Nepal Ministry Of Education

Daniel Ness,Chia-Ling Lin

Conflict, Education and People's War in Nepal Sanjeev Rai,2018-02-19 This book presents an overview of the democracy movement and the history of education in Nepal. It shows how schools became the battleground for the state and the Maoists as well as captures emerging trends in the field, challenges for the state and negotiations with political commitments. It looks at the factors that contributed to the conflict, and studies the politics of the region alongside gender and identity dynamics. One of the first studies on the subject, the book highlights how conflict and education are intrinsically linked in Nepal. It illustrates how schools became the centre of attention between warring groups and how they were used for political meetings and recruitment of fighters during the political transitions in a contested terrain in South Asia. It brings to the fore incidents of abduction and killing of teachers and students, and the use of children as porters for arms and ammunitions. Drawing extensively on both primary and secondary sources and qualitative analyses, the book provides the key to a complex web of relationships among the stakeholders during conflict and also models of education in post-conflict situations. This book will interest scholars and researchers in education, politics, peace and conflict studies, sociology, development studies, social work, strategic and security studies, contemporary history, international relations, and Nepal and South Asian studies.

The Handbook of English Language Education in Nepal Ram Ashish Giri,Laxman Gnawali,2025-03-03 This book takes an interdisciplinary approach to explore wide-ranging topics from applied linguistics, education, sociology, political science, and cultural studies. It presents a comprehensive overview of English language education since its importation to Nepal. This volume covers English language education (ELE) politics and policy, theories and pedagogies, English as a medium of instruction, English teachers' professional development, multilingualism and linguistic ecology, perspectives on equity, diversity and inclusion, as well as ELT and technology. Comprising scholarly discussions on emerging ELE issues in contemporary Nepal, the chapters explore various aspects of theoretical, and pedagogical considerations of ELE. While delving into the growing future of English in Nepal, it also presents analytical case studies of its controversial present and past practices. It sheds light on its development, shifting paradigms and present state of affairs, as well as the status of English in conjunction with the national language, Nepali and other Indigenous languages. This book will be useful to students, researchers and teachers of education, linguistics, and teacher training institutions. It will be an essential read for

those involved in English language education, applied linguistics, EIL/WE/ELF, ESL/TESOL/ELT and TEFL, as well as for teachers, teacher educators, teacher trainees and international aid organisations.

Education for All and Multigrade Teaching Angela W. Little,2007-09-25 This book, based on original research, explores the challenges and opportunities in multigrade teaching in Colombia, England, Ghana, Malawi, Nepal, Sri Lanka, Sudan, Peru, Turks and Caicos Islands, and Vietnam. It raises awareness among policymakers and practitioners in education of the realities of multigrade classes. Moreover, the book explores the implications for teachers, teacher educators, curriculum developers, and educational planners.

Innovative Technologies and Pedagogical Shifts in Nepalese Higher Education ,2021-01-04 This book is a result of a joint project between Tribhuvan, Kathmandu, and Oslo Metropolitan universities on innovations and challenges in Nepalese teacher education. A team of scholars from Nepal, China, and Norway examine how ICT tools are applied to support students and to promote local knowledge and gender-sensitive approaches to higher education. Particular attention is devoted to the use of ICTs as a tool to ensure equal access in rural and under-resourced contexts. The book shows how the inclusion of ICTs, curriculum revisions, and the application of constructivist and innovative pedagogies improve the relevance and sustained development of Higher Education. Contributors are: Contributors are Bed Raj Acharya, Resham Acharya, Sushan Acharya, Ellen Carm, Suresh Gautam, Laxman Gnawali, Monica Johannesen, Khem Raj Joshi, Peshal Khanal, Bal Chandra Luitel, Madhu Neupane, Leikny Øgrim, Laxmi Prasad Ojha,Shesha Kanta Pangeni, Binod Prasad Pant, Prem Phyak, Ambika Prasad Poudel,Tikaram Poudel, Indra Mani Rai, Renu Kumari Singh and Dhanapati Subedi.

Education in South Asia and the Indian Ocean Islands Hema Letchamanan,Debotri Dhar,2017-12-14 Education in South Asia and the Indian Ocean Islands is a critical reference guide to development of education in Bangladesh, Bhutan, India, Nepal, Sri Lanka, Comoros Islands, Maldives, Mauritius, Seychelles and Zanzibar. The chapters provide an overview of the education system in each country, focusing particularly on contemporary education policies and some of the problems countries in this region face during the processes of development. Key themes include the practice of implementation of educational policy and the impact of global and local educational decisions on societies. Due to the demographic scale and the cultural diversity of India, the volume contains a particularly extensive coverage of the distinctive educational issues in this country. Including a comparative introduction to the issues facing education in the region as a whole, this book is an essential reference for researchers, scholars, international agencies and policy-makers.

Conflict, Education and Peace in Nepal Tejendra Pherali,2022-07-28 Increasing inequalities, political movements and violent extremism across the world cause social and political instability in which education is enormously implicated. Placed firmly in this wider global context, this volume explores interactions between education and armed conflict during the 'People's War' (1996 – 2006) in Nepal. Building upon theoretical concepts that deal with multifarious links between education

and conflict, Tejendra Pherali provides a critical analysis of the contentious role of education in the emergence of conflict, as well as the effects of violence on education. Pherali engages with sociological and political theories to analyse the emergence and expansion of armed rebellion and discuss implications for peacebuilding and social transformation. He argues that education in Nepal played a complicit role in the conflict, primarily benefitting the traditionally privileged social groups in the society and hence, perpetuating the existing structural inequalities, which were the major causes of the rebellion. Schools, trapped in the middle of the conflict between the Maoists and the security forces, became a significant political space that facilitated critical education, providing intellectual strength to the violent rebellion. Exploring education after the conflict, the author argues that the reconstruction should adopt a 'conflict-sensitive' approach to deal with issues concerning educational inequity, social exclusion, and political hegemony of the privileged social groups. The volume provides invaluable insights into post-conflict opportunities and challenges for educational reforms that align with inclusive democracy, social justice and equitable development.

International Education Daniel Ness,Chia-Ling Lin,2015-03-17 This encyclopedia is the most current and exhaustive reference available on international education. It provides thorough, up-to-date coverage of key topics, concepts, and issues, as well as in-depth studies of approximately 180 national educational systems throughout the world. Articles examine education broadly and at all levels--from primary grades through higher education, formal to informal education, country studies to global organizations.

Globalization and Education Jeffrey S. Brooks,Anthony H. Normore,Melanie C. Brooks,Nicola Sum,2022-06-01 Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse explores the various ways educators' work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change.

Education and the State Frederick Charles Gruber,2018-01-09 This book is a volume in the Penn Press Anniversary Collection. To mark its 125th anniversary in 2015, the University of Pennsylvania Press rereleased more than 1,100 titles from Penn Press's distinguished backlist from 1899-1999 that had fallen out of print. Spanning an entire century, the Anniversary Collection offers peer-reviewed scholarship in a wide range of subject areas.

Higher Education in Nepal Krishna Bista,Shyam Sharma,Rosalind Latiner Raby,2019-08-19 This book presents a showcase of discussions and critical perspectives about Nepalese higher education. Its chapters cover topics such as the impacts of local sociopolitical changes and global forces on public and private education, emerging online and distance education, administrative and intellectual leadership, quality assessment, graduate employability, global mobility of students, and the contributions of global diaspora of Nepalese scholars. The central questions of the book are: What are some of the local and global academic interactions in Nepalese higher education and what are the current challenges and pathways for advancements and improvements? How can Nepalese higher education absorb twenty-first century values of quality education as external forces, while adapting new developments to local needs? How can scholars interested in Nepalese, South Asian, and international higher education create opportunities for scholarship and professional collaboration around research on higher education in this region of South Asia? What issues and perspectives can research and scholarship about Nepal's higher education offer to international discourse in higher education? The book offers information and resources to international educators interested in the dynamics of Nepalese and, by implication, South Asian higher education by introducing key challenges in policy and programs, innovative changes in curricula, effective approaches in technology application, and strategies for future integration of global reforms in education.

Becoming Intercultural Yau Tsai,2014-04-11 As people move into the new era of the twenty-first century, they will have more and more opportunities to communicate and interact with others using foreign languages. While this will naturally generate wide-ranging intercultural experience, people may not be alert to it in everyday life, and teachers may not know how to address the issues that arise. This book starts by exploring what it means to be intercultural from different theoretical standpoints, before contrasting ways in which people do (or do not) become intercultural in both tutored and untutored ways, inside and outside the classroom. The main purpose of this book is to introduce the concept of interculturality, to examine how it can emerge in an unplanned way and to consider ways in which it can be more systematically addressed through education, particularly through foreign language education.

Disaster Education Rajib Shaw,Koichi Shiwaku,Yukiko Takeuchi,2011-07-01 Offers an informative introduction to the subject of disaster risk reduction education and highlights key places of education such as family, community, school, and higher education. This book describes and demonstrates different aspects of education in an easy-to-understand form with academic research and practical field experiences.

Transitions from Education to Work Roslyn Cameron,Subas Dhakal,John Burgess,2017-11-22 Labour markets are becoming more dynamic in response to pressures from globalisation, new technologies and trade agreements, as well as cross-border migration, inter-generation differences, changing education imperatives and employer expectations. By focusing on several Asia Pacific countries, this book explores the differences in their workforces: ageing, or abundant in labour but

lacking in skilled employees. One similarity these countries share is the difficulty in attracting and retaining employees with the required skillset and capabilities, and these constraints can stymie national economic growth and long term development. This book brings together national and international perspectives on employability challenges faced by selected countries in the Asia Pacific region. While the region is forecast to enjoy high growth in the coming decade, a recurring challenge is addressing skill shortages and ensuring effective transition from training colleges and universities into employment. Consequently, the book focuses on the roles of multiple stakeholders, primarily: governments, education providers and employers – in more effectively addressing these key socio-economic challenges.

Managing Diversity in Education David Little,Constant Leung,Piet Van Avermaet,2013-11-08 Diversity - social, cultural, linguistic and ethnic - poses a challenge to all educational systems. Some authorities, schools and teachers look upon it as a problem, an obstacle to the achievement of national educational goals, while for others it offers new opportunities. Successive PISA reports have laid bare the relative lack of success in addressing the needs of diverse school populations and helping children develop the competences they need to succeed in society. The book is divided into three parts that deal in turn with policy and its implications, pedagogical practice, and responses to the challenge of diversity that go beyond the language of schooling. This volume features the latest research from eight different countries, and will appeal to anyone involved in the educational integration of immigrant children and adolescents.

Re-imagining the Creative University for the 21st Century Tina Besley,2013-12-31 The creative university is a new concept that has a number of competing conceptions emphasizing digital teaching, learning and research infrastructures, the paradigm of intellectual property, creative social development and academic entrepreneurship. Not only does the concept include the fostering and critique of creative content industries and new forms of distance and online education but more fundamentally it refers to a reassessment of neoliberal strategies to build the knowledge economy. The economic aspect of creativity refers to the production of new ideas, aesthetic forms, scholarship, original works of art and cultural products, as well as scientific inventions and technological innovations. It embraces open source communication as well as commercial intellectual property. All of this positions education at the center of the economy/ creativity nexus. But are education systems, institutions, assumptions and habits positioned and able so as to seize the opportunities and meet the challenges? This book uses different contexts to explore these vital issues.

Distance Education for Teacher Training Hilary Perraton,2002-03-11 Distance education, combining the use of correspondence texts, broadcasting and limited opportunities for face-to-face study, has been used in at least a hundred teacher training programmes over the last 25 years. Distance Education for Teacher Training is the first comparative review of the use of distance education and open learning for the training and upgrading of teachers. The book contains case studies using a broadly common format both to describe and analyse distance teacher training programmes in eleven countries

across five continents. The case studies describe the methods used to examine how far the craft of teaching can be studied at a distance. Using a standardised microeconomic framework, they provide unique data on the comparative costs of training teachers by distance and conventional methods. The authors then draw general conclusions about the advantages and drawbacks of using distance education or open learning, about the conditions for success, and about comparative effects and costs. Distance Education for Teacher Training will be of value to all concerned with teacher education, whether in developing or industrialised countries, and to those working in and planning for distance education and open learning.

Select List of Recent Publications East-West Center. Library,1965

Information Technology in Educational Management Ben-Zion Barta,Y. Gev,Gili Telem,2013-06-29 Educational institutions in which administrators, managers and teachers will be working in the late 1990's will be far different from those oftoday. Schools, which until recently were lagging behind in the implementation of information technology (IT) in their administration and management, are now attempting to close the gap. A massive and rapid computerization process in schools, school districts and throughout the other Ievels of the educational system, including universities, has made computers an integral part of the educational management scene. A computer on the desk of every educational management statT might become a reality in the near future. The term IT includes three main components: hardware, software - mainly management information systems (MIS)/decision support systems (DSS) and human factors. Presently, successful implementation depends on adequate software and on human factors. MIS/DSSs are being implemented with the aim of providing meaningful support for school employees in their daily activities, and to improve their performance, etfectiveness and efficiency. Much like at universities, usable and accessible school databases are being established, encompassing data on students, teachers, employees, classrooms, grade Ievels, courses, student achievements and behavior, school space, curriculum, finance, inventory, transportation, etc.

Encyclopedia of Library and Information Science Allen Kent,Harold Lancour,Jay E. Daily,1976-12-01 The Encyclopedia of Library and Information Science provides an outstanding resource in 33 published volumes with 2 helpful indexes. This thorough reference set--written by 1300 eminent, international experts--offers librarians, information/computer scientists, bibliographers, documentalists, systems analysts, and students, convenient access to the techniques and tools of both library and information science. Impeccably researched, cross referenced, alphabetized by subject, and generously illustrated, the Encyclopedia of Library and Information Science integrates the essential theoretical and practical information accumulating in this rapidly growing field.

Teens in Nepal Nicki Yackley-Franken,2008 Learn about what teenagers in Nepal do, how they live their lives, and how they interact with their surroundings.

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