The Third Pole: Journal of Geography
Vol. 20 - 21: 33-46, 2021
DOI: https://doi.org/10.3126/ttp.v21i01.41616
Department of Geography Education,
Central Department of Education, T.U., Kathmandu, Nepal

TRENDS OF STUDENTS' ENROLLMENT IN DHANKUTA MULTIPLE CAMPUS

Tika Ram Linkha[1]

Abstract

This paper attempts to explore the students' enrolment trends in Dhankuta Multiple Campus. The discipline of geography has offered in Bachelor's degree level at the Faculties of Education (FoE), and Humanities, and Social Sciences (FoHSS) since 1970. This paper is based on the review of relevant materials collected from the official records of the Dhankuta Multiple Campus. The data covers 25 years (1996-2020) of student enrolment in the Bachelor's first year of both faculties. Students' enrolment data reveals that the student enrolment rate in the FoHSS seems to be the same while fluctuations observed in the FoE. The enrolment rate in the FoE reached its climax in 2005, and it has gradually declined after 2010. The FoE offered a single-subject specialization policy in the Bachelors of Degree Program, phasing out the proficiency certificate level from the university; the declining number of feeder schools offering geography and the state economic policies are responsible factors to deterioration the student enrolment. Therefore, the concerned authorities need to take appropriate steps to increase student enrolment.

Keywords: Geography education, academic discipline, student enrolment, trend analysis, spatial variable.

Introduction

Geography is a field of science concerns to the study of the land features, inhabitants and other phenomena of the Earth and other planets. The ancient Greeks contributed to the development of geography. In addition, Romans, Arabian geographers, explorers, sailors and merchants also played a significant role in the development of geographical knowledge. Similarly, Varenius, Froster and Kant equally contributed to the development of geography as one of the important disciplines. Ritter and Humboldt

1 *Linkha is a Lecturer, Research Scholar in Geography, Tribhuvan University, Kirtipur*
E-mail: tika.linkha@gmail.com

laid the foundations of modern geography, while Ratzel and Vidal enriched the subject by introducing the concepts of determinism and possibilism (Martin, 2005; Dikshit, 2011). From the earliest times, scholars have been contributing for the development of geographical knowledge and teaching geography at different levels. However, geography has been taught as a supplementary course of history. In this context, Sharma (2002) argues that most of the educational institutions of the world have started teaching geography at schools and universities in the middle of the 20th century. However, there was no consensus among various academic disciplines in universities. They recognize geography as a distinct academic discipline due to its integrated contents from different subjects (Adhikari, 2010).

Geography is considered as a school subject and its curriculum is designed to bridge natural sciences and social science. However, the subject is also treated as part of natural science in many universities of the world. The human-environment interactions theme has legitimated understanding geographical facts (Martin, 2005). Geography has also developed our understanding of society, the economy, and the environment (Skarstein & Wolff, 2020). Geography, which was introduced at the University of Berlin in 1809, had reached many universities in the world during the First and Second World Wars. In India, geography subject was first introduced in Aligarh Muslim University in 1924 (Kapur, 2004) while it was made an organized subject after the establishment of the SLC board in 1934 in Nepal. Indeed, it was started at the school level in 1901 (Koirala, 2008; Subedi, 2014).

In the context of higher education, teaching geography was first started at Tri-Chandra College in 1947 at the Intermediate level, then spreading Intermediate and Bachelor level programs in 28 constituent and six affiliated campuses in 2013(Subedi, 2014). In Nepal, teaching geography at the master level began from University Campus in 1961 and at Prithi Narayan Campus Pokhara in 1978 (Adhikari, 2010; Subedi, 2014). The Faculty of Education (FoE) has also introduced Master's Degree in Geography Education in 1992. However, the Department of Geography Education was established in the mid of 1994 (Panday, 2009; Subedi, 2014).

The literature reveals that various scholars have given pace to the development of geography education in Nepal. There are very few studies dealing with the status of geography in Nepal. However, none of them focused on the analysis of students' enrolment in the department of geography at the Dhankuta Campus. In this context, this paper focuses on investigating the trend of students' enrolment and seeking causes of the ups and down of student enrolment in geography. The focus also includes the prediction of future trends of students' enrolment using the least square method. The

expected outcomes of this paper would help to take necessary steps to increase the student enrolment in geography as a whole and in the Dhankuta campus in particular in days to come.

Methods and Materials

Both primary and secondary sources of data were used in this study. The primary data on the trends of students' enrolment were collected from the official records of Dhankuta Multiple Campus, which includes the data from 1996-2020. Moreover, former teachers and students of the selected campus were also the primary sources of data. The secondary data were collected from different journals and books. An attempt has made to focus on peer-reviewed and standard scientific journals. Only those students who filled-up the examination form after the campus enrolment were counted in the study. To take a valid number of students admitted to the Campus, information about students' enrolment was verified by triangulating the information from the Campus administration, Exam section, Students' welfare unit and library. Trend analysis was done by using the least square method. In addition, the views of the former teachers and students of this campus were analyzed in investigating the trends of students' enrolment and causes of students' fluctuation in geography subject. Based on the results, of this paper also predicts the future students using the following linear equation;

$Y = a + bx$ ……... (Equation-I)

Where, x = X-middle Year (A), i.e., 2008, it is identified by the mid value from 1996-2020, a = y-intercept and b = slope. Calculation of 'a' and 'b' by following formula;

$a = \sum x/n$ and $b = \sum xy/\sum x^2$

Substituting these values of 'a' and 'b' in equation (I) then get the required equation of trend line as; $Y_t = a + bx$ …… (Equation-II)

Results and Discussion

Dhankuta Multiple Campus: This section deals with the background of Dhankuta Multiple Campus, including its establishment, students' enrolment trends in geography subject. Teachers and students' perceptions are also included.

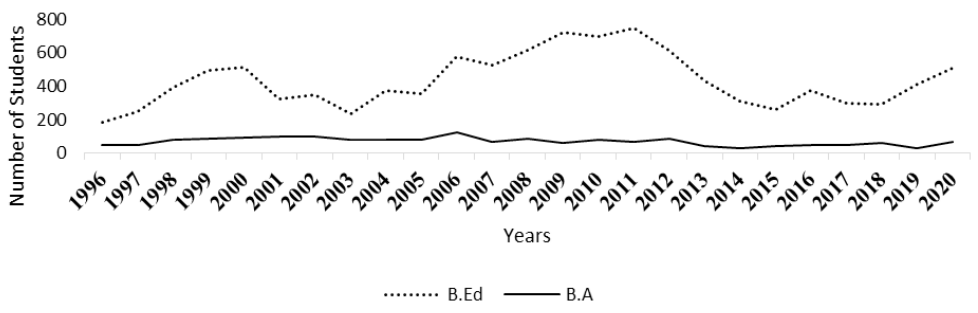
Dhankuta Multiple Campus was established in 1955 with the tireless efforts of educationists and donors. Initially, it was started from the proficiency certificate level in the Faculty of Humanities and Social Sciences. Bachelor' degree program was initiated

in 1957 and the campus was named as the Dhankuta Degree College. Initially, Dhankuta College was affiliated to the University of Patna, India. There was no provision for students' examinations in Dhankuta; they had to visit Kathmandu for the final examination. After the establishment of Tribhuvan University in 1960, it had become a constituent campus under Tribhuvan University. However, after the implementation of the National Educational System Plan (NESP) in 1971, the Bachelors' degree program was removed from the Dhankuta Campus. The Faculty of Education started an Intermediate level (I. Ed.) program from the separate building in 1971. After some time, both faculties merged into the same roof, and the campus was renamed as Dhankuta Multiple Campus. Faculty of Education has started B. Ed. program in 1977 and FoHSS has started its Bachelor of Arts (BA) program in 1981 (Baral, 2001; Bhattrai, 2061). Currently, Dhankuta Multiple Campus offers a Bachelor of Science and Technology, Master's degree in Management, Rural Development and Education (EPM, Nepali, English, and Health). However, geography subject has been offered only in Bachelor level of both the faculties.

Students' Enrolment in Dhankuta Multiple Campus: Dhankuta Multiple Campus was recognized as a leading Education campus of eastern Nepal before the 1990s. A significant number of students from both hilly and terai regions of neighboring districts got enrolled in both the faculties; FoE and FoHSS. The spectrum of students' enrolment in the Bachelor's first year at Dhankuta Multiple Campus is shown in Figure 1.

Figure 1 indicates a high fluctuation in the number of students during a period of 25 years from 1996 to 2020. The record shows that there were higher students in 2000 but it was declined up to 2005. After 2006, the number of students was increased and reached in peak in 2011. This was the first record of the highest students (815) enrolled in this campus. Thereafter, the number of students' enrolment has been gradually declined year-by-year since 2012. The yearly average number of students enrolled in this campus was 505.

Figure 1: Students` enrolment in bachelors level first year, 1996-2020



The result shows that there were 435 students at the FoE and only 70 at the FoHSS. The computed value of the mean, median, standard deviation and range of student enrolment from 1996 to 2020 in both the faculties of Dhankuta Multiple Campus, Dhankuta. The average is the measure that condense unwieldy data into a single value that represents the entire data. An average represents data whose value lies between the two extreme observations. Likewise, the median separates an ordered set of data into two halves. The standard deviation has measured the dispersion from the mean, or it is a difference between the individual value and means. The range is the difference between the largest (maximum) and the smallest (minimum) items in the distribution.

The FoE represents similar trends in the enrolment of students like total students enrolled in this campus whereas the situation is slightly different in the case of FoHSS. Hence, the number of total students` trends is determined by the student's enrolment in FoE at this campus. It is supported by the value of calculated ranges also because ranges in the FoHSS were not as higher as the FoE. Thus, the calculated value indicates that there were no extreme difficulties in the FoHSS regarding the students` enrolment. Figure 1 shows that after 2011, the overall enrolment of students has been decreasing at Dhankuta Multiple Campus, Dhankuta.

The measurement of students' enrolment by Karl Pearson correlation coefficient (r) of both faculties revealed 0.334. The calculated value indicates that there is a positive but weak relationship between the degrees of relatedness of variables (Pant & Chaudhary, 2005). Hence, there is little relationship between the enrolment of students at the FoE and the FoHSS. After the introduction of a four-year Bachelor's program with two subject specializations (major and minor), students' enrolment in geography education has been declined since 2015.

**Students` Enrolment Trends in Geography:** The student`s enrolment in geography at Dhankuta Multiple Campus has been changing over time. Altogether, 11 subjects in the Bachelor of Education (B. Ed.) program and 9 subjects in the Bachelors of Arts (B.A.) have been recommended at Dhankuta Multiple Campus at present. Among them, geography is one of the important disciplines. Table 2 presents the faculty-wise students' enrolment in geography subject.

Table 1: Enrolment of students in geography, 1996-2020

Year	Faculty of Humanities			Faculty of Education		
	Total Students Enrolment	Enrolment in Geography		Total Students Enrolment	Enrolment in Geography	
		Numbers	%		Number	%
1996	49	6	12.2	188	7	3.7
1997	50	5	10	250	11	4.4
1998	83	6	7.2	393	8	2
1999	88	6	6.8	497	3	0.6
2000	93	5	5.3	516	1	0.2
2001	101	5	4.9	326	1	0.3
2002	99	7	7.1	347	4	1.2
2003	79	7	8.9	235	6	2.6
2004	81	3	3.7	375	7	1.9
2005	83	6	7.2	353	11	3.1
2006	123	6	4.9	579	14	2.4
2007	66	3	4.5	525	15	2.9
2008	89	7	7.9	613	14	2.3
2009	59	6	10.1	724	15	2.1
2010	78	8	10.2	696	19	2.7
2011	68	1	1.5	747	7	0.9
2012	89	3	3.4	613	5	0.8
2013	43	3	6.9	433	6	1.4
2014	31	2	6.4	312	2	0.6
2015	40	2	5	260	1	0.4
2016	47	0	0	373	0	0
2017	51	3	5.9	296	0	0
2018	65	0	0	295	0	0
2019	31	2	6.5	410	0	0
2020	70	2	2.9	508	1	0.2
Total	1756	104	6	10864	158	1.5

Source: Dhankuta Multiple Campus, 2021

Table 1 shows that 262 students were enrolled in geography in both the faculties from 1996-2020. Out of the total number of students who enrolled in geography, 60 % were enrolled in FoE whereas only 40% were in FoHSS. Table 2 shows that the maximum number students in geography were enrolled in 2010 at both the faculties. It is noteworthy that the duration of 2002-2010 was in favor of geography discipline for both the faculties because the number of students in geography was enrolled higher in this period but the causes are unknown, which factors leads to this.

Future Trends of Students' Enrolment: Forecasting the trend based on the collected data and their analysis is an essential for decision-making. There are variety of methods applied for forecasting, however, the least square method is used in this paper because

this technique is widely used as well as easy to understand. It provides a basis for obtaining the line of best fit in the series. The, $Y_t = a + bt$, the linear regression equation is applied to forecast the number of students in the future. The estimated number of students by year is presented in table 2.

Table 2: Estimation of student enrolment in Dhankuta Multiple Campus, 2020-2025

Time (t)	No. of Students enrolled (Y)	d= t-A (A, middle value of t i.e., 2008)	X=d2	XY	X2	Trend value $Y_t = a+b_t$
1996	237	-12	-24	-5688	576	481.04
1997	300	-11	-22	-6600	484	483.02
1998	476	-10	-20	-9520	400	485
1999	585	-9	-18	-10530	324	486.98
2000	609	-8	-16	-9744	256	488.96
2001	427	-7	-14	-5978	196	490.94
2002	446	-6	-12	-5352	144	492.92
2003	314	-5	-10	-3140	100	494.9
2004	456	-4	-8	-3648	64	496.88
2005	436	-3	-6	-2616	36	498.86
2006	702	-2	-4	-2808	16	500.84
2007	591	-1	-2	-1182	4	502.82
2008	702	0	0	0	0	504.8
2009	783	1	2	1566	4	506.78
2010	774	2	4	3096	16	508.76
2011	815	3	6	4890	36	510.74
2012	702	4	8	5616	64	512.72
2013	476	5	10	4760	100	514.7
2014	343	6	12	4116	144	516.68
2015	300	7	14	4200	196	518.66
2016	420	8	16	6720	256	520.64
2017	347	9	18	6246	324	522.62
2018	360	10	20	7200	400	524.6
2019	441	11	22	9702	484	526.58
2020	578	12	24	13872	576	528.56
2021		13	26		676	530.54
2022		14	28		784	532.52
2023		15	30		900	534.5
2024		16	32		1024	536.48
2025		17	34		1156	538.46
2030		22	44		1936	548.36

Source: Field Survey, 2021

Using the equation of Y_t (trend value) = a + bt, the estimated the number of students is shown in table 3. It indicates that there will be a slightly increased number of students at Dhankuta Multiple Campus, Dhankuta. The computed value of 'a' and 'b' are 504.8 and 0.99 respectively and the trend value is computed accordingly.

Estimation of Geography Students: The number of geography students in the coming years at Dhankuta Multiple Campus is estimated. The same equation mentioned above is applied to find out the estimated number of students. Table 4 shows the estimation the number of students in geography. The results show the decreasing trends in both the faculties. It can be said that there will be no students in FoHSS after 2022 and it will take little time to be zero students in FoE also. The details estimated number of geography students is presented in table 3.

Table 3: Estimation of geography students at Dhankuta Multiple Campus, 2021-2030

Year (A.D.)	Faculty of Humanities and Social Science (a = 4.16, b = -0.11)	Faculty of Education (a = 6.32, b = -0.13)	Remarks (Y_t = a + bx)
2021	1.3	3.02	
2022	1.1	2.8	
2023	0.8	2.5	
2024	0.6	2.3	
2025	0.4	2.0	
2030	-0.7	0.73	

Source: Field Survey, 2021

Table 3 shows the forecasted (trend value) of geography students in FoHSS and FoE in different years at the Dhankuta Multiple Campus. The calculated value of a = 4.16 and b = -0.11 in FoHSS and a = 6.32 and b = -0.13 in FoE. Hence, the total estimated number of geography students will be 1 up to a few years then the geography subject will go without students at both the faculties.

Causes of Declining Students' Enrolment: Geography education is treated as compulsory and sometimes as an optional subject at school level education. Geography has been facing a severe dearth of students across Nepal.

The misconceptions like encyclopedic knowledge, work with maps and related to travel writing or description of travel about the discipline have mislead geography all over the world, (Jenson, 2009). These misconceptions keep the discipline always in dilemma

and make is a debatable issue, and led to a declining number of students at this Campus. One of the former students (34) who graduated from this campus majoring in geography stated about the people's perception towards geography subject as:

> I completed my school-level education majoring in geography from Sagarmatha Higher Secondary School, Bhojpur. Then, I with my other five friends enrolled Bachelor's Degree in geography at Dhankuta Multiple campus in 2006 intending to get a job. After completion of my Bachelor`s degree, I spent some months for the result. At that time, local people asked me what you would do after the study of geography. They further asked me, what is your subject specialization? In our school, we recently removed geography from the secondary level so, no opportunity for you as a teacher. Before this event; I was thinking there are lots of applications of geographical knowledge to solve the practical problems in a mountainous country like Nepal. However, the local people were unaware of the scope of geography. I also became dilemma what is the appropriate answers to these questions so, it compels me to think deeply about the job placement after graduation and it made me confused to take further education. However, finally, I decided to do a master's degree in geography. After my master`s degree, fortunately, I got an opportunity job to engaged in GIS sectors in different agencies. After the three years complete of the job, I got the next opportunity to do a Ph.D. from China. In my opinion, there are many job opportunities while geography had adopted GIS/RS technology. So, most people do not know about its newly creating opportunity. The villagers have stereotypical thinking so, they are only taking a teacher as a job after study.

Secondly, the geography subject has been treated as one of the optional subjects at the secondary level education in Nepal since 1981. Only limited schools have been offering geography at the secondary level resulted in the declining number of students. Besides, the students, schools and even their parents are focusing on grades rather than knowledge and they are thinking geography is a more difficult subject to obtain high marks at secondary level. A retired head teacher of Bhasha Secondary School describes his experience as:

> Geography is an important subject and interesting too. While I was teaching in Bhasha secondary school, there was a geography subject at the secondary level. In one academic year, there was a scarcity of textbooks in the market and we changed the optional subject and started teaching economics. It is said that the authority is not serious about this subject. In my opinion, the following might be some causes such as it is a difficult subject for average students, this subject

> is not easily sellable in the market and this subject doesn`t help people in foreign employment which made excluded from the schools and colleges of our country. In my opinion, most of the students are showing interest and only focus on economic issues rather than knowledge due to poverty. Students as well as government agencies neglect these kinds of subjects like history, geography and anthropology that are helpful to know the real meaning of life too.

Thirdly, the phase-out of the Intermediate level from Tribhuvan University has also played an important role in declining the number of students in geography at the college level. In addition, the private schools/colleges have perceived geography as a costly subject in compared to other subjects of social science. Therefore, they have not offered geography in their schools and colleges that led the number of students declined in the subject. Moreover, the uneven distribution of higher secondary schools offering geography is also playing the role to reduce the students to some extent. Subedi (2014) reported that nearly 50 % of schools and more than 50 % of students were concentrating in the western development region (vicinity of Pokhara Valley) and only limited schools were existing that is offering geography in the eastern part. An alumnus now working on the same campus shares his experience as:

> Previously, many students had enrolled in geography subjects at Intermediate level from the different districts of eastern hills. I did not have the chance to see double-digit students in the classes after phasing out of the Intermediate level where as it was more than two sections before it. Dhankuta, Bhojpur, Sankhuwasabha districts have considered as the source regions of students for the Bachelors' level in the Dhankuta campus. Sagarmatha Secondary School (Ghodetar, Bhojpur), Bhasa Secondary School (Dhankuta), and Chamunde Secondary School (Tamaphok, Sankhuwasabha) used to teach geography at the Grade 11 and 12. Now all these schools have stopped teaching geography. That is the reason why the number of students at this campus has decreased. Now you have been teaching geography to some students who have taken other subjects at the higher secondary level.

The lack of Nepali medium learning materials in geography has also played a significant role in reducing the number of students. Textbooks and other supplementary materials, such as guides, guess papers, and references are also not available in the market in compared to other subjects. Geography subject is not a priority for students because their senior fellows informed the novice students about this lack. Some books are available in the library, but they are not well cataloged and updated to meet the demand of students. Similarly, there is a rumor that geography is expensive subject than others because students need to pay additional practical fees (for field excursion, GIS) to campus as

well as students also perceiving that geography demands more labor to prepare practical works that are also playing a negative role to attract students in the campus. Experiences and understandings of the former student who just passed the Bachelor`s degree is presented as:

> While I was admitted in Bachelor's Degree for geography at Dhankuta Multiple Campus, initially I suffered from the lack of study materials. I asked for geography textbooks as per the syllabus to entire bookstalls of Dhankuta but I couldn`t get it. They suggest me to consult with geography teachers and my teacher provided one book of Hindi medium and another of English medium. My background was a government school and not fluent in English and Hindi as a result I felt very nervous. Finally, I decided to change geography but the course of another subject was forwarded and I shared my problem with my teacher then provided me his handouts and one book of Nepali language. I thoroughly studied that book and taking regular classes, fortunately, passed the first year. I think the course of the first year is so hard than the second and third year. Students without a geography background like me are difficult to pass the first-year course, especially in FoHSS. I just completed my Bachelor`s degree after the third attempt in geographic thought of the third year. I was confident that if I have a book on that subject, I may not fail up to the second time in this subject and finally, one of the teachers provided his books of Nepali medium then I succeed to pass. I think geography is interesting to study as well as it is not so hard but the scarcity of books made it difficult. (A former student, 25 years).

Finally, the inactiveness of the subject related institutions and concerning individuals are also other factors in declining the number of students in geography at both schools and college. Now, they are just being the listener of what other non-geographer says instead of advocating and showing the importance of geography in Nepal. Likewise, they are also reluctant to apply the new methods of pedagogy while teaching geography and still follow the traditional teaching methods. These issues have collectively resulted in lessening the the number of students in geography subject in Nepal.

Despite all these issues, there are always possibilities for improvement in geography teaching at the school and college levels. The starting point might be the revision of the secondary level curriculum to improve the status of geography in Nepal. Geographic literacy must include in the secondary level objectives. Besides, there are lots of suggestions and recommendations are discussed elsewhere such as Burathoki (1993), Subedi and Joshi (1997), Sharma (2002), Lamichhane (2005), Suwal (2006), Linkha (2013), Pokhrel (2013), Subedi (2014) and Awasthi (2019) and the entire suggestions are still valid.

Conclusion

Geography is an important subject that helps the student understand the diversities in both physical and human dimensions of a country like Nepal. However, the trends of students' enrolment reveal that the number of students in geography has been declining at Dhankuta Multiple Campus. Both statistics and official records indicate that students' enrolment is being fluctuated. Results and discussion show that if the same trends of students' enrollment continue the enrollment in geography will be nill in the academic year 2022. Thus, to make geography subject survive, it should be prescribed as a compulsory subject at school level curricula. Moreover, the geography curriculum should be made more practical, job-orientated by introducing new tools and techniques.

References

Adhikari, J. (2010). *Geographical education and research in Nepal*. Kathmandu: Social Science Baha Occasional Paper, 3.

Awasthi, T. (2019). Challenges of geography in Nepal. *The Third Pole: Journal of Geography*, 18-19, pp. 1-10, https//doi.org/10.3126/ttp.v18i0.27989f

Baral, T. (2001). History of Dhankuta Multiple Campus. *Chintan-Dhara,* 9, pp. 80-82.

Dhankuta: Nepal University Teachers Association, Campus Unit, Dhankuta.

Bhattrai, G.B. (2061 B.S.). Premises of educational development in Dhankuta Multiple Campus (Saishik Bikasko Seroferoma Dhankuta Bahumukhi Campus). *Chintan-Dhara* (Golden Jubilee Special), 11, pp. 49-52. Dhankuta: Nepal University Teachers Association, Campus Unit, Dhankuta.

Burathoky, J.B. (1993). The teaching of geography in our schools. *The Geographer`s Point*, 2 (2), pp. 22-26. Kathmandu: Centre for Nepalese Geography.

CDC (2014). *Secondary School Curriculum Class 9-10*, *2014 (Madhyamic Sikshya Pathyakram Katshya 9-10, 2071 B.S.).* Bhaktapur: Curriculum Development Center, Ministry of Education, Government of Nepal.

Dikshit, R.D. (2011). *Geographical thought: A contextual history of ideas*. New Delhi: PHI learning Private Limited.

Jensen, A.H. (2009). *Geography history and concepts: A student`s guide* (4th ed.). London: SAGE Publications Ltd.

Kapur, A. (2004). Geography in India: A languishing social science. *Economic and Political Weekly*, 39, (37), pp. 4187-4195.

Khatiwada, S.P. (2019). Status and barriers of classroom-based student assessment practices in geography at secondary level in Nepal. *Interdisciplinary Research in Education*, 4 (2), pp. 123-131, https//doi.org/10.3126/ire.c4i2.27935.

Koirala, H.L. (2008). Geography in crisis: is geography in Nepal an exception? *The Geographical Journal of Nepal,* 6, pp. 31-44. Kathmandu: Central Department of Geography, T.U.

Lamichhane, D.B. (2005). Geography in school and higher education. In Subedi, B.P. & Poudel, P.C (Eds.). *Geography and Geographers Work in Nepal: Reflections on Mountain Environment and Human Activities*. Kathmandu: Nepal Geographical Society, Central Department of Geography and National Center of Competence in Research (North-South), pp. 167-175.

Linkha, T.R. (2013). Geography education in Nepal: Past and present. *Chintan-Dhara, Vol.* 14, pp. 95-103. Dhankuta: Tribhuvan University Teachers` Association, Campus Unit, Dhankuta.

Martin, G. J. (2005). *All possible worlds: A history of geographical ideas* (4th ed.). New York: Oxford University Press.

Panday, R.K. (2066 B.S.). *Human geography of Nepal (Nepalko Manab Bhugol)*. Kathmandu: Ratna Pustak Bhandar.

Pant, G.D. & Chaudhary, A.K. (2005). *Statistics for economics*. Kathmandu: Bhudi Puran Prakashan.

Pokhrel, K. P. (2013). Geography education and research in Nepal: Challenges, status and options. Kathmandu: *The Third Pole: Journal of Geography*, 13, pp. 39-45. Kathmandu: Department of Geography Education, T.U.

Poudel, K.P. (2017). Space for geography content in social studies of school education curriculum in Nepal. *The Third Pole*: *Journal of Geography,* 17, pp. 1-20. Kathmandu: Department of Geography Education, T.U.

Sharma, N. (2002). Geographical education in Nepal: An overview. *The Third Pole: Journal of Geography,* 2, pp. 102-111. Kathmandu: Department of Geography Education, T.U.

Skarstein, F & Wolff, A. L. (2020). An issue of scale: The challenge of time, space and multitude in sustainability and geography education. *Geography Education Promoting Sustainability.* In Jeronen, E (Eds.). MDPI, https//doi.10.3390/educs ci9040284.

Subedi, B.P. (2014*). The state of geography teaching and research in Nepal: A review and reflection*. Kathmandu: Martin Chautari.

Subedi, B.P. & Joshi, B. (1997). About geography in Nepal: An outline for discussion. *Social science in Nepal: Some thoughts and search for direction,* pp. 99-112. In Khatry, P. K. (Eds.). Kathmandu: Center for Nepal and Asian Studies.

Subedi, B.P. & Poudel, P. C. (2005). Geography and geographers works in Nepal: An introduction. In Subedi, B.P. & Poudel, P.C (Eds.). *Geography and geographers work in Nepal: Reflections on mountain environment and human activities, pp. 1-10*. Kathmandu: Nepal Geographical Society, Central Department of Geography and National Center of Competence in Research.

Subedi, B.P. and Poudel P. C. (2006). Nepalese geographers meet in Pokhara: An introduction. In Subedi, B.P., Poudel, P.C. & Poudel, K.P. (Eds.). *Geography in Nepal: Mountain environment and human activities, pp*. 1-10. Kathmandu: Nepal Geographical Society, Central Department of Geography and National Centre of Competence in Research.

Suwal, N.K. (2006). Current status of geography teaching in Nepal: A case of Ratna Rajya Laxmi Campus. In Subedi, B.P., Poudel, P.C. & Poudel, K. P. (Eds.). *Geography in Nepal: Mountain environment and human activities*, pp. 82-104. Kathmandu: Nepal Geographical Society, Central Department of Geography and National Center of Competence in Research.