

Annual Report 2021

The School of Education Kathmandu University

Hattiban, Lalitpur

2022

Prepared by

Tikaram Poudel, PhD

Associate Professor

Member- Secretary IQAC

The School of Education Kathmandu University

August 2022

Copy right @ School of Education Kathmandu University

Executive Summary

The School of Education, located at Hattiban campus, is one of the seven Schools of Kathmandu University. Established in 1997, the School began its educational activities to enhance the quality of schools in Dhulikhel. The academic programs with M Phil and doctoral programs in Educational leadership began in 1998. In these 24 years, the School transformed into one of the region's most vibrant institutes of higher learning with 26 programs from bachelor to doctoral levels.

As granted by the Kathmandu University Act 1991, like other schools of the University, the Dean is the executive head of the School of Education too. Currently, the Dean is assisted by two associate deans —academic and external affairs. The Dean's office is also responsible for the Research Committee, the Faculty Board, and the Internal Quality Assurance Committee (IQAC).

The School has remarkably increased student enrollment in the last three years. In 2019, 189 students enrolled. The number increased to 203 in 2020, which jumped to 280 in 2021 despite the difficult time of the COVID 19 Pandemic. We have seen an encouraging number of women students selecting the School for their higher studies. In 2019, 38.09% of women students enrolled. The number increased in the subsequent years. In 2020, 39.9% of women students selected the School; in 2021, the percentage of women students was 45.35%.

In 2019, 147 students graduated. In 2020, the number of graduates decreased to 118 because the COVID 19 Pandemic badly hit us. However, we picked up in 2021, 214 students graduated. The share of women graduates was substantial. In 201, almost 50% of the graduates were women. In 2020, 42.37% of women graduated; in 2021, the percentage of women was 46.26.

The University has initiated the construction of a multi-storeyed building to facilitate the activities of the School. The construction is expected to complete in 2024. The School has a well-established library with adequate texts, reference books, and physical and electronic journals.

Aware of its social responsibility, the School of Education at Kathmandu University provides scholarships to students in need. In 2019, 29 scholars— full and partial— were awarded scholarships to study a range of courses from Bachelor to Doctoral levels. In 2020, the number increased to 43; in 2021, only 33 scholars won the scholarships.

Research practice is the signature academic activity of the School. It provides a positive impetus to the learning environment. The faculties involve in research activities in many different ways. For example, supervising M Phil and doctoral dissertations, providing consultancy service to clients, engaging in research activities through funded and self-projects, publishing through national and international journals, etc.

Contents

Executive Summary	iii
Contents	v
Introduction	1
Brief History of the School of Education.....	2
Current Programs	4
Objectives.....	5
Organizational Structure of School of Education	6
Academic Progress: Enrolment Trend Analysis of the Last three years (2019-2021).....	6
Enrolment disaggregated by sex and disadvantage groups (2019)	7
Enrolment disaggregated by sex and disadvantage groups (2020)	8
Enrolment disaggregated by sex and disadvantage groups (2021).....	9
Graduate Trend Analysis for the Last Three years (2019-2021)	10
Graduates disaggregated by sex and disadvantage groups (2019)	10
Graduates disaggregated by sex and disadvantage groups (2020)	11
Graduates disaggregated by sex and disadvantage groups (2021)	11
New Programs in 2019-2021.....	12
Physical Progress.....	13
Infrastructural Improvement.....	13
Library Facilities.....	18
Financial Progress	20
Trend analysis of Budget of the Last Three Years (2019-2021)	20
Social Engagement of the School.....	22
Department of Language Education	22
Department of STEAM Education: A Report 2019 – 2022	29
Annual Plans of Departments.....	39
Department of Development Education	39
Department of Language Education	41
Issues and Challenges.....	42
Scholarships (2019-2021)	43
Projects (Ongoing and Recently Completed).....	47

Outstanding Achievements 49

Publications and Conference Presentations (2018-2022)..... 50

Introduction

Kathmandu University School of Education (KUSOED), located at Hattiban, Lalitpur, is one of the seven Schools of Kathmandu University. It was established in 1997 to enhance the country's quality of education. The School carried out its first activity in raising the quality of the public schools in Dhulikhel Municipality mainly through in-service teacher training and other programs. Its first academic programs were initiated in 1998 with M Phil and PhD in Educational Leadership. In the coming years, the School expanded its academic activities by adding new programs, thereby escalating its scope. KUSOED today inspires and empowers educators from Nepal and abroad to create a generation of engaged and socially responsible citizens.

Realizing that education is the foundation for social transformation, KUSOED designs educational programs to contribute to individuals' learning needs in the nation's changing context. We also understand that we cannot remain isolated from the global trends that come with challenges and opportunities to educational institutions like ours. In order to address such challenges and opportunities to harness the achievements in educational practice, KUSOED strategically creates a vision for the future. Recognizing the excellent past track records, we implement the strategic plan described in this document.

KUSOED has been an innovative educational institution since its inception in 1997. It has been recognized as an educational innovator, policy influencer, and driver in the country. To take a lead role in the educational activities in the country, KUSOED has established its vision as

'Transforming society through educational excellence.'

To materialize the vision, KUSOED has the following mission statement:

Preparing competent, multidisciplinary education professionals and leaders through knowledge creation and innovative academic services

In the process of achieving its vision through the stated mission above, KUSOED is committed to the following values:

Maintaining respect, integrity, courage, and humanity by promoting local wisdom, creativity, collaboration, innovation, work culture, sustainability, and quality

KUSOED is running different semester based academic programs at Post Graduate Diploma in Education, Master, M Phil, and PhD levels in diverse streams.

Brief History of the School of Education

Year	Activities
1997-	Kathmandu University School of Education (KUSOED) was established
1997-	Began to improve the quality of education in the schools of Dhulikhel Municipality through an in-service teacher training program. At the start, it was a UNESCO-supported project known as the 'Quality Education Project'.
1998-	Launched postgraduate and in-service teacher Training Programs.
1998-	Commenced academic program in Educational Leadership with 4 MPhil students and 2 PhD students. MPhil students were supported with Japanese (Hashimoto) scholarships. Ministry of Education provided scholarships to four candidates every year for MPhil and PhD students from 1999 to 2005 A.D.
2000-	Launched PGDE in English Education and Educational Management for secondary level teachers.
2001-	Granted affiliation to Training Institute for Technical Instruction to run B. Tech. Ed.
2002-	Commenced Primary School Teachers' Training Program in collaboration with Rato Bangala School and Bank Street College of Education
2002-	Launched PGDE in Mathematics Education for Secondary Teachers.
2003-	Launched MEd in English Language Teaching (ELT) one-year program.
2004-	Launched MEd in English Language Teaching (ELT) two-year program.
2005-	Launched MPhil and PhD in Development Studies
2006-	Launched MEd Program in Mathematics.
2006-	Launched 1-year PGD Program in Environment Education and Sustainable Development in collaboration with Oslo University College, Norwegian University of Life Sciences, Norway, and the University of Dhaka.

2007-	Established Department of Educational Leadership and Department of Curriculum and Instruction
2007-	Launched MEd program in Educational Management
2008-	Started two-year MEd Program in Environment Education and Sustainable Development in collaboration with Oslo University College, Norwegian University of Life Sciences, Norway, and University of Dhaka
2009-	Commenced PGDE program in Early Childhood Education (ECE) in collaboration with ECEC and NLA (Norwegian Teacher Training Institution).
2011-	Commenced MPhil in Curriculum & Instruction program
2011-	Launched MEd program in Educational Management via Distance/Online mode.
2011-	Launched MPhil in Mathematics Education
2012-	Restructured the Department of Education Leadership as Department of Education Leadership and Development Studies
2012-	Launched PhD in Curriculum & Instruction
2013-	Launched MPhil in English Language Education (ELE).
2014-	Launched M.Ed in Educational Leadership
2014-	Launched Masters in Sustainable Development
2018-	Launched MTVET Program
2018-	Got Quality Assurance and Accreditation (QAA) from the University Grants Commission (UGC), Nepal
2018	Launched M Phil in STEAM Education
2020	Launched PhD in English Language Education and in STEAM Education
2021	Launched Graduate Diploma in Higher Education

2022	Launched Bachelor in Technical Education
------	--

Current Programs

The followings are the current academic programs at the School of Education, Kathmandu University:

PhD Programs

- a) Educational Leadership
- b) Development Studies
- c) STEAM Education
- d) English Language Education

M Phil Programs

- a) Educational Leadership
- b) Development Studies
- c) English Language Education
- d) STEAM Education

Graduate Diploma

- a) Graduate Diploma in Higher Education

Master Programs

- a) English Language Teaching (One and Two-year programs)
- b) Mathematics Education (One and Two-year programs)
- c) Leadership and Management (One and Two-year programs)
- d) Sustainable Development
- f) Technical and Vocational Education and Training
- e) Childhood Development
- f) STEAM Education
- g) Master of Sustainable Development
- h) Master of Training and Development

Postgraduate Diploma in Education (PGDE) Programs

- a) Primary Teacher Training
- b) Early Childhood Education and Development

Bachelor Programs

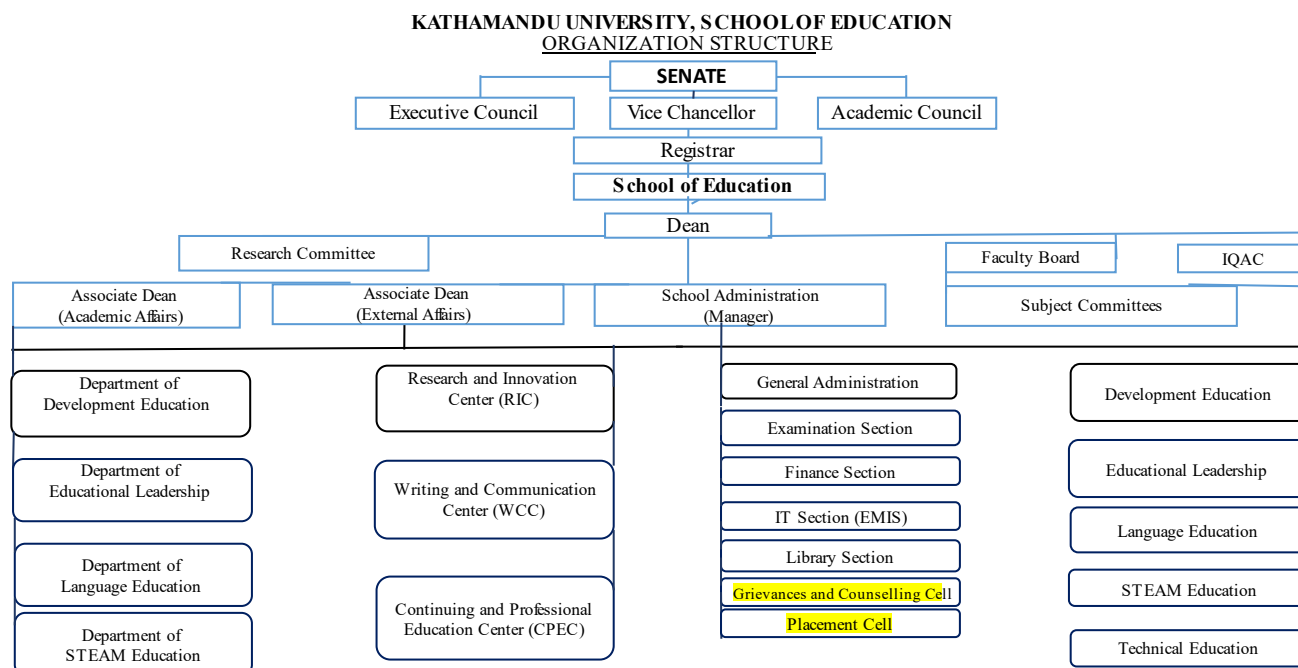
- a) B. Ed. Chinese Language Teaching
- b) B. Ed. Technical Education in Civil Engineering
- c) B.Ed. Technical Education in Information Technology
- d) B.Ed. Technical Education in Mechanical Engineering
- e) B. Ed. Technical Education in Mechanical Engineering-Automobile

Objectives

The School of Education sets the following objectives as its strategic directions:

- a) Improving responsiveness and relevance in education programs;
- b) Developing and maintaining an exemplary academic, physical and social environment;
- c) Consolidating e-learning and automating services;
- d) Strengthening research, innovation, and development;
- e) Enhancing institutional capability
- f) Increasing the disciplinary and geographical coverage

Organizational Structure of School of Education



Academic Progress: Enrolment Trend Analysis of the Last three years (2019-2021)

In 2019, the School enrolled 189 students in 14 different programs. Of these, one was a bachelor's program, five master's level programs, and four each in the master of philosophy and doctoral programs. Of 189 enrolled students, 28 were enrolled in the bachelor's program, 78 in five different master's programs, 81 in four masters of philosophy programs, and two scholars in doctoral programs. Of the total enrolled students, 38.09% were female, and 61.9% were male.

In 2020, 203 students enrolled in 13 programs. No students got enrolled in bachelor programs. The number of enrolled students in five master's programs increased to 101. In master of philosophy programs, 89 students got enrolled. In doctoral programs, 13 scholars were enrolled. Of the total enrolled students, 39.9% were female, and 60.09% were male.

In 2021, the enrollment reached 280. Three new master's programs were introduced — Childhood development, STEAM Education, and Master of Training and Development. In the postgraduate diploma, 14 students were enrolled. The enrollment in the master's program increased to 173, whereas in the master of philosophy programs, 80 students and 13 doctoral

students were enrolled. Of the total enrolled students, 54.64% were male, and 45.35% were female.

Looking at the data, the School shows a substantial increase in enrollment trends in the last three years. The number increased from 189 in 2019 to 203 and 280 in 2020 and 2021, respectively. One of the interesting trends is an increase in the number of female students in our programs. The 38.09% stake of female students in 2019 increased to 39.9% and 45.35% in 2020 and 2021, respectively.

Enrolment disaggregated by sex and disadvantage groups (2019)

Table 1: Enrolment disaggregated by sex and disadvantage groups (2019)

Levels	Programs	Total	Male	Fem ale	Disadvant aged groups	Differently -abled
Bachelor						
	Chinese Language teaching	28	12	16	-	-
	Total	28	12	16		
Master	English Language Teaching (One and Two-year programs)	9	4	5	-	-
	Mathematics Education (Two-year program)	13	10	3		
	Leadership and Management (One and Two-year programs)	22	10	12		
	Sustainable Development	16	4	12	-	-
	Technical and Vocational Education and Training	18	11	7		
	Total	78	39	39		
M Phil						
	Education Leadership	24	18	6		
	Development Education	26	20	6		
	English Language Education	22	18	4	-	-
	STEAM Education	9	8	1		

	Total	81	64	17		
PhD						
	Education Leadership					
	Development Education	1	-	-		
	English Language Education	-	-	-	-	-
	STEAM Education	1	1	-	-	-
Grand Total		189	116	72		

Enrolment disaggregated by sex and disadvantage groups (2020)

Table 2: Enrolment disaggregated by sex and disadvantage groups (2020)

Levels	Programs	Total	Male	Female	Disadvantaged groups	Differently-abled
Master	English Language Teaching (One and Two-year programs)	15	4	11	-	-
	Mathematics Education (Two-year program)	13	10	3		
	Leadership and Management (One and Two-year programs)	32	20	12		
	Sustainable Development	21	5	16	-	-
	Technical and Vocational Education and Training	20	11	9		
	Total	101	50	51		
M Phil	Education Leadership	27	20	7		
	Development Education	24	17	7		
	English Language Education	25	16	9	-	-
	STEAM Education	13	11	2		
	Total	89	64	25		
PhD	Education Leadership	3	2	1		

	Development Education	4	2	2		
	English Language Education	3	2	1	-	-
	STEAM Education	3	2	1		
	Total	13	8	5		
Grand Total		203	122	81		

Enrolment disaggregated by sex and disadvantage groups (2021)

Table 3: Enrolment disaggregated by sex and disadvantage groups (2021)

Levels	Programs	Total	Male	Female	Disadvantaged groups	Differently-abled
Post Graduate Diploma	PGD (Math Education)	14	12	2		
	Total	14	12	2		
Master	English Language Teaching (One and Two-year programs)	19	11	8	-	-
	Mathematics Education (Two-year programs)	21	15	6		
	Leadership and Management (One and Two-year programs)	40	20	20		
	Sustainable Development	25	6	19		
	Technical and Vocational Education and Training	15	9	6		
	Childhood Development	15	4	11		
	STEAM Education	27	14	13		
	Master of Training and Development	11	6	5		
	Total	173	85	88		
M Phil	Education Leadership	23	13	10		

	Development Education	18	9	9		
	English Language Education	21	16	5	-	-
	STEAM Education	18	10	8		
	Total	80	48	32		
PhD	Education Leadership	4	3	1		
	Development Education	4	3	1		
	English Language Education	4	1	3	-	-
	STEAM Education	1	1	-	-	-
	Total	13	8	5		
Grand Total		280	153	127		

Graduate Trend Analysis for the Last Three years (2019-2021)

According to the convocation grace list provided by Kathmandu University, 147 graduated from different programs at the School in 2019. Of these, 73 were women graduates. i.e., almost 50 %. In 2020, the number of graduates slightly went down to 118. The share of women graduates was 42.37%. In 2021, the number of graduates increased to 214, and the percentage of women graduates was 46.26%.

Graduates disaggregated by sex and disadvantage groups (2019)

Table 4: Graduates disaggregated by sex and disadvantage groups (2019)

Sl. No	Levels	Programs	Total	Male	Female	Disadvantaged groups	Differently-abled
	Bachelor	CLT					
	PGDE		44	5	39	-	-
	Master of Education		29	21	8	-	-
	Master of Education (One year)		11	6	5	-	-

	Master		13	6	7	-	-
	Master of Philosophy		45	31	14	-	-
	PhD		5	5	-	-	-
	Total		147	74	73		

Graduates disaggregated by sex and disadvantage groups (2020)

Table 5: Graduates disaggregated by sex and disadvantage groups (2021)

Sl. No	Levels	Programs	Total	Male	Female	Disadvantaged groups	Differently-abled
	Bachelor		19	9	10	-	-
	PGDE					-	-
	Master of Education (Two and one year)		40	22	18	-	-
	Master (MSD)		18	9	9	-	-
	Master (MTVET)		5	4	1	-	-
	Master of Philosophy		30	20	10	-	-
	PhD		6	4	2	-	-
	Total		118	68	50		

Graduates disaggregated by sex and disadvantage groups (2021)

Table 6: Graduates disaggregated by sex and disadvantage groups (2021)

Sl. No	Levels	Programs	Total	Male	Female	Disadvantaged groups	Differently-abled
	Bachelor(CLT)		22	15	7	-	-
	PGDE		22	1	22	-	-
	Master of Education		38+18	17+13	21+5	-	-
	Master of Education (One year)		11+3	6+3	5	-	-
	Master (MSD)		14+10	5+2	9+8	-	-
	Master (MTEVT)		3+3	2+1	1+2	-	-
	Master of Philosophy		21+41	16+21	5+12	-	-
	PhD		8	6	2	-	-
	Total		214	108	99		

New Programs in 2019-2021

The following programs were introduced in 2019- 2021:

Graduate Diploma

- a) Graduate Diploma in Higher Education

Master Programs

- a. Childhood Development
- b. STEAM Education
- c. Master of Training and Development

Bachelor Programs

- a. B. Ed. Technical Education in Civil Engineering
- b. B.Ed. Technical Education in Information Technology
- c. B.Ed. Technical Education in Mechanical Engineering
- d. B. Ed. Technical Education in Mechanical Engineering-Automobile

Physical Progress

Infrastructural Improvement

Considering the increase in the number of students in recent years, the University has planned to construct a multi-storeyed building to accommodate the classrooms, office space, studios, parking, canteen, faculty rooms, corridors, lifts, stairs, reception, and many more. Table 7 gives the detail.

Table 7: Details of New Building

S.N	Details of room	Numbers	Area in SqFt	Total Area, SqFt	Remarks
1	Classroom				
	Classroom 01	5	405	2025	
	Classroom 02	10	568	5680	
				7705	Total
2	Art Gallery	1	2890	2890	
3	Studio for 32 Students	5	2890	14450	
4	Basement Parking	1	63175	63175	25 car Parking Facilities
5	Faculty Room	1	403	403	
		5	308	1540	
				1943	Total
6	Toilet	6	290	1740	
7	Staircase	7	350	2450	

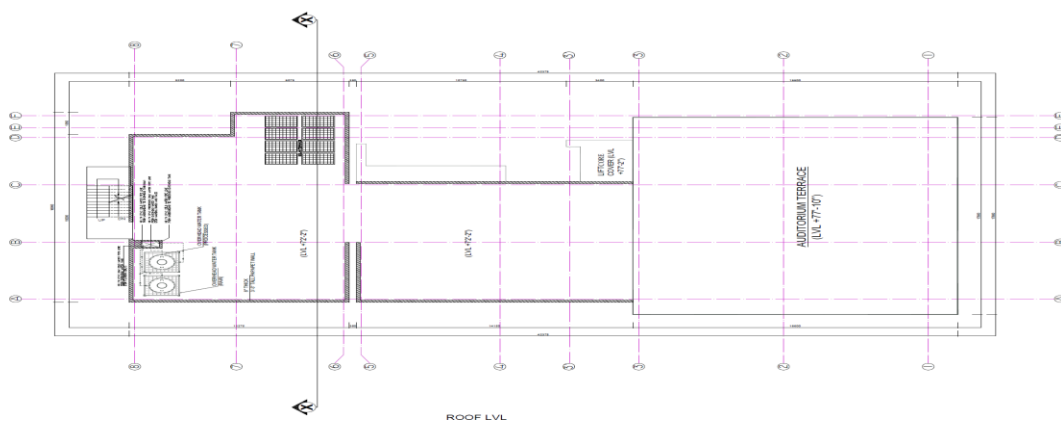
8	Lift	7	93	651	8 Person Capacity
9	Corridor	6	770	4620	
10	Reception/ Bank	1	220	220	
11	Data Server Room	1	407	407	

Floor wise Area

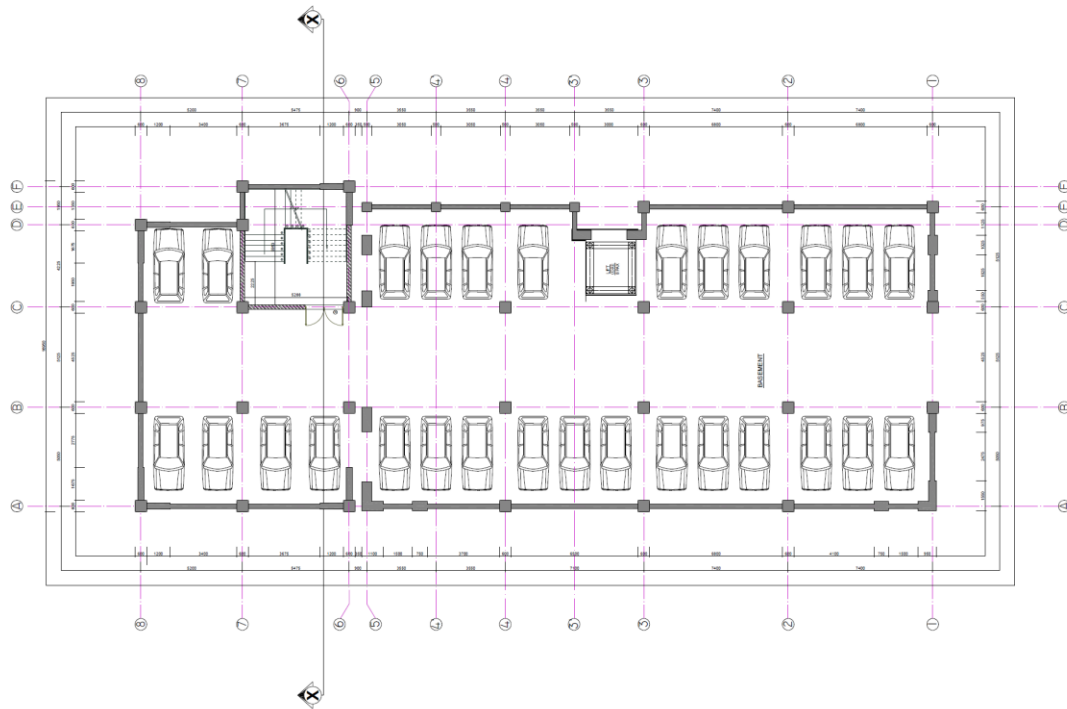
1. Basement - 6,317.50 sq. ft.
2. Ground Floor - 6,317.50 sq. ft.
3. First Floor - 6,789.00 sq. ft.
4. Second Floor - 6,789.00 sq. ft.
5. Third Floor - 6,789.00 sq. ft.
6. Fourth Floor - 6,317.50 sq. ft.
7. Fifth Floor - 6,317.50 sq. ft.

Total Built-up Area - 45,637.00 sq. ft. (4,241.36 sq. m.)

The plan of the building is printed below:

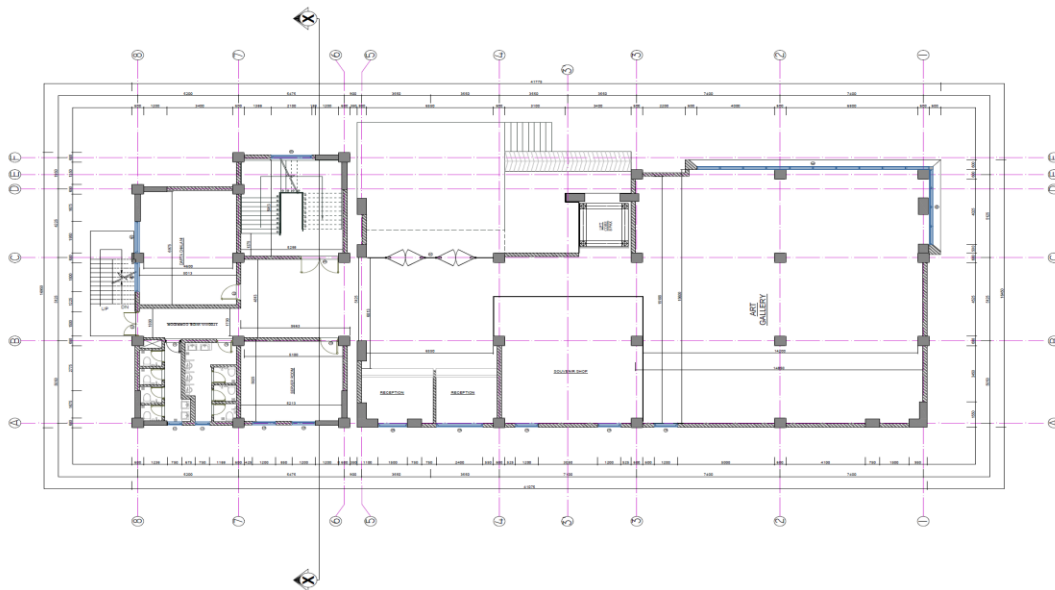


Kasturba Medical University	
Building Type	Classroom
Location	Chennai, India
Area	45,637.00 sq. ft.
Scale	1:100
Drawn By	Arch. 101
Checked By	Arch. 101



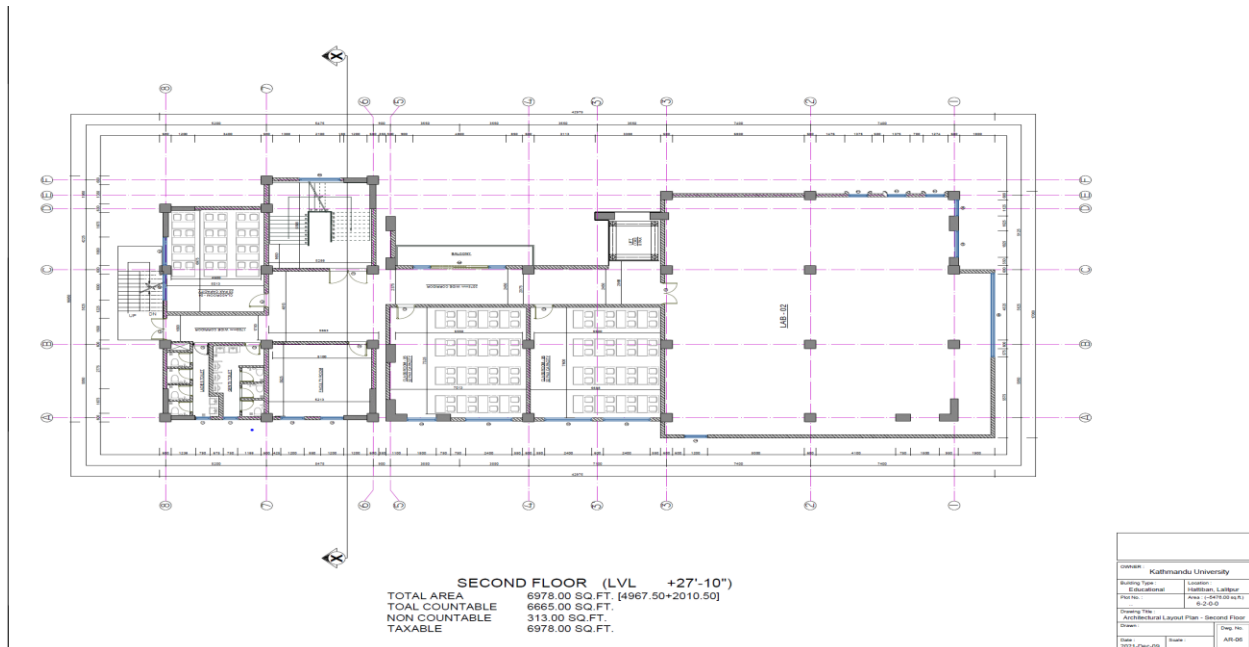
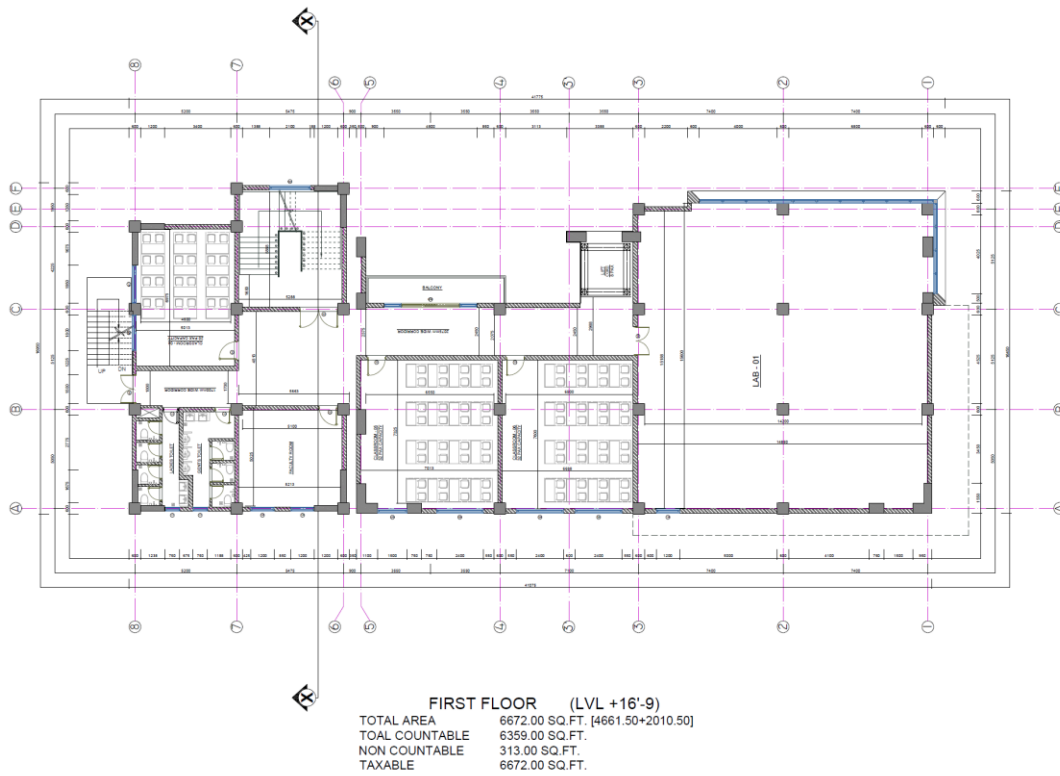
BASEMENT (LVL -4'-10")
 TOTAL AREA 7222.50 SQ.FT. [5212.00+2010.50]
 TAXABLE NONE

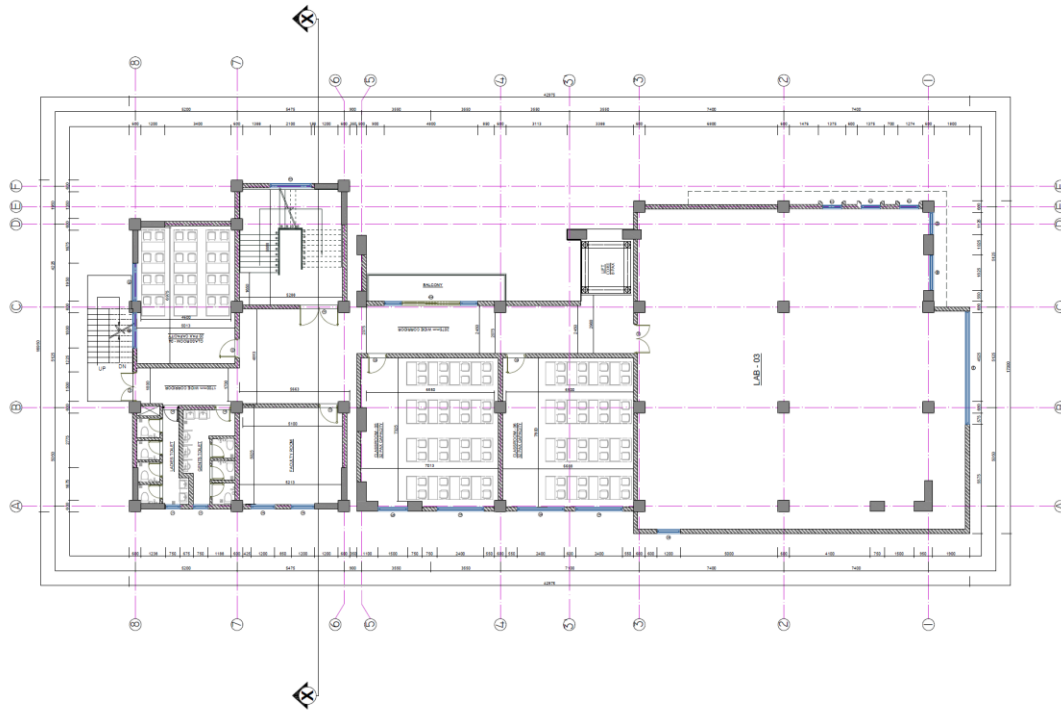
Client: Kathmandu University	
Building Type: Educational	Location: Hattian, Lalpur
Plan No.: 6-2-0-0	Area: 10478.00 sq.ft.
Drawing Title: Architectural Layout Plan - Basement	
Drawn: [Signature]	Dep. No. AR-03
Date: 2021-Dec-09	Scale: [Blank]



GROUND FLOOR (LVL +4'-6")
 TOTAL AREA 7576.50 SQ.FT. [5566.00+2010.50]
 TOTAL COUNTABLE 7246.50 SQ.FT.
 NON COUNTABLE 330.00 SQ.FT.
 TAXABLE 7576.50 SQ.FT.

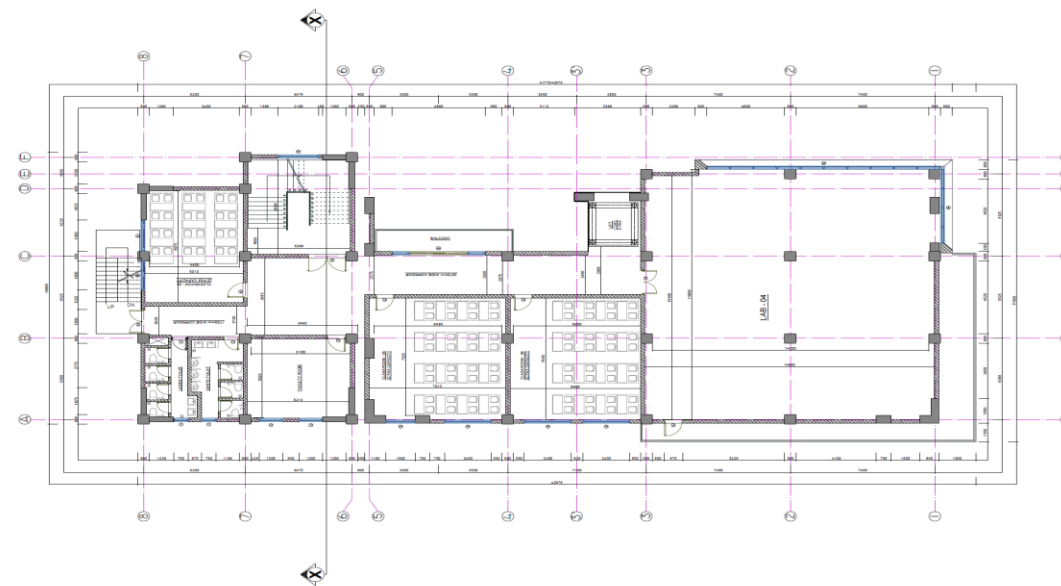
Client: Kathmandu University	
Building Type: Educational	Location: Hattian, Lalpur
Plan No.: 6-2-0-0	Area: 10478.00 sq.ft.
Drawing Title: Architectural Layout Plan - Ground Floor	
Drawn: [Signature]	Dep. No. AR-04
Date: 2021-Dec-09	Scale: [Blank]





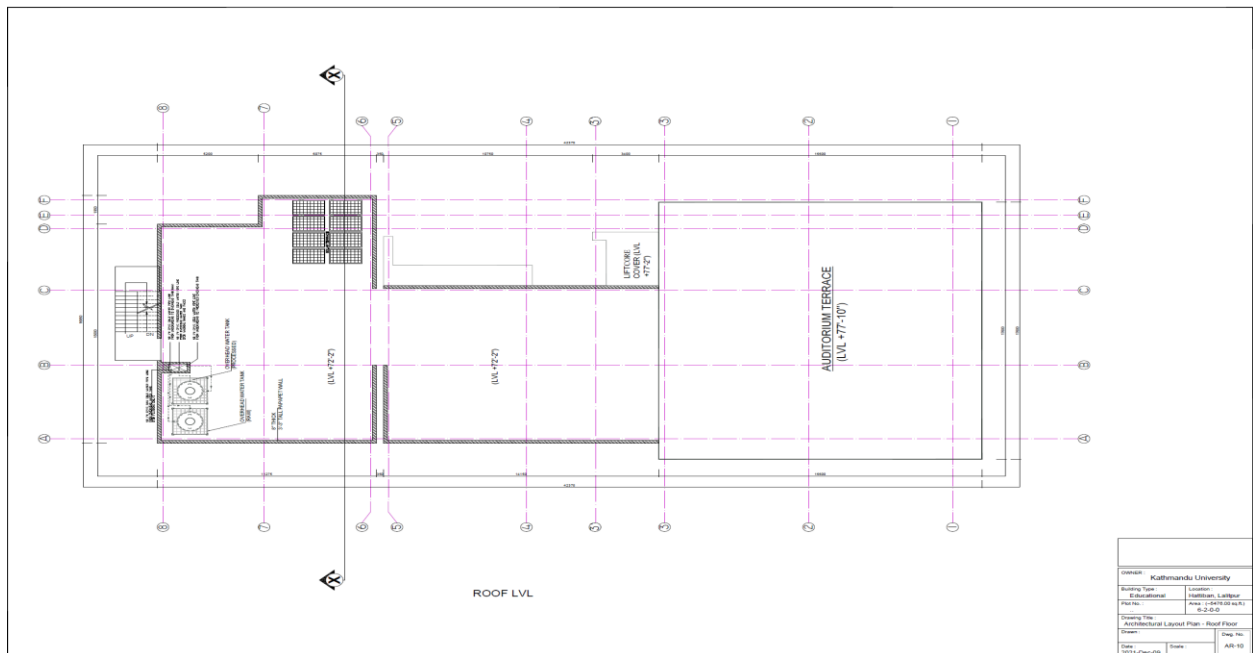
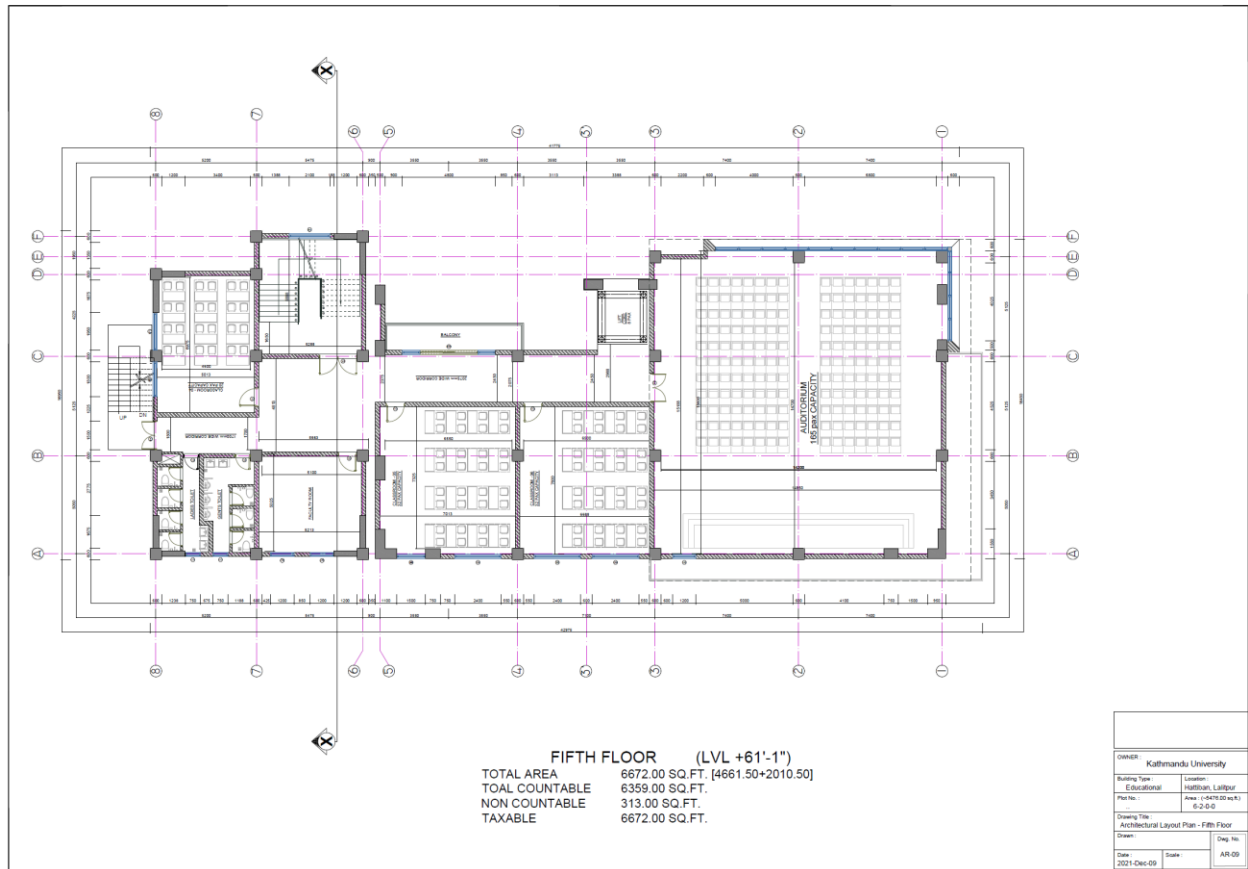
THIRD FLOOR (LVL+38'-11")
 TOTAL AREA 6978.00 SQ.FT. [4967.50+2010.50]
 TOAL COUNTABLE 6665.00 SQ.FT.
 NON COUNTABLE 313.00 SQ.FT.
 TAXABLE 6978.00 SQ.FT.

OWNER: Kathmandu University	
Building Type: Educational	Location: Hattiban, Lalitpur
Project No: 6-2-0-0	Area: 144510 sq.m
Drawing Title: Architectural Layout Plan - Third Floor	
Drawn: 2021-Dec-09	Dep. No: AR-07
Date: 2021-Dec-09	Scale:



FOURTH FLOOR (LVL +50'-0")
 TOTAL AREA 6672.00 SQ.FT. [4661.50+2010.50]
 TOAL COUNTABLE 6359.00 SQ.FT.
 NON COUNTABLE 313.00 SQ.FT.
 TAXABLE 6672.00 SQ.FT.

OWNER: Kathmandu University	
Building Type: Educational	Location: Hattiban, Lalitpur
Project No: 6-2-0-0	Area: 144510 sq.m
Drawing Title: Architectural Layout Plan - Fourth Floor	
Drawn: 2021-Dec-09	Dep. No: AR-08
Date: 2021-Dec-09	Scale:



Library Facilities

The School has a well-established library with adequate texts, reference books, and physical and electronic journals. The library serves the two schools at the Hattiban campus, i.e., the School of Education and the School of Arts. A full-fledged library with adequate space for reading and managing books is planned in the new building.

Library Resources (Last five years)							
	Year 2017	Year 2018	Year 2019	Year 2020	Year 2021		
Textbooks (item count/copies)	12500	14000	15000	16500	18700		
Textbooks (Types / varieties)							
Reference books (item count/copies)	1000	1200	1500	1800	2000		
Reference books (Types / varieties)	education and social science	education and social science	education and social science	education and social science	education and social science		
Newspapers / Magazines	4	4	Journals acquired through TUCL	Journals acquired through TUCL	Remote access using personal e-mail		
Online Journals subscribed by Library / have access from library (Types, and are regular / all volumes/issues after starting subscription) (Latest / Recent additions / volumes / issues)	NA	Subscribed through Proquest	Subscribed through Proquest	Subscribed through Proquest	Subscribed through Proquest		

Number of e-library workstation	5	5	5	5	5		
Number of Computers in library / e-library for students and public use	5	5	5	5	5		
Seating capacity in the library (reading room/seats)	36	36	36	36	36		
Seating capacity in the library (reading room/seats) in relation to total students enrolled (in %)	30	30	36	36	36		
Average number of books issued/returned per day (items)	130-150	130-150	140-150	150-160	150-160		
Average no. of weekly users / visits (person)	1000-1200	1000-1200	1000-1200	1000-1200	1300-1800		
Average no. of Documents weekly consulted (items)	-	-	-	-	-		
Average Log- ins in the e – library	As per user need	As per user need	As per user need	As per user need	As per user need		

Financial Progress

Trend analysis of Budget of the Last Three Years (2019-2021)

The total estimated income of the School increased from NPR 72,000,000 in 2076/77 to 73,700,000 and 74,300,000 in the Fiscal Years 2077/78 and 2078/79, respectively. The increasing rate of the income was 2.36% and 3.20% in the Fiscal Years 2077/78 and 2078/79, respectively. The total expenditure in 2076/77 was 49,271,000, which increased to 53,235,000 and 59,300,000 in the financial years 2077/78 and 2078/79, respectively. The estimated expenditure increased by 8.01% and 20.35 % in the Fiscal Years 2077/78 and 2078/79, respectively. The recurring expenses were **42,121,000 (85.49%)** in 2076/77, which increased to

49,285,000 (92.58%) and **57,100,000** (96.29%) in the financial years 2077/78 and 2078/79, respectively. The estimated recurring expenses increased by 17.01% and 35.56 % in the Fiscal Years 2077/78 and 2078/79, respectively. The budget allocated 10.12% for the research and development activities in the financial year 2076/77 decreased in subsequent years. The estimated recurring increased by 54.78% in the Fiscal Year 2077/78, but the expenses in the Fiscal Year 2078/79 decreased by 7.36%. In this Fiscal Year, the research activities were hampered because of the COVID 19 Pandemic.

The details of the financial income and expenditure for the financial years 2019-2021 are provided below:

Table 8: Financial Details of the Fiscal Years (2019-2021)

Sl no.	Items	FY 2076/77	FY 2077/78	FY 2078/79		
	Total Income (Student fees)	72,000,000	73,700,000	74,300,000		
	Total Expenditure	49,271,000	53,235,000	59,300,000		
	Recurring	42,121,000 (85.49%)	49,285,000 (92.58%)	57,100,000 (96.29%)		
	Salary and Allowances and PF	27,300,000 (64.81%)	32,200,000 (65.33%)	42,600,000 (74.61%)		
	Recurring (without salary and allowances)	14,821,000 (35.19%)	17,085,000 (34.67%)	14,500,000 (25.39%)		
	Research and Development	4,264,000 (10.12%)	6,600,000 (13.39%)	3,950,000 (6.92%)		
	1. Academic Improvements	1,394,000 (3.31%)	2,850,000 5.78%	850,000 (1.49%)		
	1a. Seminars and workshops	500,000	2,450,000	700,000		
	1b. Extracurricular activities	894,000	400,000	150,000		

	2. Faculty development:	400,000 (0.95%)	750,000 (1.52%)	650,000 (1.14%)		
	2a. Faculty development:	200, 000	450,000	450,000		
	2b. Faculty children's education expenses	200, 000	300,000	200,000		
	3. Research and Publication	2,470,000 (5.85%)	3,000,000 (6.09%)	2,450,000 (4.29%)		
	3a. Assessment (viva, Dissertation supervision)	1500,000	1500,000	1,600.000		
	3b. Research, development and Consultancy	400,000	700,000	400,000		
	3c. Field visits, community initiative, Project:	570,000	800,000	400,000		
	Office Operational expenditure	10,557,000 (25%)	104,85,000 (21.27%)	10,550,000 (18.48%)		
	Capital Expenditure	7,150,000 (14.51%)	3,950,000 (7.42%)	2,200,000 (3.71%)		

Social Engagement of the School

One of the School's main activities is its community engagement. All the departments reach their respective communities in different activities. This section provides information on the School's four departments interacting with the respective communities from 2019 to 2022.

Department of Language Education

1. Applied Linguistics: Recent Trends in Nepal on 27-28 December 2019

M Phil in English Language Education of February 2018 at School of Education Kathmandu University, in collaboration with J.S. Murarka Multiple Campus Lahan, Siraha along with Nepal English Language Teacher's Association (NELTA) Siraha organized this program. Tikaram Poudel, PhD from the School of Education Kathmandu University coordinated the program.

**A Two-Day Seminar on
Applied Linguistics: Recent Trends in Nepal**







Prof. Laxman Gnawali, PhD
Key Speaker

Asst. Prof. Tikaram Poudel, PhD
Plenary Speaker

Binod Kumar Yadav
Plenary Speaker

 Bashu Wagle Presenter	 Bipana Koirala Presenter	 Dipak Pd. Mishra Presenter	 Durga Raj Bhusal Presenter	 Geeta Bhattarai Presenter	 Jonash Lepcha Presenter	 Khem Bhatta Presenter	 Madan K. Mandal Presenter
 Dr. Mahendra Pd. Chaudhary Presenter	 Manda Pokharel Presenter	 Mani Ram Sharma Presenter	 Puskar Chaudhary Presenter	 Ram Chandra Pokhrel Presenter	 Dr. Ramnath Yadav Presenter	 Surendra Prasad Bhatt Presenter	 Yagya Prasad Dahal Presenter

Organized by:
Kathmandu University, School of Education,
J.S. Murarka Multiple Campus, Lahan, Siraha &
NELTA Siraha

Venue:
**J.S. Murarka Multiple Campus,
Lahan, Siraha**
27-28 December, 2019

2. Current Trends in English Language Education: 6-10 July 2020

M Phil in English Language Education of February 2019 batch at School of Education Kathmandu University organized an International Webinar **on Current Trends in English Language Education** from 6-10 July 2020. Considering the risk of COVID 19 Pandemic, this program was organized online through Zoom and also aired on Facebook live. The program was virtually attended by participants from Nepal, India, Bangladesh, Pakistan, Philippines, etc. Tikaram Poudel PhD from School of Education Kathmandu University coordinated the program.



MPhil ELE
Batch 2019

Day One
6 July 2020



A Five-Day Webinar
On
Current Research Trends in English Language Education



Prof. Dr. Jairaj Awasthi
Welcome Remarks

15:00 - 18:00
Nepali Time



Asst. Prof. Dr. Tikaram Poudel
Introducing the Webinar



ID: 664 5164 4581
Password: 676107



Ms. Kamala KC
Role of Parents in Developing Reading Habit of Children: Teachers' Perception
Presenter



Mr. Jonash Lepcha
Face to Face Classroom or Remote Classroom? A Narrative Inquiry
Presenter



Mr. Surendra Pd. Bhatt
Teaching English: Bringing Local Culture in English Language Classroom
Presenter



Mr. Gunaraj Nepal
Moderator

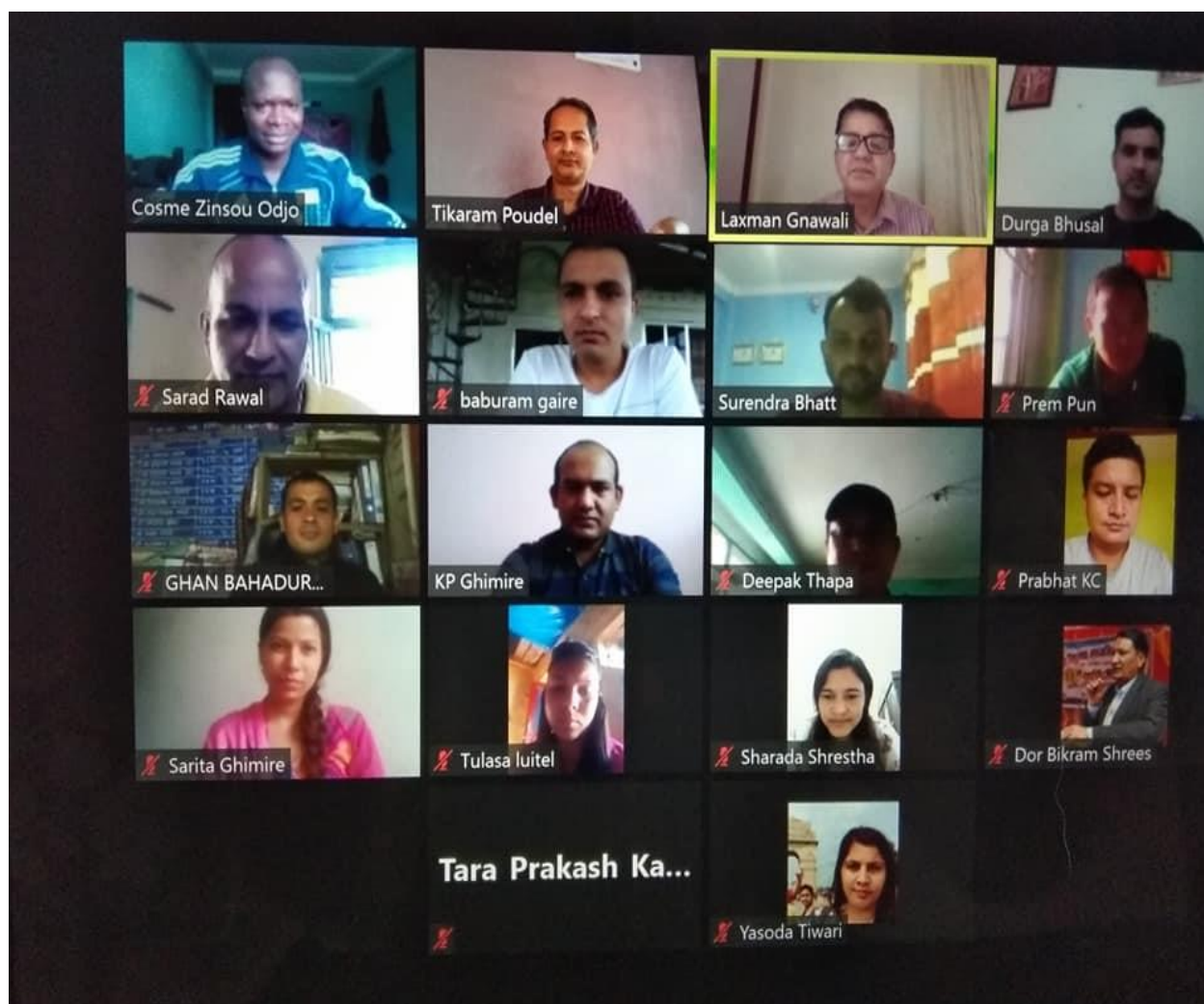


Ms. Vidhya Pokhrel
The Notion of 'Other' in Connotation With My Identity Construction: An Auto Ethnography
Presenter

For more detail: mphilele2019@gmail.com/ 9848766993/9857037095

3. A Six-Day Workshop on Academic Writing: 25-29 August 2021

The Writing Center at the School of Education Kathmandu University organized a six-day workshop on Academic Writing on 25-29 August 2021.



4. A Two-Day Virtual Webinar On Planning, Attending and Presenting in National and International Conference

The Writing Center at School of Education at School of Education Kathmandu University organized this program on 6-7 September 2020. The program began with the welcome speech of Prof Mahesh Nath Parajuli, PhD. Prof Laxman Gnawali PhD, Tikaram Poudel PhD, K P Ghimire, Ms Shikha Gurung, Ms Vidhya Pokharel, Siddhartha Dhungana and Ganesh Bastola gave the sessions on different aspects of the planning, attending and national and international conferences. Surendra Bhatta and Durga Bhusal moderated the sessions.

 **A TWO-DAY *Free* WEBINAR ON**

Planning, Attending and Presenting in National and International Conferences

DAY ONE

6th September, 2020
11:00 am - 1:00 pm



Presenter
Prof. Laxman Gnawali, PhD



Welcome Speech
Prof. Maheshnath Parajuli, PhD
Dean KUSOED



Presenter
Ms. Shikha Gurung

Exploring Conferences and Submitting Abstracts



Presenter
Mr. Siddhartha Dhungana

Preparing for Attending Conferences



Presenter
Ms. Vidhya Pokhrel

DAY TWO

7th September, 2020
11:00 am - 1:00 pm



Presenter
Asst. Prof. Tikaram Poudel, PhD
Writing Conference Proceedings







Presenter
Mr. KP Ghimire
Giving Impressive Conference Presentation

Moderators



Mr. Surendra Bhatt



Mr. Durga Bhusal

**The Writing Centre,
Kathmandu University School of Education**

For more details: dle@kusoed.edu.np 9851275153/ 9857037095/ 9851193520

5. Thesis Writing Workshop: 13-17 September 2020 (Qualitative) and 19-23 September – 2020 (Quantitative)

The Writing Centre at the School of Education Kathmandu University organized this program in two phases: the first phase was for qualitative and the second for quantitative. The main bjectives of this virtual program were:

- a) To explore the recent trends in thesis writing for masters level scholars
- b) To develop thesis writing skills in young researchers
- c) To assist the students who have a potential barrier in bringing their thesis writing in proper academic structure

- d) To promote institutional reputation among the scholars in the national and international arena

The Writing Centre
Kathmandu University
School of Education

Announces

A FIVE-DAY WORKSHOP

Phase One **on** **Phase Two**

THESIS WRITING

Qualitative **Quantitative**

13 - 17 September 2020
11:30 am- 1:00 pm

19- 23 September 2020
11:30 am- 1:00 pm

For more details: dle@kusoed.edu.np
9851275153/ 9857037095/ 9851193520

6. **Lecture Series on Qualitative Research, Applied Linguistics, and English and Contemporary South Asian Society**

The Research and Innovation Center at the School of Education Kathmandu University, Nepal, organized a **Lecture Series on Qualitative Research, Applied Linguistics, and English and Contemporary South Asian Society** from 21 December




**Lecture Series
on**

**Qualitative Research,
Current Trends in Applied Linguistics, and
English and Contemporary South Asian Society**

December 21, 2020 to January 09, 2021

***Free
Registration***

Registration:
<https://forms.gle/Jkc7x6JoKRGiwjNz7>

***Lectures from
Home and Abroad***

Organizer
The Research and Innovation Center
School of Education Kathmandu University

For more Detail: Feel free to contact +977- 9845886322

17:15- 19:00
Nepal Time



2020 to 9 January 2021. The series' theme was '**the indigenous knowledge system to understand the world**'. Participants were master, Master of Philosophy, and PhD students, researchers and university teachers from Nepal, India, Bangladesh, Pakistan, Philippines, etc.

Fourteen invited speakers from Nepal, India, Pakistan and Norway gave presentations on qualitative research, applied linguistics, English and contemporary South Asian society. These scholars have their expertise in applied linguistics, qualitative research, engineering, computer science, history, and human rights. Prof Mahesh Nath Parajuli and Prof Laxman Gnawali, the Dean and the Associate Dean respectively of the School of Education Kathmandu, highlighted the academic activities of the School of Education and welcomed the invited speakers and participants in the opening ceremony of the event on 21 December 2020.



Tikaram Poudel, PhD, the Research and Innovation Center at School of Education coordinator, coordinated the event in collaboration with M Phil scholars of the 2019 and February 2020 batch. The **Research and Innovation Center** thanks the contribution of Surendra Bhatt, Durga Bhusal, Laxman Bhandari, Gokul Ghimire, Hiralal Kapar, and Maniram Sharma for making the event a successful one.

7. Current Trends in English Language Education- Season 2: 16-19 January 2021

M Phil in English Language Education of February 2019 and February 2020 batches at School of Education Kathmandu University organized an International Webinar on Current Trends in English Language Education- Season 2 from 16-19 January 2021. Considering the COVID 19 pandemic's risk, this program was organized online through Zoom. The program was virtually attended by participants from Nepal, India, Bangladesh, Pakistan, Philippines, etc.

Tikaram Poudel PhD from the School of Education Kathmandu University coordinated the program.

Department of STEAM Education: A Report 2019 – 2022

The department was established to develop and launch academic programs in Mathematics Education, Science Education, Technology Education, and multi-, inter, and trans-disciplinary STEAM Education. The department also conducts research-related activities in the field of STEAM Education. In addition, the Department organizes/conducts long/short-term teacher professional development programs to educate teachers, teacher educators, school leaders, and experts on innovative and progressive educational approaches and dimensions of curriculum, pedagogy, and assessment. Different programs under this department develop critically aware, responsible, and creative human resources that can transform educational practices at different levels through Transformative STEAM Education. The first program of the department was MED in Mathematics Education in 2006. In 2019, the Mathematics Education unit was extended to the STEAM Education Department, and it started launching various academic programs.

The department has developed new programs and been contributing to developing human resources for the education sector, which is also one of the aims of the school. Also, the department has made a remarkable achievement in research and publication through the faculty. Graduate students from this department are engaged in several areas as teachers, teacher educators, and researchers. Their working culture and productivity in the workplace have become a remarkable reflection of the department. Under the additional activities section, the department of STEAM Education conducted several programs related to teacher education and research. Some of the programs are as follows.

- A Teacher Professional Development Session for Mathematics Teachers for grades 9-12
- Mathematics-focused Webinar Series-2022 (Every Friday)
- STEAM Education Webinar Series 2021 and 2022 (Every Saturday)
- An 8-day workshop on TI-Nspire Calculator Software

On December 4, 2021, the department of STEAM education conducted a session on "One-day Workshop Secondary Level Mathematics Teachers (Grade 9-12)" in Face-to-Face mode at Kathmandu University School of Education, Hattiban, Lalitpur. This workshop aimed to facilitate teachers and teacher educators with the knowledge and skills of innovative pedagogy to teach mathematics in a meaningful way. As per the feedback from the teacher, the program was successful in terms of transforming skills to teach mathematics meaningfully. The workshop was conducted on the following topics:

- Technical Aspects of Question Paper: Errors and Solutions in Answer Sheets
- ICT integration in Mathematics
- Model Drawing Method
- Data Science for Mathematics Teachers
- Problem-solving in Mathematics Teaching and Learning

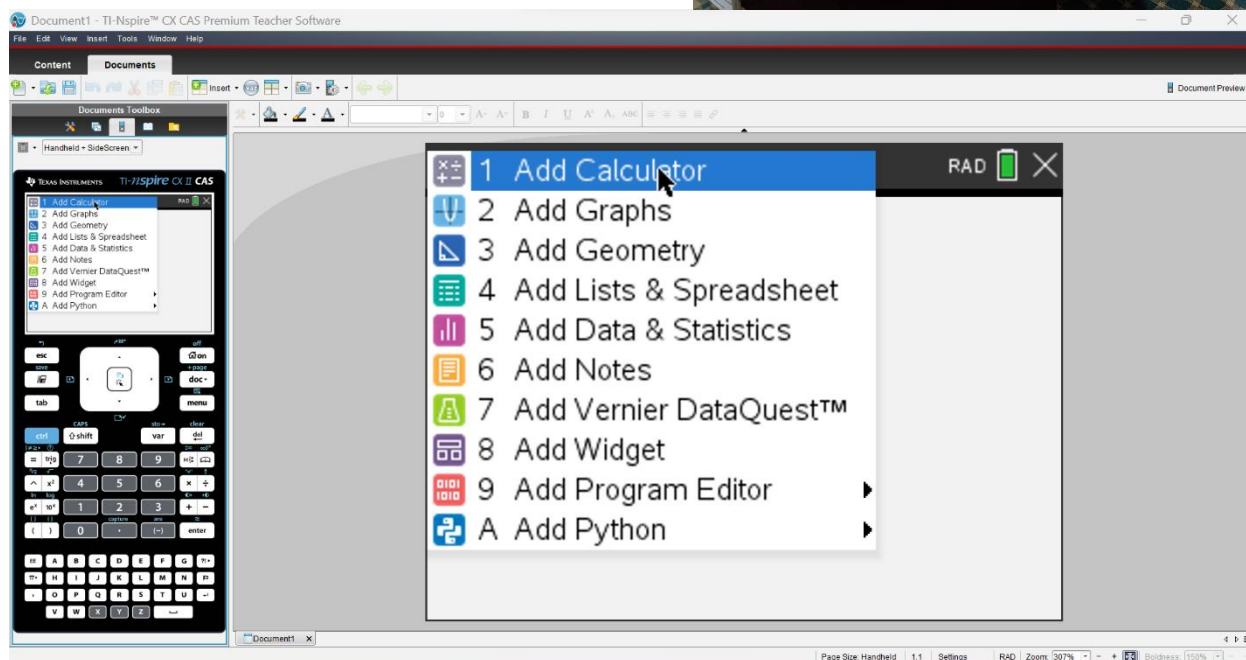




A 8-day Workshop TI-Nspire Calculator

The department of STEAM Education conducted this workshop with the collaboration of an US company and Dr. Marian Prince (T^3 National Instructor) from Andrews University. The program was conducted among more than 30 teachers of 17 schools. The purpose of the program was to provide schools with high-tech calculator which have facilities and features of python program, graphing calculator, advance statistics, etc. The calculator was efficient in doing geometry, statistics, probability, calculus, etc. Similarly, teachers were provided with Premium Teachers' Software for PC, where teachers can create various resource materials to teach mathematics and science effectively. With the advanced AI and Simulation features, the software and calculator can do advanced mathematics and science tasks. The workshop was conducted in Online-mode by a facilitator from the US, and Nepali facilitators supported the entire Nepali team in learning and develop skills. After the completion of 7 days, Dr. Marian Prince came to

Nepal to handover the calculators to the schools and did one face-to-face session with the teachers. The following are some glimpses of the program.



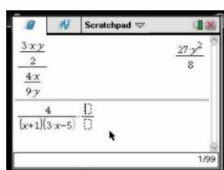
2.7 How to multiply and divide algebraic fractions

- To multiply or divide algebraic fractions, press the $\frac{\Box}{\Box}$ key and $\frac{\Box}{\Box}$ to get the fraction template, and type the fractions directly onto the screen as shown.

(a) $\frac{3xy}{2} \div \frac{4x}{9y}$

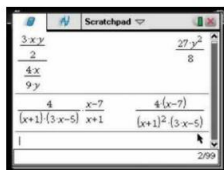
(b) $\frac{4}{(x+1)(3x-5)} \times \frac{x-7}{x+1}$

Note: Include the multiplication operator between the variables.



2. Notes

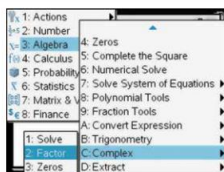
- Pressing the tab key (Tab) will bring the cursor to the appropriate line of working.
- Include the multiplication operator between variables and brackets.



2.8 How to factorise over the complex number field

- To factorise over the complex number field, clear the Scratchpad page and press:

- MENU (2nd) [MATH]
- 3: Algebra (3)
- C: Complex (C)
- 2: Factor (2)



For the right intersection point, move the dotted line to the left of the right intersection point and press [enter]. Then move the dotted line to the right of the desired intersection point and press [enter]. Press [enter] a third time and the tool is "put away" and the coordinates of the intersection point are displayed. If desired, select the label of the coordinates to move them out of the way.

- Compare the two methods and pick the method that is appropriate for your lesson and your students.

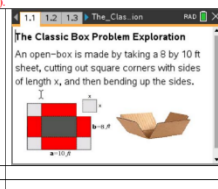
The debrief will insert a New Problem with an explanation of what that means.

D. Breakout Session #3—Finding the Maximum (a real world application).

This is an interactive Nspire file—The Classic Box Problem Exploration.

On p. 2.2, BEFORE moving on to the next page, what math model would you use to fit the trend of the data.

On p. 3.3, enter the function in f2(x) from p. 3.2 and move the point to check the function.

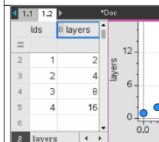


B. Breakout #1—ScatterPlot (p. 13-15)

- To graph the following data, insert a List & Spreadsheet page [Ctrl][+page]. Name the variables (the columns)

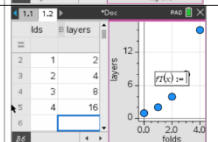
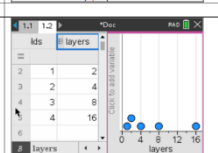
folds	layers
0	1
1	2
2	4
3	8
4	16

Move the cursor to one of the cells in column b, and make a graph by using Menu > Data > Quick Graph. Use [Ctrl][tab] to move from one work area to the other. Move the cursor to the "Click or Enter to change variable" and change the horizontal variable to Folds and the vertical axis to Layers.



What function would model these data? Press Menu > Analyze > Plot Function. Enter the expression that you think fits the data. (Note: Regression will be discussed in Session 4.)

To get rid of the split, highlight the graph, press [Doc] > Page Layout > Delete Application.



BarCharts, Inc.® WORLD'S #1 ACADEMIC OUTLINE

TI-83 Plus Calculator

Overview of Keys

Graphing & Table Keys

Editing Keys

Function Keys

Scientific Calculator Keys

The functions in yellow become active when the [2nd] key is pressed. For example, to access the LIST menu, press [2nd] [STAT]. In this guide, this selection may be denoted as [2nd] [LIST].

The alpha characters in green become active when the [ALPHA] key is pressed. For example, to access the character "V," press [ALPHA] [6].

Turning On/Off

- To turn on the calculator, press [ON].
- To turn off the calculator, press [2nd] [OFF].
- If the calculator is on but not used for about five minutes, it will automatically be powered down. Pressing [ON] will turn the calculator on, and the screen will return exactly as it was before it was powered down.

General Info & Basics

aligning the + side of the battery with the + in the diagram, and replace the cover.

- To replace the lithium battery, remove the screw from the lithium battery cover and install the battery with the + side facing up. Replace the cover by screwing it back in place.
- It is not recommended to replace both the AAA batteries and lithium battery at the same time.

Setting Modes

Mode settings interpret how the TI-83 Plus displays and interprets number and graphs. To change modes, press [MODE], then use the arrow keys (↑, ↓, ←, →) and press [ENTER] when the desired setting is highlighted.

- Numeric notation:** "Normal" displays numerical expressions in standard form. "Sci" displays numerical expressions in scientific notation, using an "E" to display the power of 10. "Eng" display numerical expressions in engineering notation, which is similar to scientific notation but allows one, two, or three digits before the decimal point.
- Number of decimal places:** "Float" displays up to 10 digits after decimal point (up to when the decimal terminates). The numbers through 9 display that particular number of digits to the right of the decimal (and include trailing zeros). This applies to answers displayed on the home screen, coordinates on a graph, coefficients in regression equations, and calculated results under various other menus.
- Unit of angle measure:** "Radian" interprets angle values as radian and "Degree" interprets angle values as degrees. This is used primarily when calculating with trigonometric functions and polar and rectangular coordinates.
- Type of graphing:** "Func" is used when graphing functions where Y is function of X. "Par" is used when graphing parametric functions where X and Y are functions of T. "Pol" is used when graphing functions where r is a function of θ. "Seq" is used when graphing sequences.
- Graph point display:** "Connected" draws a line that connects each point calculated for each function. "Dot" plots each point calculated for each function.
- Graph order:** "Sequential" draws one function completely before another function is drawn. "Simul" draws values for all functions for the same value of X and then draws values for all functions for the next value of X, etc.
- Complex number activation:** "Real" does not display complex numbers.



STEAM Webinar Series-2021 (Online Mode) [Every Saturday]

For the purpose of spreading the awareness of STEAM education as a pedagogical innovation for holistic and sustainable learning, the department of STEAM education conducted this webinar series. The focus of STEAM as an educational approach is to facilitate teaching and learning activities in a multidisciplinary, interdisciplinary, and transdisciplinary curriculum integration model. Having students involved in various project-based learning activities, students learn concepts of various subjects and disciplines by connecting the knowledge and skills of one discipline to another context of human life or the discipline. Here holistic learning happens. Academic and school leaders, teachers, teacher educators, university students, practitioners, researchers, etc., participated in the program. Based on the feedback and observations, the series successfully imparts STEAM education's knowledge and skills. Since this was an online-based webinar series, we recorded the sessions, edited them, and uploaded them to our YouTube channel (<https://www.youtube.com/channel/UCy6R6fFPIfVEl8Qvo4UHwgw>) so that people could watch the videos and sessions later. Some of the video links are as follows:

- <https://www.youtube.com/watch?v=qT8fQ9IbBXw&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=8>
- <https://www.youtube.com/watch?v=0wct7iz1kjU&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=5>
- <https://www.youtube.com/watch?v=3aPfV1R7JzQ&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=10>
- <https://www.youtube.com/watch?v=9UrohQ4vJII&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=12>
- <https://www.youtube.com/watch?v=tUHLtwP7uPs&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=16>
- <https://www.youtube.com/watch?v=ykcLUe1Uf14&list=PLWafYWNnX2xrg87RWp-zrFhPreZntE6vE&index=17>

Some of the photos and glimpses of the seminars.

**DEPARTMENT OF STEAM EDUCATION ORGANIZES
KUSOED WEBINAR SERIES – 2021**

Opening Remarks By
Prof. Bal Chandra Luitel
Dean, KUSOED



Different Dimensions of STEAM Education

Niroj Dahal
Scholar, PhD in STEAM Education



PRESENTERS

Ramesh Adhikari
Scholar, One-Year MED in
STEAM Education



Closing Remarks
Roshani Rajbanshi
Postdoc, KUSOED



MC/Moderator
Rosy Napit
One-Year MED Scholar, STEAM Education



**11 December 2021
5:30 - 7 PM
(NPT)**

**DEPARTMENT OF STEAM EDUCATION ORGANIZES
KUSOED WEBINAR SERIES – 2021**

Opening Remarks By
Asst. Prof. Binod Prasad Pant
Acting Head
Department of STEAM Education



**Different Dimensions of STEAM Education
(Engineering Design Process)**

PRESENTERS

Asha Aryal
Scholar, 1-Year MED in STEAM Education



Pooja Maheshwari
Scholar, 1-Year MED in STEAM Education



Chandra Bahadur Khadka
Scholar, 1-Year MED in STEAM Education



Closing Remarks
Parbati Dhungana Paudel
PhD Scholar



MC/Moderator
Asha Khadka
One-Year MED Scholar, STEAM Education



**18 December 2021
5:30 - 7 PM
(NPT)**

Registration Link: <https://bit.ly/3yHiRpL>

**DEPARTMENT OF STEAM EDUCATION ORGANIZES
KUSOED WEBINAR SERIES – 2021**

Opening Remarks By
Asst. Prof. Binod Prasad Pant
Acting Head
Department of STEAM Education



Innovative Pedagogy and School Transformation

PRESENTERS



Rajendra Dahal
MEd in STEAM Education



Pushpa Sunar
MEd in STEAM Education



Closing Remarks
Indra Mani Shrestha
Lecturer
Department of STEAM Education, KUSOED



MC/Moderator
Sachita Suwal
MEd in STEAM Education



1 January 2022
5:30 - 7 PM
(NPT)

Registration Link: <https://bit.ly/3yHiRpl>

Webinar Series organized by Kathmandu University
School of Education, Department of STEAM Education





Opening Remarks by
Prof. Bal Chandra Luitel
Dean, Kathmandu University
School of Education



Presenter
Bina Bhattacharai
Scholar
MPhil STEAM Education



Presenter
Amrit Bhandari
Scholar
MPhil STEAM Education



Presenter
Hari Bista
Scholar
MPhil STEAM Education



Moderator
Ganga Subba
Scholar
MPhil STEAM Education

Closing Remarks by
Binod Prasad Pant
Acting Head, STEAM Department

**ART - BASED PEDAGOGY
in Mathematics Class**

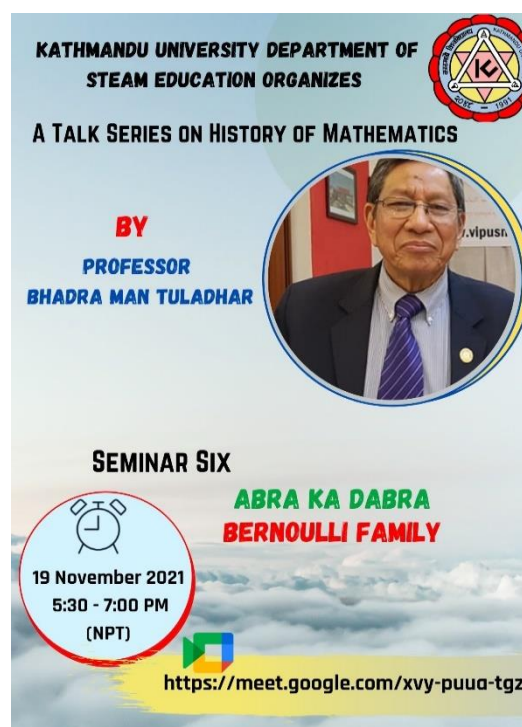
Saturday, November 20, 2021 | Time 5:30 PM to 7 PM

KUSOED Mathematics-focused Webinar Series-2022

One of the signature program of the department of STEAM education is Masters in Mathematics Education (2-years). The department started this program in 2006. To preserve the history of Mathematics, it is required that someone take initiative to take historical events and development to people in the community. Similarly, the study of history of mathematics is crucial. With the motto of reaching out to many individuals who love mathematics and wants to study about the history of mathematics, the department conducted this mathematics-focused webinar series. This webinar series was facilitated by Professor Bhadra Man Tuladhar, a renowned mathematician and scientist from Nepal. The department recorded the video of the seminar and uploaded them in departments' YouTube channel. The following are some video links to watch.

- https://www.youtube.com/watch?v=kKff7o_z2is&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=2
- <https://www.youtube.com/watch?v=p6cTDsXHqPg&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=3>
- <https://www.youtube.com/watch?v=BF-yLNoFFrU&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=4>
- <https://www.youtube.com/watch?v=vxHacrH3Zko&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=5>
- <https://www.youtube.com/watch?v=ZrTYRUnYE88&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=6>
- <https://www.youtube.com/watch?v=8YmTtjlk0R4&list=PLWafYWNnX2xqwOi3htIT9IDlzmPfEEr6n&index=16>

Some of the Flyers and Pictures from this program.



<p>KATHMANDU UNIVERSITY DEPARTMENT OF STEAM EDUCATION ORGANIZES</p> <p>A TALK SERIES ON HISTORY OF MATHEMATICS</p> <p>BY PROFESSOR BHADRA MAN TULADHAR</p>  <p>Seminar 13 SETS, PARADOXES, & CRISES IN MATHEMATICS</p> <p>25 Feb 2022 5:30 - 7:00 PM (NPT)</p>  <p>https://meet.google.com/sak-xjiy-axk</p>	<p>KATHMANDU UNIVERSITY DEPARTMENT OF STEAM EDUCATION ORGANIZES</p> <p>A TALK SERIES ON HISTORY OF MATHEMATICS</p> <p>BY PROFESSOR BHADRA MAN TULADHAR</p>  <p>Seminar 12 CARL FRIEDRICH GAUSS GEORG CANTOR</p> <p>18 Feb 2022 5:30 - 7:00 PM (NPT)</p>  <p>https://meet.google.com/sak-xjiy-axk</p>
<p>KATHMANDU UNIVERSITY DEPARTMENT OF STEAM EDUCATION ORGANIZES</p> <p>A TALK SERIES ON HISTORY OF MATHEMATICS</p> <p>BY PROFESSOR BHADRA MAN TULADHAR</p>  <p>SEMINAR 11 HERITAGE OF GEOMETRY</p> <p>31 December 2021 5:30 - 7:00 PM (NPT)</p>  <p>https://meet.google.com/xvy-puua-tgz</p>	<p>KATHMANDU UNIVERSITY DEPARTMENT OF STEAM EDUCATION ORGANIZES</p> <p>A TALK SERIES ON HISTORY OF MATHEMATICS</p> <p>BY PROFESSOR BHADRA MAN TULADHAR</p>  <p>Seminar 14 MATHEMATICS AND ECONOMICS</p> <p>4 March 2022 5:30 - 7:00 PM (NPT)</p>  <p>https://meet.google.com/sak-xjiy-axk</p>

Annual Plans of Departments

Department of Development Education

The Department of Development Education was established in October 2018. Previously, the School had a single department for Development Education and Educational Leadership. This Department operates programs that connect development with education by catering to the needs of the development sector. It has streamlined and consolidated demand-driven programs aiming to produce, examine and engage in the global and local development discourse from multiple paradigms and educational perspectives.

The main objective of this Department is to create creative, critical, and efficient development professionals who can meet the 21st challenges and needs contributing meaningfully to the development of the nations through various communities and activities. The purpose of the programs under this Department is to emphasize the capacity building of potential research of national and international scholars whose research is likely to become a basis for improving practices in their professions and could contribute to the development sector at local, national, and global levels. The program further aims to equip the analytical and practical skills to engage in development issues critically and debates from an interdisciplinary perspective and work across the intersections of development policy, research, and practice. The program aims to enable students to engage in social transformation processes utilizing research-based expertise and critical and comparative analysis.

The Department has created a network of graduates who have significantly served in the development sector through their deserving positions. These experts always assist the program promotion and collaborative activities or projects with the Department. The benefits that the School of Education receives from them are valuable since it is the major factor for the program's success within this Department.

Programs

- a) Ph.D. in Development Studies
- b) M. Phil in Development Studies
- c) Master in Sustainable Development
- d) Master in Technical and Vocational Education and Training,
- e) One-year master's in education in Training and Development.

The Department has become a milestone in education, development, and vocational education and thus has become the hub of learning the developmental needs. The Department has been conducting classrooms online as well as in blended mode. The community-driven activities such as fieldwork engage students at the community level and apply their knowledge from the classroom to the community. Further, the Department has regularly collaborated with development partners such as Nepal Participatory Action Network (NEPAN) for community engagement by conducting occasional discussion series. In the future, it has planned to work with local municipalities and collaborative work for the students' community development and knowledge implications.

Outcomes

The Department of development education provides a unique value proposition of sustainability. Its programs— TVET and Training and Research in higher education— develop a collaboration with the Government of Nepal, Development Partners, Community Based Organizations, and Industry through its integrated research initiatives with industry and the provision of tailored Master, Mphil,, and PhD postgraduate course offerings that reflect the changing demands of development, education, industry, technology, and careers.

Last Year's Review and Achievement

Course Revision of Master in Technical and Vocational Education and Training and Master in Sustainable Development, Guideline development of assessment and review. Master, Mphil, and PhD Guideline Development, Development of policies against sexual harassment was developed, and UNV SWVR research was completed.

Operational Activities

- Continue Research and Innovation
- Learning and Teaching: Prepare graduates for a rapidly changing and increasingly globalized world through student-centered and research-led learning and teaching.
- Internationalize the School's research, student and staff bodies, curriculum, courses, partnerships, and networks in key geographical markets.
- External Engagement: Generate mutually beneficial outcomes by developing and nurturing strategic partnerships – locally, nationally, and internationally.
- Create a conducive environment that promotes staff wellbeing and further development.

Department of Language Education

The Department of Language Education (DLE) aims to produce a workforce in the field of language education to contribute to language teaching, language teacher education, and research and language education policy. The DLE networks widely with similar departments and institutions to create synergy in bringing about timely language learning and education changes. Programs currently under DLE include PhD in English Language Education, M Phil in English Language Education, M Ed in ELT (2-year), M Ed in ELT (1-year), and B Ed in Chinese Language Teaching. The Department is proud of strong in-house faculty members and a good pool of visiting scholars. The Department plans to launch a two-year Masters's program in **Writing and Literacy Studies** in addition to upgrading the existing graduate and post-graduate

programs to suit the needs of graduates in the competitive environment of the twenty-first century.

DLE will contribute to the quality upgrade of research and communication at the School of Education by expanding writing, editorial, and communication services to other programs of the School through the newly established **Writing and Communication Center**. DLE will also launch short-term teacher training sessions, organize conferences, seminars, and workshops on current and pertinent issues related to language education, and undertake research to publish quality reports, book chapters, and journal articles.

Issues and Challenges

We identified the issues and challenges of the School in different criteria —policy and procedure, curricular aspects, Teaching Learning and Evaluation System, Research, Consultancy and Extension, information system, and public information.

At the policy and procedure level, one of the challenges faced was financial and administrative autonomy for the effective functioning of the School. The Regulation for Autonomy (2075/2018) of Kathamndu University has been drafted. The School regularly updates the curricula to catch up with the recent innovations in the respective disciplines. To address this issue, the School regularly updates the content and delivery modes with regular workshops and research outputs. The School follows the continuous assessment system (CAS) in the teaching, learning, and evaluation system. This issue intensified when we moved to online teaching from physical classes. To solve this, we organized regular workshop sessions and finally developed a guideline for the open book exam (OBE).

We felt one of the issues with the research was that we needed to develop comprehensive guidelines that help the scholars. Realizing this fact, we have developed guidelines for scholars through a series of discussions. The congested classrooms and office space have been a problem at the Hattiban campus. To solve this problem, a multi-storeyed building is being constructed. The School of Education puts students at the center of the teaching and learning process. To address this issue, the School has the Grievances and Placement Cell to address students' problems. One of the challenges the higher education institutes face is maintaining the information and the inability to produce the information when needed.

We are moving the digitalization of the entire system from the admission to the examination of every student. When we can digitalize the School's information, we can easily reach our information to the concerned stakeholders. We also believe that the University serves our society, and each member of society has the right to access the knowledge generated in universities.

Scholarships (2019-2021)

The School of Education at Kathmandu University fulfills its social responsibility by providing scholarships to economically vulnerable students. These scholarships enable to make true the dream of higher education. In 2019, the School provided scholarships to 29 scholars. Of these, 19 were men, and ten were women scholars. In 2020, the number increased to 43. Of these, 30 women scholars won the scholarships, and 13 were men. In 2021, 33 scholars studied with scholarships. The School arranges different scholarships for scholars from undergraduate to doctoral programs.

Table 9: Scholarship details (2019-2021)

Scholarship	Programs	2019			2020			2021		
Formula funding		Total	M	F	Total	M	F	Total	M	F
	Master of Sustainable Development	3	1	1 1 (40%)	4	1	2 1(60%)	6	1	4 1(40%)
	English Language Teaching (ELT)	2	1	1	4	1	2 1(60%)	5	2 1 (50%)	1 1(50%)
	Master of Mathematics Education	2	1	1 (60%)	3	1	1 1(60%)	8	6 (50%)	2(50%)
	Master of Education Leadership	3	2	1	4	1	2 1(60%)	5	3	2

	Master of Technical and Vocational Education				2	1	1	3	1 1(80%)	1
	Total	10	5	5	17	5	12	27	15	12
NOR HED	Master of Sustainable Development				2		2 (partial)			
	English Language Teaching (ELT)				2	1	1 (partial)			
	Master of Mathematics Education				4	2 (partial)	2 (partial)			
	STEAM Education				7	1	6			
	Ph.D. in STEAM Education	1	1							
	Total	1	1		15	4	11			
NVQS	Master of Sustainable Development	5	4	1						
	Total	5	4	1						

ENSS URE	Master of Sustainable Development	6	6	-						
	Total	6	6	-						
Chhor i- Buhar i	Master of Sustainable Development	3	2	1	5	-	5			
	Total	3	2	1	5	-	5			
Foreig n schola rship-										
	English Language Teaching (ELT)				3	2	1	2	2	
	PhD in ELE							1	1	
	PhD in Development Education							1	1	

	Master of Technical and Vocational Education				1	1 (partial)				
	Total				4	3	1	4	4	
Confucious grants										
	Bachelor of Chinese Language Teaching	3		3						
	Total	3		3						
HR Letter	M Phil in Education Leadership				1		1 (partial)			
	M Phil in English Language Education (ELE)							1		1 (partial)
	Master of Technical and Vocational Education							1		1
	Total				1		1	2		2
LELAM Project	PhD in Development Education				1	1				

	Master of Technical and Vocational Education	1	1							
	Total	1	1		1	1				
	Grand Total	29	19	10	43	13	30	33	19	14

Projects (Ongoing and Recently Completed)

S.N .	Title of the project	PI/Co-PI	Funding Agency	Collaborating Partners	Duration	Budget	Remarks
1.	Linking Education and Labor Markets (LELAM).	Prof. Dr. Mahesh Nath Parajuli	SDC and SNSF	ETH, Zurich (Swiss Federal Institute of Technology in Zurich (ETHZ))	Phase-I 2017/2018 to 2019/2020 Phase-II: 2021/2022 to 2022/2023	625,398 Swiss Franc CHF*105 =NRs. 65,666,790	
	Managing Randomized Control Trial (RCT) Study of Apprenticeship under ENSSURE Project	Prof. Dr. Mahesh Nath Parajuli	SDC	ETH, Zurich (Swiss Federal Institute of Technology in Zurich (ETHZ))	2018-2019	Rs 1,382,400	This is a part of LELAM project
2.	Enhancing Access and Quality of Teacher Training/Professional Development of Teachers Using ICTs	Dr. Bal Chandra Luitel	NORAD	Tribhuvan University as main partner, Oslo and Akershus University, College of Applied	2013 to 2019	4,495,500 NOK *14 = NRs 62,937,000	

S.N	Title of the project	PI/Co-PI	Funding Agency	Collaborating Partners	Duration	Budget	Remarks
	and Distance Delivery Modes			Sciences (HiOA)			
3.	Innovations in teaching and learning through contextualized approaches to increase the quality, relevance and sustainability of education in Nepal	Dr. Bal Chandra Luitel	NORAD	Tribhuvan University as the main partner, Norwegian University of Life Sciences	2016 to 2023	4,576,657 NOK*14 = NRs. 64,073,202	
4.	Extension	Dr. Bal Chandra Luitel	NORAD	Tribhuvan University as the main partner, Norwegian University of Life Sciences	2020	500,000 NOK*14 = NRs. 7,000,000	
5	Advisory Services to Strengthen Training Capabilities of Nepal Police	Dr. Laxman Gnawali	The United Nations Office for Project Services (UNOPS)	Nepal Police Academy, Maharajganj, Kathmandu	January 2019 to June 2020	NRS 2,453,000	
6	Role of Religion and Culture to Tackle the Economic Vulnerability and Root Causes of	Dr Prakash C Bhattarai	World Vision International Nepal		February 25- September 25, 2020		Completed

S.N .	Title of the project	PI/Co-PI	Funding Agency	Collaborating Partners	Duration	Budget	Remarks
	Early Marriage						
7	Operational Guidelines for Innovative Partnership Fund (IPF) for Provincial Governments	Dr Prakash C Bhattarai	Provincial and Local Governance Support Program Babarmahal, Kathmandu		2020 20 November , 2020 –20 January, 2021		Completed

Outstanding Achievements

The combination of teaching and research gave a positive impetus to the learning environment at the School. The involvement of the faculty members and the students in combining the theory with the praxis in research focusing on the issues of our communities brought innovative academic outputs. These outputs of the School have been published both by national and international publishing houses. The School's research studies are vital for policy inputs at national and regional levels.

Another best practice that the School has been striving for is the innovations in the online mode of delivery. The School has prepared the Self Learning Materials (SLMs) for master-level courses, and these programs have been implemented for quite a long time now.

Currently the entire humanity has been struggling to fight against the COVID 19 Pandemic and its emerging new variants. This global health crisis has brought all the human activities in a standstill including the education sector. In spite of such a critical situation, the School of Education Kathmandu University successfully ran the classes through Open and Distance Learning (ODL) mode engaging the students in both synchronous and asynchronous teaching and learning through MOODLE, google.meet, Zoom online portals. Without taking a break even for a week, when lockdown was imposed on 23 March, 2020, the School converted the face-to-face classes to ODL mode and entire credit hours of teaching were completed within the scheduled time. As per the scheduled semester, all the exams were conducted in July 2020, January 2021, July 2021 and January 2022 through Open Book Exam (OBE) and the students'

progress has been assessed. For the OBE special guideline has been developed, piloted and applied to assess students' progress. We run most classes online. We also encourage our students to attend classes physically at regular intervals whenever possible.

The global pandemic of COVID 19 brought a standstill in all our activities. Despite this one of the most difficult times in human history, the faculty members and students at the School transformed this challenge into an opportunity. This is evident in the list of publications that the School came with. We consider it one of the School's most outstanding achievements.

Publications and Conference Presentations (2018-2022)

- Bajracharya, J. (2018). Technology Integration in Higher Education: 3Os. Paper presented at Conference on Global Higher Education Lakeland University, Japan; 9 June 2018.
- Bajracharya, J. (2019). Instructional Design and Models: ASSURE and Kemp Model. *Journal of Education and Research*, 9(2), 1-8. <https://doi.org/10.3126/jer.v9i2.30459>
- Bajracharya, J. (2019). Technology Integration in TVET Program. Presented at International Conference on Technical and Vocational Education and Training for Employment, Income, and Job Quality, Kathmandu University, Dhulikhel, Nepal; 11-12 September 201
- Bajracharya, J. (2019). TPACK-integrated Worked Examples for Technology Integration. *Journal of Training and Development*, 4, 46-63. <https://doi.org/10.3126/jtd.v4i0.26837>
- Belbase, S., Sharma, B., Pant, B. P., Khanal, B., Panthi, R. K., Kasemsukpipat, W., & Al Farra, N. K. (2022). Philosophical foundations for curriculum decision: A reflective analysis. *S.N. Social Sciences*, 2(4), 1-42.
- Bhatt, S. P. (2021). Self-Directed Professional Development: EFL Teachers & Understanding. *International Journal of Language and Literary Studies*, 3(4), 196-208.
- Bhattarai, P. C., & Paudel, P. K. (2020). Labour Migration in Nepal: Voluntary or Forced?. In *Migrants and Comparative Education* (pp. 251-267). Brill.
- Bhattarai, P. C., Baral, D. P., & Paudel, P. K. (2021). Technical and Vocational Education and Training Fund in Nepal: Present Practice and Way Forward. *Journal of Training and Development*, 6(01), 35-50.

- Bhattarai, P. C., Paudel, D. R., Poudel, T., Gautam, S., Paudel, P. K., Shrestha, M., ... & Ghimire, D. R. (2022). Prevalence of Early Marriage and Its Underlying Causes in Nepal: A Mixed Methods Study. *Social Sciences*, 11(4), 177.
- Bhattarai, P.C. & Paudel, P.K. (2020). *Labour migration in Nepal: Voluntary or forced*. Z. Gross (Ed.), *Immigrants and Comparative Education: Call to Re/Engagement*, pp. 251-267. Brill-Sense. Doi: 10.1163/9789004417014_015.
- Bhattarai, P.C. (2018). *Sadachar sikshya: Aajako abaskyakta (Integrity education: A Recent Need)*. In Satta ra sadachar: Bibidh aayam (Power and integrity: Various dimensions), pp 111-120. Transparency International.
- Bhattarai, P.C. (2019). Ethics of care among TVET schools' principals: Is It reflected? *Journal of Training and Development* 4, 24-33. Doi: 10.3126/jtd.v4i0.26832
- Bhattarai, P.C. (2020). Dynamics of rice sub-sector in Nepal: Research investment, production, and supply chain. *Agricultural Science and Technology* 12 (2), 178-188.doi: 10.15547/ast.2020.02.030 (with Pandit, R., Devkota, D., Devkota, N.R., & Shrestha, H.K.)
- Bhattarai, P.C., Gautam, S., & Sharma, T.N. (2019). *Understanding policies, priorities, and roles: Higher education in Nepal at Crossroad*. In K. Bista, S. Sharma, R.L. Raby (Eds), *Higher Education in Nepal: Policies and Perspectives*, pp. 4-11. Routledge. Part of DOI: 10.4324/9781351139205-4
- Bolli, T., Kemper, J., Parajuli, M.N., Renold, U., & Thapa, B.K. (2020). Drivers and barriers of scaling-up the dual VET-apprenticeship programme in Nepal. *LELAM Working Papers*, 11. Available at: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/ENSSURE_Report2_2019_final_LELAM2.pdf
- Bolli, T., Kemper, J., Parajuli, M.N., Renold, U., & Thapa, B.K. (2019). First report on the dual vet-apprenticeship program in Nepal: Formative assessment of first cohort, *LELAM Working Papers*, 5. Available at: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_5_ENSSURE_workingpaper.pdf
- Bolli, T., Parajuli, M.N. & Renold, U. (2019). Changes in the relationship between formal education and formal employment sector in Nepal between 1995 and 2014. *Journal of Education and Research*, 9(2), 49-73. Available at: <https://doi.org/10.3126/jer.v9i2.30462>

- Dahal, N. (2020). Teacher-students bonding in mathematics learning: An exploration of past, present and future. *A.U. e-Journal of Interdisciplinary Research (ISSN: 2408-1906)*, 5(1). <http://www.assumptionjournal.au.edu/index.php/eJIR/article/view/4402>
- Dahal, N. (2021). Workshop activity in online courses of mathematics education: Insights for learning and assessment. Paper presented at *ICME-14* on 11-18 July 2021.
- Dahal, N. (2022). Narratives of Nepali school mathematics teachers on classroom questioning techniques. *Journal of Mathematics and Science Teacher*, 2(1). <https://doi.org/10.29333/mathsciteacher/12100>
- Dahal, N. (2022). Transformative STEAM education as a praxis-driven orientation. *Journal of STEAM Education*, 5(2), 167-180. <https://doi.org/10.55290/steam.1098153>
- Dahal, N., & Luitel, B. C. (2021). A proposal for transformative STEAM-based mathematics education. Paper presented at *12th Biennial Conference of Comparative Education Society of Asia (CESA)* on 25-26 September 2021.
- Dahal, N., & Luitel, B. C. (2021). Transformative STEAM-Based mathematics education in Nepal. Paper presented at *International Congress of Qualitative Inquiry*, May 2021.
- Dahal, N., & Luitel, B. C. (2022). Transformative STEAM education as praxis driven orientation. Paper presented at *Eighteenth International Congress of Qualitative Inquiry* 18–22 May 2022.
- Dahal, N., & Pangeni, S. K. (2019). Workshopping in online courses: Insights for learning and assessment in higher education. *International Journal of Multidisciplinary Perspectives in Higher Education*, 4(1), 89-110.
- Dahal, N., Luitel, B. C., & Pant, B. P. (2019). Understanding the use of questioning by mathematics teachers: A revelation. *International Journal of Innovative, Creativity and Change*, 5(1), 118-146. https://ijicc.net/images/Vol_5_iss_1_2019/Dahal_Nov_2019.pdf
- Dahal, N., Luitel, B. C., & Pant, B. P. (2019, November). Teacher-students relationship and its potential impact on mathematics learning. In *Mathematics Education Forum Chitwan* (Vol. 4, No. 4, pp. 35-53).
- Dahal, N., Luitel, B. C., Pant, B. P., & Shrestha, I. M. (2022). Ethics of Self and Others in Autoethnography: A Proposal from South Asia. An extended paper abstract accepted for the oral presentation in the online conference entitled "International Symposium on Autoethnography and Narrative (ISAN)" on 2-5 January 2022.

- Dahal, N., Luitel, B. C., Pant, B. P., Shrestha, I. M., & Manandhar, N. K. (2020). Emerging ICT tools, Techniques and Methodologies for online collaborative teaching and learning. Paper presented at *2020 STAR SCHOLAR CONFERENCE- KATHMANDU*, held on 6-8 December 2020.
- Dahal, N., Luitel, B. C., Pant, B. P., Shrestha, I. M., & Manandhar, N. K. (2020). Emerging ICT Tools, Techniques and Methodologies for Online Collaborative Teaching and Learning Mathematics. *Mathematics Education Forum Chitwan*, September 2020, Issue 5, Year 5 (pp. 17-21). Available at <https://www.nepjol.info/index.php/mefc/article/view/34753>
- Dahal, N., Luitel, B. C., Pant, B. P., Shrestha, I. M., & Manandhar, N. K. (2020). Emerging ICT Tools, Techniques and Methodologies for Online Collaborative Teaching and Learning Mathematics. In *Mathematics Education Forum Chitwan* (Vol. 5, No. 5, pp. 17-21). <https://doi.org/10.3126/mefc.v5i5.34753>
- Dahal, N., Luitel, B.C., & Pant, B. P. (2022). STEAM education in the 21st century: Promoting educational equity and inclusion. Paper presented at 6th International Conference on Equity and Inclusion on Education 19-21 May 2022.
- Dahal, N., Luitel, B.C., Pant, B.P., & Shrestha, I. M. (2022). STEAM skills in mathematics: Examples from the classrooms. Paper presented at *National Conference of Mathematics and Its Applications (NCMA-2022)*, Ilam on 11-13 June 2022.
- Dahal, N., Manandhar, N. K., Luitel, L., Luitel, B. C., Pant, B. P., & Shrestha, I. M. (2022). ICT tools for remote teaching and learning mathematics: A proposal for autonomy and engagements. *Advances in Mobile Learning Educational Research*, 2(1), 289-296. <https://doi.org/10.25082/AMLER.2022.01.013>
- Dahal, N., Manandhar, N. K., Luitel, L., Luitel, B. C., Pant, B. P., & Shrestha, I. M. (2022). ICT tools for remote teaching and learning mathematics: A proposal for autonomy and engagements. *Advances in Mobile Learning Educational Research*, 2(1), 289-296.
- Dahal, N., Pant, B.P., Shrestha, I.M., Manandhar, N.K. (2022). Use of GeoGebra in teaching and learning geometric transformation in school mathematics. *International Journal of Interactive Mobile Technologies*, 16(8), 65–78. <https://doi.org/10.3991/ijim.v16i08.29575>
- Dhakal, R. K. (2019). A dialogue on social inquiry: Expanding our understanding of sociological thinking. *Social Inquiry: Journal of Social Science Research*, 1(1), 1-7. <https://doi.org/10.3126/sijssr.v1i1.26912>

- Dhakal, R. K. (2019). Promoting gender inclusive governance to deliver better education in Nepal. *International Journal of Social Sciences & Educational Studies*, 6(1), 83-95. <https://doi.org/10.23918/ijsses.v6i1p83>
- Dhakal, R. K. (2019). The politics of education policymaking in Nepal. *Journal of Education and Research*, 9(1), 1-12. <https://doi.org/10.3126/jer.v9i1.28787>
- Dhakal, R. K. (2020). Charting a new foreign policy direction: Will it deliver better? *Social Inquiry: Journal of Social Science Research*, 2(2), 1-11. <https://doi.org/10.3126/sijssr.v2i2.33042>
- Dhakal, R. K. (2020). Decline in the Moral Foundations of Nepali Politics. *Social Inquiry: Journal of Social Science Research*, 2(1), 1-10. <https://doi.org/10.3126/sijssr.v2i1.28902>
- Dhakal, R. K. (2021). "When I stopped making sense, senses became clearer!" Meaning making in ethnographic research. *The Caspian Region: Politics, Economics, Culture*, 2(67), 149-157.
- Dhakal, R. K. (2021). How are 'included' excluded and vice-versa: Negotiated participation of women in school governance in Nepal. *Journal of Social Inclusion Studies*, 7(1), 16-33. <https://doi.org/10.1177/23944811211020369>
- Dhakal, R. K. (2022). Everything's a Little Mad Here! Locating learning spaces in a new education paradigm. *Pragyik: A Journal of Post Graduate Campus*, 5, 1-9.
- Dhungana, P., & Luitel, B. C. (2021). A participatory autoethnographic inquiry as/for transformative professional development.
- Dhungana, P., & Rajbanshi, R (2021). Creating an aesthetic learning space for STEAM graduates: A participatory inquiry. In 17th Congress of Qualitative Inquiry, University of Illinois, Champaign, held on 22 May 2021.
- Dhungana, P., Luitel, B. C., Gjøtterud, S., & Wagle, S. K. (2021). Context-responsive approaches of/for teachers' professional development: A participatory framework. *Journal of Participatory Research Methods*, 2(1), 18869.
- Dhungana, P., Rajbanshi, R., Dahal, N., & Luitel, B. C. (2022). Possibilities of a participatory pedagogy for enhancing teaching, learning and assessing in a Nepali university class. *Asia Pacific Journal of Educational Research*, 5(1), 1-22.

- Gautam S. & Shyangtan, S. (2020). From suffering to surviving, surviving to living education for harmony with nature and humanity. UNESCO Future for Education.
<https://unesdoc.unesco.org/ark:/48223/pf0000374086>
- Gautam, S, Bhattarai, P.C. & Sharma, T.N (2019). Understanding the policies, priorities and roles: Higher Education in Nepal at Crossroad, In K. Bista, S. Sharma and R. Rab (Eds.), New York: Routledge.
- Gautam, S. (2018). A letter to Comte, In P.C. Taylor & B. C. Luitel (Eds). *Research as transformative learning: Global voices and vision*. Netherlands: Sense Publisher.
- Gautam, S. (2018). Musing on transformative teaching and learning in higher education. *Journal of Education and Research*, 7(2), 1-7. <https://doi.org/10.3126/jer.v7i2.21243>.
- Gautam, S. (2018). Transformative research space through epistemic indeterminacy of Mandala. *Journal of Education and Research*, 7(1), 25-35. <https://doi.org/10.3126/jer.v7i1.21238>.
- Gautam, S. (2021). Instructional system design for blended learning: A reflection on interpretive action research. In *Innovative Technologies and Pedagogical Shifts in Nepalese Higher Education* (pp. 15-25). Brill Sense.
<https://brill.com/view/book/9789004448865/BP000003.xml>
- Gautam, S., & Luitel, B. (2013). A third space research methodology through the metaphor of mokshya. *Journal of Education and Research*, 3(2).
- Ghaju, B. (2021). *Technical Education in Community School (TECS) instructors' experience in teaching-learning*. Kathmandu University School of Education.
- Ghaju, B., & Bhattarai, P. C. (2021). Teaching profession in technical education in community schools. *Journal of Training and Development*, 6(01), 51-59.
- Ghaju, B., Timsina, C. P., KC, D., & Sharma, D. (2019). Youth attraction toward TVET: A study of Nawalpur. Paper presented at International TVET Conference, September 11-12, 2019, Kathmandu University, Dhulikhel.
- Gnawali, L. (2018) Bringing LTAs together. In A. Elsheikh, C. Coombe & O. Effiong (Eds.) *International Perspectives on Language Teacher Associations*. London: Springer
- Gnawali, L. (2018) Teaching English in under-resourced environments. In D. Hayes (Ed.) *English Language Teaching in Nepal: Research, Reflection and Practice*. Kathmandu: British Council.

- Gnawali, L. (2020) Embedding digital literacy in the classroom. In C. Tweedale & Staufenberg, J. (Eds.) *Developing effective learning in Nepal: Insights into school leadership, teaching methods and curriculum*. Kathmandu: British Council.
- Gnawali, L. (2020) From personal to political: establishing the agenda of teacher wellbeing. In L. Ruas (Ed.) *Creating Global Change*. IATEFL GISIG
- Gnawali, L. (2020) [Reciprocity and Growth in Communities of Practice](#). *Language Teacher*, 44(17)
- Gnawali, L. (2020) What's happening in... Nepal. *IATEFL Voices* 270.
- Gnawali, L. (Accepted 2022) Culture in Language Teacher Education: A South Asian Perspective. In R. Khan, A. Bashir, B. L. Basu, E. Uddin (Eds.) *English Language Teaching Research and Practice: Glocal Perspectives and Future Directions*: Springer
- Gnawali, L. Laudari, S. & Shrestha, S. (2021) Introducing exploratory action research stories of Nepalese EFL teachers. In L. Gnawali, S. Laudari, & S. Shrestha (Eds.) *Exploratory Action Research Stories of Nepalese EFL Teachers*. Nepal English Language Teachers' Association (NELTA) <https://www.nelta.org.np/uploads///upload/G9ZEun.pdf>
- Gnawali, L. Laudari, S. & Shrestha, S. (Eds.) (2021) *Exploratory Action Research Stories of Nepalese EFL Teachers*. Nepal English Language Teachers' Association (NELTA) <https://www.nelta.org.np/uploads///upload/G9ZEun.pdf>
- Gurung, L., & Rajbanshi, R. (2020). Gender Assessment of Teacher Education Curricula: A Case Study of Kathmandu University, School of Education. *Social Inquiry: Journal of Social Science Research*, 2(2), 38-63.
- Gurung, L., Shrestha, B., & Rajbanshi, R. Students' Perspectives on Gender Inclusive Practices in M.Ed. Teacher Education Programs of Kathmandu University School of Education, Nepal. In Education in Crisis: Rethinking Education in (post)-pandemic South Asia' Conference, organized by Education South Asia, held on 24 July 2021. Recording available on <https://www.youtube.com/watch?v=U1BwZWcecCs&list=PLRbgCRcO4kSYFFAvfI2eVFnofaMISoSTH&index=20>
- Joshi, K. D., Gnawali, L. Dixon, M. (2018) Experience of Professional Development Strategies: Context of Nepalese EFL Teachers, *Pakistan Journal of Education*, 35(2)

- Kafle, H. R. (2018). Nepali is mountainous: A rhetorical reading of select patriotic songs from the Radio Nepal Era. 37th International Conference of Literary Association of Nepal, Pokhara, Nepal, 1-2 March 2018.
- Kafle, H. R. (2019). Communicating as a leader: Internalizing the milestones. Lecture at Faculty of Engineering Management, Bialystok University of Technology, Poland; 11 April. 2019; for Erasmus+ Staff Mobility for Teachers (International Week 8-12 April 2019).
- Kafle, H. R. (2020). Nepali writing in English. A One-Day International Seminar on 'Stories across Borders,' organized by Shoolini University, Solan, India (24 February 2021).
- Kafle, H. R. (2020). Rhetoric and rhetorical criticism: A note on eclecticism. *Indraprastha: An International Journal of Culture and Communication Studies*, Vol. IX. (Scheduled).
- Kafle, H. R. (2020). The COVID diaspora (?): A proposal for new theoretical constructs. International Online Conference on 'Diaspora in the Era of Globalization: An Interdisciplinary Approach.' Organized by Vardhman Mahaveer Open University, Rajasthan. 23-24 July 2020.
- Kafle, H. R. (2020). Uncovering new canons in oral histories. Nineteenth International Conference of MELOW. Punjab University, Chandigarh, India, 21-23 February 2020.
- Kafle, H. R. (2021). More than a 'Jágir': Representation of transformative ethos in English teachers' solicited reflections. *Journal of Transformative Praxis*, 2(1), 54-72.
<https://doi.org/10.51474/jrtp.v2i1.524>
- Kafle, H. R. (2022). People for peace and republic: A fantasy theme reading of the representation of 'Nepalis' in movement-time editorials. *Molung Educational Frontier*, 12, 56-72.
- Kafle, H. R. (2022). Uncovering New Canons in 'Small Tales.' Forty-second LAN Conference, Dhulikhel, 1-2 May 2022.
- Luitel, B. C. (2018). A mindful inquiry towards transformative curriculum vision for inclusive mathematics education. *Learning: Research and Practice*, 4(1), 78-90.
- Luitel, B. C. (2019). Journeying towards a multi-paradigmatic transformative research program: An East-West symbiosis. In *research as transformative learning for sustainable futures* (pp. 19-37). Brill.
- Luitel, B. C., & Dahal, N. (2020). Conceptualising transformative praxis. *Journal of Transformative Praxis*, 1(1), 1-8.
<https://www.kusoed.edu.np/journal/index.php/jtp/article/view/381>

- Luitel, B. C., & Dahal, N. (2021). Autoethnography: Writing lives and telling stories. *Journal of Transformative Praxis*, 2(1), 1-7.
- Luitel, B. C., & Taylor, P. C. (2019). Introduction: Research as transformative learning for sustainable futures. In *research as transformative learning for sustainable futures* (pp. 1-16). Brill.
- Luitel, B. C., Dahal, N., & Pant, B. P. (2022). Critical pedagogy: Future and hope. *Journal of Transformative Praxis*, 3(1), 1-8.
- Luitel, B. C., Pant B. P., & Shrestha, I. M. (2021). Integrating hearts and souls into STEM education through an arts-based auto/ethnography: A proposal for transformative STEAM education research. An extended paper abstract presented in the online conference entitled "International Symposium on Autoethnography and Narrative (ISAN)" on 2-3 January 2021.
- Luitel, L., & Pant, B. P. (2021, December). Images of undergraduate mathematics curriculum: A critical self-reflection. In *Mathematics Education Forum Chitwan* (Vol. 6, No. 6, pp. 66-81).
- Maharjan, M., Dahal, N., & Pant, B. P. (2022). ICTs into mathematical instructions for meaningful teaching and learning. *Advances in Mobile Learning Educational Research*, 2(2), 341-350.
- Manandhar, N. K. (2022). A brick worker becomes transformative STEAM educator: Journey of resistance, advocacy, and envisioning. *Journal of Transformative Praxis*, 3(1), 59-74.
- Manandhar, N. K., Luitel, B. C., Pant, B. P., & Shrestha, I. M. (2022). A transformative journey of a brick worker (labor) to a brick pedagogue: An evocative autoethnography. An extended paper abstract accepted for the oral presentation in the online conference entitled "International Symposium on Autoethnography and Narrative (ISAN)" on 2-5 January 2022.
- Manandhar, N. K., Pant, B. P., & Dawadi, S. D. (2022). Conceptual and procedural knowledge of students of Nepal in algebra: A mixed method study. *Contemporary Mathematics and Science Education*, 3(1).
- McCulloch, S., Indrarathne, B., Jahan, A., Gnawali, L., Hussain, N. Nauman, S. Jayawardena, S. & Abeyawickrama, W. (2020) Investigating English for Academic Purposes provision in

- South Asian higher education: current trends and future needs, *Teaching English ELT Research Papers*, 20(3)
- Pandey, C. L., Luitel, B. C., & Gurung, L. (2022). School and university closures in COVID-19: Impacts on educational processes and systems. In *Exploring the Consequences of the Covid-19 Pandemic* (pp. 443-463). Apple Academic Press.
- Pangeni, S. K. (2020). Uses of communication tools for online learning: Lessons learned from Nepal. In *Innovative technologies and pedagogical shifts in Nepalese Higher Education* (pp. 26-41). Brill.
- Pangeni, S. K. (2021). Use of Mobile Application for Communication, Interaction and Learning: Lessons from an Action Research. *Journal of Training and Development*, 6(01), 60-70.
- Pangeni, S. K., & Karki, G. (2021). E-Learning Initiatives at CTEVT: An Attempt at Innovation and Paradigm Shift in TVET Pedagogy. *Journal of Technical and Vocational Education and Training*, 1(15), 134-147.
- Pant, B. P. (2019). Steam pedagogy as an appropriate approach for integrated curriculum. Paper presented in Second International Conference on Quality Education (2nd ICQE), on August 24-26, 2019, organized by Ministry of Science and Technology, Nepal and Rato Bangala Foundation.
- Pant, B. P. (2019). STEAM pedagogy for early childhood. Paper presented in the Early Childhood and Basic Education Conference 2019 (ECBEC), in 30 November-1 December 2019, organized by Early Childhood Education Centre (ECEC), Lalitpur.
- Pant, B. P. (2019). STEAM pedagogy in TVET field. Paper presented in the International Conference on Technical and Vocational Education and Training for Employment, income and job quality, on September 11-12, 2019, organized by Kathmandu University, Nepal.
- Pant, B. P., Dahal, N., Luitel, B. C. (2019). Teacher-student relationship and its potential impact on mathematics learning. *Mathematics Education Forum Chitwan*, 4(4), 35-53, ISSN: 2645-8500 (Print). A Publication of Council for Mathematics Education, Chitwan. Branch Bharatpur, Chitwan. Nepal. Available at <https://www.nepjol.info/index.php/mefc/article/view/26357>

- Pant, B. P. (2019). Understanding the use of questioning by mathematics teachers: A revelation. *International Journal of Innovative, Creativity and Change*, 5(1), 118-146. Available at <http://www.ijicc.net> (with Dahal, N., Luitel, B. C.)
- Pant, B. P. (2019). Using MOODLE in online learning in the higher education, as a Panelist in ICT in Education Conference at Kathmandu, in September 19-21, 2019, organized by T.U., K.U. and Oslomet University.
- Pant, B. P., , Luitel, B. C., & Shrestha, I. M. (2020). Incorporating STEAM pedagogy in teaching mathematics. Proceedings of the Eight International Conference to Review Research in Science, Technology and Mathematics Education (episteme 8), January 3-6, 2020, Homi Bhabha Centre for Science Education, Mumbai, India Available at <https://episteme8.hbcse.tifr.res.in/proceedings/>
- Pant, B. P. (2019). An integral perspective on research: Methodological and theoretical journey of a teacher educator. In P. C. Taylor & B. C. Luitel (Eds.), *Research as Transformative Learning for Sustainable Futures: Global Voices and Visions* (pp.75-87) Brill Sense, Netherland. doi: https://doi.org/10.1163/9789004393349_005
- Pant, B. P. (2019). Images of the mathematics curriculum held by school mathematics teachers: Mapping the road for transformative pedagogies (pp. 510-516). In Y. Rahmawati & P. C. Taylor (Eds.), *Empowering Science and Mathematics for Global Competitiveness*. Proceedings of the Science and Mathematics International Conference (SMIC 2018), November 2-4, 2018, Jakarta, Indonesia. Netherland. CRC Press, Taylor and Francis. Retrieved from <https://www.taylorfrancis.com/books/9780429461903> (with Luitel, L.)
- Pant, B. P., Luitel, B. C. & Shrestha, I. M. (2020). Incorporating STEAM pedagogy in mathematics education. *Proceedings of episteme 8 International Conference to review research in in Science, technology and Mathematics Education, January 3-6, 2020*, pp. 319-326. Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, Mumbai, India.
- Pant, B. P., Pant, S. K., Rajbanshi, R., & Luitel, B. C. (2021). A participatory approach of school transformation in a public school. In The Innovation in Education Fair 2021, organized by U.S. Embassy's Book Bus, held on 4 December 2021.
- Pant, B.P. (2018). Teaching and learning through different paradigmatic lenses: From positivism to multi-paradigmatic. Paper presented in the Second International Conference on

- Transformative Education Research and Sustainable Development, on October 5-8, 2018, organized by Kathmandu University, Nepal and UNESCO Chair of Adult Literacy, University of East Anglia, U.K. in Nepal
- Pant, B.P. (2019). *Roles of 'ARTS' in STEAM Education*. Paper presented at Second International Conference on Applications of Mathematics to Nonlinear Sciences (ANMS 2019), on June 27-30, 2019, organized by Association of Nepalese Mathematician in America, Nepal Mathematical Society, T.U. and K.U. at Pokhara.
- Panta, C. N., & Luitel, B. C. (2022). Solipsism as a challenge of doing autoethnographic inquiry. *Qualitative Report*, 27(4).
- Panthi, R. K., Luitel, B. C., & Belbase, S. (2018). Strategies for promoting social justice in the math classroom. *International journal on emerging mathematics education*, 2, 17.
- Panthi, R. K., Luitel, B. C., & Belbase, S. (2018). Teachers' perception of social justice in mathematics classrooms. *Journal of Research in Mathematics Education*, 7, 7.
- Parajuli, M. N., Rai, I. M., Bhattarai, P. C., & Gautam, S. (2019). Local Values in Governance: Legacy of Choho in Forest and School Management in a Tamang Community in Nepal. *Journal of Indigenous Social Development*, 8(1), 35-55.
<https://journalhosting.ucalgary.ca/index.php/jisd/article/view/68733>
- Parajuli, M.N. (2021). Education during anthropocene, capitalocene, and chthulucene. *Journal of Education and Research*, 11(1), 1-12.
- Parajuli, M.N., Gautam, S., Joshi, L., Chaudhary, U. (2021). Volunteering practices in traditional institutions for deliberative governance. Case study for the 2022 state of the world's volunteerism report. Available at: <https://knowledge.unv.org/evidence-library/volunteering-practices-in-traditional-institutions-for-deliberative-governance>
- Parajuli, M.N., Renold, U., Bhandari, U., & Lamsal, H.P. (2020). Financial flow in TVET in Nepal: Transiting from the old to the new constitution. *LELAM Working Papers*, 10. Available at: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_10_Financial_Flows_Nepal_LELAM_final_2Dec19.pdf
- Paudel, P.K., Acharya, L., & Parajuli, M. N. (2020). Students' perspective on the master in technical and vocational education and training program in Nepal. *LELAM Working Papers*, 16. Available at: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_16_MTVET%20Survey_final.pdf

- Poudel, T. & Gnawali, L. (2020) Improving academic writing skills of English language teacher trainees through ICT. In Carm, E. Johannesen, M. Luitel, B.C. Øgrim, L. & Phyak, P. (Eds.) *Innovative Technologies and Pedagogical Shifts in Nepalese Higher Education*. The Netherlands: Brill. <https://brill.com/view/book/9789004448865/BP000003.xml>
- Poudel, T. & Poudel, N. S. D. (2020). Nepali ergativity: Its origin and evolution. Vol. I, in *Queries in the Structure of Language*, edited by Tariq Khan. Mysuru, Karnataka: Central Institution of Indian Languages & Linguistic Society of India.
- Poudel, T. (2018). Technical and Vocational Education for Social Transformation and Justice. *Journal of Education and Research*. vol. 8(1). pp. 1-5 DOI: <http://dx.doi.org/10.3126/jer.v8i1.25474> (with Gautam, S, and Prakash K Paudel).
- Poudel, T. (2019). The place of English in educational policy documents of Nepal: A critical discourse analysis. *Journal of Nepalese Studies*: vol 12 (1). Kathmandu. Nepal Academy. Pp. 112-128.
- Poudel, T. (2019). Bringing national varieties of English into classrooms. A featured speaker presentation at Golden Jubilee and 14th International Conference of English Language Teachers' Association of India (ELTAI) 2019 at Amity University Noida, NCR India on 9-12 October 2019
- Poudel, T. (2020). Ergativity and stage/individual level predicates in Nepali and Manipuri *Journal of South Asian Linguistics (JSAL)*. Vol. 11(1) CSLI Publications, Stanford University, USA URL: <http://jsal-journal.org/>
- Poudel, T. (2022). Resisting the hegemony of English in the Indian subcontinent. *Journal of Education and Research*, 12(1), 1-12. <https://doi.org/10.51474/jer.v12i1.590>
- Rajbanshi, R. & Dhungana, P. (2021). Incorporation of arts and technology in the subject matter : A collaborative inquiry. In 17th Congress of Qualitative Inquiry, University of Illinois, Champaign, Held on 22 May 2021.
- Rajbanshi, R. (2018). Participatory research, practice and praxis for early career researcher's day, Second International Conference on Transformative Education Research and Sustainable Development on the topic Science and inquiry learning in participatory approach at Kathmandu University, School of Education, Hattiban on 3 October 2018.

- Rajbanshi, R. (2018). Transformative learning: An approach to understand participatory action research, at 2nd International Conference on Transformative Education Research and Sustainable Development at Kathmandu University, Dhulikhel on 6 October, 2018
- Rajbanshi, R. (2019). PAR: A case study: Project Rupantaran. Conducted workshop in *Doing Participatory Action Research in Community Development Projects*, Thapathali, Kathmandu.
- Rajbanshi, R. (2019). Transformative STEAM education. In *Second International Conference on Quality Education* Conference. Rato Bangala School Foundation, Lalitpur, Nepal.
- Rajbanshi, R. (2019). Use of technology to improve TVET in middle-school science classroom. In *International Conference on Technical and Vocational Education and Training*. Kathmandu University, Dhulikhel.
- Rajbanshi, R. (2020). Improving Science Teaching with Innovative Pedagogy. Webinar on *STEAM Education for Science Teacher* organized by Department of STEAM Education, Kathmandu University School of Education.
- Rajbanshi, R. (2020). Innovative Pedagogy in Mathematics and Science Education. Webinar on *Issues and Directions in Education* organized by Department of STEAM Education, Kathmandu University School of Education.
- Rajbanshi, R. (2020). Organized a Webinar on STEAM Education for Science Teacher. (July, 2020). Organized by Department of STEAM Education, Kathmandu University School of Education.
- Rajbanshi, R. (2021). Design Thinking: An approach to bring transformation in teaching. In Learning and Teaching Symposium, organized by Durban University of Technology, South Africa, held on 30 November 2021.
- Rajbanshi, R. (2021). Lifelong learning through the lens of *Currere*. In Comparative Education Society of Asia (CESA) 12th Biennial Conference, organized by Kathmandu University School of Education, held on 26 September, 2021.
- Rajbanshi, R. (2021). Rupantaran's Community Engagement through Action School. In "Making University-Community Partnership Productive and Visible" conference, organized by Kathmandu University, held on 16 September 2021.
- Rajbanshi, R. (2022). Exploring Arts in STEAM: An autoethnography. In International Symposium on Autoethnography and Narrative Conference, organized by International

- Association of Autoethnography and Narrative Inquiry on Jan 3-5, 2022. Video available on <https://www.youtube.com/watch?v=q3CEDkrCwQ8&t=558s>
- Rajbanshi, R. and Dhungana, P. (2021). STEAM as an Innovative Pedagogy to enhance teaching, learning and assessing. International Symposium on Autoethnography and Narrative (ISAN) Conference. Video available in <https://www.youtube.com/watch?v=3Rekbw807Qw>
- Rajbanshi, R., Dhungana, P., & Luitel, B. C. (2021). Identification of Needs of Community Schools of Kavre, Nepal for Educational Improvement. *The Qualitative Report*, 26(11), 3551-3562.
- Rajbanshi, R., Pant, B.P., Dhungana, P., Pant, S. K., & Luitel, B.C. Arts in STEAM-based Workshop for Teaching Material Development. In Education in Crisis: Rethinking Education in (post)-pandemic South Asia' Conference, organized by Education South Asia, held on 24 July, 2021.
- Shrestha, I. M. (2019). Facilitating Culturally De/Contextualised Mathematics Education : An Arts-Based Ethnodrama. In P. C. Taylor & B. C. Luitel (Eds.), *Research as Transformative Learning for Sustainable Futures* (pp. 225-238): Brill-Sense. https://doi.org/10.1163/9789004393349_014
- Shrestha, I. M. (2022). Transforming my teaching self as a loving gardener and dancer: Autoethnographic reflections. In P. C. Taylor, & E. (Lily) Taylor (Eds.), *Transformative STEAM Education for Sustainable Futures*, 00–00. Netherlands: Brill-Sense.
- Shrestha, I. M., & Luitel, B. C. (2019). Touching the Untouchables: Paving the Path of Teaching and Learning of Mathematics. *Proceedings of Seventh National Conference on Mathematics and Its Applications (NCMA-2019)* (pp. 114-127). Kathmandu: Nepal Mathematical Society (NMS).
- Shrestha, I. M., & Luitel, B. C. (2019). Touching the Untouchables: Paving the Path of Teaching and Learning of Mathematics. *Proceedings of Seventh National Conference on Mathematics and Its Applications (NCMA-2019)* (pp. 114-127). Kathmandu: Nepal Mathematical Society (NMS).
- Shrestha, I. M., & Luitel, B. C. (2019): *Touching the Untouchables: Paving the Nonlinear Path of Teaching and Learning of Mathematics*. National Conference on Mathematics and Its Applications (January 12-15, 2019). Organized by Nepal Mathematical Society (NMS) in

- collaboration with Central Department of Mathematics (T.U.), Kathmandu University (K.U.), Nepal Sanskrit University (NSU) and Lumbini Buddhist University (LBU).
- Shrestha, I. M., Luitel, B. C., & Pant B. P. (2021). Touching the Untouchables: Promoting Non/Linear Mathematics Pedagogy. Paper presented in the 14th International Congress on Mathematical Education (ICME-14), Shanghai, China, 11 –18 July 2021.
- Shrestha, I. M., Luitel, B. C., & Pant B. P. (2022). Who Am I as a Transformative Mathematics Teacher Being? An extended paper abstract accepted for the oral presentation in the online conference entitled "International Symposium on Autoethnography and Narrative (ISAN)" on 2-5 January 2022.
- Shrestha, I. M., Luitel, B. C., & Pant B. P. (press/2021). Dancing Our Ways of Teaching Mathematics Through Transformative Pedagogy: A Collaborative Autoethnography. Extended abstract accepted for the oral presentation in the online conference entitled "International Symposium on Autoethnography and Narrative (ISAN)" on 2-3 January 2021.
- Shrestha, I. M., Luitel, B. C., & Pant, B. P. (2020). Exploring Transformative Pedagogy in Teaching Mathematics. *Mathematics Education Forum Chitwan*, September 2020, Issue 5, Year 5 (pp. 9-16). Available at <https://www.nepjol.info/index.php/mefc/article/view/34752>
- Shrestha, M., & Bhattarai, P. C. (2022). Contribution of Job Satisfaction to Organizational Citizenship Behavior: A Survey of the School Teachers of Nepal. *Journal of School Administration Research and Development*, 7(1), 36-49.
- Shrestha, M., & Subedi, D. (2020). Organizational Citizenship Behavior among Teachers of Nepal: Did Locale Contribute it's in School Settings?. *American Journal of Economics and Business Management*, 3(1), 1-23.
- Shrestha, P., & Bhattarai, P. C. (2021). Application of Case Study Methodology in the Exploration of Inclusion in Education. *American Journal of Qualitative Research*, 6(1), 73-84.
- Shrestha, S. & Gnawali, L. (2021) Emergency response in educational policies during Covid-19 in Nepal: A critical review. *IAFOR Journal of Education* 9/2
- Shyangtan, S., & Gautam, S. (2019). *Indigenous female student in Panic Station of higher education in Nepal*. UNESCO. Paris.

- Subedi, D. P., & Calm, E. (2018). An Action Research on Improving Students' Learning through a Strategy of Exploring Visual Archeology of Local and Indigenous Knowledge Practices. *SAARC Journal of Educational Research* 12(1), 1-15. URL : <http://nie.lk/pdf/files/art/eOM%20SAARCJournal2018.pdf>
- Subedi, D., & Ghaju, B. (2022). Effectiveness of performance appraisal among public school teachers: A narrative inquiry. *Journal of Education and Research*, 12(1), 114-128.
- Subedi, D., & Karkee, B. B. (2020). Induction and Socialization of New Teachers in Institutional Schools. *The Open University of Sri Lanka*, 15(2), 7-17.
- Subedi, D.P. (2019)._Entrepreneurship in Nepal higher Education: An Interpretive Inquiry. The *European Educational Researcher* 2 (2), 79-96. <https://doi.org/10.31757/euer.221>
- Taylor, P. C., & Luitel, B. C. (Eds.). (2019). *Research as transformative learning for sustainable futures: Glocal voices and visions*. Brill Sense.
- Taylor, P. C., Luitel, B. C., Tobin, K. G., & Desautels, J. (2007). Forum: Contextualism and/or decontextualism, painting rich cultural pictures, and ethics of co-authorship. *Cultural Studies of Science Education*, 2(3), 639-655.
- Taylor, P. C., Taylor, E. L., & Luitel, B. C. (2012). Multi-paradigmatic transformative research as/for teacher education: An integral perspective. In *Second international handbook of science education* (pp. 373-387). Springer, Dordrecht.
- Tyata, R. K., Dahal, N., Pant, B. P., & Luitel, B. C. (2021). Exploring Project-Based Teaching for Engaging Students' Mathematical Learning. In *Mathematics Education Forum Chitwan* (Vol. 6, No. 6, pp. 30-49).
- Wagle, S. K., Luitel, B. C., & Krogh, E. (2019). Irrelevance of basic school education in Nepal: An anti-colonial critique on problems and prospects. *Dhaulagiri Journal of Sociology and Anthropology*, 13, 31-39.

