

Education Transformation of Nepal: From Traditional Schooling to Digital and Interactive Learning

Hikmat Bahadur Basnet
Sukuna Secondary School
Sundarharaincha, Morang, Nepal
prabhukiran.basnet9@gmail.com

Abstract

Education refers to the learning process. It depends upon the development of society and the advancement of Technology. The advancement of Technology has significantly transformed the educational System as well as the learning process across the world. This Study is an analysis of the transformation of education in Nepal in the context of change in the political, social, and structural position of the nation. This research presents the situation of school education reform in Nepal during the period from traditional Schooling to the modern digital and interactive stage. From the traditional Gurukul System, the chalk and blackboard teaching system has already transformed into a digital and interactive learning System; in this way, education has undergone a paradigm shift. This Study explores how technological developments is transformed the education system and how does education govern the new environment of modern advancement, such as Artificial Intelligence, Virtual Reality, Learning Management Systems, etc. The digital pedagogy has influenced the structure, accessibility, and Quality of education. The Study presents the opportunity and threat related to the field of educational transformation based on the use of Technology and the new educational policy governed in the Nepalese context.

Keywords: educational transformation, smart class, professional development, quality education, happy curriculum, contemporary society, inclusion, soft skills.

Introduction

Education in Nepal has been launched from the beginning of civilization, with philosophical guidelines existing in both Eastern and Western principles of thought and ideas. Western philosophers, such as Aristotle, assumed that education is the link to the cultivation of moral values, the transformation of knowledge and the generation

of civilized characters and a competent workforce (Collins, 1990). Eastern philosophy at that time argued that education is integrated with human values and life. Swami Vivekananda supported and focused on education as a multidimensional part of development that linked heart and mind and built the moral character of humanity to "stand on one's own feet," which encourages the internal strength and self-confident power of wisdom. The history of educational thought aligns with common assignments of education as a multidimensional process that promotes human Skill and knowledge and regulates thought, expression, and action (Nithiya, 2012).

Gurukul is the traditional process of learning delivery that is modelled to be followed as an illustration of cultural aspects of the learning process, especially in the Indian region, including Nepal, where education is focused on discipline, moral value, and lifelong practice. Rajnish Osho suggested a revolution of education by changing the previous model and applying the learner-centered, cooperative, and future-guided education that reduces the evils of comparison and unhealthy competition (Pareek & Mathur, 2017). Modern educational frameworks are based on Holistic approaches in order to integrate cognitive, emotional, ethical, and experiential areas in order to foster various aspects of human resource development (Barrable, 2020).

The education Policy of the Nepalese government is also practice-based and applied to the transformation of education. Agreements are conducted to launch different projects and policy documents in handling the delivery of education well. The provision of the Constitution of Nepal (2072 B.S.) announced free and compulsory basic education and delegates power to manage school-level education to the local Level, so the community-based local government is assumed to be responsible and accountable. The Global plan on UNDP, as a long-term Sustainable Development Goals (SDGs), particularly SDG 4, stressed equitable, inclusive, and quality education as a fundamental basis for sustainable development (Nazar et al., 2018; Parahakaran, 2021). However, Nepal is trying to fulfil the policy gaps in education despite the political change, even though the implementation of the education plan, regular efforts of policy support to bear the challenges, and realizing children's educational rights are concerning issues (Sangroula, 2022). Similarly, the development of technological advancement has been accelerated by the COVID-19 pandemic, which has brought digital transformation that is way out of school reform (World Bank, 2021; UNESCO, 2023).

In this way, philosophical foundations, policy commitments, and global agendas are causes and focus areas of transformation of education. This research critically synthesizes how educational transformation is occurring in Nepal in relation to technological change, political restructuring, and fulfilment of curriculum demands. Existing literature focuses on ICT-based learning, policy reform in a new concept, historical remarks, or global comparisons without a comprehensive analysis of how these forces collectively shape the present and future school education system of Nepal. Nepal is a federal governing System after the centralized governing System, so it generated gaps in both governance and learning environments. To address this, structural parts digitalization and technological progress support the reform of education. This Study presents the road map of the transformation of education to balance in both policy and implementation. The aim of this Study is to analyze the transformation of school education by evaluating the process of educational thoughts and guidelines in the context of long historical reform, political changes, and technological advancement of digital contemporary schooling practices; it illustrated the certain condition of similar field of educational transformation applied in China, Finland and India (Delhi) model in relation to the context of Nepal. The objectives focused on shifts in curriculum, good governance, and an ICT-based digital framework dedicated to the paradigm shift in the school education system of Nepal.

The history of education in Nepal has been deeply rooted in its political changes. Before 2007 B.S. (1951 A.D.), the institutions of education were out of public reach; only the elite Rana families were registered in the school, and the government provided facilities for them. Before the Rana regime, Gurukuls, Monasteries, Madrasas, and private tutorship at home, etc., were ways of learning institutions in formal and non-formal ways of education delivery. During the period of the Rana regime, very few public institutions of education were established, and they were fully controlled by the Rana rulers. The democratic movement of 1951A.D. Darbar High School and Tri-Chandra College were facilitated and provided opportunities for general learners. National periodic planning is proposed to make the Nepal Education Planning Commission and Systematic education Services for citizens begin to deliver after the formal education is directed by guidance of modernized curriculum and provision of teacher training (KC, 2023).

This Study is both a practical and Academic analysis of the education system. Academically, it helps with the scholarship by synthesizing different theoretical, historical, and policy practices and represents the transformation of education in Nepal. Practically, the findings of this Study are beneficial to the policymaker. Government wings and school leaders, teachers, and local governments who are directly or indirectly strengthening educational reform, especially in the areas of Technology, are helpful for federal governance, provincial governments, and local levels. It is also helpful for curriculum modernization. This Study supports applying the transformation of education in relation to decision making and preparing the guidelines for future policy formulations, which is aimed at equitable and quality education.

Methods

This Study is based on a qualitative literature review design to examine the integrative transformation of school education in Nepal. It is beginning from traditional schooling practices to modern competency-based soft skill learning and interactive learning models. The systematic synthesis of theoretical perspectives, empirical findings, and policy documents was submitted in an integrative review. It aims to develop a common and detailed understanding of historical, political, and technological change in education among various criteria and dimensions. The integrative review design is particularly applied while analyzing various reforms in contexts of Nepal, in which the classroom-based studies and empirical classroom-based studies, they are limited or divided. The review is presented in the historical development of school education, from the Gurukul tutorial system to recent technology-based digital Schooling, policy implementation, and Structural transformations in pedagogy, in the school education model of Nepal. The reference is taken from global models such as India (Delhi model), China, and Finland. These comparative examples were taken to instruct representative cases for the implementation of governance, pedagogical, and technological approaches for educational transformation; they are related in the context of the School and Schooling System of Nepal.

The literature was searched from Google Scholar as the digital search engine to find worldwide coverage of peer-reviewed journals, academic books, policy reports, and international publications related to School education in progressive

development contexts. For the upgrade of academic intention and reliability of Sources, the search provided the publications and renowned institutional sources, Such as UNESCO, the World Bank, government policy reports, and reviews. In addition to these peer-reviewed articles, national and international policy documents were reviewed, such as the Constitution of Nepal (2072 B.S.), the Sustainable Development Goals (2015–2030 A.D.), and school education reform plans. These sources provided authentic information and evidence for the identification of legal frameworks, commitments of policy plans, and national priorities of School educational transformation in Nepal.

A Selection of keywords was a guideline for the literature search. They were typically used for educational transformation, school education reform, competency-based education, digital learning, ICT in education, the education system of Nepal, technological transformation in Schooling, comparative education systems, Gurukul education system, Delhi education model, Chinese education system, Finnish school model, and the history of school education in Nepal. The operated keyword combination was used to refine search results after finding the relevant literature on the transformation of School education within Nepal and across global practice, which were comparatively taken for this Study. The inclusion and exclusion criteria were applied in relation to the relevance and quality of the literature. Peer-reviewed journal articles, academic books, and authoritative policy documents, studies focusing on basic and secondary school education, literature addressing educational reform, pedagogy, curriculum transformation, or technology integration, publications written in English, studies related to Nepal or offering relevant comparative insights from India, China, Finland, and the Delhi model were included in the Study.

A total of 35 documents were initially studied; among them, 17 sources were finalized for detailed analysis and citation. Those articles were excluded that had very old documents, lacked empirical or theoretical grounding, focused on higher education or vocational training, duplicated publications, or sources without clear methodological explanations. Literature related to out of Nepalese regions and not directly relevant to Nepal (e.g., American or East Asian models beyond China) was also excluded. The selected literature was evaluated since methodological transparency, relevance to the research objectives, and contribution to understanding educational transformation and academic credibility. Priority was given to peer-

reviewed articles, recognition of policy documents, and analytical publications or conceptual frameworks.

This research ensured a quality assessment that the synthesis was grounded in reliable evidence rather than descriptive or anecdotal sources. The analysis applied a qualitative synthesis under a thematic approach. First, all selected texts were read to become familiar with their central ideas and arguments and pick up cohesive major points. At the beginning, key dimensions were coding on traditional pedagogy, position of governance and policy reform, curriculum change, digitalization, teacher roles, institutional capacity, and student-centered learning. These initial codes were compared, refined, and grouped into broader analytical themes that are related to the research questions of this Study. The themes were used to find out the structure of the Results section, divided into clear divisions between findings, interpretation, and discussion. Comparative inputs from international studies were integrated to associate with educational reforms of Nepal in the schooling System across broader global trends.

This study is analyzed on Secondary data, which are publicly available sources; no data collectors were involved, and formal ethical approval or authorization was not required. All sources were cited appropriately to maintain academic integrity and transparency. Finally, this methodological process was enabled by the systematic guideline, comparative discussion, and context-oriented synthesis of literature, providing a strong foundation for analyzing the historical development, contemporary challenges, and preparing the future directions of school education transformation in Nepal.

Results

The Result section represents the synthesized findings of the Study based on research questions, integration of reviewed literature, and comparison of different provisions of policy documents. The results are thematically organized to reflect the major dimensions of school educational transformation. The policy and structural reforms, change in pedagogical approaches, integration of technological situation, access and equity, comparative experiences, and institutional capability and research gaps due to the time frame and change in socio-political situation. The findings highlight the historical transition of Nepal from traditional Schooling to a modern,

technology-supported system, which also reveals the persistence and determination of structural and implementation challenges.

The findings have been strongly influenced by constitutional, policy, and governance reforms in educational transformation in Nepal. The Constitution of Nepal (2015 A.D.) indicates education as a fundamental right. The structure of the state apparatus is categorized specially in a federal government and decentralizes authority to provincial governments and local Levels. The role of these three governing units in conducting education is specified in the provision. School Education is governed at the local Level, which is the government among the citizens. The educational reform is closely linked with nation-building during political transition. The reviewed literature shows that democratization and political changes directly influence the evolution of the education system in the global context. Nepal is not out of this provision. Most policy frameworks are accepted by the government, which is a representative body of people in a democratic situation, so it emphasizes inclusive education, equity, lifelong learning, critical thinking and reflection, and quality education. These are major goals under Sustainable Development Goal 4. However, the results are consistently unequal in education delivery and implementation across different regions, particularly in rural areas and marginalized communities, revealing a significant gap between the intent of policy and the implementation of the strategy for Quality and institutional capacity. The emerging issues regarding the transformation of Schooling from traditional Gurukul and monastic systems to education toward formal, Technology friendly and competency based learning is applied after 1951 A.D. Major policy guidelines including the National Education System Plan (1971 A.D.), School Sector Reform plan (SSRP), School Sector Development Plan (SSDP), and School Education Sector Plan (SESP) played a significant role in restructuring of school education to manage inclusive and competency based learning.

A major finding of this Study concerns the pedagogical shift from teacher-centered and rote learning instruction toward interactive learner-centered and competency-based approaches. Life skill education, problem-solving approach, digital literacy, and critical thinking approaches are introduced in curriculum reforms. Despite these, the results show that Limited teacher training, large class sizes, resource constraints, restrictions on effective planning and its implementation,

structural barriers to the application of progressive curricular goals, etc., are recent realities in classrooms in Nepal.

The emerging tool for transforming education is technology integration. The experience of implementation of policy plan for the transformation of education and Study reports facilitates the adoption of ICT tools, digital platforms, and online learning platforms, particularly after the COVID-19 pandemic. In Nepal, ICT education at the secondary Level initiates the promotion and demonstrates institutional recognition of Technology to enhance access and quality education. Several sources, learning Management Systems (LMS) are developed in both government and private sectors to use digital platforms in School education, such as Sikai Chautari, Teachers Copilots, my second teacher, Samyak Tutors, Canvas, etc., which are used in day-to-day smart classroom activities. In this way, the use of Technology reflects gradual alignment with global digital education trends. The constitutional provisions and international agreements of the SDG goal provide more emphasis on access and quality enhancement through Technology. However, the results pointed out the significant disparities in Nepalese Schools in the context of digital access, geographical situations, and availability of resources. The schools of certain urban areas are well-managed and resourceful, but on the other hand, some rural schools face limitations in infrastructure, lack of connectivity, and teacher preparedness. This digital disparity significantly affects the pace and equity of the transformation of school education in Nepal. Another key result is concerned with and expanded to the access of people and inclusion within the education system. The rate of school enrollment, gender parity, and participation of marginalized groups are increased according to the reviewed literature that reflects the progress, but in the context of alignment with global human rights-based educational approaches, Nepalese education has not been sufficient yet.

Nevertheless, inclusion is not an absolute term; it depends upon the relativity in practice, so it remains uneven in practice. The socioeconomic backgrounds, remote regions, and linguistic minorities, cultural and genetic and hereditary conditions of students are facing various barriers to the opportunities of quality education. The findings determine that the access and availability of resources alone do not ensure educational equity; it requires regular systemic support, which is essential for

meaningful, practicable, and active participation of the community and governing mechanisms to achieve effective learning outcomes.

The comparative analysis with the Delhi model of India, the China model, and the Finland model provides broader insights into the transformation of School education in Nepal. Evolution from Gurukul traditions to modern public Schooling, particularly through the Delhi model, demonstrates well improvements in governance, equity, and technology use in the secular policy guidelines within decentralized sectors. The illustration of China indicates that centralized planning directly governed education over a great Chinese region. Historically, Confucian discipline and large-scale digital investment have played a very important role in accelerating the transformation of education in China. The world-famous Finnish model of education highlights the importance of the teacher's role and professionalism, pedagogical autonomy, and child-centered learning, with building competency as a necessary condition to improve the quality of education, which is a transformation of education.

The results show that the education of Nepal is transforming in the present time with similar philosophical commitments of equity, modernization, and technology-enhanced learning environments. However, limited economic resources, lack of infrastructure, and insufficient institutional capacity building constrain the scale and pace of progress in implementation. The final thematic finding emphasizes that institutional capacity improvement and teachers' professional development are necessary to sustain transformation in education. Teachers are identified as key agents of transformation of the school system and learning system, so until there is a well-established environment of professional development and there are insufficient opportunities, the transformation is not driven well. Although policies acknowledge the continuous professional learning and implementation efforts of stakeholders, they facilitate a conducive environment in this field.

The results of this Study highlight the challenges, including inadequate digital infrastructure, limited ICT-based pedagogical capacity, and socioeconomic disparities. The progress remains gradual and unequal in comparison with neighbouring countries that sustained national strategies. The review also identifies significant research gaps, particularly the lack of empirical studies focusing on school-level technological transformation in Nepal. Overall, the results illustrate a continuous but unequal transitional period of education in Nepal from traditional

Schooling to a modern, technology-supported System. While education programs and reform efforts are supportive and evident, the depth of experience research, stronger institutional capacity building, and more equitable technological implementations are necessary conditions to sustain meaningful educational transformation.

Discussions

The transformation of school education is not an isolated reform, but it is cross-cutting issues with broader socio-political and technological progress. The findings of this Study indicate that various efforts are implemented in this respective field, such as promoting students' access, reforming policy frameworks, and initiating technology integration, based on the experiences of reform in different countries, but the Level of education remains uneven. This discussion interprets the results by comparing the situation of educational change within a certain depth and limitations. The intentions of the policy have been translated into improvement in pedagogical impact. This Study is associated with the contribution of descriptive literature analysis and interpretations of global experiences of educational models in the context of political history, governance structures, and institutional capacity of the education environment of Nepal. Similarly, the discussion emphasizes the significance, limitations, and broader implications of School educational transformation.

One of the central emerging insights from the Study is the historical progress of the education system in Nepal. The major changes are taken from caste-linked and elite-controlled learning provision to mass schooling digital models. It reflects the post-authoritarian and post-colonial contexts of India. Confucian education is applied to the modern Chinese model, as well as in Finland. Political transitions often move faster than institutional adaptation, which has a direct influence on education. The shift from the centralized National Education System Plan to federalized governance power delegation is interrelated with global practices. The structural power decentralization is not the only factor of transformation of education in real practice. Although policies such as the National Curriculum Framework (2076 B.S.) and the School Education Sector Plan (2022–2032 A.D.) promote competencies, ICT integration, and inclusion, teachers' professional developments, Model School development programs and Science education promotion programs, etc., are implemented in School improvement of Nepal.

A major interpretation of literature reviews finds that Nepal is gradually moving forward in learner-centred and competency-based pedagogy adaptation. International research consistently shows that pedagogical transformation depends on sustained, action research-based teacher professionalism, which is more effective than the improvement of curriculum reform alone. The experience of Finland highlights the strong pre-service preparation and professional autonomy that enable teachers to translate curricular goals into real classroom practice. At the same time, the reforms of Chinese education emphasize regular professional upgrading linked to digital and technological competence. In contrast, lecture-based and examination-oriented practices rely heavily on Nepalese Schooling teachers. This is not resistance to change, but rather to outdated pre-service programs, irregular in-service training, and limited pedagogical support are adverse practices of Nepalese Teachers. These findings suggest that reforms have been more structural and symbolic than pedagogical, reinforcing global arguments and meaningful transformation requires deep investment in teacher capacity development.

The comparative practices from China, Finland, and the Delhi model further guide the education transformation of Nepal. China shows that the model of strong political commitment, centralized planning, and sustained investment in digital ecosystems can rapidly expand access and standardize quality in education. The integration of smart classrooms, digital governance, and AI-supported learning is applied strongly in the Chinese model. Chinese students and learners are practically involved in physical technology functions effectively, and then they develop as skilled and capable human resources that are embedded within a coherent national strategy (Li, 2012). Nepal can apply similar policy intentions but shows that a lack of investment and infrastructural readiness directly affects the comparable outcomes. As a result, technology enhancement, professional ethics and regular learning remain beneficial rather than uneven and often superficial contemporary efforts.

Finland guides a contrasting grounded model in decentralization, trust, and professional autonomy. The success of Finland underscores that decentralization is effective when accompanied by a strong institutional capacity set up and teacher professionalism. The federal structure and local governance mechanisms of Nepal provide opportunities for contextualized decision-making, but the review literature shows that capacity at provincial and local levels varies widely, and there is a lack of

an education plan and a priority for child investment rather than for social security procedures functioning. Without adequate training, resources, and autonomy, decentralization poses risks for transferring responsibility without empowering actors. This finding reinforces the promotion of education in the context of global reform. The literature review emphasizes that governance reform must be combined with capacity development to achieve sustainable change.

The Delhi model of India provides a very crucial change in education due to an additional interpretive lens by demonstrating that certain targeted political will, innovation of curriculum, and trustworthy accountability mechanisms can produce rapid reform in public education. The application of the Happiness Curriculum at the basic Level, the Entrepreneurship Mindset Curriculum at the secondary level, and to awaken patriotism are common objectives of Delhi school education. That denotes that an effective way of learning is associated with innovation, structural adjustment and promotion of service mechanisms in education, health and social services (Federick, 2020). In the context of Nepal, the curriculum is regularly reforming, it wants to incorporate life skills and child-centred principles, but due to the lack of systematic support for teachers, translation of classroom-level, student-teacher ratios, etc., is not sufficient for the expected results. It is necessary to accelerate reform by strengthening collaboration among teachers, community awareness, and first priority to invest by the governments, and support for technical experts, continuous monitoring, and feedback mechanisms should be managed well, and collaboration is needed for good practices along with the Delhi Model, Chinese model and Finland Model. (Kumar & Gautam, 2025).

A key contribution of this study is to highlight the political inability in the educational transformation of Nepal. The education sectors have been continuously trying to shift from Rana autocracy to democratisation, from centralised planning to decentralised handling, from feudal integrated System to capitalistic liberalisation, and from unitary governance to federalism. These political transitions frame out the vision of both the direction and pace of reform, often producing policy discontinuities and implementation gaps. This supports theoretical perspectives that view education reform as a negotiated political process rather than a linear technical intervention of development (KC, 2023).

Technological transformation represents one of the most significant contemporary reforms. Global literature emphasizes that digital learning is effective only when supported by physical infrastructure, digital literacy and competency of teachers, effective curriculum integration and guidance, and long-term investment. The adoption of learning management systems, facilities of smart boards, and digital content e-libraries, software-based recording and monitoring and assimilation with global practices are commonly used platforms recently introduced in Nepal. However, persistent disparities in network connectivity, device availability, and limited technical support directly impact the transformation. If these fundamental foundational conditions are not improved, then the problems may not be solved or reduced. The efforts should be handled at the government, community, and people's Levels comparatively to enhance technology risks and pedagogical reform. The example of Sukuna Secondary School provides an important institutional-level interpretation of reforming school education. The far-sighted leadership, effective resource management, and community engagement can align to build trust among citizens, and joint efforts of stakeholders are a crucial movement for reform. The transformation begins with infrastructure set-up, and traditional teaching methods are to be diversified with technology-supported programs that promote the institution with coherent planning and sustained investment. However, the fact that progress is not widespread highlights systemic inconsistency in contrast between model schools and under-resourced institutions, underscoring the need for stronger coordination between central planning, full government ownership and capacity building at the local Level.

Another significant contribution of this Study is the emphasis on equity beyond enrollment indicators. The access and participation have expanded; meaningful inclusion remains uneven, so Students from disadvantaged socioeconomic backgrounds, remote regions, and linguistic minorities continue to face barriers to quality learning, which is another socio-cultural factor of educational backwardness. This finding aligns with rights-based education on thematic issues that distinguish between formal access and substantive educational justice. Despite this documented progress, important research gaps remain in practice. The studies of the education system of Nepal are mainly policy-guided and theoretically descriptive, with certain experience-based focus areas on classroom practices, digital pedagogy, and learning

outcomes. Such types of research should be more effective in future, which are associated with prioritising school-level and classroom-based evidence to examine the teacher's attitude and students' experience for the application of technological and competency-based reforms in practical life.

Finally, the advancement of this discussion is an argument that educational transformation in Nepal is an ongoing, contextually negotiated process influenced by governance reform, pedagogical capacity improvement, technological application, and promotion of social equity. The Study allows for comparison with the literature of education by discussing the model of global reform that is adapted in local areas, interruption and reinterpretation. Its use of research is highly emphasised as a need for alignment in policy and practice. It is also invested in the sustainability of teachers' Quality Quality and professional development. The use of modern Technology is also an equity-based strategy to ensure that reform moves beyond thematic discourse toward meaningful educational transformation.

Conclusions

In conclusion, this study expresses that the transformation of the school education system of Nepal from traditional to modern, digitalised, and interactive learning has been changed by political revolution and political changes. The society is dynamic in nature, and technological advancements are a fast-growing matter in this context model of education has changed rapidly. From an autocratic System in politics, toward a democratic system, rote-based learning is applied. Inclusive and competency-driven education is more interactive than rote learning. The analysis shows that while major reforms have been completed in different periods, significant progress and change have been addressed, such as the formation of the Constitution, policy guidelines in education, modernisation in pedagogy, and digital integration in learning. Many challenges have appeared, such as rural-urban disparities, inadequate teacher preparation and professionalism, weak governance, and a lack of sufficient technological infrastructure. Comparative Study from India, China, Finland, and the Delhi model is a guided model to improve the education system in Nepal. The Study recommends that the priority of Nepalese education should be clearly identified as compulsory "basic education" and competency-based skill development. The investment of the government should be increased in the education sector, especially for the use of communication technology, equitable digital infrastructure, effective

teacher training, and modernisation of curriculum development to ensure competent relevance and quality. It is necessary to generate textbook publications, instructional approaches with transformative learning, and planning for resource management so that education meets the national goals and promotes individual development. The integration of academic activities is also guided by extracurricular and co-curricular learning, setting up a mindset for further career development, nurturing values-based development and responsible authority, and fostering social consciousness for individual development. The present situation of education is a governing crossroads of technological and socio-cultural transformation. The socialistic education should be followed to address the goals and aims of the present political and social conditions, as indicated in the Constitution of Nepal 2072 B.S., which accepts a certain background of equality, equity, and collective progress of the community. The collaboration and coordination among government, communities, and educational institutions play a crucial role in building a resilient, innovative, and inclusive 21st-century education system that can meet SDG-4 and govern the nation toward multidimensional sectors with political, economic, and cultural transformation for the application of Education in Socialism.

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