of recruitment and

hampering long-term institutional development (Pradhan et al., 2024). On issues of gender equity and inclusion, HR policies in community campuses often fall short. Although legal mandates for inclusivity exist, practical implementation remains weak. Female representation in leadership roles is limited, and few initiatives exist to empower women or marginalized groups within the academic hierarchy (Nepal, 2021; Upreti, Sharma & Kolas, 2018). When it comes to training and professional development, very few campuses offer structured learning opportunities, such as workshops or faculty exchanges. Capacity-building efforts largely depend on external agencies or donor support, with little internal policy emphasis (Omdena, 2023; Pandey, 2013; World Bank, 2021).

Job security is another critical issue. Many faculties are hired on short-term or renewable contracts without career guarantees or clear promotion ladders. This creates uncertainty and reduces institutional loyalty (Shrestha, 2019; Pradhan et al., 2024).

Key Challenges in Implementation

Several structural and financial barriers inhibit the implementation of effective HR policies:

Budget Constraints: Most campuses operate under limited financial resources, preventing the development of competitive salary schemes, training programs, or reward systems (World Bank, 2021; ADB, 2015).

Administrative Overload: Campus leaders often juggle multiple responsibilities, limiting their ability to focus on strategic HR development (Gautam & Gautam, 2019; Tribhuvan University, 2022).

Lack of HR Expertise: Many campuses lack professional HR staff, which hinders policy implementation and monitoring. This leads to poor alignment of HR practices with broader institutional goals (UGC Nepal, 2021; World Bank, 2017).

Resistance to Change: Faculty and administrative personnel often resist modern HR practices due to entrenched traditional systems and fear of accountability or change (Sharma, 2001; Rai, 2021, as cited in Omdena, 2023).

Recommendations for Effective HR Policy Reform

Develop Uniform Salary Structures: Introduce standard pay scales across community campuses to reduce inequities and attract competent professionals (Sharma, 2001; World Bank, 2017).

Strengthen Career Development Systems: Establish mentorship, academic growth pathways, and clear promotion criteria. Support participation in national and international training (Tribhuvan University, 2022; Pandey, 2013).

Institutionalize Performance Appraisal: Implement a structured system of performance evaluation tied to rewards and development opportunities (ADB, 2015; Pradhan et al., 2024).

Enhance Job Security: Create long-term employment policies with tenure opportunities and performance-linked progression (World Bank, 2021; Shrestha, 2019).

Promote Gender and Social Inclusion: Actively implement policies for gender equity and inclusion of marginalized groups through leadership opportunities and institutional quotas (Nepal, 2021; Upreti et al., 2018).

Build HR Capacity: Train campus administrators in modern HRM techniques, and employ dedicated HR officers where possible (UGC Nepal, 2021; Omdena, 2023).

Mobilize External Resources Strategically: Tap into development partners, such as the World Bank or UGC programs, to secure resources for policy implementation (World Bank, 2021; ADB, 2015).

Innovative HR Strategies for Capacity Building

Capacity building is vital in strengthening institutional performance, enhancing instructional quality, and developing research capabilities. While budgetary limitations persist, Nepalese community campuses can implement several innovative HR strategies without major financial outlays.

Peer Mentoring and Internal Capacity Utilization

Peer mentoring and knowledge exchange mechanisms provide sustainable ways to build internal capabilities. Senior faculty mentoring junior colleagues fosters collaboration and enhances research, teaching skills, and professional development without external costs (Sharma, 2001; Pandey, 2013). Tribhuvan University (2022) emphasizes internal mentoring as a performance-enhancing tool in rural institutions.

Online and Blended Professional Development

In response to geographical and financial barriers, online and hybrid capacity-building programs offer flexible and low-cost alternatives. Initiatives like Omdena's collaboration with NIC Nepal demonstrate how AI and digital learning tools can

improve educator competencies even in remote settings (Omdena, 2023). The Ministry of Education's (2020) sector analysis also supports integrating ICT into HR development, especially post-COVID.

Academic and Research Collaborations

Inter-campus and university-NGO collaboration supports capacity building by promoting joint research, seminars, and co-publication, thereby enhancing scholarly output and institutional credibility (Upreti, Sharma, & Kolas, 2018; Pradhan, Shrestha, & Wagle, 2024). The University Grants Commission (2021) encourages collaborative knowledge-building practices, especially in the context of federal governance.

Establishing Centers for Teaching and Learning (CTL)

Creating small-scale CTLs at the campus level supports ongoing improvement in pedagogy, classroom management, curriculum innovation, and learner engagement. These centers have been linked to faculty retention and development, especially where financial rewards are limited (World Bank, 2021; Asian Development Bank, 2015).

Innovative HR Strategies for Staff Retention

Staff retention, particularly in rural higher education institutions, is a persistent challenge (Shrestha, 2019). Strategic HR policies focusing on non-financial motivation, recognition, growth, and participation have shown significant positive effects on faculty retention and institutional commitment.

Flexible Work Practices and Autonomy

Offering part-time positions, job-sharing, or workload flexibility enables faculty to maintain work-life balance, especially in campuses with limited infrastructure (Nepal, 2021). Providing autonomy in academic decisions increases commitment and reduces turnover (Upreti et al., 2018).

Structured Career Pathways and Professional Growth

Designing career pathways with clear progression opportunities increases staff morale and loyalty. Even without high salaries, faculty are more likely to stay when they can grow academically and professionally (Gautam & Gautam, 2019; World Bank, 2017).

Recognition, Incentives, and Morale Boosting

Recognition and award programs, public appreciation, and titles for teaching excellence significantly enhance morale. These non-monetary approaches are

particularly valuable in resource-constrained institutions (Yadav, 2020; Pradhan et al., 2024).

Participatory Governance and Inclusive Decision-Making

Involving faculty in governance fosters a sense of ownership and shared responsibility. Studies show a strong correlation between inclusive governance and long-term retention in Nepalese institutions (Upreti et al., 2018; Sharma, 2001).

Best Practices from Leading Institutions

Leveraging Alumni Networks and Community Support

Some campuses have built successful alumni mentorship models and fundraising mechanisms. These networks assist in faculty training, internship programs, and infrastructure development (Pandey, 2013; Tribhuvan University, 2022).

Inter-Campus Collaborations and Regional Clusters

The University Grants Commission (2021) encourages the formation of academic clusters networks of nearby campuses sharing resources, faculty exchanges, and collaborative programs to reduce isolation and cost burden.

Institutional Well-being and Team Culture

Wellness programs, team-building retreats, and informal gatherings can significantly increase faculty satisfaction and cohesion. These strategies contribute to organizational citizenship behaviors that enhance retention (Asian Development Bank, 2015; Yadav, 2020).

Recommendations for HR Innovation and Sustainability

Introduce Modular Training Programs aligned with individual development plans and institutional goals (Government of Nepal, 2020). Establish Institutional Research Funds for collaborative and applied research (World Bank, 2021). Digitize Performance Appraisals to ensure transparency and goal alignment (Omdena, 2023). Create a Faculty Fellowship System funded through external partnerships, enabling sabbaticals, research leave, or innovation grants (Tribhuvan University, 2022).

Key Findings and Implications

Human Resource Challenges in Community Campuses: The human resource challenges identified in Nepalese community campuses are multi-faceted, often

arising from both institutional limitations and external pressures. Staff recruitment is hindered by limited financial incentives, and many campuses are unable to offer competitive salaries that would attract highly qualified faculty members. Retaining skilled staff remains a challenge, as faculty often seek better-paid opportunities in public or private institutions after gaining experience. Moreover, the lack of sufficient training opportunities and professional development contributes to limited career progression, causing frustration among staff members (Sharma & Pandey, 2021). Additionally, managing diverse faculty needs, ensuring quality education in the face of limited resources, and dealing with administrative inefficiencies add to the challenge.

Analysis of HR Policies and Practices: The HR policies adopted by Nepalese community campuses often lack comprehensive frameworks for addressing faculty and staff development. In many cases, existing policies focus primarily on the recruitment of staff rather than their continuous professional growth. As a result, effective retention mechanisms such as performance-based incentives, mentorship, and capacity-building programs are either underdeveloped or non-existent in many campuses (Gurung, 2021). The study found that, although some campuses have policies designed to encourage staff involvement in institutional development, these policies are not always aligned with the core needs of faculty members, making their implementation ineffective (Khadka, 2021).

Innovative Strategies for HR Capacity-Building and Retention: Community campuses can adopt innovative HR strategies to address the challenges of capacity-building and retention effectively. Among the strategies discussed, peer mentoring and knowledge sharing emerged as powerful tools for staff development. These strategies help lower the financial burden on campuses while fostering an environment of collaboration and support (Pandey, 2020). Additionally, online training programs allow staff to enhance their skills without the need for physical relocation or additional financial strain on the institution (Rai & Sharma, 2021). Collaborative research, professional development programs tailored to the needs of faculty, flexible work arrangements, and clear career paths were also highlighted as effective methods for improving staff satisfaction and long-term retention (Paudel & Gurung, 2020).

Opportunities for Enhancing HR in Resource-Constrained Campuses: Despite financial constraints, there are significant opportunities to enhance the HR landscape in Nepalese community campuses. Leveraging alumni networks for mentorship, financial support, and career development opportunities can mitigate the lack of resources. Establishing partnerships with universities or NGOs could also help

access external funding for HR initiatives, including training programs (Joshi, 2020). Furthermore, integrating technology in teaching and administrative processes presents an excellent opportunity for capacity building, as it improves efficiency and faculty engagement with educational content (Sapkota, 2021). Lastly, enhancing involvement in decision-making and allowing faculty more agencies over institutional affairs can foster an ownership mentality, which significantly aids in staff retention (Tamang, 2020).

CONCLUSION AND RECOMMENDATIONS

In conclusion, Nepalese community campuses face substantial challenges in human resource management, particularly in areas of recruitment, capacity building, and staff retention. However, by adopting innovative and low-cost HR strategies, campuses can overcome some of these barriers and create a more sustainable environment for faculty and staff development. HR policies need to be more aligned with the real needs of faculty, providing them with the resources and support they require to grow professionally. Moving beyond conventional models of staff management to integrate modern, collaborative, and flexible practices will be critical for the continued success and sustainability of community campuses in Nepal.

Recommendations based on this study include:

- Developing more robust and inclusive HR policies that focus on the long-term career development of faculty members.
- Offering online and affordable professional development opportunities that cater to the specific needs of faculty.
- Encouraging a participatory approach to governance in community campuses, where faculty members have more influence on decision-making and campus policies.
- Enhancing recruitment strategies to focus on hiring faculty who align with the institutional values and who are more likely to stay in the long term.
- Expanding capacity-building programs to include collaboration, research, and external partnerships, especially in marginalized and remote regions.

The effective implementation of these strategies will not only help overcome existing challenges but also create a strong, skilled workforce, ready to adapt to the growing needs of the academic landscape in Nepal. By investing in human resources, Nepalese

community campuses can pave the way for academic excellence and long-term institutional development, ensuring a bright future for faculty, staff, and students alike.

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Cause and Consequences of Youth and Adult Migration

(A Case Study of Jugal Rural Municipality -1, Selang, Sindhupalchwok)

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ABSTRACT

This study attempts to analyzed the cause and consequences of youth and adult migration of Jugal Rural Municipality-1, Selang, Sindhupalchwok District. One Hundred One respondent aged 13 years and above have been selected by purposive non-probability sampling methods. Descriptive research design, quantitative research method and deductive approach are applied. Data were collected through direct interview applying the pre-structured questionnaires. Main reasons of migration of youth and adult are the better and quality education, better work opportunities, better income in destination and low infrastructure and advanced technology, weak development policy of government, family pressurize and no employment opportunities in the place of origin. Lack of human resources, low agricultural productivities, increment of remittance dependency, more cost of goods and services, brain drain, poor government policy and lack of security are the main consequences. Based on findings, there is still area for further study i.e access of better education of child due to migration, contribution of migrants for rural development, role of migrants to enhance of rural life of Nepal.

Keywords: *youth, migration, causes, impact, consequences.*

INTRODUCTION

Background of the Study

Migration is as old as humanity itself. Throughout history, people have migrated in search of better lives, to flee conflict or seek safety, or simply to find new opportunities. It may surprise people that most migration is regular, safe and orderly – regionally focused and often directly connected to work. What captures attention in headlines is just part of the story. Migration is an issue that has been deeply affected by misinformation and politicization, and dominant narratives have strayed far away from balanced, accurate accounts of migration – both its simple truths and its complex situation-specific realities (IOM 2024).

Migration refers to the movement of people from place of origin to place to destination basically movement of individual or group of people from one administrative area to another administrative area in certain time period for economic motive or to search for better life within country or out of country. There are two types of migrants, national migrants or international migrants. Globally, practice of migration from rural to urban or less opportunities areas to high opportunities areas (Castle, S., de Haas, H., & Miller, M. J., 2014).

Migration continues to be part of the solution for many societies, economics and family around the world. In the face of negatively skewed discussions, it can be easy to lose sight of the fact that international migration remains relatively uncommon, with a mere 3.6 per cent (or 281 million) of the world being international migrants (see discussion in Chapter 2 of this report). The vast majority of people do not move across borders to live. We also know that most international migration is safe, orderly and regular. Migration can also provide an important skills boost, which can be critically important for destination countries experiencing population declines. In addition to enhancing national income and average living standards, immigration can have a positive effect on the labour market by increasing labour supply in sectors and occupations suffering from shortages of workers, as well as helping address mismatches in the job market. These positive labour market effects are not just evident in high-skilled sectors but can also occur in lower-skilled occupations. Immigration increases both the supply of and the demand for labour, which means that labour immigration (including lower-skilled workers) can generate additional employment opportunities for existing workers. Globally, narrowing of mobility options for people from developing countries since 1995 and the need for more regular migration pathways, human security in migration, gender dimension of migration

and climate change, food insecurity and migration are the globally emerging and challenges (IOM, 2024)

Globally, a total of 281 million migrants are migrated. Out of them, 52 percent are male, and 48 percent are female. 253 million are youth and 28 million are children below 18 years (IOM, 2024).

As Lee (1966), there are two basic dimensions are playing vital role for migration one is push factor which playing vital role in origin place to motivation for individual to leave the place of origin or where they are presently residing and another Pull factors which are playing vital role to attractive to migrants in place of destination.

In Nepal, youth migration has become a defining characteristic of the country's socio-economic landscape, significantly influencing household dynamics, economic structures, and national development strategies. As (2021) census of Nepal, around 21,00000 youth have been absent at their origin place due to migration (Government of Nepal, 2021)

Kathmandu, the capital, is a major destination for migrants due to its diverse job opportunities in construction, manufacturing, and services (Rana & Rajbhandari, 2020). This migration is often permanent, contributing to rapid urbanization, especially in cities like Kathmandu, Pokhara, and Lalitpur. However, it also leads to challenges such as overcrowding, strained infrastructure, and the growth of informal settlements. While urban areas offer better economic opportunities, rural areas are left with aging populations, leading to imbalances in demographic structures (Sharma, 2019).

Urban to Rural Migration: Although less frequent, urban-to-rural migration is an emerging trend in Nepal. This migration typically occurs when individuals or families leave urban areas in search of a more peaceful, affordable, and less stressful lifestyle. People may move to rural areas for reasons such as retirement, the desire for a slower pace of life, or a lower cost of living compared to expensive urban centers. In some cases, individuals may also relocate to rural areas for agricultural or entrepreneurial ventures, especially in regions close to urban centers where commuting is feasible. This trend is gradually gaining momentum, particularly in peri-urban areas where rural and urban features blend (Koirala, 2018).

Objectives

To analyze the cause and consequences of youth migration of the study area

Significance

This primary based research is important to researchers, local level planners, teachers, students and other concerning individuals and organizations.

METHODS AND MATERIALS

This primary based information study was conducted in Jugal Rural Municipality-1, Selang, Sindhupalchwok. Brahmin/Chhtri, Tamang are majority inhabitant and Dalit and other caste/ethnics are minority inhabitant besides these majority, Newar, Mijar, Magar, Rai, Bhujel are also residing in the in-minority numbers in the study area but they are not selected on the research sample. One hundred one (101) respondents aged 13 years and above were selected by purposive non-probability sampling methods to collect the data. Descriptive research design, quantitative research method and deductive approach was applied. The primary data have been collected through direct interview with respondents using the pre-structured questionnaires. Secondary data have been collected from different published and non-published documents, scholarly journal articles, research report, annual report and other relevant documents. The collected primary data was analyzed using the latest data analysis software tools. During the data analysis, the authors have been generated different graphs, frequency table, cross table to make meaningful result, data consistency and measurement of reliability and validity.

FINDINGS AND DISCUSSION

Table1: Age Sex Distribution of Respondents

Age Group	Male		Female		Total	
	N	%	N	%	N	%
Teenagers (13-19 Years)	4	6	5	14	9	9
Young Adults (20-39 Years)	25	39	10	27	35	35
Middle-aged Adults (40-59 Years)	27	42	17	46	44	43
Elderly (60 Years and above)	8	13	5	14	13	13
Total	64 (63%)	100	37(37%)	100	101	100

Source: Field Study, 2024

Out of 101 respondents, 63 percent are male and remaining 37 percent are female. While analyzing the age highest percent (43%) are aged middle-aged adults (40-59 years) and second highest (35%) are young adults (20-39 years) aged old, third highest (13%) are elderly 60 years and above and lowest (9%) are teenagers (Aged 13-19 years) old. However, the highest percent of migrants are middle adults comparing to others (table 1)

Table 2: Caste/Ethnic Groups of Respondents

Caste/Ethnics	N	%
Brahmin/Chhetri	67	66
Tamang	29	29
Dalit (Pariyar and Kami)	5	4
Total	101	100

Source: Field Study 2024

As table 2, among the 101 respondents, Brahmin/Chhetri are highest (67 %), Tamang are second highest (29%) and third are of Dalit (Pariyar and Kami) 4% but besides these three major ethnics Brahmin/Chhetri, Tamang and Dalit, Newar, Mijar, Magar, Rai, Bhujel are also residing in the study area but they are not selected on the research sample because their number were very minimal. The research area is dominated by Brahmin/Chhetri in the southern and Tamang in the northern of the study area.

Table 3: Educational Status of Respondents

Educational Status	N	%
Literate	92	91
Illiterate	9	9
Total	101	100

Source: Field Study 2024

Out of 101 respondents, 91 percent are literate, and 9 percent are illiterate. However, literate are more than 9 times more comparing to illiterate (table 3)

Table 4: Level of Education of the Respondents

Level of Education	N	%
Some Primary	27	25
Secondary (SLC)	33	36
+2/ Intermediate	21	25
Bachelor and above	11	14
Total	92	100

Source: Field Study 2024

Out of 92 literate respondents, highest percent (36%) have secondary (SLC) level of education, second highest percent (25%) are +2 level of education, third highest (16%) have only primary level education, fourth highest (14%) have Bachelor and

above level of education and lowest percent (9%) respondents have lower secondary level education. However, migrants are selective (table 4).

Table 5: Reasons for Migration of Respondents (Multiple Response)

Reasons	N	%
For better and quality Education in destination	80	94
For better working opportunities and high wage rate of Foreign	77	90
Employment opportunities more income in destination	30	35
Lack of Infrastructure and Advanced Technology	69	81
Weak policy of Government	57	67
Following Friends and family pressure	25	29
Less opportunities of employment	65	64

Source: Field Study, 2024

Out of 101 respondents, 94 percent are migrated for better and quality education, 90 percent are for better working opportunities and high income in abroad, 35 percent are for employment, 81 percent are migrated for lack of infrastructure and advance technology in Nepal, 67 percent are migrated for weak policy of government, 29 percent are migrated due to friends and family influences, and least percent (15%) are migrated due to other reasons but they have not explain what are those other categories of reasons. However, highest percent are migrated for better and quality education, better working opportunities and high income in foreign countries. It seems better life and economic is the main motives of migration (table 5).

Table 6: Brain Drain and Its Impact

Impact of brain drain	N	%
Positive Impact		
A number of People perceive brain drain as positive, potentially due to remittances sent back home by emigrants and they also bring the new skills idea and techniques gained abroad that can be beneficial upon return.	24	24
Negative Impact		
Brain drain lead to a loss of skilled workforce, impacting local businesses, services, economic growth, innovation, healthcare and education sectors, production sectors, agricultural, social, cultural sectors and it also affecting an environmental sectors.	65	64

Impact of brain drain	N	%
Not significant impact		
Some respondents may perceive brain drain as not significantly affecting their hometown's development due to other compensating factors or limited impact on local resources.	12	12
Total	101	100

Source: Field Study, 2024

As table 6, highest percent (64%) respondents said that there is negative impact by the brain drain i.e, brain drain lead to a loss of skilled workforce, impacting local business, services, economic growth, innovation, healthcare and education sectors, production sectors, agricultural, social cultural and environmental sectors. However, second highest percent (24%) respondents said there is positive impact due to the brain drain i.e remittance sent back home by emigrants or and brings the skills, new ideas, and technique for new business and economic development. Thus, their life style can be changed as well as living standard could be the improved. However, both positive and negative impact are almost equal of the brain drain. Lowest percent (12%) respondents said that not any significant impact due to brain drain.

Table 7: Possible Future Consequences According to the Respondents (multiple responses)

Consequences in future	N	%
Lack of the skill labour	55	55
Reduces Productivity of Agriculture and Industry	45	45
Increases dependency on foreign incomes and rising cost of goods and services	33	33
Fewer Domestic Specialist	25	25
Reduces in Social Cohesion and cultural integration	68	68
Decreases the skills and innovation	55	55
Hinder the growth and development of Educational Institution	59	59
Poor governance and lack of security	48	48
Remains the old and unskilled people in country	70	70

Source: Field study, 2024

Out of 101 respondents, the highest percent (70%) responses the possible future consequences of migration are remaining the old and unskilled people in country.

Same way, second highest percent(68%) responses the reduction the social cohesion and cultural integration, third highest percent (59%) responses hinder the growth and development of educational institution, fourth highest percent (55/55 %) responses the labour shortages and decreases the skills and innovation respectively, sixth highest responses the poor governance, seventh highest responses the reduces the productivity of agricultural and industries, eighth highest responses the increases dependency on foreign incomes and rising cost of goods and service and least percent (25%) responses decreases the domestic specialist. However, there are many negative consequences of the migration (table7)

CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

Migration is one of the major factors to enhance the socio-economic and life style of an individual people basically in rural area of Nepal. Migration has been associated many reasons and it creates the multiple consequences. As the study result, youth and adult were leaved their place of origin or migrated for better and quality education opportunities, better employment opportunities, good wage of work, better income, better life in destination place and less development infrastructure, lack of advanced technologies, weak policy programs of government, friend and family pressure for migration, unemployment, no opportunities of better and quality education in place of origin are the main reasons for their migration. Brain drain,lack of labor, low productivities of agriculture and industries, remittance dependency increment, rising cost of goods and services, reduction in social cohesion and cultural integration, decrement of skills and innovation of individual, hinder growth and development of educational institution, lack of security, poor rural life of old aged people and children and un-skills human resources heaping in the origin place are the major consequences of migration of youth and adult.

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Evaluating the Role of Community Awareness and Screening Programs in Reducing the Breast Cancer Mortality Rates in Nepal

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ABSTRACT

Breast cancer is a leading cause of cancer-related deaths among women worldwide, including in Nepal. Early detection through community awareness and screening programs significantly reduces mortality rates. However, despite increasing awareness, breast cancer screening remains low in Nepal due to cultural, social, and economic barriers. This study evaluates the effectiveness of community awareness and screening programs in Nepal, focusing on their role in early detection, prevention, and treatment outcomes. Understanding the impact of these programs helps identify gaps in awareness, accessibility, and implementation, ultimately informing policies to improve breast cancer detection and survival rates, especially in under-served areas. The study reviews existing community-based initiatives, including public health campaigns and mobile screening programs. It assesses awareness levels, access to screening services, and challenges faced in their implementation. The analysis considers both urban and rural perspectives to highlight disparities in healthcare access. Findings indicate that while awareness has improved in urban areas, rural populations continue to face significant barriers, including stigma, inadequate healthcare infrastructure, and financial constraints. Limited government support and resource availability further hinder effective screening efforts. Community awareness and screening programs play a crucial role in reducing breast cancer mortality. To enhance their effectiveness, targeted, culturally sensitive outreach programs, improved healthcare infrastructure, and stronger government support are necessary, particularly for rural and under-served populations in Nepal.

Keywords: *breast cancer, community, awareness, screening, detection, mortality*

INTRODUCTION

Background of the Study

Breast cancer remains one of the most common cancers among women worldwide, with significant mortality rates attributed to delayed diagnosis and treatment. In 2020, breast cancer accounted for approximately 2.3 million new cases and 685,000 deaths globally, making it a critical public health issue (Daiichi Sankyo Co. Ltd., 2025). Early detection, achieved through community awareness and screening programs, is a well-established strategy to reduce breast cancer-related mortality (Khanal, 2018). These interventions play a vital role in increasing knowledge about symptoms, encouraging early health-seeking behaviour, and facilitating access to diagnostic services. However, their effectiveness varies significantly across regions, influenced by cultural, socioeconomic, and infrastructural factors (Thapa et al., 2021).

In low- and middle-income countries (LMICs) like Nepal, breast cancer represents a growing health burden. Despite being ranked as the second most common cancer in Nepal, awareness and screening programs remain limited and fragmented (Ghimire et al., 2021). Studies indicate that the majority of cases in Nepal are diagnosed at advanced stages, primarily due to inadequate awareness, cultural stigma, and lack of access to affordable screening facilities (Shrestha et al., 2023). Furthermore, rural and under-served populations face additional challenges, such as geographic isolation and shortages of trained healthcare professionals, which further exacerbate disparities in breast cancer outcomes (Nepal Cancer Care Foundation, 2025).

Community-based awareness and screening programs have been shown to significantly improve early detection rates in various global contexts. For instance, in countries with well-established mammography programs, breast cancer mortality has decreased by 20–40% over the past few decades (Ghimire et al., 2021). In contrast, Nepal lacks a national breast cancer screening program, relying instead on sporadic efforts by non-governmental organizations (NGOs) and local health initiatives. Programs like the Nepal Cancer Relief Society's (NCRS) awareness campaigns and mobile screening clinics have demonstrated promise in raising awareness and detecting early-stage breast cancers in rural communities (Binaytara Foundation, 2025). However, these efforts are often limited in scope and sustainability due to funding constraints and inadequate integration with the national healthcare system (Sathian et al., 2014).

This review aims to evaluate the role of community awareness and screening programs in reducing breast cancer mortality, with a specific focus on Nepal. It

seeks to examine the global evidence supporting these interventions, analyze the challenges and opportunities within Nepal's context, and provide recommendations for scaling and sustaining such programs. By addressing the unique barriers faced by Nepali women, including cultural stigma and economic constraints, this study underscores the importance of contextually tailored strategies to improve breast cancer outcomes in the country.

RESEARCH METHODOLOGY

This systematic review employs qualitative and quantitative methods approach to evaluate the role of community awareness and screening programs in reducing breast cancer mortality rates, with a specific focus on Nepal. The methodology combines qualitative and quantitative analyses to ensure a comprehensive understanding of the topic. The study synthesizes data from peer-reviewed journal articles, government and non-governmental organization (NGO) reports, and global health databases to analyze trends, effectiveness, and challenges of awareness and screening interventions.

Data Collection

A structured literature search was conducted across multiple electronic databases. The search was limited to articles published between 2010 and 2024 to ensure relevance. Inclusion criteria comprised studies evaluating awareness and screening programs, their impact on breast cancer outcomes, and studies specifically addressing Nepal or similar low- and middle-income country (LMIC) settings. Exclusion criteria included studies not available in English or Nepali and those lacking primary data.

Additionally, grey literature, such as NGO reports and health ministry publications, was reviewed to gather contextual insights from Nepal. Reports from organizations like the Nepal Cancer Relief Society (NCRS) and the World Health Organization (WHO) provided valuable data on local initiatives and challenges in implementing awareness campaigns and screening services.

Data Analysis

The study followed a thematic analysis framework for qualitative data and a descriptive statistical approach for quantitative data. For qualitative analysis, themes were identified related to the effectiveness of interventions, barriers to implementation, and cultural perceptions influencing breast cancer awareness in Nepal. For quantitative

data, metrics such as screening coverage, early detection rates, and mortality trends were extracted and analyzed using Microsoft Excel. Key performance indicators, including reductions in advanced-stage diagnoses and improvements in survival rates, were synthesized to measure program effectiveness.

Study Contextualization

Given Nepal's unique socio-cultural and geographic characteristics, particular attention was given to studies highlighting rural outreach programs, gender-based stigma, and healthcare accessibility. This contextual focus was critical for understanding the relevance and scalability of global best practices in Nepal. Case studies of successful initiatives, such as mobile mammography units and community health worker-led awareness campaigns, were analyzed to draw actionable insights.

Limitations

This review acknowledges limitations, including potential publication bias and the scarcity of peer-reviewed research specifically addressing breast cancer awareness and screening programs in Nepal. To mitigate these, insights from grey literature and interviews with healthcare practitioners were incorporated to provide a more holistic perspective.

RESULTS AND DISCUSSION

Global Overview of Community Awareness and Screening Programs

Breast cancer remains the most commonly diagnosed cancer and the leading cause of cancer-related mortality among women worldwide (The Kathmandu Post, 2023). Early detection through screening, especially when combined with strong community awareness campaigns, has been shown to reduce mortality rates significantly. In high-income countries (HICs), robust screening programs, such as mammography and clinical breast exams, have been established for decades and have led to a reduction in breast cancer mortality by 20-40% (Khanal, 2018). Screening programs are most effective when accompanied by widespread public education on breast health, self-examination, and early reporting of symptoms. In countries with well-established screening protocols, the focus has been on regular population-wide screenings, particularly targeting women aged 40 and above (UNDP, 2021). These interventions have resulted in an increase in early-stage breast cancer diagnoses, which are associated with a higher survival rate compared to diagnoses at later stages (Shrestha et al., 2023).

Community Awareness and Screening Programs in Low- and Middle-Income Countries (LMICs)

In low- and middle-income countries (LMICs) like Nepal, the landscape for breast cancer awareness and screening programs differs considerably from that in high-income nations. Although the global burden of breast cancer is growing in LMICs, the infrastructure and resources for comprehensive screening programs are often lacking (Nepal Network for Cancer Treatment and Research, 2025). Screening coverage in LMICs is typically low, with disparities seen in rural and urban populations. In Nepal, studies have reported that breast cancer is the second most common cancer among women, yet screening rates are suboptimal due to various challenges, including cultural stigma, financial constraints, and limited access to healthcare services (Daiichi Sankyo Co. Ltd., 2025). While there are national and local efforts to raise awareness, these programs remain fragmented and often lack sustainability (Ghimire et al., 2021).

One notable initiative in Nepal is the Nepal Cancer Relief Society (NCRS), which has been at the forefront of breast cancer awareness campaigns and organizing mobile screening clinics in remote areas. These programs have helped in early detection and raised public awareness regarding the importance of regular screenings (Thapa et al., 2021). However, challenges remain in scaling these efforts to the national level. A study found that only a small fraction of women in rural areas reported performing self-breast exams or seeking clinical care, citing factors such as fear of diagnosis, lack of information, and cultural perceptions that view breast cancer as a taboo subject (Ghimire et al., 2021).

Impact of Awareness Campaigns on Breast Cancer Knowledge

Community awareness programs are central to promoting early breast cancer detection, particularly in areas where access to healthcare facilities is limited. In Nepal, a significant barrier to early detection is the low level of knowledge about breast cancer symptoms and the importance of early screening. Only 40% of women in Nepal knew the common signs and symptoms of breast cancer, and even fewer understood the benefits of early screening. Awareness campaigns can bridge this gap by educating women about self-breast exams and the need for clinical screenings (Shrestha et al., 2023).

Awareness campaigns in Nepal have also highlighted the importance of breaking the stigma around breast cancer. Cultural taboos, fear of mastectomy, and the perception

that breast cancer is a “death sentence” often prevent women from seeking medical attention until the disease has reached an advanced stage (Binaytara Foundation, 2025). By integrating culturally appropriate messaging into awareness programs, there has been some success in shifting these perceptions. For example, the NCRS and other NGOs have used community health workers to educate women in rural areas, using local languages and culturally relevant materials to increase understanding and comfort with the topic (Thapa et al., 2021).

However, despite these efforts, the reach of such programs remains limited. A study by Ghimire et al., 2021 indicated that many women in remote districts were still unaware of the importance of breast cancer screening. To address these gaps, it is crucial that future programs leverage media and digital platforms to expand their reach. In countries like Nepal, where mobile phone penetration is increasing, mobile health (mHealth) initiatives could provide a new avenue for disseminating breast cancer awareness information (The Kathmandu Post, 2023).

Role of Screening Programs in Reducing Mortality

The role of screening in reducing breast cancer mortality is well-established in high-income countries, where national programs have been successful in improving survival rates. In LMICs, however, the picture is more complex. While some pilot screening programs have shown promise, such as the mobile mammography services provided by NCRS in Nepal, there are systemic barriers to large-scale implementation (Kathmandu Cancer Center, 2025). The lack of infrastructure, trained personnel, and financial resources remains a major challenge in Nepal. Furthermore, screening programs are not universally accessible, particularly in rural and underserved areas (Binaytara Foundation, 2025).

In Nepal, breast cancer screening is not yet a part of the routine national health policy, and the country lacks a structured, widespread screening program. A national screening program could potentially reduce breast cancer mortality rates, but only if it is accompanied by education and efforts to address barriers to participation. Data from other LMICs, such as India, suggest that targeted screening programs can help reduce mortality by detecting breast cancer at earlier, more treatable stages (Sathian et al., 2014). For example, in India, mobile clinics and outreach programs have reached women in remote areas, offering screenings, education, and counseling services. These efforts have contributed to early detection and a decrease in advanced-stage diagnoses (Nepal Cancer Care Foundation, 2025). A similar approach, tailored to Nepal's context, could be key to improving breast cancer outcomes.

In Nepal, one of the main strategies for increasing access to breast cancer screening has been the implementation of mobile mammography units. These units are equipped with the necessary tools for conducting mammograms in rural areas where traditional healthcare infrastructure is limited (Ghimire et al., 2022). The mobile screening programs in Nepal have led to an increase in early breast cancer detection; although only a small percentage of eligible women have participated in these programs. Overcoming logistical barriers, such as transportation and access to follow-up care, is crucial to increasing participation rates (The Kathmandu Post, 2023).

Barriers to Effective Implementation of Awareness and Screening Programs

Despite the growing recognition of the importance of community awareness and screening programs, several barriers hinder their successful implementation in Nepal. These include limited healthcare infrastructure, geographic isolation, cultural resistance, and financial constraints (Khanal, 2018). Women in rural areas often face difficulties accessing healthcare services due to distance, lack of transportation, and inadequate roads. Additionally, the high cost of diagnostic services, such as mammograms, is a significant barrier for low-income women (Ghimire et al., 2021).

Cultural factors also play a significant role in shaping women's attitudes toward breast cancer and screening. In many rural communities, the perception of breast cancer as a taboo subject or a fatal disease prevents women from seeking help (Sathian et al., 2014). Fear of diagnosis and fear of undergoing invasive procedures, such as biopsies and mastectomies; also contribute to reluctance (Ghimire et al., 2021). Educating both women and their families about the benefits of early detection and treatment is essential for overcoming these cultural barriers.

Furthermore, the lack of trained healthcare professionals and the shortage of resources to support widespread screening programs in rural areas exacerbate these challenges. Without a concerted effort from both the government and non-governmental organizations, it will be difficult to establish an effective and sustainable breast cancer screening program in Nepal.

Recommendations for Future Programs

Based on the findings of this review, the following recommendations are made for improving community awareness and screening programs in Nepal:

Expansion of Mobile Screening Programs: Mobile mammography units and outreach services should be expanded to cover more remote and under-served areas.

These services should be integrated into the existing healthcare infrastructure to ensure sustainability.

Increasing Public Education and Awareness: Public education campaigns should focus not only on the symptoms and risk factors of breast cancer but also on addressing cultural taboos and stigma. Collaboration with community leaders and influencers is critical in overcoming resistance to participation.

Government Policy and Funding: The Nepalese government should prioritize the establishment of a national breast cancer screening program, incorporating regular screenings as part of the national health policy. Adequate funding and resources should be allocated for the training of healthcare professionals and the provision of diagnostic services at an affordable cost.

Leveraging Technology: Health initiatives, such as SMS reminders, mobile apps, and online educational platforms, should be explored to increase awareness and encourage participation in screening programs, especially in rural areas.

Implications of the Study

The findings of this study have several important implications for public health policy, healthcare practice, and community-based initiatives in Nepal. First, the study highlights the critical need for targeted awareness programs to address the cultural and socio-economic barriers that hinder women, particularly in rural areas, from accessing breast cancer screening services. These insights suggest that government and non-governmental organizations (NGOs) should prioritize the development of culturally sensitive and accessible health education campaigns that can resonate with diverse communities, taking into account local traditions and language barriers.

Second, the study underscores the importance of improving healthcare infrastructure, especially in rural and under-served regions of Nepal, where access to healthcare services, including screening, is limited. It implies that strengthening healthcare facilities, ensuring mobile screening units, and training healthcare providers are essential steps in increasing early detection rates of breast cancer. Moreover, the study calls for better integration of breast cancer screening into Nepal's existing health policies and programs, ensuring it is part of routine healthcare services. Furthermore, the study indicates that enhanced government support, in collaboration with local communities, can play a significant role in scaling up breast cancer screening programs and overcoming existing barriers. It suggests that prioritizing funding and resources for these programs can lead to a significant reduction in breast cancer mortality rate

Finally, the research stresses the need for continuous monitoring and evaluation of ongoing breast cancer awareness and screening initiatives. The findings advocate for a more coordinated and comprehensive approach that involves multiple stakeholders, including community leaders, healthcare professionals, and policymakers, to ensure sustainable and effective intervention strategies. This collaborative effort is vital in reducing breast cancer mortality rates and improving overall public health outcomes in Nepal.

CONCLUSION

In conclusion, community awareness and screening programs play a critical role in reducing breast cancer mortality rates, particularly in countries like Nepal, where early detection and treatment remain significant challenges. The evidence from global studies demonstrates that well-implemented screening programs, coupled with robust community awareness campaigns, can lead to earlier diagnosis, which is crucial for improving survival rates. In Nepal, while there have been promising initiatives such as mobile screening clinics and local awareness campaigns, substantial gaps remain in terms of accessibility, cultural barriers, and infrastructure. A concerted effort from both government and non-governmental organizations is required to overcome these barriers by improving access to screenings, increasing public education, and addressing cultural taboos surrounding breast cancer. Strengthening mobile health platforms and expanding screening services, especially in rural and remote areas, are crucial steps for achieving greater reach and participation. By enhancing awareness and making screening services more accessible, Nepal can significantly reduce breast cancer mortality, ultimately saving lives and improving the health outcomes of women across the country.

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Issues and Challenges in Implementing the SDGs in Nepal

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ABSTRACT

The Government of Nepal has adopted various policies and programs to accelerate the implementation of Sustainable Development Goals in Nepal and had put in place the institutional and financial arrangements. The National Planning Commission (NPC) is the principal agency for SDG monitoring and has taken a number of initiatives towards attaining the SDGs by engaging relevant stakeholders in this process. Nepal is one of the first country to take stock of its status on the proposed Sustainable Development Goals in 2016, followed by preparing SDGs status and roadmap 2016-2030 and SDGs Needs Assessment, Costing and Financing Strategy

Keywords: *gender, cultivation, global economy, natural resources, development*

INTRODUCTION

Background

Nepal, a least developed country (LDC) in South Asia, is characterized by slow economic growth, socioeconomic underdevelopment and a low level of human development. This underdevelopment stems from a politically and socially fragile post conflict situation, structurally generated poverty and inequality, deeply entrenched forms of social exclusion, and weak governance structures in all spheres of the state. Beginning in 1996, the country faced a decade-long armed conflict triggered by political ambitions but rooted in social discrimination, economic inequality and poor service delivery by the state and weak governance. The 2006 peace accord between the government and the rebels (the Communist Party of Nepal-Maoist) ended the conflict and addressed the political problems. The social and economic tensions associated with the conflict are being resolved through development efforts and inclusive state restructuring.

Objectives

The aim of this paper is to analyze the proposed SDGs from Nepal's perspective and set the stage for embarking on the implementation of the sustainable development agenda for the next 15 years. The specific objectives are to:

- i. Overview the proposed SDGs and their relevance from Nepal's perspective;
- ii. Identify key indicators for the targets and set their tentative quantitative benchmarks;

METHODOLOGY

This paper is primarily based on the review of thematic reports on SDGs prepared by the National Planning Commission (NPC) in association with the officials of sectoral ministries and experts. The thematic groups were headed by NPC members and supported by ministry officials. The relevant ministries and the Central Bureau of Statistics (CBS,2021) were consulted for baseline data compilation and verification. Major national reports published by CBS and NPC were collected. Recent national reports published by ministries were also referred to for working out the latest baseline information and setting the 2030 targets and the indicators to achieve the targets. As the global SDGs and their targets are yet to be finalized and officially agreed, it is too early to set the national indicators for achieving the targets. Nevertheless, an attempt has been made here to work out key indicators for which data is available or could be available to monitor the achievements of the proposed SDG targets. The thematic data were collected, reviewed and updated, information gaps filled in consultation with relevant ministry and NPC officials, and analysis of some of the SDGs not covered by the thematic groups carried out by the paper itself. Basically the secondary data were analyzed, and this paper tried to kept an anthropological input and flavor for readers.

RESULT AND DISCUSSION

Issues and Challenges

The SDGs are comprehensive, ambitious and challenging goals and require huge resources as well as enhanced capacity to achieve them in the given 15 years' time. The goals of universal access to basic economic and social services, reduced inequality within and among nations, and structural changes in production and consumption patterns are ideal. But their achievement will require unprecedented national efforts and international cooperation in action rather than rhetoric. The following sections

delve into the key issues and challenges that Nepal has to address to achieve the SDGs (Lumanti, 2021).

Localization of SDGs at Sub-national Levels

Although the SDGs are global goals and targets to be adapted to the national context; they also need to be addressed at the sub-national and local levels. Thus, the localization of the SDGs implies that actors and institutions at the sub national level have a fundamental role to play if the SDGs are taken seriously as an opportunity to improve all people's lives. Adaptation of the SDGs to fit local realities will ensure that the national development goals will be achieved at both national and sub-national levels. There is a realization from the implementation and outcome of the MDGs that the national development goals have to be localized for higher, more equitable, and inclusive outcomes. This experience should be exercised for the implementation of the SDGs and a strategy needs developing to localize the SDGs at provincial and local levels once the federal system is set up.

The experience of MDG implementation shows that the localization of national development goals is critical for properly addressing targeted populations, targeted groups and remote geographical areas. The overall levels of achievements of the MDGs in several subject areas mask substantial disparities by gender, social group and location. Addressing hard-to-reach populations, specific geographical areas and marginalized and endangered ethnic people requires localized planning and programming, and thus a framework for implementing the SDGs at the sub-national and local levels is essential.

Overall, as the localization of the SDGs at the sub-national and local levels is critical for the universal, equitable and inclusive outcome of sustainable development efforts, it is equally important to have a political setup at those levels that is willing and capable of handling the development agenda effectively. Thus, along with preparing SDG-based local development strategies at the sub-national and local levels, it is essential to work out financing strategies and encompass capacity development interventions within the same strategies. The notion of 'capacity first, devolution later' should be avoided through the simultaneous devolution of the authority and capacity building of local bodies. Capacity constraints should not prevent the implementation of the SDGs at sub-national and local levels.

Mobilizing Financial Resources

The SDGs are diversified and so can be financed by the government through public investment programmers; by households throughout-of pocket expenses; by the non-

government, cooperatives and community sectors; and by the private sector including through foreign direct investment (FDI). International non-government organizations (INGOs), philanthropic organizations, charity foundations, and personal trusts can also be instrumental in supporting SDG financing.

The SDGs financing strategy will have serious implications for the outreach of people to the goods and services and the sustainability of such outreach. In particular, the taxation system has serious implications for the access of the poor to basic goods and services. There is strong evidence that direct and indirect user fees for primary education and essential healthcare are a barrier to access for the poor, but ending user fees often requires increased aid to make up government revenue shortfalls. Thus incentive effects of well-designed user fees must be compatible with policy objectives (i.e. no basic health care and primary education fees). As such, household contributions must be estimated on the basis of ability to pay across all sectors. Thus for household financing, user fees should not be expected to contribute to the costs of primary school education, adult literacy program, improving gender equality, basic healthcare, nutritional interventions, and transport infrastructure. But provision should be made in the financing strategy for richer households to bear some of the cost of agricultural interventions, secondary school education, energy provision, water supply and sanitation.

Capacity Development at the National and Sub-national Levels

SDG 17 calls for enhancing international support for implementing effective and targeted capacity building in developing countries to support national plans to implement the SDGs, including through North-South, South-South and triangular cooperation. But international support must be led and reinforced by the national government so that capacity constraints do not impede the success of SDG achievement despite commitments, resource availability and willingness to carry forward the agenda. Capacity development should thus be an integral part of the SDG national development strategy. The SDG needs assessment should assess the capacity to implement and the interventions identified to implement the SDGs must include capacity developments that are assigned adequate budgetary resources. Capacity development interventions will not be prioritized and resourced unless they are mainstreamed into the national planning and budgeting process. The capacity assessment exercise undertaken on MDG implementation²³ means that similar tools, knowledge and experience already exists within the United Nations system that could be adapted for the SDG related capacity assessment. The global community can support the national government to undertake the assessment and then help address

the capacity gaps. In particular, the institutional, physical, information technology-related, and human resource-related capacity gaps should be prioritized interventions and solved in time to enable the achievement of the SDGs (DNPWC, 2012).

Post-Disaster Recovery and Reconstruction Challenges

Nepal is prone to disasters due to its topography, location, and habitat. Nepal is prone to earthquakes, floods, landslides, avalanches, fires and disease outbreaks. These often undermine the achievements made in poverty reduction and human development and pose serious challenges to human security. The achievement of the SDGs with better human development implies that adequate disaster risk reduction interventions are identified during the SDGs needs assessment and financing strategy (UGC, 2019). The SDGs are designed to reduce several risks and vulnerabilities, and interventions to achieve them will address disaster risks and vulnerabilities. But some disasters are difficult to predict and plan for — one of them being large earthquakes as Nepal experienced in April/May 2015. These earthquakes took the lives of almost 9,000 people, destroyed more than half a million houses and damaged more than 200,000 houses and public offices. The damage and losses, as measured by the Post Disaster Needs Assessment (PDNA) (NPC, 2022) is more than NPR 700 billion and the reconstruction costs will be as much as NPR 670 billion. This indicates that the country must carry out contingency planning for such unpredictable disasters, which demand additional financial and human resources. SDG implementation will have to be formulated in such a way that prevents such kinds of disasters from derailing or obstructing SDG-related interventions. So, the SDG financing strategy, the capacity assessment for implementing it and the implementation strategy should be mindful of likely future disasters and actions that need taking to prevent them from derailing the achievement of the SDGs.

Strengthening Governance and Service Delivery

Good governance, which is synonymous with democratic governance, is possible when democratic values and norms are engraved into the functioning of the state, society and its institutions. The key dimensions of good governance are the free, fair, and inclusive election of people's representatives; the peaceful turnover of power; accountable government; responsible opposition; rule of law; respect for human rights; accountable and transparent public administration; the separation of powers; an impartial judiciary; decentralized local governance; strong civil society; free media; effective service delivery and inclusive social, economic and political processes. These features, including the ones enshrined in the SDGs, cannot be

ensured without the accompanying values of human rights, equality and equity, inclusion, solidarity, plurality, and respect for the people and environment they live in (World Bank, 2021). The importance of good governance and the strengthening of trust in government are fundamental for achieving the SDGs. The achievement of the SDGs will require substantial scaling up of public investment, which in turn requires good governance for the proper use of additional resources. The government needs to focus on the following dimensions of good governance (GoN, Nepal, 2015)

CONCLUSION

In conclusion, SDGs were not sufficient initiatives for human development in developing countries, there are many reasons why economic development continues to bypass many of the poorest people and places with one common cause being poor governance. It is poor and vulnerable people who suffer the most when governance is characterized by a lack of transparency, accountability or competence. When income inequality is high, economic growth does not sufficiently help reduce poverty. When state policies and programmers are frequently captured by the ruling elites, who control most of the resources, the poor do not have access to resources and opportunities or 'voice' and thus remain excluded from the development process. Without sound governance, the country cannot expect to make sustained progress on human development and poverty reduction. In a post-conflict situation, commissions for disappeared persons, transitional justice, and truth and reconciliation will have to be in place to resolve conflict period cases and establish lasting peace. These institutions are yet to come into operation a decade after the peace agreement. Many of the structures destroyed during the conflict are yet to be rebuilt while the recent earthquakes added to the government's reconstruction tasks. The National Reconstruction Authority is yet to be fully functional. The reconstruction task also requires strong local and community level mechanisms, which, however, have not been instituted in the wake of the almost non-existent local government and the lack of an alternative ad-hoc implementation coordination mechanism.

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Junk Food Consumption Pattern among Undergraduate Students in Urban Regions of Nepal

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Abstract

Junk food consumption is a serious problem among the urban youth. Various researches show that it is bad for health from both public health and food security and nutrition perspectives. This study examined the junk food consumption patterns among undergraduate students in Kathmandu, Nepal. It aimed to explore the preferences, consumption frequency, and the socio-demographic factors shaping the junk food consumption pattern. Theory of planned behaviors (TPB) was employed to analyze the junk food consumption pattern by hypothesizing that individual behavior is influenced by attitudes, subjective norms, and perceived behavioral control. A cross-sectional survey was conducted in two purposively selected private colleges of Kathmandu. Two hundred and five students were chosen as sample using stratified random sampling to ensure proportional representation by college and faculty. The results of ordinal logistic regression showed that the goodness-of-fit suggested a reasonable model fit (Deviance $\chi^2(563) = 408.309$, $p = 1.000$). The dependent variable was junk food consumption frequency. Statistically significant predictors of higher consumption frequency were religion (Hinduism and Buddhism, $p < .05$) and convenience factors (easy availability, $p = .006$; instant consumption, $p = .004$), while variables such as sex, age, and faculty were not statistically significant. The study found that religion and convenience-based influences increase junk food consumption more than demographic factors which supports the TPB. The study offers valuable insights for policymakers, community leaders, and other stakeholders involved in food security initiatives, emphasizing a holistic approach to regulating junk food availability and promoting healthier diets.

Keywords: *junk food, consumption pattern, youths, ordinal logistic regression, Kathmandu*

Introduction

Background of the Study

The increasing consumption of junk food among youths, particularly in urban areas, has emerged as a critical global public health as well as socio-cultural concern. Junk food, characterized by its high caloric content, along with high levels of fats, sugars, and sodium but offers minimal essential nutrients. Junk food lacks legal definition (Snowdon, 2019), it is, in general, defined as highly processed, energy-dense foods with low nutrient content but high in fats, sugars, and salts (Milani et al., 2017). The consumption of such food has been linked to serious health risks, including obesity, cardiovascular diseases, and type 2 diabetes (Arya & Mishra, 2013; Didarloo et al., 2022). In 2022, the global sales of fast-food including junk food reached \$731.65 billion that shares larger portion of leading consumption in the USA, the UK, France and China with the largest urban populations (World Population Review, 2024).

The food choice and the consumption patterns of junk food have broader socio-economic implications, particularly in rapidly urbanizing regions of developing countries. Factors such as economic accessibility, cultural shifts, and the pressures of urban living contribute to these patterns, highlighting the need for a comprehensive understanding of the socio-economic determinants of dietary behavior (Turrell & Kavanagh, 2005; Hovhannisyan & Devadoss, 2020).

Urbanization, in particular, has played a crucial role in altering dietary habits, with the increased demand for convenience foods being a significant outcome of rising disposable incomes and changing lifestyles (Hovhannisyan & Devadoss, 2020). Furthermore, socio-economic gap worsens nutritional inequalities especially in urban setting by restricting access to nutritious food in lower income families (Pakravan-Charvadeh et al., 2022). People are forced to purchase processed and cheaper foods because they have less money and job security. In addition, a lack of social networks, unequal access to resources and opportunities and lower educational levels reduces awareness of healthy food and nutrition and negatively affect household well-being. With a focus on the socio-economic and demographic factors that affect food consumption behavior of undergraduate students in Nepal, the study aims to explore the pattern of junk food consumption.

Statement of the Problem

Despite increasing awareness of the adverse health effects associated with junk food consumption among educated youths, its prevalence remains significant, particularly

in urban areas of developing countries. In urban areas of Nepal such as Kathmandu, undergraduate students face multiple pressures including demanding academic schedules, part-time jobs, and financial constraints. The students migrated from rural areas require them to manage studies and living expenses independently. Limited campus dining options and widespread availability of fast food further encourage reliance on convenient and processed foods (Stuckler & Nestle, 2012). Additionally, a complex interplay of factors including economic affordability, peer influence, and the rapid urbanization of developing nations, has contributed to a notable rise in junk food consumption (Pahari & Baral, 2020). These socio-economic factors are of particular concern as they not only increase consumption but also deepen inequalities, limiting access to healthier food alternatives, especially among lower-income students (Turrell & Kavanagh, 2005).

The health implications of these dietary behaviors are extensive, with negative impacts on nutritional well-being and broader public health outcomes, which, in turn, pose significant challenges to sustainable development (Pakravan-Charvadeh et al., 2022; Pandey et al., 2020). Understanding the consumption patterns of junk food is therefore critical, both from a policy and theoretical perspective, in developing countries such as Nepal. From a theoretical standpoint, examining these consumption patterns provides insights into how dietary behaviors are evolving in response to modernization and globalization, and aids in predicting long-term health and social outcomes. Contextualizing the study within specific socio-economic settings can also contribute to the development of theoretical models related to food safety and security. From a policy perspective, this study is essential for formulating effective strategies to enhance access to affordable, healthy foods and to regulate the marketing and promotion of junk food. Understanding these patterns could also assist in the development of targeted public health interventions aimed at reducing junk food consumption and promoting healthier dietary practices among urban youth in developing countries.

Objectives

The main objective of the study was to identify junk food preferences and consumption patterns among undergraduate college students in Kathmandu, Nepal. Specifically, the study aimed to explore the types of mostly consumed junk foods, the frequency of consumption, places of consumption and purchase and the socio-demographic factors that influence these consumption behaviors. For this study, junk food is highly processed, energy-dense foods that are high in sugar, salt, and unhealthy fats but low in essential nutrients (Stuckler & Nestle, 2012; Monteiro et al., 2018). The

socio-demographic factors include gender, age, religion and faculty of the students. In addition, the study intended to examine how consumption patterns influenced by these factors in urban setting.

Methodology

This study employed a quantitative research design to examine the junk food preferences and consumption patterns among undergraduate students at Kathmandu, Nepal. A cross-sectional survey was conducted using a structured questionnaire at two purposively selected private colleges in Kathmandu, namely; K & K International College and Triton International College. The sample size of 205 students was determined by using Cochran's formula for a finite population of 435 students with a 95% confidence level and a 5% margin of error (Cochran, 1977). Stratified sampling was used to ensure proportional representation by both colleges and faculty of study: Management and Humanities. From K & K International College, 97 respondents were represented whereas remaining 108 respondents were from Triton International College. Based on the population distribution, 132 students were sampled from the Management faculty and remaining 73 from the Humanities. Additional stratification by demographic variables, such as gender, sex, age and faculty, was also considered to enhance the study's representativeness and reliability in analyzing junk food consumption patterns as well. The study was grounded in a positivist epistemology, which assumes that objective and measurable knowledge about junk food consumption patterns can be obtained through systematic data collection. Ontologically, the study followed a realist perspective, viewing students' behaviors and consumption patterns as observable and quantifiable phenomena influenced by socio-economic factors. The data were analyzed at univariate, bivariate and multivariate levels.

Study Limitations

The study focused mainly on private colleges in Kathmandu while junk food consumption patterns may differ in public colleges due to varying socio-economic and institutional contexts. Additionally, as Kathmandu is the most urbanized area, the results may not reflect consumption patterns in other regions with different socio-economic and cultural influences. It focused on only two faculties; management and humanities as well as undergraduate students can also limits the applicability of the findings to other academic disciplines, age groups, or educational levels.

Theoretical Orientation

This study was grounded in the Theory of planned behaviors (TPB), which argues

that individual behavior is influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). In this context, age, religion, faculty and sex-based attitudes and norms were considered as major variables (Turrell and Kavanagh, 2005) linking with the TPB. Its framework facilitates the analysis of how socio-economic factors and cultural norms influence junk food consumption behaviors among undergraduate students (Didarloo et al., 2022). By emphasizing socio-economic influences, the study aimed to highlight the broader developmental implications of junk food consumption patterns in urbanizing regions of developing countries (Pakravan-Charvadeh et al., 2022; Hovhannisyan & Devadoss, 2020).

Results and Discussion

Descriptive Results and Analysis

The study examined the socio-demographic characteristics of undergraduate students to understand the factors influencing junk food consumption patterns. The findings are summarized in Table 1.

Table 1: *Socio-Demographic Characteristics of the Respondents (n=205)*

Socio-Demographic Characteristics	f	%	Mean	SD
Sex				
Male	137	66.8		
Female	68	33.2		
Age (in year)				
Below 21	67	32.7		
22-24	117	57.1		
25 and above	21	10.2		
Religion			22.6	2.8
Hinduism	143	69.8		
Buddhism	46	22.4		
Kirant	11	5.4		
Christianity	5	2.4		
Faculty				
Management	132	64.4		
Humanities	73	54.6		

Note: SD = Standard Deviation

Nearly 67 percent (66.8%) of the respondents were male where more than half (57.1%) were within the 22-24 age group. Religion wise, dominant respondents were from Hinduism (69.8%). Among the respondents, more than half (64.4%) were represented

the management faculty and remaining 45.6 percent were from the humanities faculty. This descriptive information provided a critical context for understanding the factors influencing junk food consumption patterns among undergraduate students and enabled a comprehensive analysis of how socio-cultural and academic backgrounds shape differences in junk food preferences and consumption behaviors.

Types of Mostly Consumed Junk Food

Dietary habits of undergraduate students are significantly influenced by factors such as convenience, affordability and social norms (Stuckler & Nestle, 2012). Junk food consumption, in particular, has become a prevalent trend among young adults largely due to its accessibility. To understand this habit, the study examined the types of mostly consumed junk foods among the undergraduate students in Kathmandu.

Table 2: *Types of Junk Food Mostly Consumed (n = 205)*

Type of Junk Food	f	% of total responses (n=277)	% of total respondents (n=205)
Chips & Cheese Ball	50	18.1	24.4
Candy & Chocolate	40	14.4	19.5
Noodles	82	29.6	40.0
Soft and Energy Drinks	52	18.8	25.4
Cookies & Biscuits	22	7.9	10.7
Ice Cream	26	9.4	12.7
Titaura	20	7.2	9.8

As shown in Table 2, types of junk food mostly consumed by the respondents varied significantly. Noodles were the most frequently consumed, selected by 40.0% of the participants and representing 29.6% of total responses. This is followed by Soft & Energy Drinks (25.4%) and Chips & Cheese Ball (24.4%), indicating a preference for convenient, ready-to-eat foods among students. Candy & Chocolate accounted for 19.5% of responses, while Ice Cream, Cookies & Biscuits and Titaura were consumed by 12.7%, 10.7% and 9.8% of respondents, respectively. The higher consumption of noodles and energy drinks likely reflects positive attitudes towards convenience and social acceptability of these items, reinforced by norms in academic environment. Students often experience tight schedules, higher study pressure and peer influences making them quick and easily accessible food choices more appealing. Additionally, the widespread availability and affordability of junk foods enhance

perceived behavioral means control by allowing students to purchase and consume them with minimal effort or constraint.

Frequency of Junk Food Consumption

Since noodle is the most consumed junk food among the undergraduate students in this study, the frequency of junk food consumption is essential to explore. The frequency was measured in Likert scale which is presented in Table 3.

Table 3: *Frequency of Junk Food Consumption (n = 205)*

Frequency of consumption	f	%
Always	19	9.3
Frequently	31	15.1
Sometimes	109	53.2
Rarely	46	22.4

Over 68.3% of respondents reported consuming junk food either frequently or sometimes, reflecting unescapable engagement with unhealthy eating habits. This pattern indicates the positive attitudes towards junk food, driven by factors such as taste and convenience, which are central to Ajzen’s Theory of planned behaviors (1991). The ease of access to junk food, especially in urban and campus environments, contributes to strong perceived behavioral control, where students feel they can easily obtain these foods with minimal effort (Freedman, 2010). The normalization of junk food consumption in student culture, reinforced by subjective norms, likely further exacerbates this behavior (Larson & Story, 2009). In contrary, only 22.4% of respondents indicated they rarely consume junk food, suggesting a few students adopt more health-conscious behaviors. However, the prevailing influence of the food environment, where unhealthy options are readily available and marketed, plays a crucial role in shaping these dietary habits (Story et al., 2008).

Urbanization has significantly influenced food demand, shifting dietary patterns towards processed and energy dense foods (Hovhannisyan & Devadoss, 2020). In Nepal, higher level students frequently consume junk food due to its convenience and appealing taste (Subedi et at., 2020) while in Pokhara Valley, peer pressure, advertisements and the presence of fast food outlets further encourage junk food consumption (Bohara et al., 2021). Additionally, a study in Egypt found that frequent junk food intake is associated with higher levels of stress, anxiety, and depression, suggesting a psychological link to dietary choices (Abdelrahman & El Said, 2023).

These findings highlight the need for intervention strategies such as nutrition awareness programs, regulations on fast food marketing and improved access to healthier food options in schools and universities to mitigate the rising trend of junk food consumption and its long-term health implications.

Junk Food Consumption Reasons

The study revealed the reasons as key motivations behind students' junk food consumption (Table 4). Understanding these factors can help guide the development of nutrition education programs, policy regulations on food marketing and strategies to promote affordable health food options for students.

Table 4: *Reasons for Consuming Junk Food (n = 205)*

Reasons	f	%
Instantly Consumed	37	18.6
Tasty	91	45.7
Temptation	38	19.1
Cheaper Price	6	3.5
Easy Availability	32	16.1

The reasons for consuming junk food among respondents was also varied significantly (Table 4). Taste was the major reason (44.4%) followed by Temptation (18.5%) and Instantly Consumed (18.0%), reflecting the influence of convenience in students' food choices. Easy availability was a reason for consumption among 15.6% of respondents, highlighting how the accessibility of junk food facilitates consumption, particularly in busy environments. Interestingly, cheaper price was not main reason (3.4%) of respondents which indicates that price is not a significant determinant of junk food consumption in this population. This finding contrasts with common assumptions that affordability is a primary driver of unhealthy eating. The data suggest that factors like taste, temptation, and convenience are far more influential than cost, aligning with Ajzen's (1991) Theory of planned behaviors, which claims that attitudes (e.g., taste preference) and perceived behavioral control such as availability strongly influence decision-making. These results suggest that students' consumption patterns are shaped more by immediate fulfillment and convenience than by financial considerations.

However, several studies argued that junk food consumption among students is influenced by a range of personal, social and economic factors. One of the studies

(Subedi et al., 2020) claims that preference for processed and fast food is often linked to convenience, affordability, taste and accessibility. Studies suggest that taste is a primary motivator for junk food consumption, with students often opting for processed snacks and fast food due to their enhanced flavor profiles, created through additives and high salt, sugar, and fat content (Bohara et al., 2021). Temptation, driven by cravings, peer influence and aggressive advertising further encourages consumption (Abdelrahman & El Said, 2023) while economic factors such as cheaper prices also contribute to students' food choices as cost-effective options are often preferred over healthier but more expensive alternatives (Bohara et al., 2021).

Junk Food Consumption Places

The junk food consumption is important for analysis of students' dietary behavior. It can reflect accessibility, social influences, convenience and environmental factors that shape food choices. For instance, high junk food consumption in college canteens, fast food outlets and street vendors suggests that institutional and urban food environments significantly influence students' consumption habits (Hovhannisyan & Devados, 2020). The study findings related to junk food consumption places are presented in Table 5.

Table 5: *Places of Junk Food Consumption (n = 205)*

Places	f	%
College	23	11.2
Entertainment venues (Cinema Hall, Playground, Concert)	31	15.1
House	57	27.8
During travel	90	43.9
Others	4	2.0

The places of junk food consumption among respondents also varied significantly (Table 5), where majority of respondents consume junk food during travel (43.9%). It also reflects how accessible and convenient junk food is while traveling. The larger share of household consumption (27.8%) also further indicates how the home environment contributes to junk food consumption. Entertainment venues, such as cinema halls and playgrounds, accounted for 15.1% of consumption, reinforcing the social acceptability and subjective norms around junk food consumption in recreational environments. This is closely tied to the idea that eating junk food is

socially acceptable and expected in these contexts, where individuals often shape their behaviors on peers and environmental signals, as suggested by the Theory of planned behaviors. Interestingly, at college, 11.2% of respondents consume junk food also show that how students at college enjoy junk food in need have quick and readily available food options. These consumption patterns reflect the interplay of attitudes, subjective norms, and perceived behavioral control, all key components of the Theory of planned behaviors. The frequent consumption of junk food during travel and at home suggests that convenience, social norms, and the availability of junk food in these environments play pivotal roles in shaping behavior. In these settings, individuals may feel a strong sense of behavioral control due to the ease of access and social reinforcement of these choices, thereby normalizing junk food consumption.

Junk Food Purchased Places

Junk food purchased places can impact on consumption patterns of individuals such as availability and accessibility of junk food in university, nearby outlets and supermarkets (Li et al., 2022). Studies suggest that fast food restaurants nearby university is strongly associated with increased junk food consumption as students tend to opt for convenient and readily options rather than healthier alternatives (Davis & Carpenter, 2009). In this study, local stores, online delivery, shopping malls and college canteen were main places (Table 6).

Table 6: *Places of Junk Food Purchased (n = 205)*

Junk food purchasing places	f	% of the responses (n=248)	% of the respondents (n=205)
Local stores	171	69.0	83.4
Online delivery	11	4.4	5.4
Shopping malls	38	15.3	18.5
College canteen	28	11.3	13.7

As shown in Table 6, local stores are the primary source of junk food purchases (83.4%). It also showed the role of accessibility and availability of junk food in students' purchasing behavior. Local stores, typically near campuses and residences, facilitate frequent, impulsive purchases, driven by the need for easily available options. This behavior is consistent with Ajzen's Theory of planned behaviors (1991), which posits that attitudes toward convenience, combined with high perceived behavioral control, significantly influence behavior. Moreover, the findings align with Larson

and Story (2009), who noted that low-cost, high-availability food environments are strongly associated with poor dietary behaviors among young adults.

In contrary, online delivery (5.4%) reflects low perceived behavioral control due to higher barriers, such as delivery costs and wait times (Ajzen, 1991). This contrasts with the growing reliance on delivery services in other demographic groups, suggesting that students prioritize immediacy over variety or convenience from online platforms (Dunn et al., 2021). While shopping malls accounted for 18.5% of respondents, their role likely reflects more occasional, leisure-driven purchases rather than routine behavior, as seen in similar studies on food consumption in recreational settings (Vepsalainen et al., 2018). Additionally, college canteens (13.7%) were a less frequent source of junk food, indicating students may perceive canteens as offering fewer desirable options or lacking convenience compared to off-campus alternatives, further supporting findings that food environments on campuses often do not meet student preferences (Freedman, 2010). The results underline the importance of convenience, cost, and accessibility in shaping students' purchasing decisions, emphasizing the need to address environmental and behavioral factors to promote healthier choices.

Bivariate Results and Analysis

Sex and Junk Food Consumption Pattern

Understanding the factors influencing junk food consumption is very important, as frequent intake of junk food is associated with various health risks, including obesity, diabetes, and cardiovascular diseases (WHO, 2020). Previous studies have suggested potential differences in dietary patterns based on sex (Wardle et al., 2004); however, it remains unclear if sex significantly influences junk food consumption frequency particularly. This study investigated the association between sex and the junk food consumption frequency among the respondents using chi-square test (Table 7).

Table 7: *Chi-square Results Association between Sex and Junk Food Consumption Pattern (n=205)*

Test	Value	df	Asymptotic significance (2 sided)
Pearson Chi-Square	6.055	3	0.109
Likelihood Ratio	5.906	3	0.116
Linear-by-Linear Association	1.111	1	0.292

In this study, bivariate results of sex and frequency of junk food consumption found that there is no statistically significant association between them (Pearson Chi-Square=

6.055; $p= 0.109$). This showed that males and females do not differ significantly in their junk food consumption patterns. Therefore, gender does not appear to be a key factor influencing junk food consumption frequency. In this context, the absence of significant sex-based differences may indicate that attitudes and perceptions about junk food consumption are more influenced by broader factors like health beliefs, peer influence, availability of junk food and environmental availability rather than biological sex alone. Like Theory of Planned Behaviour, both males and females may have similar intentions or motivations to consume junk food, driven by these shared factors, which could explain the lack of significant sex-based differences in consumption frequency (Ajzen, 1991).

Age and Frequency of Junk Food Consumption

Age is one of the influencing demographic factors in dietary behavior especially regarding the consumption of junk food. Younger individuals particularly adolescents and young adults are more prone to junk food consumption compared to older populations (CDC, 2020). This trend raised a significant public health concern due to association between junk food consumption intakes and increased risk of type 2 diabetes, cardiovascular diseases and obesity (Micha et al., 2017; WHO, 2020). While studying the relationship between age groups of respondents with their junk food consumption frequency, younger age groups (below 21 and 22-24) is higher (Table 8).

Table 8: Age Groups * Junk Food Consumption Frequency by Respondents

**Cross tabulation*

Age groups	Frequency of Junk Food Consumption by Respondents				Total
	Rarely	Sometimes	Frequently	Always	
Below 21	14 (20.9%)	36 (53.7%)	8 (11.9%)	8 (11.9%)	67
22-24	28 (23.9%)	64 (54.7%)	9 (7.7%)	9 (7.7%)	117
25 and above	4 (19.0%)	9 (42.9%)	2 (9.5%)	2 (9.5%)	21
Total	46 (22.4%)	109 (53.2%)	31 (15.1%)	19 (9.3%)	205

The results showed that the highest proportion (53.2%) of respondents across all age groups reported consuming junk food ‘sometimes’ particularly by 22-24 age groups of the students followed by ‘rarely’ (22.4%) . Furthermore, a chi-square test was conducted to examine the association between these two variables (Table 9).

Table 9: *Chi-square Results Association between Age Groups and Junk Food Consumption Pattern*

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.402 ^a	6	.622
Likelihood Ratio	3.897	6	.691
Linear-by-Linear Association	.000	1	.983
N of Valid Cases	205		

Note: a 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.95.*

The results showed no statistically significant relationship between them (Pearson Chi-Square = 4.402; p=0.622). Additionally, the Linear-by-Linear Association test yielded a p-value of 0.983, further confirming the absence of a consistent trend in consumption as age increases. Although 25% of the cells had expected counts less than 5, this slight violation does not significantly affect the conclusion that age does not significantly influence junk food consumption frequency.

In relation to the Theory of Planned Behaviour (TPB), lack of a significant relationship between age and consumption frequency supports the theory, as it implies that age alone may not strongly influence junk food consumption patterns. Instead, personal attitudes and external influences likely play a more critical role in shaping these behaviors across different age groups.

Sex and Mostly Consumed Junk Food

The study additionally examined the relationship between sex and most consumed junk food (Table 10) which showed that males consume junk food in larger numbers across all categories compared to females.

Table 10: *Sex of the respondents *Most Consumed Junk Food by Respondents* Cross tabulation*

Sex	Most Consumed Junk Food by Respondents					Total
	Candy & Chocolate	Chips & Cheese Ball	Cookies & Biscuits	Noodles	Soft & Energy Drinks	
Male	28	25	12	56	12	133
Female	12	25	4	30	1	72
Total	40	50	16	86	13	205

The study also revealed that both sex groups most frequently consumed junk food was noodles (males=56; females=30). Chips and Cheese Ball were the second most popular for both sexes, however, males have a higher preference for Candy and Chocolate and males also consume more Cookies and Biscuits and Soft and Energy Drinks than females. While noodles are the most common choice for both sexes, males appear to consume more across all categories. Additionally, in order to examine the relationship between these two variables, chi-square test was conducted (Table 11).

Table 11: *Chi-square Results Association between Sex and Mostly Consumed Junk Food*

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.332 ^a	4	.035
Likelihood Ratio	11.295	4	.023

Note: a 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.57.*

The chi-square test demonstrated a statistically significant relationship between sex and the most consumed junk food (Pearson Chi-Square = 10.332, p = 0.035). This suggests that males and females have distinct preferences in the types of junk food they consume, with the differences unlikely to be due to random chance. Gender differences in junk food consumption could be shaped by social norms and expectations about dietary preferences or attitudes toward certain food types which are consistent with TPB's focus on social and personal determinants of behavior.

Faculty and Mostly Consumed Junk Food

The study further explored the relationship between faculty of the study of the students and their mostly consumed junk food consumption frequency (Table 12).

Table 12: *Faculty of the respondents * Most Consumed Junk Food by Respondents* Cross tabulation*

Faculty of the respondents	Most Consumed Junk Food by Respondents					Total
	Candy & Chocolate	Chips & Cheese Ball	Cookies & Biscuits	Noodles	Soft & Energy Drinks	
Management	26	32	8	57	9	132
Humanities	14	18	8	29	4	73
Total	40	50	16	86	13	205

The analysis of relationship between faculty of the respondents and their most consumed junk food shows distinct consumption patterns between Management and Humanities students. In both faculties, noodles are the most consumed junk food, however, Management students demonstrate a higher consumption of Chips and Cheese Ball and Candy and Chocolate. It indicates that Management students may have a stronger preference for snack-based junk food, while Humanities students show a more balanced distribution across categories, with lower consumption in each. These differences might reflect the distinct social environments or lifestyle demands of each faculty. According to TPB, external factors such as the availability of fast food, peer behaviors, or academic pressures could influence food choices, explaining the variation in junk food preferences between these faculties. However, the chi-square test results showed no statistically significant association between them (Pearson Chi-Square =1.721, df=4, p=0.787) (Table 13). In similar vein, the Likelihood Ratio supported this finding with non-significant p-value (0.797), further confirming the lack of significant association indicating that the observed differences in junk food preferences between Management and Humanities students are likely due to random variation and not meaningful faculty-related differences. It indicated that other socio-cultural factors can be more influential determinants of students' junk food consumption preferences rather than the faculty they studied.

Table 13: *Chi-Square Results Association between Faculty and Mostly Consumed Junk Food*

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.721 ^a	4	.787
Likelihood Ratio	1.664	4	.797

Note: a 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.63.*

Place of Junk Food Consumption and Purchase

The study additionally investigated whether place of junk food purchase and junk food consumption places are interrelated. Evidence suggests that while junk food is frequently purchased from fast food restaurants or outlets, a considerable proportion of consumers choose to consume these foods at home rather than at the place of purchase (Thornton et al., 2009). However, this study showed distinct pattern of relationship between place of junk food purchase and place of consumption among the students (Table 14).

Table 14: *Place of Junk Food Purchase * Place of Junk Food Consumption**
Cross tabulation

Place of Junk Food Purchase	Place of Junk Food Consumption					Total
	College	Travel	Entertainment venues	House	Others	
College Canteen	2 (7.1%)	14 (50.0%)	2 (7.1%)	10 (35.7%)	0 (0.0%)	28
Local Stores	18 (14.1%)	56 (43.7%)	23 (18.0%)	27 (21.1%)	4 (3.1%)	128
Online Delivery	1 (9.1%)	7 (63.6%)	0 (0.0%)	2 (18.2%)	1 (9.1%)	11
Shopping Mall	3 (7.9%)	15 (39.5%)	6 (15.8%)	14 (36.8%)	0 (0.0%)	38
Total	24 (11.7%)	92 (44.9%)	31 (15.1%)	53 (25.9%)	5 (2.4%)	205

The study revealed that majority of the respondents (62.4%) purchased junk food from the local stores primarily consuming it during travel (43.7%) or at home (21.1%). College canteens, though less frequently used (13.7%), showed a relatively balanced pattern of consumption between travel (50.0%) and home (35.7%). Online delivery services, while used minimally (5.4%), predominantly corresponded with consumption during travel (63.6%), suggesting convenience as a key driver. Lastly, junk food purchased from shopping malls (18.5%) was commonly consumed during travel (39.5%) or at home (36.8%), highlighting diverse consumption scenarios. Overall, travel emerged as the predominant location for consuming junk food, regardless of purchase location, reinforcing findings from previous studies emphasizing convenience and mobility as significant determinants of consumption patterns (Thornton et al., 2009).

However, the chi-square test showed no statistically significant relationship between the place of purchase and consumption ($p = 0.267$) (Table 15). The absence of a direct link between purchase and consumption place indicated that decisions around where to eat junk food are more situational and driven by external factors like travel needs or availability rather than being directly tied to where the food was bought. This finding is aligned with TPB's emphasis on the influence of external and personal control factors in shaping behavior.

Table 15: *Chi-Square Results Association between Place of Junk Food Purchased and Junk Food Consumed Place*

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.542 ^a	12	.267
Likelihood Ratio	17.017	12	.149

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .27.

Multivariate Results and Analysis

The results of the ordinal logistic regression demonstrated a good fit, with a significant improvement over the intercept-only model, $\chi^2(22) = 63.290, p < .001$. It indicated that the predictor variables significantly contribute to explaining the variability in junk food consumption frequency across four categories: Frequency 1 (Rarely), Frequency 2 (Sometimes), Frequency 3 (Often), and Frequency 4 (Always). The dependent variable was the frequency of junk food consumption whereas predictors were age, sex, religion, faculty, place of junk food consumption, place of junk food purchase and mostly consumed junk foods. The pseudo-R-squares (Cox & Snell = .266, Nagelkerke = .293, McFadden = .131) suggest that the model explains a moderate portion of the variance in junk food consumption frequency.

The goodness-of-fit statistics provided mixed results. The Pearson Chi-Square test was significant, $\chi^2(563) = 675.034, p = .001$, indicating that the model does not perfectly fit the data. A significant Pearson Chi-Square suggests some inconsistencies between the observed and predicted frequencies. However, the Deviance statistic, which is often more reliable in ordinal regression, was non-significant, $\chi^2(563) = 408.309, p = 1.000$, suggesting that the model does not differ significantly from the saturated model and therefore provides a reasonably good fit. Overall, the goodness-of-fit measures indicate that the model adequately represents the data, despite not being a perfect fit.

Religion emerged as a significant predictor. Respondents from Religion 1 (Hinduism) ($B = 2.671, p = .026$) and Religion 2 (Buddhism) ($B = 3.305, p = .007$) were significantly more likely to report higher frequencies of junk food consumption compared to Religion 4 (Christianity), which served as the reference group. In contrast, Religion 3 (Kirat) was not a significant predictor ($p = .171$). These results suggest that cultural or religious influences may play a role in shaping dietary behaviors, reflecting different attitudes toward food consumption across religious groups.

The reasons for junk food consumption also significantly impacted consumption frequency. Respondents who consumed junk food due to easy availability ($B = -1.407, p = .006$) and instant consumption ($B = -1.447, p = .004$) were less likely to report higher consumption frequencies across the four categories. This indicates that individuals who prioritize convenience tend to consume junk food less frequently, possibly because they value efficiency over indulgence. These findings are aligned with the Theory of planned behaviors (TPB), which highlights the importance

of attitudes and perceived behavioral control in shaping behavior. The negative relationship between convenience-based consumption and frequency suggests that perceived control (such as easy access or instant consumption) may limit frequent junk food intake.

In contrast, demographic factors such as sex (coded as Male = 1 and Female = 2) and age (coded as ‘Below 21’ = 1, ‘22-24’ = 2, and ‘25 and above’ = 3) did not significantly predict junk food consumption frequency, with all *p*-values exceeding .05. This indicates that there are no meaningful differences in junk food consumption patterns based on these demographic characteristics. Similarly, faculty (coded as Management = 1 and Humanities = 2) did not significantly influence junk food consumption (*p* = .645). Furthermore, other factors, including the most consumed junk food categories (such as Candy and Chocolate, Chips and Cheese Ball, Cookies and Biscuits, and Noodles), the place of junk food purchase (e.g., College Canteen, Local Stores, Online Delivery), and the place of consumption (e.g., College, During Travel, Entertainment Venues, Home), were not significant predictors, as all *p*-values exceeded .05.

In conclusion, this analysis supports the Theory of planned behaviors (TPB) by highlighting the importance of individual attitudes and perceived control in determining junk food consumption patterns. Specifically, religion and reasons for consumption (especially convenience) emerged as significant predictors, whereas demographic factors such as sex, age, and faculty were not significant. These findings suggest that personal motivations and situational factors play a more critical role in shaping dietary habits than inherent demographic differences. The four-category dependent variable (Rarely, Sometimes, Often, Always) effectively captures the nuanced relationship between personal motivations and consumption frequency.

Table 16: Ordinal Logistic Regression Predicting Frequency of Junk Food Consumption

Predictor	Estimate (B)	Std. Error (SE)	Wald χ^2	p-value	95% Confidence Interval (CI) for B
Thresholds					
Frequency 1 (Rarely)	1.545	1.772	0.760	.383	[-1.929, 5.019]
Frequency 2(Sometimes)	4.576	1.792	6.521	.011*	[1.064, 8.089]
Frequency 3 (Often)	5.906	1.803	10.726	.001**	[2.372, 9.441]
Predictors					
Sex (Male)	-0.271	0.314	0.745	.388	[-0.888, 0.345]

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Predictor	Estimate (B)	Std. Error (SE)	Wald χ^2	p-value	95% Confidence Interval (CI) for B
Age					
Below 21	-0.644	0.528	1.487	.223	[-1.678, 0.391]
22-24	-0.663	0.500	1.756	.185	[-1.643, 0.318]
Religion					
Religion 1 (Hinduism)	2.671	1.202	4.938	.026*	[0.315, 5.026]
Religion 2 (Buddhism)	3.305	1.227	7.254	.007**	[0.900, 5.710]
Religion 3 (Kirant)	1.857	1.358	1.871	.171	[-0.804, 4.519]
Faculty					
Management	-0.144	0.313	0.213	.645	[-0.757, 0.468]
Most Consumed Junk Food					
Candy and Chocolate	0.593	0.673	0.777	.378	[-0.726, 1.911]
Chips and Cheese Ball	0.451	0.660	0.467	.494	[-0.843, 1.745]
Cookies and Biscuits	0.536	0.771	0.483	.487	[-0.976, 2.048]
Noodles	0.635	0.627	1.026	.311	[-0.594, 1.864]
Place of Junk Food Consumption					
College	1.805	1.050	2.957	.086	[-0.252, 3.862]
During Travel	0.543	0.980	0.306	.580	[-1.379, 2.464]
Entertainment Venues	1.062	1.037	1.050	.306	[-0.970, 3.095]
Home	1.754	1.009	3.021	.082	[-0.224, 3.731]
Place of Junk Food Purchase					
College Canteen	0.824	0.516	2.556	.110	[-0.186, 1.835]
Local Stores	0.139	0.380	0.134	.714	[-0.606, 0.885]
Online Delivery	0.504	0.715	0.498	.480	[-0.897, 1.906]
Reasons for Consumption					
Cheaper Price	-1.565	0.957	2.673	.102	[-3.441, 0.311]
Easy Availability	-1.407	0.513	7.517	.006**	[-2.412, -0.401]
Instantly Consumed	-1.447	0.504	8.231	.004**	[-2.436, -0.459]
Tasty	-0.089	0.399	0.050	.823	[-0.872, 0.694]

Note: * = $p < .05$, ** = $p < .01$. Reference categories are set to zero.

Conclusion

This study provides crucial insights into junk food consumption from a food and nutrition security perspective in the context of urban areas of developing countries like Nepal. The finding highlighted the significant influence of religion can drive dietary

preferences, potentially complicating efforts to improve food and nutrition security. Cultural and religious influences are significant determinants of food choices in various global contexts as well (Popkin, 2014; Wardle et al., 2004). This study further indicated that role of convenience, easy availability and immediate consumption significantly drive junk food intake in urban areas echoing emphasizing the influence of urban food environments on dietary choices (Micha et al., 2017). For instance, 53.2% of respondents reported consuming junk food 'sometimes', highlighting its regular inclusion in diets across all age groups. Furthermore, Table 13 illustrates that a majority (62.4%) of respondents purchased junk food from local stores, frequently consuming it during travel (43.7%) or at home (21.1%), emphasizing the environmental ease of access. This pattern of junk food consumption is aligned closely with the Theory of Planned Behaviour which argues attitudes, subjective norms and perceived behaviour as essential predictors of dietary behavior (Ajzen, 1991). The increased accessibility and widespread acceptance of junk food reinforce positive attitudes towards unhealthy eating practices.

Importantly, the study explored that consumption patterns are not primarily driven by traditional demographic determinants such as sex, age or faculty the students they study, but rather by immediate environmental accessibility and socio-cultural attitudes such as religious practices. Specifically, chi-square analyses demonstrated no significant associations between these demographic variables and junk food consumption frequency or preferences such as between sex and junk food consumption (Pearson Chi-Square = 6.055, $p = 0.109$) and between faculty specialization and junk food preferences (Pearson Chi-Square = 1.721, $p = 0.787$). This finding challenges the traditional public health approach of targeting interventions based on age or gender. From a food security standpoint, these findings demand addressing the socio-cultural acceptance of unhealthy dietary practices is also essential. First, policies must focus on restricting the easy access to unhealthy food options in high-consumption environments, such as colleges and local stores by promoting healthier alternatives. Second, public health strategies should directly hit the societal beliefs that normalize junk food consumption through context specific healthy food literary campaigns in urban areas. Future research should examine the impact of socio-economic disparities and rural to urban migration on dietary behavior which may contribute in food and nutritional security knowledge and practice.

In conclusion, sustainable improvements in food and nutrition security requires multi-dimensional interventions guided by frameworks like the Theory of Planned Behaviour. Such interventions must systematically address food environment

accessibility, cultural attitudes and individual behaviors to effectively mitigate the risks associated with unhealthy dietary habits particularly in urban areas among younger populations (Popkin, 2014).

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Problems and Challenges of Local Curriculum Development and Implementation in Nepal

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ABSTRACT

This article aims to identify the problems and challenges of local curriculum development and implementation in Nepal. The data are analyzed qualitative research design using descriptive style. Primary data were generated from the local curriculum development committee, resource persons, education officers of the municipality, head teachers and teachers of the selected schools where the curriculum is implemented as samples. Secondary data used for this study were to complement the primary data. The study revealed that the provision of local curriculum exist the problems and challenges in the development and implementation at basic level schools. Teachers and head teachers are not well-informed and not acquainted with the developing guidelines of local curriculum. Similarly, they are perceived as lacking of technical knowledge in designing curricula. The challenges of curriculum development and implementation are mainly the lack of development of institutional mechanism and capabilities, the lack of competent and skilled human resources in the local body, lack of commitment, lack of competent teachers, lack of knowledge to parents and other stakeholders, lack of trained teachers, absence of a body providing technical support required for curriculum development at the local level. This has created dilemma in practicing the local curriculum at basic level school in Nepal.

Keywords: *local curriculum, basic school, curriculum policy, practice and implementation*

INTRODUCTION

Background of the Study

Contextualizing national curriculum by adopting local knowledge is the recent trend in the curriculum development process. The intent of introducing local curriculum is to empower local stakeholders in designing the relevant curriculum. The concept of the local curriculum was materialized after the implementation of Primary Education Curriculum in 1992. As such, the idea of educating people on the basis of local needs of the people is not new in Nepal. Reports have shown that the idea of incorporating local need based subjects in school curricula is essential (Nepal National Education Planning Commission [NNEPC], 1956); (All Round National Education Committee [ARNEC], 1962); (National Education Commission [NEC], 1992) & (High Level National Education Commission [HLNEC], 1998). For instance, the National Curriculum Framework has given a serious concern to local need-based education. Moreover, the document has determined “the provision of local need based learning” as guiding principle for curriculum development (Curriculum Development Center [CDC], 2005).

Local curriculum is the curriculum prepared by local people and stakeholders including local needs, problems and environment. The education unit of each local government takes initiatives for the development and distribution of local curriculum. Such local curriculum prepared by including local subjects, arts, skills, cultural, religious, historical and archeological important areas help the children to learn about the locally situated knowledge constructed by the community. Along with this, it also helps to develop the ability to fulfill those needs or solve problems by using local skills and knowledge.

In recent years, the centralized curriculum development process has been replaced by school-based curriculum development. The “School Based Curriculum Development” refers to different explanations such as “curriculum decentralization,” “curriculum localization,” “school focused curriculum,” “the local curriculum,” etc. In Nepal, school-based curriculum development is considered as the “local curriculum” and currently its provision is mandatory in teaching learning processes of basic level schools. However, these concepts also emphasize that individual schools have rights to design their own curricula (Research Centre for Educational Innovation and Development [CERID], 2010). However, making curriculum more relevant to the society of diverse contexts is the major issue around the world (CEIR, 2010). Curriculum development and implementation process appears to be the chief concern

to educationists, governments, and parents. Centralized curriculum development process is being criticized as failed to make relevant curriculum as per the needs of the local society (Marsh & Wills, 1999). To address such criticisms, some new initiatives have been carried out as a form of school-based curriculum development.

According to Skilbeck (1984), school-based curriculum development is the planning, designing, implementing, and evaluating process of a program of students' learning by the educational institution of which these students are members (as cited in Marsh & Heng, 2008, p. 2). Another reason for applying school-based curriculum development is to produce a curriculum relevant to local context, and to build it on local resources and interest.

According to the Local Curriculum Development Guidelines developed by CDC (2007, p. 5), "Local curriculum is a curriculum that is developed and implemented at the local level with the participation of local stakeholders and includes local subjects according to local needs." Even the curriculum developed at the central level doesn't cover the common needs and common characteristics of the entire country; it cannot cover the needs, characteristics, skills, culture, art, and customs of a particular place. Therefore, local curriculum is prepared by local intellectuals, teachers-students and parents by keeping the local needs and issues in mind. It is prepared by giving priority to local knowledge, skills, perceptions and values. On the one hand, it solves the problems encountered in the daily life of the learners. On the other hand, it also transfers local costumes, art, culture, knowledge and skills from one generation to another. As a result, local knowledge, skills and beliefs are conserved and preserved. Keeping this in mind, many parts of the world have developed and implemented local curricula.

National Education Commission (1992) highlighted the importance of incorporating the local need-based learning and recommended it for educational reform (NEC, 1992). For the first time in Nepal, the Primary Education Curriculum (1992) emphasized and incorporated the provision of the local curriculum (CDC, 1992). The new primary school curriculum of 2003 and its revision form of 2005 have made the provision of 20 percent weightage for the study of local contents in social studies, creative and expressive arts, and physical education. It also made the provision of 100 percent weightage for an additional subject for a local need-based study that may include the mother tongue or local subject (CDC, 2005; CDC, 2010).

Various policy documents related to school education have given importance towards the development and implementation of the local curriculum. On the other hand,

the local curriculum is implemented without clear cut policy, direction and better understanding of the concerning stakeholders. However, the Ministry of Education, Curriculum Development Centre (CDC) has published directives related to the local curriculum (CDC, 2010). But it is not sufficient to understand the intent of the local curriculum. There is neither a separate provision for specific plan of human resource development with the Ministry of Education for the local curriculum nor any monitoring and evaluation mechanism. Likewise, very few studies carried out on the local curriculum as known to this researcher. It is very important to conduct such studies on pros and cons of the local curriculum. Therefore, the problem under this study is highly significant to analyze the existing processes of the local curriculum development and implementation at basic level education.

REVIEW OF LITERATURE

According to Glathorn (1987), "The curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influence what is learned"(Cited in Print, 1988, P. 8). This definition has elaborated the concept of curriculum more widely that it has given emphasis equally to the learning environment and the educational outcomes with the planning the report of (CDC, 2071 BS) mentioned that the national curriculum cannot cover all the mentioned areas in the local curriculum. Different reports (CDC, 2007 & Subedi, 2018) and field reports also suggested the necessity of a local curriculum. According to its need in basic level education ,the curriculum has managed the weightage of 20% for the study of local contents concerning with different subject areas like social studies, creative arts, and physical education but it is not allocated in the secondary level. Besides, the main document of secondary level cooperative program, 10% to 15% weightage should be allocated based on local needs in secondary level too (CDC, 2007, p.23). This shows that the constitution has provided the right for the implementation of the local curriculum, but according to Subedi (2018), very few schools are implementing the local curriculum. Similarly, according to the curriculum of local subjects 2062, it has been clearly emphasized on the development of local curriculum that the curriculum that is built and implemented by including local subjects is a local curriculum. Therefore, the curriculum that addresses the local needs is the local curriculum.

According to John F. Kerr (1968), curriculum theory is not like a pure scientific theory, but curriculum theory can be developed on the basis of experimental spirit.

Curriculum theory can be developed through a combination of ideas. According to him, the development of the curriculum theory is done through two processes, the arrival method and the incorporation method. The model of curriculum theory in terms of curriculum development, the 4 stages presented by Kerr is respectively knowledge, learning, experience and value. Learners who comprehend the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand, and even enjoy the challenge of learning new things, according to a 2000 UNESCO report citing the Dakar Framework for Action, which recognized the need to use basic education in mother tongue as local curriculum.

The booklet "Samvikas Shiksha 2065" published by the Department of Education states that the concept of local curriculum is a decentralized program. It is believed that sustainable returns will come from this. In this, it is said that local resources and means are circulated on the basis of adoption, inclusion and need. For this reason, it can be said that for the overall development of the nation, it is necessary to start from the local area itself. The local curriculum can play an important role in ensuring the inclusion of every individual in education. The constitution of Nepal (2072B.S) part 3 and article 31 also has provided the right to get primary education in the mother tongue protect and develop ethnic language, script, culture, and cultural civilization and cultural heritage. The Primary Education Curriculum 2062 has stated that the effort to make rights, authority and accountability at the local level will be decentralized.

METHODOLOGY

This article is prepared in a qualitative research design, in which exploratory research design (Denzin & Lincoln, 2005) is also used. The activity theory (Engestrom, 1999) has been adopted as an approach while the exploratory research design (Denzin & Lincoln, 2005) has been applied for the study. Besides, various tools like interview, focus group discussion, and open ended questionnaires have been made to dig out the research. Since the “interviews allowed us to seek in depth information from the informants” (Brinkman, 2013), I have conducted the interview with the District Education Officer of Bhojpur. Likewise, focus group discussion with head teachers and basic school teachers helped to materialize the concept of local curriculum development and implementation. The data have been transcribed and analyzed qualitatively (Creswell, 2012) after collecting them. Similarly, informed consent was used as ethical consideration (Flick, 2012) for the study. Since the study is based on the development and implementation of local curriculum of basic schools.

The study has been conducted in Bhojpur Municipality in Bhojpur District where local curriculum has been developed and implemented. Similarly, 5 schools in Bhojpur municipality have been selected on the basis of purposive sampling. Primary as well as secondary data have been used to complete this article. And data have been collected with the help of interviews and questionnaires with the officers and employees of Bhojpur Municipality, Education Branch as well as members of the Local Curriculum Development Committee, head teachers and teachers who teach the local curriculum in schools. Various study reports, directories, articles and books have been used as secondary data.

RESULT AND DISCUSSION

Needs of Local Curriculum

Contextualization and decentralization of education is a global trend. Curriculum is one of the important components of education. School-based curriculum development practices have been conducted since 1970s in America and Europe. In Nepal, National Education Commission (1992) initiated the needs of the local curriculum in primary level schools. A sense of ownership of schools by teachers and community members are promoted. The guidelines for the Local Curriculum Development (2007) stated the needs of local curriculum as follows:

- Promote contents based on the social diversity
- Understand the need of individual/group/society and fulfill them
- Preserve, promote and mobilize local knowledge, culture and resource
- Make curriculum more useful and relevant and
- Increase the capacity of local individuals and institutions

All the informants in this study had positive views in favor of the provision of local curriculum in the basic school. All the head teachers during the focus group discussion were seemed to have in favor of the local curriculum. However, they were dissatisfied with the existing situation of the local curriculum in schools. They stressed on revamping the existing system so that it can function well or remove it. Some informant teachers further added that local curriculum was necessary to promote the local resources, materials, cultures, and indigenous skills. One of the participant teachers' views, I have only heard about the local curriculum. I have neither practiced it into classroom nor got a chance to participate the same type of training, orientation and curriculum dissemination program related to local curriculum. So, if the provision can't be practiced, why should we talk about it? It is better to remove such a provision

from the curriculum and teach English instead of the local curriculum. Similarly, most head teachers viewed as mentioned above. Non-functioning provision of local curriculum is meaningless if it is not developed and implemented. So, we should reform and improve the provision of the local curriculum, and strictly implement it.

However, resource persons and District Education Officer urged the needs of local curriculum that the provision of local curriculum is very relevant. It is felt the need of our education as well as global practice. So, it seems to be necessary to conduct comprehensive needs assessment on local curriculum and reform it depending on that study. Similar perception of teachers was found in a study by Subedi (2015). National Education Commission (1992) emphasized the needs of incorporating the local curriculum into the existing curriculum of basic schools. Similarly, introducing local curriculum in basic as well as in secondary level is a growing trend in the contemporary world. Participants in this study highlighted on the promotion of local resources, and culture to a great extent. Moreover, the intent of introducing the local curriculum in basic schools is to make curriculum more relevant and strengthen the capacity of local individuals by promoting the context based on social diversity. All the participants felt that the existing system of the local curriculum was not functioning well. So, comprehensive needs assessment should be conducted nationwide and reform the local curriculum depending on the findings. The need of the local curriculum from the eye of the activity theory was no relationship between the subject and the object, subject and rules, subject and division of labor, and community and tools.

Local curriculum policy in Nepal

Primary Education Curriculum 1992 has made the provision of local curriculum at primary level education. More specifically, Primary Education Curriculum 2005 has made provision of the local curriculum. The curriculum offered one subject as a local curriculum, and schools can develop and implement local contents of 20 percentage weightage in social studies, creative and expressive arts, and physical education. But the situation is more disappointing as study (CEIR, 2010) found no school has developed and implemented their textbooks on local curriculum. However, the researcher tried to identify whether there were any practice in the local level teaching learning process by using locally developed materials. In such a process, the researcher has analyzed available provisions and practice of local level authorities to develop and implement of local curriculum. It is equally important that the stakeholders related development and implementation of curriculum should have sound knowledge towards local curriculum.

In the activity system as activity theory assumes that subjects (i.e., teachers, parents, and local elites) should actively participate in the system. But, here, these subjects were not included and rules (i.e. CDC guidelines) were not effective. So the local curriculum was not developed in schools. In the name of local curriculum, English is being taught. However, few schools were found to have practicing local curriculum prepared by them. Lack of technical knowledge of curriculum was one of the crucial barriers for developing and implementing the local curriculum. By the activity theory, there was no well managed division of labor among the concerned persons with the local curriculum. Similarly, the community (i.e. working atmosphere, resources) was one of the main effecting factors for developing the local curriculum in schools.

For the development and implementation of the local curriculum, the Primary Level Curriculum 2005 arranged students to choose their mother tongue or local subject to the local environment. But due to the current situation and lack of clear policies and procedures, it could not be implemented. After that, the revised curriculum of Primary Education Curriculum 2062 made the following provisions about the local curriculum:

Table 1: *Local Curriculum in Different Subjects*

S.N.	Subjects	Part of the Content to be Determined by the Center	Part of the Content to be Determined by the Local Level
1.	Local subject	-	100%
2.	Social studies	80%	20%
3.	Physical education	80%	20%

Note: The local level determines 100% of the content for the local subject.

In this way, one of the subjects prescribed for the primary level is a local subject which is to be selected from the local level. Likewise, there is a provision to build and implement 20% of the curriculum for social studies, physical education and creative arts at the local level. The curriculum as mentioned in the table above has been implemented from the year 2063 for classes 1-3. There was a policy provision that local curriculum can be developed at any level between the district, resource center and the school level. If the local needs and problems across the district are the same, then the district education office can developed local curriculum for schools across the district. After the federalism was implemented each municipalities and

rural municipalities have developed their own laws. According to which, the local municipalities are now doing the work of developing the local curriculum based on the instructions given by the Curriculum Development Center. Local municipalities have a branch called Education Branch, which takes initiative for local curriculum development and implementation in basic schools based on the instructions or guidelines of the local curriculum development center. Currently, there is a policy provision to develop and implement local curriculum at the basic level, but there is no such provision at the secondary level. Although it is mentioned in the original document of the secondary education support program that 10 to 15 percent of the curriculum in secondary education should be based on local needs, it has not been put into practice until now. Therefore, at the initiative of the local municipalities, the local curriculum has been implemented only in the basic schools in Nepal.

Local curriculum development process

The Curriculum Development Centre has developed the guidelines for local curriculum development in 2007 in order to implement the provision of local curriculum in primary schools. The guidelines have clearly mentioned the process of local curriculum development and implementation (CDC, 2007). According to these guidelines, schools are free to develop and revise the local curriculum as per their needs. The Curriculum Development Centre (2007) has clearly stated that the schools should be responsible for developing and implementing the local curriculum. However, teachers, students, school management committees, teacher parent associations, and local intellectuals can be involved. The resource centers and district education office can develop the local curriculum if needs and aspirations are the same. Furthermore, the Curriculum Development Centre has made a provision of possible technical support as far as possible. But there is a contradiction that head teachers have not realized that school is sole responsible in the development and implementation of local curriculum.

A local curriculum is a curriculum that is prepared by the locals to include local content in order to provide education based on local needs and to protect and develop local skills, resources, tools and diversity. The need of education based on local curriculum has been included in its report long ago. Local curriculum is very important for schools. Different opinions are also found among curriculum scholars about the local curriculum development process. Different local municipalities have mentioned the following processes of local curriculum development in the guidelines for developing local curriculum 2007:

Diagnosis of learners' needs

Diagnosis of learners' need is the first step when developing local curriculum. Local needs should be identified with the help of local teachers, industrialists, social workers, educators, parents and other stakeholders. The needs of the local groups, community or society should be taken into consideration.

Formulation of objectives

After identifying the needs, objectives should be developed on the basis of local needs. Similarly, local resources, local art, culture, profession, skill and availability of resources should be taken as subject matter.

Selection of contents

After developing the objectives, the subject matter should be selected to fulfill those objectives. For this, subject matter should be chosen according to different subject areas. Also, the contents should be elaborated sequentially. While choosing the subject matter, the local environment and available resources should be considered as much as possible.

Organization of contents

The selected contents should be organized appropriately. Vague subject matters should wipeout from there. It should be clear and concise. Such subject matters help to implement the local curriculum.

Organization of classroom learning activities

Classroom learning activities should be determined based on the ability, level and class of the children. To develop local curriculum, it is necessary to determine what kind of behavior is expected from the children or what kind of activities is expected from the children.

Educational teaching materials

After selecting the contents that fulfill the specified objectives and after the development of the local curriculum, the selection of the educational materials for teaching that content is also an important issue. According to the local curriculum, the resources available at the local level should be used when selecting educational materials. Educational teaching materials should be concrete or as a model.

Teaching learning Process/ Method

After the development of the local curriculum, it is relevant to use the following methods according to the guidelines for developing local curriculum 2007 for the teaching learning process:

- a. Discussion method
- b. Questionnaire method
- c. Observation method
- d. Field visit method
- e. Performance Method
- f. Search method
- g. Research method
- h. Research Methodology
- i. Problem solving method
- j. Practice method
- k. Jigsaw method

Students' evaluation

The students will be ensured based on formative evaluation, it has been mentioned that the implementation of the local curriculum and the students evaluation will be followed. It emphasized on continuous assessment system.

Timing

According to the modified primary education curriculum 2005 (classes 1-3) and 2008 (classes 4-5), there is a provision to make 80% course of social studies, physical education and creative arts in classes 1-5 are taught by the center and 20% by the local curriculum in our country and accordingly it has been implemented at most of the schools. The local level is also given the responsibility of developing and implementing the curriculum of 100 marks at local subjects or in mother tongue with 4 lessons per week (128 hours per year).

Local Curriculum in the Classroom

The ultimate place of curriculum execution is in the classroom. It is implemented by teachers inside the school classroom. Sometimes, it is also practiced outside the school or classroom. The provision of local curriculum remained inactive and contained it on primary education curriculum. Supervision and monitoring in schools supposed to be continuous from the government bodies. But monitoring system remained inertia.

Nobody cared what actually was happening in the name of curriculum execution. Activity theory seeks effective interrelation between the subject and its rules, rules and division of labor and tools. It seems to have been very weak in developing and implementing the local curriculum in basic schools.

FINDINGS

The local curriculum covers the local subject matters that the central curriculum cannot cover. In some local levels, the curriculum has been developed and implemented, but some other local levels, the curriculum is in the process of being developed. Even though the local curriculum includes local art, culture, profession, business and local needs. Many problems and challenges have been appeared in the development and implementation of the local curriculum.

Problems and challenges of local curriculum development

According to the Orientation Guide for Local Government Agencies 2020 for the development and implementation of local curriculum, local curriculum should be ensured local participation and use local experts. According to this guide, the local government should lead the local curriculum development process with the involvement of teachers and other stakeholders. A committee should be formed under the chairmanship of the head of the local government. The head of the branch works as the secretary of the committee. All the technical management work was done by the education branch. It is also mentioned in this guide that the committee will be responsible for the overall work of curriculum development. In this context, during the interview of municipal education officer since the development of local curriculum is a new subject of the Municipal Education Office of Bhojpur municipality.

Human resources including the education branch are insufficient and there is a lack of sufficient experience and efficiency in such a work like curriculum development. At the first stage of local curriculum development, local intellectuals and stakeholders are invited to collect opinions, advice, and suggestions for the selection of subject matter under the identification of needs. In the opinion of a member of the curriculum development committee, the main concept of the local curriculum could not be explained to the local stakeholders, so the stakeholders could not come up with sufficient contents. At the same time, there was a lack of efficiency of the stakeholders in such type of tasks. The local curriculum is a new subject completely, the work of this development was found to be very complicated indeed. The National Curriculum Framework, 2020 developed the policy guidance of school education

has been approved by the Government of Nepal on September 6, 2019 and has been implemented.

The Local Government Operation Act 2017 provides that the local level can develop and implement local curricula. According to the local Curriculum guidelines and national curriculum framework, there is a lack of sufficient manpower for this task along with the lack of capacity and training related to local curriculum development in the local bodies. Bhojpur Municipality has become the first municipality of the district to implement the local curriculum. A local curriculum called Haamro Bhojpur Municipality was implemented from the academic session 2079 for classes 1 to 3, while it was planned to implement the curriculum from class 4 to 8 next year. Not only writing but also the publication was challenging tasks for the curriculum development. In this regard, another member of the curriculum development committee after developing the curriculum, there was a lot of problems at the selection of the subject matters. The publishers refused to print the textbooks also. Only the children inside one municipality study those books, the publishers did not get much benefit. Therefore, textbooks were printed from the municipality's own budget. On 25, Poush, 2078, Bhojpur Municipality released a local curriculum called Haamro Bhojpur Municipality. This curriculum was developed and made public, but it was also a challenge of monitoring whether the curriculum is being taught in schools or not. The main purpose of the local curriculum will be meaningfully implemented in all schools.

Problems and challenges of local curriculum implementation

Government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center has arranged important supports and curriculum framework like Basic level (classes 1-3) curriculum 2019, local curriculum framework, 2014 and local curriculum development and implementation guidance (including mother tongue), 2009. In this context, the School Area Development Plan has given special importance to the provision of local curriculum in order to protect and promote local needs and practices of local traditions, culture and people's livelihood by developing and implementing the curriculum. In this regard, according to the new national policy regarding school curriculum, there is a provision that schools should develop and implement a separate local curriculum of 5 period loads for classes 1-3 and of 4 period loads for classes 4-8 in coordination and cooperation with the relevant local government. The local curriculum should cover the local diversity more and more. There are as many problems and challenges in building the local curriculum as there are problems and challenges in its implementation, which are as follows:

a) Lack of competent human resources

In order to develop the curriculum to represent the local needs, there is a problem in the implementation of the local curriculum even though there are no competent human resources with certain knowledge and skills in the curriculum makers at the local level. The local curriculum belongs to the local environment, skills and arts, culture etc. But there is a shortage of such necessary manpower to teach local skills.

b) Unavailability of textbooks

Although the local curriculum is prepared by the local body, the body that implements it in the school. Educational materials are needed to fulfill the objectives of the children in the school. It is mentioned in the Orientation Guide 2020 that educational materials can be used both concrete and as a model. Accordingly, the textbook is in the form of solid and printed materials. It is considered as an extremely important tool for gaining learning experiences, but even after 1 year of implementation of the curriculum, the children still have no textbooks. And how do you teach? In response to the question, one of the teachers said this: It is compulsory to teach after the curriculum is implemented. Curriculum is only provided to the teachers. There is no textbook, it has become very difficult to facilitate. It is also difficult to develop the question paper by the help of the curriculum. Due to the lack of textbooks, children are confused in the exam.

c) Difficulty in practice

The local curriculum is prepared by the local body, but it was done in such a way that some things are correct in theory, they could not be achieved in practice, one of the teachers said, there was a book that had to be taught about wild animals and plants, but it was not possible to say with certainty where those wild animals and plants are found, one of the concerned teachers said that there was no main basis for identifying those objects.

d) Inadequacy of resources

In the context of Nepal, local curriculum is a new concept. Therefore, it is common that there are so many problems and challenges in its implementation. According to the national policy, this curriculum is being implemented all over the country. Various studies have also shown some positive results of it. Local

curriculum promotes local identity by covering the entire area including tourist spots, art, culture, natural heritage, language, lifestyle, food production, etc. at the local level. Plants, herbs, animals, birds, pollution, waste management, energy, minerals, climate change, rivers, lakes, mountains and minerals in this area, earthquakes, floods, landslides, fires, lightning, storms and accidents in the local area. Teaching methods including field trip, project work should be used to cover all the subject matters.

e) Cultural and ethnic diversity

Nepal is a multi-ethnic, multilingual and multicultural country. In the era of globalization, if one or two castes, cultures or skills are included in the curriculum at any local level, the others will be left out. There is also a possibility of depression in other children due to this. Therefore, it is a problem to prepare a curriculum covering all castes, all religions, and all cultures and to implement it at the school level.

CONCLUSION

There are many problems and challenges for the development and implementation of local curriculum in Nepal. Children receive all the information about their homeland and their environment through local curriculum from their early age. At the local level, the resources and tools and management mechanism required for the development of local curriculum were not effective. Likewise, the resources, tools and administrative mechanisms required for this were not sufficiently available. At the local level, due to the lack of available or unprepared human resources to develop local curricula, the environment for developing and implementing local curricula had not been able to develop under the leadership of local bodies. Providing necessary technical support and advice for curriculum development and implementation at the local level was also not developed and there was no mechanism in charge of monitoring the local curriculum after its implementation. Another challenge was that students did not have textbooks in their hands for a long time even after the introduction of local curriculum.

Teachers were teaching from the curriculum provided at their mail in the lack of textbook. Teachers were not trained to address local needs and child-centered teaching. There were a lack of means and resources in the school to use the methods prescribed to facilitate learning. Similarly, there was a wide diversity in the demands, needs, professions and businesses of the community, which this curriculum had not been able to address. In this era of globalization, local skills, strategies and other

things had disappeared. Explaining these things to children was also a challenge. Similarly, although some of the subject matter included in the curriculum were good to hear and read, it was difficult to put them into practice or to present them objectively in the classroom. In a nutshell, Local curriculum should be life itself. Comprehensive training for teachers, school administrators and local government officers on curriculum development and implementation should be provided. Workshop, seminars, and continuous professional development programs can enhance the capability of the personnel.

The intent of introducing the local curriculum in primary schools is to make curriculum more relevant and strengthen the capacity of local stakeholders by fostering and promoting the context-based knowledge on social diversity. The mandatory provisions of local curriculum in primary schools remained on policy only as a nonfunctional intervention to promote the local knowledge. Therefore, the local curriculum is not being practiced in primary schools. So, the contextualization and decentralization is a recent global trend of education in general and curriculum in particular, which is in dilemma. Such dilemma exists in choices between the local curriculum and popular trend of teaching English language instead of the local curriculum. It is amazing that no any schools or resource centers had neither designed nor implemented the local curriculum. Instead, all the schools are replacing the local curriculum by teaching English language. One of the main reasons behind such practice is the lack of technical knowledge of concerned stakeholders as well as poor or nonexistent mentoring and supervisory practices from government agencies. Ultimately, this created the inertia in designing and execution of the local curriculum at primary level schools. However, head teachers and teachers are seemed positive towards the provision of local curriculum at primary level schools to preserve, promote and mobilize the local knowledge. It is concluded that teachers as well as the head teachers lack an adequate knowledge and skill in designing the local curriculum.

Similarly, they have not informed and familiar with the guidelines on local curriculum prepared by the Curriculum Development Centre. Surprisingly, they perceived that designing curriculum needs high skills and it is the duty of concerned experts not theirs. Nationwide comprehensive needs assessment on local curriculum is essential to find out the root causes of unexecuted policy provisions of the local curriculum. There is a dire need of establishing framework for promoting and disseminating on the various dimensions of the local curriculum, which is desirable. Similarly, developing and practicing the mobile application can be an initial step in dissemination of the information with the teachers and head teachers of primary schools.

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Professional Development of English Language Teachers in Khandbari Municipality

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ABSTRACT

This article entitled ' Professional Development of English Language Teachers in Khandbari Municipality' is an effort to find the actual situation of professional development of English language teachers in Khandbari Municipality. The article aims to make a link to government's policy to improve the professional development of English teachers and their actual situation in Khandbari municipality and to provide some pedagogical implications. To achieve the objectives different sources of data were applied. It uses *quan cum qual* research designs. The findings of the study showed that the overall situation of English teachers' professional development is not satisfactory as the teachers of private schools were not involved in the trainings. The major findings of the research are: most of the teachers in community schools are trained and the teachers teaching in this municipality have accepted that the training has enhanced their professional development. The article consists of four chapters followed by references. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms, review of the theoretical literature and review of empirical literature, and implications of the review of the study. Similarly, the second chapter deals with the research methodology, population and sampling procedure, sources of data, tools of data collection and ethical considerations. The third chapter includes interpretation of results and discussion. Finally, the last chapter consists of conclusion and pedagogical implications.

Keywords: *pedagogical, policy, significance, professional, organize, development*

INTRODUCTION

Background of the Study

English language teachers' professional development is a continuous process by which teachers change themselves in teaching activities. It helps the teachers to achieve skills and gain experience. . Maggioli (2004) remarks that professional development as a career-long process in which educators fine-tune their teaching to meet student needs (p. 5). He means to say that training continues the whole career of the teachers. Similarly, Craft (1996) opines that professional development is sometime used to describe moving teachers forward for skills or knowledge (p.6). Richards and Farrell (2005) argue that professional development is next step when once teachers' period of formal training is over (p. 1).

One of the roles of teachers' professional development is to provide a context through which teachers can continue to make improvement and point out, to assist in “maintaining the interest, creativity, and enthusiasm of teachers in their profession, Richards, (2015, p. 695).

So, professional development of English language teachers is most important component for students in English language class. In the context of Nepal, English language is the second language or foreign language for language learners. Therefore, the teachers must be well equipped with professional development for effective teaching.

Training is focused in this study although there are a number of other ways to improve professional development of English teachers. Training is the process of teaching to bring the intended behavior in the participants. In other words, it is the process of teaching to gain skills that teachers need to facilitate the students effectively. James (1995) says, "Training is a way of helping people to do things that they could do before they were trained." It involves sharing new skills and techniques that are needed for teaching. There are three kinds of training namely formal, non-formal and informal. Formal training is defined as the process of gaining skills from a formal institution leading to officially recognized certificates as awards. On the other hand, non-formal training is conducted by non- training institution and informal training is not pre-organized. It is a training of a short period. Teachers need training to achieve the national goals and level-wise objectives in teaching. Workshop, for example, is a series of educational and work sessions. Small groups of people meet together over a period of time to concentrate on a defined concern. It can provide input from

expert to the participants. It motivates teachers in teaching effectively. Keeping the written account of observation, reflection, and other thoughts about teaching, usually in the form of notebook, this helps as a source of discussion. Teaching portfolio is another aspect of improving professional development of English language teachers. It is a collection of professional thoughts, goals, skills, abilities, contribution and achievement. Action research helps the teacher to find out the solution of the learners' problems.

Statement of the Problem

The service providers are not functioning well and the English teachers are not benefited from the professional development policy. In this context, the study on 'Professional Development of English Language teachers in Khandbari Municipality' is justifiable to aware all the stakeholders

The researcher has the following questions in mind:

1. Which of the trainings is used to support their professional development?
2. How have they increased their profession without training?
3. What may be the other possible ways to improve professional development of the English teachers?

Objectives

The specific objectives were to:

- i. Analyze the present situation of professional development of English language teachers in Khandbari municipality,
- ii. Suggest some pedagogical implications.

Research Questions

- i. What is the present situation of professional development of English language teachers in Khandbari municipality?
- ii. How can the professional development of the teachers be improved?

This study will be significant to make relief from the presentation of professional development of teachers for drafting and implementing in local level, especially in Khandbari municipality. It can be significant for District Education Coordination Committee (DECCO) for formation of teachers' professional development drafting

committee, for the school supervisor (SS) to supervise the implementation of teacher training to improve their profession. This study was limited to teacher training of English language teachers in Khandbari Municipality. It was limited to ten secondary schools of Khandbari municipality.

Operational Definition of the Key Terms

English words have different meanings according to its situation and its implementation aspect. In this research the terms refer to:

Professional: connected with a job that needs special training or skill, especially that needs a high level of education.

Development: gradual growth of teaching strategy so that it becomes more advanced, stronger etc.

Training: increasing the professional development of English language teachers.

Technique: a particular way of teaching activity.

Abbreviate form of some words:

DEO : District Education Office

SS : School supervisor

Rp : Resource Person

DECCO : District Education Co- ordination Committee

SSDP : School Sector Development Plan

ICT : Information Communication Technology

TG : Transformational grammar

TPD : Teacher Professional Development

REVIEW OF THE RELATED LITERATURE

In this section, I have included some reflected ideas for better understanding of my research work by providing in depth discussion of the related themes.

Clouston, (1995, p.41) says "Teacher development is the professional growth a teacher achieves as result of gaining increased experience and examining his/her teaching systematically". It means teacher's development is related with professional growth. Teacher performs his activities effectively in the classroom when he/she gets

the teaching professional related training and skills.

Richards and Renanday (2010, p.4) argue "Development generally refers to growth focused on a specified job. It serves a longer term goal and seeks to facilitate growth of teacher understanding of teaching and themselves as teacher"

Craft (1996, p.6) says "Professional development is something used to describe moving teachers period of formal training is over". Thus, professional development of teachers can be improved by training. TPD training is the obligatory element to improve professional development of English language teachers. Formal training plays the vital role to increase professional development of teachers. The review of previous research relevant to the present one is known as empirical review. Some empirical reviews related with this research are given in the following lines.

Ganwali (2001) conducted a research entitled "Investigating classroom practices: A possible for Teacher Development for the Secondary School Teachers of English in Nepal". His objective was to find out answer to "How do teachers develop?" He interviewed the eight teachers and teacher educators from different countries England, Georgia, Nepal, Romania and Uzbekistan. It was found out that teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues. However, this study does not spell out clearly the specific strategies of teacher development. The present study is different from Gyanwali's (2001) work regarding the objectives and methodology of research.

The most commonly cited research projects on Nepalese Teachers' Profession strategies include Paudel (2014) Sharma (2017). Although Paudel (2014) found that most of the secondary level teachers employed the strategies based on reading and writing the research. Sharma (2017) concluded that most of the teachers learnt English from grammar-practice activities. The correlation between the results of Paudel (2014) and Sharma (2017) is rather vague since they cannot accurately indicate the strategies accepted by the English teachers of Nepal. A relatively more recent research was carried out by Gurung (2017), but the result directly related with Sharma (2017). The product based strategies were employed by the learners to learn English according to this study. This shows that neither of previous research can provide a definite result. It would be more useful to investigate the learning strategies by categorizing them into process-based and product-based. This was what the present research attempted to carry out..

Implication of the Review of the Related Literature

The implication of literature review has played vital role in this research. I have collected related review to help my research. There are more and more implications of literature review in research. I have used both kinds of literature review: theoretical and empirical review in this research. It brought clarity in this research. It supported me to determine the different kinds of research methodologies. It also guided the procedure of data collection and analysis, and it helped to contextualize the findings of this research. It broadened the theoretical knowledge about the topic of this research.

RESEARCH METHODOLOGY

The research design is the way through which a researcher collects the data, analyses them and carries out the findings of the research. This research is related with quantitative cum qualitative research. The purpose of quantitative research is to quantify information for objective analysis and generalization whereas qualitative research aims at analyzing subjective queries and making generalizations. Through rigorous explanation, conclusions are derived logically. A set of questionnaire is used to carry out this research.

Sources of Data

In order to carry out this research, I used both primary and secondary sources of data.

Primary Source of Data:

This research was primarily based on the primary sources of data. The primary sources of the data were different English language teachers teaching at government schools of Khandbari municipality. I visited the community schools to meet English language teachers who have taken TPD training. The written responses were taken as the primary sources of data for this study.

Secondary Sources of Data

I used some secondary sources of data such as related books, journals, magazines, articles, unpublished research work, related website and other relevant materials such as Richard and Farrell (2005), Richard and Nunan (1990), Ganwali (2008) to facilitate this proposed study

Sampling procedures

All the English teachers of Khandbari municipality are the population of this study. Ten government schools have been selected. Population comprised of secondary level English teachers of the government schools who have taken Teacher Professional Development training (TPD). One teacher from each school was selected for the research. I selected the ten English language teachers who have been teaching at the government school and those who have recently received some sort of TPD trainings. I adopted non-random purposive sampling procedure for this research.

Study Area/Field

In this study, I have tried to include the different government schools, from Khandbari municipality. So, I selected the English language teachers from Adarsha Ma vi , Pathakgaun, Adarsha Mavi, Piple, Himalaya Ma vi, Khandbari , Mahendra Ma Vi, Mane Bhanjyang, Kalika Ma Vi, Sekaha, Mangaladevi Ma Vi, Khandbari, Janata Ma Vi, Chandanpur, Biddyodaya Ma Vi, Pangtha, and Manakamana Ma Vi. Tumlingtar.

Tools for Data Collection

The main tool for the collection of data was questionnaire. The questionnaire included eleven close-ended questions and four open-ended questions to generate the information on organizers, teachers, voices, content, delivery process and provision of monitoring and follow up.

Data collection procedure

The following procedures were used to collect the data from the primary sources.

- First of all, I selected the above mentioned ten government schools of Khandbari Municipality.
- Then, I visited the selected schools and I built rapport with the English language teachers.
- After that, I personally explained them about the purpose of study.
- I requested them to help me by responding the questionnaire.
- Then, I distributed the questionnaire to them.
- Finally, I collected the responses of questionnaire at the time of the respondents' convenience with thankful notes to them.

Data analysis and interpretation procedures

I have interpreted the data collected from primary sources. Data were collected with the help of questionnaire consisting of open-ended and close ended questionnaire. The questionnaire was constructed being based on close-ended and open-ended questions. The data were collected from ten secondary level English language teachers from government schools of Khandbari municipality, Sankhuwasabha. I arranged the questionnaire thematically into eleven groups to achieve the objectives of the study. I have used quantitative cum qualitative research designs to analyze and interpret the data.

RESULTS AND DISCUSSIONS

The research problem begins with the one's curiosities and questions about certain topic in a field. Then the researcher sets specific objectives for the research. When data are collected from different sources using different methods and tools, the researcher is required to analyze and interpret data. The process of data analysis and interpretation may help one to proceed more successfully.

Analysis of Quantitative Data

Close ended questions

1. Which training have you got to enhance your professional development?

In response to this question, 60% teachers said that they have got formal training to enhance their professional development. 30% teachers replied that they have got all trainings i.e., formal, non-formal and informal trainings. 10% teachers said that they have got informal training.

2. Have you used websites related to your profession?

Regarding this question, 60% teachers said they sometimes use website to develop their professional development, 30% said they rarely use website related to teacher's professional development. 10% teachers said that they usually use TPD website. It means teachers do not use website regularly.

3. Is teacher training essential for professional development of a teacher?

In response, all ten respondent teachers ticked 'Yes' option. It means training is very essential for professional development.

4. Are all English teachers trained in community schools of Khandbari municipality?

In response of this question, 40% teachers chose 'Yes' while 60% ticked 'No' option.

This means all teachers are not trained in Khandbari municipality.

5. Which agency provides training in Khandbari?

In response of this question, 60% teachers opted all (District Education Co-ordination Office, in the past Resource Center, and NELTA). 30% teachers responded that District Co-ordination Office provides training and 10% ticked 'Resource Centre' as their response.

6. Do you think there are advantages of training?

There were two options for the response of this question 'Yes' and 'No'. All the teachers responded in 'Yes' option. All the teachers have got advantages of teacher training to promote teaching profession.

7. Which technique is useful for professional development?

In this question the options were 'seminar' 'use of related articles' and 'presentation of NELTA'. In reply, 40% of the teachers ticked the option 'seminar'. 30% teachers chose 'presentation of NELTA' and remaining teachers chose 'related articles'. It means seminar is effective technique to enhance professional development.

8. Have you used ICT and research articles to improve your teaching profession?

80% teachers responded that they have used both ICT and research articles to improve their teaching profession. 20% teachers have used neither of them.

9. Have you developed your teaching profession without the help of training?

The options of this question were 'Yes' and 'No'. 40% of the teachers replied 'Yes' while 60% chose 'No'. It shows that majority of the teachers have developed their teaching profession with the help of training. But 40% teachers have increased their teaching profession without training.

10. Are you satisfied with the overall situation of professional development of English language teachers?

In response of this question, 80% of the respondent teachers chose 'No' and 20% ticked 'Yes'. It shows that the majority of the teachers are not satisfied with the overall situation of the professional development of English language teachers.

11. Which aspect is more appropriate to enhance professional development?

The options were a) using internet b) using computer c) consulting articles d) all of them. 70% of the respondents said that they have used all the aspects (computer, related articles and internet) to enhance professional development. In the same way 20% teachers said that internet is more appropriate for professional development. Only 10% teachers have been using related articles in their profession.

Analysis of Qualitative Data

The qualitative data were collected and analyzed by using different tools and procedures. Statistical methods are rarely used in the qualitative analysis. There are several techniques of analyzing qualitative data but I have used descriptive style. In this research, four open-ended questions were used just like qualitative research. In these open-ended questions different teachers expressed their ideas and experiences in different ways. The conclusion of every question from descriptive way is given in the following lines.

1. What is the overall condition of professional development of English language teachers in Khandbari Municipality?

From the respondents' expressions, it can be inferred that the overall condition of professional development of English teachers is not so satisfactory. All the teachers teaching in community schools are certified trained but the formal certification does not bring change in classroom activities. The most important thing is that the training provided to the teachers should be need based and demand driven. On the other hand, the teachers of private schools do not get any training but the SEE result is better in private schools. It means knowledge and skills of trainings have not been applied in the classroom. Lack of ICI knowledge, lack of responsibility, ELT is used only for achieving private opportunity, training is given only for teachers of government school not for those of private schools. Some teachers are not well motivated to their job. Regular supervision and

incentive are not sufficient. These were the responses of ten teachers who have been teaching in Khandbari Municipality till now.

2. What may be the other possible ways to improve professional development of English teachers?

In this question, the teachers gave different responses but in conclusion, most of the teachers emphasized that workshop, keeping a journal, writing research articles, doing action research sharing own ideas or techniques with one another, consulting with language experts, providing need based training and the periodic training should be hosted on the municipality level as Resource Center level training used to be hosted in the past. Teacher can improve better by giving and receiving feedback from teacher staffs. Another possible way to improve professional development is to follow the principles: pair and share, read, discuss and publish. Group discussion and media campaign can be other possible ways to improve professional development of English teachers. Through the group discussion the teachers can achieve the knowledge and information from the experience that can be beneficiary in the teaching learning activities. Media campaign can share the successful story of the individual.

3. How can we improve the professional development of English teachers? Give some suggestions.

Laboriousness itself is a good quality that improves the professional development. The respondents opined that all the teachers must have the access to Internet. Six teachers out of ten said traditional methods (GT methods) should be given up and new techniques which can enhance the skills should be implemented. Four teachers said that punctuality and honesty in teaching are to be mostly adopted. Most of the teachers mentioned the following ways to improve the professional development of English teachers:

1. Workshops and seminars should be organized regularly.
2. Demand based training must be organized regularly in municipality level.
3. Action research must be carried out at least once a month by the teachers.
4. Frequently, refreshment training should be organized by the authority.
5. Teachers must be motivated towards research by rewarding incentive.

4. What techniques do you prefer to implement in the classroom?

Technique is defined as a way of carrying out a task. In response of this question, most of the teachers said that they implement drill, discussion, question-answer and demonstration techniques. Some of the teachers said that technology based teaching facilitation is very effective.

DISCUSSIONS

From the interpretation of quantitative and qualitative data the following results can be inferred. Majority of the teachers in community schools are trained in Khandbari Municipality. 60% of the teachers have taken formal training to enhance their profession. Most of the teachers have used website, computer, internet and other social media. A few of the teachers have rarely used website. All English teachers who have been teaching in Khandbari Municipality till now have strongly accepted teacher training to enhance their professional development. All English teachers have not been trained in Khandbari Municipality. There are several advantages of training for teachers. District Education Co-ordination Office, Municipality Education Department and NELTA are the main agencies to provide teacher training. 60% of the teachers have taken training from these agencies. From quantitative and qualitative data, it is found that Seminar is the most appropriate technique to enhance the professional development of English language teachers.

In the same way, writing related articles and presentation on NELTA are other ways to improve professional development of English language teachers in Khandbari Municipality. Those teachers who teach in Khandbari Municipality are not satisfied with the overall condition of professional development. The teachers, who teach in Khandbari Municipality, are not able to increase their profession without teacher training. Some English teachers of Khandbari Municipality have used computer and research articles to improve professional development. Workshop, keeping a journal, writing research articles, doing action research sharing own ideas or techniques each other, consult with language exports, provide need based training and conduct the periodic training are the other possible ways to improve the professional development of English teachers. The overall condition of professional development of English teachers is not so satisfactory; all the teachers teaching in the community schools are certified trained but the formal certification does not bring change in the classroom. The teachers of private school have not got any chance for training which is very sad situation. Lack of ICT knowledge and lack of responsibility, ELT is used only for achieving private opportunity.

Training is given only for public school not for private school. These are the overall conditions of professional development of English language teachers in Khandbari Municipality. Demand based training should be organized regularly; action research must be carried out frequently. Refreshment training should be organized by activating the NELTA with financial support, ICT training should be provided, regular supervision should be conducted and new ways of TPD should be kept up to date. These are the ways to improve professional development of English teachers.

FINDINGS

The overall situation of professional development of English language teachers in Khandbari municipality is not satisfactory. The teachers of private schools also should get equal opportunity to participate in training and seminar. The concerned authority should initiate for ICT friendly classroom for effective teaching facilitation. It is better for the school administration to work out and install smart board and smart TV so that the learners can be motivated in their study. The teachers should be encouraged with incentive on the basis of their performance via exam results. The local government should host periodical workshops and seminars for sharing and updating new methods and techniques for meaningful teaching and learning activities. Action research is a tool for remediation for minimizing the number of failure and students' drops out. Therefore, the subject teachers ought to be encouraged with incentives.

Summary of the Key Findings

Workshops, writing research articles, periodical action research, sharing ideas with one another and consulting language experts can be possible ways to promote professional development of the teachers. The school administration ought to work out and install smart board and smart TV so that the learners can be motivated in their study. The teachers of private schools also should get equal opportunity to participate in training and seminar. As a result, the learners of institutional schools, too, will be benefited from it.

CONCLUSIONS AND IMPLICATIONS

From the results and discussions it can be concluded that trainings, workshops, seminars and action researches are very important for the professional development of the teachers. The federal government as well as the local government should host periodical workshops and seminars for sharing and updating new methods and techniques for meaningful teaching and learning activities. In the same way,

the school administration should initiate to install smart board and smart TVs as a result the learners can be motivated in their study. To minimize the number of failure and students' drops out, the teachers should be encouraged to carry out action research. Moreover, there should be provisions of reward and punishment for effective teaching.

Based on the results, discussions and conclusions of this study, the following implications have been presented.

1. Policy related

It is a good idea for the government to formulate rules to open TPD centres in every district and implement in all schools. The ministry of Education should publish TPD related books and journals and circulate all over the country.

2. Practice Related

Teachers should be responsible with their own profession. Various educational sites, internet and social media are to be consulted to remain up to date. Need based training seminars are useful. So, it should be organized regularly in every municipality, Regular supervision can be helpful for teaching- learning activities. Management of well equipped training centres and development of networking of different subject teachers can enhance professional development. Research based teaching will be helpful.

3. Research Related

This research can be insufficient to get complete knowledge about teachers' professional development and teacher training but it can be a milestone in educational sectors. It can support for effectiveness of English language teachers to solve the problems in the class room.

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Role of Social Media in Learning English Language

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Abstract

This study aims to explore the role of social media in teaching English language to the undergraduate college students. It covers the social media like Facebook, Instagram, Twitter, or What's App. The effectiveness of those social media platforms in learning English language was observed in this study. Quantitative approach is implied with a survey method which includes questionnaires. The Information and Communication Technology (ICT) tools, competency to use social media elements are some parts of learning English language. According to the result, social media play an important role, and they help them improve all their skills in the English language. The findings indicated that the students learn new things, skills and gather new knowledge using social media. Hence, the learners may be encouraged to engage themselves to use social media in English to improve their proficiency.

Keywords: *social media, face book, wikis, what's app, you tube, English learning, informal learning, material sharing, peer interaction.*

Introduction

Background of the Study

It is the age of computer and technology. Advance technology plays a significant role in the sector of education. Computer and technology is used in various sectors which has made the life easier. It is not only used for human life but also for teaching and learning English language. It helps to empower and motivate to the new learners in learning English language. Social media is very common in present time elsewhere and everywhere. It supplies great exercises to cooperate and collaborate in the English language learning process. At present, social media is used as a tool mainly for information and communication. Human beings of any ages use social media as it is one of the famous media platforms.

Kaplan and Haenlein [1] assert that online media platforms are a gathering of web applications that permit the formation of different substances on the planet. There are numerous types of social media like Facebook, Twitter, Instagram, Whats App, You tube etc. In the EFL setting, the utilization of social media gives a few occasions to build up English language abilities for undergraduates. English is one of the dialects generally utilized in web-based media. English is known as a global dialect that is utilized everywhere in different countries in the world. The use of ICT in English language learning can help students to improve their language skills (Khaloufi & Laabidi, 2017). English is utilized by individuals, particularly understudies, as an unknown dialect in some countries. They generally learn English in schools and colleges as an accessible subject. The English-learning students utilize their cell phones or computers with online media platforms to impart one another, and they accept that portable learning can encourage them to learn it whenever and wherever. There is neither a problem for them nor any negative insights in utilizing ICT for the learning of English language. Chomsky (2014) has stated that our language is constantly, inevitably, and naturally changing, transforming and becoming more adaptive to its users due to the changes in our contemporaries. Social network sites have become the main means of communicating and a way to maintain a social life (Li and Croucher, 2020).

So, we can say that social media becomes very essential for the students to learn English language. This study aims to investigate the abilities of the students to use social media that directly associate to improve their skill of English language.

Statement of Problems

Though most of the people use social media in the present day's world, it can create a lot of problems or contradiction on societies. Many language researchers and experts argue that besides the usefulness of using social media in improving English language, it may ruin the potentialities of the students and their creativity in academic field.

Objectives of the Study

In the above context, the objectives of the study are given below.

1. To study the English language in academic field based on social media
2. To explore the effectiveness of social media in learning English language

Research Questions

1. To what extent do the students access the tools of social media?
2. How do the students use social media to learn English language?
3. Can you tell the elements that influence the usage of social media?
4. How are the students engaged to use social media to develop English language?

Significance of the Study

The study shares our case of using social media in English language teaching and explores the use of social media for English language learning. It recommends possible learning activities through social media. Face book, Youtube, Blogs, Twitter, Instagram, Whats App etc. were widely used in teaching English language. The study develops the culture of using social media in learning English language. It mainly helps to develop English language through social media.

Research Methodology

The design of this research is mixed both qualitative and quantitative. The investigation of this research is to examine and measure the role of social media in learning English language by the undergraduate students. An online questionnaire was prepared to collect the data from the respondents. The study was carried among the undergraduate students of Barun Multiple Campus.

It is based on qualitative research design under survey methods. According to this method, it is based on the study of language which was used in different social media by undergraduate students. The researcher used online questionnaires as a research instrument for collection of data and the collected data was statistically analyzed in order to find out the reliable result of the study.

The study was conducted at the undergraduate level for English language learners of Bachelor's Level though most of the students did not have any prior experience with social media learning. The sample comprised of 50 students of Barun Multiple Campus. Out of them, 35 students were girls and 15 students were boys in Bachelor's level with their age ranging 18-23 years. The students are all native speakers of Nepali language. They hardly speak English outside the class. Most of them have a little interaction with native speaker outside the classroom. Though the classes were taken online, the examinations were conducted in campus. The percentage of male students is 30 and female is 70.

Quantitative approach to data collection has been employed. It was analyzed applying the descriptive analysis by counting the answer to find the percentages. Google forms were used for this survey. The forms were sent to undergraduates of Bachelor’s degree along with a request to fill the forms through the social media. (Whats App)Then, the result was properly analyzed. A questionnaire was the tool that was used in order to collect data. The questionnaire consisted of ten questions. Thick description and reflective thinking are the two most important elements that have been used while analyzing and interpreting the data.

Results and Discussion

This section presents the findings of the study and their discussions. In the scheduled questionnaire, the researchers set certain questions to gain a wide range of answers and opinions regarding the impact of social media platforms on learning English language. The raw data collected were analyzed and described on the basis of its conclusion that how social media helps in learning English language. Majority of the undergraduate students those who are using social media platforms, communicate orally or in written forms, discuss or chat to each others.

Fifty students were continuously using different social media for learning English language learning. Out of 50 students, 35 students were girls and 15 students were boys.

The given table shows the percentage of different social media users (daily, weekly or monthly) for learning English language.

Table No. 1: *Percentage of Different Social Media Users*

S.N.	Tools	Male (%)	Female (%)	Overall (%)
1.	You Tube	36%	40%	38%
2.	Facebook	25%	20%	23%
3.	Whats App	20%	15%	17%
4.	Wikis	10%	10%	10%
5.	Instagram	6%	8%	7%
6.	Blogs	3%	7%	5%

Source: Survey, 2025

The table shows that 36 percentage of male students and 40% of female student’s use You tube in learning English language. The overall percentage of You Tube users is

38%. Similarly, Face book users are comparatively less than You Tube. 25% of male and 20% of female students use Face book in learning English. 20% of male and 15% of female students use Whats App. Overall Wikis users are 10% where male and female students are equal in average. Similarly, few of them use Instagram and blogs in learning English language.

Based on the table given, You Tube was highly identified as the top English learning tool of our students. After You Tube, Facebook was also highly used. Whats App was also used frequently but rest of other social media, like Wikis, Instagram or blogs were comparatively used less in order to learn English language.

The given table shows that to what extent do the students of BMC have access to ICT tools?

Table No. 2: *Extent the Students of BMC have Access to ICT Tools*

S.N.	ICT items	Yes (%)	No (%)
1	Do you have access to a computer?	20 (40%)	30 (60%)
2	Do you have a smart phone?	48 (96%)	2 (4%)
3	Do you have a Tablet?	5(10%)	45 (90%)
4	Do you have access to the internet	40 (80%)	10 (20%)
5	Do you use social media?	49 (98%)	1 (2%)

Source: Survey, 2025

In the given table, 40% of the students have computer access and 60% of them do not have computer access. Similarly, 96% of students have smart phones and 4% have still no smart phones to access internet. Very less no of students have Tablets i.e 10%. Similarly, 80% of the students have internet access and 20% of them still away from internet access. 98% of students use social media and 2% still do not use social media.

This table shows that how competent are the students using different social media.

Table No. 3 : *The Students Using Different Social Media*

S.N	Social Media	Weak	Moderate	Good
1	I am competent to use You Tube	2	10	38
2	I am competent to use Face Book	3	9	38
3	I am competent to use Instagram	18	15	17

4	I am competent to use What's App	8	16	26
5	I am competent to use to use Twitter	23	12	15
6	I am competent to use blogs	17	17	16

Source: Survey, 2025

The given table shows how competent the students are in using social media tools. Out of 50 students in our study, 76% of them use You Tube competently. Similarly, 20% of them are moderate and 4% are still weak in using You Tube. Similarly, 76% of the students are competent in using Face Book and 18% of students are moderate in using Face Book. And 6% of them are still weak in using it. Comparatively, very less of them are good at using Instagram. 36% of the students are weak in using it. 30% of them are moderate and 34% of them are good using it. Similarly, 52% of the students are good using What's App and 32% of them are moderate and 16% of them are still weak. Twitter and blogs users are comparatively less in number. 46% of students are weak

The given shows the number of students how do they use social media.

Table No. 4

S.N.	Items	Disagree	Agree	Neutral
1	I use online media to speak with friends	11	2	12
2	I use online media to speak with family	8	25	17
3	I use online media to learn new things	1	40	9
4	I use online media to learn English language.	7	30	13
5	I use online media to pass my free time	19	20	11
6	I use online media to gain knowledge	3	33	13
7	I use online media because my friends use it.	26	12	12
8	I use online media because it is useful for me.	2	40	8

Above table shows that 22 % of students disagree that they use online media to talk to their friends. Similarly, 54% of students agree this matter and 24% are in neutral. 16 % of students disagree using the social media for family only and 50% of them agree this matter and 34% of them are neutral. 2% of the students disagree using

social media in useful things where 80% agree this matter that they use social media for useful things. 60% of students agree that they use social media to learn English language in item no. 4. Similarly, for item no.5, 38% of students disagrees in social media to spend their free time where as 40% of the students agree and 22% of students are neutral in this item. 66% of students use social media for gaining knowledge and 6% students disagree on this matter and 28% of students are neutral. 52% of students disagree about using social media to copy their friends and 24% of them still agree that they use social media because their friends use it. 12% of students are neutral in this matter. For the item 8, 'I use online media because it is useful for me,' 80% students agree that social media is really useful.

The given table shows that how the students use social media to learn English language?

Table No. 5

S.N.	Items	Yes (%)	No (%)
1	I like to use English when I use social media.	40 (80%)	10 (20%)
2	I improve my speaking skill using social media.	38 (76%)	12 (24%)
3	I feel good writing in English.	36 (72%)	14 (28%)
4	Social media helps me to improve my English.	44 (88%)	6 (12%)
5	I frequently post in face book to improve my writing skill.	34 (68%)	16 (32%)
6	I believe that social media is the right platform to improve English language.	48 (96%)	2 (4%)
7	Social media develops interaction with classmates and lectures; helping in my academic performance.	43 (86%)	7 (14%)
8	I am confident correcting my mistakes on social media.	36 (72%)	14 (28%)

Source: Survey, 2025

Based on the table 5, it is clear that 80% of the respondents use English language when they use social media. But still 20% of the students hardly use English language while using social media. Similarly, it seems that students improve their speaking skill through social media. 76% of the students agree and still 24 % of them have

problem in learning speaking through social media. The study tells that 72% of students feel good in writing in Facebook.

The study reveals that 88% of students feel that social media has improved their English and 12% of them are not sure about it. Similarly, 96% of students are sure that social media has improved their English best and 4% of them have not improved their English through social media. Majority of the students feel that social media has helped them interacting in English with their teachers, colleagues and lecturers, i.e 86% The percentage of the students who are confident correcting their mistakes on social media is 72% and 28% of them still cannot correct mistakes on social media.

Final results confirmed that the utilization of social media has been significantly perceived in learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage. So, this study identified the impact of social media on learning English language. Hence, the study suggests that the positive impacts of various social media platforms might be taken into consideration to enhance their skills in the English language and help the college students to improve their personality too.

Conclusion and Implication

The current investigation aimed to explore the role of social media among the undergraduates in learning the English language. In the study, all the popular social media platforms like Facebook, Twitter, Instagram, YouTube, Whats App, blogs etc were taken into consideration, and it was investigated whether they learn English using social media. A remarkable finding is that most of the undergraduates think that they learn English language when they use social media platforms, such as WhatsApp, Facebook, Instagram, YouTube but some of them find Facebook to be a waste of time. They also learn interesting words, phrases, or sentences from social media and copy them in their notebooks. Moreover, the attitude of the students toward the social media platforms is comparatively encouraging and positive. They also feel that social media is one of the best ways to practice English language. To sum up, social media has a great role in learning English. The outcome of this study recommends that the learners must be motivated to engage themselves to use social media in English to master this language and improve their English proficiency.

Findings of the study contributed that English language is learnt through social media. Final result confirmed that the undergraduates have perceived the utilization of social media to have positive impact in learning English language in terms of writing style, reading skills etc.

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Status and Application of Information and Communication Technology (ICT) in Barun Multiple Campus (BMC), Khandbari

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ABSTRACT

This chapter provides an overview of the Status and Application of Information and Communication Technology (ICT) at Barun Multiple Campus (BMC), Khandbari. With the rapid advancements in technology, integrating ICT into education and administration has become essential for enhancing teaching quality, streamlining administrative tasks, and developing a modern educational environment. Barun Multiple Campus, located in a rural region of Nepal, has been making efforts to incorporate ICT into its academic framework, though challenges persist in terms of infrastructure and digital literacy. Barun Multiple Campus, a community-based institution in the eastern region of Nepal, acknowledges the growing importance of ICT in the educational sector. Given its rural location and resource limitations, the institution has faced barriers in fully leveraging technology for education. This chapter aims to evaluate the status of ICT at BMC and analyze its application in various academic and administrative domains. This study aims to evaluate the current state of ICT infrastructure and resources at BMC, assess the implementation and use of ICT in teaching and learning, investigate how ICT is applied in administrative activities, understand the level of ICT skills among faculty members and students, identify barriers to the effective adoption of ICT, and offer recommendations for enhancing ICT integration. The research follows a descriptive study design, collecting both qualitative and quantitative data. A combination of surveys, interviews, and document analysis was used. Questionnaires were distributed to the faculty, staff, and students,

while interviews with administrative personnel provided additional insights into the ICT challenges and practices, Document reviews of campus policies and ICT-related resources were conducted to understand the institutional approach towards technology integration. The basic ICT infrastructure is in place but insufficient to fully support all educational and administrative activities, while some faculties incorporate ICT in teaching. there is a need for further training and resources, and limited internet bandwidth, along with a lack of advanced ICT tools, hinders further progress. Although BMC has made strides in incorporating ICT. further investments and strategic planning are crucial for overcoming existing challenges and ensuring the effective use of ICT for educational and administrative advancement. This chapter concludes with recommendations for improving ICT infrastructure. increasing faculty training, and expanding the ICT curriculum.

Keywords: *information and communication technology (ICT), digital learning, ICT infrastructure, higher education, ICT challenges, smart campus*

INTRODUCTION

Background of the Study

In the rapidly evolving digital era, Information and Communication Technology (ICT) has become an essential pillar in modern education systems, enabling new methods of teaching, learning, and institutional management (Selwyn, 2012). The strategic integration of ICT is especially significant for institutions like Barun Multiple Campus (BMC) in Khandbari, Nepal, as it seeks to enhance both academic quality and operational efficiency. ICT not only offers flexible access to learning resources but also fosters collaboration and innovation among students and faculty (Sangrà et al., 2012). Despite its growing global significance, the adoption of ICT in Nepalese higher education, especially in community campuses, has been slow and inconsistent due to infrastructural, financial, and policy limitations (Kunwar, 2020; UNESCO, 2011). The Government of Nepal has acknowledged the role of ICT in promoting equitable and quality education, as reflected in its *School Sector Development Plan 2016–2023* (Ministry of Education, Science and Technology [MoEST], 2019). However, campuses like BMC still face challenges in ICT infrastructure, internet reliability, and faculty digital readiness. This scenario reflects a common struggle across developing nations, where the digital divide hampers the full utilization of ICT tools in academic environments (OECD, 2015; World Bank, 2018). A study by Kozma (2008) emphasizes the importance of national policies that align ICT integration with educational goals. However, BMC’s context mirrors a gap between policy and practice,

where ICT remains underutilized despite its inclusion in national frameworks. Data from the Nepal Telecommunications Authority (2022) show a substantial growth in digital connectivity in urban centres, but rural academic institutions continue to lag behind in consistent, high-speed internet access. Alam (2016) also highlights that the mere availability of ICT tools does not automatically lead to improved educational outcomes unless there is substantial institutional commitment and teacher training.

In the context of the COVID-19 pandemic, the role of ICT in education became even more pronounced, as distance learning and digital classrooms became a necessity rather than an option (Amidst COVID-19, 2021). For BMC, the pandemic revealed both the potential and the limitations of its digital infrastructure. According to the World Bank (2018), digital transformation in Nepal is still in its formative stages, which directly affects institutions like BMC when attempting to implement modern ICT-based educational practices. Therefore, examining the status and application of ICT at BMC is not only timely but also necessary for identifying gaps, refining policies, and proposing targeted solutions to strengthen the campus's capacity for digital education. Information and Communication Technology (ICT) has emerged as a pivotal tool for enhancing the efficiency and effectiveness of education globally. Integrating ICT into academia not only fosters a more dynamic and interactive learning environment but also prepares students to excel in an increasingly technology-driven world. The proliferation of ICT in education aims to address challenges such as limited access to educational resources, outdated pedagogies, and the need for modernized learning methodologies. This research investigates the status and application of ICT at Barun Multiple Campus (BMC), Khandbari, as part of its commitment to aligning with these global trends.

Barun Multiple Campus (BMC), a community campus affiliated with Tribhuvan University, is situated in Khandbari Municipality Ward No. 8, Sankhuwasabha district, Koshi province, Nepal. Established with the vision of providing accessible, affordable, and quality education to students in remote areas, BMC has become a vital educational institution in the region. It offers a range of academic programs, including Bachelor's in Humanities and Social Sciences, Education, and Management, alongside Master's programs in Education with specializations in English, Nepali, Health, and Educational Planning and Management (EPM). Additionally, since 2051 B.S., the campus has been running a +2 program for class 11 and 12. Currently, BMC serves over 1,000 students, predominantly from economically disadvantaged and backward communities, reflecting its commitment to inclusive education (Barun Darpan, 2024).

ICT infrastructure and utilization at Barun Multiple Campus are critical for meeting the needs of its diverse student population. The campus has recognized this importance by proposing several ICT initiatives, such as enhancing computer networks, adding smart classroom technologies, and expanding internet connectivity. These initiatives aim to provide comprehensive learning opportunities while bridging the digital divide in rural Nepal. Furthermore, planned ICT activities include launching B.Ed. ICT classes, offering computer science courses for +2 management students, and introducing Tribhuvan University-certified ICT training programs (Barun Darpan, 2024). Despite these efforts, BMC faces challenges such as limited infrastructure, insufficient trained faculty, and inadequate resources. This study seeks to explore the current status of ICT at BMC, evaluate its implementation in teaching and administration, and propose recommendations for its optimal utilization. By doing so, the research will contribute to the campus's ongoing efforts to integrate ICT into its educational framework and improve overall institutional performance.

Statement of the Problem

The integration of Information and Communication Technology (ICT) into education has become essential for fostering innovation, improving learning outcomes, and ensuring equitable access to resources. However, at Barun Multiple Campus (BMC), the adoption and application of ICT face significant barriers, such as limited technological infrastructure, lack of trained personnel, and resource constraints. These limitations hinder the effective utilization of ICT in teaching, learning, and administrative processes. Moreover, understanding the current status of ICT implementation and identifying gaps in its application are crucial for developing strategic interventions. Thus, the problem addressed by this research is: "What is the current status of ICT infrastructure and its application at Barun Multiple Campus, and how can it be enhanced to support academic and administrative functions?"

Objectives of the Study

- To assess the current status of ICT infrastructure and resources within Sankhuwasabha and at Barun Multiple Campus.
- To evaluate the ICT status of students and application of ICT in teaching, learning, and administrative practices at the campus.
- To propose strategies for improving the integration and utilization of ICT in the campus's educational and operational frameworks.

- To explore recommendations for utilizing smart digitization technologies to enhance campus management, administration, teaching, learning, research, and student services.

Significance of the Study

This study on the status and application of Information and Communication Technology (ICT) at Barun Multiple Campus (BMC). Khandbari, holds significant academic, institutional, and policy implications. It provides valuable insights into the current ICT infrastructure, its utilization in teaching-learning processes, and administrative efficiency. Understanding the existing ICT landscape at BMC will help campus management and policymakers identify strengths and gaps, facilitating data-driven decision-making for future investments in digital resources. This research is particularly beneficial for faculty members and students, as it highlights the role of ICT in enhancing learning experiences, fostering digital literacy, and improving academic outcomes. Additionally, the findings can contribute to institutional development by recommending strategies to optimize ICT integration, ensuring equitable access to digital tools. The study also serves as a reference for other community campuses facing similar challenges, promoting best practices in ICT adoption for higher education in Nepal.

RESEARCH METHODOLOGY

The methodology employed in the study of the status and application of Information and Communication Technology (ICT) at Barun Multiple Campus utilizes a mixed-methods approach, combining both quantitative and qualitative techniques. This design enables the research to collect measurable data related to ICT infrastructure and usage while also gaining in-depth insights from key stakeholders such as faculty, students, administrators, parents, and donors. Quantitative methods are used to assess the availability and use of ICT resources, while qualitative methods explore experiences, challenges, and suggestions for ICT improvement.

The research targets a diverse population that includes students from all academic levels, faculty and administrative staff, members of the Campus Management Committee (CMC), parents, donors, and telecom resource persons. Stratified sampling is used to ensure balanced student representation, while purposive sampling is applied for selecting individuals with specific roles and insights. The expected sample size ranges from 30 to 150 students, 15 to 25 faculty/staff, 5 to 7 CMC members, 10 to 15 parents, and 2 to 3 donors and telecom experts.

Multiple data collection methods are adopted, including direct observation of ICT infrastructure and digital resources, structured surveys for students, focus group discussions (FGDs) with faculty and staff, and semi-structured interviews with stakeholders. These tools help gather data on ICT access, usage behavior, user satisfaction, and institutional perspectives. Observational checklists and Likert-scale survey questionnaires are employed, along with open-ended guides for FGDs and interviews.

For data analysis, descriptive statistics are applied to summarize the quantitative data, while thematic analysis is conducted on qualitative responses to identify patterns and recurring themes. Direct quotes from participants enhance the richness of qualitative findings. The results are visually represented using tables, bar diagrams, and pie charts to make the data more accessible and interpretable. Tables summarize usage patterns, bar diagrams compare ICT use across groups, and pie charts show the proportional distribution of resources and satisfaction levels.

Ethical considerations are carefully addressed through informed consent, confidentiality of responses, and compliance with ethical guidelines set by Barun Multiple Campus and Tribhuvan University. However, the study acknowledges limitations such as the possible non-availability or unwillingness of respondents and the evolving nature of ICT, which may affect the findings. Despite these challenges, the methodology is structured to provide a reliable and holistic evaluation of ICT practices and inform strategic improvements at the campus.

RESULT AND DISCUSSION

ICT and Internet Status in Khandbari and Sankhuwasabha

Sankhuwasabha district in eastern Nepal has witnessed significant strides in Information and Communication Technology (ICT) infrastructure development in recent years. This has led to improved connectivity, facilitated communication, and contributed to socio-economic development.

Internet Services:

Availability: Three primary internet service providers cater to the district: Fiber-to-the-Home (FTTH), Asymmetric Digital Subscriber Line (ADSL), and 4G wireless routers.

Capacity: FTTH connections offer high-speed internet ranging from 50 Mbps to 1 Gbps. providing robust bandwidth for residential and commercial use. Leased lines

cater to businesses and institutions with bandwidth requirements ranging from 2 Mbps to 100 Mbps.

Coverage: FTTH services are widely available in major towns like Khandbari, Tumlingtar, Manebhanjyang, and Chainpur. Expansion is ongoing in areas like Chewa, Arunthan, Sekaha, Panchkhapan, and Barhabise.

Mobile Network Infrastructure:

Tower Deployment: A total of 31 towers (2G and 4G) are strategically located throughout the district, ensuring widespread coverage.

Table 1: Distribution

SN	Municipality	Towers no.	SN	Municipality	Towers no.
1	Dharmadevi	3 towers	6	Sabhapokhari	2 towers
2	Madi	2 towers	7	Chichila	3 towers
3	Chainpur	3 towers	8	Makalu	6 towers
4	Khandbari	5 towers	9	Silichong	1 tower (with 1 under construction)
5	Panchkhapan	2 towers	10	Silichong	2 towers (with 2 under construction)

Source: Nepal Telecom, Khandbari

The expansion of network coverage across the district has significantly improved, with most areas now having access to basic telecommunications infrastructure. However, some remote regions still face connectivity issues due to difficult geography and sparse population, limiting the reach and reliability of network services in those zones.

In terms of service provision, the district has recorded notable progress. By the fiscal year 2080 (2023/2024), there were 151 post-paid and 4,200 prepaid mobile SIM card users. Fiber-to-the-home (FTTH) services were also growing, with 151 new connections established and 365 existing PSTN lines successfully migrated to FTTH. Additionally, 50 households subscribed to NTTV services bundled with internet access. To extend connectivity to hard-to-reach locations, 71 Namaste Wireless Routers were distributed in Bhotkhola, Makalu, and remote areas of Bhojpur district. In a move to support education, 21 free mobile SIM cards were distributed to students who had completed their Secondary Education Examination (SEE). Network modernization efforts included migrating 240 Sky Phone exchanges

from DMA to GSM technology, enhancing service quality. For internet users, 12 WHBB SIM cards were issued, bundled with affordable NRS.90 recharge and 60GB data packages priced at NRS.800.

Despite these advances, several challenges persist. Solar-powered communication towers, while eco-friendly, are susceptible to outages during the rainy season due to insufficient sunlight. Additionally, unstable electricity supply in remote areas continues to affect network uptime. Another ongoing issue is the delay in maintenance work, which hampers consistent and reliable service delivery, especially in isolated regions. Addressing these challenges is critical to achieving more inclusive and dependable connectivity across the district.

Table 2: Key ICT and Internet Statistics in Sankhuwasabha (2080)

SN	Particular	Number
1	Postpaid Mobile SIM Card	151
2	Prepaid Mobile SIM Cards	4200
3	FTTH New Connection	151
4	PSTN Migration to NT Fiver	365
5	NTTV with Internet	50
6	Namaste Wireless Router Distributed to Bhotkhola, Makalu and Remote Places of Bhojpur	71
7	Free Mobile Sims Distributed after SEE Students	21
8	Sky Phone Exchange (DMA to GSM Migration)	240
9	WHBB SIM Card for Internet Users in NRS.90 and 60GB Data Pack in NRS.800	12

Source: Nepal Telecom, Khandbari

Table 3: Abbreviations

SN	Abb.	Full Form	SN	Abb.	Full Form
1	DMA	Digital Multimedia Broadcasting	6	WHBB	Wireless Home Broadband
2	SIM	Subscriber Identity Module	7	PSTN	Public Switched Telephone Network
3	MB	Megabyte	8	GB	Gigabyte
4	ADSL	Asymmetric Digital Subscriber Line	9	MBPS	Megabits per second

SN	Abb.	Full Form	SN	Abb.	Full Form
5	FTTH	Fiber-to-the-Home	10	GSM	Global System for Mobile Communications

Source: Nepal Telecom, Khandbari

Sankhuwasabha has made significant strides in improving ICT infrastructure and internet connectivity. However, while network coverage has reached some areas in Makalu, Bhotkhola. and Sabhapokhari rural municipalities, challenges remain. Remote locations with low population density often lack adequate coverage. Additionally, network outages are a recurring issue. Solar-powered towers experience interruptions during the rainy season due to insufficient sunlight, and unstable electricity supply in remote areas further disrupts network connectivity.

Barun Multiple Campus

Barun Multiple Campus (BMC) was established in 1986 as a community-based, non-profit institution in Khandbari, Sankhuwasabha. Situated in a scenic location overlooking the Makalu range. BMC offers a range of programs, including 2. Bachelor’s degrees in Humanities. Social Sciences, Management, and Education, and a Master’s in Education. Founded through the collective efforts of the community. BMC aims to provide accessible and affordable quality education to students from remote areas. With a focus on inclusivity, it encourages the participation of female and minority students. Currently, the campus has 918 students and employs 29 faculty members and 6 staff.

BMC’s vision is to achieve national recognition for its academic excellence and its role in developing professional and community leaders. Its mission emphasizes producing skilled professionals through scholarly and research-oriented activities. Key goals include financial sustainability, improved infrastructure, and a conducive learning environment.

Table No 4: *Students Number in Barun*

SN	Faculty/Programs	Level/Semester				Total
		11/1 st /Sem	12/2 nd /Sem	3 rd /Sem	4 th /Sem	
1	+2 (Higher Secondary)	153	209	-	-	362
2	B.A.	14	15	13	05	47
3	B.Ed.	94	83	79	52	308

4	BBS	48	48	43	23	162
5	M.Ed.	14	14	05	06	39
	Total	323	369	140	86	918

Source: Barun Darpan, 2080/81

Table 5: ICT Infrastructures of Barun Multiple Campus

Category	Items	Quantity	Notes
Hardware	Computers (Desktops) - Running	8	Consider specifications: RAM, storage, processor
	Computer (Laptops)		
	Printers (Laser)	3	Ensure compatibility with operating systems
	Printer (Inject)	1	
	Printer (Dot Matrix)	1	Ensure compatibility with operating systems
	Photocopier		
Hardware	Multimedia Projectors	3	High-brightness, good resolution for presentations
	Smart TVs	7	For engaging classroom activities
	Scanners	1	For digitizing documents and images
	Solar Energy (Uninterruptible Power Supply)	3200 Watt	To protect equipment during power outages
	Teacher Mice	2	To teach large number of students
	Router	2	For internet connectivity and network management
	Surveillance System (CCTV)	8	Security System
	Speakers with Microphones	2	For individual use or group activities

Category	Items	Quantity	Notes
Software	'Shiksha' Software	With Licenses	Operating System
	Antivirus Software	With Licenses	To protect computers from malware
	Video Conferencing Software (Google Meet)	Free of Use	For online meetings and classes
Peripherals	USB Drives	16 GB-16	For data storage and transfer
	External Hard Drives	2	For data backup and storage

Source: EMIS Section, Barun Multiple Campus

ICT Status of Students and Application

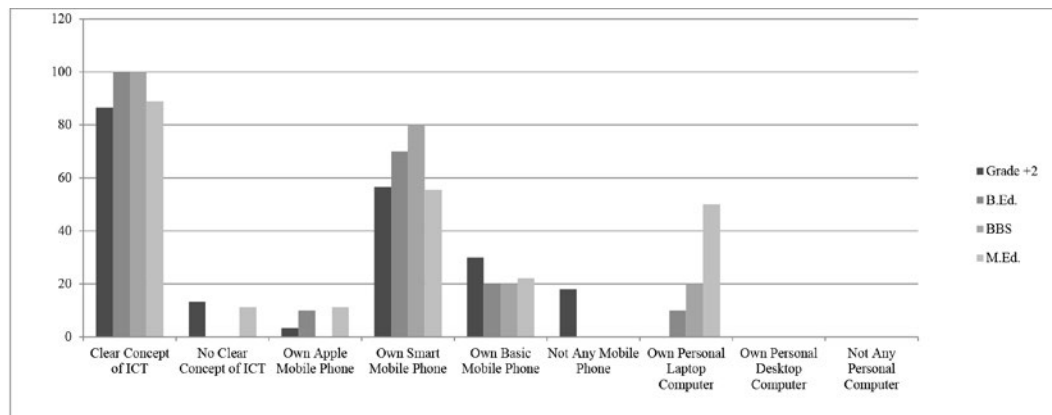
ICT Concept and Use of Mobile/Computer

Table 6

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
1	Clear Concept of ICT	86.66	100	100	88.88
2	No Clear Concept of ICT	13.33	-	-	11.11
3	Own Apple Mobile Phone	3.33	10	-	11.11
4	Own Smart Mobile Phone	56.66	70	80	55.55
5	Own Basic Mobile Phone	30	20	20	22.22
6	Not Any Mobile Phone	18	-	-	-
7	Own Personal Laptop Computer	-	10	20	50
8	Own Personal Desktop Computer	-	-	-	-
9	Not Any Personal Computer	100	90	80	50

Source: Survey, 2080/81

Figure 1 ICT Concept and Use of Mobile/Computer



Source: Survey, 208081

The data reveals the ICT concepts and use of mobile and computer devices among students across all levels. While most students have a clear concept of ICT (86.66% in 11/12 and 100% in B.Ed. and BBS), a small percentage in 11/12 and M.Ed. still lack clarity (13.33% and 11.11%, respectively). Smart mobile phones are widely owned, particularly by BBS students (80%), while basic phones are more common among 11/12 students (30%). The absence of mobile phones is notable in 11/12 (18%) but absent in other levels. Ownership of personal laptops is minimal in lower levels but rises to 50% in M.Ed., while desktop ownership is non-existent across levels. A majority lack access to any personal computer, particularly in lower levels like 11/12 (100%) and B.Ed. (90%). These findings suggest the need for improved access to ICT devices, particularly for 11/12 and B.Ed. students, to bridge the digital divide.

Use of ICT and Social Networks

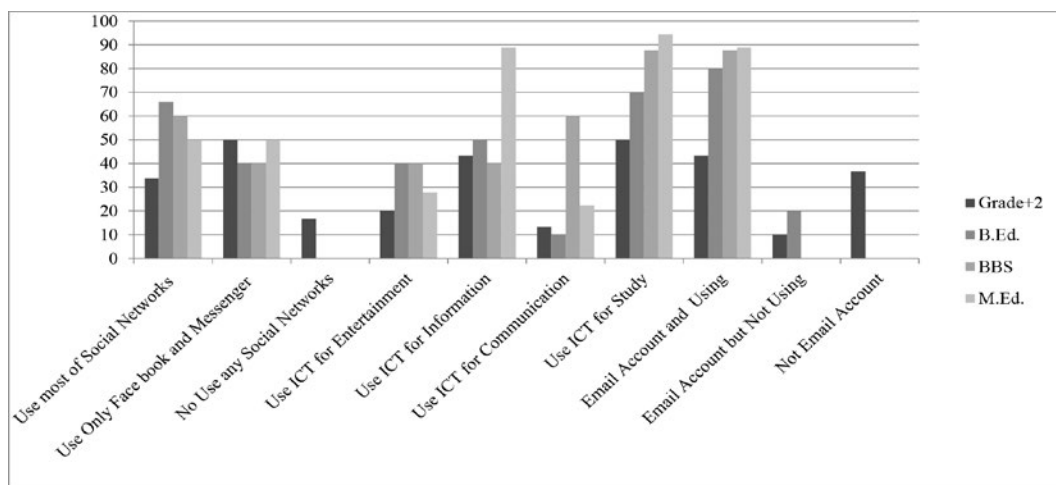
Table 7: Use of ICT and Social Networks

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
1	Use most of Social Networks	33.33	66	60	50
2	Use Only Face book and Messenger	50	40	40	50
3	No Use any Social Networks	16.66	-	-	-
4	Use ICT for Entertainment	20	40	40	27.77
5	Use ICT for Information	43.33	50	40	88.88

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
6	Use ICT for Communication	13.33	10	60	22.22
7	Use ICT for Study	50	70	87.7	94.44
8	Email Account and Using	43.33	80	87.7	88.88
9	Email Account but Not Using	10	20	-	-
10	Not Email Account	36.66	-	-	-

Source: Survey, 2080/81

Figure 2 Use of ICT and Social Networks



Source: Survey, 2080/81

The data highlights ICT and social network usage across educational levels. A significant percentage of students use multiple social networks (66% in B.Ed. and 60% in BBS), though a notable portion in 11/12 relies only on Facebook and Messenger (50%), ICT is primarily used for information gathering (88.88% in M.Ed.) and study purposes (notably high at 94.44% in M.Ed.). with lower usage for entertainment and communication. Email account usage is prominent in higher education levels (88.88% in M.Ed. and 87.7% in BBS), but a significant proportion in 11/12 either do not use email (36.66%) or underutilize it (10%). These findings suggest the importance of expanding ICT literacy, particularly among 11/12 students, and diversifying its applications beyond study and entertainment.

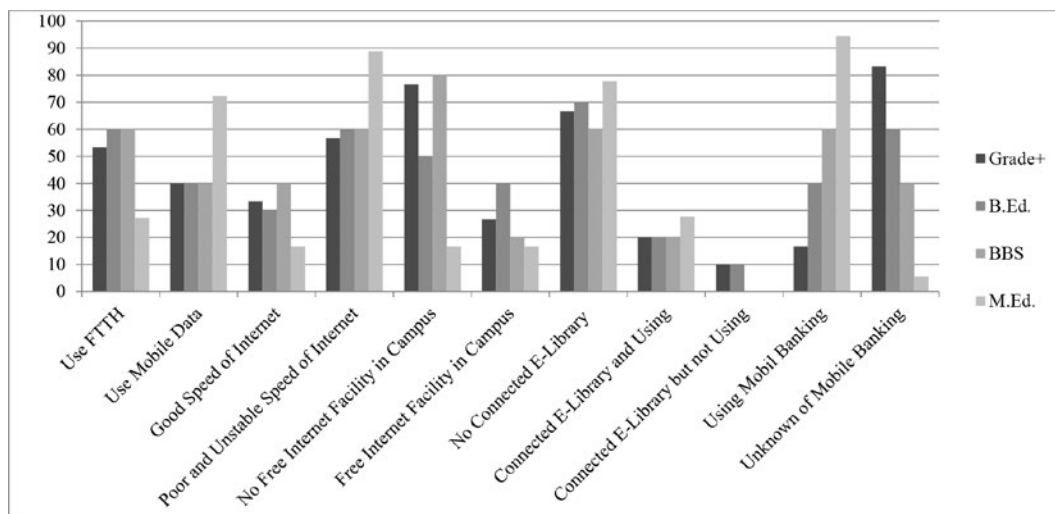
Use of Internet Facility

Table 8: *Use of Internet Facility*

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
1	Use FTTH	53.33	60	60	27.77
2	Use Mobile Data	40	40	40	72.22
3	Good Speed of Internet	33.33	30	40	16.66
4	Poor and Unstable Speed of Internet	56.66	60	60	88.88
5	No Free Internet Facility in Campus	76.66	50	80	16.66
6	Free Internet Facility in Campus	26.66	40	20	16.66
7	No Connected E-Library	66.66	70	60	77.77
8	Connected E-Library and Using	20	20	20	27.77
9	Connected E-Library but not Using	10	10	-	-
10	Using Mobile Banking	16.66	40	60	94.44
11	Unknown of Mobile Banking	83.33	60	40	5.55

Source: Survey, 2080/81

Figure 3 Use of Internet Facility



Source: Survey, 2080/81

The data reveals insights into internet usage across different educational levels. While all levels utilize the internet. FTTH and mobile data are the primary access modes, with higher mobile data usage in M.Ed. (72.22%). Internet speed is a major challenge, as most students report poor and unstable connections (highest at 88.88% in M.Ed.) Free internet facility in the campus is limited, with low usage (26.66% in 11/12 and 16.66 in M.Ed.), and e-library connectivity and usage remain underutilized, with many either not connected or not using the resource. Mobile banking is widely used in M.Ed. (94,44%) but significantly less in 11/12 (16.66%), where awareness is minimal. These trends emphasize the need for enhanced campus internet services, promotion of digital literacy, and improved e-library access.

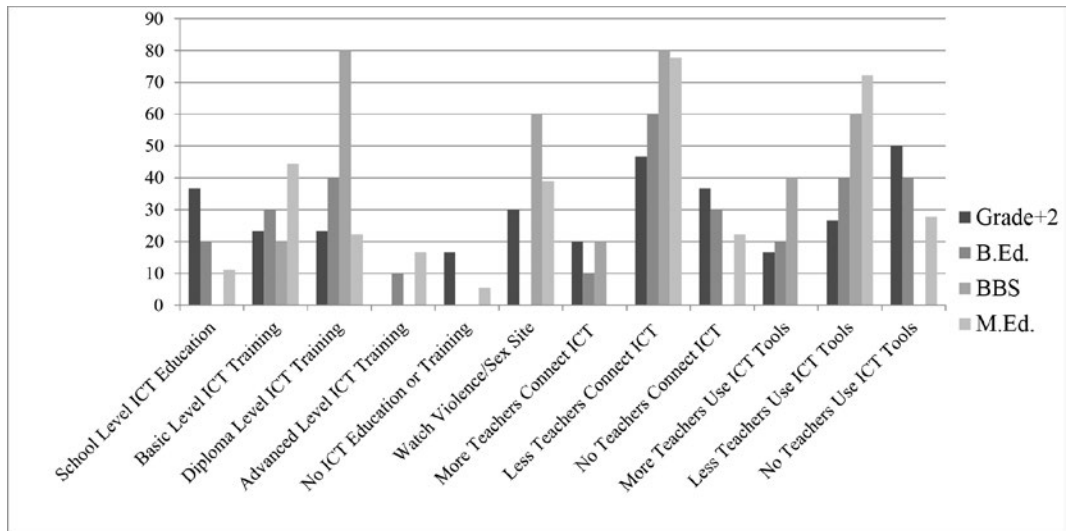
ICT Training, Connect to Study and Teaching Learning

Table 9: *ICT Training, Connect to Study and Teaching Learning*

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
1	School Level ICT Education	36.66	20	-	11.11
2	Basic Level ICT Training	23.33	30	20	44.44
3	Diploma Level ICT Training	23.33	40	80	22.22
4	Advanced Level ICT Training	-	10	-	16.66
5	No ICT Education or Training	16.66	-	-	5.55
6	Watch Violence/Sex Site	30	10	60	38.88
7	More Teachers Connect ICT	20	10	20	-
8	Less Teachers Connect ICT	46.66	60	80	77.77
9	No Teachers Connect ICT	36.66	30	-	22.22
10	More Teachers Use ICT Tools	16.66	20	40	-
11	Less Teachers Use ICT Tools	26.66	40	60	72.22
12	No Teachers Use ICT Tools	50	40	-	27.77

Source: Survey, 2080/81

Figure No. 4. ICT Training, Connect to Study and Teaching Learning



Source: Survey, 2080/81

The data highlights varied ICT training and integration into teaching and learning across educational levels. A significant portion of students (36.66% in 11/12 and 20% in B.Ed.) received ICT education at the school level, while diploma-level ICT training is more prominent in higher levels (80% in BBS). Advanced-level ICT training remains minimal, with low participation across all levels. ICT connection among teachers is limited, as “less teachers connect ICT is most notable in B.Ed. BBS. and M.Ed. (60%, 80%, and 77.77% respectively). Similarly, the use of ICT tools by teachers is minimal, with “no teachers use ICT tools” highest in 11/12 (50%). Concerningly, students from all levels report exposure to inappropriate content (violence/sex sites), particularly in BBS (60%). This data underscores the pressing need for comprehensive ICT training and responsible digital literacy programs for both teachers and students across all academic levels. Strengthening ICT integration in pedagogy, ensuring safe internet practices, and fostering ethical digital citizenship are essential steps toward enhancing educational quality and safeguarding learners from harmful online content. Additionally, institutional efforts must focus on upgrading infrastructure, encouraging teacher engagement with ICT tools, and embedding digital skills in curricula to bridge existing gaps and prepare students for an increasingly digital world.

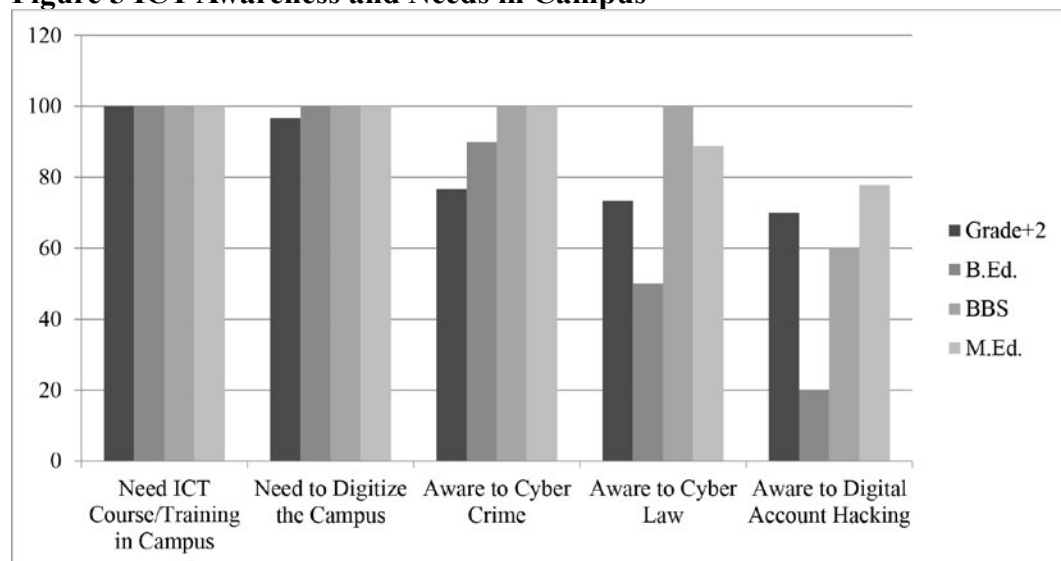
ICT Awareness and Needs in Campus

Table 9: ICT Awareness in Campus

SN	Indicators/Level	11/12 100%	B.Ed. 100%	BBS 100%	M.Ed. 100%
1	Need ICT Course/Training in Campus	100	100	100	100
2	Need to Digitize the Campus	96.66	100	100	100
3	Aware to Cyber Crime	76.66	90	100	100
4	Aware to Cyber Law	73.33	50	100	88.88
5	Aware to Digital Account Hacking	70	20	60	77.77

Source: Survey, 2080/81

Figure 5 ICT Awareness and Needs in Campus



Source: Survey, 2080 81

The data highlights a unanimous need for ICT courses and campus digitization across all educational levels, reflecting strong awareness of ICT’s importance. Awareness of cybercrime is high, especially in BBS and M.Ed. (100% each), but lower among 11/12 (76.66%) and B.Ed. students (90%), Cyber law awareness shows significant variation, with BBS achieving full awareness (100%) while only 50% of B.Ed. students are informed. Awareness of digital account hacking is highest in M.Ed. (b relatively low in B.Ed. (20%) and 11/12 (70%), indicating a knowledge gap among lower levels. These insights underline the necessity for targeted ICT and cyber-security education, especially for early and intermediate students.

ICT Problems. Facing in Campus

The campus is experiencing several ICT-related challenges that hinder effective digital education and overall academic development. The key issues include:

- Lack of Essential ICT Infrastructure** The campus lacks a smart notice board and interactive board, making information dissemination and interactive learning less effective. Additionally, not enough smart TVs are available for modern teaching methods.
- Inadequate Internet Access** Limited internet access affects students' and faculties' ability to engage in online learning, research, and digital activities.
- Absence of ICT Labs and Classrooms**-The campus does not have a dedicated ICT lab and classrooms, restricting hands-on practical training and advanced digital learning opportunities.
- No Implementation of ICT Courses**-ICT courses have not yet been implemented, which prevents students from acquiring essential digital skills necessary for academic and professional growth.
- Shortage of ICT Tools and Materials** The campus lacks sufficient ICT tools and materials, making it difficult to integrate technology into daily learning and administration.
- Outdated and Inefficient Software Systems** There is no cloud-based system software, and the existing "Shiksha" software has not been upgraded, leading to inefficiencies in campus management and student records.
- Limited E-Library and Learning Management System (LMS)** The absence of a fully functional e-library system and LMS prevents students and faculty from accessing digital learning resources and managing online coursework efficiently.
- Lack of ICT-Trained Faculty and Staff**-The faculty and staff have not received adequate ICT training, reducing their ability to integrate technology into teaching, research, and administrative tasks.
- Lack of Enough E-Resources** The campus does not have sufficient e-resources, restricting students' access to digital textbooks, research articles, and other academic materials necessary for effective study.

Addressing these ICT challenges is critical for enhancing digital learning, improving administrative efficiency, and keeping up with modern educational standards. Investing in infrastructure, software upgrades, faculty training, and course implementation will significantly improve the digital capabilities of the campus.

Strategies for Enhancing ICT Integration and Utilization at Barun Multiple Campus

To improve the integration and utilization of ICT in the educational and operational frameworks of Barun Multiple Campus, the following strategies measures should be implemented:

Strengthening ICT Infrastructure

Install smart notice boards, Interactive boards, and additional smart TVs in classrooms. Ensure high-speed internet access across the campus by expanding FTTH and Wi-Fi connectivity and establish a dedicated ICT lab and smart classrooms equipped with modern digital tools

Implementing ICT-Based Academic Programs

Introduce ICT-related courses in undergraduate and graduate programs. Offer certified digital skills training for students and faculty to enhance employability and research capabilities and develop and integrate a Learning Management System (LMS) for online coursework, assessments, and collaboration.

Enhancing Digital Resources and E-Library Access

Upgrade and expand the campus e-library with access to national and international journals, e-books, and research databases. Provide adequate digital teaching-learning materials for faculty and students and implement cloud-based academic management systems for data security and easy access to academic resources.

Faculty and Staff Capacity Building

Conduct regular ICT training workshops for faculty and administrative staff. Encourage faculty to use blended learning techniques incorporating digital tools in teaching and provide incentives for teachers who actively integrate technology in education.

Improving Campus Digital Administration

Upgrade the existing 'Shiksha' software for better academic and administrative management. Implement a cloud-based digital record-keeping system for improved efficiency and automate routine administrative tasks such as attendance, result processing, and fee management using ICT tools.

Promoting ICT Awareness and Cyber Security

Conduct seminars and awareness programs on cyber laws, digital security, and data protection for students and staff and implement cyber-security policies to safeguard academic and administrative data.

By implementing these strategies. Barun Multiple Campus can transform into a

digitally empowered institution that enhances learning, teaching, research, and administration while ensuring its sustainability in the digital era.

Recommendations for Utilizing Smart Digitization Technologies at Barun Multiple Campus

To enhance campus management, administration, teaching, learning, research, and student services. Barun Multiple Campus should adopt smart digitization technologies that improve efficiency, accessibility, and overall academic experience. Below are key recommendations:

Smart Campus Management & Administration

The introduction of a Campus Management System (CMS) is proposed to digitize and streamline key administrative and academic functions. This integrated platform will manage processes such as admissions, student attendance, financial operations, and human resources, resulting in improved efficiency, transparency, and service delivery across the campus. To further enhance the institution's digital capacity, the existing Shiksha software will be upgraded into a cloud-based system. This upgrade will offer greater data security, real-time backup, and remote accessibility, enabling users to manage information seamlessly from any location with internet access. The adoption of an E-Governance Framework will promote a paperless environment by incorporating online approvals, digital signatures, and workflow automation. This transition will simplify administrative procedures for faculty and staff, reduce paperwork, and improve the speed and accountability of internal operations. Automated notifications and alerts will be deployed through email, SMS, and mobile applications to ensure timely communication with students and staff. This smart system will deliver instant updates on academic schedules, administrative announcements, and emergency alerts, fostering better engagement and coordination.

Finally, the implementation of smart energy and security systems will include CCTV surveillance, biometric entry systems, and energy-efficient technologies. These upgrades aim to bolster campus safety while ensuring optimal energy consumption, contributing to a secure and sustainable educational environment.

Digital Teaching & Learning Enhancement

To enhance digital teaching and learning, the implementation of a Learning Management System (LMS) such as Moodle, Google Classroom, or Blackboard is recommended. An LMS will support interactive teaching by enabling the management

of assignments, quizzes, discussions, and virtual collaboration between students and faculty in a centralized digital space. A hybrid learning setup will be introduced by equipping classrooms with modern tools like interactive whiteboards, smart TVs, and video conferencing systems. This setup will enable blended learning, combining traditional face-to-face instruction with online learning experiences to accommodate diverse student needs and schedules. To support flexible and accessible education, digital content development will be prioritized. Faculty members will be encouraged to produce and share e-learning materials, including recorded lectures and online course modules. This initiative will ensure that students can revisit lessons and learn at their own pace, regardless of location. The introduction of virtual labs and simulations will further enrich academic experiences, particularly for science, business, and IT programs. These virtual environments will allow students to perform experiments and practice skills online, bridging gaps caused by limited physical lab access.

Finally, AI-powered student analytics will be utilized to monitor academic performance, attendance, and student engagement through intelligent dashboards. These tools will help faculty identify at-risk students early and provide tailored interventions, ultimately improving learning outcomes and retention rates.

Research & Academic Digitization

To strengthen academic and research capabilities, the development of a cloud-based e-library is essential. This digital platform will provide faculty and students with expanded access to e-resources, digital archives, and remote access to scholarly materials. By enabling 24/7 availability of journals, books, and reference content, the e-library will significantly support academic inquiry and research activities across disciplines. The integration of AI-assisted research tools such as Grammarly for writing enhancement, Turnitin for plagiarism detection, and AI-powered data analytics tools will play a key role in improving the quality and originality of research outputs. These tools not only ensure academic integrity but also assist in data analysis and effective communication of research findings. To foster knowledge exchange and academic networking, research collaboration platforms like Google Scholar, ResearchGate, and Microsoft Teams will be promoted. These platforms will help researchers collaborate, share publications, engage in scholarly discussions, and stay updated with the latest developments in their fields.

Furthermore, the adoption of Open Educational Resources (OERs) will be encouraged. These free and open-source educational materials will help reduce the financial burden on students and broaden access to high-quality learning content. OERs also

promote a culture of knowledge sharing and inclusive education, making learning more equitable and accessible.

Smart Student Services & Engagement

Digital Student Portal: Develop an AI-enabled student portal for academic records, timetables, fee payments, and service requests. AI Chatbots & Virtual Assistants: Use chatbots for real-time student support and inquiries about courses, admissions, and campus facilities. Online Career & Placement Services: Implement virtual job fairs, AI-driven career guidance, and online internship portals for students. Wellness & Counselling Services: Offer digital mental health and counselling services via AI-driven platforms and telemedicine.

Cyber-security & Digital Ethics

Implement Cyber-security Measures: Deploy firewalls, encrypted communications, and regular cyber-security training for students and faculty. Digital Ethics & Responsible Use Policy: Educate users about data privacy, plagiarism prevention, and cyber-security risks in digital education.

By strategically adopting these smart digitization technologies, Barun Multiple Campus can significantly enhance education, research, administration, and student experience. The transition to a digital campus will foster innovation, improve efficiency, and position the institution as a modern, future-ready educational centre.

FINDINGS

ICT Infrastructure and Facilities:

Barun Multiple Campus (BMC) has a foundational ICT setup, including computers, multimedia projectors, and smart classroom equipment. However, there is an urgent need for additional branded computers, smart TVs, interactive boards, and ICT-equipped classrooms to enhance teaching and learning activities.

Internet Connectivity and Digital Access:

Limited NT Fiber internet connectivity affects seamless access to digital learning resources and online academic platforms. Plans are in place to extend internet access to more locations within the campus to improve efficiency in academic and administrative functions.

ICT in Teaching and Learning:

Some faculty members use multimedia projectors and digital materials in their instruction, but digital teaching methods are not yet fully integrated across all courses. Structured ICT training programs are required to enhance faculty and student digital literacy for effective teaching and learning.

Implementation of ICT Course and Curriculum:

BMC has initiated the process of introducing ICT as a core academic course at different levels, aligning with Tribhuvan University's approval and guidelines. Plans are underway to introduce ICT courses in the B.Ed. program, making ICT education a part of mainstream academic studies. The integration of computer science in the management faculty for Grade 11 and 12 students has been prioritized, allowing students to gain foundational ICT skills. Various levels of Tribhuvan University-certified ICT training courses focusing on employability skills are planned to enhance students' career prospects.

Administrative Digitalization:

The campus has started integrating ICT for student data management. Internal communication, and online information dissemination. Full digital transformation of campus administration is needed, requiring further resources, training, and infrastructure upgrades

Challenges in ICT Integration:

Limited budget and funding constraints have slowed ICT expansion, delaying full implementation of digital learning and ICT infrastructure upgrades. Faculty members require intensive training on modern ICT tools for effective digital classroom management. The lack of a dedicated ICT technical team has made troubleshooting and maintenance a challenge.

Open Access Level-wise ICT Training Courses.

BMC is planning to introduce open-access ICT training programs at multiple levels to support students, faculty, and community members.

These courses will be categorized into;

Basic ICT Skills Training (for beginners and non-technical users). Advanced ICT Training (for faculty members and technical students). Digital Skills & AI Training

(for enhancing research and professional capabilities). The objective is to improve digital literacy and create a technologically competent academic environment for students, faculty, and administrative staff.

Future ICT Development Plans:

BMC aims to upgrade its ICT resources, expand internet facilities, and implement digital training programs across all levels. The campus is actively seeking funding and collaboration opportunities to accelerate ICT development and infrastructure expansion. Integration of ICT into research, online learning, and academic projects is a priority to modernize the institution.

CONCLUSION

The conclusion highlights that Barun Multiple Campus (BMC), Khandbari has made notable progress in integrating Information and Communication Technology (ICT), positively impacting both academic and administrative functions. While foundational ICT infrastructure is in place, further development—such as increased access to computers, internet, and smart learning tools—is necessary to fully support teaching, learning, and research.

The campus's inclusion of ICT as part of the curriculum, especially in B.Ed. and +2 programs, is a strategic step toward building students' digital competencies. However, to create a truly digitally literate campus, structured ICT training for both students and faculty must be prioritized. Challenges remain, particularly in terms of limited funding, insufficient technical support, and a lack of faculty training, which hinder full ICT integration.

To address these issues, BMC must secure additional financial resources, conduct regular digital literacy workshops, and build strategic partnerships to support ICT development. If these measures are implemented effectively, BMC has the potential to become a leading example of ICT-based education in rural Nepal, significantly improving the educational experience and operational efficiency.

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अरुण उपत्यकामा तामाङ संस्कारगीतमा अनुप्रास अलङ्कारका लक्षणको विवेचना

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लेखसार

तामाङ लोकगीत नेपालका तामाङ भाषी समुदायको गीत हो। तामाङ जातिको लोकगीत संस्कार र कर्मपद्धति पनि हो। नेपालका विभिन्न भेगमा तामाङ गीत डम्फूको सङ्गीत र सेलोको लयमा स्थापित छ। नेपालको संविधान २०७४ अनुसार नेपालमा बोलिने सबै मातृभाषाहरू नेपालका राष्ट्रभाषा हुन्। तामाङ लोकगीत नेपाली लोक साहित्यको एउटा महत्त्वपूर्ण सम्पदा हो। लेखमा पूर्वीय साहित्य शास्त्रमा काव्य शोभाका रूपमा चर्चित अलङ्कार सिद्धान्तका आधारमा खाँदबारी भेकका तामाङ लोकगीतमा प्रयुक्त अन्त्यानुप्रास अलङ्कारको खोजी गर्ने प्रयास गरिएको छ। अरुण उपत्यकाका तामाङ्ग लोकगीतमा प्रयुक्त अन्त्यानुप्रास शब्दालङ्कारयुक्त तामाङ्ग संस्कार गीतका हरफहरूको खोजी गर्नु र उक्त गीतहरूमा शब्दालङ्कारको विश्लेषण गर्नु अध्ययनको उद्देश्य हो। यस अध्ययनमा प्राथमिक र द्वितीयक दुवै स्रोतको प्रयोग गरी प्रतिनिधिमूलक नमूना छनोट गरिएको छ। गुणात्मक तथा मिश्रित विधिको प्रयोग गरी श्रोतको व्याख्या गरिएको छ। नेपाली भाषाका लोकगीतमा जस्तै तामाङ भाषाका संस्कार लोकगीतमा पनि अलङ्कारको चमत्कार पाइन्छ। संस्कार गीतमा निहित अन्त्यानुप्रास सौन्दर्यले जीवनलाई र जगतसँग जोडिदिन्छन् भन्ने अध्ययनबाट प्राप्त परिणाम हो। अन्त्यानुप्रास, वृत्यानुप्रास, छेकानुप्रास, श्रुत्यानुप्रास र पुनरुक्तवदाभास गरी पाँच प्रकारका अनुप्रास अलङ्कारको चर्चा गरियो। अध्ययनको निष्कर्षमा यमक, वक्रोक्ति, शब्दश्लेष आदि शब्दालङ्कार र उपमादि अर्थालङ्कारको चर्चा गर्न भविष्यमा गहकिलो अनुसन्धान गर्नु आवश्यक देखियो। थप अनुसन्धानबाट तामाङ संस्कार गीतमा शब्दालङ्कार र अर्थालङ्कारका सबै लक्षणहरू पाउन सकिनेछ।

शब्द कुञ्जी: अनुप्रास, अलङ्कार, तामाङ, लोकगीत, भाषा, साहित्य सिद्धान्त, उपत्यका।

परिचय

अध्ययनको पृष्ठभूमि

‘फ्याफुल्ला’ तामाङ जातिको अभिवादन गर्ने शब्द हो। तामाङ उच्च पहाडी र हिमाली भेगमा बसोबास गर्छन्। श्रम मन पराउँछन्। ब्रिटिस सरकारका सरदार जडगवीरले कमान्डर सामू, ‘हामीलाई लामा भोटे नभनी तामाङ भनियोस्।’

भनी निवेदन दिएपछि सन् १९८९ भाद्र ६ गतेका दिन कमान्डरबाट 'तामाङ भनी बोलाउने' टोक लागेको देखिन्छ । (तामाङ, सन् २००६, १९) । मूलतः काठमान्डौं उपत्यका आसपास र पूर्वी नेपालको हिमाली जिल्लाहरुमा बसोबास गर्ने एक प्रसिद्ध जाति र तिनको भाषा तामाङ भाषा हो । (अधिकारी र भट्टराई, २०६१, ४५१) । नेपालमै जन्मेका गौतम बुद्धद्वारा प्रतिपादित धर्म र दर्शनलाई संस्कार बनाएका तामाङ जातिको गीतलाई ह्वाइ भन्दछन् । मौलिक भाषा, धर्म र संस्कृति भएका तामाङ जाति आफ्ना संस्कार ह्वाइ अर्थात् गीतबाटै सम्पन्न गर्ने नेपालको एक जाति हो । तामाङहरु धर्मकर्म, देवदेवी र कुलपूजा वा शुभअशुभ काम ह्वाइबाटै गर्छन् । सीमेभूमे देवीदेउतालाई धुपबाती चढाउने गीतलाई "साङ्ला ह्वाइ", पर्साद चढाउने गीतलाई "सेरगेम्ला ह्वाइ", आराधना गीतलाई "माइवाला ह्वाइ", तीर्थको गीतलाई "नेला ह्वाइ", मकै गोड्दा गाइने (लिङगा ह्वाइ), हलो जोत्दा गाइने (लाङगो ताप्पा साङको ह्वाइ) भन्छन् । (तामाङ, २०५१, ११५।)

लोकसङ्गीत कुनै जाति, भाषाभाषी वा स्थान विशेषमा रहेका समुदायको सामग्री हो । रचनाकार र रचनाकाल अज्ञात हुन्छ । अवसर विशेषको सम्बन्ध र स्थानीयताको राग छाप हुन्छ । तामाङ लोकगीत नेपालको सांस्कृतिक सम्पदा हो । तामाङ गीतको उत्पत्ति धर्म र संस्कृतिसँग जोडिएर भएको छ । तामाङ गुरु ताम्बाले भन्ने गान्वाले सुने, गान्वाले अरुलाई सुनाउने क्रम चलेपछि ह्वाइ परम्परा बन्यो । भन्नेलाई ताम्बा र भनिएको कुरालाई काइतेन अथवा काइरन भनियो । आज पनि ताम्बाहरु आफूलाई तान्त्रिक र विद्वान् शास्त्री नभई सुनेको कुरा सुनाउने प्रतिनिधिका रुपमा मात्र चिनाउँछन् (तामाङ, २०५१, १७) । यसरी तामाङ ह्वाइ जातीय परम्परा, मूल्य, संस्कार, संस्कृति र सभ्यताको द्योतक हो भन्न सकिन्छ ।

सत्यनारायणको पूजा लगायत देवकार्जे गीतबाटै हुन्छ । नेपालका तामाङ जाति जन्म ह्वाइ, छेवर ह्वाइ, बज्रगुरु नामोत ह्वाइ, कन्छयाङ ह्वाइ (भातख्वाइ), घेवा चवादिन ह्वाइ, मोन्ज्याङ ह्वाइ (किरियामा गाइने, चाङ्बु सेङ्बा ह्वाइ) गीतबाट चित्रमा रङ्ग भर्ने गीत, तामाङ इतिहासको ह्वाइ, बिबाहमा गाइने ह्वाइ, छेपाछे फूलोना ह्वाइ, महापूजा अर्पणका गीत, ल्हासुनारे ह्वाइ, सेतेलामा सोङ, सेर्गी जोम्बो माला फे कर्मापाको अवतार ह्वाइ, अम्बाले ओ आदि गीतहरु गाउँदछन् । चूडामणि बन्धुले तामाङ सेलोलालाई हिमाली गीतमा वर्गीकृत गरेका छन् । भौगोलिक विकटता, आधुनिक शिक्षा र साइबर संस्कृतिले लोकगीतमा ओझेल पार्दै छ । अङ्ग्रेजी भाषामोह, वैदेशिक रोजगारीको वाध्यता र अवसरको खोजीमा बसाइँसराइले पहिचान हराएर नयाँ पुस्ता डायस्पोरिक बन्दैछ । चाडपर्व, मेला उत्सव र सांस्कृतिक कार्जेहरुमा अद्यापि लोकगीत जीवित छन् । तामाङ जातिको संस्कार गीतमा देश, काल, परिस्थितिका प्रभावले केही नयाँ संस्करण भएको पाइन्छ ।

समस्या कथन

सबै जातिको लोक साहित्यको विकासबाट मात्र नेपाली साहित्य पूर्ण हुन्छ । सबै राष्ट्रभाषाका लोकगीतको व्यापक अध्ययन विश्लेषण हुनुपर्दछ । तामाङ लोकगीतलाई पूर्वीय साहित्य सिद्धान्तका आधारमा विश्लेषण गरेको नपाइनु प्राज्ञिक रिक्तता हो । बौद्धधर्म अन्तर्गत तामाङ संस्कारसँग जोडिएका तामाङ ह्वाइलाई पूर्वीय साहित्य सिद्धान्तको काव्यतत्व अलङ्कार अन्तर्गत अनुप्रास लक्षणका आधारमा अध्ययन गर्नु प्राज्ञिक कार्य हुनेछ । यो लेखमा तामाङ संस्कार ह्वाइमा अनुप्रास अलङ्कार सम्बन्धी समस्याको समाधानका निमित्त निम्न प्रश्नहरु तयार गरिएको छ ।

- क) अरुण उपत्यकाका तामाङ संस्कार गीतमा के कस्ता अनुप्रास अलङ्कार प्रयोग भएका छन् ?
ख) अरुण उपत्यकाका तामाङ संस्कार गीतमा प्रयोग भएका अनुप्रास अलङ्कारयुक्त हरफहरु केकस्ता रहेका छन् ?

अध्ययनको उद्देश्य

पूर्वीय साहित्य सिद्धान्तमा स्थापित अलङ्कार लक्षणका आधारमा अरुण उपत्यकाको तामाङ्ग संस्कार गीतमा प्रयुक्त अनुप्रास अलङ्कारको खोजी गर्ने क्रममा प्रस्तुत लेख निम्न उद्देश्यमा केन्द्रित रहने छ

- क) अन्त्यानुप्रास अलङ्कारयुक्त तामाङ्ग संस्कार गीतका हरफहरुका खोजी गर्नु,
ख) अरुण उपत्यकाका तामाङ्ग लोकगीतमा प्रयुक्त अनुप्रास अलङ्कारको खोजी गर्नु ,

अनुप्रास अलङ्कार अध्ययनको सैद्धान्तिक आधार

पूर्वीय साहित्य सिद्धान्तमा अलङ्कार महत्वपूर्ण काव्यतत्व हो । अलङ्कार शब्द 'अलम्' 'कृ' धातुमा 'घञ' प्रत्यय जोडिएर बनेको शब्द हो । अलम्को अर्थ विभूषित गर्ने भूषण हो, (थापा, २०५०, २०६५) । भरतमुनिदेखि विश्वनाथ सम्मका आचार्यहरुले अलङ्कारको चर्चा गरेको पाइन्छ । अलङ्कारलाई भरतमुनिले उपमा, रूपक, दीपक र यमक भनेका छन् । भामहले 'उक्ति सौन्दर्य', उद्भट र रुद्रटले 'विशेष प्रकारको कथन', दण्डीले 'काव्यशोभाकारक धर्म' र कुन्तकले 'वक्रोक्ति' (उपाध्याय, २०४८, १०१)का रूपमा परिभाषित गरेका छन् । आनन्दवर्द्धन, मम्मट, विश्वनाथ र जगन्नाथ प्रभृति साहित्याचार्यले अलङ्कारलाई रस सौन्दर्यका रूपमा चिनाएको पाइन्छ (उपाध्याय, २०४८, १०) । अलङ्कार काव्यको सौन्दर्यवर्धन आभूषण नै अलङ्कार हो । वाक्यको अर्थमा शोभा बढाउने सुन्दर समानता उपमा अलङ्कार हो । (सादृश्य सुन्दरम् वाक्यार्थोपस्कारकमुपमालङ्कार कृति (जगन्नाथ, २०६८, ११) । यसले काव्यलाई चामत्कारिक र आनन्ददायक बनाउने काम गर्छ ।

अलङ्कारका भेदमा मतभिन्नता छ । भरतमुनिले चार, जगन्नाथले ११, भामहले ३९, दण्डी, उद्भट र बामनले ५२, रुद्रट, भोज र मम्मटका समयमा १०३, जयदेवले १३ र अजय दीक्षितले १७ अलङ्कार थपी १३३ अलङ्कार उल्लेख गरे । जगन्नाथको समयमा अलङ्कारको सङ्ख्या १८० पुगेको पाइन्छ । (उपाध्याय, २०४८, १०४) । अलङ्कारवादी आचार्य भामहले शब्दालङ्कार र अर्थालङ्कार गरी दुई प्रमुख अलङ्कारको उल्लेख गरे । शब्दालङ्कारमा पनि अनुप्रास, यमक, श्लेश, वक्रोक्त आदि भेद छन् । लेखमा पूर्वीय साहित्य सिद्धान्तको अलङ्कार सिद्धान्तको अनुप्रास अलङ्कारको सैद्धान्तिक आधारमा अरुण उपत्यकाको तामाङ संस्कार गीतको अध्ययन गरिन्छ ।

शब्द प्रयोगमा सौन्दर्य र चमत्कार भयो भने शब्दालङ्कार हुन्छ । अनु.प्र.आस. बाट बनेको अनुप्रास शब्दमा अनु. उपसर्गले वर्णनीय रसको अनुकुल, प्र.ले प्रकर्ष वा निकटता, आस.को अर्थ बारम्बार राख्नु हुन्छ । अर्थात् वर्णनीय रसको अनुकुल वर्णको बारम्बार प्रयोग गर्नु नै अनुप्रास हो (थापा, २०५०, २६३) । काव्यालङ्कारका शब्दालङ्कार र अर्थालङ्कार दुई भेद छन् । अलङ्कारवादी भामहले काव्यालङ्कारको दोस्रो परिच्छेदमा अलङ्कारलाई चिनाउन वक्राभिधेशब्दोक्तिरिष्टा वाचामलङ्कृति (वक्रतामय शब्दोक्ति नै बचनको अलङ्कार हो भनेका छन् । वाक्यको अर्थमा शोभा बढाउने वाला सुन्दर समानता उपमा अलङ्कार हो । व्याख्याकार डा.दलवीर सिंह चौहानद्वारा व्याख्यायित रसगङ्गाधरको उपमालङ्कारप्रकरणम् अनुसार-सादृश्यं सुन्दरं वाक्यार्थोपस्कारकमुपमालङ्कृति

(जगन्नाथ, २०६८, २७६)। आचार्य जगन्नाथले शब्दालङ्कारको उल्लेख गरेका छैनन्। पाणिनीले अष्टाध्यायीको द्वितीय अध्यायमा अलङ्कारलाई उपमान सहितको सामान्य बनाइ अलङ्कार हो। उपमानानि समान्यवचनम् (सूत्र ५५)। दण्डीले काव्यादर्शमा काव्यशोभाकारक धर्म, रुद्रटले रुद्रतालङ्कारमा अभिधान प्रकारविशेष भनेर चिनाएका छन्।

व्याख्याकार आचार्य विश्वेश्वरद्वारा व्याख्यायित मम्मट विरचित काव्यप्रकाशः अन्तर्गत नवम् उल्लासःमा अनुप्रास अलङ्कारको चर्चा गरिएको छ। मम्मटका अनुसार वर्णको समानता अनुप्रास हो। वार्णसाम्यमनुप्रासः (मम्मट, १९९८, ४०४)। छेकानुप्रास, वृत्यानुप्रास र लाटानुप्रास गरी तीन अनुप्रासको सोदाहरण विवेचना गरेको पाइन्छ। उनले संलक्ष्यक्रमव्यङ्ग्यध्वनिमा जहाँ शब्दले वस्तु अथवा अलङ्कार प्रधान रूपमा प्रतीत हुन्छ, त्यहाँ (क्रमशः वस्तुध्वनि र अलङ्कार ध्वनि) दुईवटा शब्दशक्ति उत्पन्न हुन्छन्।—अलङ्कारोकथवत्स्वेवशब्दत्रावभासते ॥३८॥ प्रधानत्वेन सज्ञेयःशब्दशक्त्युद्भोद्विधा (मम्मट, सन् १९९८, १४७)। वस्तुध्वनि यसमा अलङ्कार रहित (केवल वस्तु) ग्रहण हुन्छ। व्याख्याकार शेषराज शर्मा रेग्मीद्वारा व्याख्यायित साहित्य दर्पणममा—शब्दार्थयोस्थिरा ये धर्मा शोभाशायिन। रस आदिको उपकार गरेर शब्द र अर्थको शोभा गराउने अस्थिर धर्म जसलाई शरीरमा वाजुको समान अलङ्कार भनिन्छ। रसादिनुपकुर्वन्तोकलङ्कारास्तेकगदादिवत् ॥१॥ (विश्वनाथ, २०५०, ७६४)। स्वरको विषमता अर्थात् असमता भएर पनि व्यञ्जनको सरूपता हुनुलाई अनुप्रास भनिन्छ। शब्दसाम्यम् वैषम्येकपि स्वरस्य यत् (विश्वनाथ, २०५०, ७६८)। आचार्य विश्वनाथले छेकानुप्रास, वृत्यानुप्रास, श्रुत्यानुप्रास, लाटानुप्रास, अन्त्यानुप्रास गरी पाँच अनुप्रास अलङ्कारको सोदाहरण विवेचना गरेका छन्।

पूर्वीय काव्य मनिषीहरूको अलङ्कार सिद्धान्त एकातिर विकसित छ, अर्कोतर्फ तामाङ जातिको ह्वाइ (संस्कार) गीत परम्परित छ। पूर्व कार्यको अध्ययनबाट तामाङ जातिमा परम्परित संस्कार गीतमा पूर्वीय साहित्य सिद्धान्तमा विकसित अलङ्कार सिद्धान्तको उपयोग समबन्धी विवेचना भएको नपाइनु सम्बन्धित साहित्यको कमी हो।

अध्ययन विधि

उल्लिखित उद्देश्य प्रप्तिका लागि यस अध्ययनमा प्राथमिक स्रोत र द्वितीयक स्रोत गरी दुवै स्रोतको प्रयोग गरिएको छ। प्रतिनिधिमूलक नमूना छनोट गरिएको छ। प्राथमिक स्रोत सङ्कलनका लागि स्थलगत भ्रमण, छलफल, गोष्ठी, श्रव्यदृश्य सामग्री आदिको प्रयोग गरेर १६ भाषा र २१ जातिको लोकभाका सङ्कलन गरी ‘अरुण उपत्यकाको लोकभाका (२०७१)’ पुस्तक र तामाङ लोकगीतमा बौद्ध धर्मको प्रभाव संकलन गरिएको छ। द्वितीयक स्रोतको प्रयोग गरी पुस्तकालय विधिबाट सैद्धान्तिक आधार सामग्री सङ्कलन गरिएको छ। विभिन्न स्रोतबाट प्राप्त सामग्रीलाई विश्लेषण गरी गुणात्मक अनुसन्धान गरिएको छ।

सङ्कलित गितका हरफहरूको सत्यापनको लागि सम्बन्धित जातिका संस्कार गित सम्बन्धी पुस्तकहरू, सम्बन्धित समुदायका अग्रजहरूसँग प्रत्यक्ष सम्पर्क एवम् सांस्कृतिक गतिविधि र संस्कारकर्मको प्रत्यक्ष अवलोकन गरिएको छ। आचार्य विश्वनाथकृत साहित्यदर्पणम् दशमः परिच्छेदमा विवेचना गरिएको अलङ्कारानाद र आचार्य मम्मट विरचित काव्यप्रकाशःको नवम् उल्लासको अलङ्कार लक्षणलाई प्राप्त गीतहरूको विश्लेषण गर्ने सैद्धान्तिक आधार बनाइएको छ। अरुण उपत्यकाका तामाङ्ग संस्कार गीत तामाङ भाषामा छन् तथापि देवनागरी लिपीको नेपाली भाषामा

लेखिएको छ । यस लेखमा शब्दालङ्कार, अन्तर्गत अनुप्रास अलङ्कार अन्त्यानुप्रास, छेकानुप्रास, वृत्यानुप्रास, श्रुत्यानुप्रास, पुनरुक्तवादाभासको चर्चा गरिएको छ ।

लेखको सीमाङ्कन

पूर्वमा दूधकाशीदेखि पश्चिममा बुडीगण्डकीसम्म, उत्तरमा तिब्बतदेखि दक्षिणमा महाभारत शिवालिक पर्वतसम्म फैलिएको भूभाग तामाङ्गको मूलथलो मानिन्छ । नेपाल बाहिर उत्तरपूर्वी भारतको पश्चिम बङ्गाल, सिक्किम असाम, पूर्वमा भूटान र बर्मासम्म, उत्तरमा तिब्बतको दक्षिणपश्चिमको केरुङ, उइसेमा र सिगात्सेसम्म फैलिएको पाइन्छ । (तामाङ, २०५१, ड) । तामाङ जातिका लोकगीतमा रस अलङ्कार आदि काव्यतत्वहरू पाइन्छन् । अरुण उपत्यकाभित्र तामाङ जातिको बाक्लो बस्ती रहेका खाँदबारी, षडानन्द र चैनपुर नगरपालिका, सभापोखरी, चिचिला, मकालु, पाँचखपन गाउँपालिका भौगोलिक सीमा हो । तामाङ जातिका कर्म संस्कारगत लोक गीत सामग्रीको सीमा हो । गीतका उदाहरण देवनागरी लिपीमा तामाङ भषामा, विश्लेषण सैद्धान्तिक आधार संस्कृत भाषामा र विश्लेषण नेपाली भाषामा गरी तीन ओटा भाषा यस लेखको भाषिक सिमा हो । समसामयिक एक दशक को समयसमा रहेको छ । लोकगीतमा अलङ्कार सिद्धान्तका आधारमा अनुप्रास अलङ्कारको खोजी गर्नु अध्ययनको सीमा रहेको छ ।

नतीजा र परिणाम

तामाङ जातिको संस्कार बौद्ध धर्म र वोन लामा परम्पराबाट निर्देशित छ । हिमाली र पहाडी संस्कृतिको सम्मिश्रणमा तामाङ गीतहरू नेपाली र तामाङी दुबै भाषामा छन् । तामाङ संस्कृतिभित्रका जन्म, मृत्यु, विवाह, छेवर, पास्नी संस्कारहरू ह्वाइ अर्थात् गीतबाट सञ्चालित हुन्छन् । नेपालभरि छरिएर बसोबास गर्ने तामाङहरूको संस्कार र संस्कार गीत समान छन् । तामाङ्ग गीतमा ड, म, न, ल, ब, आदि नासिक्य व्यञ्जन बढी आवृत्त हुन्छन् । नेपाली भाषाका लोकगीतमा जस्तै तामाङ भाषाका संस्कार लोकगीतमा पनि अलङ्कारको चमत्कार पाइन्छ । संस्कार गीतमा निहित अन्त्यानुप्रास सौन्दर्यले जीवनलाई र जगतसँग जोडिदिन्छन् ।

निष्कर्ष

अलङ्कार काव्यतत्व हो, गीत गेयात्मक काव्य हो । गीतमा अलङ्कारले शोभाकारक धर्म र माधुर्य निर्वाह गर्छन् । अनुप्रास अलङ्कार सबै भाषाका गीतको सार्वभौम विशेषता र अपरिहार्य आभूषण हो । तामाङ भाषाका लोक गीत लोक साहित्यको उपविधा हो । तामाङ्ग संस्कार गीत धर्म, संस्कृति र मूल्यसँग सम्बन्धित भएकाले अविधात्मक छ । तसर्थ यमक, वक्रोक्ति, शब्दश्लेष आदि शब्दालङ्कार र उपमादि अर्थालङ्कारको चर्चा हुन सकेन । अन्त्यानुप्रास, वृत्यानुप्रास, छेकानुप्रास, श्रुत्यानुप्रास र पुनरुक्तवादाभास गरी पाँच प्रकारका अनुप्रास अलङ्कारको चर्चा गरियो । गहकिलो अनुसन्धान गर्न सके शब्दालङ्कार र अर्थालङ्कारका अन्य प्रयोग पनि पाउन सकिने छ ।

प्राप्त नतीजाको विश्लेषण

१. तामाङ जन्म संस्कार ह्वाइमा वृत्यानुप्रास, अन्त्यानुप्रास र पुनरुक्तवादाभास

बालक जन्मदा भेला भएका मानिसले टोटोम्हेन्दो (टोटोलाको फूल)को टिका लगाई सुतकबाट मुक्त भएको, थरकुलमा

प्राप्त भएको भन्दै आमाको महत्व यस गीतबाट दर्शाउँछन् । नेपाल भरिका तामाङहरु टोटोलाको फूल चलाउँछन् । खाँदबारी भेकका तामाङहरुको घरमा पनि टोटोलाको फूल हुन्छ । आम्मोइलको अर्थ बुद्धपत्नी यशोधरालाई आत्मिक रुपमा र बच्चाकी आमालाई स्थूल रुपमा पुकारिएको हो । दोश्रो पाउले अनुष्ठानको अभिशेक जल शिरमा धारण गर्नेको मगज स्वर्ण तथा त्रिफला (हर्री, बर्री, अमला)पारी तीब्र र दीर्घायु होस् भन्ने अशीर्वाद गीतसँग दिनु हो । (तामाङ, ९) ।

“आम्मोइले होइ आम्मोइले...आम्मोइले होइ आम्मोइले ।

मान्नाला है डान्नाला, क्रस्या मुनरी मुनाला ...”(पृ.८, तामाङ जाति) ।

अनेक शब्दहरुमा समान ध्वनि उही क्रममा आवृत्त हुनु वृत्यनुप्रास हो । अनेकस्यैधा साम्यसकृद्वाप्यनेकधा । एकस्य सकृदप्येष वृत्यनुप्रास उच्यते (विश्वनाथ, २०५०, ७७०) । का अनुसार गीतमा ‘मान्नाला’ ‘डान्नाला’ ‘मा’ ‘ना’ र ‘ला’ उही क्रममा आवृत्त भएकोले वृत्यनुप्रास अलङ्कारको लक्षण देखिन्छ ।

यस गीतको पहिलो दुई पाऊमा आवृत्ति अनुप्रास मिलेको छ । पहिलो पाउको ‘मान्नाला’ र दोस्रो पाउको ‘मुन्नाला’मा अन्त्यनुप्रास पाइन्छ ।

पहिलो पाउको ‘आम्मोइले होइ आम्मोइ’ले लगातार आवृत्ति भएकाले पुनरुक्तादाभासको लक्षण देखिन्छ ।

२. तामाङको छेवर संस्कार ह्वाइमा, अन्त्यानुप्रास, वृत्यनुप्रास र छेकानुप्रास

गीतमा आम्मोइले शब्दले आत्मिक रुपमा बुद्धपत्नी यशोधरा र स्थूल रुपमा बच्चाकी आमालाई आमा भनेर पुकारिएको हो भनिन्छ । जन्मेको एक देखि डेड बर्षमा छोराको कपाल काट्छन् । कपाल काट्दा सकेसम्म मामली, चेलीबेटी र दाजुभाइ भेला हुन्छन् । यो गीत गाउँछन् ।

“आम्मोइले होइ आम्मोइले, ...

घरै छाउने दुवाली: दूधको लिगी मावली ।

आजको पानसे यो दिनमा, आले च्यडबल छेवरारी”(तामाङ, २०५१, पृ.११९) ।

विश्वनाथको: व्यञ्जनंचेद्यस्थावस्थं सहाद्येन स्वरेण तु । आवच्यतेकन्त्येयोज्यत्वदान्त्यानुप्रास एव तत् (विश्वनाथ, २०५०, ७७३) । लक्षणानुसार प्रस्तुत गीतमा दुवाली, मावली । छेवरारी शब्दमा अन्त्य भएका दुवै पाउको अन्त्यमा समान ध्वनि रहेकोले अन्त्यानुप्रास अलङ्कारको लक्षण छ ।

सोकनेकस्य सत्कृपूर्वः (मम्मट, सन् १९९८, १४७)। अर्थात् अनेक व्यञ्जनको एकपल्ट सादृश्य आवृत्ति छेकानुप्रास अलङ्कारको लक्षण हो । गीतको पहिलो पाउको ‘दुवाली’ र ‘दुध’मा क्रमशः ‘दु’ र ‘दू’, असमान क्रममा आवृत्त भई छेकानुप्रासको लक्षण तथा ‘पानसे’ र ‘दिन’मा ‘न’ व्यञ्जन समान क्रममा आवृत्त भई वृत्यनुप्रासको लक्षण देखिन्छ ।

३. कन्छयाङ ह्वाइ (भातख्वाइ) संस्कार गीतमा श्रुत्यानुप्रास अलङ्कारः

“लामा गान्बा तान्बा नाम्नालाः

ज्यो ज्यो आले नानाआडा ।”

उच्चार्यत्तद्वेक स्थाने तालुरदादिके । सश्यं व्यञ्जनश्चैव श्रुत्यानुप्रास उच्यते ॥५॥ (विश्वनाथ, २०५०, ७७२) ॥ तालु, दन्तआदिमध्ये कुनै एक स्थानबाट उच्चारण भएर व्यञ्जनको सादृश्य हुनु श्रुत्यानुप्रास हो । तदनुसार गीतमा

‘नाना’‘मा’‘ना’ दन्त्य व्यञ्जन वर्ण र ‘गान्वा’– ‘तान्वा’मा ‘न्’ दन्त्य व्यञ्जन ध्वनिको आवृत्ति भएर सादृश्य पैदा गरेकोले श्रुत्यानुप्रास अलङ्कारको लक्षण देखिन्छ ।

गीतमा ज्योज्यो, नानामा व्यञ्जनको उही क्रममा एक पटकमात्र आवृत्ति भएकोले छेकानुप्रासको लक्षण देखिन्छ । साला र आडामा अन्त्यानुप्रासको लक्षण देखिन्छ ।

‘गान्वा’–‘तान्वा’ युग्ममा ‘बा’ व्यञ्जन क्रमविना एकपटक दोहोरिएकोले वृत्यनुप्रास अलङ्कारको लक्षण छ ।

४. बज्रगुरु नामोत ह्वाइमा वृत्यनुप्रास र पुनरुक्तवदाभास

गीतले ‘ताम्बा, गाम्बा, छयोपल, लामा बेनन, लामा जस्ता शब्दले बौद्ध संस्कारको महायान सम्प्रदाय भित्र बज्रयान शाखाको तान्त्रिक लामा, बज्रगुरु, गाम्बालाई पुकारेर सम्मान प्रकट गरेको छ ।

ह्युल्ला गान्वा ताम्बासे –छयोपल रोल्मा छयोआलाठी ,

लामा बेनन धानसासी –छयोआला हिक्की अखोल्ना ।

छयोगे चुकी लामा से –कीलकोर स्याडवा । (तामाङ, २०५१, १२१)

पहिलो पाउको ताम्बासे सँग पाँचौँ पाउको लामासे शब्दमा समध्वनि छ । देश्रो पाउ, तेश्रो पाउमा क्रमशः छयोलाठी र धानलासी शब्दको ‘ठी’ र ‘सी’ मा ‘ई’ को समध्वन्यात्मक अवस्था छ । पहिलो र चौथो, दोस्रो र तेस्रोमा सदृश्य छ तर समान क्रममा आवृत्ति छैन । ‘छयो’ व्यञ्जन ४ पलट ‘बा’ ‘ब्यञ्जन’ तीनपलट ‘ला’ तीनपलट आवृत्ति भए पनि समान क्रम नभएकोले वृत्यनुप्रास अलङ्कारको लक्षण छ ।

यहाँ वृत्यनुप्रासको लक्षण देखिन्छ । गीतमा प्रयुक्त गान्वा, तान्वा, लामा एउटै अर्थ भएका तर भिन्नभिन्न आकारमा दोहोरिएका पर्यायबाची शब्दमा पुनरुक्तवदाभास पाइन्छ ।

५. चाड्बु सेड्बा ह्वाइ (गीतबाट चित्रमा रङ्ग भर्ने) गीतमा शब्दालङ्कार

यो कलाकारको श्रम गीत हो । कल्पवृक्ष, देवलोक, पिपलवृक्ष, सुमेरु पर्वत आदिको सन्दर्भ धर्म संस्कारसँग जोडिएको छ । भगवान बुद्धको लोक र बुद्धले तपस्या गरेको बोधिबृक्ष (पिपलको रुख), कल्पवृक्ष, पर्वत आदिको चित्र बनाउने कुरा गरिएको छ । पत्थर, कपडा वा कागजमा चित्र भर्दा शुभको कामना गरेर यो गीत गाइन्छ ।

रोबाङ् याडला दोड्बी चोक पुराङ् च्योला मेघी चोक ।

लिही युल्ला ठाकदोड –जाम्बु युडला ज्याङ्छ्युङ्पदोडः। (तामाङ, २०५१, १८१) ।

शब्दार्थयोः पौनरुक्त्यं भेदे तात्पर्यमात्रतः । लाटानुप्रास इत्युक्त (विश्वनाथ, २०५०, ७७४) । केवल तात्पर्यमा भेद भएर शब्द र अर्थको पुनरुक्ति भयो भने लाटानुप्रास हुन्छ । तदनुसार यो गीतमा लाटानुप्रासको पूर्ण लक्षण त छैन । शाब्दस्तु लाटानुप्रासो भेदे तात्पर्यमात्रतः (मम्मट, १९९८, ४०६) । तात्पर्यमात्र भेद भएर पदानुप्रास भए लाटानुप्रास हुन्छ । मम्मटको लक्षण अनुसार पहिलो पाउमा आएको चोक देवलोकको लागि र दोस्रो पाउमा आएको चोक मनुष्यलोकको लागि प्रयुक्त छन् । शब्द अनुप्रास छ । तात्पर्यमात्र भिन्न हुनाले सूक्ष्म विश्लेषण गर्दा चोक शब्दमा लाटानुप्रासको लक्षण पाउन सकिन्छ ।

पहिलो अन्तराको पहिलो पाउमा देङ्बी र मेढी शब्दमा अन्त्यानुप्रास पाइन्छ । दोश्रो अन्तरामा ठाकदोड, युङ्पदोङ्गा अन्त्यानुप्रास पाइन्छ । अन्त्यानुप्रासहरूले देवलोक र मानवलोकलाई सुन्दर तरिकाले संयोजन गरी गीतमा मिठास ल्याउँछ । ‘ङ’ व्यञ्जनको पहिलो अन्तरामा चारपल्ट र दोश्रो अन्तरामा ४ पल्ट अनियमित आवृत्ति पाइन्छ । यसमा वृत्यनुप्रास अलङ्कारको लक्षण पाइन्छ ।

गीतको नेपाली रूपान्तर

कल्पवृक्ष देवलोकको – पिपल बृक्ष यसलोकको ।

सुमेरु पर्वतको गाछ यौटा –पुराङ्च्योको फूल एउटा ।

६. बिबाहमा गाइने ह्याङ्मा पाइने अन्त्यानुप्रास अलङ्कार

बेहुला बेहुलीलाई माइती पक्षले र घरमा बेहुलाका आमाबाबु र बन्धुवान्धवले आशीर्वाद दिँदा यो गीत गाइन्छ । यस गीतांशमा तामाङ संस्कारमा वरबधुलाई आशीर्वाद दिँदा घाम जुनलाई साक्षी राखिन्छ भन्ने अर्थ द्योतन गरेको छ ।

लिनीका दिनी मुङ्गुरी –स्याबोमा भिल्के रेम्बोजेकी हुक्मरी ।

माकीमा रोपामा छेतेरे –आइराका पाको चेतरे ।

बत्तीस कीला थैरेरे –झिल्केका स्याजियो फेरेरे (कृष्ण पारिखिन)

नेपाली रूपान्तर

जुन र घाम आकाशमा: झिल्के नाच्यो बेहुलाको आदेशमा

आम्मोइले होइ आम्मोइले, आम्मोइले लाला खैलाला । (बुढाथोकी, २०७४, १३०) ।

यहाँ तीन अन्तरा छन् । पहिलो अन्तरामा ‘नी’ व्यञ्जन रदोश्रोमा ‘मा’ आवृत्त भै वृत्यनुप्रास अलङ्कार देखिन्छ । पहिलो अन्तरामा मुङ्गुरी र हुक्मरीमा, दोश्रो अन्तरामा क्रमशः छेतेरे र चेतरेमा, तेश्रो अन्तरामा थैरेरे र फेरेरेमा अन्त्यानुप्रास अलङ्कारको लक्षण देखिन्छ । गीतका अन्त्यानुप्रासमा भएका अनुकरणात्मक शब्दले श्रृङ्गार र हास्यरस रसको परिपोष गरेका छन् ।

७. तामाङ इतिहासको ह्याङ्मा वृत्यनुप्रास र पुनरुक्तवदाभास

लिच्छवी कालमा बौद्ध धर्म तामाङको रहेको, शङ्कराचार्यले ८४ हजार तामाङ ग्रन्थ र ताम्रपत्र जलाइदिएको, तान्त्रिक लामा तिर लाग्नु परेको चिन्ता व्यक्त भएको छ । यो गीत चैनपुर नगरका गुरुनारायण घिसिङले गाउनुहुन्छ ।

तामाङ भाषाको गीत नेपाली भाषामा अर्थ

चुहे ह्याङ्ला याम्बुरी–लिच्छबी ग्लेला दुइरीमी (यसै हाम्रो नेपालमा : लिच्छवी राजाको पालामा)

थे दुइला डाज्याङ धर्ममी–बुद्धधर्म मुवारीम् । (त्यो बेलाको ठूलो धर्म बुद्धधर्म रहेछन् ।)

सिन्धु ज्यागर लिङ हिन्छे –शङ्कराचार्य खासीनाम् । (सिन्धु भारत देशबाट शङ्कराचार्य आएर ।)

वुद्धधर्म लाठिम् नाम्सी –काङ्गुर तिङ्गुर छयोइला बुम् (बुद्धधर्मको विरोध गरी धर्म त्रिपिटक ग्रन्थ)

ब्रेच्युइ लिचुङ बौद्ध ध्योइ ह्याङ तामाङ लारिङ ठिम ग्योइ । (चौरासी हजार बौद्ध ग्रन्थ हामी तामाङका

ताम्रपत्र ।) (गुरुनारायण, खमारे)

शंकराचार्य से खाडजी ध्योइ, ह्याङला आखे म्हेम्हे से (तामापत्र जलायो शंकराचार्यले हाम्रो जिजु बाजेले ।) (बुढाथोकी, २०७१, १३०)।

तामाङ भाषामा बौद्ध दर्शनको इतिहास भएको यो गीतमा ६ ओटा अन्तरा र १२ ओटा पाउहरू छन्। पहिलो अन्तरामा 'याम्बुरी' र 'दुइरिमी' मा 'री' 'मी' ध्वनिमा अनुप्रास छ। दोश्रो, तेश्रो र चौथो अन्तरामा अन्तराको दोश्रो पाउमा क्रमशः 'मुवरीम्, खासीनाम् र बुम्'मा 'म्'को सादृश्य आवृत्ति छ। चौथो अन्तराका पहिलो र दोश्रो पाउ तथा छैठौं अन्तराको पहिलो पाउमा घ्योइ, ग्योइ र घ्योइको सादृश्य आवृत्ति छ। प्रस्तुत गीतमा अन्त्यानुप्रासको अनियमित वितरण र ला, म, ड, म जस्ता व्यञ्जनहरूको नियमित अनियमित आवृत्तिले वृत्यानुप्रास अलङ्कारको लक्षण देखिन्छ। समान अर्थका वृद्ध, बौद्ध आवृत्तिले पुनरुक्तवदाभासको लक्षण देखा परेको छ।

८. नेपाली भाषाका तामाङ लोकगीतमा शब्दालङ्कार

८.१. दोहोरी गीतमा

च्याङ्वा र मैच्याङ हाट, बजार, मेलापतमा भेट्दा गाउने दोहोरी गीतमा आमोद-प्रमोद र मायाप्रीतिको अभिव्यक्ति पाइन्छ। अरुण उपत्यकाको मकालु र चिचिला क्षेत्रमा यो दोहोरी सुन्न पाइन्छ। जातीय पहिरनमा डम्फू ताल बाजामा गाइने यसलाई सेलो भन्दछन्।

केटा: बेसीको फाँटमा, सतीघाटमा, राम्साली धानको कुनियाँ

यो केटी तान्छु मो लान्छु बलगरी देऊ है दुनियाँ।

केटी: फूलले माया लाउँदैन, कोपिला फेरि आउँदैन

अल्लारे छँदै लैजाऊ है खोजेर फेरि पाउँदैन। (बुढाथोकी, २०७१, ११६)

केटाले गाएका गीतको अन्त्यमा कुनियाँ र दुनियाँ शब्दमा क्.उ. 'न्.इ' 'य्.आ. 'अनुनासिक छन्। दोश्रो हरफमा क्रमशः द्.उ. 'न्.इ' 'य्.आ.'अनुनासिक ध्वनि सृङ्खला देखिन्छ। अन्तिम शब्दको पहिलो व्यञ्जन ध्वनि क्रमशः क् र द् मा पनि प्राणत्व र घोषत्वको हिसाबले अनुप्रास समान छ। तत्पश्चातका अनुप्रासले त् र द् ध्वनि विभेदीकरण अनुभव हुन दिँदैनन्। गीतका पाउमा भएका अनुप्रासले बिषयगत पृथकतालाई उद्देश्योन्मुख बनाउँछन्। केटीले गाएका दुइ पाउमा आएका आउँदैन र पाउँदैनमा पनि समान लक्षण पाइन्छ। अन्त्यानुप्रासको शक्ति र सौन्दर्यले छोपेर 'आ'स्वर ध्वनि भए पनि 'पा'मा भएको 'आ'अगाडि भएको 'प्'ध्वनि जस्तै सुनिन्छ। अधिल्लोमा भएको क् र प् अनि पछिल्लोमा भएको आ र पा नै अन्त्यानुप्रासको मुख्य तत्व हुन्। यसरी तामाङ दोहोरी गीतमा अन्त्यानुप्रास अलङ्कारको लक्षण छ।

यसरी नै: फाँटमा-घाटमा, लाउँदैन-गाउँदैन:मा टमा र दैन व्यञ्जनहरू उही क्रममा आवृत्त भएका छन्। यसकारण प्रस्तुत गीतमा छेकानुप्रासनुप्रास अलङ्कार देखिन्छ।

८.२. बाह्रमासे गीतमा

स्थायी: आप्पाकी छोरी ...

माथिको माने डाँडामा लामाले धर्मिन चढाको

आप्पाकी छोरी मैच्याङलाई (मनमाथि धड्कन बढाको)२ (ललल लललललल)३

(सुनाखरी फुल्यो पाखामा, चिमाल फुल्यो बैसीमा ।)२ । (छिनछिनमाछनछिनमा)

गीतमा 'चढाको-बढाको' 'बेंसीमा- छिनछिनमा' अन्त्यानुप्रास हुन् । यिनको प्रयोगबाट गीतहरूमा सांस्कृतिक बिम्बहरू, प्राकृतिक प्रतीकहरूसँग माया, प्रेमका भावहरू अन्तरघुलन भएका छन् । सौन्दर्य युक्त छन् । यी अन्त्यानुप्रासले गीतमा काव्यशोभाकारक धर्म निर्वाह गरेका छन् ।

माथिको माने डाँडामा लामाले धर्मिन चढाकोगीतको यस पाउमा 'माथिको, माने, लामाले, धर्मिन' यी चार शब्दमा 'मा' व्यञ्जन शुरुमा पहिलो क्रममा र पछि दोश्रो क्रममा दोहोरिएका छन् । यसमा म व्यञ्जनको अनेक पटक आवृत्ति भई वृत्यानुप्रास अलङ्कार बनेको छ ।

निष्कर्ष

तामाङ जातिको संस्कार वौद्ध धर्म र वोन लामा परम्पराबाट निर्देशित छ । हिमाली र पहाडी संस्कृतिको सम्मिश्रणमा तामाङ गीतहरू नेपाली र तामाङी दुबै भाषामा छन् । तामाङ संस्कृतिभित्रका जन्म, मृत्यु, विवाह, छेवर, पास्नी संस्कारहरू ह्वाइ अर्थात् गीतबाट सञ्चालित हुन्छन् । नेपालभरि छरिएर बसोबास गर्ने तामाङहरूको संस्कार र संस्कार गीत समान छन् । तामाङ्ग गीतमा ड, म, न, ल, ब, आदि नासिक्य व्यञ्जन बढी आवृत्त हुन्छन् । नेपाली भाषाका लोकगीतमा जस्तै तामाङ भाषाका संस्कार लोकगीतमा पनि अलङ्कारको चमत्कार पाइन्छ । संस्कार गीतमा निहित अन्त्यानुप्रास सौन्दर्यले जीवनलाई र जगतसँग जोडिदिन्छन् । अलङ्कार काव्यतत्त्व हो, गीत गयात्मक काव्य हो । गीतमा अलङ्कारले शोभाकारक धर्म र माधुर्य निर्वाह गर्छन् । अनुप्रास अलङ्कार सबै भाषाका गीतको सार्वभौम विशेषता र अपरिहार्य आभूषण हो । तामाङ भाषाका लोक गीत लोक साहित्यको उपविधा हो । तामाङ्ग संस्कार गीत धर्म, संस्कृति र मूल्यसँग सम्बन्धित भएकाले अविधात्मक छ । तसर्थ यमक, वक्रोक्ति, शब्दश्लेष आदि शब्दालङ्कार र उपमादि अर्थालङ्कारको चर्चा हुन सकेन । अन्त्यानुप्रास, वृत्यानुप्रास, छेकानुप्रास, श्रुत्यानुप्रास र पुनरुक्तवदाभास गरी चार प्रकारका अनुप्रास अलङ्कारको चर्चा गरियो । गहकिलो अनुसन्धान गर्न सके शब्दालङ्कार र अर्थालङ्कारका सबै लक्षणहरू पाउन सकिन्छ ।

सन्दर्भसूची

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किशोरीहरूमा हुने महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत सरसफाइ

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लेखसार

महिनावारी किशोरीहरूको जीवनमा एक महत्वपूर्ण जैविक प्रक्रिया हो, जसले उनीहरूको शारीरिक, मानसिक, र सामाजिक पक्षमा गहिरो प्रभाव पार्छ। यस अध्ययनले सभापोखरी गाउँपालिका वडा नं. ६ स्थित श्री त्रिवेणी माध्यमिक विद्यालयका कक्षा ६, ७, र ८ मा अध्ययनरत ४४ जना किशोरीहरूको महिनावारी अनुभव र व्यक्तिगत सरसफाइ सम्बन्धी व्यवहारलाई विश्लेषण गरेको छ। अध्ययनका प्रमुख निष्कर्षहरूमा, पहिलो पटक महिनावारी हुँदा ६१% किशोरीहरूले आमालाई जानकारी दिएका थिए, जसले आमासँगको निकट सम्बन्ध र समर्थनको महत्त्व दर्शाउँछ। त्यस्तै, २७% ले दिदीलाई र ११% ले साथीलाई जानकारी दिएका थिए, भने कसैले पनि गुरुआमालाई जानकारी दिएका थिएनन्। महिनावारीको संकेतको रूपमा, ६८% ले रगतको मात्रा बाहिर निस्कँदा थाहा पाएका थिए, जबकि १८% ले पेट दुखाइ, ९% ले खाना अरुचि, र ५% ले ढाड दुखाइ अनुभव गरेका थिए। व्यक्तिगत सरसफाइमा, ७७% किशोरीहरूले समय-समयमा प्याड परिवर्तन गर्ने गरेका थिए, १४% ले कपडा प्रयोग गर्ने र ९% ले समय-समयमा सफा गर्ने गरेका थिए। महिनावारी कपको प्रयोगबारे कुनै जानकारी नभएको पाइयो। प्रयोग गरिएको कपडा ९१% ले घाममा सुकाउने र ९% ले ओसिलो ठाउँमा सुकाउने गरेका थिए। खानपानमा, ६८% ले झोलिलो खाना, २७% ले पोषणयुक्त खाना, र ५% ले तातो पेय पदार्थ मात्र पिउने गरेका थिए। महिनावारीको समयमा अत्यधिक पेट दुख्दा, ८०% ले तातो झोलिलो पदार्थ खाने, ११% ले पेटमा गह्रौं वस्तु थिच्ने, ५% ले तातो पानीले सेकाउने, र ५% ले औषधि प्रयोग गर्ने गरेका थिए। विद्यालयमा महिनावारी भएमा, ६६% ले साथीलाई, २५% ले शिक्षकलाई जानकारी दिने र ९% ले घर जाने गरेका थिए। अत्यधिक रगत बगेमा, ६८% ले स्वास्थ्य केन्द्र जाने, २३% ले खपेर बस्ने, र ५% ले औषधि खाने गरेका थिए। अन्ततः, ७७% ले महिनावारीको समयमा आराम गर्ने र २३% ले नगर्ने बताएका थिए। यस अध्ययनले किशोरीहरूमा महिनावारी सम्बन्धी ज्ञान, व्यवहार, र व्यक्तिगत सरसफाइमा सुधार आवश्यक रहेको देखाएको छ। विशेषगरी, महिनावारी कपको प्रयोगबारे जानकारी अभाव, कपडा सुकाउने स्थानको छनोट, र महिनावारीको समयमा उचित खानपान र आरामको महत्त्वबारे थप शिक्षा र जनचेतना कार्यक्रमहरू सञ्चालन गर्न आवश्यक देखिन्छ। यसले किशोरीहरूको स्वास्थ्य र कल्याणमा सकारात्मक प्रभाव पार्न सक्छ।

शब्दकुन्जी: महिनावारी, किशोरीहरू, प्रारम्भिक अवस्था, व्यक्तिगत सरसफाइ, स्वास्थ्य शिक्षा, जनचेतना

परिचय

अध्ययनको पृष्ठभूमि

किशोरीहरूको जीवनमा महिनावारीको प्रारम्भ एक प्राकृतिक जैविक प्रक्रिया हो, जुन शारीरिक विकाससँगै मानसिक र सामाजिक परिवर्तनहरूको संकेतक हो (Dasgupta & Sarkar, 2008)। महिनावारीको सुरुवाती चरणमा किशोरीहरूले अनुभव गर्ने शारीरिक तथा मानसिक परिवर्तनसँगै व्यक्तिगत सरसफाइ सम्बन्धी ज्ञान र व्यवहार अत्यन्त महत्त्वपूर्ण हुन्छ (भण्डारी, २०२३)। तर, नेपालजस्तो विकासोन्मुख मुलुकमा किशोरीहरू महिनावारीका बारेमा प्रायः असमझदारी, लाज र मिथकहरूले घेरिएका हुन्छन् (भट्टराई, २०२३; Garg & Anand, 2015)। किशोरीहरूले महिनावारीको सुरुवातदेखि नै व्यक्तिगत सरसफाइ र सुरक्षित अभ्यासको ज्ञान पाउन नसक्दा स्वास्थ्य समस्या, संक्रमण र आत्मविश्वासको कमी जस्ता समस्या देखा पर्न सक्छन् (UNICEF, 2019)। ग्रामीण तथा शहरी क्षेत्रमा किशोरीहरूको महिनावारी स्वच्छता सम्बन्धी ज्ञानमा ठूलो भिन्नता देखिन्छ, जहाँ अझै पनि सामाजिक वर्जना र सांस्कृतिक बन्देजले स्वास्थ्यमा प्रतिकूल असर पारिरहेको छ (Mahon & Fernandes, 2010; रेग्मी, २०८०)।

नेपालमा महिनावारी सरसफाइ सम्बन्धी चेतना क्रमशः वृद्धि हुँदै गएको देखिए पनि, विद्यालय स्तरमै प्रभावकारी शिक्षा र संरचनाको अभाव अझै कायम छ (शर्मा, २०७५; Kuhlmann et al., 2017)। किशोरीहरूलाई सुरक्षित, स्वच्छ र मर्यादित महिनावारी अनुभव गराउने उद्देश्यले व्यवहारिक र वैज्ञानिक जानकारी आवश्यक छ, जसले उनीहरूको स्वास्थ्य र शिक्षा दुबैको गुणस्तरमा सुधार ल्याउने छ (Sommer et al., 2015; जोशी, २०८१)। तसर्थ, किशोरीहरूको महिनावारी प्रारम्भिक अवस्था र व्यक्तिगत सरसफाइको वर्तमान अवस्थाको अध्ययन सामाजिक र स्वास्थ्य नीति निर्माणका लागि अनिवार्य छ (Patel et al., 2006; World Bank, 2018)। महिनावारी प्रत्येक महिलामा हुने प्राकृतिक जैविक प्रक्रिया हो, जुन किशोरावस्थामा प्रारम्भ हुन्छ र प्रजनन स्वास्थ्यको मुख्य आधारका रूपमा मानिन्छ। किशोरावस्थाको सुरुवात, सामान्यतया १० देखि १९ वर्षको उमेरका बीचमा हुने गर्दछ (भट्टराई, २०२३)। यस अवधिमा शरीरले विभिन्न भौतिक, मानसिक, र हार्मोनात्मक परिवर्तनहरूको सामना गर्दछ, जसले किशोरीहरूको स्वास्थ्य, जीवनशैली, र व्यवहारमा महत्त्वपूर्ण प्रभाव पार्न सक्छ (जोशी, २०८१)। वहाँले दिनभन्दा कम वा सात दिनभन्दा बढी रक्तस्राव असामान्य हुने कुरा उल्लेख गर्दै किशोरीहरूको महिनावारी व्यवस्थापनमा व्यक्तिगत सरसफाइ र सन्तुलित जीवनशैलीको महत्त्वलाई जोड दिनुभएको छ। महिनावारी प्रत्येक महिलामा मासिक रूपमा हुने चक्र हो (Dasgupta et al., 2008)। महिनावारी सामान्यतया किशोरावस्थाको १०-१९ वर्षको समय अवधिमा हुने गर्दछ। महिनावारीको समयवधि ३-७ दिनको हुने गर्दछ। महिनावारीको समयमा स्वस्थ रहनका लागि दैनिक रूपमा सरसफाइ, शरीर पोषणका लागि सन्तुलित खाना शारीरिक तथा मानसिक रूपमा आउन सक्ने विचलनतालाई कम गराई आफ्नो कार्यलाई निरन्तरतामा सहज गराउनका लागि आराम तथा व्यायामको आवश्यकता पर्दछ (शर्मा, २०७५)। स्वास्थ्य विज्ञको भनाई अनुसार महिनावारी महिनामा एक पटक हुने हुने चक्र हो। महिनावारी हरेक महिनाको २८-३५ दिनको अन्तरालमा हुने गर्दछ (रेग्मी, २०८०)। महिनावारीको समयमा दुई दिन भन्दा कम र सात दिन भन्दा बढी रगत बगेमा असामान्य मानिन्छ। तसर्थ विद्यमान समयमा किशोरीहरूमा हुने महिनावारीको प्रारम्भिक समयको अवस्था र व्यक्तिगत सरसफाइलाई जल्दोबल्दो समस्याको रूपमा लिइएको छ। महिनावारीका क्रममा रगत प्रवाह सामान्यतया ३ देखि ७ दिनको अवधिमा सीमित रहन्छ (Mahon et al., 2010)।

यस अवधिमा अपनाइने व्यक्तिगत सरसफाई र स्वास्थ्यकर उपायले किशोरीहरूको आत्मविश्वास, शारीरिक स्वास्थ्य, र मानसिक स्वास्थ्यलाई प्रत्यक्ष रूपमा असर गर्न सक्छ (भण्डारी, २०२३)। साथै, महिनावारीको अवधिमा शरीरलाई चाहिने ऊर्जा र पोषण आपूर्ति गर्न सन्तुलित आहार र आरामको आवश्यकता रहेको हुन्छ (UNICEF, 2019)। तर, अस्वास्थ्यकर वातावरण, स्वच्छता सम्बन्धी जनचेतनाको अभाव, र महिनावारीसँग सम्बन्धित सामाजिक वर्जनाले किशोरीहरूको स्वास्थ्यमा नकारात्मक प्रभावपारिरहेको छ (Sommer et al., २०१५)। त्यसैले सभापोखरी गाउँपालिकाको श्री त्रिवेणी माध्यमिक विद्यालयमा महिनावारीको प्रारम्भिक समयमा कसरी स्वस्थ रहेका रहेछन् भन्ने कुराको बारेमा कहीं उल्लेख गरिएको छैन त्यहि आवश्यकतालाई मध्यनजर गरी माथिको सन्दर्भमा किशोरीहरूमा हुने महिनावारीको प्रारम्भिक समयमा कसरी स्वस्थ रहन्छन्, के – कस्ता विधि तथा उपायहरु अपनाएका छन् भन्ने कुरामा अध्ययन गर्नु रहेको छ।

किशोरीहरूको महिनावारीको प्रारम्भिक समयमा स्वस्थ कसरी रहन सकिन्छ भन्ने कुराहरूको विधि तथा उपायहरूमा ज्ञान दिलाउन सक्छ। यसैगरी किशोरीहरूमा महिनावारीबाट आउन सक्ने समस्याहरूलाई समाधान गर्न, परामर्श र जनचेतनामूलक बनाउन सहयोग पुर्याउँदछ। यो अध्ययन श्री त्रिवेणी माध्यमिक विद्यालयमा मात्र आधारित रहेको हुनाले भविष्यको समयमा अन्य ठाउँ, क्षेत्रहरूमा पनि किशोरीहरूमा हुने महिनावारीको प्रारम्भिक समयमा कसरी स्वस्थ रहीरहेका छन् भनि अनुसन्धान गर्नका लागि सहयोग पुर्याउन सक्ने छ। नेपालको ग्रामीण भेग, विशेष गरी सभापोखरी गाउँपालिकाको श्री त्रिवेणी माध्यमिक विद्यालयमा किशोरीहरूले महिनावारीको प्रारम्भिक समयमा अपनाएका उपाय र उनीहरूले भोग्नुपरेका समस्याहरूमा ठोस अनुसन्धानको अभाव छ। विद्यालयमा आवश्यक शौचालय तथा सरसफाई व्यवस्थापनको सीमितताले किशोरीहरूको महिनावारी व्यवस्थापनमा चुनौती सिर्जना गरेको छ। यस्तो अवस्थामा (UNICEF, २०१९) ले किशोरीहरूको महिनावारी व्यवस्थापनमा शिक्षा र चेतनामूलक कार्यक्रमलाई प्रमुख मानकका रूपमा स्वीकार गरेका छन्।

अध्ययनको उद्देश्य

यस अनुसन्धानका प्रमुख उद्देश्यहरू निम्नानुसार छन्:

- महिनावारीको समयमा किशोरीहरूले अपनाउने व्यक्तिगत सरसफाईका विधिहरूको पहिचान गर्नु।
- महिनावारीसँग सम्बन्धित समस्याहरूको व्यवस्थापनका उपायहरूको विश्लेषण गर्नु।
- स्वस्थ अभ्यासहरू स्थापित गर्न सन्देशमूलक सम्भावनाहरूको समीक्षा गर्नु।

यस अध्ययनले किशोरीहरूको महिनावारी व्यवस्थापन सम्बन्धी रणनीतिहरूलाई विशेष महत्त्व दिँदै व्यक्तिगत सरसफाई र स्वास्थ्यप्रद जीवनशैलीको अभ्यासमा योगदान दिनेछ। किशोरीहरूको व्यक्तिपरक अनुभवको आधारमा तयार गरिएको यस अनुसन्धानले विद्यालय, समाज, र नीतिगत तहमा सकारात्मक परिवर्तन ल्याउन सहयोग पुर्याउन सक्छ।

अनुसन्धान विधि

यो अध्ययन गुणात्मक (Qualitative) र परिमाणात्मक (Quantitative) दुवै मिश्रित अनुसन्धान ढाँचामा आधारित रहेको छ। अनुसन्धानको उद्देश्य अनुसार किशोरीहरूको महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत

सरसफाईसम्बन्धी समस्याहरू पहिचान गर्न तथ्यांक सङ्कलन गरिएको छ । अध्ययनको विस्तृत विवरण निम्नानुसार प्रस्तुत गरिएको छ:

अध्ययन क्षेत्र र समयावधि

यस अनुसन्धानको अध्ययन क्षेत्र सभापोखरी गाउँपालिकाको श्री त्रिवेणी माध्यमिक विद्यालयलाई केन्द्रित रहेको छ । अध्ययन कार्य २०८१ सालको असोज महिनाको पहिलो हप्तामा सम्पन्न गरिएको थियो। अध्ययनस्थलको छनोट त्यहाँ अध्ययनरत किशोरीहरूको विविध वर्गीय, सामाजिक, र सांस्कृतिक पृष्ठभूमिमा आधारित रही गरिएको हो ।

नमूना छनोट

विद्यालयमा कक्षा ६, ७, र ८ मा अध्ययनरत १०४ जना किशोरीहरूलाई प्रारम्भिक रूपमा पहिचान गरी त्यसमध्ये महिनावारीको प्रारम्भिक अवस्थाबाट प्रभावित ४४ जना किशोरीहरूलाई उद्देश्यपूर्ण (Purposive Sampling) विधिबाट नमूना रूपमा छनोट गरिएको थियो ।

तथ्याङ्क सङ्कलनका उपकरण

तथ्याङ्क सङ्कलनको लागि संरचित प्रश्नावली (Structured Questionnaire) तयार गरी उत्तरदाताहरूसँग अन्तर्क्रिया गरिएको थियो । प्रश्नावलीमार्फत किशोरीहरूको व्यक्तिगत सरसफाईका अभ्यासहरू, महिनावारी व्यवस्थापनका विधिहरू, र यस अवधिमा देखिएका समस्याहरूबारे जानकारी लिइएको थियो ।

तथ्यांक सङ्कलन प्रक्रिया

- **स्वीकृति लिने कार्य:**
अध्ययन आरम्भ गर्नु अघि विद्यालयका प्रधानाध्यापकसँग आवश्यक स्वीकृति लिइएको थियो ।
- **पूर्व जानकारी:**
उत्तरदाताहरूलाई अनुसन्धानको उद्देश्य र उनीहरूको सहभागिता आवश्यकताको बारेमा स्पष्ट रूपमा जानकारी गराई सहमति प्राप्त गरिएको थियो ।
- **अन्तरक्रिया प्रक्रिया:**
किशोरीहरूसँग व्यक्तिगत रूपमा गोपनीयताको उच्च प्राथमिकता राख्दै प्रश्नावली भराउन सहयोग गरिएको थियो ।

गोपनीयता र नैतिक मान्यता

- अध्ययनका सबै उत्तरदाताहरूको नाम, थर, वा कुनै व्यक्तिगत पहिचान प्रकाशित गरिएको छैन ।
- प्राप्त तथ्यांकलाई गोपनीय रूपमा राखी दोस्रो प्रयोगका लागि अनुमति नगरिएको हो ।
- उत्तरदाताहरूका उत्तरलाई तोडमोड नगरिकन जस्ताको तस्तै विश्लेषण गरिएको छ ।

विश्लेषणका विधि

तथ्यांकलाई परिमाणात्मक विधिबाट विश्लेषण गरिएको छ । प्राप्त तथ्यांकलाई गणनात्मक औजारहरूको प्रयोग गरी सांख्यिकीय परिणामहरू व्याख्या गरिएको हो ।

सीमाहरू

यो अध्ययन एक विशेष विद्यालयमा सीमित भएको हुनाले यसको निष्कर्षलाई व्यापक रूपमा निष्कर्षको रूपमा लिन सीमितता हुन सक्दछ ।

यो अध्ययन किशोरीहरूको महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत सरसफाईको अभ्यासहरूबारे महत्वपूर्ण जानकारी उपलब्ध गराउने उद्देश्यले गरिएको हो । परिणामले सम्बन्धित समस्याका विभिन्न आयामहरू पहिचान गर्ने र भविष्यका अध्ययनहरूमा समेत योगदान पुऱ्याउने अपेक्षा गरिएको छ ।

अध्ययनको महत्व

यो अध्ययन किशोरीहरूमा महिनावारीको प्रारम्भिक अवस्थामा स्वस्थ रहनका लागि अपनाउनुपर्ने विधि तथा उपायहरूबारे महत्वपूर्ण ज्ञान दिन सक्षम हुनेछ । यसले किशोरीहरूको शारीरिक र मानसिक स्वास्थ्यमा सकारात्मक प्रभाव पार्नेछ । अध्ययनको विस्तृत महत्त्वलाई निम्न बुँदाहरूमा व्याख्या गर्न सकिन्छ:

स्वास्थ्यसम्बन्धी ज्ञान अभिवृद्धि: महिनावारीको समयमा किशोरीहरूले स्वस्थ रहनका लागि अपनाउनुपर्ने व्यक्तिगत सरसफाईका विधिहरू र आहार व्यवस्थापन बारे व्यावहारिक ज्ञान प्रदान गर्दछ ।

समस्याको समाधानमा योगदान: महिनावारीका क्रममा किशोरीहरूले भोग्ने समस्याहरूको पहिचान गरी समाधानका उपायहरूमाथि परामर्श तथा सचेतनामूलक उपायहरूको विकासमा सहयोग गर्दछ ।

शैक्षिक संस्था र समाजमा प्रभाव: यो अनुसन्धान श्री त्रिवेणी माध्यमिक विद्यालयका किशोरीहरूमा आधारित भए तापनि यसको निष्कर्ष र सुझावले अन्य विद्यालय र समुदायहरूमा पनि प्रभावकारी प्रयोग गर्न सकिन्छ ।

भविष्यका अनुसन्धानका लागि आधारशीला: यो अध्ययन आगामी अनुसन्धानहरूको लागि महत्त्वपूर्ण आधारभूत सामग्रीको रूपमा कार्य गर्नेछ। विशेषतः किशोरीहरूका विभिन्न समूहहरूमाझ महिनावारीका विषयमा हुने अध्ययनहरूलाई सहयोग पुग्नेछ ।

समाजमा जनचेतना विकास: महिनावारीलाई अझ सकारात्मक र खुला विषयका रूपमा सम्बोधन गर्न समाजलाई उत्प्रेरित गर्दै किशोरीहरूमा हुने समस्याहरूलाई समाधान गर्न सहयोग पुऱ्याउँछ ।

नीति निर्माणमा योगदान: यस अनुसन्धानबाट प्राप्त निष्कर्षले महिनावारी व्यवस्थापनसम्बन्धी शिक्षण योजना, स्वास्थ्य नीति, र सरसफाईसँग सम्बन्धित कार्यक्रम निर्माणमा सरोकारवालाहरूलाई मार्गदर्शन गर्न सक्दछ ।

यो अध्ययन किशोरीहरूको महिनावारीसम्बन्धी मानसिक, शारीरिक, र सामाजिक पक्षहरूलाई मात्र होइन, समाजले

यसलाई कसरी सकारात्मक रूपमा हेर्ने भन्ने सोचलाई समेत प्रोत्साहन गर्न मद्दत पुर्याउनेछ ।

प्राप्ति र छलफल

यस खण्डमा सङ्कलित तथ्यांकलाई विश्लेषण गरी प्राप्त मुख्य नतिजाहरू र तिनको चर्चा गरिएको छ । अध्ययनले महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत सरसफाईका विभिन्न पक्षहरू उजागर गरेको छ ।

तथ्याङ्कको प्रस्तुति

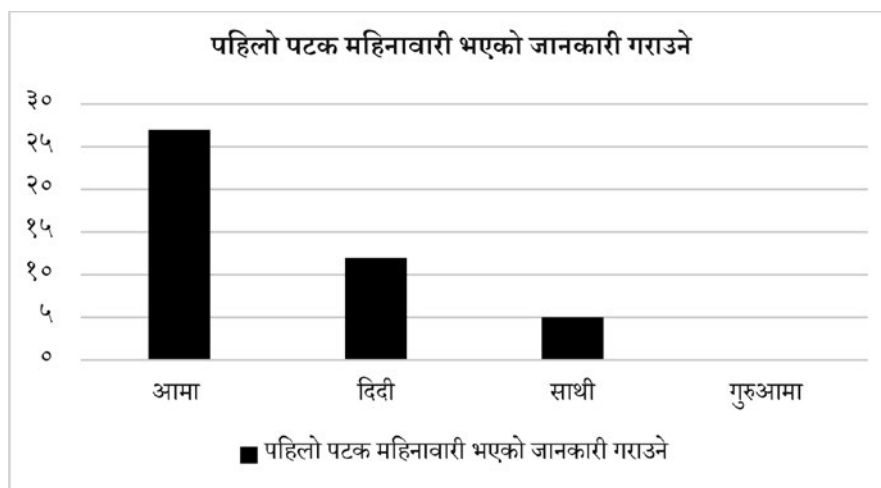
विद्यालय विवरण

- **अध्ययन क्षेत्र:** सङ्खुवासभा जिल्ला, सभापोखरी गाउँपालिका वडा नं. ६, श्री त्रिवेणी माध्यमिक विद्यालय ।
- **विद्यार्थीहरूको सङ्ख्या:** कक्षा ६, ७, ८ मा अध्ययनरत कुल १०४ जना किशोरी, जस मध्ये ४४ जनाको महिनावारी शुरु भएकोछ ।

तालिका नं. १

क्र.स.	पहिलो पटक महिनावारी भएको जानकारी गराउने	सङ्ख्या
१.	आमा	२७
२.	दिदी	१२
३.	साथी	५
४.	गुरुआमा	०

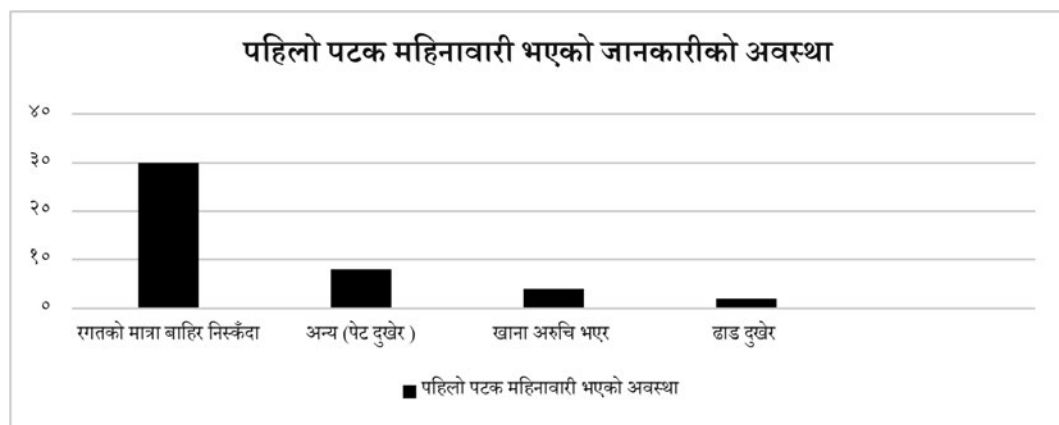
चित्र नं. १



तालिका नं. २

क्र.सं.	पहिलो पटक महिनावारी भएको जानकारीको अवस्था	सङ्ख्या
१.	रगतको मात्रा बाहिर निस्कँदा	३०
२.	अन्य (पेट दुखेर)	८
३.	खाना अरुचि भएर	४
४.	ढाड दुखेर	२

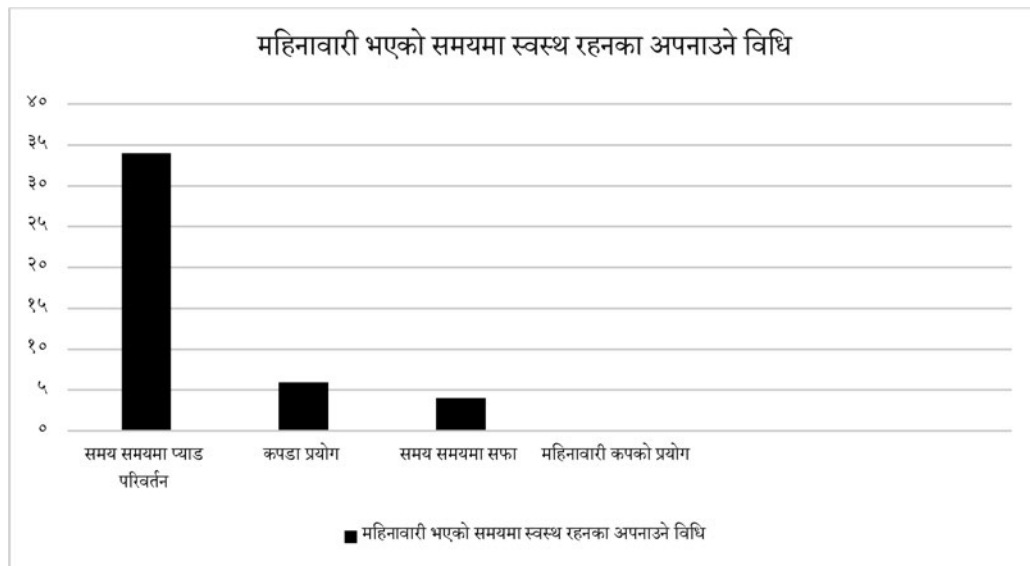
चित्र नं. २



तालिका नं. ३

क्र.सं.	महिनावारी भएको समयमा स्वस्थ रहनका अपनाउने विधि	सङ्ख्या
१.	समय – समयमा प्याड परिवर्तन	३४
२.	कपडा प्रयोग	६
३.	समय – समयमा सफा	४
४.	महिनावारी कपको प्रयोग	०

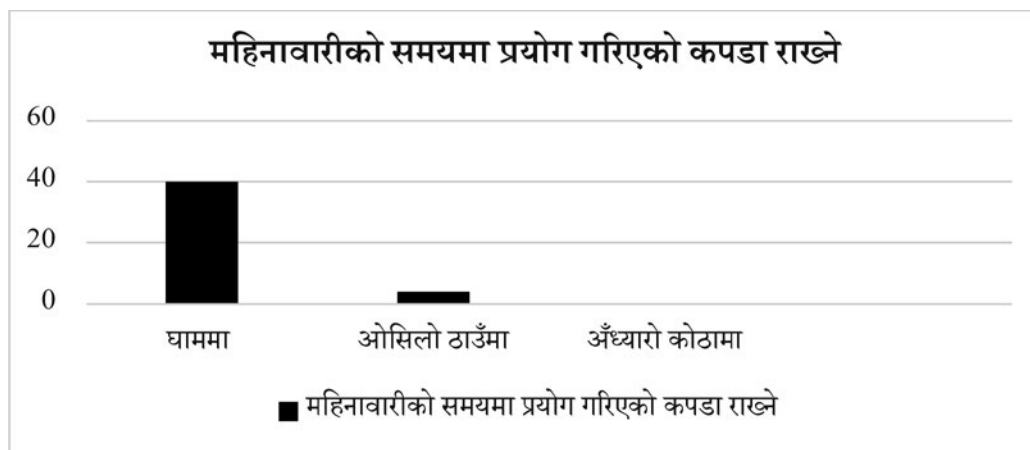
चित्र नं. ३



तालिका नं. ४

क्र.सं.	महिनावारीको समयमा प्रयोग गरिएको कपडा राख्ने	सङ्ख्या
१.	घाममा	४०
२.	ओसिलो ठाउँमा	४
३.	अँध्यारो कोठामा	०

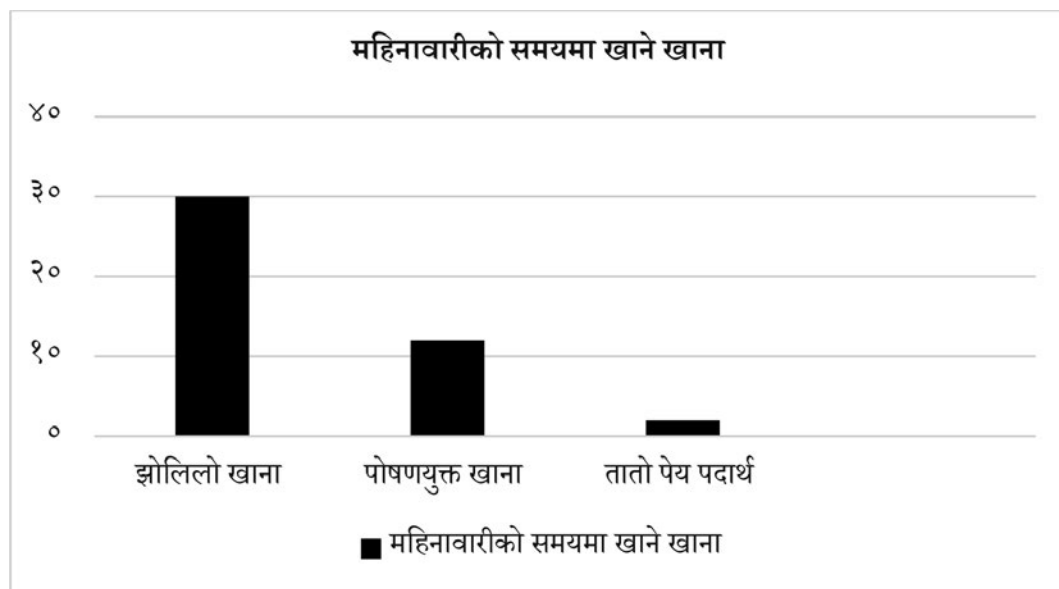
चित्र नं. ४



तालिका नं. ५

क्र.सं.	महिनावारीको समयमा खाने खाना	सङ्ख्या
१.	झोलिलो खाना	३०
२.	पोषणयुक्त खाना	१२
३.	तातो पेय पदार्थ	२

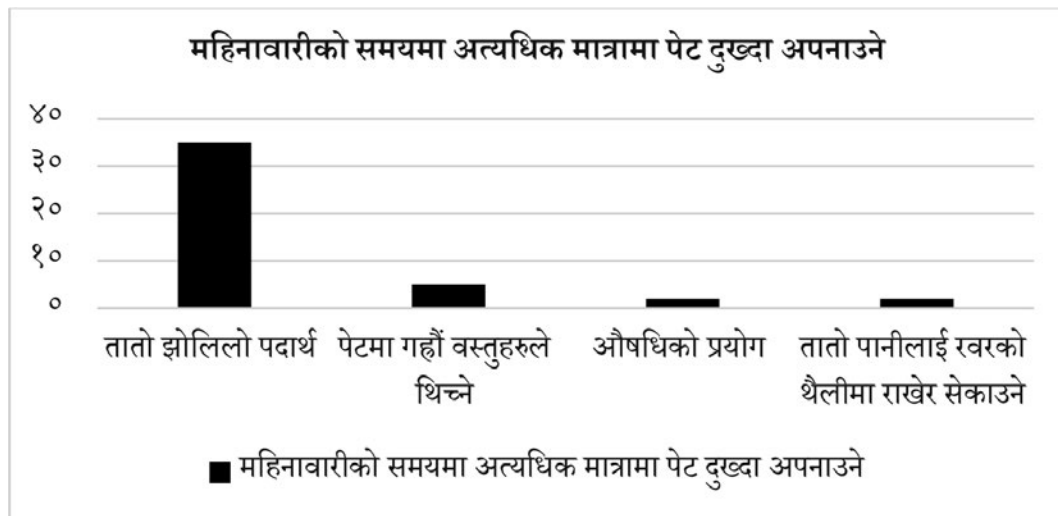
चित्र नं. ५



तालिका नं. ६

क्र.सं.	महिनावारीको समयमा अत्यधिक मात्रामा पेट दुख्दा अपनाउने	सङ्ख्या
१.	तातो झोलिलो पदार्थ	३५
२.	पेटमा गह्रौं वस्तुहरूले थिच्ने	५
३.	औषधिको प्रयोग	२
४.	तातो पानीलाई रवरको थैलीमा राखेर सेकाउने	२

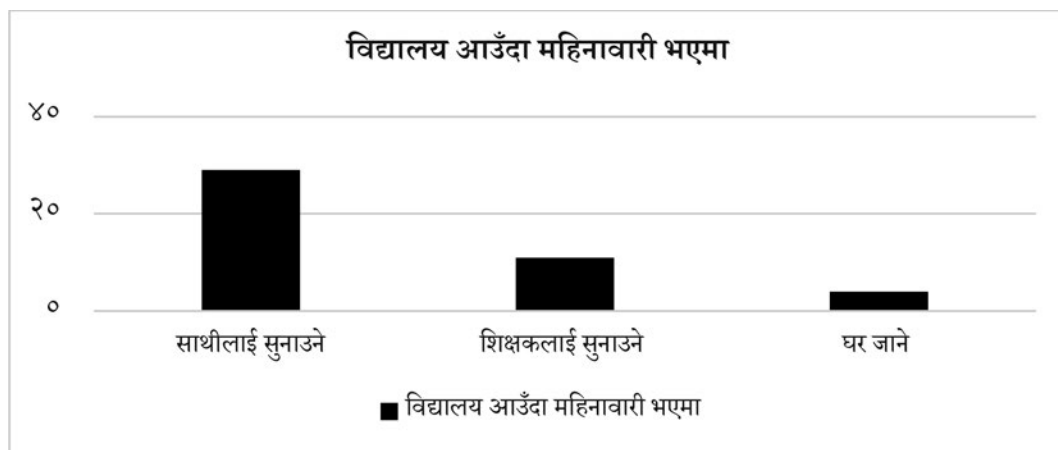
चित्र नं. ६



तालिका नं. ७

क्र.सं.	विद्यालय आउँदा महिनावारी भएमा	सङ्ख्या
१.	साथीलाई सुनाउने	२९
२.	शिक्षकलाई सुनाउने	११
३.	घर जाने	४

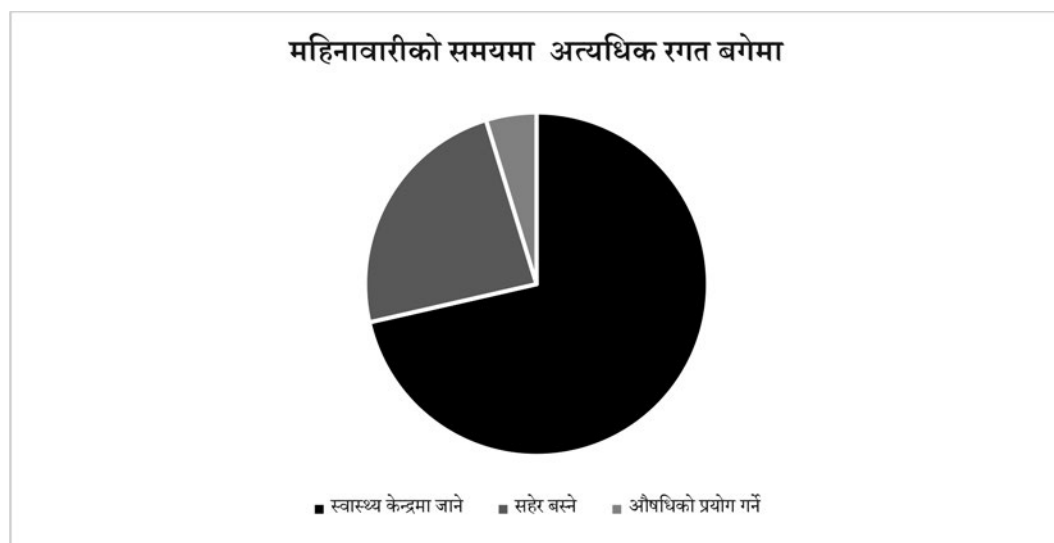
चित्र नं. ७



तालिका नं. ८

क्र.सं.	महिनावारीको समयमा अत्यधिक रगत बगेमा	सङ्ख्या
१.	स्वास्थ्य केन्द्रमा जाने	३०
२.	सहेर बस्ने	१०
३.	औषधिको प्रयोग गर्ने	२

चित्र नं. ८



प्राप्त नतिजाहरूको विस्तृत छलफल

किशोरीहरूमा महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत सरसफाई सम्बन्धी अध्ययनबाट थुप्रै महत्वपूर्ण तथ्यहरू उजागर भएका छन्। पहिलो पटक महिनावारी भएपछि कसलाई जानकारी दिने भन्ने सन्दर्भमा अधिकांश किशोरीहरूले (६१.३६%) आफ्नै आमालाई जानकारी दिने गरेका छन्। यसले आमा र छोरीबीचको आत्मीय सम्बन्ध र विश्वासलाई स्पष्ट देखाउँछ। दिदीलाई जानकारी दिनेहरूको सङ्ख्या २७.२७% रहेको छ भने साथीलाई मात्र ११.३६% ले जानकारी दिएका छन्। आश्चर्यजनक रूपमा गुरुआमालाई भने कसैले पनि जानकारी नदिएको देखिन्छ, जुन विद्यालय र शिक्षकहरूको संवेदनशीलताको कमी वा किशोरीहरूमा लाज, डर वा संकोचको संकेत हुन सक्छ।

महिनावारी सुरु भएको थाहा पाउने मुख्य माध्यम रगतको बहाव (६८.१८%) नै हो भन्ने तथ्यले किशोरीहरूमा यौन र प्रजनन स्वास्थ्य सम्बन्धी प्रारम्भिक ज्ञान अपर्याप्त रहेको देखाउँछ। थोरै किशोरीहरूले पेट दुख्ने, ढाड दुख्ने र खाने इच्छा घट्ने जस्ता शारीरिक लक्षणमार्फत थाहा पाएको बताएका छन्, जुन जैविक संकेतप्रतिको उनीहरूको संवेदनशीलतालाई दर्शाउँछ।

शारीरिक सरसफाईतर्फ हेर्दा ७७.२७% किशोरीहरूले स्यानिटरी प्याड प्रयोग गर्ने गरे पनि महिनावारी कपबारे जानकारी नभएको पाइन्छ। यसले ग्रामीण वा शहरी किशोरीहरूमा सुरक्षित र दिगो स्वास्थ्य प्रविधिको पहुँच अभाव देखाउँछ। प्रयोग भइसकेको कपडा ९०.९०% किशोरीहरूले घाममा सुकाउने गर्दछन्, जुन सरसफाईका हिसाबले सकारात्मक अभ्यास हो। यसले उनीहरूको स्वास्थ्य सचेतना र सरसफाईप्रतिको प्राथमिकतालाई स्पष्ट गर्छ।

पोषण र स्वास्थ्य व्यवहारतर्फ, महिनावारीका समयमा ६८.१८% किशोरीहरूले झोलिलो खाना खाने गरेका छन्, जुन सजिलै पच्ने र शरीरलाई पानीको सन्तुलन कायम राख्न मद्दत गर्ने पोषण व्यवहार हो। साथै, केही किशोरीहरूले तातो पेय पदार्थ र पोषणयुक्त खाना सेवन गर्ने उल्लेख गरेका छन्, जुन स्वास्थ्यप्रति सकारात्मक सोचको प्रतिफल हो।

विद्यालयमा महिनावारी भएमा ६५.९०% किशोरीहरूले साथीलाई जानकारी दिने गरेका छन्। साथै, स्यानिटरी प्याड प्रयोग गरेपछि कक्षामा निरन्तर बसिरहने व्यवहारले विद्यालयमा सुरक्षित र सहयोगी वातावरणको संकेत गर्दछ। यसले किशोरीहरूमा महिनावारीलाई सामान्य स्वास्थ्य प्रक्रियाका रूपमा लिन थालेको स्पष्ट संकेत दिन्छ।

समग्रमा, अध्ययनले किशोरीहरूमा महिनावारी सम्बन्धी थोरै मात्र आधारभूत जानकारी रहेको र शारीरिक सरसफाईमा सकारात्मक अभ्यास भए तापनि अझ धेरै व्यावहारिक तथा प्राविधिक ज्ञान आवश्यक रहेको देखाएको छ। साथै, विद्यालय र घर दुवै क्षेत्रमा खुला संवाद र उचित स्वास्थ्य शिक्षा आवश्यक छ।

सभापोखरी गाउँपालिका-६, श्री त्रिवेणी माध्यमिक विद्यालयका कक्षा ६, ७, र ८ मा अध्ययनरत किशोरीहरूसँग प्रत्यक्ष भेटघाट, अन्तर्वार्ता र प्रश्नावलीका माध्यमबाट सङ्कलन गरिएको तथ्यांकको विश्लेषणबाट प्रस्ट हुने विषयवस्तुहरूको विवरण प्रस्तुत गरिएको छ।

पहिलो पटक महिनावारी भएको कुरा कसलाई भनियो

महिनावारीजस्तो व्यक्तिगत र संवेदनशील विषय कसलाई भन्ने निर्णय व्यक्तिको सामाजिक तथा सांस्कृतिक अवस्थाबाट प्रभावित हुने कुरा स्पष्ट भएको छ। तथ्यांकअनुसार, २७ जनाले आमालाई पहिलो पटक महिनावारीको कुरा सुनाएको देखियो। यसले आमासँग खुला रूपमा कुराकानी गर्न सहज महसुस हुने कुरा दर्साउँछ। यस्तै, १२ जनाले आफ्नी दिदीलाई, ५ जनाले साथीलाई, तर कुनै पनि किशोरीले गुरुआमालाई यस विषयमा जानकारी नदिएको देखियो।

पहिलो पटक महिनावारी भएको कुरा थाहा पाउने आधार

महिनावारी भएको थाहा पाउने आधारका सम्बन्धमा, रगतको मात्रा बाहिर निस्कँदा मात्र थाहा पाउनेको सङ्ख्या ३० जना थियो। पेट दुखेर ८ जनाले, खाना अरुची भएर ४ जनाले, र ढाड दुखेर मात्र २ जनाले महिनावारीको थालनी भएको बुझ्ने गरेको देखिन्छ।

महिनावारीका बेला व्यक्तिगत सरसफाइ र स्वास्थ्यबारे अभ्यास

महिनावारीको समयमा स्वास्थ्य र सरसफाइसम्बन्धी व्यवहार विश्लेषण गर्दा ३४ जना किशोरीहरूले समय-समय (प्रत्येक ४-६ घण्टा) मा प्याड परिवर्तन गर्ने गरेको पाइयो। ६ जनाले कपडाको प्रयोग गरी सरसफाइ गर्ने गरेका छन्। तर, महिनावारी कप प्रयोगसम्बन्धी कुनै जानकारी नपाएको तथ्य झल्कियो।

कपडाको सुकाउने बानी

महिनावारी भएको समयमा प्रयोग गरिएको कपडालाई घाममा सुकाउनु उचित मानिन्छ । ४० जना किशोरीहरूले घाममा कपडा सुकाउने गरे तापनि ४ जनाले ओसिलो ठाउँमा कपडा सुकाएको देखियो । यसले सरसफाइ र स्वास्थ्यप्रति चेतना अझै अपूरो रहेको संकेत गर्छ ।

महिनावारीको समयमा खानपानको ध्यान

महिनावारीका बेला झोलिलो खाना सेवन गर्ने किशोरीहरूको सङ्ख्या ३० जना छ भने पोषणयुक्त खाना खाने १२ जना छन् । केवल २ जनाले तातो पेय पदार्थ पिउने गरेका छन् । यसले खानपानसँग स्वास्थ्यको सम्बन्धका बारेमा जानकारी आवश्यक रहेको देखाउँछ ।

पेट दुख्दा अपनाइएको उपाय

महिनावारीका समयमा पेट दुख्दा तातो झोलिलो पदार्थ पिउनेको सङ्ख्या ३५ जना रहेको छ । यस्तै, ५ जनाले पेटमा गह्रौं वस्तुले थिच्ने, २/२ जनाले तातो पानी र औषधि प्रयोग गर्ने गरेको तथ्य पत्ता लागेको छ ।

विद्यालयमा महिनावारी भएमा गर्ने अभ्यास

विद्यालयमा महिनावारी भएमा साथीलाई सुनाउने २९ जना किशोरी छन् भने शिक्षकलाई सुनाउने ११ जना रहेको देखियो । ४ जनाले भने घर फिर्ता हुने गरेका छन् ।

अत्यधिक रक्तश्रावका बेला अपनाइने उपाय

महिनावारीका क्रममा अत्यधिक रक्तश्राव हुने ३० जनाले स्वास्थ्य केन्द्र जानु उचित ठान्छन् । १० जनाले खपेर बस्ने र २ जनाले औषधिको सहारा लिने गरे तापनि स्वास्थ्य सेवाप्रति सबैको पहुँच सुनिश्चित नभएको पत्ता लाग्यो ।

आराम गर्ने अभ्यास

महिनावारीका समयमा शारीरिक तथा मानसिक स्वास्थ्यलाई ध्यान दिँदै ३० जनाले अन्य समयमा भन्दा बढी आराम गर्ने गरेको तथ्यांकले देखाउँछ । १० जनाले भने कुनै आराम नगरी दैनन्दिन कामकाज निरन्तरता दिएका छन् ।

उपयुक्त सरसफाइ, खानपान, र मानसिक स्वास्थ्यका लागि महिनावारी व्यवस्थापनमा सुधार आवश्यक छ । सरसफाइका सामग्रीको पहुँच बढाउनु, स्वास्थ्य सम्बन्धी शिक्षाको वृद्धि गर्नु र सामाजिक सौच परिवर्तन गर्नुले यी किशोरीहरूलाई स्वस्थ, आत्मविश्वासी र सशक्त बनाउन सहयोग पुऱ्याउन सक्छ ।

सुझाव

यस लेखमा किशोरीहरूमा हुने महिनावारीको प्रारम्भिक अवस्था र व्यक्तिगत सरसफाइको बारेमा यो अनुसन्धानबाट किशोरीहरूमा हुने महिनावारी हुनु भन्दा पहिले नै महिनावारीको बारेमा शिक्षा दिई मानसिक रूपमा पूर्व तयारी गराउन

आवश्यक रहेको छ जसले गर्दा महिनावारीको समयमा देखा पर्न सक्ने लक्षणहरूको बारेमा जानकारी प्राप्त गरी रगतको मात्रा बाहिर आएपछि थाहा गरेको समस्यालाई समयमा नै व्यवस्थापन गर्नका लागि सचेत भई सो समयमा शारीरिक, मानसिक रूपमा आउन सक्ने विचलनतालाई सहज रूपमा सहजीकरण गर्न सक्छन् साथै महिनावारीको सम्बन्धमा उनीहरू खुलेर आफ्ना आमा, दिदी, साथी र विश्वास लाग्ने आफन्तहरूसँग कुरा गर्न सक्ने हुन्छन् जसले गर्दा उनीहरूमा आत्मबल बढाउन पनि सहयोग पुग्दछ साथै शारीरिक र मानसिक रूपमा स्वस्थ रहन र सो प्रति सकारात्मक धारणाको विकास गर्न, सन्तुलित खाना, आराम तथा व्यायामको व्यवस्था, दैनिक स्वस्थ सरसफाई, र तनावमुक्त जीवनयापन गर्नका साथै घर तथा विद्यालयमा महिनावारी हुँदा के – कसरी समस्या समाधान गर्ने भन्ने कुराहरूको बारेमा जानकारी हुन सक्दछ । जसका लागि निम्न कुराहरूमा ध्यान दिन आवश्यक रहेको देखिन्छ ।

- ➔ यस अध्ययनबाट किशोरीहरूमा हुने महिनावारीको अवस्था र व्यक्तिगत सरसफाई सम्बन्धि ज्ञान दिई स्वस्थ र दिर्घ जीवनका लागि प्रारम्भिक समयमा गर्न सकिने विभिन्न उपायहरूबारे पूर्व समयमा नै छलफल तथा परामर्शको व्यवस्था मिलाउनुपर्ने ।
- ➔ स्वास्थ्यकर्मीहरूलाई अतिरिक्त समय उपलब्ध गराई जनचेतनामूलक कार्यक्रम संचालन गराउनु पर्ने ।
- ➔ स्वास्थ्य शिक्षकका माध्यमद्वारा पनि समय-समयमा सो विषयमा भएका समस्या सम्बन्धि छलफल, परामर्श तथा समस्या समाधानमा सहयोग पुर्याउनका लागि आवश्यक समय उपलब्ध गराउनु उपर्युक्त हुनेछ ।
- ➔ विद्यालयमा सकेसम्म विद्यालय नर्सको व्यवस्थापनमा जोड दिनुपर्ने ।
- ➔ विद्यालयमा महिनावारीको समयमा प्रयोग गर्न उपर्युक्त हुने खालको स्यानिटरी प्याड उपलब्ध गराउनका लागि सम्बन्धित स्वास्थ्य विभागले सहयोग गर्नुपर्ने जसका लागि स्थानीय निकायले विशेष अनुगमन गरी आवश्यक मात्रामा स्वास्थ्यसँग सम्बन्धित कार्यक्रमहरू तय गरी व्यवहारीक रूपमा कार्यन्वयन गराउन सहयोग गर्नु आवश्यक रहेको छ ।

यसरी माथि उल्लेखित कुराहरूमा सम्पूर्ण तह तथा सम्बन्धित पक्षहरूबाट जिम्मेवारी पूर्ण ढंगबाट कार्यहरू अगाडी बढाउन सकेको खण्डमा माहिनावारीको प्रारम्भिक समयमा स्वस्थ रहन गर्नुपर्ने उपाय तथा व्यक्तिगत सरसफाई व्यवस्थित बनाउनका साथै अन्य समयमा देखापर्न सक्ने समस्याहरूलाई पनि सहज रूपमा समाधान गरी स्वस्थ सिर्जनशील नागरिक निर्माण गर्न सकिन्छ ।

निष्कर्ष

यस अध्ययनले किशोरीहरूमा महिनावारीको प्रारम्भिक अवस्थाबारे महत्त्वपूर्ण जानकारी प्रदान गरेको छ। महिनावारी पहिलोपटक हुँदा किशोरीहरूले आमालाई बढी भरोसा गर्ने पाइएको छ भने दिदी र साथीलाई पनि केही हदसम्म विश्वास गरेका छन् । गुरुआमाको भूमिकाको अभाव देखिन्छ । महिनावारीको शुरुवात हुने संकेत र समस्या जस्तै रगतको मात्रा, पेट दुखाइ, र खाना अरुचि प्रमुख छन् । महिनावारीको समयमा व्यक्तिगत सरसफाईको सामान्य ज्ञान धेरै किशोरीहरूसँग भए पनि प्याड प्रयोग गर्ने प्रचलन उच्च छ तर महिनावारी कपजस्ता आधुनिक तरिका अझै अल्पज्ञात छ । महिनावारीमा प्रयोग गरिएको कपडा घाममा सुकाउने चलन प्रचलित छ, तर केहीले ओसिलो ठाउँमा सुकाउने जस्तो गलत अभ्यास गरिरहेका छन् । स्वस्थकर खानेकुरा जस्तै झोलिलो र पोषणयुक्त खानामा ध्यान दिइए

पनि महिनावारीका समयमा हुने पेट दुखाइ र अन्य शारीरिक समस्या समाधानका लागि परामर्श वा उपचारमा ध्यान दिने चलन अपर्याप्त छ ।

यस अध्ययनले किशोरीहरूलाई व्यक्तिगत सरसफाईको ज्ञान, महिनावारी सम्बन्धी सही र व्यावहारिक उपायहरू, तथा सान्दर्भिक परामर्श र स्वास्थ्य सेवाको पहुँच बढाउन आवश्यक रहेको देखाएको छ । यो निष्कर्षले यस क्षेत्र र अन्य ठाउँका किशोरीहरूको महिनावारी व्यवस्थापनमा सहयोग पुऱ्याउने सम्भावना छ ।

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‘वीरेकी आमा’ कथामा प्रगतिवाद

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लेखसार

प्रस्तुत अध्ययन प्रसिद्ध कथाकार रमेश विकलद्वारा लिखित ‘वीरेकी आमा’ कथामा प्रगतिवादी चिन्तनको खोजी गर्नमा केन्द्रित रहेको छ। प्रगतिवादका आधारमा यस अध्ययनमा रमेश विकलको नयाँ सडकको गीत कथा सङ्ग्रहमा सङ्गृहीत ‘वीरेकी आमा’ कथाको विश्लेषण गरिएको छ। यस अध्ययनमा वर्णनात्मक विधिको प्रयोग गरिएको छ। प्रस्तुत अध्ययनकार्यको मुख्य समस्यासँग सम्बन्धित सामग्रीको सङ्कलन पुस्तकालयीय विधिबाट गरिएको छ र विश्लेषण कथालाई प्राथमिक सामग्रीका रूपमा लिइएको छ। सैद्धान्तिक आधार निर्माण तथा कथाको व्याख्या, विश्लेषणका लागि प्रयोग गरिएका सन्दर्भ पुस्तकहरूलाई द्वितीयक सामग्रीका रूपमा लिई गुणात्मक विधिलाई साथ लिएर कथाको चर्चा गरिएको छ। विकलको ‘वीरेकी आमा’ नेपाली समाजमा विद्यमान जातिगत र त्यसकै आधारमा विभेदका माध्यमबाट हुने समस्यालाई मूल स्वर बनाइएकाले प्रगतिवादी कथा हो। कथामा प्रयुक्त प्रमुख पात्रलाई कथाकारले मुक्तिका लागि प्रभुत्वशाली वर्गसँग प्रतिकार गर्ने चेतना सिर्जना गर्न नसके तापनि कथामा प्रगतिवादका लक्षणहरू भने प्रशस्तै रहेका छन्।

शब्दकुन्जी : प्रगतिवाद, सर्वहारा, भौतिकवाद, पर्यवेक्षण, पक्षपोषण

परिचय

प्रसिद्ध कथाकार रमेश विकलद्वारा लिखित ‘वीरेकी आमा’ कथामा प्रगतिवादी चिन्तनको खोजी गर्नमा प्रस्तुत लेख केन्द्रित रहेको छ। साहित्यलाई समाजको उपज मान्दै सामाजिक यथार्थको अभिव्यक्तिमा जोड दिने, वैयक्तिक आनन्दलाईभन्दा समाजको भौतिक विकासलाई बढी महत्त्व दिने मान्यतालाई प्रगतिवाद भनिन्छ (उप्रेती र अन्य, २०७९)। प्रगतिवादी कथाकार विकल वि.सं. १९८५ को भाइटीकाका दिन पिता चन्द्र शेखर चालिसे र माता छायादेवीका जेठा सन्तानका रूपमा गोकर्ण आरुबारीमा जन्मिएका थिए। उनको न्वारनको नाम रामेश्वर शर्मा चालिसे भए पनि साहित्यका क्षेत्रमा उनी रमेश विकलका नामबाट परिचित छन्। साहित्यका विभिन्न विधामा कलम चलाएका विकलको कथा विधामा विशेष योगदान रहेको छ। उनका बिरानो देशमा (२०१६), नयाँ सडकको गीत (२०१९), आज फेरि अर्को तन्ना फेरिन्छ (२०२४), एउटा बूढो भ्वाइलेन आशावरीको धुनमा (२०२५), उर्मिला भाउजु (२०३५),

शव, सालिक र सहस्र बुद्ध (२०४३) र हराएका कथाहरू (२०५५) जस्ता कथासङ्ग्रहहरू छापिएका छन् भने अन्य फुटकर कथाहरू पनि प्रकाशित छन्। चर्चित कथाकार रमेश विकलका कथाहरूमा नेपाली समाजमा विद्यमान वर्गीय, लैङ्गिक, जातीय, क्षेत्रीय विभेदका साथै पात्रका मनोवैज्ञानिक समस्याहरूको प्रस्तुति पाइन्छ (वाग्ले, २०६०)। उनले आफ्ना कथाहरूमा आफू बाँचेको युगका यथार्थलाई कलात्मक रूपमा अभिव्यक्त गरेका छन्। यस क्रममा विकलले आफ्ना कथाहरूमा कतै सामाजिक यथार्थवादी, कतै आलोचनात्मक यथार्थवादी, कतै मनोवैज्ञानिक यथार्थवादी दृष्टिकोण प्रस्तुत गरेका छन् (शर्मा, ई. १९६४)। प्रगतिवादका आधारमा यस अध्ययनमा रमेश विकलको नयाँ सडकको गीत कथा सङ्ग्रहमा सङ्गृहीत ‘वीरेकी आमा’ कथाको विश्लेषण गरिएको छ।

सामाजिक जीवनको यथार्थलाई क्रान्तिकारी विकासका सन्दर्भमा चित्रण गर्नु नै समाजवादी यथार्थ हो। समाजवादी यथार्थवादकै धरातलमा मार्क्सवादी दर्शनको बीजारोपण भएर प्रगतिवादको स्थापना भएको हो (गौतम, २०५४)। सामाजिक व्यवस्थाको हालसम्मको इतिहासलाई मार्क्सवादले आदिम साम्यवादी व्यवस्था, दासप्रथायुक्त व्यवस्था, सामन्तवादी व्यवस्था, पुँजीवादी व्यवस्था एवम् साम्यवादी व्यवस्थागरी पाँच चरणमा विभाजन गरेको छ। प्रगतिवाद मार्क्सवादकै एउटा साहित्यिक संस्करण हो। प्रगतिवादले आफ्नो विश्वदृष्टिकोणका रूपमा समस्त सृष्टिजगत् मानव समाजका विकास प्रक्रिया र घटनाहरूको तथा चेतन, अचेतन वस्तुको व्याख्या गर्ने मार्क्सवादलाई स्विकारेको छ। मार्क्सवादको दर्शन नै भौतिकवाद हो। प्रगतिवादको दार्शनिक धरातल द्वन्द्वात्मक भौतिकवाद र ऐतिहासिक भौतिकवाद गरी दुई भागमा विभक्त रहेको छ (गिरी, २०७०)। द्वन्द्वात्मक भौतिकवाद मानव जीवनका अनुभव र निरीक्षणमा आधारित दर्शन हो। यस दर्शनअनुसार संसारका प्रत्येक वस्तु परिवर्तनशील हुन्छन् र कुनै पनि चिजको स्थायित्व छ भने त्यो सृष्टिको गतिशीलता अथवा परिवर्तनकारी दीर्घकालीन यात्रामा छ भन्ने मान्यता राख्दछ (जोशी, २०६६)। ऐतिहासिक भौतिकवादले खास गरेर जीवनका भौतिक अर्थात् आर्थिक, सांस्कृतिक परिस्थितिहरूउपर जोड दिन्छ। भौतिक जीवन तथा यसका मूल्यहरूमा जीविकोपार्जनका प्रकार र उत्पादनका पद्धति नै सर्वप्रधान हुने हुनाले अर्थ नै वास्तविक मापदण्ड ठहर्दछ। प्रगतिवादको आरम्भ मार्क्सवादका संस्थापक विचारक मार्क्स एङ्गोल्स हुन्। मार्क्सकै साहित्यसम्बन्धी अवधारणाले नै प्रगतिवादी साहित्यको सैद्धान्तिक धरातल निर्माण गरेका छन् (गौतम, २०५४)। वर्ग सङ्घर्षको मैदानमा युद्धरत रहँदा हासिल गरेका प्रत्यक्ष शिक्षाका लेलिन र माओले प्रगतिवादी साहित्यसम्बन्धी महत्वपूर्ण सिद्धान्त स्थापना गरेको पाइन्छ। प्रगतिवादी साहित्यले परिवर्तनसम्बन्धी चेतनाको पक्षपोषण गर्दछ। प्रगतिवादी साहित्यको मूल उद्देश्य वर्गसङ्घर्षको स्थिति, यथार्थपरक शैली क्रान्तिकारी भविष्यदृष्टिको अभिव्यञ्जना, व्यापक समाज पर्यवेक्षण, लैङ्गिक विभेदको विरोध, सामाजिक रुढि, अन्धविश्वास, धार्मिक आडम्बरको विरोध, सर्वहारा वर्गको पक्षपोषण र शोषक सामन्ती व्यवस्थाको विरोध गर्नु रहेको देखिन्छ (गिरी, २०७०)। प्रस्तुत अध्ययनमारमेश विकलको ‘वीरेकी आमा’ कथामा प्रगतिवाद अध्ययन गर्ने क्रममा प्रगतिवादी कथा विश्लेषणका यिनै ढाँचा तथा सिद्धान्तलाई मुख्य आधार मानी विश्लेषण गरिएको छ।

नेपालको भौगोलिक, सामाजिक, आर्थिक पक्षको गहनतम अध्ययन गरी समाजमा रहेका विभिन्न विकृति, विसङ्गतिको ठाडो आलोचना गर्दै यथार्थ पक्षलाई जोड दिई कथा रचना गर्ने कथाकारका रूपमा परिचित विकलका कथाहरूका बारेमा विश्लेषण विभिन्न पत्रपत्रिका एवम् पुस्तकहरूमा गरिएकाटीका टिप्पणीहरू प्राप्त भएतापनि माथि प्रस्तुत ढाँचा एवम् सिद्धान्तका आधारमा उनको ‘वीरेकी आमा’ कथाको प्रगतिवादी दृष्टिकोणबाट भने अध्ययन भएको देखिएन।

यसै सन्दर्भमा, रामहरि पौड्यालले ‘समालोचना भानुभक्त आचार्यदेखि मोदनाथ प्रश्रितसम्म’ नामक पुस्तकको ‘विकल र नयाँ सडकको गीतमा सामाजिक चेतना’ शीर्षकको लेखमा ‘वीरेकी आमा’ लगायतका कथाको चर्चा गर्दै कथाकार गुरुप्रसाद मैनालीपछि विकल नै सही अर्थमा नेपाली मुटुको धड्कन समेट्न सक्ने कथाकार हुन् भन्ने विचार प्रस्तुत गरेका छन्। उनले विकलका कथामा सामाजिक विकृति र असमानतालाई सफलतासाथ चित्रण गर्दै स्त्री पुरुषको सम्बन्ध प्रेम वासना, जातिवाद, शोषण, धर्मको नाममा आडम्बर, रुढि, अन्धविश्वास, अनैतिकता आदि सबैलाई प्रगतिवादी दृष्टिले नौलो र मौलिक मापदण्डले नापेर प्रस्तुत गर्ने प्रयास गरेका छन् (पौडेल, २०४९) भनी उल्लेख गरेका छन्। त्यस्तै ‘रमेश विकलका केही कथा’ शीर्षकमा रमेश विकललाई सामन्ती विचारबाट असन्तुष्ट भएका एक सचेत सामाजिक यथार्थवादी कथाकार मान्दै उनले कथामा नेपाली समाजका विद्यमान विभिन्न शोषण र दमनको यथार्थ चित्रण गरेको विचार व्यक्त गरेका छन् (शर्मा, ई. १९६४)। त्यसै गरी ‘प्रगतिवादी नेपाली कथाका प्रवृत्तिहरू’ शीर्षकको विद्यावारिधि शोध प्रबन्धमा रमेश विकलका कथामा ग्रामीण तथा नगर समाजका उत्पीडित पात्रहरू (मगन्ते, कुल्ली, ज्यामी, दाउरे, नोकर) का साथै साहुमहाजन, मुखिया, पण्डित आदि उत्पीडक पात्रहरू विकलका कथामा चलखेल गर्छन (पौडेल, २०६७) भनी उल्लेख गरेको भेटिन्छ।

यसरी उपर्युक्त अध्ययनहरूमा प्रगतिवादसँग सम्बन्धित केहीसैद्धान्तिक सामग्री भेटिए पनि रमेश विकलको ‘वीरेकी आमा’ कथामा प्रगतिवादलाई आधार बनाएर अध्ययन गरेको पाइएन। जे जति अध्ययन गरिएका छन् ती पनि त्यति सबल र पर्याप्त देखिँदैनन्। अतः रमेश विकलको ‘वीरेकी आमा’ कथामा प्रगतिवादी चिन्तन कसरी प्रकट भएको छ? भनी प्रस्तुत कथामा प्रगतिवादको खोजी गरेर यहाँ त्यसै आधारमा उक्तकथाको विश्लेषण गरी अध्ययनमा रहेको यही अभावको पूर्ति गर्ने लक्ष्य रहेको छ।

प्रस्तुत अध्ययनका खास गरी निम्न दुईवटा उद्देश्यहरू रहेका छन् :

(क) ‘वीरेकी आमा’ कथामा प्रगतिवादी चिन्तनको खोजी गर्नु,

(ख) प्रगतिवादका आधारमा ‘वीरेकी आमा’ कथाको विश्लेषण गर्नु।

प्रस्तुत अध्ययन रमेश विकलको ‘वीरेकी आमा’ कथामा प्रगतिवाद रहेको हुँदा यो विषय अध्ययनका दृष्टिले महत्वपूर्ण, उपयोगी एवम् औचित्यपूर्ण रहेको छ। यस विषयको अध्ययनबाट कथाकार विकलको कथामा प्रयोग भएको प्रगतिवादसम्बन्धी नूतन ज्ञानको प्रतिष्ठापन हुने भएकाले पनि यो अध्ययन खोज अनुसन्धानको क्षेत्रमा औचित्यपूर्ण रहेको छ।

अध्ययन विधि

यस अनुसन्धानमा वर्णनात्मक विधिको प्रयोग गरिएको छ। प्रस्तुत अध्ययनकार्यको मुख्य समस्यासँग सम्बन्धित सामग्रीको सङ्कलन पुस्तकालयीय विधिबाट गरिएको छ। अध्ययनका सामग्रीको स्रोत दुई किसिमका छन् : प्राथमिक र द्वितीयक। यसका लागि प्राथमिक स्रोत सामग्रीका रूपमा रमेश विकलद्वारा सिर्जित ‘वीरेकी आमा’ कथा रहेको छ भने द्वितीयक स्रोत सामग्रीका रूपमा वीरेकी आमा कथाका सम्बन्धमा यस अघि गरिएका अध्ययन, व्याख्या, विश्लेषण तथा सैद्धान्तिक क्षेत्रका सामग्रीहरू रहेका छन्। त्यस्तै गरी सामग्री विश्लेषण विधिका रूपमा प्रस्तुत अध्ययनपत्रमा उठाइएका समस्याको प्राज्ञिक समाधानका लागि प्रगतिवादी सिद्धान्तलाई प्रमुख आधार

बनाइएको छ । सङ्कलित सामग्रीहरूलाई प्रगतिवादी सिद्धान्तकै आधारमा विश्लेषण गरी निष्कर्ष प्रस्तुत गरिएको छ । यही प्रगतिवादी सिद्धान्तकै आधारमा प्रस्तुत अध्ययनमा सामग्री विश्लेषणको आधारलाई निम्नानुसार प्रस्तुत गरिएको छ :

- (क) वर्गसङ्घर्ष र जातीय समस्या,
- (ख) यथार्थपरक शैली,
- (ग) व्यापक समाज पर्यवेक्षण
- (घ) सामाजिक रुढि, अन्धविश्वास, धार्मिक आडम्बरको विरोध एवम्
- (ङ) सर्वहारावर्गको पक्षपोषण र शोषक सामन्ती व्यवस्थाको विरोध ।

कथाको व्याख्या र विश्लेषण

नयाँ सडकको गीत कथा सङ्ग्रहमा सङ्कलितकथाकार रमेश विकलको ‘वीरेकी आमा’ कथा तत्कालीन समाजमा विद्यमान अन्तरजातीय सम्बन्ध र त्यसले समाजमा पारेको नकारात्मक प्रभावलाई प्रस्तुत गरिएको कथा हो । कथामा समाजमा सामाजिक रीतिरिवाज, धर्म, संस्कृतिका नाममा मानिसले मानिसलाई गरेको अमानवीय व्यवहारको विरोध गरिएको छ । हाम्रो नेपाली समाज बहुभाषिक, बहुजातीय तथा बहुसांस्कृतिक गुणले भरिएको छ । यस परिस्थितिमा पनि नेपाली समाज आज जातीय विभेदबाट मुक्त हुन सकेको छैन भन्ने कुरालाई कथाकारले यस कथामार्फत् प्रस्तुत गरेका छन् । यहाँ निम्न आधारहरूमा कथाको विश्लेषण गरिएको छ :

१. वर्गसङ्घर्ष र जातीय समस्या

‘वीरेकी आमा’ कथा वर्गसङ्घर्ष र जातीय समस्यासँग सम्बन्धित एक उत्कृष्ट कथा हो । नेपाली समाज बहुभाषिक, बहुजातीय तथा बहुसांस्कृतिक गुणले युक्त भएकाले आजको यस परिप्रेक्ष्यमा पनि नेपाली समाज जातीय विभेदबाट मुक्त हुन नसकेको कुरालाई कथाकार विकलले ‘वीरेकी आमा’ कथामार्फत् प्रस्तुत गरेका छन् । वीरेकी आमा निम्न वर्गकी पात्र हो, जसले समाख्याताकी काल्पनिक पात्रले जति पनि महत्त्व पाएकी छैन । वीरेकी आमा निम्न जातकी भएकाले मानिसले पाउनुपर्ने इज्जत पनि पाएकी छैन । आफ्नै छिमेकीको मृत्युमा पनि शोक व्यक्त गर्न नसक्ने उच्च वर्गको विरोध गरेका छन् कथाकार विकलले । यहाँ जातीय विभेदका आधारमा सञ्चालित समाजमा निम्न जातको प्रतिरोधी व्यवहार पनि उच्च जातका लागि हाँसोको विषय बनेको छ । वीरेकी आमा आफू अशिक्षित भए पनि आफूमाथि भएको अन्याय बुझ्थी र त्यसको विरोध पनि गर्थी – “त्यै माइलो गरिबमारा ... सक्तिन भन्दा पनि कर लाएर बिहान धान कुट्न गएँ, आधामाना चामल दिएको पनि मिथैमिया” (विकल, २०६७ : ५६) । उसले काम गर्न सकिदैन भन्दा पनि कर गरीगरी वीरेकी आमाले काम लगाउने र कामको उचित पारिश्रमिक नदिने शोषकसामन्तीहरूको विरोध पनि गरेकी छे । निम्न जात र स्तरकी वीरेकी आमाले समाज प्रदत्त जीवन यति कठोर छ कि बाटोमा हिँड्दा पनि निर्धक्क हिँड्न पाउँदैन, तरकारी हाल्ने बेसार हुँदैन । उससँग मिठो मसिनो खानलाई पनि अरूले छोडेको जुठो खानुपर्ने दर्दनाक अवस्थालाई कथाकार विकलले यसरी व्यक्त गरेका छन्: “अस्ति न्वाउन पनि पानी तताइदियो... बेसार छैन बज्यै भनेको त कतिका न बेसार दिया ... पहेंलै पारेर तिहुन खाइयो । ... आफ्नो हातले छोपेको टपरी उघारेर

साहिली बच्चैलाई देखाउँदै आफ्ना बत्तीस दन्त झिलमिल्याएर दड्ग पर्दथी । त्यो टपरीमा केटाकेटीहरूले लुछदालुछदा थाकेर मिल्काएका हाडखोर र गिजलेर फ्याँकेको भात सिवाय अरू केही हुँदैनथ्यो” (विकल, २०६७ : ५७-५८) । अरूको श्रमलाई सहजै पचाउने र श्रम गरिदिनेलाई पशुतुल्य बनाउने उच्चवर्गप्रति तिखो व्यङ्ग्य गरेका छन् कथाकार विकल । निम्न जातकै भएका कारण वीरेकी आमामाको बिरामी भएपछि मृत्यु हुन्छ । मृत्युपछि पनि उसलाई छुन कोही गएका छैनन् । वीरेकी आमामाको श्रमलाई छुन हुने र उसलाई छुन नहुने सामन्ती सोचको विरोध गरिएको छ । उसको हातखुट्टा चलुन्जेल उससँग भएका आवश्यक वस्तुहरूबाट सबैले आफ्नो खाँचो टार्दा छुन केही भएन तर उसलाई पर्दा र उसको मृत्युपछि ऊ निम्न जातकी भएकीले उसलाई सहयोग नगर्ने कथित उच्चजातको निम्न सोचको विरोध गरिएको छ – “हेर अब त्यो बिचरीको दुर्गति; एकातिर छोरो मोराको अत्तोपत्तो छैन नभोट छ न मधेस छ, अर्कोतिर आफ्नो भन्ने इष्ट कोही छैन । अब त्यो सिनो कतिन्जेल मझेरीमा सड्ने हो । गाउँका ठूला जातले छुन भएन के गर्ने” (विकल, २०६७ : ६०) ।

मानिस मानिसका विभेदका कारण निम्न जातलाई आफ्नो आवश्यकतामा बाँचुन्जेल चरम उपयोग गर्छ भने मरेपछि छुन पनि घृणा गर्छ । वीरेकी आमाले गरेको कामको प्रतिफल उपभोग गर्न कसैले सोच्नु परेन । उसले कुटेको धान, धोएको लुगा, माझका भाँडा सबै चलन हुने तर उसको लास छुन नहुने । गाउँका बच्चाहरूलाई स्याहार सुसार गरेर हुर्काउँदा, सेकताप गर्दा, उसको दूध खुवाउँदा त्यो उच्च जातलाई मृत सञ्जीवनी बन्यो तर तिनै उच्च जातलाई उसको मृत लास विष बनेको छ । यसरी आफ्नो आवश्यकता पूर्तिका लागि सबैलाई वीरेकी आमा सुनमा सुगन्ध बनेकी छे भने उसको मृत शरीर सबै गाउँलेका लागि अर्थात् तथाकथित उच्च वर्गका लागि घृणाको वस्तु बनेको यथार्थलाई यस कथाले व्यङ्ग्य गरेको छ ।

२. यथार्थपरक शैली

निम्नवर्गीय नेपाली ग्रामीण समाजको यथार्थ चित्रण हो ‘वीरेकी आमा’ कथा । समाजमा बनिबुतो गरी आफ्नो दैनिक छाक जेनतेन टार्ने निम्नवर्गीय समस्यालाई यसले समेटेको पाइन्छ । कथामा तत्कालीन समाजमा उच्च जाति र वर्गले निम्न जाति र वर्गमाथि गरेको अमानवीय व्यवहारको यथार्थ चित्रण गरिएको छ । समाजकी गरिब अनि श्रमजीवी वीरेकी आमा आफू स्वस्थ रहँदासम्म त्यस समाजका उच्चवर्गको सेवा गरेकी र आफू अस्वस्थ हुँदा औषधि उपचार पनि नपाई मरेकी वीरेकी आमामाप्रति सहानुभूति प्रकट गर्दै त्यसको आलोचना गरेका छन् । निम्न र उच्च जातका आधारमा मानिसको स्थान निर्धारण हुने समाजमा निम्न जातलाई सधैं असक्षम बनाइएको हुन्छ भन्ने यथार्थलाई ‘म’ पात्र भन्छ: “हैरान भएर एक मन त खाँचैसित यसलाई हिरोइन बनाइदिऊँ कि भन्ने झोंक पनि चल्यो । नराम्री भई त के भयो, आखिर यो पनि त एउटी नेपाली नै त हो । तर तत्कालै म आफैँलाई मुटुभित्रैदेखि हाँसो उठेर आयो । के सोचेको हुँला, चाना पखाल्या पानीजस्तो । त्यो जैरीको त्यो जिन्दगीको कुनचाहिँ विशेषताको जगमा कहानीको भित्तो ठड्याउने ?” (विकल, २०६७ : ५५) ।

वीरेकी आमा नेपाली नारी भएकाले कथाकी नायिका बन्न योग्य छे तर वर्गीय सोचाइ भएको समाजमा हुर्किएको मानसिकतालाई निम्न वर्गीय र जातकी उसलाई नायिका बनाउनेभन्दा म पात्रलाई हाँसो र चाना पखालेको पानी जस्तो अर्थहीन लाग्ने सोचाइलाई यथार्थपरक शैलीमा प्रस्तुत गरिएको छ ।

३. व्यापक समाज पर्यवेक्षण

यस कथामा तल्लो जातका मानिसलाई उच्च जातका मानिसले कष्टकर जीवन भोग्न बाध्य बनाएको सन्दर्भलाई प्रस्तुत गरिएको छ । तत्कालीन समाजमा सबै नीति नियमको निर्माता र त्यसलाई वैधता प्रदान गर्ने कार्य दुवै उच्च जातबाटै गरिएकाले निम्न जातलाई उच्च जातले सीमान्तीकृत अवस्थामा पुर्याएको कुरालाई यस कथामा कलात्मक रूपमा प्रस्तुत गरिएको छ । त्यसैले गाउँमा उसको परिश्रम चल्ने उच्च जातलाई आवश्यक परेको सेवा लिन हुने तर उसको आवश्यकतालाई पूरा गरिदिन नहुने उच्चवर्गको न्यून सोचाइलाई प्रस्तुत गरिएको छ : “मलाई यहाँसम्म थाहा छ, आजका लायक र जमामर्द छाती फुलाएर हिँड्ने गाउँका जुँगामुठे ठिटाहरूलाई आज जमामर्द भएर छाती अकड्याएर हिँड्ने बनाएकी वीरेकी आमाले नै हो । उसैले यिनीहरूलाई रगतको कुण्डबाट उतारेर अँध्यारो कुनाबाट उज्यालो संसार देखाएकी थिई, उसैले यी सबलाई तेल चुपर, सेकताप गरेर यिनका हड्डीमा ताकत भरेकी थिई । कतिले त उसको दूध पनि घुट्क्याएका थिए (जसमध्ये एक जना म स्वयम् हुँ)” (विकल, २०६७ : ६०) ।

गाउँका मानिसलाई शारीरिक परिश्रम गरेर मात्रै सहयोग गरेकी होइन; गाउँका बच्चाहरूलाई स्याहारसुसार गरेर, सेकताप गरेर आफ्नो अमृत समान दूध खुवाएर गाउँको सेवा गरी तर हाम्रो वर्गीय, जातीय अनि रुढिग्रस्त समाजका मानिसले उसको दूध मृतसञ्जीवनी बनाए भने ऊ मर्दा उसको शरीर उनीहरूले छुन नहुने विष बनाउने प्रवृत्तिलाई यस कथाले प्रस्तुत गरेको छ । वर्ग, जातीय अनि सामाजिक रुढि, अन्धविश्वास र धार्मिक आडम्बर अनि शोषणको विरोध गर्दै लेखिएको कथा हो ‘वीरेकी आमा’ । यहाँ गरिबलाई गरिब बनाउन खोज्ने अनि आफू सँधै उच्च स्थानमा बस्न खोज्ने उच्च वर्गीय मानसिकताको विद्रोह गरिएको छ ।

४. सामाजिक रुढि, अन्धविश्वास, धार्मिक आडम्बरको विरोध

शोषणको वैज्ञानिक हतियार हो धर्म । शोषक सामन्तहरूले धर्म र संस्कृतिको नाममा निम्न वर्गका मानिसहरूको शोषण गरेको पाइन्छ । सानो र अछुत जातकी वीरेकी आमाले मानवीय अस्तित्व पाउन सकेकी छैन । गाउँघरमा ढिकी जाँतो गरेर आफ्नो पेट पालेकी वीरेकी आमा अछुत भएकाले नै ऊ घृणित बनेकी छे । वीरेकी आमाबाट आर्जित उत्पादनलाई सबैले प्रयोग गर्दा त्यहाँ कुनै किसिमको जातीय, धार्मिक र सांस्कृतिक परम्पराले रोकेको छैन भने ऊ अरूका लागि परिश्रम गर्दा गर्दै विरामी हुँदा पनि उसलाई औषधि उपचार र सहयोग गर्न धर्म र संस्कृतिको तगारो लगाएर पन्छिन खोज्ने सामन्ती संस्कारको विरोध कथाकारले कथामा गरेका छन् : “बिचरी घलेको मेला गएकी रे, खाजा खाने बेलादेखि नै पखाला चलन थालिहालेछ । बिचरी हिजो रातभर, आज दिनभर, अघि साँझ त मरिहाली । न एक पैसाको ओखती देख्न पाई न कुनै गाउँले झारपात नै सुँध्न पाई” (विकल, २०६७ : ५३) ।

वैज्ञानिक आधारले स्थान नपाएको समाजमा रुढि नै विचार तथा ज्ञानको स्रोत बनेको हुन्छ । राम्रो लाउने मिठो खाने र सफासुग्ध हुने सबै सकारात्मक पक्षको हिस्सेदारका रूपमा उच्च जातले आफूलाई अगाडि राखेको र यी सबैबाट बिमुख चाहिँ निम्न जातलाई बनाएको पाइन्छ । निम्न जातका मानिसलाई काम गर्ने मसिनका रूपमा प्रयोग गर्ने उच्च जातीय सामाजिक मानसिकताको विरोध पनि कथाकारले गरेका छन् । वीरेकी आमा उदार मन भएकी सेविका हो । उसले सबैलाई ऋण लगाएकी थिई । उसले गरेको कामको प्रतिफल उपभोग गर्न कसैले सोच्नुसम्म पनि परेन तर उसको मृत्युपछि उसको लास कसैले पनि छुन नहुने अन्धविश्वासको विरोध गरिएको छ । धान कुट्ने, लुगा धुने, भाँडा

माइने, बच्चालाई सेकताप गर्ने, दूध खुवाउने जस्ता काम उच्च जातका मानिसलाई चले तर सामाजिक चेतनामा मानवताभन्दा सामाजिक रुढि, अन्धविश्वास अनि धार्मिक आडम्बरलाई शक्तिशाली बनाइएकाले उसको लासलाई कसैले छोएको छैन।

५. सर्वहारावर्गको पक्षपोषण र शोषक सामन्ती व्यवस्थाको विरोध

‘वीरेकी आमा’ कथामा निम्न वर्गकी वीरेकी आमाको कारुणीक पक्षलाई समर्थन गरिएको र श्रम शोषण गरी आफ्नो दुनो सोझ्याउने सामन्तीको आलोचना गरिएको छ। निम्न वर्गका मानिसलाई श्रम गराउने र त्यसको पारिश्रमिक पनि उच्च वर्गकाले नै खाने प्रवृत्तिलाई यस कथामा यसरी प्रस्तुत गरिएको छ : “बिचरी घलेको मेला गएकी रे, खाजा खानेबेलादेखि नै पखाला चलन थालिहालेछ बिचरी हिजो रातभर, आजदिनभर अधि साँझ त मरिहाली। न एक पैसाको ओखती पाई, न कुनै गाउँले झारफुक सुध्न नै पाई” (विकल, २०६७ : ५३)। निम्नवर्गका मानिसलाई काम गर्ने मेसिनका रूपमा सम्झने र उनीहरू विरामी परेपछि एकवचन पनि नसोध्ने सामन्तीको विरोध कथाकारले कथामार्फत् गरेका छन्। वीरेकी आमा निम्न वर्गकी भए तापनि दिल भएकी पात्र हो। गाउँमा जसलाई जस्तो परेपनि काम गर्न अगाडि सर्रे सबैका सबै समस्या समाधान गरेकी हुन्छे। उसले गाउँमा सबैलाई ऋण लगाएकी हुन्छे। जुन कुरा समाख्याताकी श्रीमतीले बुझेकी हुन्छे : “बिचरी हजारे गरिब भए पनि कसैको कनिकाको गेडासम्म पनि खाइन है; बरु गाउँभरीलाई ऋण बोकाएर गई” (विकल, २०६७ : ५५)। यस कथामा समाजमा बनिबुतो गरी आफ्नो छोक टार्ने निम्न वर्गप्रति सहानुभूति र निम्न वर्गमाथि उच्चवर्गले गरेको अमानवीय व्यवहारको यथार्थ चित्रण गरिएको छ।

निष्कर्ष तथा उपादेयता

विकलको ‘वीरेकी आमा’ नेपाली समाजमा विद्यमान जातिगत र त्यसकै आधारमा विभेदका माध्यमबाट हुने समस्यालाई मूल स्वर बनाइएकाले प्रगतिवादी कथा हो। वीरेकी आमा यस कथाकी प्रमुख पात्र र समाजमा निम्न जातिको पहिचान बोकेकी नारी हो। यस कथाको समाजमा रहेका बहुसङ्ख्यक उच्च जातका मानिसहरूले निम्न जात भएकै आधारमा अपमान गरेका छन्। त्यस क्रममा वीरेकी आमाको पहिचानलाई हास्यास्पद ठान्ने, उचित पारिश्रमिक नदिने, बाटो हिँड्न नदिने, जुठो र खराब खानेकुरा दिने जस्ता व्यवहार गरेर घृणा गरेका छन्। उच्च वर्गले निम्न वर्गमाथि गरेको अन्याय र अत्याचारलाई वीरेकी आमा कथामा देखाएर कथाकारले समाजमा समानता चाहेको प्रस्ट हुन्छ। यसरी प्रस्तुत कथाको सर्वेक्षण गर्दा प्रगतिवादलाई मूल स्वर बनाइएको देखिन्छ। मूलतः कथामा मुख्य भूमिकामा देखिएको पात्र शक्ति प्रयोगका दृष्टिले ज्यादै निरीह अवस्थामा रहेको पाइयो। पात्रमाथि अभिजात वर्गले शक्तिको निरन्तर र चौतर्फी प्रहार गरेको छ। त्यस क्रममा धनीले गरिबलाई, पुरुषले नारीलाई र उच्च तथा शक्ति सम्पन्न जातिले निम्न तथा कमजोर जातिलाई सीमान्तकृत अवस्थामा पुर्‍याएका छन्। कथाकार विकलले समाजको यथास्थितिमा विद्यमान एकपक्षीय र विभेदकारी मान्यताको खण्डन गर्दै सीमान्तकृत वर्गप्रतिको आफ्नो झुकावलाई प्रस्तुत गरेका छन्। नेपाली समाजका नारी, बालबालिका, निम्न वर्गीय श्रमिक, किसान, अपाङ्ग, निम्न ठानिएका जाति आदिमाथि हुने गरेका सबै प्रकारका पीडा तथा प्रहारहरूलाई ज्यादै संवेदनायुक्त ढङ्गले प्रस्तुत गरेका छन्। त्यसकारण उनको यस कथामा यथास्थितिप्रतिको चरम असन्तुष्टि र सुधारको चाहना देखिन्छ। यसरी कथामा प्रयुक्त प्रमुख पात्रहरूलाई मुक्तिका लागि प्रभुत्वशाली वर्गसँग प्रतिकार गर्ने चेतना कथाकारले सिर्जना गर्न नसके तापनि प्रगतिवादका लक्षणहरू रहेका छन् भन्ने निष्कर्ष निकालिएको छ। प्रस्तुत अध्ययनमा रमेश विकलको वीरेकी आमा

कथाको प्रगतिवादी दृष्टिकोणबाट व्याख्या, विश्लेषण गरिएको छ । यो अध्ययन भावी अध्येताहरूका लागि थोरबहुत खुराक तथा अध्ययन अनुसन्धानको आधार सामग्री बन्न सक्नेछ ।

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