

EDITORIAL

In spite of over a half century long history of geography education in Nepal, it has several debates and dilemma concerning on its disciplinary aspects and expectations of society; curricular issues at vertical linkages of courses from school to the university level; scientific research; teaching methods and materials. Besides these studies and reports regarding on the status and challenges of geography teaching in Nepal, there are several anecdotal statements and personal reporting on geography education. They have pointed out question marks on usefulness of the discipline, declining number of students in geography class-rooms and shadowing the importance of geography in this country where large geographical diversities on physical or natural, cultural, social, economic and environmental aspects exist. Unless having proper geographical analysis, many of such facts might mislead the scientific reasoning and thereby hinder the development.

From the perspective of social acceptance, geography is a subject known even within the mass of common people. However, it has limitation to its scope. There are several questions used to raise by different people with various knowledge levels among them most frequently asked questions are 'what geography is' and 'what not? Similarly, what is the specialized field of geography? After getting degree in this subject what can be done? Or, where are the targeted job opportunities? In many contexts these are valid questions and also hard to give convincing answer to them.

Regarding acceptance of geography as an essential subject there is no questions on its usefulness. It helps us to answer questions related with the spatial dimensions. Basically, such dimensions could carry in a wider range of application even from day-to-day activities of a single person to the global perspectives. Only the challenge lies to link the issues on its contextual ground. For this direction, geography teachers and professionals require to present their subject specific expertise and to enhance the capacity of the new graduates. Existing global challenges like climate change, natural disasters, livelihood security, environmental sustainability, biodiversity conservation and other issues are all closely associated with spatial context within the scope of geography education as a discipline. Thus, these issues and challenges require to be clearly understood by the geographers. It is expected that the Third Pole as a Journal of Geography Education could address these issues to some extent.

Executive Editor