

Modernization in the Education System of Nepal: Reflections from School Education Sector Plan

Tap Raj Joshi

PhD scholar in Sociology, TU

Email: joshitapraj123@gmail.com

ORCID: <https://orcid.org/0009-0009-5978-0199>

September 2025

Abstract

The terms ‘modernization’ and ‘education’ are intertwined. These terms maintain a reciprocal relationship that complements each other; allowing them to grow and contribute to the nation-state’s development. The modernization of any state has a significant impact on its education system. The study aims to explore how the process of modernization has shaped the current education system of Nepal and how the elements of modernization have been incorporated into the School Education Sector Plan (SESP) 2022/23–2031/32. It analyzes the SESP document which outlines the educational plans and policies of Nepal. Simultaneously, the study investigates how these plans and policies contribute to the modernization of the education system. Relevant literatures from books and journals were reviewed to examine the relationship between education and modernization. A qualitative document analysis method was employed to critically analyze the elements of modernization embedded in the objectives, strategies and guidelines of the SESP document. This study reveals that SESP aims to promote equity, inclusivity, digital learning, Technical and Vocational Education and Training (TEVT), the use of Information and Communication Technology (ICT), along with the protection of child rights and healthcare to increase access and ensure quality learning. Additionally, it encourages community participation, implementation of decentralization policy and use of the Integrated Educational Management Information System (IEMIS) in schools to ensure good educational governance and a better school system.

Keywords Decentralization, modernization, curriculum, school management committee,

*ICT***Introduction**

The formal education system has a significant impact on modern society. Access to education is a crucial prerequisite for a society to modernize. That is why this study focuses on school education, particularly the plans, policies and strategies outlined in SESP, which embody the influence of modernization on the education system. The formal education system encompasses several structured educational programs that cover entire fields of study, including technical and vocational courses which range from pre-primary classes to university education (Boykov & Goceva, 2019). Formal education disseminates social knowledge and skills systematically via study, instruction and experience (Johnson & Majewska, 2022). The educational plans, policies and guidelines of any state reflect the prospects of the nation-state.

Education policies are the governing principles and guidelines formulated by the levels of government, i.e., federal, provincial, and local governments. Education policy is a manifestation of the public needs and aspirations that shape the education system (Elboim-Dror, 1970). Such policies are crafted to address several education-related issues experienced in the education system. According to NEP (2019), the National Education Policy 2019 of Nepal adopts the Education for All (henceforth EFA) policy that commits to promoting inclusive, equitable, quality and vocational education. Education policy guides the plans, programs, strategies, standards and the setting of goals.

There are many policy documents which define education policy of Nepal, i.e., Education Act 1971 (including its seventh, eighth and ninth amendments), Education Policy of Nepal 2019, Education Rules 2002, National Education System Plan (henceforth NESP) 1971-1976, School Education Sector Plan (SESP) 2022/23-2031/32, the National Curriculum Framework for School Education and others. Among them, the SESP document specifies school education sector plans, policies, objectives and implementation strategies. MoEST (2022) states that SESP was developed mainly to address the three central mandates:

first, to implement the constitutional provision of free and compulsory education at basic level and free education up to secondary level; second, to implement national education policy 2019; and third, ensure inclusive access and quality of education as mandated by Sustainable Development Goals.

This study focuses on analyzing the policies outlined in the SESP document which aims to improve the school education system, beginning with the Early Childhood Education and Development program (henceforth ECED) and continuing to secondary school. It highlights educational plans, policies and strategies related to curriculum, pedagogy, school environment, standards, quality and current social issues including health, nutrition, sanitation, gender and disability. In addition, it encompasses several plans and provisions that promote reform in the management of school resources and governance. This study seeks to answer these two research questions: i) What are the significant elements that promote modernization in education? ii) How are the elements of modernization incorporated in the School Education Sector Plan (SESP)?

State, Modernization and Education Policies

During the Licchavi period, Nepal was renowned for its art, culture, and architecture. The Kathmandu valley was famous for its architecture and engineering. Presumably, the professional laborers and engineers had acquired advanced skills and knowledge from the then advanced academic institutions affiliated with Takshashila, Pataliputra and Nalanda. In the eleventh century, Shankaracharya initiated an informal learning system in Nepal, named ‘Gurukul Sikshya’ or ‘Sanskrit school’, where students learn Sanskrit texts such as the Vedas, Puranas and other religious texts (Bista, 1991). The process of social change in structures and processes evolved informal learning into formal schooling (Dewey, 2004). Still, the process is in progress.

The development of formal schooling in Nepal starts from mid-nineteenth century. First of all, when Rana Prime Minister Jung Bahadur Rana returned from his first visit to Britain in 1853, he hired two English teachers as home tutor to educate his brothers and

nephews inside the palace. In 1854, he established Durbar High School to educate the ruling Rana family members (Gurung, 2012). Later, “the ruling elite initiated the Western-style education to increase their ability to participate effectively in negotiations with other states, especially British India” (Pradhan, 2018, p.170). Prime Minister Dev Samser Jung Bahadur Rana took formal initiation to approve the universal system of public primary education and opened the Durbar High School for ordinary people. “Before that, Gurukul, Madrasa, Gumba education systems were there, but these were informally carried out” (Dhungel, 2020, p. 113). Thus, the practice of informal learning evolved into the formal schooling.

The onset of the democracy in 1951 extended the opportunity of formal education to all people (Gurung, 2012). The Panchayat polity introduced first Education Act in 1971 to bring all the schools under the national education system (Dhungel, 2020). Later on, the NESP was developed and 4,000 community schools were nationalized (Pherali, 2012). The main motive of the NESP was to maintain central control over the entire educational sector, foster national unity, and cultivate loyalty to the crown and regime (MoE, 1971). Since the 1980s, education decentralization spread globally, as underdeveloped countries received financial assistance from developed countries and donor agencies. Initially, it was limited to development sector as a tool to reform administration and later, it was used to reform the school system (Edwards, 2011). Recently, the focus of the education system has shifted to developing Nepal as a modern, developed and economically strong nation-state rather than promoting rulers’ interest (Pradhan, 2018). The EFA 2004-2009 plan was formulated to promote standards, quality and efficiency of primary education after the endorsement of the EFA policy in 1992 (MoE, 2003). At that moment, reform and development efforts were focused on improving the quality of education and developing a capable workforce.

Decentralization is a process of promoting community ownership through participation and delegating power and authority to lower levels of government (UNDP, 2003). With the seventh amendment of the Education Act 1971 in 2001, the decentralization policy was introduced into the education sector to implement financial and administrative reforms.

During the process, government schools were renamed as community schools and their management was handed over to the School Management Committee (henceforth, SMC) at local level (Edwards, 2011). Subsequently, Nepal's education system offered a variety of optional subjects along with technical and vocational courses. The promulgation of Nepal's federal constitution in 2015 further strengthened the practice of decentralization (Shrestha, 2019). The Eighth Amendment to the Education Act 1971, enacted in 2016, focused on the opening, operation and management of schools. Likewise, the Ninth Amendment, held in 2017, provided implementation guidelines for establishing, operating, supervising and merging community schools. It issued guidelines concerning curriculum and textbook management and recommended Nepali, English, or both languages as the medium of instruction. It also defined the role, tenure and formation of the School Management Committee (KC, 2023). The decentralization efforts have continued to this day.

Nepal has undergone significant changes in the school education sector in a short period; however, despite the investment of enormous resources and efforts, most people still perceive poor performance and achievements in the sector. Recently, the Secondary Education Examination (SEE) results published by the National Examination Board (NEB) in 2024 show that 47.86% of the students were graded, while in 2025, 61.81% were graded. The remaining 52.14% and 38.19% of students were ungraded, respectively (The Kathmandu Post, 2025). This year, students' achievements in the SEE are better than in previous years; however, the results are still dissatisfactory in the education sector. The factors including school curriculum, pedagogy, teacher performance and school environment influence children's education and learning outputs (Maslowski, 2001), all of which are shaped by the educational plans, policies and the implementation guidelines of government. The discussion indicates that the transformation of Nepal's education sector requires further efforts and input for its full growth which is still in progress.

Methods and Materials

During this study, several relevant theoretical and empirical documents were collected

and thoroughly reviewed to justify the researcher's examination regarding education plans, policies, and implementation guidelines outlined by SESP, a blueprint of Nepal's education from 2022/23 to 2031/32. It integrates Early Childhood Education and Development (ECED) with the secondary school education system namely basic and secondary education, presenting the plans, policies, and implementation guidelines in a clear and meaningful manner. I have spent a considerable amount of time reviewing previous literature relevant to school education, collecting information from books and journal articles and interpreting and analyzing the texts, particularly the elements of modernization embedded in plans, policies and guidelines. Additionally, I have reviewed the existing literature on school education, including books and articles and interpreted it in a meaningful way. This study investigates the various aspects of modernization by analyzing the plans, strategies and objectives outlined in the SESP under thematic headings. This study employs qualitative document analysis that relies on secondary information.

Results and Discussion

Education modernizes men by influencing their attitudes, values, and ways of acting (Inkeles, 1969). From an intellectual perspective, modernization of education refers to the diffusion of social knowledge through mass media, literacy and education (Huntington, 1971). Modernization promotes the production of scientific knowledge, technological innovation and rational social relations that catalyze change in the conventional social order (Ojukwu et al., 2016). Modernization in education involves integrating information technology into the process of skill and knowledge transfer through formal schooling to enhance individual capacity and productivity (Karmaker, 2019). The formal education system foster discussion between traditional and scientific knowledge that persuade individuals and society to become modern.

Modernization encourages the adoption of modern methods, approaches, values and technologies (Rostow, 1960) which promote the acquisition of scientific knowledge, innovation, technology, rational thinking and modern values that influence ways of

living, thinking and doing. The integration of information and communication technology (henceforth, ICT) into school education helps to modify school curriculum, pedagogy, study materials, infrastructure, school facilities, training and development programs and management system (Baskin & Williams, 2006). ICT persuades students to engage in academic activities, supports student-centered learning and improves the quality of education and student grades (Saha, 2023). Educational modernization influences several aspects of human life, including the ways of living and technological competency. The integration of ICT into the education system as a tool and a separate subject of study does not have merely a positive effect because the misuse of the internet can attract the younger generation towards violence, pornography and other unhealthy behaviors (Magistra et. al., 2022). The ICT-based education system can “catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century” (Tinio 2003, p.9). Thus, ICT has played a major role to transform education system and meeting the requirements of the 21st century but it does not always produce desired results.

The exclusion of cultural values, traditions, customs and languages from the school curriculum, combined with the flooding of modern values into the curriculum fosters resistance which in turn encourages absenteeism and dropout rates in schools (Shahu, 2019). Since 1951, a significant portion of investments for educational reform and development of Nepal has been relied on foreign aid and ideas (Bhatta, 2011). He further argues that the government of Nepal prioritize global development targets and policies over the public’s needs and aspirations while formulating national policies. That is why global forces highly dominate Nepal’s policy process.

Despite these facts, several internal institutions and mechanisms have been established to implement and regulate educational plans and policies. The National Curriculum Framework for School Education 2005 integrates ICT in school education as a tool and a separate subject to be taught (MoES, 2005). The School Sector Reform Plan (SSRP) 2009–2015 emphasized the integration of ICT tools in teaching and learning activities in schools (MoE, 2009). Consequently, Nepal’s modern education system incorporates ICT into the curriculum, teaching-learning and assessment system. It emphasizes to

build resilient and inclusive school infrastructure and promote Technical and Vocational Education and Training (TVET) at school level. At the same time, it encourages the promotion of equity and student wellness, alongside fostering community participation and good governance. Nepal's modern education system incorporates research and innovation, teacher empowerment and the implementation of the Education Management Information System (EMIS) in schools to enhance educational administration (Rana & Rana, 2020; World Vision International, 2024). The inclusion of local context, language, public needs and aspirations is a crucial factor in improving student achievement and educational outcomes in schools (Bhatta, 2011; Magistra et al., 2022; Shahu, 2019). The SESP plans, policies and implementation guidelines have supported the modernization of education in Nepal.

Curriculum, Pedagogy and Textbooks

The traditional educational system of Nepal was informal, teacher-centric and religiously oriented (Bista, 1991). The establishment of Durbar High School in 1954 was the beginning of modern schooling in Nepal (Dhungel, 2020). The school curriculum refers to the textual framework that guides teaching, learning and evaluation system. The modernization of curricula means to upgrade syllabi and textbooks with changing contexts, recent scientific innovations and social knowledge. The Curriculum Development Center, Nepal, highlights current practices and emerging issues such as human rights, child rights, peace, gender, population, environmental conservation and information and communication technology as important aspects of the study (MoES, 2007). According to MoEST (2022), SESP has developed several plans and policies to increase access, enhance quality and promote equity and equality in education. It aims to improve, modify, and revise the curriculum, upgrade textbooks to maintain standards and deliver qualitative and up-to-date skills and knowledge. It also provides guidelines for ensuring modern and effective teaching and learning methods.

The Ministry of Education proposes school level plans, policies and implementation guidelines through SESP to address current challenges and operate change in the education sector. This

document presents the guidelines of the government of Nepal regarding curriculum, standards, pedagogy, reading material, assessment methods, quality of education, extracurricular activities and implementation strategies. The school curriculum involves reproductive health, multilingual texts and reading materials, disability-friendly texts and caste and gender-sensitive issues as crucial social issues. At the same time, it discusses on teachers training, professional development and the use of local languages and mother tongue as medium of instruction. It also provides guidelines for managing study materials and distributing standardized textbooks free of charge. The document also instructs the concerned authorities to follow the guidelines of National Curriculum Framework while developing the curricula and managing curricular activities (MoEST, 2022). The integration of ICT to school system has played significant role for upgrading curriculum, formulating strategies, meeting standards and maintaining the quality of education.

ICT integration and Digital Learning

Recently, the integration of ICT and digital learning has become an integral part of modern schooling. According to Katiyar (2023), “Information and communication technology (ICT) refers to the creation, gathering, processing, storage, presentation and determination of information and also the processes and devices that enable all this to be done” (p.55). Computers and Internet technology enables the development of new ways of teaching and learning; however, ICT is not common in developing countries due to high technological costs, limited infrastructure and technical workforce (Tinio, 2003). Nonetheless, the use of ICT has been increased in class instruction, learning and assessment (Katiyar, 2023). Author argues that ICT is necessary requirement for students to compete in globalized job markets.

The use of ICT is essential to ensure quality education and achieve better learning outcomes because it promotes digital learning and use of e-resource which improve student performance and enhance teacher capacity. SESP aims to expand ICT-based learning across all schools including those that serve students with disabilities and formulates guidelines for teaching and learning tailored to these students. In this regard,

SESP incorporates guidelines for local governments to manage ICT facilities and deliver technology-friendly education at the school level. It recommends integrating ICT into education, teaching pedagogy, teacher training programs and school management systems to enhance school management, student learning outcome and teacher quality. Moreover, SESP outlines a plan to expand ICT to community learning centers and community libraries (MoEST, 2022). ICT helps establish a close relationship between teachers and students by enabling the sharing of ideas and discussion of various matters. It also supports teachers in preparing lesson plans, delivering instructions and collecting feedback from students (Rana & Rana, 2020). Hence, ICT has become an essential tool in the modern education system, supporting digital learning, e-resources and online portals in schools.

Technical and Vocational Education and Training (TVET)

The technical and vocational education and training (henceforth TVET) focuses on skill-based education, training and skill development, by offering technology-based courses and teaching methods. Recently, government of Nepal has launched various short-term and long-term technical and vocational education and training (TVET) courses to develop skilled manpower. “Technical and vocational education and training (TVET) equips individuals with specific skills required for the job market” (Koirala, 2025, p.38). To equip individuals with necessary skills, SESP promotes affordable and quality TVET programs at the higher secondary level for all men and women from diverse caste and ethnic groups, including persons with disabilities. TEVT aims to develop a competent and practical workforce in various fields to meet current needs. Under the ‘expected outcome’ title, the executive summary, SESP outlines entrepreneurship training to increase the number of youths receiving job-related technical and vocational skills training.

The Ministry of Education (henceforth, MoEST) introduced technical education in community schools in 2013 from grades 9 to 12 to impart skills-based knowledge (Koirala, 2025). TVET has empowered secondary-level education with modern technology to equip students with technological knowledge and skills (MoEST, 2022). The MoEST introduces the TVET program in the community with technical courses

to meet the requirements of modern society. Similarly, SESP has developed a policy to provide institutional access to technical education at 753 local levels (MoEST, 2022). Recently, the Council for Technical Education and Vocational Training (CTEVT) has made a significant contribution to fulfilling the national demand for a skilled workforce. TVET has been continuously generating self-employment and fostering entrepreneurship since its establishment which has sustained domestic industries (Ghimire & Adhikari, 2025). Thus, the TVET has played a vital role in developing skilled workforce, improving productivity and increasing employability across all sectors.

School Management Committee and Decentralization

Decentralization is a process of delegating power to the grassroots level. It serves as a significant tool for administrative reform. Educational decentralization is widely used to enhance the efficiency and outcomes of schools (Carnoy, 1999). Nepal has also adopted the decentralization policy in education sector to achieve national development targets (Edwards, 2011; Pherali, 2021). The Constitution of Nepal grants the authority to monitor, evaluate, formulate, implement, and regulate plans, policies, standards and laws related to ECED, basic and secondary education at the local level. It also authorizes the local government to form SMC to operate, supervise and manage community schools (KC, 2023). However, some scholars raise questions about the practice of decentralization policy in Nepal. Scholars identify some problems relating to educational decentralization in Nepal. The SMC solely exercises considerable power and authority in managing community schools (Pherali, 2021). According to him, the SMC chairperson excludes women, Dalits representatives and marginalized groups while making decisions. The deliberate exclusion indicates the misuse of power and undemocratic practice in the management of schools. However, the practice of decentralization has promoted inclusivity, equity, equality and justice in school education and also ensured the participation of marginalized populations.

Equity and Inclusion

The SESP recognizes Nepal as a socially and culturally diverse country which shows

the respect for diverse population. It aims to reduce economic, geographical, gender and caste-based marginalization by implementing inclusive and equitable practices. This document presents the action plan and provides guidelines to reduce disparity and achieve the desired educational targets. It also develops a plan to increase the participation of diverse populations in education sector. SESP identifies socio-economic and gender inequality, along with ethnic, linguistic, and regional disparity and disability as social challenges and sets out plans to create an egalitarian society. The document also presents special programs that involve residential and non-residential scholarships as well as learning through the mother tongue for Dalits, Janajatis, linguistic minorities and other groups to increase their enrollment in schools (MoEST, 2022). Moreover, it encourages local government institutions and school authorities to implement gender and disability friendly classrooms and infrastructure as well. It also ensures the delivery of benefits and assistance to students, promoting inclusive procedures even in teacher recruitment to uphold equity and inclusion.

Child Rights and Health Care

School, as a social institution, contributes to exploring students' potential by creating a better learning environment. The United Nations Convention on the Rights of the Child (CRC) held in 1989 protects civil, political, economic, social and cultural rights of children which include survival, development, education, health care, non-discrimination, neglect, protection from abuse and armed conflict (UNICEF, 2014). Nepal ratified the treaty "Convention on the Rights of the Child" (CRC) on 14 September 1990 (United Nations, n.d.). In accordance with the CRC, SESP includes child rights and healthcare-related provisions and give instructions to the concerned authorities to implement them in schools. These provisions involve child, gender and disability friendly infrastructures to maintains a quiet environment in the classroom. The SESP issues guidelines for each school to establish a disaster-resilient infrastructure and maintain good sanitation and hygiene (WASH), clean and quality water and menstrual hygiene management facilities for a better learning environment. It also aims to protect children from potential violence, crime, conflict and harassment at school. The SESP integrates health care, nutrition and

mid-day meals into school education to promote overall wellbeing of students. Recent studies on school meal programs have found positive impacts of mid-day meals on student enrollment, attendance and dropout rates (MoEST, 2022). The SESP provisions like child health, nutrition, sanitation and hygiene facilities are necessary requirements of the modern schooling.

Community Participation and Governance

Governance empowers people at the grassroots level by providing decision-making opportunities within the community level. It serves as a subsystem of an institutional system that shapes plans, policies and organizational conduct to accelerate growth and development (North, 1990). Community participation increases institutional efficiency, enhances ownership and accountability by promoting collective decision-making (Kumar, 2021). National Curriculum Framework (2005) emphasizes the necessity of community participation in school decisions through the SMC to reduce the gap between local people and the school (MoES, 2005). The regular engagement of community members motivates them to take ownership of school activities and manage and monitor essential facilities, including laboratories, libraries, drinking water and washroom facilities for both boys and girls in school (Kumar, 2021). Educational governance is related to the delegation of power and authority, the assignment of roles and responsibilities and the execution of the educational provisions in accordance with the constitution. The government mechanisms that exist at different levels from federal to local foster communication and establish coordination and collaboration among all levels. The federal government is authorized to establish coordination, collaboration and relations among all levels of government and line agencies to formulate policy, conduct review of policy implementation and assess the outcome of programs (MoEST, 2022). The provincial government is mandated to develop, conduct, coordinate, integrate and implement educational programs within its area of jurisdiction. Likewise, governments have several authorities to govern school education system as nearest caretaker and a key player of the community. It is authorized to design periodic plans, allocate the budget, draft laws, determine standards and issue directives regarding the school education.

Indeed, SESP was developed to promote effective and decentralized educational governance. The SESP plans and policies aim to strengthen educational governance through participation of all stakeholders in decision making process at community level (MoEST, 2022). The SMC as the closest governing mechanism manage school activities, involving parents, teachers and educational activists in school affairs. The Local Government Operation Act (LGOA) 2017 of Nepal authorizes local governments as the primary caretakers of public schools (Adhikari, 2022). As stated in the LGOA, DRCN (2020) outlines, “the basic and secondary education shall remain the sole jurisdiction of the local government ... local governments have been granted the right to draft and implement policies and legislations related to school education, and to draft, implement, monitor, evaluate, and regulate their plans” (p.1). Following the constitutional provisions, SESP policy provisions and guidelines directs to ensure active participation of citizens in school decisions and strengthen democratic practices in the management of school.

Integrated Educational Management Information System (IEMIS)

The “Integrated Education Management Information System” (IEMIS) is a digital tool that helps to collect, process, analyze and disseminate educational data. It enhances the efficiency of school management during the planning and execution of the school activities (NCCS College, 2021). MoEST (2022) aims to strengthen the use of IEMIS within the education system and across the levels of government by enabling the exchange of information to promote coordination and cooperation among them. The IEMIS is related to the handling of several types of information associated with the educational activities, including planning, monitoring, evaluation, and implementation. The IEMIS is a modern tool used to manage the education sector. It establishes an integrated decision-making system in schools in areas such as curriculum development, teacher training, monitoring, student evaluation and school administration (MoEST, 2022). These days, the IEMIS has become a necessary requirement to foster coordination among the concerned agencies, store student and teacher records and school data.

Conclusion

This study discusses various socio-cultural aspects that shape the modern education system. The elements, i.e., technological integration, curriculum development, pedagogy, teacher development, administrative reforms and gender and disability friendly school facilities are the major aspects of educational development. The SESP incorporates modern technology, scientific knowledge and socio-cultural changes into the school curriculum as the major components of modernization. It incorporates emerging social issues such as discrimination, equality and equity into the objectives and strategies. Likewise, it includes health issues such as child health, nutrition, hygiene, and safety in the plans and guidelines as significant components of the modern education system.

SESP places strong emphasis on equity and inclusion while formulating plans and strategies. It emphasizes equality and equity while allowing access, distributing benefits and providing opportunities to students. It aims to provide free access to textbooks, reading materials, mid-day meals, sanitation and hygiene at the school with special focus on disadvantaged pupils who come from remote and marginalized communities. It aims to maintain school as a safe and peaceful place by reducing risk of potential exploitation, conflict and harassment.

The integration and use of information and communication technology (ICT) is another important aspect of school education incorporated by the SESP document. Although, ICT has been widely applied in the education sector but the integration of ICT into the school education has several implications. It enables reform in curriculum, teaching methods, study materials, school resources, teaching-learning strategies and school management system. It strengthens student evaluation system by enabling the use of modern methods which reduces students stress during examination and enhances credibility thereby, improving the quality of school education. Overall, the SESP encourages schools to make effective use of ICT in academic and administrative activities.

Indeed, the SESP proposes effective plans and strategies for implementation in schools in the form of rules, regulations, standards and guidelines. At the same time, it encourages community participation and prioritizes marginalized population in decision making process to strengthen school education system. The SESP emphasizes the use of decentralization policy and the IEMIS in school education sector which further strengthen the school education system. The mission, vision, goals objectives, strategies and guidelines of SESP have embraced the elements of modernity.

References

- Adhikari, D. (2022). School governance in Nepal: A perspective of new public management theory. *Journal of Management and Development Studies*, 31(1), 1-9. <https://doi.org/10.3126/jmds.v31i01.52848>
- Baskin, C., & Williams, M. (2006). ICT integration in schools: Where are we now and what comes next? *Australasian Journal of Educational Technology*, 22(4), 455-473. <https://ajet.org.au/index.php/AJET/article/download/1280/653>
- Bhatta, P. (2011). Aid agency influence in national education policy-making: A case from Nepal's 'Education for All' movement. *Globalization, Societies and Education*, 9 (1), 11-26. <https://doi.org/10.1080/14767724.2010.513283>
- Bista, D. B. (1991). *Fatalism and development: Nepal's struggle for modernization*. Orient Longman.
- Boykov, V., & Goceva, M. (2019). Formal, non-formal and informal education. *Knowledge-International Journal*, 35(2), 505-510. https://www.researchgate.net/profile/Venelin-Terziev/publication/338083504_Realization_of_the_teacher's_educational_functions/links/5dfd1953a6fdcc28373198bc/Realization-of-the-teachers-educational-functions.pdf#page=85
- Carnoy, M. (1999). *Globalization and educational reform: What planners need to know*. UNESCO. <http://cpp.amu.edu.pl/pdf/Carnoy.pdf>
- Democracy Resource Center Nepal (DRCN). (2020). *School Education and local development: A Study Report*. Democracy Resource Center Nepal. <https://www.democracyresource.org/reports/school-education-and-local-government/>

- Dhungel, M. P. (2020). Education policies of Nepal: A socialist perspective. *Journal of National Development*, 33(1), 112-125. <http://jndmeerut.org/wpcontent/uploads/2021/12/Volume-33-No.1-Summer-202010.pdf>.
- Dewey, J. (2004). *Democracy and education: An introduction to the philosophy of education*. Aakar Books.
- Edwards, R. M. (2011). Disconnect and capture of education decentralization reforms in Nepal: implications for community involvement in schooling. *Globalization, Societies and Education*, 9(1), 67-84. <https://doi.org/10.1080/14767724.2010.513532>
- Elboim-Dror, R. (1970). Some characteristics of the education policy formation system. *Policy Sciences* 1, 231–253. <https://doi.org/10.1007/BF00145208>
- Ghimire, N.P., Adhikari, E. R. (2025). Editorial: Speed up TEVT reform. *Journal of Technical and Vocational Education and Training*, 19(1), i-iii. <https://doi.org/10.3126/tvet.v19i1.75735>
- Gurung, I. (2012). A review of Nepalese public education policy: A history of implementation and achievements. In Daniel Pop (Ed.), *Education policy and equal education opportunities* (pp.109-134). Open Society Foundation. <https://www.jstor.org/stable/resrep27130.8>
- Huntington, S. P. (1971). *The change to change: modernization, development, and politics*. *Comparative Politics*, 3(3), 283–322. <https://www.jstor.org/stable/421470>
- Inkeles, A. (1969). Making men modern: On the causes and consequences of individual change in six developing countries. *American Journal of Sociology*, 75 (2), 208-225. <http://www.jstor.org/stable/2776103>
- Johnson, M., and Majewska, D. (2022). *Formal, non-formal, and informal learning: What are they, What are they, and how can we research them?:* Cambridge University Press & Assessment Research Report.
- Katiyar, M. (2023). Information communication technology (ICT) in education: Advantages & challenges. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 13(1), 54-58.
- Karmaker, S. (2019). *Modernization theory and educational approach. Educational theories and practices: A critique*. Academia. edu. <https://www.academia>.

- edu/41254741/Modernization_Theory_and_Educational_Approach_Educational_Theories_and_Practices_A_Critique
- KC, N. (2023). A review on educational policies of Nepal. *Research Nepal Journal of Development Studies*, 6(1), 52-63. <https://www.nepjol.info/index.php/rnjds/article/view/58921/43982>
- Koirala, S. (2025). TVET in Nepal: Scope and the associated challenges. *Journal of Training and Development*, 7(1), 38-44. <https://doi.org/10.3126/jtd.v7i1.74979>
- Kumar, M. (2021). Community participation in school education. *International Journal of Science and Research (IJSR)*, 10(1), 1245-1252. <https://doi.org/10.21275/SR201224191731>
- Magistra, A. R., Firdaus, S. U., & Raharjo, P. S. (2022). The impact of modernization in education, economics, social and cultural sectors on the existence of democracy. *Proceedings of the International Conference for Democracy and National Resilience (ICDNR)713*, 122–128. https://doi.org/10.2991/978-2-494069-75-6_18
- Maslowski, R. (2001). *School Culture and School Performance: An explorative study into the organizational culture of secondary schools and their effects*. [Doctoral dissertation, University of Twente]. <https://ris.utwente.nl/ws/files/6074941/t0000012.pdf>
- Ministry of Education (MoE). (1971). *The national education system plan for 1971-76*. Ministry of Education.
- Ministry of Education (MoE). (2003). *Education for All 2004-2009: Core Document*. Government of Nepal.
- Ministry of Education and Sports (MoES). (2005). *National curriculum framework for school education (Pre-primary – 12) in Nepal*. Ministry of Education and Sports, Government of Nepal.
- Ministry of Education and Sports (MoES). (2007). *National curriculum framework for school education in Nepal*. Curriculum Development Center.
- Ministry of Education (MoE). (2009). *School sector reform plan 2009-2015*. Ministry of Education, Government of Nepal.

- Ministry of Education, Science and Technology (MOEST) (2019). *Rastriya Sikchya Niti, 2076* [National Education Policy 2019]. Ministry of Education, Science and Technology, Government of Nepal.
- Ministry of Education, Science and Technology (MoEST). (2022). *School education sector plan 2022/23-2031/32*. Government of Nepal.
- Ministry of Education, Science and Technology (MoEST). (2022). *Strategic framework (Plan) for integrated education management information system*. Government of Nepal.
- NCCS College. (2021). *EMIS and annual report 2077–78*. NCCS College. <https://nccs.edu.np/storage/downloads/NCCS%20-%20EMIS%20and%20Annual%20Report%202077-78.pdf>
- North, D. C. (1990). *Institutions, institutional change and economic performance*. Cambridge University Press.
- Ojukwu, U. G., Ukatu, C. N., Ohuoha, M. I., & Nnakwue, N. B. (2016). *Fundamentals of political sociology*. Rhyce Kerex Publishers.
- Pherali, T. J. (2012). The World Bank, community schooling, and school-based management: A political economy of educational decentralization in Nepal. In D. Kapoor, B. Barua, & A. Datto (Eds.), *Globalization, Culture and Education in South Asia: Critical Excursions* (pp. 104–124). Palgrave Macmillan.
- Pherali, T. (2021). The World Bank, community schooling, and school-based management: A political economy of educational decentralization in Nepal. In L. Parajuli, D. Uprety, P. Onta (Eds.), *School Education in Nepal: History and Politics of Governance and Reforms*. (pp. 241-262). Martin Chautauri.
- Pradhan, U. (2018). The national education in Nepal: Between the ‘Local’ and the ‘Global’. Education in South Asia and the Indian Ocean Islands. <https://www.academia.edu/download/56619889/Pradhan2018LocalGlobal.pdf>
- Rana, K & Rana, K. (2020). ICT integration in teaching and learning activities in higher education: A case study of Nepal’s teacher education. *Malaysian Online Journal of Educational Technology*, 8(1), 36-47. <http://dx.doi.org/10.17220/mojet.2020.01.003>

- Rostow, W. W. (1960). *The stages of economic growth: A non-communist manifesto*. Cambridge University Press.
- Saha, T. (2023). The role of ICT in education: Challenges and issues. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 10(2), 794-801. <https://www.jetir.org/papers/JETIR2302586.pdf>
- Shahu, M. B. (2019). Resistance and reproduction of knowledge in the post-nomadic life of foraging Raute. *Hunter Gatherer Research*, 5(1–2), 93–118, <https://doi.org/10.3828/hgr.2019.5>
- Shrestha, R. (2019). *Governance and institutional risks and challenges in Nepal*. Asian Development Bank.
- The Kathmandu Post (2025, June 27). *SEE results out: 61.81 percent students secure grades*, SEE results out. <https://kathmandupost.com/national/2025/06/27/see-results-out-61-81-percent-students-secure-grades>
- Tinio, V. L. (2003). *ICT in education*. https://wikieducator.org/images/f/ff/Eprimer-edu_ICT_in_Education.pdf ASEAN Task Force & United Nations Children's Fund (UNICEF). (2014). *Child rights education toolkit: Rooting child rights in early childhood education, primary and secondary schools* (1st ed.). UNICEF Private Fundraising and Partnerships Division. <https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf>
- United Nations Development Program (UNDP). (2003). *Human development report 2003*. Oxford University Press.
- United Nations. (n.d.). *Convention on the rights of the child: Status of signature and ratification Nepal*. United Nations Treaty Collection. https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4
- World Vision International. (2024). Empowering education through ICT. Technology embedded learning opportunity for students (TELOS) project. World Vision International. <https://www.wvi.org/stories/innovation/empowering-education-through-ict>