



Transformation of Higher Education in Nepal: Emerging Challenges and the Necessity of Rethinking Approaches

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Abstract

Education is a structured process that enables individuals to acquire the knowledge, skills, values, and attitudes necessary for personal development and meaningful contribution to society. It operates through formal institutions such as schools and universities as well as informal community-based learning environments, thereby empowering learners, strengthening citizenship, and promoting sustainable development and social inclusion. Higher education in Nepal faces several challenges, including outdated curricula, limited research capacity, inadequate infrastructure, and insufficient faculty development. The chief objective is to identify emerging challenges in Nepalese higher education and explore effective strategies for its improvement and transformation. An explanatory sequential mixed-methods research design was employed, involving purposive sampling of key stakeholders, including students, parents, and a pioneer academician. Data were collected through questionnaires, interviews, and document analysis in 2026, and they were examined using thematic analysis. The findings reveal weak governance, an outdated curriculum, limited research capacity, low student engagement, and inadequate scientific and practical education, along with employment-related challenges. These issues reflect structural, institutional, and pedagogical weaknesses that require coordinated reforms. The study emphasizes the need for policymakers and university administrators to implement need-based reforms in curriculum development, research enhancement, infrastructure improvement, and skilled human resource production. Strengthening these areas is essential for improving the quality and relevance of higher education in Nepal. The study is valuable for researchers and scholars by providing insights into existing challenges and supporting evidence-based policy formulation.



Keywords: higher education, educational transformation, governance challenges, curriculum reform, graduate employability, policy reform

1. Introduction

Education is widely recognized as a structured process through which individuals acquire knowledge, skills, values, and attitudes that promote personal development and societal contribution. It occurs across formal settings, such as schools and universities, as well as through informal and non-formal interactions within families and communities (Dewey, 1916; Freire, 1970). Dewey (1916) emphasizes that education is not merely preparation for life but constitutes life itself, shaping democratic citizenship, while Freire (1970) highlights its empowering, dialogical role in enabling learners to critically engage with the world. UNESCO (2015) further situates education as a fundamental human right essential for sustainable development and social inclusion. Collectively, these perspectives underscore education's transformative potential, both for individual empowerment and societal progress.

University-level education represents a critical stage of learning, characterized by its complexity, depth, and societal significance. It equips students with advanced knowledge, specialized skills, and research competencies necessary for professional careers and active civic engagement. Scholars highlight the central role of universities in generating knowledge, fostering intellectual growth, and enhancing global competitiveness (Altbach, 2016). Historical analyses, such as Trow's (2006) analysis of the shift from elite to mass higher education, highlight the profound transformation of educational systems in response to social and political change. The expansion of higher education not only broadened access but also redefined universities as key institutions for promoting social mobility and democratization. By enabling inclusive opportunities, universities transcend their traditional role of serving a privileged few and emerge as vehicles of equality and progress. This perspective underscores higher education as both a personal enabler of development and a societal driver of advancement, shaping more equitable structures that align with democratic ideals and modern aspirations.

University-level education in Nepal has played a vital role in promoting modernization and developing human capital. The establishment of Tribhuvan University in 1959 marked a significant milestone in the country's higher education, providing avenues for advanced teaching, research, and professional training (Dahal, 2010). Scholars argue that Nepalese universities extend their impact beyond academic qualifications by fostering leadership, critical thinking, and nation-building capacities among students (Bista, 2016). Despite these contributions, higher education in Nepal faces enduring challenges, such as a limited research culture, political interference, and insufficient resources. The literature consistently highlights the urgent need to improve educational quality, expand accessibility, and enhance global competitiveness. Addressing these issues is essential for aligning Nepalese higher education with national development objectives and broader socio-economic progress (World Bank, 2021).

Higher education in Nepal faces significant challenges that hinder its development and alignment with global standards. Key issues include outdated curricula, inadequate infrastructure, limited research opportunities, and insufficient faculty development programs (Budhathoki, 2026). The absence of a comprehensive Federal Education Act has led to policy inconsistencies, complicating governance and strategic planning. Furthermore, excessive political interference has undermined institutional autonomy, affecting decision-making processes and the capacity to enhance educational quality. These challenges impede the ability of Nepalese higher education institutions to produce skilled graduates, promote research innovation,

and contribute effectively to national development. Addressing these issues is essential for ensuring sustainable progress and global competitiveness (Baral, 2021).

Education in Nepal has been critically examined by Nepalese scholars, highlighting both systemic challenges and the need for reform. Bhusal (2025) critiques the Basic Level English Education curriculum, arguing that it perpetuates colonial legacies by marginalizing indigenous languages and knowledge systems. This study emphasizes the importance of decolonizing educational practices to ensure inclusivity and cultural relevance. Similarly, McNeil (2023) examines education policy and practice, focusing on the expansion of private schools and their impact on public education. The review identifies disparities in access, quality, and implementation of policies, underscoring the need for a more equitable framework. Collectively, these studies illustrate that educational transformation in Nepal requires both curricular decolonization and structural policy reforms to foster inclusivity, equity, and national development (British Council Nepal, 2025).

1.1 Research Gap

Despite extensive literature on education globally and in Nepal, several gaps remain. While scholars emphasize the transformative role of education in personal and societal development (Dewey, 1916; Freire, 1970; UNESCO, 2015) and highlight universities' contributions to knowledge production, social mobility, and democratization (Altbach, 2016; Trow, 2006), limited research has examined the integration of local cultural contexts and indigenous knowledge in university-level curricula in Nepal. Existing studies largely focus on structural challenges, such as outdated curricula, political interference, and resource limitations (Baral, 2021; Dahal, 2010; Bista, 2016), but there is insufficient empirical evidence on how these challenges affect students' learning experiences, academic achievement, and equitable access. Furthermore, the role of private and community colleges in addressing inclusivity and quality gaps remains underexplored (Bhusal, 2025), signaling a critical area for future research.

1.2 Research Objective

The chief objective of this study is to identify emerging challenges in Nepalese higher education and investigate effective strategies for its improvement and transformation.

1.3 Significance of the Research Study

The significance of this research lies in its potential to provide a comprehensive understanding of the transformation and current challenges facing higher education in Nepal. By examining issues such as outdated curricula, limited research opportunities, inadequate infrastructure, political interference, and policy gaps, the study highlights critical barriers to quality education and institutional development. Understanding these challenges is essential for policymakers, educational leaders, and stakeholders to design effective strategies for reform, ensuring that higher education aligns with global standards while addressing local needs. Furthermore, the research emphasizes the necessity of rethinking approaches to governance, curriculum design, and faculty development, contributing to enhanced institutional autonomy, improved learning outcomes, and sustainable national development. Ultimately, this study offers valuable insights for fostering innovation, inclusivity, and competitiveness in Nepalese higher education.

1.4 Delimitations of the Study

This research study was carried out under the following Delimitations:

1. The study focuses only on selected universities and higher education institutions in Nepal, excluding institutions outside the country.
2. The research examines challenges and transformations in higher education primarily over the past two decades, without considering historical developments before this period.
3. The study concentrates on institutional challenges, curriculum reforms, governance, and policy issues, without addressing student lifestyles, extracurricular activities, or influences from school-level education.

2. Literature Review

Literature review embraces both theoretical and empirical studies.

2.1 Theoretical Review

Systems Theory conceptualizes higher education as a complex and dynamic system composed of interrelated and interdependent components, including students, faculty, administrative structures, institutional policies, and the broader socio-political environment (Kast and Rosenzweig, 1972). From this perspective, higher education institutions function as holistic entities in which changes or disruptions in one component inevitably influence the performance of others. For example, policy gaps, weak governance structures, or political interference can generate cascading effects that impact institutional efficiency, academic quality, and decision-making processes. Similarly, deficiencies in faculty capacity or curriculum design can directly affect student learning outcomes and overall institutional effectiveness. By applying systems theory, this study emphasizes the importance of understanding higher education as an integrated whole rather than isolated parts. It also highlights the need for coordinated and context-sensitive strategies to address structural and operational challenges within the system. Such an approach enables a more comprehensive analysis of institutional dynamics and supports the identification of systemic solutions for improving educational quality and effectiveness in Nepalese higher education.

Human Capital Theory conceptualizes education as a vital investment in the development of knowledge, skills, and competencies. According to this perspective, educated individuals tend to be more productive, efficient, and competitive in the labor market. This not only increases their personal income but also contributes to overall economic growth. Furthermore, education plays a key role in social transformation, innovation, and improving the quality of life, thereby promoting sustainable and inclusive development in society (Becker, 1993). In the context of higher education, this theory underscores the importance of strengthening institutional quality, curriculum relevance, and skill-based learning to produce competent graduates capable of meeting labour market demands and contributing to national development. It further highlights the necessity of investing in faculty development, research capacity, teaching resources, and modern pedagogical practices as essential elements for enhancing educational outcomes. By applying human capital theory, this study emphasizes that improving the quality of higher education in Nepal is not only an academic concern but also a strategic requirement for building a skilled workforce and fostering long-term socio-economic progress (Budhathoki, 2025).

2.2 Empirical Literature Review

Nepal's higher education system faces numerous emerging challenges despite ongoing reforms. Baral (2025) identifies key issues, including inadequate governance, limited research capacity, inequities in access, and misalignment with labor market demands, highlighting the need for strategic interventions to enhance quality, equity, and relevance. Similarly, Baral and Dahal (2025) emphasize structural and systemic barriers such as outdated curricula, insufficient funding, and excessive politicization, which continue to hinder meaningful reform efforts. These challenges persist even with initiatives like decentralization and digitalization aimed at improving institutional efficiency and educational outcomes. Collectively, the literature underscores that without addressing governance, resource allocation, and curriculum relevance, Nepalese higher education institutions struggle to produce skilled graduates, foster research innovation, and contribute effectively to national development.

The rapid expansion of enrollment in Nepalese higher education has significantly outpaced institutional capacity, resulting in overcrowded classrooms, strained resources, and compromised learning environments. Financial constraints exacerbate these challenges, as limited funding is allocated to higher education institutions, particularly those outside Tribhuvan University, affecting the quality of teaching and research (Bista, 2016). Underfunding restricts access to modern teaching materials, advanced research facilities, and proper maintenance of existing infrastructure, undermining the overall educational experience. Consequently, students often seek education abroad, where institutional resources and learning opportunities are more robust and supportive (McNeil, 2023). This situation highlights the urgent need for strategic investment, resource allocation, and institutional reforms to enhance capacity, equity, and quality within Nepal's higher education system.

Dangal (2025) emphasizes the urgent need to reconceptualize quality in Nepalese higher education to align with sustainable development goals (SDGs). The study identifies several persistent challenges, including outdated curricula that fail to meet contemporary academic and labor market requirements, inadequate infrastructure that limits teaching and research capabilities, and insufficient collaboration between universities and industry, which hampers practical skill development and knowledge transfer. In response, Dangal advocates for comprehensive, strategic reforms that integrate innovation, contextual relevance, and employability into institutional practices. Such reforms are intended to enhance academic quality, strengthen institutional capacity, and ensure that higher education meaningfully contributes to national development while preparing graduates to effectively navigate and address global challenges (Budhathoki, 2025).

Adhikari and Shrestha (2024) examine the role of higher education in promoting sustainable development (HESD) in Nepal, emphasizing the integration of sustainable development goals (SDGs) within national policy frameworks. Despite these policy initiatives, the study identifies significant gaps in HESD literacy and strategic planning among university leadership, which hinder the effective implementation of sustainability-focused programs. The authors argue for the development of a context-specific Nepali model of higher education that systematically incorporates sustainability principles across curricula, research, and institutional governance. Such a model is intended to strengthen institutional capacity, foster innovation, and enhance graduate employability, thereby enabling higher education to contribute more effectively to national development, social equity, and global competitiveness.

Timsina, Bhattarai, and Koirala (2025) provide a comprehensive analysis of Nepal's higher education policies, tracing their historical evolution from the Rana era to the present. The

study highlights persistent challenges, including outdated curricula, insufficient infrastructure, and limited collaboration between universities and industry, which collectively constrain the sector's capacity to produce skilled graduates and promote research innovation. The authors emphasize the necessity of strategic reforms that incorporate innovation, contextual relevance, and employability into institutional practices. By advocating for a policy framework aligned with sustainable development goals (SDGs), the monograph underscores the potential of higher education to contribute effectively to national development. This work provides valuable insights for policymakers, educational leaders, and stakeholders seeking to design a forward-looking roadmap for Nepalese higher education (Budhathoki, 2025).

2.3 Policy Review

The Government of Nepal's latest higher education policy, outlined in the fiscal year 2025/26 national policies and programs, emphasizes transforming higher education into a more research-oriented, innovative, and development-driven sector. The policy seeks to improve university governance, ensure quality assurance, and establish a more sustainable funding mechanism, where university grants are distributed based on student enrollment, institutional performance, and long-term sustainability. Furthermore, it prioritizes strengthening collaborations among public, private, and academic sectors to promote research, innovation, and intellectual property, while also integrating traditional knowledge and local communities into research frameworks. To enhance quality, the government has proposed the assessment of learning achievements at local, provincial, and national levels using nationally defined quality standards. Additionally, reforms are planned to upgrade career development and position classification of community campus teachers in alignment with university-level teaching standards (NepalNews, 2025).

3. Materials and Methods

This study adopted a mixed-methods explanatory research design to investigate the transformation of higher education in Nepal, the challenges it faces, and the need for new perspectives. The research employed purposive sampling to select key stakeholders, including three scholars, five parents, and five college students in Makawanpur District. Data from students were collected through structured questionnaires, while semi-structured interviews were conducted with scholars to gain in-depth qualitative insights in 2026. In addition, relevant policy documents and institutional reports were reviewed to provide contextual and documentary evidence. The fieldwork was carried out using both in-person and online data collection methods. All research instruments were pilot-tested to ensure clarity, relevance, and validity. Interviews were audio-recorded with consent, transcribed verbatim, and translated where necessary to maintain accuracy of meaning.

Quantitative data obtained from student surveys were analyzed using descriptive statistical techniques, while qualitative data from interviews and open-ended responses were analyzed through thematic analysis. The integration of both datasets enabled triangulation and a more comprehensive understanding of the research problem. The study identified key challenges in Nepal's higher education system, including weaknesses in governance, outdated curricula, limited research capacity, and employment-related constraints. To enhance the credibility and reliability of findings, methodological triangulation was applied, and reflexive notes were maintained throughout the research process to minimize potential researcher bias.

4. Data Analysis and Presentation

This study presents two types of data, focusing on the challenges of higher education in Nepal and strategies for its transformation. It is based on insights gathered from Tribhuvan University students, education scholars, and parents. The findings highlight key structural, pedagogical, and governance-related issues affecting the quality and effectiveness of higher education. In addition, the study explores potential reform measures aimed at improving curriculum relevance, institutional efficiency, and overall educational outcomes in Nepal's higher education system for future development.

4.1 Major Challenges of Higher Education in Nepal

The data analysis for this study is based on interviews conducted with parents, university students, and educational scholars in Nepal, focusing on their perspectives, experiences, and opinions regarding the current condition, key challenges, and ongoing transformation of the education system in the country.

4.1.1 Perceptions of University Students.

Nepal's higher education system faces multiple challenges that constrain its quality, relevance, and effectiveness. Limited research capacity and a weak culture of innovation remain major obstacles. Insufficient funding, inadequate research infrastructure, and minimal institutional support hinder scholarly inquiry and knowledge production, thereby undermining academic excellence. The persistence of outdated curricula further exacerbates these issues, as programs fail to integrate contemporary theoretical developments, technological advancements, and labor market needs, reducing students' preparedness for professional and societal demands.

Declining student enrollment in certain disciplines has resulted in underutilized resources and diminished intellectual engagement, negatively affecting teaching–learning outcomes. Additionally, the growing influence of a neoliberal academic agenda has shifted focus toward market-oriented objectives at the expense of critical scholarship and social responsibility. The lack of clear, coherent, and long-term academic policies from the Government of Nepal has created policy uncertainty and institutional fragmentation, weakening coordination among educational institutions and compromising quality assurance mechanisms. Collectively, these structural, curricular, and policy-related challenges hinder effectiveness, equity, and sustainability, emphasizing the need for comprehensive reforms to strengthen research, innovation, and institutional governance (Field survey, 2026).

4.1.2 Perceptions of Academic Scholars

Higher education in Nepal is currently confronted with multiple emerging challenges that undermine its quality and relevance. The rapid expansion in the number of educational institutions has not been matched by adequate infrastructure, qualified human resources, or effective governance. Persistent issues include outdated and theory-oriented curricula, inconsistent policies, limited funding, and weak planning mechanisms. High student–teacher ratios, increasing reliance on part-time faculty, low priority given to research activities, and limited integration of technology further constrain academic effectiveness. Moreover, curricula often remain non-market-based, failing to align academic programs with labor market needs. Political interference in university governance, delays in examinations and result publication, and insufficient emphasis on skill-based and research-oriented learning have intensified these systemic weaknesses.

These challenges have had significant adverse effects on educational development in Nepal. While enrollment has increased, the overall quality of education has declined due to inadequate facilities, weak academic supervision, and declining learning outcomes. Students increasingly perceive domestic degrees as insufficient for developing competitive skills, leading to growing attraction toward foreign education and contributing to brain drain. The gap between academic qualifications and market requirements, limited practical application of knowledge, and weak innovation capacity have further reduced graduate employability. Consequently, Nepal's higher education system struggles to meet international standards and produce competent human resources capable of contributing effectively to national development (Field survey, 2026).

4.1.3 Perceptions of Parents

This study is based on information collected from five parents who are currently unemployed in the formal sector but are engaged in subsistence agriculture and small-scale local businesses for their livelihood. From their perspectives, contemporary students tend to demonstrate lower levels of diligence, responsibility, and commitment toward their academic studies. They further argued that the existing curriculum is not adequately need-based and lacks sufficient alignment with practical knowledge and market-oriented skills required in the current socio-economic context. In addition, they highlighted that many teachers continue to depend on outdated course content and traditional, lecture-based teaching methods, which significantly contribute to the overall weakness of the education system. The respondents emphasized that these structural, curricular, and pedagogical limitations have collectively led to a noticeable decline in the quality and effectiveness of education. However, despite clearly identifying these problems, they also pointed out a critical gap in proactive initiatives to develop and implement practical solutions for improvement. This tendency to recognize and discuss educational problems without taking concrete action to address them remains a major concern within the current educational context in Nepal, as reflected in their responses (Field survey, 2026).

4.2 Strategies for Reforming Higher Education in Nepal

Transforming higher education in Nepal requires the adoption of effective strategies that address structural, institutional, and pedagogical challenges. Key approaches include updating curricula to be market- and society-responsive, promoting research-based and experiential learning, and strengthening institutional governance and faculty development. Clear and coherent educational policies must guide implementation, ensuring accountability and quality assurance. Additionally, engaging students, communities, and stakeholders fosters ownership and relevance. Collectively, these strategies can enhance academic quality, innovation, and the overall development of Nepal's higher education system.

4.2.1 Perceptions of University-Level Students

Transforming higher education in Nepal requires an integrated approach that combines clear and long-term educational policy, institutional strengthening, effective policy implementation, and cultural change within the academic system. Structural challenges such as weak governance, limited academic autonomy, and inadequate monitoring mechanisms have constrained universities' ability to respond to evolving social and economic demands. While coherent policies are essential to ensure quality, equity, relevance, and accountability, their impact remains limited without effective execution. Strengthening coordination among

government agencies, universities, and regulatory bodies is therefore crucial to translating policy goals into tangible outcomes.

Institutional strengthening should prioritize improved infrastructure, faculty development, research capacity, and the integration of digital technologies in teaching and learning. Developing market- and society-responsive curricula can bridge the gap between education and employment by aligning academic programs with labor market needs and national development priorities. Emphasis on research-based and experiential learning, including fieldwork and community engagement, can foster critical thinking, innovation, and practical skills among students. Furthermore, empowering local communities, industries, and civil society enhances the shared ownership and social relevance of higher education reforms. A holistic transformation of higher education will thus contribute to producing skilled, socially responsible graduates capable of addressing Nepal's long-term developmental challenges (Field survey, 2026).

4.2.2 Perceptions of Academic Scholars

Addressing the major deficiencies discussed above would represent a critical turning point in redefining the trajectory of higher education in Nepal. Among these, strengthened and systematic government monitoring of universities is of paramount importance to ensure accountability, transparency, and academic rigor. Regulatory authorities should require universities to formulate and strictly adhere to academic calendars for all programs, including the timely conduct of examinations and the publication of results. Such measures would enhance institutional efficiency and restore public trust in higher education. Moreover, minimizing political interference within universities, particularly partisan student union activities, would contribute to a more stable and academically conducive environment.

Faculty capacity development constitutes another central dimension of reform. The provision of professional training in information technology, research methodology, and academic writing is essential for improving teaching quality and research productivity. Adequate and sustained funding is equally necessary to support curriculum development, research infrastructure, and the establishment of specialized academic programs. Governance reforms, including decentralization of management and enhanced institutional autonomy, can further enable universities to respond effectively to contextual needs while maintaining regulatory oversight and quality assurance.

Higher education must be reoriented toward student-centered, inclusive, and market-responsive approaches. Curriculum reform should prioritize practical and research-based learning informed by systematic analysis of labor market demands. Promoting inclusive education will ensure equitable access and participation of marginalized groups, while student-oriented pedagogical practices can enhance learning outcomes and employability. Collectively, these reforms can facilitate the development of a higher education system capable of producing skilled, ethical, and socially responsible graduates aligned with Nepal's long-term development goals (Field survey, 2026).

4.2.3 Perceptions of Parents

Contemporary students need to be encouraged to become more diligent, active, and fully engaged in their learning processes. Achieving this requires not only individual effort but also comprehensive systemic reform within the education sector. The government should play a central role in designing and implementing need-based curricula that are closely aligned with

current socio-economic conditions and evolving labour market demands. Furthermore, there is a strong need to reform existing policy frameworks by actively involving experienced teachers in curriculum development, educational planning, and decision-making processes. At the same time, emphasis should be placed on promoting trained, skilled, and competent human resources capable of delivering modern, relevant, and updated course content in classrooms. The education system should also prioritize the development of practical and employable skills, ensuring that students are adequately prepared for available job opportunities within the country. This approach would help reduce excessive dependency on foreign labour markets and support national self-reliance in human resources. Such integrated reforms are essential for improving the overall quality, relevance, and effectiveness of education. Ultimately, these efforts will ensure that students are better equipped with both theoretical knowledge and practical competencies required for meaningful contribution to national development and socio-economic progress (Field survey, 2026)

5. Result Analysis

The analysis of Nepal's higher education system reveals that the sector is currently constrained by multiple structural, institutional, and pedagogical challenges that limit its effectiveness and relevance. Rapid expansion of educational institutions has not been matched by adequate infrastructure, qualified human resources, or coherent governance mechanisms. Curricular issues, including outdated and theory-oriented syllabi, limited integration of market-oriented and skill-based content, and insufficient emphasis on research and experiential learning, further reduce the quality and applicability of academic programs (Dewey, 1916; Freire, 1970; UNESCO, 2015). High student-teacher ratios, reliance on part-time faculty, and inadequate professional development opportunities exacerbate these weaknesses. Political interference and weak implementation of educational policies undermine accountability and institutional autonomy, while delays in examinations and result publication negatively impact student motivation and learning outcomes.

These challenges have produced significant adverse effects on educational development in Nepal. While enrollment has increased, the overall quality of education remains uneven, resulting in a mismatch between academic qualifications and labor market requirements. Graduates often lack practical skills, innovation capacity, and global competitiveness, contributing to growing interest in foreign education and brain drain (Kast & Rosenzweig, 1972). Insufficient research activity and limited technology adoption further constrain institutional capacity for knowledge production (Adhikari & Shrestha, 2024). Collectively, these systemic deficiencies hinder the development of a higher education system capable of producing skilled, socially responsible graduates equipped to contribute effectively to national development and respond to global economic and social challenges (Budhathoki, 2025).

6. Conclusion

In conclusion, Nepal's higher education system is facing multifaceted structural, institutional, and pedagogical challenges that have weakened its overall quality, relevance, and effectiveness. Although the number of educational institutions has increased rapidly, improvements in infrastructure, skilled human resources, and governance have not kept pace, resulting in systemic inefficiencies. Continued reliance on outdated, theory-based curricula, limited integration of practical and market-oriented content, weak emphasis on research, and insufficient use of digital technologies have further reduced academic relevance. In addition,

high student–teacher ratios, dependence on part-time faculty, political interference, and delays in examinations and result publication negatively affect student motivation and institutional performance, leading to uneven learning outcomes and reduced innovation.

To transform this situation, comprehensive reforms are essential in higher education. These include the development of need-based and labor market–aligned curricula, promotion of research-based and experiential learning, and strengthening of teacher capacity. Improved governance, effective use of digital technologies, and reduction of political interference are also crucial for enhancing accountability and efficiency. Involving experienced teachers and stakeholders in policy formulation can further improve quality and relevance. Such transformations can encourage students to become more diligent, active, and engaged learners while equipping them with practical and employable skills. Ultimately, these reforms will help produce competent, competitive, and socially responsible graduates capable of contributing effectively to national development and evolving socio-economic needs.

7. Recommendations

Based on discussions with university students and experts concerned with education in Nepal, the following recommendations are proposed:

1. The government should modernize curricula by incorporating market-oriented, skill-based, and research-focused content while making timely updates.
2. Strengthen institutional development and teaching quality by improving infrastructure, providing teacher training, and ensuring adequate financial resources.
3. Governance and accountability should be enhanced by reducing political interference and ensuring active participation of stakeholders in the decision-making process.

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