

Preface

Nepal has promulgated the constitution in the year 2015 (2072 BS), after the historic people's movement; and the constitution has granted the right to education for every citizen. Thus, right to education has been institutionalized in the country. In the recently promulgated document of the government of Nepal entitled 'National Education Policy 2076', quality of education has been envisioned as the most important consideration for the development of education for the years to come. In the contemporary national context whereby quality of education has been the major concern, it is important to mention that CERID has been working towards the direction of quality education through various activities of research and innovation.

Among the various activities undertaken by this centre, one is the publication of journal; and accordingly, *Education and Development* is published every year. Various intellectual thoughts are expressed in the articles published in this journal; and the writers have contributed towards achieving the goal of quality education in one way or the other. Various theoretical insights as well as innovative practices are reported by authors in the articles, concerning several aspects of education. In this volume, the authors have contributed with appreciable efforts. We would like to thank them all for their contribution, and also hope to have similar sort of cooperation in the days to come.

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Editorial

Education and Development, a regularly published peer-reviewed journal of CERID, has been one of the well recognized sources of scholarly knowledge in the field of education in Nepal. In this connection, publication of the 29th volume of this journal has been a significant step to synthesize updated knowledge in various concerns in this field including language education, mathematics education, medium of instruction, school leadership and performance, higher education, women education, educational financing, and the like.

Teachers and students, being part of educational process, are the vast source of experience in this field. So, careful study of their experiences deserves particular attention in the process of building knowledge on the relevant educational issues. Close examination of the data derived from such field-based experiences will, surely, help us in understanding the ground realities and identifying the factors playing role in facilitating as well as impeding pedagogical processes. Moreover, a meticulous study into these experience can also tell us what sort of knowledge they (teachers, students) already have, which could be accumulated and synthesized for imparting to the next generation of citizens through teaching-learning. Many of the articles included herein have been oriented from this conviction, in some way.

Based on empirical studies, in this way, most of the writers have attempted to generate knowledge after making exploration into the field-based data. Thus, they have been part of the process of knowledge building from the existing educational world. We thank all the contributors who have written the manuscripts and then revised their works after the feedback from the peer reviewers. Importantly, we are also thankful to the scholars who contributed to this journal as the peer reviewers – by meticulously reading the papers, critically examining them and giving valuable suggestions for improvement.

Journal Publication Committee