Students' Perception toward Smartphone Usage at Yagyodaya Dudhnath Tharu Multiple Campus.

Moti Raj Gautam

ABSTRACT

Technology has become an integral part of our lives in the digital era where mobile phones have emerged as attractive and powerful learning tools. These pocket-sized powerhouses are ubiquitous in today's society, and they are also becoming increasingly popular in educational settings. With their widespread availability and diverse functionalities, students are increasingly turning to mobile phones as valuable learning resources. With the increasing accessibility of smartphones and tablets, education has transformed from traditional classroom settings to a more flexible and interactive experience. Students are already using their mobile phones for a variety of purposes, such as accessing information, communicating with others, and staying organized. As a result, there is a growing interest in using mobile phones as learning resources. This paper aimed to explore students' perceptions, views, and opinions about the usage of mobile phones in an educational setting in Yagyodaya Dudhnath Tharu Multiple Campus. The research question of this study was how the students use smartphones in their learning activities. A quantitative approach was used for this study. 100 students participated as the sample in the study. A structured questionnaire containing 30 questions was used as a data collection tool. The study found positive perceptions toward using smartphones as a learning tool and integrating smartphones into learning activities.

Keywords: Cell phone, Calculator, Facebook, Google, Messenger, Smart Phone, YouTube

Introduction

Smartphones are one of the most influential technological devices of modern times, and their multifunctional capabilities have made them an integral part of the daily lives of almost all individuals. They play a major role in the activities of almost all individuals in their daily lives and are widely regarded as an essential tool for work entertainment, education, and teaching. Not only is their efficacy in various aspects of life but they are also seen as essential educational tools that facilitate both learning and teaching in the educational field. In addition, 21st-century students are highly dependent on technological trends and would find it difficult to imagine not utilizing them in their daily lives. Students in colleges cannot stand it any longer without checking their technological devices such as smartphones, laptops, etc. (Yu & Conway, 2012). Smartphones are the new generation of mobile phones, they have emerged over the last few years and already have conquered the market. Smartphones with small keyboards are more than simply phones; they also

contain computer functions such as email, calendar, and address book, as well as office apps for reading and editing. Camera, video, sound recordings, and podcasting are advanced multimedia phone functions that can compete with professional equipment. Smartphones may be customized with new software, and the number of available programs is growing. Social communication systems (such as Facebook, Twitter, Instagram, and WhatsApp), GPS functionality, and games are particularly popular (Kibona & Mgaya, 2015).

There are several advantages to using mobile phones as a learning tool. Students can use mobile phones to access a variety of educational materials, such as textbooks, articles, and videos. They can also use mobile phones to stay connected with their teachers and classmates, work on projects together, and answer quizzes and tests. However, there may be some negative aspects to adopting mobile devices for education. Mobile devices can be a distraction and be utilized for non-academic activities. Additionally, there is a huge range in the quality of instructional apps and websites.

The objectives of the study were to study the extent of smartphone usage among students, explore the impact of smartphone usage on students' academic performance, investigate patterns of smartphone usage such as frequency of use, duration of use, and preferred applications and examine students' perceptions regarding the benefits and drawbacks of smartphone usage.

Review Literature

Research has been conducted to assess student attitudes and perceptions toward the utilization of mobile devices for learning purposes. Generally, students have a positive perception of mobile devices as educational tools. Students are likely to believe that mobile devices can assist them in learning more efficiently, and are more inclined to use mobile devices for learning when given the option to do so. Academic learning is becoming more creative as a result of smartphones and other forms of media in fostering and advancing 21st-century skills and knowledge (Tulenko & Bailey, 2013). The importance of smartphones and mobile technology in education cannot be overstated (Tikoria & Agariya, 2017). Masiu, Tokelo, Chukwuere, and Joshua (2018) studied the impact of smartphones on students' academic life at a South African university. Smartphones offer advanced capabilities like email access, biometrics, online shopping, and social media. The study aimed to analyze the benefits and drawbacks of smartphone use, examine how students utilize them for educational careers, and identify factors that motivate smartphone use. The findings showed that smartphone use positively influences students' academic development, boosting their results and social networking. Parajuli (2016) investigated mobile learning habits among undergraduates in Nepal's Gorkha district, focusing on the availability, prices, trends, institutional regulations, and attitudes toward mobile learning. The study used a mixed methods methodology, with quantitative data from 161

undergraduates and semi-structured interviews from 19 randomly selected respondents. The majority of students were enthusiastic about mobile learning, but some were dissatisfied with its efficacy or institutional support. The study suggests that teachers and institutions should provide students with information on using mobile technology effectively, as successful use relies on adequate pedagogy and teacher assistance.

Owidi and Joanne (2022) explore the role of smart mobile phones in virtual learning, focusing on the evolution of e-learning. They analyze the role of smartphones in the e-learning industry, its limitations, and the need to shift focus to m-learning. The article explains the function of smart mobile devices in m-learning and offers solutions for seamless integration into the education system, enabling learning anywhere and at any time. Guidance, Jackson, Too and Nabwire, (2022) stated that Smartphones can enhance universal access to education, equity, quality, and efficiency in education. The objectives of the study are to; examine the benefits of using tablets in the classroom, options available for using m-learning, and challenges faced by both teachers and learners in the use of the smartphone This study is informed by the Technology Adoption Model (TAM) which is an information system theory that models how users come to accept and use technology. Kirschner and Karpinski (2010) investigated the link between academic achievement and Facebook usage. A sample of 219 university students was obtained, and they discovered that Facebook users had worse GPAs, were online most of the time, and used far less time for their studies than those who did not use Social Networking Services (SNS). Only 26% of students claimed that SNS had a positive impact and helped them improve their lives, while 74% reported that it had a negative impact such as procrastination, lack of concentration or distraction, and poor time management.

The usage of mobile technologies can considerably improve students learning while simultaneously enhancing on-campus education. Smartphones have been used in educational activities to access course content, collect data on student performance, and foster conversation and sharing among students and professors. As a result, mobile devices such as smartphones can make a big contribution to modern higher education, as these devices may offer opportunities to improve teaching and learning.

Methodology

This study was based on a quantitative descriptive study design. It was applied to student perceptions of using smartphones as learning resources in Yagyodaya Dudhnath Tharu Multiple Campus of Suddhodhan Rural Municipality, Rupandehi. The study population of this study was bachelor-level students on the campus. A total of 100 students were randomly selected from a total of 825 students on the campus as the sample. This study was based mainly on a primary source of information. The researcher developed a 30-question Google form shared the link

to the questionnaire with the students and requested them to fill it out. The raw data were cleaned and analyzed through Microsoft Excel's pivot table. The analyzed results are presented in tables and figures as per need in number or percent.

Result and Discussion

The use of smartphones as learning resources has been a growing trend in education. Smartphones have become increasingly ubiquitous and accessible, making them valuable tools for educational purposes.

Use of Mobile Phones

Mobile phones offer numerous benefits in the field of education and have the potential to revolutionize the way students learn and teachers instruct. The use of mobile phones in education, often referred to as mobile learning or m-learning, has become increasingly popular over the years due to the widespread availability and advancements in mobile technology.

Figure 1

Whose mobile do the students use?

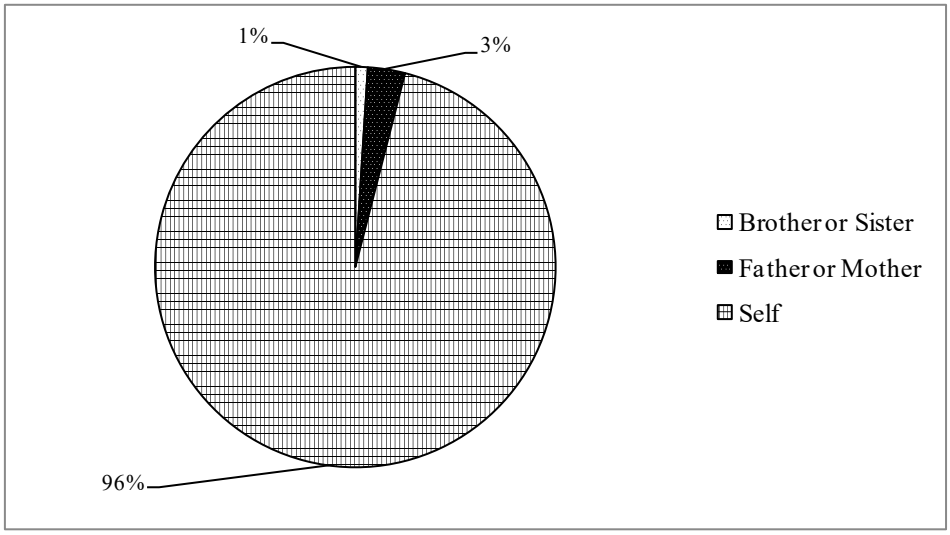

Figure no. 1. Shows that who's mobile the students use. According to the results of the study, it has been found that 96 percent of students use their mobile phones, 3 percent use their parents' mobile phones, and 1 percent use their brother or sister's mobile phones. In the same way, the study found that 99 percent of students have Android smart mobile phones and 1 percent have Apple mobile phones.

Source of Internet

Students need access to the Internet through various sources. At home, students can access the internet if they have a personal internet connection. Many households have internet service providers (ISPs) that offer various plans to cater to different needs and budgets. Schools, colleges, and universities often provide internet access to their students within their campuses. They may have dedicated computer labs or offer Wi-Fi connectivity in common areas, libraries, or dormitories.

Figure 2

Source of Internet

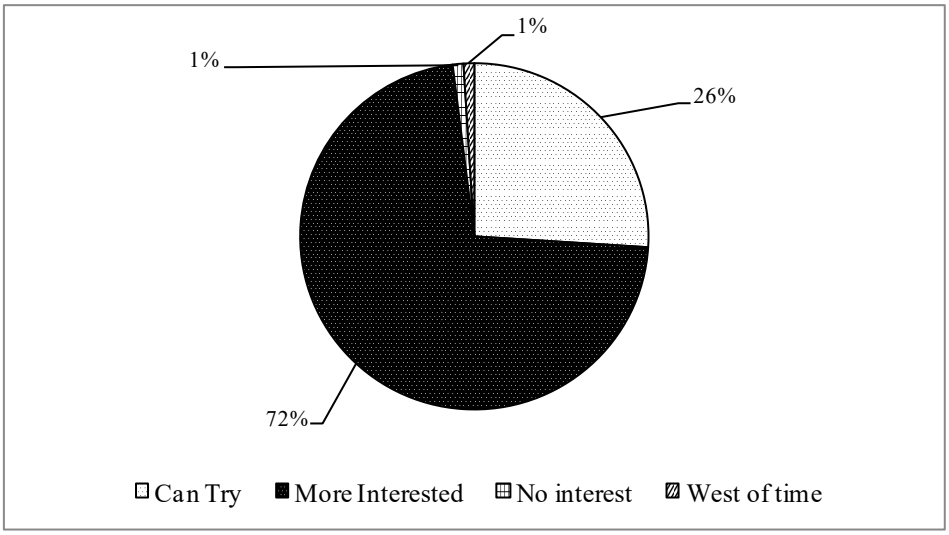

Figure no 2 shows the source of Internet access. It was found that 50 percent of students used only Wi-Fi data to access the Internet, 44 percent of students accessed the Internet through both Wi-Fi and mobile data and 6 percent of students used only mobile data.

Use of Smartphones for Learning Purposes

Smartphones have become powerful tools for learning purposes, transforming the way people access educational content and engage with knowledge. Smartphones offer incredible learning opportunities, users need to manage their screen time and ensure that they strike a balance between productive learning activities and other aspects of their lives. Additionally, it is crucial to use smartphones responsibly and protect privacy and security while engaging with educational content online.

Figure 3

Use of Smart Phone for Learning Purpose

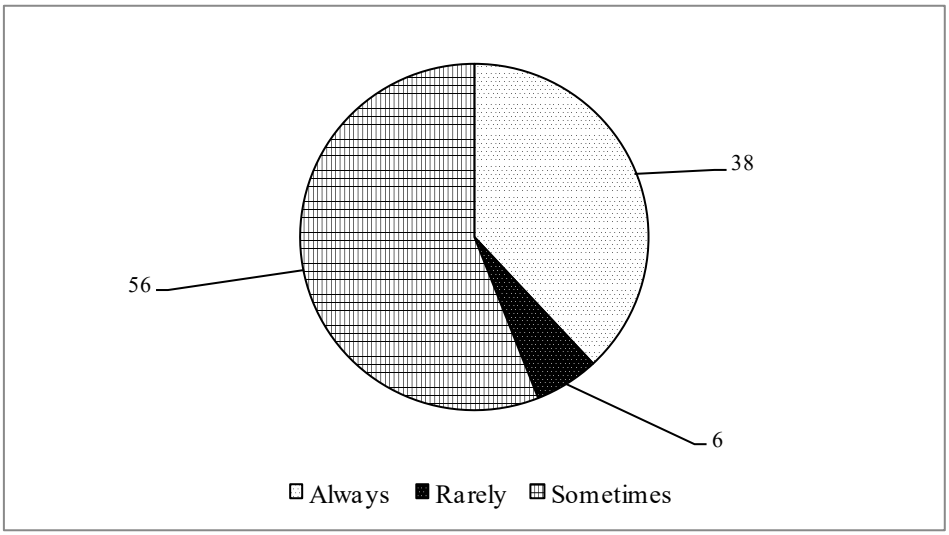

Figure no 3 shows the status of the students who used smartphones for learning purposes. The result shows that 56 percent use smartphones sometimes for learning, 38 percent always, and 6 percent use rarely. It indicates that the majority of student doesn't use mobile for learning purpose daily.

Smartphones Suitable for Learning

Smartphones have become essential tools for learning due to their portability, accessibility, and versatility. Smartphones offer numerous benefits for learning, it's essential to balance their use and avoid distractions that may hinder the learning process. Teachers and educational institutions can also integrate smartphones into their teaching strategies to create more interactive and dynamic learning environments.

Figure 4

Smart Mobile phone suitable for learning

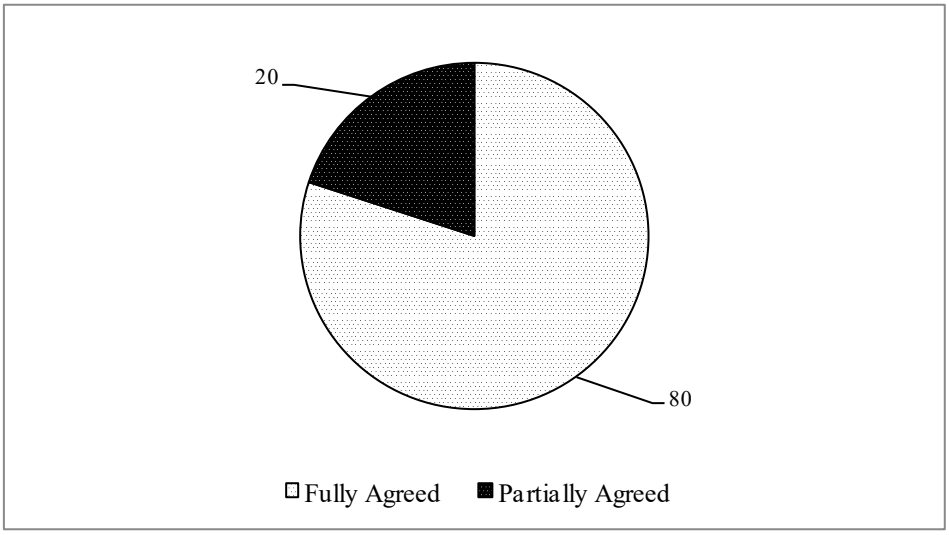

Figure no 4 shows the student's perception of smartphones as suitable for learning. The findings show that none of the respondents disagree that the smartphone is unsuitable for learning. The majority of the respondents fully agreed and 20 percent partially agreed that the smartphone is suitable for learning.

Perception of Smartphones as Learning Devices

The perception of smartphones as learning devices varies among students and can be influenced by factors such as age, educational level, socioeconomic background, and personal preferences.

Figure 5

Perception of Smartphones as a Learning Device

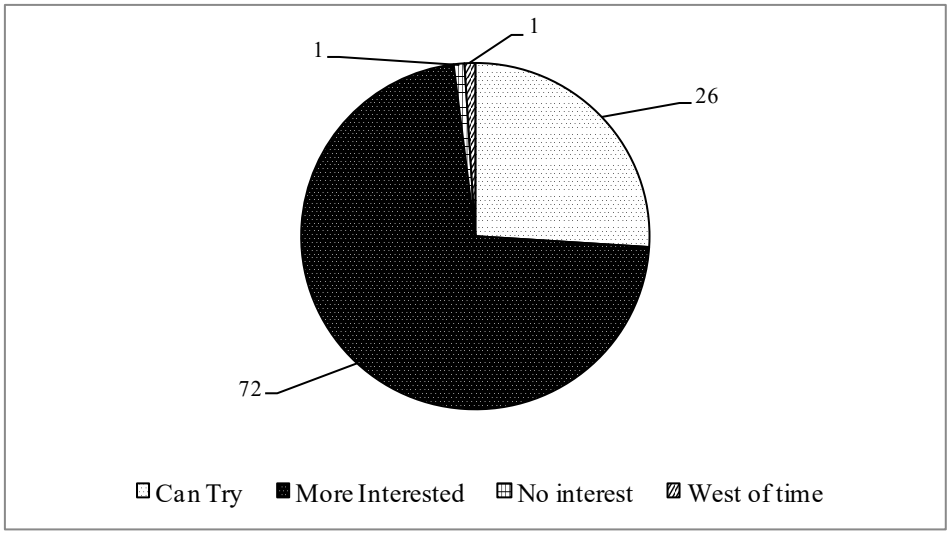

Figure no 5 shows the respondent's perception of a smartphone as a learning device. The result finds that the majority of the respondents are more interested in using smartphones as learning devices. 26 percent of respondents say that they can try to learn from it and 1 percent respondents of have no interest and 1 percent respondents say that the use of the mobile phone in learning is west of time.

Frequency of Daily Use of Mobile for Learning

Using mobile devices for learning has become increasingly popular due to their portability, convenience, and access to a wide range of educational resources.

Table 1

Frequency of Daily Use of Mobile for Learning

Always	Sometimes	Often	Rarely	Never
9	35	23	30	3

Table no 1 shows the respondents' daily smartphone use frequency. The result shows that 9 percent of respondents always use smartphones, 35 percent sometimes, 23 percent often use, 30 percent rarely and 3 percent never.

Propose of Smart Phones

Smartphones have become an integral part of our daily lives and serve numerous purposes. Smartphones are primarily used for communication, including making phone calls, sending text messages, and using various messaging apps like WhatsApp, and Facebook Messenger. Smartphones allow users to access the internet on the go, enabling them to browse websites, check emails, and stay updated on news and social media. Social media apps like Facebook, Twitter,

Instagram, and TikTok are widely used on smartphones for connecting with friends, sharing updates, and consuming content.

Table 2

Smartphone Daily Used Purpose

Application Used	**Percent**
Social Media (Facebook, Ticktock, Instagram, Twitter.....)	69
Learning Materials	26
Other Application	5

Table no 2 shows that the respondents daily used purpose. The result shows that most of the respondents used smartphones for social media navigation, 26 percent of respondents used for learning materials and only 5 percent used other applications. It indicates that respondents used smartphones for social media navigation rather than studying daily.

The Pattern of Smartphone Use for Learning

Smartphones has become an essential tool for learning due to their convenience, portability, and accessibility. The patterns of smartphone use for learning may vary based on individual preferences and the availability of resources.

Table 3

Pattern of Smartphone Use for Learning

Activities	Many times in a day	Once a day	Once a week	Less than a week
How often do you make phone calls to your friends to discuss your studies?	4	34	35	27
How often do you use your mobile phone to send reading material to a friend?	26	39	25	10
How often do you message your friends on Messenger to discuss things related to studying?	26	42	20	12
How often do you search for study materials on the Internet?	30	17	43	10
How often do you use your mobile phone to ask questions to the teacher?	3	15	19	63

Table no 3 shows that respondents' smartphones used patterns for learning purposes. The result shows that only 4 percent of respondents many times phone calls with friends for discussion of study in a day. In the same way, 34 percent once a day, 35 percent less once in a week, and 27 percent less than a week. Similarly, the study focused on the message interaction between friends for learning purposes. The result shows that 26 percent of respondents message friends many times a day,

42 percent of respondents send messages once a day, 20 percent of respondents message once a week and 12 percent do. In the same way, 26 percent of respondents discussed Messenger for learning topics many times a day, 42 percent once a day, 20 percent once a week, and 12 percent less than a week. Likewise, the internet suffers on smartphones for learning purposes result shows that 3o percent suffer internet many times a day, 17 percent once a day, 43 percent once a week, and 10 percent less than a week. In the same way, only 3 percent of respondents ask questions to teachers many times a day through mobile phone, 15 percent once a day, 19 percent in a week, and 63 percent less than a week.

Application Used for Learning Purposes in Smartphones

There are numerous applications available for learning purposes on smartphones. These apps cover various subjects and skills, making learning accessible and convenient.

Table 4

Application Used for Learning Purposes in Smartphone

Applications	Percent
Google Search	25
Google Search, YouTube Video	13
Google Search, YouTube Video, Mobile Dictionary, Mobile Calculator	13
Google Search, YouTube Video, Mobile Calculator	12
Google Search, YouTube Video, Mobile Dictionary	8
YouTube Video	8
Google Search, YouTube Video, Website, Mobile Dictionary, Mobile Calculator	6
Google Search, YouTube Video, Website	4
Google Search, YouTube Video, Website, Chat GPT, Mobile Dictionary, Mobile Calculator	3
Google Search, YouTube Video, Website, Mobile Dictionary	2
Google Search, Chat GPT, Mobile Dictionary, Mobile Calculator	1
Google Search, Mobile Dictionary	1
Google Search, YouTube Video, Website, Chat GPT	1
Mobile Dictionary, Mobile Calculator	1
Mobile Dictionary	1
Website	1

Table no 4 shows the respondents' daily use of applications on smartphones. The study found that 25 percent e respondents used only google search applications to search the information related to study materials. 72 percent of respondents used Google search with other applications like YouTube, mobile dictionary, mobile calculator, website, and Chat GPT. 8 percent of respondents used only YouTube. The findings show that the majority of the respondents used Google search and YouTube applications on smartphones for search materials in smartphones.

Learning Materials in Smartphones

Using a smartphone as a learning tool is a great way to access a wealth of educational resources conveniently. There are various learning materials available for smartphones that cover a wide range of subjects and skills.

Figure 6

Difficult to Find Learning Materials in Smartphones

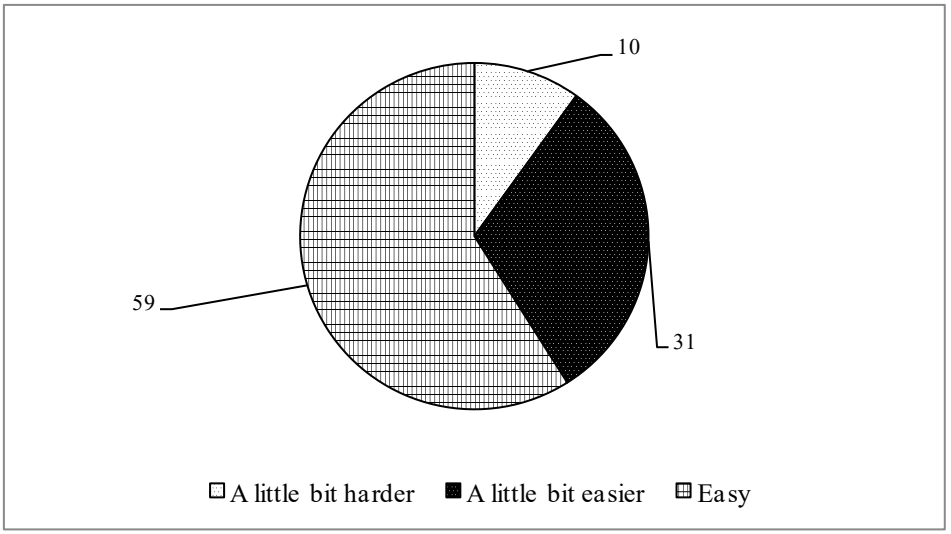

Figure no 6 shows the respondents' difficulties in searching for study materials on their smartphones. 59 percent of respondents found study material on smartphones very easy, 31 percent a little bit easier and 10 percent a little bit harder to find the materials.

Use of Smartphones Beyond Learning

Smartphones has become an integral part of our daily lives, extending far beyond learning and education. Smartphones have revolutionized communication by enabling instant messaging, video calls, and social media interactions. People use them to stay connected with friends, family, colleagues, and acquaintances, regardless of their physical location. Social media platforms like Facebook, Instagram, Twitter, and TikTok are hugely popular on smartphones. They provide a means for sharing experiences, staying updated with news and trends, and connecting with a broader community. Smartphones offer various forms of entertainment, such as streaming videos, music, podcasts, gaming, and e-books. They are portable entertainment centers that can keep users entertained during commutes, breaks, or leisure time. Smartphones have become the primary cameras for most people, as they offer excellent photo and video quality. Editing apps and social media platforms further enhance the sharing and creativity of visual content.

Table 5

Use of Smartphones Beyond Learning

Mobile Activities	Percent
To view social media and express feedback and opinions	14
Google Search for another purpose	10
Watching and Listening the News	7
Video Upload in social media	6
Watching Video and Animation, Email, Google Search	6
Watching Video and Animation	4
To view social media and express feedback and opinions, Google Search, Use of Calculator	4
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Email, Playing Game, Google Search, Use of Calculator	4
Watching Video and Animation, Google Search, Use of Calculator	3
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Email, Playing Game, Google Search	3
To view social media and express feedback and opinions, Google Search	2
Watching Video and Animation, to view social media and express feedback and opinions, Google Search	2
Watching Video and Animation, to view social media and express feedback and opinions, Google Search, Use of Calculator	2
Watching Video and Animation, to view social media and express feedback and opinions, Playing Game	2
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Email, Google Search, Use of Calculator	2
To view social media and express feedback and opinions, Video Upload in social media, Playing Game	2
Watching Video and Animation, To view social media and express feedback and opinions, Watching and Listening the News, Google Search, Use of Calculator	2
Watching Video and Animation, Video Upload in social media	2
Watching Video and Animation, Video Upload in social media, Google Search	2
To view social media and express feedback and opinions, Email, Playing Game	1
To view social media and express feedback and opinions, Playing Game, Google Search	1
To view social media and express feedback and opinions, Use of Calculator	1
To view social media and express feedback and opinions, Video Upload in social media	1
To view social media and express feedback and opinions, Video Upload in social media, Email, Google Search	1
To view social media and express feedback and opinions, Video Upload in social media, Email, Playing Game	1
To view social media and express feedback and opinions, Video Upload in social media, Playing Game, Google Search	1
To view social media and express feedback and opinions, Video Upload in social media, Playing Game, Use of Calculator	1
To view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Email, Playing Game, Google Search	1
To view social media and express feedback and opinions, Video Upload in social	1

Mobile Activities	Percent
media, Watching and Listening the News, Email, Playing Game, Use of Calculator	
To view social media and express feedback and opinions, Watching and Listening the News, Email	1
To view social media and express feedback and opinions, Watching and Listening the News, Playing Game	1
To view social media and express feedback and opinions, Watching and Listening the News, Playing Game, Google Search	1
Video Upload in social media, Use of Calculator	1
Watching and Listening the News, Playing Game, Google Search, Use of Calculator	1
Watching Video and Animation, Playing Game, Use of Calculator	1
Watching Video and Animation, to view social media and express feedback and opinions	1
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Playing Game, Use of Calculator	1
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Google Search	1
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Playing Game, Use of Calculator	1
Watching Video and Animation, to view social media and express feedback and opinions, Video Upload in social media, Watching and Listening the News, Use of Calculator	1

Perception of Respondents Learn without Printed Materials

Perceptions may vary depending on factors like geographical location, age, socioeconomic status, and educational background. Additionally, the ongoing evolution of technology and educational practices could further influence respondents' perceptions of learning without printed materials in 2023. For the most up-to-date insights, it would be best to refer to recent surveys, studies, or reports conducted after my last update.

Table 6

Perception of Respondents Learn without Printed Materials

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2	27	40	15	16

Table no 6 shows the perception of respondents on learning without printed materials. The result shows that only 2 percent of the respondents strongly disagree to learn without printed materials, 27 percent disagree, 40 percent neutral, 15 percent agree and 16 percent strongly agree. Based on the findings it shows that teaching learning activities could be run without printing materials.

Use of Smartphones to Complete Assignments

Using a smartphone to complete assignments is possible and can be quite convenient, especially when students don't have access to a computer or laptop.

Figure 7

Use of Smartphones to Complete Assignments

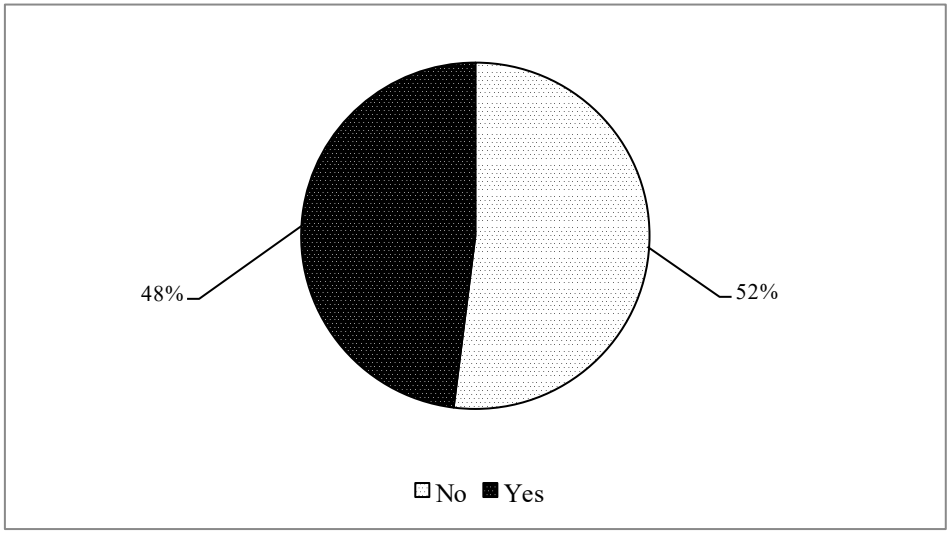

Figure no 7 shows the use of a smartphone to complete the assignment. 52 percent of respondents use a smartphone to complete assignments and 48 percent of respondents do not use it.

Table 7

Perception of Smartphone for Appropriate Teaching Learning Activities

Use of Smartphone	Very Inappropriate	Inappropriate	Neutral	Appropriate	Very Appropriate
For study	3	6	32	29	30
In teaching activities	5	7	31	36	21

Table no 7 shows the smartphone use appropriate in study and teaching activities. The results show that 30 percent of respondents thought that it was very appropriate and 29 percent thought it was appropriate whereas 32 percent are neutral for the study. In the same way, 21 percent of respondents thought the use of a smartphone is very appropriate in teaching activities, and 36 percent thought it is appropriate whereas 21 percent were neutral. Based on the findings it shows that most of the respondents thoughts that the use of smartphones is appropriate to use in study and teaching learning activities.

Smartphone to Enhance Quality Education

Using smartphones to improve education quality is a powerful method that has the potential to transform learning and expand accessibility for students and instructors. Smartphones have a plethora of features and capabilities that can

dramatically improve the learning experience and make education more engaging, interactive, and individualized.

Table 8

Perception of Smartphones to Enhance Quality Education

Quality Education	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Use of smartphones for studying in the classroom leads to irrelevant topics rather than content research and information?	14	19	26	27	14
Believe that your educational progress is due to the use of a smartphone	7	19	42	17	15
Use of a smartphone helps to increase the quality of education	2	13	23	29	33

Table no 8 shows the perception of respondents' thoughts of smartphone enhances quality education. The result shows that 14 percent thought mobile phones for studying in the classroom lead to irrelevant topics rather than content research and information, 27 percent of thoughts agree and 26 percent are neutral. Similarly, 15 percent of respondents strongly agree to thoughts that their educational progress is due to the use of smartphones, 17 percent agree and 42 percent are neutral. The result shows that the majority of respondents do not agree with educational progress enhancement due to the use of smartphones. Likewise, 33 percent of respondents thought that smartphone helps to increase the quality of education, 29 percent agree and 23 percent are neutral. It indicates that most of the respondents believe that smartphones enhance the quality of education.

Conclusion

The usage of smartphones in learning has become the current trend in higher education, with an individual not always needing a computer set to access electronic learning materials**.** Smartphones enable learning both offline and online. Offline access allows smartphone users to save any type of learning material, such as PDF, PowerPoint, word, excel, photos, animations, and symbols, regardless of their geographical location. The study found that using a smartphone in students' learning activities was beneficial, such as easy sharing and accessing of lecture materials online, easy communication with colleagues and course masters, being able to carry a smartphone anywhere and at any time due to its portability when compared to a laptop, and many others. According to the findings of this study, students utilize smartphones and social media for education even if these technologies are not formally incorporated into the curriculum. This could provide a chance for educators to create instructional techniques, activities, and materials that are appropriate for cellphones and allow students to use this technology, accommodating students' current different learning approaches. The findings of

this study confirm that students utilize smartphones and social media for learning activities although this technology is not explicitly incorporated into the curriculum and that they regard their smartphones as learning tools. This could be a chance for teachers to use smartphones to supplement students' learning needs without regard for time or location. Based on the findings of this study, it appears viable to construct smartphone-based learning activities. It could be a good idea to create instructional materials that can be accessed not only through computers but also through smartphones.

References

Gaudence, O., Jackson, K., Too, & Nabwire, V. (2022). *The Smartphone Revolution Has Arrived in Classroom! What Are My Options?*

Kibona, L., & Mgaya, G. (2015). Smartphones' Effects on Academic Performance of Higher Learning Students. *Journal of Multidisciplinary Engineering Science and Technology (JMEST), 2*(4), 777-784.

Masiu, T. M., & Chukwuere, J. (2018). The Effect of Smartphones on Students' Academic Life: A Perceptive from A South African University. *International Conference on Business and Management Dynamics.* ICBMD. Retrieved from https://www.researchgate.net/publication/329093587_The_Effect_of_Smartphones_on_Students%27_Academic_Life_A_Perceptive_from_A_South_African_University

Owidi, S., & Lyanda, J. (October 2022). Education on the Move, the Role of Smart Mobile Phone Devices in Virtual Learning. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 27*(10), 53-59. https://doi.org/10.9790/0837-2710085359

P. A, K., & A. C, K. (2010). Facebook® and academic performance. *Computers in human behavior, 26*, 1237-1245.

Parajuli, K. (2016). Mobile Learning Practice in Higher Education in Nepal. *Open Praxis, 8*(1), 41–54. https://doi.org/10.5944/openpraxis.8.1.245

Tikoria, J., & Agariya, A. K. (Mar 2017). ICT enabled classroom effectiveness scale development and validation: A case of multi-campus university. *Knowledge Management & E-Learning: An International Journal (KM&EL), 9 (1)*, 111–127.

Tulenko, K., & Bailey, R. (2013). Evaluation of spaced education as a learning. *Knowledge Management & E-Learning (KM&EL), 5 (3)*, 223–233.

Yu, F., & Conway, A. (2012). *Mobile/smartphone use in higher education.* Southwest Decision Sciences Institute.

Moti Raj Gautam is an assistant campus chief and assistant professor of health education of Yagyodaya Dudhnath Tharu Multiple Campus. He did M. Ed in Health Education from Tribhuvan University. His area of interest is teaching and researching in health education, information technology, social research, and local curriculum development.