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2024 STAR Global Conference

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About the Conference

STAR Global Conference 2024, themed “Engaging Communities, Leaders, and Practitioners: Advancing Transformative Research and Education” conference brings together academia and practical experience to drive global social change through education and research. Organized jointly by STAR Scholars Network and Kathmandu University, this conference is more than just an academic gathering: it is a nexus for fostering understanding, implementation, and impact in stakeholder engagement and collaboration. Our primary objective is cultivating transformative capabilities, collaboration, embodied practice, and impactful praxis in transnational education and research. Whether you are an emerging scholar or a seasoned academic, this conference offers an invaluable opportunity to delve deeper into contextual practice while advancing cross-border discourse and collaboration. Through a diverse range of presentations, workshops, exchanges, and experiences, we aim to broaden and strengthen the network of transformative practitioners. This conference not only addresses the immediate challenges facing higher education; it also envisions a more impactful future of its role in society, seeking to foster innovation, equity, and digital transformation in shaping sustainable education ecosystems for generations to come. Also, by empowering participants with knowledge, tools, and networks, the event promises to spark actionable change and nurture enduring global partnerships. Join us as we pave the way for a sustainable and inclusive future in education.

Aims

The STAR Global Conference 2024 (STARGC-24) aims to achieve the following:

1. Promote knowledge exchange, joint initiatives, and innovative solutions by promoting cross-border collaborations and partnerships among educational institutions, researchers, and practitioners.
2. Engage diverse stakeholders—community members, educational leaders, and practitioners—towards addressing disparities in education through transformative education and research.
3. Foster a deeper understanding of local and global realities, prompting the exploration of collaborative approaches to learning and research.
4. Provide a vibrant platform for communities, leaders, researchers, practitioners, advocates of social issues, students, representatives of universities, educational and research institutions, government organizations, UN agencies, NGOs, and INGOs to engage, collaborate, and share insights.

Keynote Speaker

**Transformational Change in Postsecondary Education: Leadership, Collective Impact
and the Science of Improvement**

Dr. Nancy L. Zimpher

Chancellor Emerita, State University System of New York

Abstract

This is a moment in time for higher education. In the United States, the specifics are these: fewer high school graduates and a reduction in international student enrollments, funding shortages causing reductions in student services, too much student debt, too few innovations and overwhelming adjustments to life with AI, and all along, institutions caught in the political divide, limiting programs geared to the underserved. No wonder calls are mounting for transformational change. While the particulars may vary around the world, talking openly and candidly about our challenges and our successes is a big part of the call for institutional transformation, no matter the country or the cause. Regardless of one's place in the organization, developing the leadership capacity necessary to guide others through transformation is key to personal and institutional success. Together, we will explore several examples of institutional visioning, collective impact, and improvement strategies, encouraging all of us to embrace our individual leadership role in better serving our students and our communities.

Keynote Speaker

**Mindful Scholars: Enhancing Academic Wellness through
Meditation and Mindfulness Practices**

Guru LP Bhanu

Abstract

This session aims to equip participants with practical mindfulness tools to enhance their overall well-being and non/academic performance where participants will explore techniques to foster mental clarity and emotional balance in their non/academic settings.

**Navigating Linguistic Transition: Challenges and Opportunities for Tamang Students
in a Rural Nepali School**

Hira Lal Moktan

Kathmandu University School of Education, Nepal

Abstract

This study explores the linguistic experiences of Tamang students in a rural school, where they speak Tamang at home and Nepali at school. The research addresses the challenges and opportunities encountered by these students as they transition from their home language to the school's lingua franca. Utilizing a qualitative methodology, data were gathered through interviews and classroom observations. Findings reveal significant linguistic and cultural barriers, yet also highlight the resilience and adaptive strategies of the students. The discussion emphasizes the impact of this language shift on academic performance and identity formation. Conclusions underscore the need for supportive educational policies that recognize and integrate students' home languages into the curriculum.

Pro-environmental Behavior From the lens of Sankhya Philosophy

Richan Shrestha

Kathmandu University School of Education

Abstract

Pro-environmental behavior shows the interconnectedness of nature and humans. This interconnectedness is one of the main teachings of Sankhya Philosophy. However, there have been hardly any studies on pro-environmental behavior from the lens of Sankhya philosophy. Thus, the main objective of this paper is to see the pro-environmental behavior from the philosophical consideration of the Sankhya Philosophy. This study shows theoretical, ontological, and epistemological underpinnings of Sankhya philosophy to provide factors influencing pro-environmental behavior of people and provide insights on different behavior of different people towards nature. Finally, this study suggests that the teachings of Sankhya philosophy can be used to motivate human beings for positive environmental behavior. This study is useful for researchers, education policymakers, and teachers to integrate the teachings of Sankhya Philosophy into their practice.

Discourse on Pro-Sustainable Behavior: An Emerging Concern of the 21st Century

Prof. Prakash C. Bhattarai

Abstract

The climate crisis poses severe risks to both the environment and society, manifesting in rising temperatures, extreme weather events, loss of biodiversity, and socio-economic disruptions. Pro-sustainable behavior (PSB)—defined as environmentally responsible habits and practices—plays a crucial role in mitigating these adverse effects and fostering a sustainable future (Bhattarai, Shrestha, Ray, & Knez, 2024). In light of the global climate emergency, the promotion and adoption of PSB is increasingly seen as a fundamental strategy for mitigating climate-related damage and ensuring a livable planet for future generations. Consequently, understanding the evolving research landscape on PSB is essential for developing effective strategies to encourage these behaviors at both individual and societal levels. Despite the growing recognition of PSB as a critical area of concern, no comprehensive study has yet consolidated the various research directions on this topic. To address this gap, the present study synthesizes findings from four systematic reviews about PSB relating to ethics, religion, its methods and determinants, encompassing approximately 100 peer-reviewed articles published between 2010 and 2024 and indexed in Scopus and Web of Science, the findings of this study suggest a marked increase in PSB-related research after 2020, reflecting a growing academic focus on the issue. While quantitative research methods have predominated the field, there has been a noticeable shift toward more qualitative and subjective approaches in recent studies. This indicates a broadening of the analytical scope and a deeper exploration of the personal, cultural, and emotional dimensions of PSB. One key insight of the study is the frequent integration of ethical considerations into the PSB discourse. Additionally, the study underscores the influence of religion and spirituality on PSB, suggesting that religious values and spiritual beliefs often play a significant role in shaping individuals' environmental actions. The connection between PSB and religious teachings highlights the need for a broader understanding of the socio-cultural factors that motivate sustainable behavior. In conclusion, PSB has emerged as a key area of research and discourse, particularly following the adoption of the United Nations Sustainable Development Goals (SDGs) in 2015. This study offers valuable insights for policymakers, educational institutions, and researchers seeking to develop strategies for promoting sustainable practices across diverse contexts.

Reference

Bhattarai, P. C., Shrestha, R., Ray, S., & Knez, R. (2024). Determinants of adolescents' pro-sustainable behavior: a systematic literature review using PRISMA. *Discover Sustainability*, 5(1), 112. <https://doi.org/10.1007/s43621-024-00291-6>

**Position of Person with Disability (Hearing and Visual Impairment) in Formal Education:
Analysis of Nepal Population and Housing Census (NPHC, 2021)- Transformative**

Perspective

Bidur Bastola

CARE Nepal

Abstract

People with disabilities face widespread exclusion from education. They are less likely to start school. This study has thoroughly reviewed the available empirical literature and the Nepal Population Housing Census (NPHC 2021) data set on the population with disability aged 5 years and above with hearing and visual impairment and their educational attainment and estimated need for assistive device putting a transformative learning theoretical lens. The NPHC, 2021 found that about 2.2% (647,744 persons) aged 5 years and above total population had a disability. The male population comprises 54% of the total disabled population. The male also holds the highest percentage than females in terms of types of disability. Among populations with disabilities, the majority exhibit low vision, comprising 44%, followed by Deaf (20%) and hard of hearing (20%). The school-age disabled population (5-19 years) makes up 17% of the total disabled population. According to Flash, I report there are 1,286,526 (Girls: 580,894 and Boys: 705,632) children studying at school (MOEST, 2023). A total of, 136,863 individuals, comprising 45.5% of the total disabled population (251,534) with visual and hearing impairments, are not currently attending school. Whereas (114,671 population) with visual and hearing impairments, 35% are currently enrolled in primary education, followed by 19% at the lower secondary level. The majority, comprising 92% of this population, is pursuing formal education, while 8% were unable to specify their level of education, which is 8.91% of the total children in formal school. An inclusive education policy, in line with Article 31 of the Constitution, ensures that every PwD has the right to quality education. Such quality education cannot be ensured without providing access to necessary assistive devices. The person with a visual and verbal impairment enrolled in formal education needs assistive device support to continue the formal education. The disabled population having visual impairment requires assistive devices amounting to NPR 261,063,800; hearing-impaired populations require assistive device support amounting to NPR 583,436,000 and the deaf and blind population, requires assistive devices amounting to NPR 76,468,800 for school or formal education. Local planners and decision-makers should critically reflect on their beliefs, assumptions, and values, questioning and potentially altering these foundational elements to improve formal education for people with visual and verbal impairments. The related government officials can have transformative learning about the needs of the PwD by relationships building with the association of the disabled population and interactions with others, which can provide encouragement and investment for PwD. The different tiers (local to federal) of the government need to invest in assistive devices to facilitate formal education for PwD age 5 years and above which is almost 2.2% of the total population. The investment made by the government will pay back to society.

Balancing Challenges and Opportunities: Teacher Wellbeing in EMI Environments

Dipak Prasad Mishra and Surendra Prasad Bhatt

Valley View and KUSOED

Abstract

English as a Medium of Instruction (EMI) is a key research area that impacts language learning, content delivery, and teaching quality. However, students and teachers face challenges with second-language instruction, and top-down EMI policies may overlook these issues. Similarly, Teachers' wellbeing is directly associated with the working environment, socio-cultural setting, work nature and professional development opportunities. The increasing demand for EMI is intricately linked to teacher wellbeing. This study aims to explore into the narratives of English teachers, exploring the correlation between EMI and wellbeing across three levels: GREEN, YELLOW, and RED. The finding of the study showed that teachers have both the challenges and opportunities in maintaining wellbeing through the implementation of EMI in schools.

Emotional Labor of Nepali English Language Teachers in Classroom Assessment

Dinesh Kumar Thapa

PhD Scholar

Kathmandu University School of Education, Nepal

Fatemeh Mirzapour

Department of English, Sofiyan Branch, Islamic Azad University, Sofiyan, Iran

Kaveh Jalilzadeh

School of Foreign Languages, Istanbul University Cerrahpasa

Abstract

Teaching as a social practice relies on interpersonal relations, which causes teachers to experience various emotions. Several reasons indicate assessment as a crucial aspect of teaching inducing feelings and experience of negative and positive emotions in the teachers. This study adopted a phenomenological approach to unveil Nepali English as a Foreign Language (EFL) teachers' perspectives regarding emotions in assessment. Data were generated through narrative and semi-structured interviews from 13 purposively selected secondary level EFL teachers. Data were analyzed extracting codes, categories, and themes and were discussed employing the constructs of appraisal and control-value theories. The paper presents Nepali teachers' views about the types and triggers of emotional labor in Nepali EFL context and their investment of emotional labor in assessment practices.

Understanding Colonial Discourse of Grand Narratives in the Post-Truth Era

Tikaram Poudel

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Abstract

This paper explores the impact of colonial grand narratives in the educational system of Nepal in the post-truth era. Based on the secondary data, particularly from educational policy documents of Nepal, I critically examine how colonial grand narratives perpetuate Western hegemony through English medium education. To understand the Western hegemony and its power dynamics and resistance, I rely on the theoretical concepts of organic intellectuals and colonial elitedom of Gramsci (1971) and Ngugi (1985). I conclude the talk by situating these discourses within the post-truth era. I argue that post-truth manipulation of narratives and facts further complicates the dismantling colonial legacies. The paper offers pathways for intellectual and pedagogical liberation in post-colonial Nepali spaces.

Teachers' Perception towards Responses of COVID-19 Pandemic Management and Reopen Community Schools: A Cross-sectional Survey

Jyoti Chandra Ojha

Kathmandu University School of Education, Nepal

Abstract

School closures during coronavirus disease 2019 (COVID-19) pandemic affected child development, education, health along with widening inequalities and inequities. Health and education authority made efforts to manage pandemic in schools. This study aims to assess teachers' perception towards responses for pandemic management. This cross-sectional survey was among 732 teachers. Multi-stage cluster sampling was used. Questionnaire was self-administered. Data were analyzed using Chi-square and logistic regression. Results showed that 69.7% of teachers had inadequate perception. Teachers in experienced, urban municipal had more adequate perception. Teachers had perceived low adequate perception. Interventions from concerned authority of health and school education regarding responses of disaster management focusing on work experience and geopolitics help to promote teachers' perception, school and society resilience.

**Transform the Disciplinary Egocentrism in the Science Profession through the
Transdisciplinary STEAM Approach**

Pratima Thapaliya

Kathmandu University School of Education, Nepal

Abstract

"In this reflective paper, I critically reflect on my learning experiences while engaging in the Lenses of STEAM Education subject of MPhil. Classical stimulus-response conditioning learning focuses on memorization and rote recall, which seems less effective in recent times. Where the teacher views the learners as empty-minded and transmits the knowledge (Taylor, 2015). In this regard, the purpose of this paper is to critically reflect on the transformative learning experiences that I experienced in the Lenses of STEAM Education learning journey. I articulated my engagement in arts-based teaching-learning pedagogies (such as collaborative creativity, design studio, design thinking, and art-based scientific inquiry), and transdisciplinary journal articles and books. Then, I realized the transdisciplinary STEAM-based collaboration with contribution, commitment, participation, and critical reflection in my science teaching profession. It can transform the narrow meaning of learning as an adaptation to learning as achieving (Rae & Carswell, 2000). So, I offer to acknowledge the STEAM approach to transform the disciplinary egocentrism science profession.

**Fostering Digital Literacy Through Academic Writing at School Level: A Critical
Reflection**

Sudarsan Limbu

Kathmandu University School of Education, Nepal

Abstract

The concept of 21st-century skills is gaining traction in Nepal. While the theoretical foundations of these skills are well-defined, practical implementation strategies and effective practices are scarce in the existing literature. To address this gap, this research focuses on incorporating journal writing practices in schools, particularly for students in grades IX and X, to enhance digital literacy. The research introduces the slogan "Write what AI can't" to motivate students to showcase their research skills and learning experiences across different subject areas. It aims to foster collaboration among students and teachers by utilizing Google apps such as Docs, Forms, and Slides for feedback and manuscript development. Additionally, the research endeavors to create an online platform where students can submit their manuscripts for review and potential publication. The initial findings from Volume 1, Issue 1 of this research reveal that students are particularly interested in survey-based research and reflective experiences. Furthermore, a substantial number of students have successfully achieved the objectives of the research, indicating the potential for continued efforts to nurture students' research skills at the school level and prepare them for higher education.

**The Role of Policy in Influencing Educational Leadership: Approaches to Strengthening
Cross-border Collaboration**

Surendra Amgai

Kathmandu University School of Education, Nepal

Abstract

Education leaders drive collaboration nationally and internationally, and policy guidelines often serve as the key framework for such initiatives. This study explores how education policies empower educational leadership to forge collaboration. By examining cases from two countries: Nepal and Sweden, this presentation shows the role of policies in cross-border partnerships. This work opens up a discussion on how policies support leadership in their approaches for global collaboration, focusing on the opportunities and challenges policies offer. By analyzing documents and interviewing school leaders from both countries, this study provides attendees with insights into how policies either empower or hinder the collaboration. This research serves as a guide for policymakers and educators, describing how policies affect the approaches of leadership for international exchange projects.

**Exploring ELT Teachers' Transformative Journey of Understanding
Wellbeing: Illuminating Workplace Narratives**

Rejina K. C.

Kathmandu University School of Education, Nepal

Abstract

Teacher wellbeing has been very crucial in educational settings, particularly for English Language Teaching (ELT) professionals who always face diverse challenges in demanding classroom (Mercer et al., 2022). This part of the research explores the intrinsic narratives which is surrounded with the experience of English Language Teachers for understanding how ELT teachers perceive their wellbeing. The challenges and obstacles which is often overshadowed by the demands of teaching profession yet teachers cope the situation and experience new skills even in the challenges. I would like to scaffold the various aspect of the challenges through different lens that aims to amplify the voices of ELT teachers and their told stories during my research journey. So, this research explores their personal and professional journeys, highlighting how their workplace experiences shape their views on wellbeing and how these insights impact their teaching practices and overall job satisfaction. Narrative inquiry has been used as my research methodology to conduct this research and I have used open ended interview questions for collecting the data. This is a chunk of the data from my doctoral research chapter which helps to cultivate a deeper understanding of the nuanced ideas on teacher wellbeing and their ELT transformative journey. I hope, this part of my knowledge sharing in terms of understanding teachers' experience of wellbeing can be a pathway towards nurturing the inclusive and empowering workplace environment where ELT teachers cannot just sustain but also thrive professionally.

**Project-Based Learning for Connecting School with Agriculture: A Participatory Action
Research Study at Dullu**

Indra Mani Shrestha and Bal Chandra Luitel

Kathmandu University School of Education, Nepal

Peter Charles Taylor

Murdoch University, Australia

Abstract

Nepal is a landlocked South-Asian country with the prospects of agricultural activities. Despite the efforts of past school reforms, the education system is still unable to connect schools with agriculture. Using participatory action research as a research method, the first author as a PhD researcher, implemented a project-based learning approach in a school at Dullu municipality, Dailekh, Nepal, on the theme "Mixed Vegetables" with three co-researchers and six students as key research participants out of twenty students of Grade 9 and 10 with the research question "How does a project-based learning approach help students connect school learning with agriculture?". The research study shows that the project-based learning approach helps students implement knowledge and skills of different subjects in doing agricultural activities, thereby developing their cognitive, affective and psychomotor skills required for solving real-world problems.

Enhancing Inclusivity in Foundational Education: A Narrative Inquiry into Institutional Schools in Nepal

Narayani Thakuri

Kathmandu University School of Education, Nepal

Abstract

As a committed teacher educator, the researcher emphasizes the need for inclusivity in foundational education, particularly from Nursery to grade 3. Visits to 20 institutional schools across 3 districts of Nepal revealed a significant lack of inclusive environments and minimal enrollment of children with disabilities. Even schools that admit such students are lacking proper infrastructure, skilled manpower, and effective practices. This narrative inquiry explores the current status of inclusivity in these schools, highlighting the urgent need for strategies embedded with strong policies that ensure equitable educational opportunities for all children. The research advocates for policy reforms and practical approaches to make inclusive education a fundamental right, aiming to create a more equitable and supportive learning environment for students with disabilities in each institution.

**Navigating Leadership on a Shoestring Budget: Unveiling the Realities of Under Resourced
Low- Fee Private Schools**

Subash Shrestha

Kathmandu university School of education, Nepal

Abstract

Leadership in low-fee private schools faces significant challenges due to resource constraints, impacting teacher quality, infrastructural amenities, and financial management. Principals in these schools often focus on operational survival rather than strategic leadership, leading to a struggle for sustainability despite notable academic and extracurricular achievements. This study explores the rarely discussed impact of inadequate funding on leadership practices in such schools, drawing on existing research that underscores the critical role of principals in influencing student behavior, teacher motivation, and community involvement. The paper highlights the need for context-specific leadership approaches that consider local socio-economic conditions, cultural factors, and the unique challenges faced by under-resourced schools. This paper aims to provide insights into effective practices that go beyond routine administrative tasks, advocating for strategic and contextually aware leadership. The study also emphasizes the importance of developing diverse leadership practices like transgressive and entrepreneurial leadership to navigate the unpredictable challenges inherent in under-resourced educational environments. Moreover Ebersson (2012) advocate to focus on RRR (resource relationship resilience) model to maintain strong relationships, mobilizing resources within school communities to buffer adversity and promote resilience in the under-resource context.

Challenges and Effectiveness of Utilizing Institutional Repository: A Case of Kathmandu University School of Education

Prabina Kayastha

Kathmandu University School of Education, Nepal

Abstract

Institutional Repositories (IRs) serve as digital vaults for diverse academic outputs, streamlining research and educational growth. However, users often grapple with issues such as irrelevant search results, retrieval, intricate interfaces, downloading hurdles, and scalability. Addressing these challenges can significantly improve user satisfaction and operational efficiency. This study zeroes in on the implementation obstacles Kathmandu University School of Education (KUSOED) encountered, spotlighting user difficulties in accessing information and advocating for equitable use. Employing qualitative research and interpretative analysis, the study leverages participation and structuration theories to achieve its goals. Key findings highlight the need for better efficiency, reduced time consumption, and improved UI/UX. Recommendations include enhancing digital access, fostering academic excellence, and ensuring inclusive learning through dedicated personnel and robust connectivity.

**Children's Schooling in The Climate Change Vulnerable Community of Madhesh
Province, Nepal**

Chandra Bhusan Yadav, Aasman Nepal

Lina Gurung, Kathmandu University School of Education, Nepal

Abstract

The intensity and frequency of climatic disaster has increased around the world pushing school children in vulnerable situation who are more exposed and have less adaptive capacity. This quantitative study looked into the effect of climatic disaster on the schooling of school children, their demographic variables and the relationship between schooling of schooling children and climate change vulnerability of districts. The study was conducted in the two districts of Mahesh province with 336 school children from 12 schools. The study found that the climatic disasters have affected the schooling of school children despite of geographical location and the vulnerability level of districts. The study recommends for the effective implementation of national climate change policy to develop relevant adaptation strategies against the climatic disaster which affects the schooling of school Children.

Advancing Transformative Research: Enhancing Gross Motor Skills and Movement Awareness in Children with Learning Disabilities through Rhythmic Movement Interventions

Finita. G. Roy, Soumya. T. Varghese and Angel Selvaraj

OP Jindal Global University, Haryana, India

Abstract

This study explored the impact of nine weeks of interactive movement sessions on children with learning disabilities, focusing on improvements in gross motor skills, overall strength, and physical functioning. Rhythmic movement, which combines physical activity and rhythm, was used to enhance body awareness and executive functioning. The study involved 15 children aged nine to fourteen, who participated in weekly one-hour sessions. Progress was tracked biweekly using observational rating scales. The research employed both quantitative and qualitative methods, including parent surveys and observations by occupational therapists. Results indicated significant improvements in gross motor skills and body awareness, suggesting that such interventions in schools and therapeutic settings can enhance coordination, body awareness, and executive functioning in children with learning disabilities.

**The Burden of Borrowing: Investigating Student Debt Influence on Low Socioeconomic
U.S. Undergraduate**

Bibek Luitel

Texas A&M University-Corpus Christi

Abstract

Student loan repayment default rates are significant, with many defaulters lacking a degree in the United States. The study loan is negatively impacting students' academic and personal lives. This study examines the influence of tuition and fees, non-tuition expenses, grants, and work-study on student loans for low-socioeconomic students in 4-year public universities. A quantitative, cross-sectional study using National Postsecondary Student Aid Study 2020 data analyzed through multiple linear regression. Tuition and fees, non-tuition expenses, and grants are significant predictors for study loans. Results suggest students view education as an investment despite financial risks. Controlling tuition costs, addressing non-tuition expenses, expanding grant programs that could alleviate student debt burdens, and promoting equitable access to higher education.

Journey of Teaching from Knowledge Transmission to Supporting Conceptual Understanding

Harsh Bahadur Chand, Bal Chandra Luitel, and Binod Prasad Pant

Department of Education, University Central Campus, Far Western University, Mahendranagar,
Nepal

Kathmandu University School of Education, Nepal

Abstract

After five years of teaching abstract courses like Real Analysis (RA) at the undergraduate level, I (the first author) realized that my students were not performing as I expected. I thought that one of the reasons behind this might be my pedagogical approach that focused on knowledge transmission. In this context, I decided to improve my approach to teaching RA that supports conceptual understanding. This paper aims to explore how my journey of teaching shifted from knowledge transmission to supporting conceptual understanding. To fulfill this objective, I followed autoethnography as a method of research under interpretive and critical theory research paradigms. I found that reflecting critically upon my teaching approach, engaging students individually or group-wise in constructing multiple representations of concepts, and following constructivism helps in developing conceptual understanding. The teachers, students, and textbook writers might apply the results of the study to enhance their performances.

**Navigating Educational Challenges: An Autoethnographic Inquiry of Parents of Children
with Autism**

Madhav Kafle and Indra Mani Shrestha
Kathmandu University School of Education,

Abstract

This auto/ethnographic study explores the educational challenges faced by parents of children with autism spectrum disorder (ASD) in mainstream schools. It focuses on their experiences with admission processes, the imposed fees, the preference for neurotypical students, and the misconception that autistic children cannot learn at the same pace as their peers. The research highlights systemic barriers to inclusive education, financial burdens, lack of prioritization, and a disconnect between educators' awareness of autism-related learning characteristics and parents' communication. By documenting these challenges, the study aims to shed light on discriminatory practices that perpetuate educational inequity for autistic children and advocate for systemic change.

Acceptance and use of ChatGPT in higher education: Application of the Extended UTAUT and UTAUT2 Theories with Moderating Effects of Study Level and Gender in Various Cultural Contexts

Artur Strzelecki

University of Economics in Katowice

Abstract

The ongoing interest in ChatGPT and its ability to enhance work, tasks, and other activities through the use of Generative AI has made this topic increasingly popular. Recent statistics show that approximately half of students use it during their studies for homework, essays, and take-home tests. This paper presents several approaches to quantify both the intention to use and the actual use of this tool in the study process. Research was conducted in multiple countries, including Poland, Egypt, Portugal, Mexico, and Turkey. Two common moderating variables, gender and the student's study level—were examined to determine if they influence the relationships between these concepts.

**Assessing Tradeoff between Digital Learning Platforms and Traditional Library use in
Nepal's Higher Education**

Sagar Bishwakarma

Graduate scholar, Central Department of Economics, Tribhuvan University

Dr. Devid Kumar Basyal

Research head, Research Management Cell, Quest International College, Pokhara University

Smeeth Bista

Graduate scholar, Central Department of Economics, Tribhuvan University

Abstract

This study investigates the impact of digital technology advancements, accelerated by the Covid-19 pandemic, on the use of traditional libraries in Nepal's higher education system. Utilizing an ordered logit regression model, the research examines whether a significant tradeoff exists between the increasing use of digital learning platforms and traditional library visits. The ordered logit regression is particularly well-suited for this analysis, as it effectively handles variables that are ordinal and facilitates the qualitative measurement of influencing factors. The study is based on a survey conducted in Kathmandu, which provides valuable insights into how students in Nepal are adapting to digital learning while still utilizing traditional library resources. The findings reveal no significant tradeoff between the two, suggesting that increased use of digital platforms may, in fact, complement rather than replace traditional library use. However, factors such as digital literacy, the quality of digital resources, and their accessibility could potentially reduce library visits, indicating areas for improvement. The study concludes that while digital learning platforms are growing in prominence, they do not diminish the value or usage of traditional libraries in Nepal's higher education system.

STEAM Education: One of the Innovative Pedagogies

Roshani Rajbanshi

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Abstract

With the focus of teaching and learning on content, teachers concentrated on informing pedagogy. Not only content is important, but teachers also realized that pedagogy was equally important, so teachers focused on pedagogy along content knowledge, Shulman referred this as pedagogical content knowledge. Now in this technological world, depending on the evolving society and societal needs, teachers have started using technology for teaching and learning. Use of technology and arts are some innovative pedagogies teachers can use when moving from lecture-based method towards student-centered approach. The purpose of this presentation is to showcase STEAM as one of the innovative pedagogies that have evolved over the past few years. Furthermore, this presentation will also focus on innovative pedagogies that me and my STEAM One-year students have been using in teaching and learning.

Transitioning from Teacher-to-Teacher Educator: A Reflective Journey

Laxman Luitel

Kathmandu University School of Education, Nepal

Abstract

Although the transition from teacher-to-teacher educator is often problematic, as suggested by various studies (Trent, 2013), this paper examines the different aspects of the author's transition from classroom teacher to teacher educator. Not every teacher can naturally become a teacher educator. It depends on factors such as interest, motivation, research engagement, and professional development. On the other hand, extensive teaching experience in a classroom setting, along with strong pedagogical and content knowledge, is a significant asset for transitioning from teacher to a teacher educator. In my experience, merely obtaining higher education from a university is not enough to become an effective teacher educator without real classroom teaching experiences. Practical teaching experiences provide relevant skills and insights that are crucial for teacher educators. These experiences equip teacher educators with practical knowledge and skills that are directly applicable in their work. Furthermore, in addition to knowing the subject matter, teacher educators need to understand the context and educational needs of the teachers they work with. This role requires new and different types of professional knowledge and understanding, including extended pedagogical skills and content knowledge beyond those required of classroom teachers (Swennen et al., 2009). Thus, the work of a teacher educator is distinct from that of a classroom teacher. This paper outlines the various challenges faced by the author, including the strategies adopted and the valuable lessons learned during this journey in the context of Nepal. One purpose of this paper is to encourage teachers to expand and share their best practices, innovative skills, and knowledge with in-service and pre-service teachers by becoming teacher educators. Additionally, the paper highlights the challenges that teacher educators face in constructing their identity as teacher educators in Nepal. There are no specific boundaries or limitations to becoming a teacher educator, which can result in unprofessional teacher educators with limited practical knowledge and skills. Furthermore, this reflective paper covers the shift in mindset required to move from teaching students across various disciplines to mentoring teachers, the development of new skills, and the importance of continuous professional growth. The paper concludes that beginning teacher educators face challenges and difficulties, but they also experience joys and rewards that help them develop their identities as teacher educators. Their knowledge about teaching gives them the strength to deal with their challenges (Swennen et al., 2009).

Voice of Stakeholders in Education Policy Making in Nepal

Chandra Kanta Bhusal

Kathmandu University School of Education, Nepal

Abstract

The voice of stakeholders in policymaking is important to enhance ownership in policy. In Nepal's education policies the involvement of key stakeholders like students, teachers, parents, and communities, remains limited, hindering ownership and effective implementation. This study investigates stakeholder involvement in Nepal's education policy-making, focusing on grassroots participants. A review of relevant literature reveals a gap in effective stakeholder engagement in policy development, particularly in Nepal. Using a social constructivist and interpretivist approach, the research examines multiple realities shaped by social, cultural, and historical contexts. Data collection methods include interviews with key policymakers and document analysis. The study seeks to address gaps in stakeholder representation, offering strategies to enhance their participation in shaping and implementing education policies in Nepal.

Technological, Pedagogical and Content Knowledge in Online Training

Shital Moktan Tamang and Shesha Kanta Pangen

Kathmandu University School of Education, Nepal

Abstract

The study examines the Technological, Pedagogical, and Content Knowledge (TPACK) of online training in Nepal's government training institutions. It assesses teachers' TPACK levels and technological proficiency in delivering online training programs. The study applied sequential mixed methods study. A random sample of thirty trainers from eleven different training institutions participated in the quantitative strand. Three respondents were selected purposively for the qualitative strand. The TPACK framework has been instrumental in the analysis of data in this study. The findings were categorized into three themes: trainer perceptions and competencies; strategies for technological integration; and institutionalized approach. The study found that skilled trainers possess extensive knowledge of pedagogical and content constructs, but struggle with incorporating new technologies due to time constraints, heavy workloads, and institutional guidelines. Institutions can help by providing resources, guidelines, and encouraging technology integration.

Educational Leadership Policy and Practice in Nepal

Shritima Shah

Kathmandu University School of Education, Nepal

Abstract

The initiatives of Education Minister Sumana Shrestha are the main subject of this paper's exploration of educational leadership in Nepal. The study examines historical and contemporary influences on Nepal's educational system. The research, though constrained by time and primarily reliant on secondary data, is enriched by insights from brief interviews with five participants. It reviews current policies and practices, challenges in implementation, and potential reforms. The study examines Shrestha's leadership style and initiatives to reform Nepal's education sector. Key efforts include updating the teacher selection process, digitizing documents, and reducing political interference. Additionally, the study analyses distributed and transformational leadership theories in relation to Nepal and Norway and tries to get the perspective of the participants about this subject and Shrestha's leadership style.

Role of Extracurricular and Co-Curricular Activities in Holistic Student Development: An Integrative Literature Review

Niraj Thapa Magar

Prime College, Nepal

Abstract

This study reviews research on extracurricular and co-curricular activities at the university level, focusing on their impact on students' holistic development. While education traditionally emphasizes academic success, recent concerns highlight the need for graduates to possess professional and lifelong learning skills. Despite the importance of these activities, few studies have synthesized existing literature, with only one focusing on the medical field. This integrative review fills the gap by analyzing 47 out of 170 identified articles from Scopus and ProQuest databases. The findings reveal that these activities significantly enhance students' transferable skills, employability, academic achievement, wellbeing, and social values. The study concludes that extracurricular and co-curricular activities play a crucial role in fostering holistic student development at universities.

Youth Exodus from Western Chitwan: Seeking Education and Employment Abroad

Uttam Sharma

Institute for Social and Environmental Research, Nepal

Abstract

Youth migration from Nepal to foreign countries is a growing concern. While this phenomenon has been qualitatively explored, quantitative evidence remains limited. This study addresses this gap by examining factors influencing youth and parental perceptions of overseas migration among a representative sample of over 2000 individuals in Western Chitwan. Longitudinal data collected from grade 8 and four years later provide a comprehensive understanding of educational attainment, socioeconomic status, and migration aspirations. Results indicate that a substantial majority of both youths (87%) and parents (63%) anticipate overseas migration of youths for work or study. Logistic regression analysis reveals that gender, ethnicity, household income, private school attendance, and academic performance in grade 8 significantly influence these perceptions of going abroad for study.

**Phenomenological Enquiry on University Level English Language Education during
COVID Emergency: A Systematic Review**

Md. Ziaul Karim

Department of Languages, Bangladesh Agricultural University

Abstract

Phenomenology is applied to go deep into the research participants' lived experiences to understand a phenomenon's universal nature. This review paper, through an inclusion criterion, explored sixteen articles (published between 2020 and 2023) adopting phenomenology to discover the pedagogical strategies applied in English language education (ELE) in universities during COVID-19 emergency (2020–2021). It applied 5W1H reporting framework for data analysis. The findings highlighted that COVID-19 put the legacy of ELE into question. However, the vacuum was gradually filled in with the incorporation of some new educational technologies (EdTechs) and related techno-pedagogies. The insights from this paper will assist the pedagogues, students and other educational stakeholders to realize the significance of the New-normal EdTechs for providing uninterrupted ELE in future.

Ways of Engaging Nepali Communities, Leaders, and Practitioners for Transformative Learning: Action Research

Parbati Dhungana

Kathmandu University School of Education, Nepal

Abstract

Ways of engaging communities, leaders, and practitioners for transformative learning seem a taken-for-granted area of research in Nepal. I adapted action research design with emancipatory intent and collected information through interaction, meetings, focused group discussions, and workshops for two years in the community with the teachers, leaders and educators. I explored six ways: exploring school-based needs and strengths, developing context-responsive educational policy and programs/courses, engaging all the teachers in continuing education through short term refresher trainings and workshops, providing credited short courses of professional development for interested teachers and educators, providing opportunity for university degree programs to the selected teachers and head teachers. This study will explore the importance of a safe cross sectoral collaborative space for strengthening transformative learning.

Keynote

**Integration of Global and local-Indigenous Mental Health Treatment: The Arab-Muslim
Case in the Middle East**

Alean Al-Krenawi, PhD

Dean and Professor of the Faculties of Humanities, Social Sciences, and Cross-Cultural Studies

Algoma University

Sault Ste. Marie, Ontario, Canada

Abstract

The presentation delves into global mental health practices and traditional healing systems as they relate to mental health care among the Bedouin-Arab Muslim people in Negev, Israel. It includes extensive fieldwork and case studies across the region, focusing on the impact of cultural beliefs, societal norms, and historical contexts on the adoption of different healing approaches. The study investigates how individuals and communities decide whether to seek treatment from psychiatric clinics that use Western medical methods or turn to indigenous healers who rely on traditional wisdom and rituals. It sheds light on the strengths, challenges, and potential synergies that arise from the coexistence of these two approaches. Ultimately, it advocates for a comprehensive and culturally sensitive approach to mental health care that recognizes and integrates modern and traditional healing systems. This approach aims to promote mutual respect, collaboration, and improved outcomes for individuals dealing with mental illness in the Middle East.

Keynote

Community Vibrancy as a Measure of Institutional Success

Dr. Dave Pelham

STAR Senior VP, Past College President

Abstract

There are many ways to measure the success of an institution of higher education. Student enrollment, the number of graduates, research productivity, and the number of graduates that go on to pursue higher degrees are just a few of the commonly used measures of institutional success. All these measures are valued. This presentation introduces the concept of community vibrancy as an extension of the evolution of institutional success metrics and makes an argument for it as an important measure of success critical to a holistic view of an institution's progress.

Keynote

**Developing STEAM Education Programs for Sustainability: A Breakthrough Beyond the
'Obvious'**

Prof. Bal Chandra Luitel

Kathmandu University School of Education, Nepal

Abstract

I argue for culturally inclusive mathematics education to address disengagement among Nepali students and educators. At Kathmandu University School of Education, the research program emphasizes multi-epistemic inquiries into the practices of mathematics teachers and curriculum developers, incorporating arts-based epistemologies to challenge existing beliefs and improve educational engagement. The program has expanded beyond mathematics to include development studies and educational leadership, emphasizing the need for integrated STEM education that incorporates humanistic and aesthetic dimensions. Grounded in sustainable development goals, particularly SDG4, the program aims to prepare educators to foster creativity and transversal competencies essential for addressing global challenges. The synergy of stable and aesthetic concepts, derived from Vedic and Buddhist literature, guides the program's mission to create transformative STEAM education. The chapter explores the program's history, expansions, and ongoing research projects focused on sustainable and integrated curricula.

Emergence of Generative Artificial Intelligence in education

Dr. Sojen Pradhan

University of Technology Sydney

Abstract

The rise of generative artificial intelligence tools such as ChatGPT, Gemini, and Co-Pilot has captured major global attention, particularly within the educational sector. These tools offer the potential to enhance teaching and learning by automating tasks like curriculum planning and assessments, fostering student engagement, and providing personalized recommendations. However, significant ethical concerns accompany their use, particularly regarding academic integrity, the risk of widening the digital divide, and data privacy issues. As educators and institutions grapple with these challenges, there is an urgent need for universities to establish comprehensive review of AI in education. There needs to be a balanced approach to ensure both risks and opportunities are carefully considered while ensuring ethical, equitable and effective learning experiences.

**Eco-pedagogy in English Language Education in Universities: A Transformative Praxis for
a Sustainable Future**

Md. Ziaul Karim

Bangladesh Agricultural University, Mymensingh

Dr. Md. Kamrul Hasan

United International University, Dhaka- 1212, Bangladesh

Abstract

The planet Earth is affected by ecological catastrophes hampering the harmony of living organisms. Hence, fast-paced actions from all disciplines including English language education (ELE) in universities are indispensable to emancipate and decolonize our heavenly habitat from the environmental shackles. ELE teachers and learners need to become eco-friendly agents. A mixed methods research with a survey and interview will be conducted. The findings are supposed to focus on whether ELE has adopted and how it can incorporate eco-pedagogy in its policy, curriculum and teaching considering the classroom as a microcosm of the planetary ecosystems and its stakeholders as transformative intellectuals. From this paper, teachers, learners and other stakeholders will gain constructive input to develop a sustainable ELE system in universities.

Art-Based Critical Autoethnography for Healing Self and Others

Pushpa K. Sunar

Kathmandu University School of Education, Nepal

Abstract

The most crucial demand in higher education in the 21st century is to develop innovative research skills among scholars to explore diverse and critical issues. One such research method is art-based critical autoethnography. Thus, this study explores what, why, and how art-based critical autoethnography is used as a research method. Different kinds of literature on art-based and critical autoethnography were reviewed and analyzed to understand the core concepts, strengths, and challenges of art-based critical autoethnography. The findings of this study reveal that Art-Based Critical autoethnography gives autonomy to the researcher to explore powerful self/other voices and present them with the help of different forms of art like poems, narratives, fiction, visuals, and images. It allows the researcher to explore emotions, ambiguity, and perspectives that other forms of research might overlook.

Shree Krishna's Pedagogical Approach in the Bhagavad Gita

Sudan Dotel

Kathmandu University School of Education, Nepal

Abstract

This paper explores Shree Krishna's pedagogical approach in the Bhagavad Gita, a text that encapsulates the essence of the Vedas and Upanishads and has significantly shaped global philosophical discourse. The presentation examines Shree Krishna's guidance to Arjuna, highlighting key instructional strategies such as understanding the learner's psychological state, employing a dialogic teaching style, and using metaphors and similes to convey complex concepts effectively. It argues that Krishna's methods align with contemporary educational theories like constructivism and experiential learning, offering valuable insights for contemporary educators. By integrating theoretical knowledge with practical application, Shree Krishna's pedagogy fosters holistic development. This analysis underscores the relevance of the Bhagavad Gita in addressing contemporary educational challenges and cultivating transformative learning.

Hidden Curricula in TVET Institutions: Cultivating Essential Soft Skills for Employability

Durga Prasad Baral

Kathmandu University School of Education

Binod Badal

Council for Technical Education and Vocational Training

Abstract

This qualitative case study investigates the role of hidden curricula in Technical and Vocational Education and Training (TVET) institutions in Nepal, focusing on their contribution to essential soft skills development among students. The research involved interviews with eight participants from two TVET institutions and employers, including graduates and administrators, using a semi-structured approach. Findings indicate that peer interactions, institutional culture, extracurricular activities, and mentorship significantly enhance soft skills such as communication, teamwork, problem-solving, and adaptability. Participants emphasized that collaborative workshops and supportive environments influenced their employability. The study highlights the need to recognize and enhance hidden curricula within TVET institutions to foster holistic educational environments that prioritize soft skills, recommending the integration of soft skills training in both formal and informal learning contexts.

‘Communiversality’ through Collective Autoethnography: Re-imagining Transformation in Higher Education by Engaging Communities

Bhawana Shrestha, Udgun Khadka, Swechhya Rajbhandary, Prashanna Thapa

King’s College, Nepal

Abstract

Four educators from Nepal engaged in a collaborative autoethnographic inquiry to explore how community engagement can transform higher education through interdisciplinary, innovative, and research-driven approaches. Using a narrative reflective dialogue method, we analyzed journal reflections and identified themes emerging from the "Communiversality" initiative. This evidence-based interdisciplinary program reimagines higher education by integrating the community. During a two-month pilot residential program in Panchkhal Municipality, students participated in holistic learning experiences rooted in the local community. Our collaborative approach ensured students gained practical insights, making a meaningful community impact while promoting social justice. This research shares our learnings, challenges, and the impacts of co-designing a transformative educational model with our community.

**Practices, Challenges and Roles of Stakeholder to Eradicate Child Early and Force
Marriage in Karnali**

Narendra Kumar Rokhaya

BlinkNow Foundation, Nepal

Abstract

Nepal has one of the highest rates of child marriage in South Asia, with Karnali Province ranking second in the country. This qualitative study explores the drivers of child, early, and forced marriage (CEFM) in Karnali by engaging various stakeholders, including community members, social leaders, government officials, and I/NGOs. Through interviews, workshops, and community meetings, the study identifies successful practices and strategies aimed at reducing child marriage by promoting secondary education and livelihood opportunities. It also highlights challenges such as cultural norms, illiteracy, and limited resources that hinder efforts to eliminate CEFM and protect children's rights. The study emphasizes the need for continued multi-stakeholder engagement, strengthened systems, and targeted interventions to effectively address CEFM in Karnali Province, Nepal.

Arts-Based Pedagogy as a Transformative Learning Tool for Health Behavior Change: A Showcase from Participatory Action Research in a Community School

Yadu Ram Upreti

Tribhuvan University, Kirtipur, Nepal

Abstract

Arts-based pedagogy in this study encompasses the use of visual arts, storytelling, simulations, role-playing, games, rhyming, and singing in classroom teaching for basic schoolchildren. Despite evidence supporting arts-based learning's effectiveness in health behavior change, these methods are yet to be utilized in nutrition education interventions. This paper highlights the successful application of arts-based pedagogy in promoting healthy dietary behaviors among schoolchildren through a school-based participatory nutrition education intervention. The findings reveal that arts-based learning enhances experiential learning, creativity, critical thinking, imagination skills, classroom dialogue, and emotional expression among students, while also fostering reflective teaching practices among educators. The study emphasizes the importance of integrating culturally relevant arts-based learning into classroom teaching as a transformative tool to mediate in health-promoting behavior in schoolchildren.

Interdisciplinary STEAM Approach in Mathematics Teaching and Learning

Madan Rijal

Kathmandu University School of Education, Nepal

Abstract

This autoethnographic endeavor was conducted under multi-paradigmatic research space with the purposes of (i) critical reflection on embedded separate subject-centric approach which is creating disciplinary egocentrism particularly in mathematics education and hindering in promoting STEAM pedagogical practice and (ii) envisioning STEAM-sensitized mathematics education. The Interdisciplinary STEAM (Science, Technology, Engineering, Arts and Mathematics) approach in pedagogical practice has been unboxing myriad perspectives education. Its main emphasis is on the ideas of empower learner to be the agent of change and to engaging in collaborative space through subjects' integration and by breaking the bondage of disciplinary egocentrism. This research has come up with the findings of interdisciplinary curriculum for meaningful mathematics learning, Interdisciplinary STEAM approach for mathematics pedagogy and assessment as/for continuous learning.

Contribution of Teachers' Self-Efficacy to Inclusive Education Practices in Schools

Kiran Chalise

Kathmandu University School of Education, Nepal

Abstract

Self-efficacy is essential for successful inclusion of students. Teachers are the key actors in imparting their knowledge and are the key facilitators in realizing, approaching, and ensuring the goals of inclusive education. Self-efficacy always boosts teachers' confidence and supports students' learning achievements. This paper reveals the contribution of teachers' self-efficacy to inclusive education practices. A binary logistic regression was applied to find out the contribution of the teachers' self-efficacy to different themes of the inclusive education practices. A sample (182 teachers) was taken from the schools of Nepal where children with hearing impairments are studying. The study reveals that teachers' self-efficacy is the main predictor of ensuring the availability of rights, roles and responsibilities and a learning environment in schools.

Compulsory EMI at Institutional Schools: A Matter of Linguistic Imperialism or Present Need?

Ganga Ram Paudel

Kathmandu University School of Education, Nepal

Abstract

This study explored the secondary-level teachers' experiences and perceptions in Pokhara, Nepal, regarding the compulsory use of English as a Medium of Instruction (EMI) in institutional schools. Through qualitative narrative inquiry, the study found that EMI has both positive and negative effects on students' language development. The study investigated that EMI enhances communicative competence and comprehension skills on one side, but on the other, it also raises concerns about linguistic imperialism and the potential threat to national and mother tongues. The findings highlight the need for a balanced approach to EMI, considering its benefits while addressing its challenges and potential negative impacts.

Asanma to Adelaide: An Autoethnographic Saga of a Student with Disability from Nepal

Jileshan Saha

Flinders University, Bedford Park 5042 SA & Padma Kanya Multiple Campus, Kathmandu

Abstract

This autoethnographic inquiry is an extrapolation of lived experiences of a person with disability in rural Madhesh in Nepal. Critiquing a social cultural milieu, followed by critical reflections to expose the significance of lived experiences, the study dissects the socio-cultural perception of disability, the ordeals to access education as a disabled student, the importance of a supportive immediate family, and how crucial intrinsic qualities such as persistence, resilience, and determination can be in readying a disabled child for a future that is selectively and systemically challenging. While the narrative chronologically connecting lives and research, the reflections and analysis sections compare the findings to existing literature on disability and education, exhibiting the status quo of taken for granted assumptions the disabled minority seeking education in Nepal.

University Faculties' Understanding of the Training Transfer on Their Professional Development Programme: A Case Study

Anju Gautam

Kathmandu University School of Education, Nepal

Abstract

The success of academic institutions hinges significantly on the faculty's ability to adapt to the ever-evolving landscape of higher education. Despite extensive investments in professional development programs, many university faculties express dissatisfaction with the training they receive, citing failure to meet their needs. This study explores the phenomenon of training transfer, defined as the application of knowledge, skills, and competencies acquired during professional development programs to actual practice, particularly within the context of university faculty. Drawing from existing literature and personal observations, the research focuses on understanding how university faculties perceive and implement training transfer, specifically in the domain of research methods. Previous studies have highlighted various factors influencing training transfer, including individual characteristics, program design, and environmental support. However, there remains a gap in understanding the nuances of how these elements interact in the specific context of university faculties. Professional development programs are vital for faculty members to meet the evolving demands of their roles. However, many faculties express dissatisfaction with the training they receive, often finding it insufficient for their needs. In contrast, they find the knowledge gained during their MPhil and PhD programs more beneficial in teaching. This study identifies four key issues in training transfer: lack of need analysis, ineffective delivery, challenges in practical application, and absence of follow-up. To improve training transfer, it is crucial to conduct thorough needs assessments, design engaging and practical training sessions, provide adequate resources, and implement follow-up activities for continuous development. This study seeks to address this gap by examining the role of training transfer in the professional development of university faculties, with a focus on the effectiveness of research methods training. The findings aim to contribute to a more comprehensive understanding of how professional development programs can be better aligned with the needs of faculty, ultimately enhancing their effectiveness and the overall quality of education.

**Factors Influencing Use of ChatGPT for Learning Among the Business Management
Students of Kathmandu Valley**

Binod Kumar Dhama

Central Department of Management, Tribhuvan University, Nepal

Abstract

This study explores the factors influencing the adoption of ChatGPT for learning among business management students in Kathmandu Valley. Utilizing the Unified Theory of Acceptance and Use of Technology (UTAUT), the research investigates the roles of Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions on students' Behavioral Intention and Use Behavior. A quantitative method was employed, gathering data from 384 students across various institutions. The findings indicate that while Performance Expectancy, Effort Expectancy, and Facilitating Conditions significantly impact Behavioral Intention, Social Influence does not. The study concludes that Behavioral Intention strongly predicts actual usage, suggesting that enhancing resources and support can foster effective adoption of AI tools in education.

Maintaining Human Resources in Educational Institution: The Case of Jana Uddhar

Madhyamik Vidhyalaya

Mani Ram Ghimire

Kathmandu University School of Education, Nepal

Abstract

In order to accomplish institutional objectives, this study examines human resource management in education with a particular focus on how school administrators support and retain teachers. The qualitative study, which employed a carefully chosen sample of participants and an interpretative case study methodology, was carried out in a community school in Kathmandu. To match data with pertinent ideas, in-depth interviews were transcribed, classified, and thematized. The results emphasize the need of having a professional and engaged workforce by showing that instructors got the proper training, perks, and work-life balance. The study comes to the conclusion that efficient management of human resources is essential to the advancement of education and suggests creating all-encompassing HR initiatives to improve employee morale and institutional effectiveness.

**Enhancing Understanding of Liquid Pressure using TI-Nspire Technology: An Experiment
Design Research for Lower Secondary Students in Nepal**

Rajat Thapa

Kathmandu University School of Education, Nepal

Abstract

Liquid pressure is a fundamental concept in physics that many students find difficult to visualize and fully understand. Often, traditional teaching methods in Nepal fail to engage students actively in exploring this concept, which can hinder their grasp of how pressure behaves in fluids. Therefore, hands-on experiments with an analytical approach become vital to build an intuitive understanding. This study focuses on an experiment design using TI-Nspire calculators and Vernier gas pressure sensors to enhance students' comprehension of liquid pressure by incorporating technology into their learning experience. By providing an interactive, technology-driven experiment, the aim is to increase student engagement and improve their conceptual grasp of liquid pressure.

Local Government, Local Curriculum: Opportunities and Challenges

Basanta Kandel

Aadikavi Bhanubhakta Campus, Tanahun

Abstract

The local governments (LG) in Nepal have diversely created and implemented local curriculums in basic level education which has raised wide educational debate among stakeholders. In this context, the study explores the opportunities and challenges of local curriculum as experienced by teachers and students in Vyas Municipality. As ethnographic qualitative research, I collected information through observations of eight basic classes, two focused group discussions and four in-depth interviews with teachers and students, and critical analysis of documents. The study reveals that there are; tensions among local and national curriculums; mismatches on local education policies, practices, and resources; and conflicts on local vs. global knowledge. The study informs the LGs to create and implement justifiable local curriculums in their contexts.

**Women's Groups as a Learning Space: A Phenomenological Exploration of Women's
Personal Transformation**

Purna Kumari Lingden

Kathmandu University School of Education, Nepal

Abstract

This study investigates how women's groups create a learning space for women at the community level in Nepal. Focused on the personal learning experiences of women in a self-help group, I analyze the changes women have experienced in their personal lives after joining a women's group applying transformational learning theory (Mazirow, 1997)). This study uses a phenomenological methodology to collect and analyze the lived experiences of women's engagement in group activities and the way this engagement has contributed to changing their perspectives about who they are in relation to their family and the broader society. The findings show that women have expanded their consciousness, enhanced their abilities and become aware of their rights. Consequently, they have transformed their position from being victims to advocates against domestic violence, being introverted to more sociable and self-reflective. I conclude by arguing that women's groups play significant roles in empowering women and building their agency for active roles in community development by providing a collaborative space for learning.

Tolerated Illegality in Public School Governance in the Mid-Southern Low Lands of Nepal

Indra Mani Rai

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Abstract

Growing scholarships on school governance have examined effective practices that arise from the responsibilities of multiple stakeholders, as well as factors such as accountability, effectiveness, participation, partnership, and decentralization (Resnick, 1999; Ainley & McKenzie, 2000; Allen & Mintrom, 2010; Gann, 2015). However, these studies often overlook how school governance leaders engage in unlawful practices or tolerate such behavior. This paper, based on ethnographic data collected in 2024 from the mid-southern lowlands of Nepal, employs Michel Foucault's concept of "tolerated illegality" to argue that stakeholders in school governance exhibit a consensus on rent-seeking behavior and illegal consensual practices. Further, I contend that the schools have set the institutional rules, norms, and values of service delivery against state policies for which the parents and students give consensus. Understanding these illegal governance practices is crucial for implementing corrective measures and achieving equitable access to quality education (SDG 4) in Nepal and globally.

**Sociocultural Environment and Agency in Identity Construction of English Language
Teachers**

Bharat Prasad Neupane

Kathmandu University School of Education, Nepal

Abstract

Identity is an emerging field in educational research focusing on how teacher education programs, training, reflective practices, and short-term interventions impact the identity negotiation of teachers (Gautam, 2018). However, this study reports how different levels of sociocultural environments influence teachers and what initiatives they take for professional development and identity construction. Drawing on Wenger's (1998) notion of communities of practice and Norton's (2013) investing, this study sought to uncover the interchange of the development of learning communities and teachers by investigating the life history of four secondary-level English language teachers derived through informal conversations and in-depth interviews. Teachers' life stories revealed that the environment's micro, meso, and macro levels influenced their professional development and identity construction. Teachers also influenced these contexts, with the most negligible macro-level influence. Despite the massive positive and negative impact of contexts, teachers have also taken initiatives for their professional development, quality enhancement of education, and students' learning outcomes. Although agency influences the different learning contexts, a minor intervention at the macro level is apparent, implying the need for acknowledging teachers' opinions in policy formulation.

"Situation of Intended Brain Drain among Nurses in Nepal "

Sharada Sharma

TUIOM, Pokhara Nursing Campus

Abstract

The aim of this study was to analyze the trend of brain drain among nurses in Nepal. The research was quantitative in nature, utilizing a record review method, and included a sample of 180 nurses. Data was collected from 2021 to 2023 and analyzed using SPSS. The findings revealed that the mean age of the nurses was 30.87 ± 5.19 years. There was a significant increase in the tendency of nurses going abroad, with the rate quadrupling in 2023 compared to 2021. The majority of these nurses (90.0%) preferred to migrate to the United States for work. The primary reasons for this migration were identified as a lack of job opportunities, low income, and job instability in Nepal. To mitigate the consequences of this brain drain, it is essential to improve working conditions, provide better career opportunities, and invest in the education and training of nurses in developing countries like Nepal.

Shaping Youth in Transitions: Literacies and Learning for Sustainable Futures

Suresh Gautam

Kathmandu University School of Education, Nepal

Abstract

My research advances current creative research practices in the social sciences as an interdisciplinary approach to dealing with the complex issues of urban educational policies and practices. Education for development has focused predominantly on human capital formation without considering the socio-political upheavals of youth. Literacies and learnings go beyond traditional notions of reading and writing and include the development of skills such as digital literacy, global citizenship education, and sustainable development education among youths. Youth are now receiving increased attention as a development category and as an excluded social group, either through dropping out of their formal education or remaining unemployed after their formal education.

Local Literacy Practices for Transformative Learning in Early Grades

Dinesh Sanjel

School of Education Kathmandu University, Nepal

Abstract

The School Education Sector Plan 2022/23-32 has considered early literacy and language skills as foundational skills to be developed in grades 1-3 through the effective implementation of integrated curriculum based on the National Curriculum Framework 2019. This conceptual argumentative paper presents the local oracles (oral literacy) as the source of funds of knowledge from the literacy reservoir of our society. This document review paper presents an alternative model of literacy from socio-cultural perspective beyond the practice of linguistic and cognitive model. The socio-cultural dimension of literacy provides opportunities for engaging the communities with spaces of multilingual practices, representation of local multimodalities for transformative learning with inclusive practices between local and global scholarship.

Artificial intelligence and Computer Mediated Communication: The Text Analysis and Undergrad's Class Observation

Prateet Baskota

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Abstract

The term “computer-mediated communication” (CMC) describes the transmission of messages and information using computer technology. With the extensive use of email, instant messaging, social media, and other digital platforms in Nepal in recent years, this style of communication has grown in popularity. The article examines how computer-mediated communication (CMC) and artificial intelligence (AI) have grown in significance in Nepal’s undergrad English education. This article allows students to collaborate on projects and tasks, which improves their learning experience, by examining the potential of AI and CMC. The facts of Nepal’s education have been examined using the four different basic literature reviews. Despite the need for further literature on artificial intelligence and computer-mediated communication in Nepal’s English classes for undergrads between 2018 and 2023, the studies reviewed shed light on the possibilities of technology and AI in language acquisition. Undergraduate class observation, self-administered text analysis, social information processing theory and experimental research, which involves adjusting variables to see how they affect learning results, were used to gather data. The study’s findings also demonstrate how using CMC platforms encourages students to practice their digital literacy. They gain knowledge on how to move through online spaces, efficiently communicate with a variety of digital tools, and assess the reliability of information sources. Students can communicate with their teachers outside of the classroom via video conferencing software and online discussion boards. This may result in more in-depth discussions and debates as well as greater student engagement.

The Emerging Face of Higher Education Internationalization

Thatcher A. Spero, PhD

Musashino University, Department of Global Business, Tokyo, Japan

Abstract

An expanding trend in higher education internationalization towards growth in the non-anglophone sphere has the potential to slowly transform the face of internationalization, globalization, and global citizenship education. This provides an opportunity for more critical internationalization that contributes to the global community at a time when there is a rising call from scholars for evolution in this direction. This presentation offers insights from a paper based in qualitative research of a case study that explores one university in Japan. The findings display the distinct ways that this university approaches internationalization and aims to make unique contributions to the world community. The discussion and conclusions suggest that internationalization in the non-Anglophone sphere is a crucial phenomenon that deserves more scholarly attention.

Decolonizing Pedagogy: Infusing Local Culture in Language Teaching

Surendra Prasad Bhatt

Kathmandu University School of Education, Nepal

Abstract

This study explored the experiences of secondary English language teachers regarding the integration of local culture into English language classrooms, framed within the theoretical context of sociocultural perspective. Based on interviews with five English language teachers from secondary schools in the Kathmandu district, the study explored how local culture is practiced in English language teaching. The findings reveal that integrating local culture significantly impacts teaching English in multicultural contexts and reduces the pressures associated with learning a new language. By incorporating elements of everyday life into the classroom, local culture not only motivates learners but also enhances their performance. The use of local language/artifacts fosters conceptual understanding and develops cognitive abilities, particularly improving speaking and writing skills. The study implies that integrating local culture into English language teaching can improve pedagogical practices, enhance cultural appreciation, guide curriculum development, and support teacher training and educational policies.

A Trailblazing Series Towards Identity Transformation

Tara Paudel and Bal Chandra Luitel

Kathmandu University School of Education, Nepal

Abstract

The overall discussion in this paper is based on my ongoing PhD journey of a trailblazing series of identities from submissive teacher to transformative mathematics teacher educator. In several research studies and my lived experiences, most mathematics teachers struggle to ameliorate their pedagogical skills to make teaching-learning more authentic and meaningful in Nepali society. In this circumstance, the primary purpose of this study is to explore how I have been trailblazing identities from a submissive teacher to a transformative teacher in mathematics education. Referring to autoethnography as research methodology and transformative learning and identity theory of Illeris as theoretical referents, I have narrated my experiential learning relating to society. The significant finding of this paper is that a transformative shift of thoughts, beliefs, and actions promotes identity change among teachers and learners.

Why Do Nepali Students Underperform in Solving Context-based Mathematical Tasks?

Kedar Nepal

Mercer University, USA

Abstract

Various reports show that most Nepali students struggle to solve context-based mathematical tasks. The extent to which students achieve intended learning outcomes depends primarily on the opportunity-to-learn (OTL) the concepts and skills provided in the textbooks. We conducted a content analysis of the officially prescribed mathematics textbook for eighth grade to assess the OTL it provides to solve context-based problems. We found that only 13.8% of the tasks provided meaningful contexts. However, the cognitive demands of 80% of such tasks were very low, which means that most problems fail to engage students in meaningful mathematical activities. Results indicate that the limited OTL provided in the textbook might be a significant barrier hindering students' ability to solve context-based mathematical tasks.

**Institutional and Procedural Bias for Women Access to Electoral Candidate: A Case of
Nepali Congress Party in Nepal**

Sanjaya Mahato

Kathmandu University, Nepal

Abstract

Drawing from data, participant observation and political ethnography, we seek to answer why women are excluded in the political leadership in Nepal. Taking the case studies of Nepali Congress party, the article minutely discusses the structures, process and context that often excludes women in political leadership. First, institutional both formal and informal institutions such as social and cultural norms and values, social traditions (as informal institutions) and parties' constitutions and electoral laws (as formal institutions) bias a sizable number of women leadership in political parties. Second, parties often exclude women in the process of their political involvement such as party membership and other political activities.

**Textbook-Free Friday Program: Transforming Students' Learning in Kathmandu
Metropolitan City**

Basu Prasad Subedi

Kathmandu University School of Education, Nepal

Abstract

The "Textbook Free Friday" program, initiated by Kathmandu Metropolitan City, promotes practical, skill-based education in community schools. This study explores the program's impact on students' learning and the role of various stakeholders. The research used a mixed-method approach, including surveys and interviews to gather quantitative and qualitative data. The program positively impacted students' learning by enhancing practical skills and motivation. Collaboration with stakeholders and improved resources were emphasized as important factors. However, challenges such as managing the program, ensuring student participation, and addressing stakeholder conflicts must be overcome. In conclusion, while the program has had a positive impact, addressing key challenges is crucial for its effectiveness. The study implies the need for improved program management with noteworthy accountability of stakeholders.

Integrating Thami Cultural Materials to Enhance Mathematical Learning: A Culturally Responsive Approach

Lokendra Karki

Kathmandu University School of Education, Nepal

Abstract

Incorporating local cultural tools in mathematics education enhances learning by making concepts relatable and meaningful. This study explored the benefits of using cultural materials in teaching and learning mathematics, focusing on the Thami community of Nepal. For this study, I applied a narrative inquiry approach where classroom observations and interviews with senior citizens and organization representatives took place. The study found that using Thami cultural materials in mathematics improved student engagement and uplifted academic performance by integrating culturally relevant artifacts and practice into lessons and it also contribute for students' daily lives, deepening their understanding of mathematical concepts while fostering cultural appreciation. This study shows that the inclusion of local materials in curricula creates a more inclusive and culturally aware educational environment.

Ecosociocentrism: A Paradigm for Sustainable Living Amid the Environmental and Climate Crisis of the Anthropocene.

Gopi Upreti, PhD

Tribhuvan University, Nepal

Abstract

The anthropogenic degradation of Earth's environment is attributed to the prevailing infinite growth-driven development paradigm, which treats Nature merely as a resource bank for extraction and human commodification. This model obscures Nature's intrinsic values, including its essential life-sustaining services and natural ecosystems' myriad benefits. Humanity stands on the precipice of an existential crisis on this planet. A scientifically grounded epistemology, informed by ecological knowledge wisdom such as biodiversity, ecosystem health, resilience, and vital environmental services, fosters economic and environmental sustainability. This underscores the imperative of integrating environmental ethics into developmental model thereby shaping human behavioral and cultural transformation. The proposed paradigm "Ecosociocentrism" embodies the intrinsic, instrumental and relational values of nature catalyzing the current trajectory of Anthropocene toward sustainable living on planet Earth.

Social Responsibility in Higher Educational Institutes

Prof. Dr. Ranjan Bose

Professor/Directot, IIIT Delhi

Abstract

The world is rapidly changing with the advent of Industry 5.0 and Society 5.0. It is imperative that higher Educational Institutions (HEIs) must play an important role in advancing social responsibility in this ever-evolving landscape. HEIs are already using technology-driven learning that equips students with future-ready skills while also addressing societal challenges. The National Education Policy 2020 in India also encourages multidisciplinary education with a strong emphasis on sustainability and inclusion. This talk will present the role of higher education from the lens of Sustainable Development Goals (SDGs) and the notion of sustainability from the perspective of Education 4.0. Finally, some examples will be presented to illustrate how SDGs have been incorporated into the research and teaching ecosystem at IIIT-Delhi.

AI, Competencies, and the New Landscape of Assessment

Prof. Birgit Phillips

FH JOANNEUM University of Applied Sciences, Graz, Austria

Abstract

Generative AI is reshaping the educational landscape, compelling us to redefine the competencies needed for the future. As AI automates routine tasks and transforms problem-solving approaches, higher education must shift away from traditional teaching-to-test pedagogies to fostering critical thinking, creativity, and ethical awareness. This keynote explores how AI necessitates a shift towards Education for Sustainable Development (ESD) and other forward-thinking competencies. It challenges conventional assessment methods, advocating for holistic, dynamic approaches that prioritize deep learning over rote memorization. By rethinking assessment, we can better prepare students for a future where adaptability, interdisciplinary knowledge, and ethical competence are crucial. This transformative journey reimagines not just what we teach, but how we evaluate learning in the AI era. Generative AI is reshaping the educational landscape, compelling us to redefine the competencies needed for the future. As AI automates routine tasks and transforms problem-solving approaches, higher education must shift away from traditional teaching-to-test pedagogies to fostering critical thinking, creativity, and ethical awareness. This keynote explores how AI necessitates a shift towards Education for Sustainable Development (ESD) and other forward-thinking competencies. It challenges conventional assessment methods, advocating for holistic, dynamic approaches that prioritize deep learning over rote memorization. By rethinking assessment, we can better prepare students for a future where adaptability, interdisciplinary knowledge, and ethical competence are crucial. This transformative journey reimagines not just what we teach, but how we evaluate learning in the AI era.

Keynote

Living Mindfully, Living in Present : Precursors for a Happy Life

Prof. Dr. Charru Sharma

University of Delhi, India

Abstract

The keynote address the study conducted with young adults about their life before Covid and the impact of Covid on their lives. It encompasses their social and emotional life, their dreams, passions and habits that got vastly altered during the Covid era. The findings bring forth how lack of resilience, support and compassion lead them to some profound realizations about life. The paper will discuss some of those findings and highlight how living in the present and living mindfully is the new norm for a happy and healthy life.

School-University-Community Partnerships to Ensure Student Success: How Collective Impact Improves Outcomes

Dr. Nancy L. Zimpher

Abstract

Collective impact is a concept that describes the “commitment of a group of important actors from different sectors to identify a common agenda for solving a specific social problem.” We have many examples of how these partnerships work. Our focus today is on the relationship between local schools and universities and the communities in which they reside. This workshop will describe an example of a “cradle to career” partnership formed in one local community and spread across the United States. This concept of cradle to career means that communities need to pay attention, literally from birth to career, regarding the needs of students and the ways in which these students can be successful. We will discuss this model and how it aligns with metrics that define progress on multiple fronts. These processes will ultimately improve the civic infrastructure that supports student success. We will look specifically at the ingredients that comprise a theory of collective impact. Our ultimate goal is to ensure socioeconomic achievement for all students, youth and adults, in our local communities.

Workshop I

Engaging Young Minds

Team Aksharaa

Abstract

This workshop aims to showcase and explore ways to engage young minds. The workshop invites both national and international participants to understand the ways to engage young minds and its significance in education.

Keynote

**Global Learning to Advance Our Communities, Our Societies, and the
World**

Dr. Dawn Whitehead

Abstract

This keynote will highlight innovative strategies and initiatives that are shaping a brighter, more interconnected future for all as our societies, and the World. Further, the keynote will explore the transformative power of education in fostering global understanding and collaboration.

Keynote

Culture through the Eyes of a Buddha: Ethnographic Research, Cultural Relativism and Transformation

Prof. Benjamin H. Welsh

Morgan State University, Maryland, USA

Abstract

The keynote address will introduce an approach to culture built on Buddhist psychological principles, including samsara, the skandhas, sunyata, and bodhicitta. The address will illustrate how ethnographic research methods can deepen our understanding of culture accordingly. Building on Max Weber's (1864-1920) methods work, the address will argue that bodhicitta should be seen as vital to cultural relativism and the heart of all ethnographic (if not all qualitative) research. Finally, the address will discuss what the speaker sees as the goal of all bodhicitta-based ethnographic research methods: personal and cultural empowerment and transformation. The ethnographic research methods discussed will include autoethnography, mini-ethnography, phenomenology, and micro-ethnography, among others. Related concepts touched on will include social constructionism, contexts and habits.

Empowering Educators: Transformative Pedagogies for 21st Century Classrooms

K P Ghimire

Kathmandu University School of Education, Nepal

Abstract

Abstract: This workshop explores transformative pedagogies that create dynamic, student centered learning environments. It aims to equip educators with effective strategies to explore practical techniques to foster active learning, critical thinking including collaborative activities and technology integration. This session begins with a brief overview of interactive teaching methods, followed by hands-on activities where participants design and practice engaging classroom activities.

Sequences of activities:

Introduction: 5 m

Overview of interactive pedagogy: 10 m.

Hands-on activities: 15 m.

Group discussion and Question/Answer: 10 m

Conclusion and Reflection: 5 m

Target Audience: This workshop is designed for all levels; including school teachers and higher education faculties.

Workshop II

Easy Chrome Extensions for Promoting Academic Integrity and Self-reflection

Subodh Dahal

Graduate Student of Mid-West University, Nepal

Aadhya Jha, Undergraduate Student of University of Delhi, India

Abstract

As AI becomes ubiquitous, teachers today are seeking tools to cultivate critical thinking skills and academic integrity in students. This workshop will introduce simple and easy-to-use Google Chrome extensions that illuminate students' writing processes. Turning the writing process data into quantitative summaries and interactive charts, these tools encourage students to engage in insightful writing, reflection, and self-learning. As Linda Flower, John R. Hayes, and other scholars have shown, the value of self-reflection and metacognition in writing cannot be emphasized enough. The workshop will conclude by discussing strategies to effectively use such extensions in classrooms.

Teaching Computer Programming with a Focus on the Coding Process

Nirala Lamichhane, Arpan Paudel, Chirayu Prasai, Laxmi Prasad Bhatta

Department of Electronics & Computer Engineering, Tribhuvan University (ACEM),

Kathmandu, Nepal

Sameep Dhakal

University of Missouri-columbia, USA

Abstract

A large proportion of students at schools, colleges, and universities find learning to code difficult. This workshop aims to introduce Process Feedback, a new and free online compiler that helps programming teachers identify why their students struggle with coding. The AI-powered compiler reveals the coding process of students, making it easier to trace every step they take while working on a coding task. Our survey of 200 students in the United States and Nepal revealed that they find such a compiler highly engaging and useful. This workshop is for anyone who teaches computer programming. Participants will leave prepared to use the compiler in their courses and will also learn best practices.

Life Enriching Values in Education

Anju Bhattarai

Aksharaa School, Kandaghari, Kathmandu, Nepal

Abstract

In today's rapidly evolving world, the role of education extends beyond academic achievement to encompass the holistic development of individuals. This plenary session explores the integration of life-enriching values within educational frameworks, emphasizing the importance of empathy, integrity, and resilience. Likewise, fostering these values, educators can cultivate environments that enhance students' intellectual growth and emotional and social well-being. Through a series of insightful discussions, this session aims to highlight best practices and innovative approaches that empower students to lead fulfilling and meaningful lives.

Autoethnographic Action Research as a Contemplative Practice: Awareness and Transformation of Inner and Outer Selves

Jiju Varghese

St. Xavier's College

Abstract

Contemplation as a spiritual practice has existed in various forms in different religious traditions and parts of the world. Over the years, various contemplative practices have evolved and become popular even outside religious traditions to promote the well-being of all for inner and outer selves' transformation. In education, many scholars worldwide have expounded on the benefits of contemplative practices in the classroom for students and teachers. Contemplative practices have penetrated research practices in the form of contemplative inquiry considering performative, philosophical, and artistic transformations, where researchers enter into a deep, thoughtful, and reflective introspective journey to see the connection between what is seen and unseen and how it affects their lives. In this explorative article, we explore how autoethnographic action research as a contemplative inquiry can be considered a contemplative practice by delving into three crucial similarities between contemplation and autoethnographic action research. They are self-awareness, transformation, and connecting the personal with the social, connecting the inner and outer self. Looking into various literature on contemplative and contemplative practices, autoethnography, and action research, the authors explain how these three similarities are integral to both contemplative life and autoethnographic action research and, thus, how the latter can be considered as a contemplative practice. The article concluded by highlighting that understanding self-awareness, transformation, and the connection between personal and social aspects can encourage researchers to take the dimensions of the inner and outer selves more seriously.

**Transforming Education in Rural Municipality: Bridging Gaps and Cultivating
Community-Led Change for a Sustainable Future**

Durga Bahadur Oli Chhetri

Patriot Education Foundation Pvt. Ltd. Lalitpur Lagankhel

Abstract

The schools in Badhaiyatal rural municipality struggle with deficient performance due to inadequate infrastructure, insufficient training, reducing community involvement, and customary instructional practices. This study explores the educational landscape of Badhaiyatal, identifying critical gaps that prevent the realization of educational initiatives' full potential.

By applying quantitative and qualitative methods, the study outlines strategies for bridging the gaps between policy, practice, and community expectations. The findings underscore the need for a holistic approach that integrates community engagement, targeted resource allocation, and innovative pedagogical practices to create a resilient and effective educational system.

This paper offers insights into how rural municipalities like Badhaiyatal can overcome challenges and build a future-oriented educational system that supports sustainable development goals.

A Qualitative Study Exploring Psychosocial Issues and Needs among Chronic Kidney Patients Undergoing Hemodialysis

Akriti Kafle Baral

Zhengzhou University, China

Abstract

Hemodialysis can have a significant negative influence on the psychological and social aspects of patients. These challenges have resulted in various psychosocial needs. This research aims to explore these psychological issues and the needs of hemodialysis patients. A Qualitative study design with a purposive sampling technique and thematic analysis was done to identify subthemes and themes. The analysis revealed significant psychological and social impacts such as emotional instability, uncertainties, and social withdrawal. Patients expressed the need for education, social support, and communication with healthcare professionals. The findings underscore the importance of addressing the hemodialysis patient's psychological and social aspects. Future research should continue to explore these dimensions and develop targeted interventions to address the identified needs.

**Experiencing Sustainability in Education: A Reflective Account from an Educator's
Perspective**

Pratigya Dhungel

Kathmandu University School of Education, Nepal

Abstract

This reflective paper explores the integration of sustainability in education. It delves into how sustainable practices are incorporated and their influence on teaching and learning activities. The article demonstrates how the use of ecological, social, and economic sustainability principles can transform the learning environment, enhancing students' critical thinking skills and ability to address global issues through the application of real-world examples. This personal reflection addresses the struggle of balancing curriculum requirements with sustainability goals and achievements in cultivating a more sustainable learning environment. The paper also explores the idea of how educators can model sustainable behaviours, highlighting the significance of developing curricula that are both transformative and practical. By suggesting actionable insights, this paper intends to add to the broader discussion on sustainable education, advocating for the commitment to sustainable education.

**ICT Integration in Language Teaching: Transforming Knowledge Via Mobile-Assisted
Language Learning**

Renuka Devkota

Kathmandu University School of Education, Nepal

Abstract

Information and Communication Technology has created a remarkable space in everyone's life, and its assistance in language teaching-learning demonstrates high potential to accelerate the speed of educational quality despite some concerns regarding misuse of mobiles. This paper delves into finding effective measures of shifting the role of mobile into a learning-assisting tool, exploring perceptions of language teachers, students, and guardians concerning the use of mobile in teaching-learning process. Interviews were employed in this qualitative study. Findings reveal that students desire to use mobile without restrictions. Parents have multiple perspectives on MALL. Teachers' roles are pivotal for bridging gaps, motivating learners to use mobile wisely, and convincing parents. Teachers and parents can collaborate to promote responsible use of mobile for teaching-learning.

**Book Talk: What Schools Could be'': Insights and Inspirations from Teachers across
America**

Krishna Maharjan

Kathmandu University School of Education, Nepal

Abstract

In the year of 2016, an Innovation Expert Ted Dintersmith travelled across America, visiting more than two hundred schools. The main objective of this travel was to develop the career and citizenship demand of 21st century innovative world. He found that the teachers at the schools were working hard for the innovation in education fulfilling the Purpose of education, Essential competencies, Agency and deep Knowledge (PEAK). With little resources, they are creating an environment where the children are learning with joyfully and cheerfully. These ordinary teachers are doing extraordinary jobs, he concludes, "What Schools Could Be". This inspires to think a the education in new dimension, creating an opportunities for innovation.

Education is a dynamic process, it cannot go linear. In 21st century, the challenge has increased to be more competitive and fulfil the demands of the innovative society. This book brings the innovation challenges and success in career. Doing things better or doing better things challenges us to rethink about the ways of teaching in new perspectives.

**Prevalence of Anxiety Among School Adolescents in Birendranagar Municipality, Surkhet,
Nepal**

Poonam Pokhrel

Graduate School of Education, Tribhuvan University, Nepal

Abstract

Anxiety among adolescents is alarmingly increasing globally affecting health and education. The objective of the study was to identify the prevalence of anxiety among school-going adolescents in the Western part of Nepal. A cross-sectional quantitative survey was conducted among randomly selected 141 school adolescents. Beck Inventory 21-item scale was used to identify the anxiety level. The study found that the prevalence of anxiety was 55% which was higher in females. Among them 33% had mild anxiety, whereas 6.4% had severe anxiety. The study concluded that more than half of the school adolescents were anxious so further exploration on risk factors of anxiety must be explored, and school stakeholders need to be prepared for effective mental health support programs.

Level of Utilizing ICT among Learners in EFL Classes at Tertiary Level in Bangladesh

Sharmin Siddique

Stamford University, Bangladesh

Abstract

In the 21st century, Information and Communication Technology (ICT) is considered one of the latest techniques around the world as well as in Bangladesh specially in the arena of education. In this digital world, implementing technology in the English language learning plays a vital role. Bangladesh has already started utilizing technology in the language learning process at tertiary level. This research is an endeavor to identify level of utilizing ICT among students in EFL classes at tertiary level in Bangladesh, how functional or beneficial is digital equipment in the classroom and types of problems do the learners face using modern technology in the field of language learning. The study adopts a quantitative approach by using a survey design. The data were collected by questionnaire through google form. In this survey 45 tertiary students from Stamford University Bangladesh took part. The data are analyzed descriptively and inferentially using Statistical Package for Social Sciences (SPSS) Version 25 as the main analysis tool. The finding shows a high level of self-efficacy, and all five determinants are strongly associated with one another.

Perceived Employability Among Diploma Level Engineering Students

Jeevan Tamang and Ajip Chapagain

Kathmandu University School of Education, Nepal

Abstract

This study explores employability, defined as a set of competencies essential for securing and succeeding in employment, focusing on engineering students in Koshi Province, Nepal. It assesses perceived employability by examining core, process, and personal attributes, alongside self-management and career guidance. This study was guided by post-positivism that adopted a survey design, with data from 337 students analyzed using an independent sample t-test in SPSS Version 25. The study found no significant differences in perceived employability across gender, locale, or status, though positive correlations were noted among the key factors, particularly between core and process attributes. The findings indicate that perceived employability remains consistent across demographics, suggesting further research should explore additional factors and provinces for broader insights.

Teachers' Perception of Generative AI Tools

Samiksha Hada and Sushil Shrestha

Kathmandu University, Nepal

Abstract

Generative Artificial Intelligence (GenAI) tools have become mandatory for teachers teaching in the different levels of schools. This paper aims to explore the teachers' perception of GenAI tools. The data are collected from 18 teachers who are enrolled in a short course "AI in Education", offered by the Continuing and Professional Education Centre (CPEC), Kathmandu University School of Education. They are asked to explore different Gen AI tools and then identify the most suitable ones based on the requirements of their daily activities. The teachers come from different domains. The findings from this research will provide the mapping of tools with their activities. Therefore, the outcome of this research is the identification of tools used by different teachers based on their ability to solve different problems in their teaching careers. Hence this research will be helpful to the teachers, researchers, and other different stakeholders who are associated with the field of implementation of AI in educational settings.

**Arts-based Performance--Art as Advocacy: Addressing Gender-Based Violence through
Hand-Painted Visuals**

Reeta KC

Kathmandu University, Nepal

Abstract

"Art as Advocacy" employs hand-painted artworks to address Gender-Based Violence (GBV), aligning with the theme of transformative educational research and sustainable development. This performance features original paintings that vividly depict the profound personal and societal impacts of GBV. Each piece is meticulously crafted to evoke emotional responses and stimulate meaningful dialogue on this critical issue. The interactive component allows participants to engage deeply with the art and contribute their reflections, fostering a collaborative space for discussion and action. By integrating artistic expression, this performance highlights the essential role of visual art in advancing educational practices and promoting positive social change, contributing to sustainable development through transformative dialogue and advocacy.

Art-Based Performance Proposal:

- Format: Fine Art (Hand-Painted Visuals)
- Type: Art-based Performance

**Role of Educational Teaching Materials Developed Locally Contributes in Child
Development: A base for Higher Quality Education**

Bhima Rai

Kathmandu University School of Education, Nepal

Abstract

The early years are the foundational stage for the development of an individual. It is the base to success or failure of the whole education system. It seems challenging job to meet sustainable development goal by 2030 because still achievement of students is lower in secondary level as well as in higher education level in the context of Nepal. Developmentally appropriate practice in lower classes is highly demanding. Pedagogical support to teachers and providing knowledge and skills on materials development is crucial. Methods of teaching, teaching material development on the basis of national ECD curriculum, arranging play, learning materials and classroom management will be fostering alternative teaching pedagogies. As every child is unique and special, it helps to assess each individual's full potentiality, aptitude and ability. Definition of curriculum is what we teach and how we teach in the classroom. What refers to the content and how refers to instructional method teachers use and deliver to the learners. Making classroom experiential using sufficient learning materials are the approaches that I expect from the ECD teachers through professional development strategy. Putting the ECD curriculum in operational stage requires an expert agent is a teacher whom an expert trainer can support. The purpose of this paper is making classroom experiential in the lower classes of ECD centers and the method I use participatory action research approach. I journeyed my more than two decades on teachers' professional development of ECD teachers, I have learned the value of teachers' knowledge and skills, promoting to develop learning materials will enable them to be aware of developmentally appropriate practice in early childhood education. I anticipate engaging children is for ensuring their learning. A child's better learning is to reach to the sustainable development goal.

Factors Influencing Academic Stream Choice Among Nepalese High School Students

Saujanya Wagle

Institute for Environmental and Social Research Nepal (ISER-N), Nepal

Abstract

This study investigates factors influencing Nepalese students' choice among Science, Management, and Arts streams after grade 10, using data from a longitudinal survey in Western Chitwan. The analysis, based on a sample of 1800 students followed from grade 8 to high school graduation, examines how gender, ethnicity, income, parental education, and school type affect stream selection. Results reveal that higher income is linked to a lower likelihood of choosing Arts, while non-Brahmin/Chettri students are more inclined toward Arts. Gender influences Management choices, with females less likely to choose this path. For Sciences, non-Brahmin/Chettri students are less likely to pursue it, but higher income and school type positively affect this choice. Female students are more likely to choose Sciences, challenging traditional gender norms. These findings suggest a need for targeted educational policies to address these disparities.

Green School Initiatives through 3Rs Approach of Waste Management, Empowering Sustainable Change among Stakeholders: A Participatory Action Research

Eswor Kumar Ghimire

Kathmandu University School of Education, Nepal

Abstract

This paper abstract on Green School Initiatives adopting Participatory Action Research (PAR) methodology is based on the information gathered during 2023 for MPhil Thesis in STEAM Education from Kathmandu University incorporating sustainable progress of eco-club activities active in a community secondary school located at Bhaktapur, Nepal. This study aims to investigate the effectiveness of waste management and promotion of greenery upholding a sustainable green environment in school. The study findings revealed a positive impact on stakeholders developing competencies among students with green awareness for ecological sustainability.

Factors Affecting the Integration of Generative AI Technologies in School Mathematics of Nepal

Netra Kumar Manandhar

Kathmandu University School of Education, Nepal

Abstract

The incorporation of Generative AI (GenAI) technologies in school mathematics has the potential to transform teaching and learning practices. However, there are several challenges Nepalese public schools face while implementing these technologies. This study aimed to investigate the major factors that influence the adoption of GenAI in school mathematics in Nepal by focusing on the research question: What are the factors that describe the incorporation of Generative AI technologies in the teaching and learning of mathematics? The data were collected from 320 public school mathematics teachers from the Kathmandu Valley using a structured questionnaire based on a 5-point Likert scale to assess their perceptions of various factors impacting the use of Generative AI in their teaching practices. The study identified five key factors: technological infrastructure, teacher readiness, pedagogical alignment, school policy support, and teacher professional development. The study found that inadequate technological infrastructure was the most significant barrier, with 68.3% of respondents either disagreeing or strongly disagreeing that their schools had the necessary technological resources to support Generative AI integration. Furthermore, 74.5% of teachers expressed a lack of readiness to use these technologies, focusing on insufficient training and confidence. 63.3% of schoolteachers indicated that the current teaching practices and curricula do not align well with Generative AI tools. Moreover, there was a lack of school policy support and professional development opportunities for schoolteachers. 73.2% and 66.5% of teachers stressed the need for AI-accepting policies and professional development opportunities for teachers. These findings highlighted the need for a strong approach from schools and the government to address the barriers and challenges faced by public schoolteachers in the adoption of GenAI technologies. Policymakers, schools, and teachers need to work together to improve GenAI-required technological infrastructure facilities, provide professional development opportunities, and develop policies to encourage the use of GenAI in school mathematics.

**Pedagogical Innovations for School Transformation Through Participatory Action
Research**

Binod Prasad Pant

Kathmandu University School of Education, Nepal

Abstract

The purpose of this paper is to share the process of school transformation, starting with needs assessments of the schools, collaborative efforts to develop novel pedagogical approaches (such as inquiry-based learning, project-based learning, and the transformative STEAM projects), and implementation of those approaches during intensive fieldwork for the author's PhD study.

Through participatory action research, the author worked with teachers and community people to illustrate the transformation in two rural Nepali schools. In doing so, the entire process of teachers' and researchers' professional development is discussed using Jack Mezirow's transformative learning theory. Both the teachers' involvement and the student's academic performance improved significantly. The study's main conclusions center on participatory methods for pedagogical innovations and how these methods might assist reform schools.

**Learning Achievement and Assessment in Mathematics: Policy and Practice Paradox in
Nepal**

Devi Ram Acharya

Kathmandu University School of Education, Nepal

Abstract

Mathematics is taught as a core subject in Nepal's school education. Students can choose Mathematics in Grades 11 and 12 as per their interests. Similarly, there is an additional mathematics subject in Grades 9 and 10. Learning achievement in mathematics is found weak in public examinations and national achievement tests. Recently published results of the secondary education examination show poor mathematics learning at the school level. Poor implementation of the formative assessments, feedback to the students, and accountability to the learning are major reasons for the poor learning achievement. Curriculum revision and assessment approaches have changed over time, but effective implementation is challenging. This paper aims to analyze the present learning status, assessment policy, and practice in schools. Along with this purpose, I have discussed with the teacher, reviewed the literature, and made argumentation based on the experience and observation. The alignment of the assessment and student learning needs to be more interlinked, and the assessment must support enhancing student learning. Effective implementation of the classroom assessment contributes to learning achievement.

Embracing the Beginner's Mind: An Arts-Based Poetic Performance of Mindfulness

Shree Krishna Wagle

Kathmandu University School of Education, Nepal

Abstract

This arts-based poetic performance explores the concept of mindfulness, particularly through the lens of the 'beginner's mind,' a foundational principle in mindfulness practice. The performance interweaves poetic expressions with visual and auditory elements to evoke a state of present-moment awareness and open-minded curiosity. Through rhythmic verses and immersive sensory experiences, the audience is invited to reconnect with the simplicity and clarity of seeing the world with fresh eyes—just as a beginner would. The poems delve into themes of non-judgment, acceptance, and the beauty of everyday experiences, encouraging a shift away from habitual patterns of thought. By embracing the beginner's mind, the performance seeks to cultivate a deepened sense of mindfulness, where each moment is approached with attentiveness, openness, and wonder. This fusion of art and mindfulness offers a transformative space for reflection, allowing participants to engage both emotionally and intellectually with the essence of living fully in the present.

Shifts from Chalk-and-talk to ICT-integrated English Language Classrooms: A Narrative Inquiry

Bibas Thapa

Hetauda Campus, Hetauda, Nepal

Abstract

This paper explores the transition from traditional "chalk and talk" methods to ICT-integrated English language teaching in Hetauda, Nepal. The study, based on narrative inquiry, involves four English teachers from secondary level community schools. Using in-depth interviews, data were thematically analyzed within the TPACK framework, supported by connectivism and transformative learning theories. Findings reveal that a supportive learning environment, available tools, and peer collaboration are crucial in motivating teachers to embrace technology. Despite technical and infrastructural challenges, ICT integration enhances English language learning, problem-solving skills, and classroom management. The study emphasizes the need for continuous professional development and supportive policies to create more interactive and effective learning environments for teachers to integrate ICT in English language classroom.

The Order of Nouns and Adjectives in Yakthungg

Hari Chandra Lawati

Kathmandu University School of Education, Nepal

Abstract

This study explores the syntactic structure of noun phrases in Yakthungg, a Tibeto-Burman language spoken by the Limbu community in Nepal. Specifically, it examines the order of nouns and adjectives within these phrases. Unlike English, where adjectives typically precede nouns, Yakthungg exhibits a distinct pattern that reflects its unique linguistic heritage. Through a combination of fieldwork and syntactic analysis, this research identifies the rules governing adjective placement and their implications for understanding the broader grammatical framework of Yakthungg. The findings contribute to the typological understanding of adjective-noun order across languages and offer insights into the cognitive and cultural factors influencing linguistic structures in the Limbu community.

Exploring the Contribution of Eastern Philosophical Traditions on Contemporary Psychological Theory and Wellbeing Practice: A Hermeneutics of Appreciation and/or Suspicion

Shree Krishna Wagle

Kathmandu University School of Education, Nepal

Abstract

This study explores the integration of Eastern philosophical traditions—Hinduism, Buddhism, Confucianism, and Taoism—into contemporary psychological theory and wellbeing practices, particularly in the context of graduate-level school counseling programs in Nepal. Despite the recognized value of these traditions, there is a notable gap in documented research and practical recommendations for their application in modern counseling practices. Employing a hermeneutics of appreciation (and suspicion), this research seeks to provide a comprehensive understanding of how these Eastern philosophies can enrich psychological theory and counseling methodologies. The findings aim to inform the development of culturally responsive and contextually relevant counseling curricula in Nepalese universities, thereby addressing the dominance of Western psychological theories in Southeast Asia and contributing to more inclusive and context-responsive educational practices.

Socialization of Child with Autism in Nepalese Society

Sahas Bhandari

Kathmandu University School of Education, Nepal

Abstract

Autism spectrum-disordered children struggle with lifelong socializing. In children with Asperger syndrome, autism includes several talents, symptoms, and impairments. Autism affects speech, social interaction, and behavior to varying degrees. The case study approach was used to research autism-related socializing. Children with autism have poor speech but excellent cognitive ability, according to research. Autistic children may have difficulty with shared attention while developing language, such as not following a pointing hand or not pointing at items when sharing an experience. Socially skilled children grow more, whereas those with weak social abilities develop less.

Ensuring the Education Rights of Children Infected by HIV: A Challenge

Noor Jung Shah

Kathmandu University School of Education, Nepal

Abstract

HIV-positive children are subjected to stigma and discrimination in schools, which forces them to withdraw from school due to the lack of acceptance. Nevertheless, children who have contracted HIV are experiencing academic difficulties and are withdrawing from school. The ethnographic inquiry was implemented in the study, which included interviews with both children and their parents. The research demonstrated that children discontinued their academic pursuits when their HIV status was disclosed at their schools, necessitating them to either transfer to another institution or discontinue their education. Children infected with HIV hide their HIV status to continue their education; however, they are constantly at risk of dropping out of school due to the disclosure of their HIV status.

The Dark Mirror: Perspectives of Graduates on Leadership's Hidden Pitfalls

Shesha Kanta Pangoeni

Kathmandu University School of Education, Nepal

Abstract

This paper delves into the often-overlooked dark side of leadership, drawing on the reflective submissions of 51 Master's students. Through their analysis, the study explores key aspects such as the concept, characteristics, and symptoms of toxic leadership behaviors across different styles. The students' insights reveal the profound impact of negative leadership on organizational culture, employee morale, and overall effectiveness. By combining theoretical knowledge with personal reflections, this research provides a comprehensive view of how these hidden pitfalls manifest in practice. The findings underscore the necessity of recognizing and addressing toxic leadership while offering practical strategies for cultivating healthier organizational environments. This study contributes to the ongoing discourse on leadership by shedding light on its potential dangers and the importance of ethical leadership practices.

**Innovative Pedagogies for transformative education: A Revolutionary Step for Rural Area
Public schools in Nepal**

Dhan Bahadur Reshmi

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Abstract

The article discusses the significance of innovative and critical pedagogies that can transform the quality of education and enhance the learning cultural inertia of classrooms. Traditionally, the dominant practice is a ‘one-size-fits-all’ strategy of ‘lecturing’ to pass the final examination of each grade. Applying a critical ethnographic research design, and information-gathering tools such as participant observation, in-depth interviews, and focused group discussion, this study is operated. Subject teachers, head teachers, and students are the major informers of this research. The findings of this study discuss how culturally responsive learning, STEAM learning, multilingual education, community-based learning, and experiential learning can transform rural public-school education within the available limited resources. The article provides recommendations for educators and policymakers to support the widespread adoption of transformative educational practices in rural area school education. Finally, I briefly present the overview of the issue.

Integrating LMS in higher education: A survey of Nepali teachers

Bibek Bhandari

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Abstract

LMS in higher education can turn around the conventional methods of teaching and replace them with a fully centralized system to manage and deliver educational resources. They are robust platforms where educators can teach and students learn in an organized and interactive way. Despite the availability of LMS tools, many teachers struggle to utilize them, highlighting a gap between current practices fully and required technological proficiency. This study will be guided by the post-positivism approach, which adopts the quantitative research method. The study will explore the integration of LMS in higher education in terms of teachers' professional development, resource development and management, technology acceptance, and students' assessment. The findings will discuss the current state of LMS integration and offer implications for future research to explore teachers' perceptions and experiences with LMS in higher education.

**Embracing a Pragmatic ‘post’ in Participatory Action Research for Transforming
Hegemonic Practices in School Education**

Rabina Maharjan

Saraswati Niketan Secondary School, Kathmandu, Nepal

Abstract

In this paper, I present my indulgence in pragmatic ‘post’ participatory action research during my MPhil and PhD research in order to transform hegemonic practices in school education. My MPhil research attempted to transform the hegemonic assessment system existing in my school whereas my PhD research is going to attempt to establish a theory regarding a contextualized STEAM education which embraces the local/ indigenous knowledge, culture and tangible and intangible heritages of Kathmandu metropolis. I discuss how my MPhil research tried to rethink the basic assumptions of qualitative research and go beyond the established norms and traditions in the field of qualitative research regarding use of theory, data collection/ generation and data analysis, findings and research outcomes while my PhD research challenges the west influences in our education system and advocates for giving values and importance to our local/ indigenous knowledge in our education system.

Bridging the Gap: Integrating Teachers into School Decision-Making Process

Hiralal Aryal

Kathmandu University School of Education, Nepal

Abstract

Teacher involvement in decision making process is an important element for enhancing educational excellence and fostering conducive learning environment. Teacher participation brings enormous effects on job performance and commitment. This helps improve teachers' professional development and consequently supports in reducing teacher turnover. The presentation examines the role of teacher involvement in developing school policies, curriculum and instructional activities. Teachers' first-hand experiences provide insights to make informed and effective decisions. Through a review of existing literature and case studies, this paper highlights the various levels of teacher involvement, the current situation of teacher involvement in school decision making process and its effect on teacher commitment and student outcomes. The paper explores future possibilities and contributions in shaping more participatory and effective decision-making practices in schools of Nepal.

Adapting Genette's Narratology in creating Transformative Participatory Narratives

Prajwal Singh Thapa

Kathmandu University School of Education, Nepal

Abstract

There is a basic problem when conducting Participatory Action Research (PAR) with English for Academic Purpose (EAP) teachers in the South Asian context as the cycle of planning, acting and reflecting requires introspective writing before each cycle. This poses a dilemma as here we only read about literature and never learn how to write it. So, Gerard Genette's Narrative Model is effective in providing a crash-course for writing empowering narratives. Genette's Narrative (Mood, Instance, Level and Time) is useful in providing rich data of the co-researchers so as to make PAR relevant and transformative. Hence, this research shows the impact of Genette's model through workshops and iterative writing samples in educating co-researchers to create nuanced and multi-layered narratives.

Biases of School Leaders with their Co-workers in Public School

Sunita Sharma Khanal

Kathmandu University School of Education, Nepal

Abstract

This research investigates the influence of biases in Nepali public-school leadership, focusing on decision-making, resource allocation, and interpersonal relationships. It highlights how biases, including confirmation, availability, affinity, and halo effect, can undermine fairness, collaboration, and school community morale. The study emphasizes the need for self-awareness and the implementation of policies promoting equity and inclusivity among leaders. Additionally, it explores the role of head teachers in fostering a creative environment, guided by the principles outlined in the Constitution of Nepal 2072, the School Sector Development Plan (SSDP) 2016-2023, and the School Education Sector Plan (SESP) 2022/23 to 2031/32. The research underscores the importance of professionalism, effective communication, and ethical leadership in enhancing the overall success and well-being of the school community.

**Exploring the Perception of Adolescent Students on Self-Stigma towards Mental Health
and Counseling**

Rashika Pokharel

Kathmandu University School of Education, Nepal

Abstract

In my five years' experience as a psycho-social counselor, I observed significant stigma surrounding mental health among adolescent students. This stigma is often exacerbated by peer pressure and social norms, which causes adolescents to refuse counseling even in life-threatening circumstances. During my MEd in School Counseling at Kathmandu University, I researched the underlying causes using qualitative methods, including in-depth interviews. Four students who were purposefully selected from Mahendra Ratna Secondary School and Mechi Multiple Campus, Jhapa. Applying Social Identity Theory (SIT) and Self-Discrepancy Theory (SDT), the study revealed that fear of social rejection and the need to maintain a strong public appearance contribute to reluctance in seeking help. Addressing self-stigma requires including mental health education and counseling into school curriculum.

Implementing “Learning by doing” Approach : A case Study of Undergraduate Hospitality Programs in Nepal

Asha Thapa Magar and Smrittee Kala Panta

Kathmandu University School of Management, Nepal

Abstract

Workplace-based experiential learning approach is becoming increasingly popular in bridging the gap between industry and academia in the hospitality sector. Using the case of Nepal's undergraduate hospitality programs, this paper presents the level of integration of workplace-based learning in curricula, and identifies challenges and opportunities for its effective implementation for improving students' industry readiness. Primary data was collected from various hospitality stakeholders via workshops and surveys. Results showed that students prioritize professional development support from industry and academia in addition to the provision to the basic minimum stipend at the workplace. With more consistent collaboration between industry and academia supported by relevant policies can lead to better integration of work based learning in the hospitality sectors.

**Impact of Information Communication Technology to Sustain Women Entrepreneurship
in Nepal**

Radha Ghimire

Tribhuvan University, Nepal

Abstract

Emerging digitalization during and post-COVID-19 era proved that entrepreneurs who adopt Information Communication Technology (ICT) are dynamic, capture profitable opportunities and who cannot integrate ICT struggled to exist. Technology Acceptance Model is applied to examine the perceived usefulness of ICT in sustaining entrepreneurs with the mediating role of perceived gender-based norms. Casual design with structural equation modeling was used to analyze the primary data collected from the conveniently selected 353 samples from four provinces of Nepal. Data was analyzed using SPSS-26 with AMOS-22. The result indicates a positive and significant direct effect of ICT with and without the presence of gender-based cultural norms on entrepreneurial sustainability. However, the mediating role was not present. The study shed light on preparing entrepreneurial policies integrating ICT to facilitate and develop an awareness of using ICT to take advantage of technology in business.

Keynote

**Navigating Transformation: Leading, Innovating, and Researching for a Resilient
Academy in Turbulent Times**

Dr. Narketta Sparkman-Key

Vice President for Academic Wellness, STAR Scholars Network

Abstract

As the academy faces unprecedented challenges highlighted by media headlines worldwide, there is a pressing need to acknowledge that these challenges signal not the demise, but rather the transformation of higher education as we know it. This transformation necessitates a departure from traditional paradigms towards innovative approaches driven by robust research. This keynote aims to challenge leaders, scholars, and practitioners to explore how we can navigate this transformation effectively. By learning from the past, embracing the present, and preparing for the future, transformative leadership can pave the way for a resilient academy. Through rigorous research, we can inform evidence-based practices that will shape the trajectory of higher education. Fostering inclusive environments that embrace diversity, and equity is paramount for the future sustainability of the academy. Through this keynote we will embark on a journey of understanding what it takes to lead, innovate, and research to secure the future of higher education amidst turbulent times.

Keynote

**Transformation of Higher Education Through Open Distance Learning: A Case Study
from Pakistan**

Dr. Muhammad Ajmal

Faculty of Education, Allama Iqbal Open University Islamabad, Pakistan

Abstract

The development of higher education in Pakistan has been essentially impacted by the upbringing system of open and distance learning (ODL). The study was qualitative in nature whose objectives included exploring vision and mission, current scenario of development, challenges and opportunities for transformation in ODL at Allama Iqbal Open University. The study included 196 participants who were members of faculties of the university. The conclusions of the study included issues regarding infrastructures, technology and quality education innovation with the positive role ODL enhancement and more opportunities for remote and marginalized and underserved communities. The study recommends measures for stakeholders, policy makers, and teachers to utilize potential opportunities of ODL to be utilized in transformation of the country's higher education.

Keynote

Integrating AI into Education as an Explanatory Tool

Dr. Badri Adhikari

Department of Computer Science, University of Missouri-St. Louis

St. Louis, USA

Abstract

As educational institutions begin integrating AI-enabled technologies into their settings, it is paramount to identify strategies with built-in safeguards. One such approach is to use AI as an explanatory tool rather than a chatbot. Leveraging AI to explain difficult concepts, evaluate work, or provide feedback is a safe and effective method, regardless of what students are creating. In this talk, I will discuss our findings on the use of explanatory AI to help students, whether they are learning to write, draw, or code. The talk will conclude with a discussion of readily available resources for teachers and institutions.

Unpacking the Dynamics of Project-Based Group Learning: A Case Study

Purushottam Ghimire and Binod Prasad Pant

Kathmandu University School of Education, Nepal

Abstract

Case-based actions, interactions, and engagements are the recommendations for project-based group learning (PBGL). It refers to students' educational experiences in a classroom or elsewhere and encourages peer participation. Organizing groups, choosing a project, allocating tasks and roles, collaborating, and strategies for gauging participation, materials, and guidance are all crucial in PBGL. Similarly, reflection and feedback, real-world applicability, and adaptability are key strategies for success and achievement. Interactions and collaborations inside groups, such as communication, leadership, conflict resolution, and cooperation, impact the project's overall performance. Effective facilitation and a focused approach to these factors can improve student learning outcomes, critical thinking abilities, teamwork, and engagement. As a result, this case study digs into the experiences and consequences of PBGL in classroom settings and beyond. The study addresses the effectiveness of PBGL through the main research issue, considering the challenges and achievements experienced in putting the PBGL strategy into practice at the selected institution. The study is based on a personal relationship with the participant, the first author's son, who is enrolled in a school in Kathmandu Valley that implements PBGL. The study intends to provide a unique, subjective view of the dynamics of PBGL through an ethically grounded analysis. In-depth interviews, observations, and document analysis are used to investigate the problems that students, educators, and the institution experience when implementing this pedagogical approach. These issues are evaluated alongside the gains and accomplishments that have resulted from the deployment of PBGL. The results are predicted to shed light on the challenges and facilitators experienced during implementing PBGL within classroom settings and beyond. Finally, this case study adds to the expanding body of information about creative educational approaches, offering valuable insights for educators, institutions, and researchers looking to improve PBGL experiences.

**Experiences of Lifelong Learning: Narratives of Women Participating in Non-Formal
Education in Nepal**

Prativa Rai

Kathmandu University School of Education, Nepal

Abstract

This study explores narratives of women, who have been engaged in lifelong learning through Non-Formal Education (NFE). These women were deprived of formal education earlier since social structure and norms were against their freedom to choose schools over household chores. Later after marriage and moving to the city, they had to face challenges at work and even in their personal lives having education limitations. They experienced difficulties in basic daily tasks such as traveling, banking, visiting hospitals, and participating in social activities. These challenges prompted them to pursue education through NFE marking their journey to lifelong learning. Applying Amartya Sen's capability approach as a theoretical lens, the study reveals that NFE helped women acquire reading and writing skills. As a result, their literacy skill helped to expand their capabilities with enhanced personal well-being, leadership, and adaptability to a rapidly changing world.

Teacher and Student Perceptions of Bilingual vs. English-Only Classrooms: A Narrative Inquiry

Buddhi Laxmi Lakhe Shrestha

Kathmandu University School of Education, Nepal

Abstract

This research article explores the teachers' and students' perspectives on bilingual vs English-only classrooms with the implementation of a qualitative, narrative inquiry approach. The research collects rich personal narratives and experiences through in-depth interviews with two English language teachers and two students from various schools located in the Bhaktapur district, as well as observing their classes. The study aims to understand the dynamics and perspectives of individuals that exist within educational environments providing a comprehensive view of the perceived benefits and challenges both from teachers' and students' viewpoints. Furthermore, the narrative inquiry technique allows for in-depth investigation of individual stories, revealing how bilingual and English-only classrooms affect learning experiences, teaching methods, and educational outcomes. The insights from research participants and this study aim to inform educational practices highlighting improved tasks and ways of coping with the task. The findings from this study are envisioned to help policymakers, language educators, and researchers foster more effective and inclusive language education strategies. Moreover, classroom observation in the study assists by providing a deeper understanding of the implementation of bilingual and English-only classrooms that offer a comprehensive context to interpret interview data. Similarly, the combination of interviews and classroom observations enhances the detailed understanding of validity and makes our study's conclusions stronger. Overall, to foster an effective understanding of educational experiences the study contributes to the broader discourse on language education with the ample of the voices that are directly involved within bilingual and English-only classrooms.

Fathers' Involvement in Early Childhood Education to Nurture 21st Century Skills

Pooja Pant

Kathmandu University School of Education

Abstract

Fathers' involvement in Early Childhood Education (ECE) significantly enhances children's holistic development, fostering strong connections with male role models. Their high level of care and nonviolent involvement positively impacts physical and mental well-being, cognitive growth, and academic success, while also promoting 21st-century skills specifically communication, collaboration, creativity, and critical thinking. Through a systematic literature review, this paper aims to explore fathers' involvement in ECE activities at home and school, analyzing its impact on children's learning and 21st century skills as well as the influencing factors for their involvement. This paper will emphasize the importance of father's involvement in ECE activities by sensitizing and encouraging stakeholders to develop strategies that motivate fathers for positive involvement in their children's educational activities.

**AI-Assisted Hermeneutics of the Controversial Kotihom 2024 at Pashupatinath Area:
Uncovering Yagya Literacy and Sentimental Manipulation**

Rajendra Raj Timilsina

Kathmandu University School of Education, Nepal

Abstract

Shrawan (July 16 to August 16) is auspicious for Lord Shiva, attracting millions to Pashupatinath temple in Kathmandu. The 2024 Shrawan saw a controversial Yagya for charity fundraising to establish orphanages and old age homes. Puranic storytellers from diverse backgrounds, including Brahmans, Janajati, Dalits, and women, participated. Mainstream media heavily advertised the event. On the 18th day, the main designer, previously jailed for fraud, appeared, raising concerns. Devotees, mostly Hindus, did not question the organizers or the funds' use. This paper uses AI-assisted hermeneutics to explore media portrayals and the literacy status of devotees regarding religion and Yagya.

Roles of Communication Skills in Early Childhood Education Teachers

Ananta Ghimire

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Abstract

Effective communication is an essential skill for a leader. In order to establish conducive learning environments, early childhood education (ECE) teachers need to communicate with children, families, colleagues, and community stakeholders frequently. This presentation highlights the need of interpersonal and workplace communication skills, including active listening, assertiveness, and empathy in ECE teachers. Based on a thorough review of existing literature, this presentation presents the flow of communications with different stakeholders including children, parents, and colleagues. The poster also highlights the gaps and outlines the implication for policy and practice. By addressing these gaps, this presentation aims to contribute to developing effective communication strategy within ECE settings.

Opportunities and Obstacles: A Qualitative Case Study on Women English Language Teachers' Professional Development

Anita Dhakal

Kathmandu University School of Education, Nepal

Abstract

Professional development is a sustained process of acquiring new knowledge, skills, and attitudes utilizing innovative approaches to enhance classroom delivery and elevate professional growth. This study underscores the professional development strategies undertaken by secondary-level women English language teachers in Kathmandu's community school. Highlighting intrinsic motivation despite obstacles, two women teachers were purposively selected to collect data through observation, unstructured interviews, document analysis, and analyzed through thematic analysis. The findings reveal the importance of initial teacher induction, mentoring, action research, reflective practice, and ICT integration for equipping professional development. This research sheds light on the need for customized and contextual support for women English language teachers through informed policy and practices at the local levels.

My Motherly Attachment Pattern to Shape the Behavior of My Child: A Self-Reflective Inquiry

Roshani Silwal

Kathmandu University School of Education, Nepal

Abstract

This paper explores the profound impact of motherly attachment patterns on child behavior through a self-reflective inquiry. Drawing from personal experiences and attachment theory, the study explores how maternal behaviors, emotional bonds, and caregiving styles shape a child's psychological development and social interactions. Through a systematic reflection on parenting practices, the paper identifies key patterns and their influence on the child's behavior, highlighting the dynamic interplay between attachment and behavior formation. The inquiry aims to contribute to a deeper understanding of the maternal role in early childhood development and offer insights for parents and educators on fostering positive behavioral outcomes through nurturing and secure attachment relationships.

**Connecting the Experience of Makerspace to STEAM Education: Autoethnographic
Inquiry**

Tshering Tamang

Kathmandu University School of Education, Nepal

Abstract

The purpose of this study is to explore the connection of Makerspace to STEAM (Science, Technology, Engineering, Arts, Mathematics) education. Subscribing autoethnography as a methodology, I reflected on my experiences as a Makerspace facilitator and STEAM scholar to further foster STEAM learning by investigating our Makerspace session. The study revealed that the elements of STEAM pedagogy were present throughout the Makerspace session. During our Makerspace sessions, students eagerly explore and integrate their learning into STEAM education. Active participation, hands-on activities, and real-life connections make curriculum content more accessible and skill-based. These findings highlight how Makerspace fosters authentic learning environments, allowing students to incorporate the STEAM approach into their meaning-making process.

**Exploring the Baithar Customary Governance Practice of the Kewat Community through
Baithar**

Hiralal Kapar

Kathmandu University School of Education, Nepal

Abstract

Indigenous communities' indigeneity and customary practices help every aspect of their lives. The customary governance system works as a governing body upon which the entire social customs run. This paper explores the Baithar as a customary governance practice of the Kewat community through Baithar. The community engagement approach has been used as a methodological route, while observation and interview were taken as major sources of data collection tools. The information was collected from two informants from the Kewat community of Mahottari district. Before going to the field for data collection, I obtained their consent and requested information to maintain the quality of my research. The findings of this paper present that the Kewat community has been practicing Baithar to celebrate birth, marriage, and rituals, maintain rules and regulations, participate in cremation, and perform their instant activities. The observation also reveals that the Baithar process has room for sustainability modification.

**Journey Towards Negating the path to Explore Research Method from Eastern
Perspective: An Autoethnographic Inquiry**

Rajendra Dahal

Kathmandu University School of Education, Nepal

Abstract

This inquiry explores my journey in developing research methodologies rooted in Eastern perspectives, beginning with my PhD in 2023. Initially unaware of Eastern methods, I questioned the reliance on Western frameworks, leading me to explore Eastern literature, especially Buddhism, which became a turning point. Using a multi-paradigmatic research design specially autoethnography, I documented significant shifts in my approach, guided by transformative learning theories. My findings reveal the potential for innovative methodologies within Eastern constructs, such as the “attā-jāti-vicāra” method, which I am currently developing. This inquiry highlights that the creation of research methods is a continuous, evolving process rather than a fixed endpoint.

Reflective Practice as an Assessment Tool in Higher Education: An Action Learning

Babita Maharjan

Kathmandu University School of Education

Abstract

Reflective practice allows individuals to reflect on their practices, thoughts and actions. This study aims to explore the effectiveness of reflective practice as a tool to assess the learning of university scholars. Thus, this paper employed an action learning methodology. The participants are scholars of Post Graduate Diploma in Education in Early Childhood Development and Primary Education. The data was collected through observation while participants were engaged in their actions and written and oral reflections. The major findings of this study show that reflective practice allows individuals to return to their actions and experiences to dig out their strengths, weaknesses, and loopholes to empower and transform their practice and thoughts for enhanced professionalism.

**Implementing Classroom Engagement Strategies for Inclusive Learning: An Action
Research**

Dolma Lama

Kathmandu University School of Education, Nepal

Abstract

Effective student engagement relies heavily on teachers' pedagogical practices. Inclusive learning, a relatively new concept, challenges traditional didactic approaches and focuses on implementing different learning approaches to address the needs of diverse learners. This study explores classroom engagement strategies for preschool education, using Action Research. Two classroom strategies named attention-grabber activities and peer learning were introduced and implemented for the study. The participants involved were five preschool teachers from Lalitpur district, Nepal. The findings of this study indicate that diverse engagement methods enhance student attentiveness, foster an inclusive environment, and develop essential skills like communication and problem-solving. Tailoring activities to different learning styles further supports student needs and interests thus creating an inclusive learning environment.

Innovative Initiatives at the Department of Educational Leadership

Prof. Dhanapati Subedi

Kathmandu University School of Education, Nepal

Abstract

Innovative initiatives have been receiving much scholarly attention nowadays. Universities' professors worldwide embrace innovation in their curricula, pedagogy, and services to ensure quality in education. This study aims to explore innovative initiatives at the Department of Educational Leadership. This study adopts a qualitative standpoint within the interpretivist paradigm. It employs narrative as a method, and data were collected from four students and four faculty members. This study revealed that the department was found to have incorporated 21st-century skills and employability skills, implemented constructivist, collaborative, reflective, integrative, and inquiry-based pedagogical approaches, and streamlined prompt communication, advisory, timely feedback, mentoring, and resource support to students. This concludes that the department is ahead in innovative initiatives. Practices of this department open up avenues for innovative curriculum-designing process.

**Ethical Leadership Embedded in Mukhiya System of Thakali Community: A Narrative
Inquiry**

Bipin Sherchan

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Abstract

The indigenous communities have their own ethical beliefs and practices in their traditional governance systems practicing for centuries. Unfortunately, Nepal's constitution and other policies do not clearly recognize the indigenous customary governance system and its ethical values. Therefore, this paper aims to explore the age-old ethical beliefs and practices in customary governance, Mukhiya system of Thakali community, one of the mountains indigenous groups of Nepal. The narrative approach under the interpretivism paradigm, narratives were collected from five community leaders who had long experiences of Mukhiya system. The findings suggest that the ethical values, beliefs, and knowledge heritage are constructed and practices based on the spirituality of indigenous peoples connected to the nature of ancestral spirits. Further, the Indigenous ethics are intrinsically connected with the caring, justice, and communication with the self and other being in the nature.

A Novice Researcher's Journey: Embracing Narratives Over Numbers

Bineeta Baral

Kathmandu University School of Education, Nepal

Abstract

In this paper I explore my journey as a novice researcher in STEAM education, documenting my transition from a positivist to an interpretive paradigm. Initially, I approached Participatory Action Research (PAR) with a focus on quantifiable data, driven by concerns about the credibility of narrative approaches. However, through reflection on my experiences and an educational background steeped in rote learning, I recognized the limitations of this positivist mindset. In this paper, I critically examine my struggles with academic expectations, the challenges of integrating diverse research paradigms, and the transformative impact of embracing critical autoethnography. I will highlight the importance of incorporating narrative and artistic expressions in educational research to foster deeper understanding and professional growth.

**The Use of Technology Tools in Enhancing Task-Based Language Learning: A Narrative
Inquiry**

Laxman Prasad Bhandari

Tribhuvan University, Nepal

Abstract

This study explores the experience of learners' use of technology in task-based learning. It also aims to explore the elements within technology-enhanced tasks that are essentially motivating to most individuals. Six undergraduate students pursuing from a community college in Nepal were purposively selected for this study. Using a narrative inquiry to research, results from interviews and reflections show that tasks associated with the participants' individual immediate examination as well as future profession-related themes are perceived to be more interesting than those related to isolated and abstract activities. Accordingly, integrating life themes into undergraduate courses, especially through technology-integrated language tasks, may act as a catalyst for enhanced engagement during technology-mediated tasks-based language teaching.

**A Journey towards Reflective Practice: An Approach for Teachers' Professional
Development**

Dilli Bahadur Raut

Kathmandu University School of Education, Nepal

Abstract

Reflective practice fosters a deeper understanding of personal and professional experiences by critically examining existing beliefs and practices. It helps to engage in informed professional practices of teachers thereby bridging the gap between theory and practices. Critical reflection as a part of reflective practice involves critiquing one's assumptions and beliefs to foster alternative perspective and practices for teachers. Teachers' engagement in such way gives way to understanding the unjust social, cultural, economic, and political forces that influence educational practices. The teachers can engage in continuous questioning of education systems, policies and structure such as curricula, pedagogy, assessment etc. This paper based on autoethnography, explores my experiences of reflective practice while engaging for one decade in teaching private schools of east Nepal. It shows my journey of professional engagement adopting the role of transmissionism teacher to transformative teacher. It provides insights on how teachers can adhere to new pedagogical approaches through critical self-reflective practices. Reflective practices are essential for the professional growth of teacher and make them adaptive and responsive towards educational practices.

Exploring Multimodality in English Language Teaching: A Case Study of Undergraduate Students

Binod Dawadi

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Abstract

In recent times, the landscape of language teaching has undergone notable transformation due to the introduction of multimodal resources. This change welcomes the multiple ways learners absorb and engage with information, stepping away from long rooted traditional, linear teaching strategies. The core aspects of this advancement are images, text, audio, and video- to not just convey but to enhance understanding and enrich learning experiences (Kress & Van Leeuwen, 2001). In this presentation I will explore the effectiveness of multimodal teaching strategies in English Language Teaching (ELT), with a particular focus on the innovative approaches utilized at my Undergraduates Students. These strategies are expected to reshape education, make learning not only more effective but also more captivating.

Practicing Change in Educational Landscape: A Woman Leader's Autoethnographic Account

Ramila Subedi

Kathmandu University School of Education, Nepal

Abstract

Change is considered inevitable yet challenging in organizational setting. The greater irony in change leadership occurs when it is initiated by a woman leader and is prefixed as the urge of feminine volatility. Amid this, the study unfolds a woman educational leader's ethnographic account on change leadership, concentrating to an institutional school of Lalitpur. Adopting critical paradigm, information for the study is collected, using researchers' personal accounts-ranging from artifact analysis to observation and interview with school's stakeholders. The study uncovers that a woman leader passes through thorns of gender-centric stereotypes and skepticisms while practicing leadership in the organization's frozen, unfreezing and refreezing states. The paper implies gender-neutral perception, policies and practices to leadership and change discourse.

Post Pandemic Journey of Undergraduate Students from Crisis to Strength through Resilience

Soumya Thankam Varghese

Jindal Institute of Behavioural Sciences, O P Jindal Global University, Haryana, India

Abstract

This research probes into the resilience exhibited by undergraduate students in Kerala during the aftermath of the COVID-19 pandemic. Employing the Resilience Assessment Questionnaire (RAQ) developed by psychologist Derek Mowbray (2014), the study precisely examines the coping mechanisms adopted by these students. The sample size, comprises 85 participants, representing diverse undergraduate courses participated from 7 different districts within Kerala, ensuring a comprehensive understanding of their resilience dynamics. They have been approached through educational institutions after obtaining informed consent. The collected data have been analysed with Jamovi, a free software for social science data analysis. A significant 54% of the sample reported high resilience scores, indicating their ability to withstand adversity. Conversely, 24% fell into the average score category, while 22% exhibited lower resilience levels. These variations underscore and communicate the specific challenges students faced during the pandemic, as reflected in their resilience scores. Exploring the dimensions of resilience as mentioned by Mowbray in the RAQ, certain aspects stood out. Notably, the reliance on relationships emerged as the predominant dimension. Students who maintained strong social connections demonstrated higher resilience. Additionally, determination, effective problem-solving, self-awareness, self-confidence, vision, and organisational skills contributed significantly to their ability to bounce back from setbacks. Interestingly, socio-demographic factors such as age and geographical location did not significantly impact resilience scores. Whether young or mature, urban or rural, students exhibited similar levels of resilience. Instead, their academic progress and persistence played a pivotal role. The support systems provided by educational institutions, families, and peers bolstered their resilience, enabling them to navigate the uncertainties of the pandemic as communicated through the open-ended questions during the data collection phase. In conclusion, this research sheds light on the resilience mechanisms employed by Kerala's undergraduate students, emphasising the importance of fostering a robust support network to enhance their ability to adapt and thrive in challenging circumstances.

Philosophizing Gurukul Learning Approaches in Relevance to the 21st Century

Indra Mani Dahal

Kathmandu University School of Education, Nepal

Abstract

Guru Kul's educational approaches, known for fostering a self-motivated learning environment, are aligned with skills, behavioral, and entrepreneurial outcomes. These approaches are intended for disciplinary, interdisciplinary, multidisciplinary, and transdisciplinary structures of curriculum. The curriculum, whether written or unwritten, is designed with the provision of time-to-time amendments based on the needs of the context. With the above foundation and the present STEAM-based practices, the curriculum needs an urgent rebirth and to be brought into commonplace of the curriculum for holistic and intended human resources envisioned for the 21st century. In this presentation, I will present the urgent need for Guru Kul's aligned educational approaches with the experiential and participatory self-motivated learning environment. The proposal for incorporating the Guru Kul learning approaches is for developing human resources needed to face the challenges of the 21st century.

Effective Strategies and Interventions to Enhance Social Skills in Individuals with Autism

Angel Selvaraj

OP Jindal Global University, India

Abstract

This research explores effective strategies for enhancing social skills in individuals with autism. Social skills are crucial for navigating everyday interactions and improving overall quality of life. The study focuses on key areas such as communication, nonverbal cues, emotional regulation, social norms, and problem-solving. Various interventions, including role-playing, social stories, video modeling, and social skills groups, are examined for their efficacy. The role of professional support from psychologists, speech/language therapists, occupational therapists, and social workers is also highlighted. Findings suggest that tailored, consistent, and supportive approaches significantly improve social interactions and emotional well-being in individuals with autism. This research underscores the importance of early and continuous intervention to foster social competence and integration into society.

Journal Writing as a Teaching Method to Improve Writing Skills

Janaki Sharma

Kathmandu University School of Education, Nepal

Abstract

English writing is challenging for many EFL learners. This study aimed to explore whether engaging in journal writing could help learners overcome writing difficulties. The research involved 32 Grade IV students from one private school in Bhaktapur. This study was qualitative. In- depth interview was conducted to bring out the participant's experiences of journal writing and another main tool of data collection was student journal. The findings of this study indicate that of journal writing helps to improve writing skills, strengthens the teacher-student relationship and most importantly it encourage students to stay motivated in their writing.

**Exploring Experiences on the Impact of Physical Activities on Student's Academic
Performance**

Binita Sunder Chaudhary

Kathmandu University School of Education, Nepal

Abstract

Subscribing to interpretivism as a research paradigm and narrative inquiry as a research method to explore the students' experiences and their discernments regarding the influence of physical activities on their academic performance. Grounded on social constructivist theory and self-determination theory, I explored the stories of four participants (students and teacher) from a school in the Lalitpur district. I have conducted and analyzed the personal narratives of students who actively engaged in physical activities during their academic pursuits. The study found that physical activity is crucial for maintaining a healthy lifestyle and can potentially boost student's cognitive functioning and academic performance. It becomes increasingly indispensable as our society struggles more with health and academic issues. The outcomes of this study explored the impending benefits of incorporating physical activities into the daily routines of students and putting them into practice. The improved cognitive and emotional well-being reported by participants serves as a reminder of how important it is for educational institutions to take students' overall development. These findings necessitate reevaluating educational policies to prioritize integrating physical activities within the academic curriculum.

**What Influences the Adoption of Social Impact Practices in Business Schools? Findings
from a Global Survey**

Ana Godonoga

Vienna University of Economics and Business, Vienna, Austria

Abstract

The social impact (SI) of universities has become of key interest to policy makers and the academic community alike. Especially in the field of business schools, which are exposed to corporate social responsibility pressures, there are increasing expectations for evidence of SI. Accordingly, this study analyses how business schools adapt their organisational practices to strengthen their SI and examines the factors that influence the implementation of SI practices. Drawing on survey data, results show that business schools more commonly adopt existing practices (e.g. courses and publication outputs on societal challenges) rather than create more novel forms of engagement with society (e.g. MOOCs, open science). The implementation of SI practices is influenced by pressures from networks, student demand for sustainability education, and the use of performance management tools for SI.

Administrative Vision for STEAM Education: A Holistic and Collaborative Approach

Puja Adhikari

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Abstract

The foundation of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education is the conviction that learning should not only transfer information but also stimulate students' creativity, critical thinking, and desire to learn new things throughout their lives. Through the integration of several disciplines, the encouragement of holistic thinking, and the preparation of students for real-world situations, STEAM education provides a rare opportunity to acquire these talents. With 40 participants, the researcher conducted a workshop in a higher secondary school to gather information on the theme of "Administrative Vision for STEAM Education: A Holistic and Collaborative Approach." After a week of the workshop, the researcher discovered that the phrases "Iron Sharpens Iron: The Power of Collaboration" and "Continuous Improvement and Leadership Inspired by Guru (Movie): Vision, Resilience, and Innovation" were motivating to the participants. Along with diversity and equity, interdisciplinary learning, creativity and invention, community and cooperation, ongoing reflection and assessment, the author also believes that these elements can foster a culture of collaboration and continual growth. The vision for STEAM education held by researcher administrators is motivated by a strong desire to provide a learning environment in which each individual can flourish. The study's conclusions suggest that by working together, we can create a STEAM-focused educational program that gives children the abilities and perspective they need to prosper in a world that is always changing.

**Transforming Education: The Flipped Teaching Project for Enhanced Mathematics
Learning in Tenth Grade**

Uttam Shrestha, and Deepika Kutu

Kathmandu University School of Education, Nepal

Deependra Budhathoki

Department of Steam Education, Teacher Education Department, Defiance College, USA

Abstract

A flipped classroom flips traditional teaching and learning practices; students develop concepts outside the class and apply them in a classroom setting, where they get immediate support if necessary. We conducted a graduate project implementing a flipped mathematics lesson for Grade 10 students in a suburban school in Nepal. There were 25 students in the class. We prepared the learning resources and a set of in-class activities on the surface area of a square pyramid, and one of us implemented it in teaching. The learning resources included four YouTube videos and self-created textual material, which we provided to students a day before the lesson and required them to review before coming to class the next day. The students worked on in-class activities in collaborative groups of two to three. The class teacher visited the groups and provided support as needed. The teacher observed students enthusiastically engaged in the activities and showed tangible growth in understanding the concepts and how to apply them. The students generally appreciated the flexibility of flipped teaching, mainly to maintain their paces while understanding the concepts, with the flexibility to review lessons as often as needed at home and the opportunity to seek clarifications while applying the concepts in class. Still, we observed some challenges in implementing a flipped lesson, including technological issues and some students' reluctance to learn at home. Nevertheless, we concluded that a flipped classroom has the potential to transform the current Nepali mathematics practices into collaborative and engaging mathematics teaching and learning.

**Financial Literacy and Saving Habits of Women Remittance Recipient in Gandaki
Province: A Survey Study**

Sanat Prasad Sapkota,

Kathmandu University School of Education, Nepal

Abstract

Financial literacy is key tool to take informed financial decisions, particularly for women remittance recipients from the foreign employment, who mostly face challenges in managing money. This study assesses the financial literacy levels of women remittance recipients of Gandaki province and explores its relationship with saving habits. A survey will be conducted focused on financial knowledge and behaviors, with data analyzed through descriptive statistics and correlation tests. The results indicate low financial literacy, particularly among less educated women, with significant variations based on age and geography. Enhanced financial education and access to formal services could be recommended to improve saving habits. These findings suggest that targeted interventions could empower women to manage remittances more effectively, contributing to economic stability.

**Promoting Ethics of Care in Early Childhood Learners via Life Skills: Case of Kinderjoy
Montessori School**

Rita Devi Acharya

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Abstract

Hearing, sharing and helping as ethics of care's dimensions have grabbed the attention of educational stakeholders at present. Since the children these days are reported to be losing the sense of empathy, benevolence and care, inculcating these attributes from early age is crucial. Realizing this gap, the study aims to explore how ethics is promoted via life skills among early childhood learners. For this, case of Kinderjoy Montessori School is taken while interview, observation and document review are used as data collection methods. The study demonstrated that practices such as circle time activities, storytelling, peer sharing and interaction with elderly people stimulated the sense of respect, empathy, sharing and helping among early childhood learners. The study implies emphasis on ethics in policy and practices on early childhood education along with parental and community-based education programs.

Unlocking the Power of Teamwork in Nepali Educational Organizations: A Case Study

Anita Gurung

Kathmandu University School of Education, Nepal

Abstract

Successful teamwork relies heavily on effective communication, particularly through regular meetings and online tools. This study focuses on teamwork in secondary schools in Nepal, exploring how principals contribute to a collaborative working environment. Using a qualitative multiple case study design, data were collected through interviews with four school principals, selected purposively. The data were analyzed using coding and thematic interpretation. The findings reveal that teamwork is essential for achieving school goals, with principals playing a key role in fostering communication, assigning roles, and leading effectively. Despite challenges like cultural differences and communication barriers, strategies like open discussions, conflict resolution training and regular meetings help improve teamwork. The study suggests that enhancing teamwork practices is vital for school development and success.

**Enhancing School Effectiveness through School Leaders' Emotional Competence in
Today's Evolving Educational Landscape: A Case Study**

Radha Maharjan

Kathmandu Model Hospital School of Nursing, Swoyambhu, Kathmandu

and

Kathmandu University School of Education, Hattiban, Lalitpur

Abstract

Emotional intelligence (EI) encompasses non-cognitive skills that impact how individuals handle environmental pressures. It includes self-awareness, self-management, self-motivation, empathy, and social skills. In school leadership, emotional competence is crucial for inspiring and motivating staff and students. This study report aims to examine the role of emotional competence in school leadership and its impact on the effectiveness of educational institutions. Case study design was used to explore in-depth experience through an interview with a Principal, I delve into how emotional intelligence (EI) shapes leadership styles, his decision-making ability, motivates school teachers, resolve interpersonal conflict and efficiently and effectively manage the deviant school workplace behaviors, influences school culture, and contributes to the overall success of the school.

**Evaluation of the Implementation of Understanding by Design – A Curriculum Design
Approach**

Sangeeta Joshi

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Abstract

Understanding by Design (UbD) is a curriculum framework that helps teachers and curriculum leaders develop curriculum and instruction to improve students' understanding and performance. The effectiveness of the UbD framework in curriculum design has been largely unexplored due to limited available information. The study aimed to examine the planning of curriculum, instruction, and assessment using the essential elements and the three stages of UbD. The study adopted a quantitative research design to help obtain the answers to the research questions. The findings showed that teachers' use of key curriculum planning elements was inconsistent with the literature, and the implementation of the UbD framework was uneven. UbD suggests that effective implementation can help teachers achieve learning goals, encouraging them to plan and execute prerequisites for meaningful student engagement.

The Great Revealer: Race, Ethnicity, and the COVID-19 Pandemic

Dr. Loren Henderson

University of Maryland Baltimore County

Abstract

This book is one of the first sociological authoritative sources about the impact of the COVID-19 pandemic on racial and ethnic minorities. It addresses racial disparities in infections and deaths of Blacks, Latinos, and Native Americans, compared to white populations in the US, emphasizing the role of racial inequality, population density, underlying health conditions, and essential workers in contributing to these disparities. It offers a critical analysis of the pandemic response, personal accounts of disparities in care, and recommendations for future research and response efforts. The book is authored by a group of esteemed sociologists who are experts on systemic racism and its impacts on racial outcomes in health and wealth.

Distinguished Speakers

Empowering Communities: Advancing Transformative Research and Education in the African Context

Dr. Naziema Jappie

Deputy Dean for Center Higher Education Development, University of Cape Town, South Africa

Abstract

Within the African context, the nexus between research, education, and community engagement emerges as a pivotal force for transformative change. This abstract delves into the multifaceted dimensions of research and education, emphasizing their interconnectedness with community empowerment, leadership, and practitioner involvement. Through collaborative endeavors, research initiatives are driving innovative pedagogical approaches, curriculum development, and inclusive educational practices tailored to local needs and aspirations. Moreover, the active engagement of communities, leaders, and practitioners serves as a catalyst for the co-creation of knowledge, informed decision-making, and sustainable development outcomes. By fostering dialogue, partnership, and grassroots involvement, this integrated approach not only enhances educational quality but also promotes social cohesion, equity, and resilience. As Africa navigates its developmental trajectory, the synergy between research, education, and community engagement stands as a cornerstone for shaping a more inclusive, equitable, and prosperous future for all its inhabitants.

**The Development and Multi-faceted Nature of Relationship between International
Education and International Politics**

Dr. Osman Gultekin

Istanbul Aydin University, Turkey

Abstract

International education and the process of internationalization have evolved through various stages in world history, becoming increasingly complex and demanding more professional at each phase. Since the time of Ancient Greece, international education has featured different patterns of student mobility, often focused on specific regions, and has shown an influence of international politics and power hierarchy of their respective era. Contemporarily, international education is a complex field intersecting with multiple disciplines such as educational sciences, economics, sociology, business administration, political science, public administration, and of course International Relations. This paper begins by outlining the conceptual framework for international education and internationalization. It then examines the historical developments and trends in international education through a brief literature review. Key findings and distinct phases of international education are presented in a detailed and descriptive table. Additionally, the paper discusses the current state of international education, contemporary challenges and explores its future trajectory.

Bilingualism and Cross-Culturalism: European Insights and Reflections

Prof. Thomas Tinnefeld

Saarland University of Applied Sciences, Germany

Abstract

This presentation deals with the themes of bilingualism and cross-culturalism, offering insights and reflections from a European viewpoint. In recent decades, Europe has seen a surge in activities aimed at fostering understanding among diverse cultures, primarily through enhancing communication in multiple languages. The talk begins by outlining the broader European context before focusing on the bicultural dynamics between Germany and France, particularly in the Saarland region, where geographical proximity has facilitated rich cultural interactions.

Furthermore, the talk emphasizes the significant role of language policy in shaping linguistic situations and fostering cross-cultural understanding, even when it is not the primary focus of the discussion. By clarifying the definitions and relevance of bilingualism and cross-culturalism, this presentation aims to highlight their interconnectedness and the importance of these themes in promoting social cohesion and cultural appreciation within Europe. Ultimately, it seeks to contribute to the ongoing dialogue about the benefits and challenges of living in a multilingual and multicultural society.

Empowering through Playing Mindfully

Dr. Charru Sharma

University of Delhi, India

Abstract

Today, there is an urgent need to work in the direction of mental well being especially for school teachers and students. Mindfulness training (MT) has emerged as a useful and tested means to support educators in terms of their emotional coping skills, mental health status, stress reduction and working motivation. There is ample evidence that substantiates the effectiveness of Mindfulness-based intervention (MBI) in alleviating stress, promoting well-being, resiliency and building social-emotional competence, which in turn contributes to higher efficacy in teaching processes. Statistics show over time that teaching is one of the most stressful occupations. Approximately 40% of the teachers left their position for the first five years of career in the United States as per some statistics . Challenges for teachers include administrative burdens, lack of emotional support, long working hours, class management difficulties, teacher-student relationship, to name a few. Also, the lack of time for teachers to collaborate with their co-workers to solve students' problem together has posed more stress on their job The poor well-being of teachers can in turn have negative effects on students in classroom engagement, reduce student self-efficacy and diminish teaching effectiveness The Drama Mindfulness Training (DMT) workshop will facilitate and empower the participants through for mental wellbeing of teachers and students.

Mindfulness and Education

Stuart McNicholls

University of Vigo, Spain

Abstract

This workshop aims to explore the relevance and application of mindfulness in educational contexts. It is intended for professionals working (or training to work) in the educational field, at any level. Participants will learn how mindfulness in classrooms, in schools and other learning institutions can help lessen suffering and increase wellbeing for individuals (teachers, students, pupils...) and for collectives (classroom atmosphere, institutional values and missions).

The workshop will consist of alternating mindfulness practice and discussion sections and will allow participants to practice individually, reflect in pairs and also share questions and reports with the whole group. The requisites for the workshop are a computer with Microsoft Office installed (for PowerPoint presentation), projector and wireless mouse.

Action Research on Enhancing the Learning Behavior of Children in Preschool

Sabita Gartaula

Kathmandu University School of Education, Nepal

Abstract

The action research paper on ‘Enhancing the Learning Behavior of Children in Preschool’ investigates how to improve the learning behavior of 3-4-year-old children and adapt various learning skills necessary for becoming a lifelong learner. Three students from a preschool were observed thoroughly before and after implementing the action plan to track learning uniqueness and their progress. The research identified that learning is driven by child’s interests and curiosity. Developmentally appropriate activities and learning styles significantly impact student’s engagement and understanding. Maslow’s hierarchy of needs and strong relationship between adult and learner are crucial for children’s’ learning readiness, avoid distractions and achieve emotional stability for successful learning outcomes. The study concludes that a supportive environment, adult guidance, and maintaining children’s individuality are essential for learning improvement.

**Finding Meaning from Lived Experiences about Managing Behaviors of Students for
Creating School as Center of Excellence**

Gopal Datt Joshi

Kathmandu University School of Education, Nepal

Abstract

Schools are to help the students to grow and thrive with knowledge and wisdom. But many schools, though they claim that they are center of excellence, they seem to fail to provide safe and positive environment for the students where they physically, emotionally and intellectually thrive. As a result, many students seemed to have behavior problems. The study explored the perceptions and practices of school principals in managing the deviant behaviors of students in such schools.

Through the exploration of my three participants' narratives (school principals) I got to know that behavior deviations are common and natural but school principals have inadequate knowledge about behavior deviations, its complexity (major and minor cases) and multi-layer connections (home, school, teachers, society, and peers). They use negative instructions, prefer punishment over praise and strive to change the nature of students rather than building their nature which are against the principles of making schools as center of excellence. It gave me insights to appreciate the diverse need and nature of students and understand their feelings. The study concluded that by creating more encouraging and supportive environment at school behavior problems of the students can be resolved.

Spirituality Education for Educational Leaders

Rajat Dhakal

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Abstract

This review-based study explores the perspectives of four prominent Eastern spiritual philosophers—Jiddu Krishnamurti, Swami Vivekananda, Sri Aurobindo, and Swami Khaptad—on spirituality education and its implications for educational leadership. These thinkers, rooted in Hindu Vedic philosophy, offer insights into the spiritual dimension of leadership, which is commonly overlooked in educational research. The purpose is to address the knowledge gap by expanding the limited exploration of this subject within Eastern philosophy. Through an extensive review of literature, this study aims to provide a contextual Vedic lens of knowledge to enhance understanding of spirituality education and serve as a reference for future research.

Addressing local language and culture into English language classroom

Sujita Upadhayaya

Kathmandu University School of Education, Nepal

Abstract

This research investigates the transition in public schools from Nepali to English as the medium of instruction, prompted by parental demand and an effort to retain students. However, many teachers lack English proficiency, posing significant challenges. The study aims to explore how integrating local language and culture into English classrooms can enhance learning. Using a mixed-method approach, data were gathered through surveys and interviews with secondary-level teachers. The findings show that including local cultural references in teaching materials improves student comprehension and engagement. Despite these benefits, gaps remain due to insufficient teacher training in bilingual teaching methods. The conclusion emphasizes the need for balanced bilingual instruction, and policy reforms are recommended to improve teacher training and classroom practices.

**Postmodern Support to Critical Paradigm, a Multi-paradigmatic Approach while Making
the Meaning of Adolescence Values: A Reflective Note**

Sanjaya Adhikari

Kathmandu University School of Education, Nepal

Abstract

This research article inquires how meaningful is it to integrate different paradigms for the better understanding of an abstract concept “value”. Further, the paper reflectively states how postmodern paradigm gets connected with critical paradigm to address the nuanced perspectives of adolescent students’ social and personal values. The paper sounds advocating for the strength of multi-paradigmatic research design. At a time, the paper claims that critical ethnography is a robust approach to unfold and interpret the unheard voices of adolescent students highlighting the necessity of prolonged engagement, critical reflexivity, and transparency in research in order to maintain the quality standard.

Impact of Climate Change on Health Outcomes

Maija Anderson

Morgan State University, USA

Abstract

While the impact of climate change and its impact on the environment including extreme weather, wildfires, droughts, melting glaciers or rising sea levels, its' impact on health outcomes is not as readily apparent. The presentation highlights findings noted in vulnerable populations along with strategies necessary to mitigate negative health outcomes.

Upon completion of this presentation, the participant will be able to:

1. Define health outcomes, climate and social justice in the context of health;
2. Explain the relationship between climate change and health outcomes;
3. Commit to learning about strategies to mitigate the negative impact of climate change on health outcomes; and
4. Actively promote strategies aimed to mitigate negative health outcomes occurring as a result of climate change.

Teachers' Perception of STEAM Pedagogical Approach: A Catalyzing Transformative Learning of Students through Reflective Practices

Basanta Lal Lamichhane

Kathmandu University School of Education, Nepal

Abstract

This study aims to explore how teachers perceive STEAM-based reflective practices in teaching and learning activities in school for transforming the students for real-life learning situations and for resolving real-world problems. A qualitative research design is preferred to conduct the narrative inquiry to know the perception of teachers who play a decisive position in implementing STEAM in school. This study has tried to explore different perceptions of teachers on how STEAM with reflective practices promotes transformative learning in students in schools. The findings show that the perception of teachers is quite good in the vision of STEAM approach to learning. This research work aims to suggest some crucial clues for further research to explore the perceptions of teachers for reflective practices and transformative learning in education in the context of Nepal.

Secondary Level Students' experience of their experiences of Doing Classroom Presentations in Nepal: A Narrative Inquiry

Laxmi Sharma

Kathmandu University School of Education, Nepal

Abstract

This study outlines the lived experiences of Nepali Public secondary-level schools who regularly do classroom oral presentations to assess learning. The data were collected through in-depth interviews with nine students and reflective notes were also used. Findings revealed that classroom presentations are useful in boosting their confidence level. At the same time, the study has revealed that the time frame students get is not enough, poor proper pronunciation skills and delivery, fear of peer pressure, and no content support from teachers made them not able to present well in class. Future research might explore many ways of interventions for making students perform better performance in the classroom and outside of it too.

**Understanding and Practices of Academic Freedom in South Asian Higher Education
Institutions**

Rebat Kumar Dhakal

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Abstract

This paper explores how academics perceive and experience academic freedom in South Asia, focusing on the five indicators of the Academic Freedom Index. In-depth interviews with one faculty and one academic leader from two public universities each in Nepal, India, Sri Lanka, and Bhutan reveal that academic freedom is often ideologically challenged and seen as an elite privilege rather than a core academic value. Faculty report experiencing ‘epistemic silences’ from leaders who may restrict their freedoms, while academic leaders note weakened university independence due to high political interference in university governance, undermining institutional autonomy. The study highlights the urgent need for robust institutional policies to protect academic freedom as a fundamental principle in higher education across the region.

Mitigating Learning Loss in Nepal: A Post-COVID Evaluation of Remedial Education Initiatives

Neeva Maharjan, Pemba Tamang, Krishna Sharan Dangol, and Prakash Lal Das

Kathmandu University School of Education, Nepal

Abstract

The COVID-19 pandemic severely disrupted Nepal's educational sector, leading to substantial learning losses among students due to prolonged school closures and the shift to remote or alternative learning methods. This study/intervention evaluates the extent of academic challenges faced by students and assesses the effectiveness of remedial support classes as a recovery strategy. By analyzing data from educational assessments, surveys, and interaction with students, teachers, and education leaders, we assess the extent of learning loss across various demographics, with particular attention to rural and marginalized communities in three provinces of Nepal, that is, Koshi, Madhesh, and Gandaki. The study reveals significant disparities in learning loss, especially among students from rural and low-income backgrounds. These students face notable academic challenges, particularly in core subjects such as math, English, and science, including foundational skills like reading and writing. Additionally, the disparity between advantaged and disadvantaged students widened due to factors such as limited access to digital resources, insufficient support for students with disabilities, and inconsistent quality of online teaching. Students from lower socio-economic backgrounds found it particularly difficult to adapt to remote learning environments. In response to these challenges, several remedial education interventions, including online learning programs and localized tutoring initiatives in collaboration with schools and local governments, were implemented. The remedial support classes were designed to address gaps in fundamental skills such as literacy and numeracy as well as other learning recovery initiatives in core subjects. The study further suggests that targeted interventions, community involvement, and adaptive teaching methods are crucial for mitigating learning loss and promoting educational recovery. The study concludes with key recommendations to optimize remedial support: enhancing teacher training programs to improve instructional quality, increasing resource allocation to disadvantaged regions, and integrating systematic feedback mechanisms to refine and advance educational recovery strategies. These recommendations aim to strengthen the effectiveness of remedial classes and foster a more equitable and resilient educational system for all children.

**Implications of ChatGPT for Higher Education Institutions: Exploring Nepali University
Students' Perspectives**

Som Nath Ghimire

Nepal Open University, Nepal

Abstract

The use of Generative Artificial Intelligence Technologies, such as ChatGPT, in higher education (HE) has drawn considerable attention in the scientific community. This paper reports on Nepali HE students' experiences of using ChatGPT in learning and writing activities. To this end, the data were collected by adopting semi-structured interviews with Nepali university students (n=20). HE students in Nepal identified both the possibilities and perils of adopting ChatGPT in education. In particular, findings indicate that despite the time and effort-saving capacities of ChatGPT in learning and writing activities, it is equally subject to misuse in take-home assignments, thereby adversely impacting students' creativity, writing habits, and independent research abilities. These findings have serious implications for academic integrity concerns in Nepali HE institutions.

Predictive Factors of STEM Teachers Motivation in their Profession: A Cross-Sectional

RK Dhungana

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Abstract

This paper explores the motivational factors of STEM (Science, Technology, Engineering, and Mathematics) teachers' in their profession within the Kathmandu Valley, Nepal. Recent trends have shown a growing exodus of teachers from these fields, driven largely by their motivation and job satisfaction level. This is evident in the frequent advertisements seeking new teachers for STEM subjects, especially math and science, and the ongoing struggle to attract qualified professionals. Additionally, a decline in STEM enrollment in Nepali universities and the rising trend of students seeking education and employment opportunities abroad further emphasize the challenges in maintaining a motivated STEM teaching workforce. By analyzing the key motivational factors, this study aims to identify strategies that could enhance teacher retention and satisfaction and contribute to the long-term development of STEM education in Nepal. The research uses a quantitative method, conducted through a survey administered to secondary-level teachers from community schools across Kathmandu, Bhaktapur, and Lalitpur. The survey questionnaire was prepared through the e-Delphi process. The survey employed a 6-point Likert scale to measure both intrinsic and extrinsic factors influencing STEM teachers, particularly in subjects such as Mathematics, Science, Computer Science, and Civil Engineering, including TVET. The research is based on both intrinsic factors (such as passion for the subject, intellectual challenge, and job satisfaction) and external factors (such as school work environment, career progression, and recognition) that significantly influence teachers' motivation in their profession. The findings from this study will help educational stakeholders, including school principals, teachers, educators, local government, and policymakers, to be aware of different motivational factors that ultimately contribute to reviewing policies, designing effective programs, and reforming the educational sector aimed at addressing the growing crisis in STEM education.

Artificial Intelligence in Learning Mathematics: Impact and Challenges

Prem Kumari Dhakal

Mid-West University and Tribhuvan University, Nepal

Abstract

Artificial intelligence (AI) has transformed the teaching-learning strategies in mathematics in the 21st century. The main aim of AI is to provide interaction with software and offer decision support for specific tasks but not a replacement for human beings. This paper aims to identify the impact of AI in learning mathematics and its challenges. Different journal articles related to AI in mathematics available in different websites and databases are the sources of information to complete this paper. It helps in individualized learning, interactive environment, real time feedback and online competition in learning mathematics, however the lack of creativity, problem solving skill and emotional intelligence are the main challenges of using AI in learning mathematics.

Exploring Nepali Women's Experience in Civil Service Exam

Asmita Parajuli

Kathmandu University School of Education, Nepal

Abstract

This research explores the experiences of women in Nepal's Public Service Commission examinations, focusing on how social support systems, higher literacy rates, and quotas affect their participation. Despite these systems encouraging women to join public service, their success rates in exams are still low. The study uses a narrative approach to examine why women struggle in the Public Service Commission examinations. The findings reveal that traditional gender roles in households make it challenging for women to balance work and family responsibilities. From a liberal feminist perspective, it is aligned to how gender roles maintain inequality and hinder women's career progress. The implications of these findings are significant, indicating a need to reshape norms and provide an environment where women can pursue professional growth alongside managing family roles and responsibilities. The inquiry highlights the need for continuous support to ensure everlasting success in the public service, addressing challenges of competition and societal expectations.

Beyond the Schools: How Parental Involvement Affects the Academic Performance of Nepali Public-School Students?

Padam Poudel

Kathmandu University School of Education, Nepal

Abstract

Parental involvement is crucial for achieving academic excellence and fostering personal development in contemporary educational institutions. Involving parents in their children's education promotes cognitive and interpersonal growth and improves academic achievements.

The involvement of parents in their children's education in Nepali public schools is the focus of this qualitative case study. Adopting social capital theories, this study explores engagement through interviews, documentation, and observations at a single school with four selected participants. Evidence indicates that active parental involvement has a substantial positive impact on students' academic achievement and acquisition of knowledge. The following are important ways parents can become more involved: a) enhancing children's education through SMC and PTA activities; b) fortifying the parent-teacher bond; c) boosting the home environment in comprehensive education; and d) enhancing school governance and management. The study emphasizes the necessity of implementing a comprehensive framework for parental involvement that supports decentralized management and encourages innovative adaptability. The network cooperation between schools, teachers, and parents is critical. Promoting parental involvement and cultivating connections among parents is essential for improving the educational atmosphere and ensuring academic excellence in public schools.

Encouraging Girls Through Integrating Arts in Education: A Narrative Inquiry

Sachita Suwal

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Abstract

This paper explores how arts in girls' education since early childhood will help them grow personally and professionally. Girls, since their birth and in early years of learning face discrimination against all odds. Their basic needs especially education encourages them to their development, prosperity and well-being. There is continuous inequality in every sector of their life and a gender gap regarding access to education. In order to acquire their needs, they need to fight against all the odds society offers them, and to motivate them is to have arts integration in their Education. It gives girls the freedom to communicate their ideas, opinions, and emotions in ways that would have been absolutely unfathomable centuries before. The purpose of paper is to investigate on how Arts Integration in Education can encourage girls in Nepal to have a sound academic performance for better lives. The total of 4 educated female and 2 male respondents were selected for the study. Since Integrating Arts in Education is a new concept encouraging girls, from the very beginning, it was challenging to select the respondents who had never experienced and didn't have knowledge about arts in education. They were randomly selected based on their educational backgrounds and experiences. All of them were working in the field of education as teachers, consultants, and educators. I used Narrative Inquiry as my study methodology to record the experiences of an individual, to reveal their lived experience through semi-structured interview which is then recorded and arranged into chronological order. The data collected was in-depth detail of the participant's experience through their stories and living alongside participants as they live and tell their story. The data were collected based on a questionnaire, and analyzed separately according to the major themes, which generated implications for arts in girls' education in every steps of their lives. The study enabled a more comprehensible conceptualization of arts in girls' education as it emerged from educators' and teachers' experiences. Findings of the study showed that integrating arts in education has perceived as something which has been incorporated in our daily lives but not as separate component for girls' education in curriculum development and its implementation. It also shows that the respondents had different views on Integrating Arts in Education and how it played a significant role in girls' education, and encouraged them to be effective learners. Integrating arts in girls' education is recognized as an indicator for the progress since their early childhood and the findings highlighted the need to continuously support and strengthen their life to grow as independent women.

Let's Exchange Stories and Experience Magic

Sikha Gurung

Kathmandu University School of Education, Nepal

Abstract

Andrew Wright, a storyteller explains that each culture offers stories representing its own values, perceptions and behaviour that help individuals and societies to establish their sense of identity (Heathfield, 2014). This plenary aims to bring together multicultural storytellers from different parts of the world to spend an evening together telling cultural, personal or ethnic stories to one another to experience what can be articulated and exchanged through storytelling. The host with a story from Nepal, two international storytellers (remotely) and some participants from the audience will be invited to tell stories from their native country or culture. At the end, everyone will reflect and share what they experienced and thereby what storytelling can offer to education.

Unfreedoms of Queer Youths in Nepal

Prashit Khanal, National Campaign for Education Nepal

Lina Gurung, Kathmandu University School of Education. Nepal

Abstract

Queer youths are still not able to live freely and with dignity in Nepal. Studies have found the abuses to rights of queer youths; they seldom dive into the unfreedoms that are hindering queer youths to live life on their own terms. We interviewed eight queer youths and applied the capability approach to underscore the unfreedoms experienced by them. Outside of the queer community, unfreedoms come in the form of feeling burdened by the expectations of family to fulfil the traditions demanded by the stringent culture and religion, keeping the respect of family in society, and the questions surrounding gender identity if they were to come out. Inside of the queer community, queer youths experience casteism, racism, body shaming, and obsession with masculinity as unfreedoms that have limited their expression.

Enhancing Teacher Professional Development in Municipalities of Nepal: Assessing Collaborative Practices and Stakeholder Engagement through Qualitative Inquiry

Sandip Dhungana, Sarita Khadka and Parbati Dhungana

Kathmandu University School of Education, Nepal

Abstract

This research examines the professional development requirements of teachers in Nepal, drawing from thorough need-assessment reports from public schools. The study emphasizes the interrelated roles of several stakeholders in fostering high-quality learning environments, acknowledging education as a pillar of nation development. This study aims to determine the discrepancy between the curriculum's implications in public schools. The data from all seven provinces were collected, and we employed qualitative inquiry as our approach. The study highlights the need for cooperation in the ongoing education system, and adherence to defined skills to tackle common issues and best practices. It contributes to the current discourse on education policy and reform in the local level government, urging all involved to recognize their roles in shaping an effective educational landscape.

Entrepreneurial Appetite among the Nepali Students- Evidence from Nepal

Nimesh Shrestha

Kathmandu University School of Education, Nepal

Abstract

The entrepreneurial environment seems crucial as it contributes to promoting economic development and innovation in Nepal. With this mindset, this study explores the entrepreneurial appetite among non-management students at Nepali Universities, focusing on the impact of socio-demographic factors, educational backgrounds, and family involvement in entrepreneurship. For this, I employed the survey method with 108 students, which revealed that those aged 26-30 have a significantly higher entrepreneurial inclination compared to younger peers. However, no significant relationships were found between entrepreneurial appetite and gender, location, employment status, academic level, or family background. These findings suggest that age is a key factor influencing entrepreneurial intent, while other factors may require further exploration to be claimed. The study underscores the importance of encouraging entrepreneurial interest from an early age to foster economic growth in Nepal.

Service Quality and Customer Satisfaction in Nepali Resorts: Antecedents of Gap on the Perspective of SERVQUAL Gap Model

Yadav Adhikari

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Abstract

This article was conducted to measure the existing level of service quality and customer satisfaction in the resorts of Nepal and also identified the antecedents of SERVQUAL (Parasuraman et al.,1985) gap of the resort employee and their customers. The quantitative survey design with descriptive statistics were used in this article for the result. Five gaps of original SERVQUAL were considered to justify the antecedents of gap on the perspectives of SERVQUAL Gap Model. Total 303 employees and customers each from the Bagmati province of Nepal were the sample respondents. The five-point Likert scale was used to quantify the data with maximum 5 and minimum 1. The research revealed that average mean of service quality of the resorts in Nepal was 4.54 with 0.286 divergence from the perspective of employee and average mean of customer satisfaction was -0.81 with 1.025 divergence from the perspectives of customers. All the six components of the contextualized SERVQUAL of Adhikari et al. (2023) was not met or exceeded the customers' expectations in the sample resorts of Nepal. Therefore, continuous improvement is required to meet or exceed the customers' expectations. This article opens the possibility of incorporating research aligning with service quality, customer satisfaction, and culture as well as inherent human selfless service and their values as research content for future research as an implication.

Challenges Faced by the Sexual Violence Survivors in Nepal: A Phenomenological Study

Gita KC Darnal

Sajha Sahayatri, Nepal

Abstract

Sexual violence and rape cases are increasing day by day in South Asian Countries including Nepal. Additionally, the victims are mostly young girls who are vulnerable and face challenges for the rest of their lives. Hence the main objective of this study is to narrate the challenges faced by young girls who survived sexual violence. This study subscribes to phenomenology as a research design. The participants are 14 young girls who survived sexual violence from a non -profit organization in Lalitpur. The findings of the study reveal that sexual violence victims face numerous challenges in their day-to-day lives including basic needs like food, shelter, social security, education, financial support and a good career. This study recommends strong government policies and actions by the states to provide the victims with social securities, educational and career opportunities.

Whole School Intervention for School Improvement in Nepal: A Case Study

Dhundi Raj Giri

Kathmandu University School of Education, Nepal

Abstract

School improvement is a complex, systematic, ongoing, and multi-dimensional process of educational change that enhances students' learning achievement and strengthens the school's capacity for managing change. However, many schools still face challenges. So, there is an urgent call for whole-school intervention (WSI) to develop high-performing schools and address the difficulties caused by the volatile, uncertain, chaotic, and ambiguous world. This paper explores the implementation of a WSI approach in a private school in Nepal and examines its key components, which are significant to school improvement. The study also highlights the challenges and successes encountered during the intervention process employing a case study method in Nepal.

Impact of Inquiry-Based Learning on Fostering Critical Thinking and Meaningful Learning

Junita Karki

Kathmandu University School of Education and Imperial World School, Nepal

Abstract

This study explores the implementation of Inquiry-Based Learning (IBL) to enhance meaningful learning and critical thinking among students. It highlights the limitations of conventional teaching methods, which often prioritize academic performance over engaging, transformative learning. The research employs participatory action research to examine the effects of IBL on students' learning outcomes, focusing on Grade 5 classrooms. Findings show that IBL fosters peer engagement and improves academic achievement, offering a more effective alternative to traditional approaches. The paper aims to guide educators in adopting innovative pedagogies that promote deeper understanding and meaningful learning experiences.

Reaffirming the Democratic Purposes of Higher Education

Dr. Lynn Pasquerella

Abstract

The lasting impact of the worst global pandemic in more than century, including skyrocketing mental health issues among students; rising populism accompanied by the erosion of academic freedom and institutional autonomy; and escalating violent conflict involving attacks on scholars, learners, and institutions, has created a new sense of urgency around fulfilling the democratic purposes of higher education. Yet, to do so necessitates reimagining and revolutionizing higher education in ways that make equity a pervading focus by designing and delivering educational experiences that support the success of all students. This talk offers a roadmap for engaging in a paradigm shift that extends to curricular and pedagogical reform, changes in how we reward faculty, and a robust and reinvigorated commitment to colleges and universities serving as anchor institutions.

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