



GIS Education in Nepal in a Challenging Era

Umesh Bhurtyal ^{a,*},

^a Kathmandu University, Dhulikhel, Kavre 45200, Nepal, umbhurtyal@gmail.com

* Corresponding author

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Abstract:

Establishment of Napi Talim Kendra (LMTC) in 1968 is the major milestone for GIS education in Nepal. GIS education has revolutionized globally with the development of Information Technology and Communication (ITC). Schools, Colleges and Universities in Nepal are providing the solid academic environment for student, researchers and academicians to excel more in the challenging world of Geoinformatics however there are some technical limitations.

Various International, National workshops are being conducted in a regular time basis by educational and Governmental organization for fostering GIS Education. Moreover, student organization in Nepal like Geomatics Engineering Society (GES), Geomatics Engineering Student Association of Nepal (GESAN) conducts geospatial exhibitions, map literacy programs at school level, Open street map (OSM) training, GIS and Remote sensing training programs, publication of journals and many other educational activities. Map literacy Program among students, different organizations and citizens by student has supported the spirit of Volunteering GIS (VGIS). Nepal GIS Society (NEGISS) founded in 1995 is working actively to establish wider network among the resourceful GeoInformation professionals, expand GI education and develop spatial decision support systems for the sustainable development through workshop, seminar, advocacy, consultation service, training and awareness programmes and outreach research in multi and transdisciplinary fields at national and international level. (Nepal GIS Society) Collaboration of private Geo-ICT service provider with academic institute has enabled student learn advanced tools and technology like UAV, LIDAR, WEB Development and many more to solve contemporary geo-spatial problems.

Applications of GIS need to be emphasised as this is lacking in university curriculum. . A book by Suresh M. Shrestha "Cartography and Geographic Information System" (2021) is the only book written by Nepalese writer. Students mostly rely on international publications and lecture notes for study. Decentralization of resources needs to be highly emphasized. Hybrid teaching and learning process can be conducted effectively only if technical (internet + electricity + gadgets) issues can be addressed. International degrees recognition and equivalency can be done easily if university requirements (Credit Hours) is fulfilled. Since last decade Geomatics Engineer, land surveyor and GIScience enthusiast in Nepal are playing a promising role to widen the importance of GIS Education. MOU among universities, student exchange programs and funds from international organization can be more beneficial for expanding the horizon of GIS education in various level

Overall, GIS Education and educational institutes are more decentralized in Nepal with some technical challenges regarding software's, hardware's and instruments as most of the resources are centralized.

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