

## **Unit VI: Shaping and Reshaping Educational Development in Nepal**

**6.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S**

**6.2 National Education System Plan (NESP) 2028 B.S.**

**6.3 National Education Commission (NEC) 2049 B.S**

**6.4 School Sector Reform Plan (SSRP) to post SSRP (From access to quality)**

**6.5 Integrated approach to education (Special Needs Education, technical education)**

### **A. Introduction:**

In this chapter, we studied that although the history of education in Nepal can be extended up to the prehistoric period, the actual development of formal schooling begun with the establishment of Durbar School in 1910 BS. Education in the Rana period was only for the elite groups so this period is also renounced as opposition period of education in the history of Nepal and the efforts for mass education in this country begun only after the political change in 2007 BS. The government appointed different commissions for suggesting policies of education in Nepal. Some of the prominent commissions appointed for this purpose are presented as under.

### **6.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S**

Before 2007 BS, education in Nepal was very much unorganized. Although, there were very few educational institutions in the country, common people were getting only a little access to these institutions. The educational opportunity in 104 year–long Rana period was very much restricted to them. The people got a great opportunity for education after the end of the Rana rule in 2007 BS because the restriction for establishing

a school by the private sector was over after the end of this government. Therefore, there was a great zeal among people for opening schools and many schools were opened throughout the country at that time. Since, the education system in Nepal up to that time was not organized; there was a need of a police framework to direct the education system in Nepal. Sensing this need, the government appointed a forty six member commission under the chairpersonship of Sardar Rudra Raj Pandey on 9 Chaitra, 2010 BS to provide the suggestions for the police of education in Nepal. Professor Huge B. Wood was the advisor of this commission and Trailokya Nath Upreti was the secretary of this commission. This committee included members of different important sectors of the nation. This commission submitted its report on 16 Falgun, 2011. This report is entitled as “**Education in Nepal.**”

This report is divided in to four parts. It has provided recommendations about the national plan of education for Nepal, school education, higher education, adult education, teacher training, educational management and supervision, financial management of education etc. The major recommendations of this commission are as follows:

1. A research development should be established in Ministry of Education to carry out research activities.
2. This commission recommended for a public education system from basic level to the adults free for all, supported to taxation system of state.

3. The structure of education must be as follows:
  - a. **Grade 1 to 5:** Primary level, compulsory and free
  - b. **Grade 6 to 10:** Secondary level, divided into General and Multipurpose education, 20% should get a chance in secondary education.
  - c. **Higher education of 2 to 7 years.**
4. This commission recommended for the development and adaptation of a five year curriculum for primary level including social studies, science and health, language, mathematics, fine art and skill education.
5. A multipurpose school should be established in every district of the country with five years' curriculum including subjects like social studies, behavioral science, Nepali, behavioral mathematics, individual physical development in general education group and subjects like vocational education, trade, agricultural, industry, civil, construction, fine art, skill education, music, folk dance, literature etc.
6. National University should be established immediately including colleges of literature, science, agriculture, forestry, medicine, dentistry, home science, different arts and other courses according to requirement.
7. This commission recommended for development and implementation of the program for adult literacy.
8. A teacher training college should be established by 2013 BS preparing a program for providing teacher training for 1000 teachers' per year.
9. National Education Material Center should be established, it should be given the responsibility of preparing books and educational materials.

10. Educational administration should be reorganized from ministry to local level and educational administration and supervision should be decentralized.
11. This committee recommended for provision of a taxation system for managing the expenses on education by government.
12. Local committee of schools should be given the right to implement tax for the financial management of schools.
13. This commission recommended for establishment of community centers for enhancement of public contact, adult literacy, community library, social reform and health.
14. Education should be available for all people in the country. Adult education and free primary education should be provided to eradicate illiteracy.
15. Education must be of national character, national schooling system and national curriculum should be developed.
16. Primary education should be free and available to all.
17. Community libraries should be opened. Emphasis must be given to improve the relationship between school and community.

## **6.2 National Education System Plan (NESP) 2028 B.S.**

It is one of the largest and most ambitious plans in the field of education in Nepal. It brought a total change in the field of education system of Nepal. It began a new education system. This plan was declared on 5

Baishakh, 2028 and its act was published on 3<sup>rd</sup> Kartik of that year. In its first year, it was implemented in two districts of Nepal, i.e. Kaski and Chitwan. It was launched in 13, 15, 20 and rest 25 districts of Nepal in second, third, fourth and fifth phase respectively. In this way, this plan was launched all over the country in the year 2032 BS. This plan had made following **remarks** about the educational condition of the country at that time.

1. The objectives and policies of Nepalese education are not clearly defined and determined.
2. The present education system is non-reproductive, backward societies are not getting proper education and education is mainly loaded by general education.
3. The present education system is not related to national aim. It is not developing skills. More emphasis is being given on theoretical knowledge.
4. Education is bringing only quantitative change instead of qualitative change. Textbooks, educational materials and evaluation system are lacking quality.
5. Educational institutions are increasing educational loss.
6. All above problems are the products of inefficiency of educational administration.

#### **A. Major contributions of NESP 2028**

1. This plan determined the following national aims of education:

- a. To prepare citizens who are aware of their rights and duties according to panchayat system and also active, being faithful towards the nation and nationality, able to protect sovereignty, crown and freedom.
  - b. To prepare capable workers who can develop, preserve and propagate necessary knowledge, science, technical ability and skill for economic development of the country needed in every field of activities.
  - c. To develop the following abilities in each person:
    - Moral character
    - Habit of hard labor
    - Self reliance
    - Creative attitude
    - Scientific reasoning attitude
    - Habit of respecting others' feeling and ideas
    - Aesthetic attitude
    - Global fraternity.
  - d. Ability to develop, preserve and spread national language, culture and art.
2. It divided education into the following levels and determined the following objectives of each level:

Grade	Level	Objectives
1 to 3	Primary level	Literacy

4 to 7	Lower Secondary level	Character building
8 to 10	Secondary level	Work force trained in vacation.
Higher education	Certificate level, Diploma level, Degree level	Lower level trained work force. Middle level trained work force Higher level trained work force.

From 2037 BS primary level including grade 1 to 5 and Lower Secondary level included grade 6 to 7.

3. It has defined teacher –student’s ratio, minimum qualification of teacher, remuneration and types of examination for each level. These arrangements were as follows:

Level	Students to be admitted	Qualification of teachers	HMG’s share in pay	Examination
Primary	64% of 6-8 yrs age	S.L.C and trained	100% in remote area 75% in other	District level after Grade 5.
L. Secondary	40% of Primary level	Certificate and trained	100% in remote area, 75% in other	District level after Grade 7
Secondary	50% of LSL	Bachelor and trained	100% in remote area, 50-75% in other	National level after Grade 10.

4. The plan categorized secondary schools in three types General, Vocational, and Sanskrit. It was provisioned that 30-40% of vocational and 20% of General school curriculum included vocational subjects.

5. It has classified adult education in two types: Literacy and Functional literacy. Government was made responsible for Functional literacy classes and the responsibility of Literacy classes was given to Organizations and Local body of Panchayat.
6. It formed institutes in University level, adopted semester system, entrance examination for admission and back paper examination. It also started technical education at higher level.
7. It recommended for the establishment of “National Education committee” to prepare national educational policy.
8. It established Curriculum Development Center as a government agency for development of curriculum and Janak Shiksha Samagri Kendra as an autonomous body for the publication of school level books and other materials.
9. It improved the terms and conditions of teachers’ job and also provided them job security.
10. It improved the school supervision system. It also arranged for extracurricular activities.
11. It made a provision for internal evaluation up to S.L.C level.
12. It established Regional Educational Directorate in all four regions (New five regions) of Nepal.
13. It arranged for one year’s compulsory National Development Service for all students of Master degree level.



14. It also made provision of scholarships and educational loan for poor and intelligent students.

### **Model Questions for Practices:**

1. Describe the major recommendations of NESP 2028 in Education.
2. Elaborate the major contributions of NESP 2028 in details.
3. Give short described about the NESP 2028 and Illustrates the remarks that were seen before to establishment of NESP 2028 in Nepal.

## **6.3 National Education Commission (NEC) 2049 B.S**

There was a need of re-evaluating national education policy after the successful revolution of 2046 BS and restoration of democracy in Nepal. Sensing the need, the government of that time formed a fifteen member commission under the chairpersonship of Education Minister Dr. Keshar Jung Raymajhi on 14 Falgun, 2047. But this commission could not complete its work on time, therefore, this commission was reappointed in the chairmanship of education Minister of that period Ram Hari Joshi. However, the Minister of Education was changed in the mean time. In this

way, this commission submitted its report on 5 Jestha, 2049 under the chairmanship of Education Minister Gobinda Raj Joshi. Now, there were sixteen members in that commission. This commission has given its recommendations in thirteen chapters. The summary of these recommendations is given below:

1. This commission had given following recommendations related to the objectives of education, its structure and policy. The recommendations were:

**a. National aim of education**

- i. Education should assist to bring out inherent potentialities and possibilities in the personality development of an individual.
- ii. Education should assist development of healthy social life by enhancing universal human values along with strengthening national and social beliefs.
- iii. Education should strengthen social unity by assisting the social development of people.
- iv. Education should assist people for well adjusted life in the modern age keeping own identification in national and international context.
- v. Education should develop human resources for nation building by assisting the modernization of society.
- vi. Education should assist in conservation and proper utilization of natural environment and national heritage.

vii. Education should assist the inclusion of underprivileged people of society in the mainstream of the nation.

**b. Structure of education:**

This commission has recommended the following structure of education in the country:

- i. Pre-Primary Level: 1 year before primary education.
- ii. Primary Level: Grade 1 to 5 (1 to 3 basic level)
- iii. Secondary Level: Lower Secondary Grade 6 to 8. And Secondary education Grade 9 to 10. And Higher Secondary Education: Grade 11 to 12.
- iv. Higher Level: Bachelor level 3 yrs, Degree Level: 2 yrs and M. Phil. 18 months and Ph.D.

**c. National policy of education:**

This commission has recommended for the following national policy of education.

- i. Primary education should be universalized. Non-formal education should be provided to people not having access to education and the able should be provided continuing education. Curriculum must be reorganized from lower to higher education.
- ii. Primary education should be given in mother tongue. Nepali should be the official language of the country and language of higher education.

- iii. Priority should be given to English in national and international context. Opportunity should be provided for education in other international languages.
  - iv. Technical schools should be established in all regions of the country.
  - v. Environment education should be included in curriculum. Agriculture education should be included from lower level of curriculum and technical and vocational education should be expanded.
  - vi. Arrangements should be made for providing education to women, disable, disadvantaged to bring them in national mainstream. Education and training should be provided to ethnic people for their development. It should be expanded to remote area.
  - vii. Education structure should be re-organized. Definition of literacy should be determined. Opportunity should be provided for re-enrollment in formal education from non-formal education and an Open University should be established.
  - viii. Provision should be made for entrance examination for improving the quality of education. Teacher's right should be protected. University Grant Commission should be established and national investment in education should be increased.
2. This commission recommended Grade 1 to 3 as Basic level, recommended for primary education in mother tongue and one female teacher in each primary school.

3. It recommended for three-year Bachelor degree, need of M.Phil. As a prerequisite for PhD and establishment of an Open University.
4. It recommended for the transfer of Technical Certificate Level education from T.U. and establishment of a Technical University.
5. It recommended for abolishment of Certificate level from T.U.
6. It recommended for preservation of Sanskrit education and its expansion up to international level.
7. It classified teacher education of two types: Teacher education from certificate to higher level and Teacher training.
8. It also recommended for special education based on development t of self reliance among handicaps.
9. It recommended for three level of non-formal education basic (literacy), Middle (Post literacy) and High (Self-study). It recommended that non-formal education should provide a chance of re-enrollment in formal education.
10. It recommended for allocation of 15% national budget in education and encouraging public participation in education.
11. It has also recommended for one-year preprimary level, dividing schools in profit making and no making autonomy of Curriculum development centre etc.

### **Model questions for Practices:**

1. Describe the introduction of NEC-2049 and illustrates its educational aims in education.

2. Illustrates Structures of education and National policy education of NEC-2049 in relating to context of Nepal.
3. Explain major contributions of NEC-2049 in the context of Nepal in these periods.

## **6.4 School Sector Reform Plan (SSRP) to post SSRP**

### **A. Introduction:**

The SSRP is a long –term strategic plan that describes the goals and objectives that will be pursued by the Government of Nepal (GON), Ministry of Education (MOE) over the period starting from the fiscal year 2009/10 to till 2015/16. The plan comprises the key strategic interventions and the estimated financial resources required to implement these strategies. Education for All (EFA), Secondary Education Support Program (SESP), and Community School Support program (CSSP) and Teacher Education Project (TEP), Building upon the lessons learnt and gains we have made in the sector, the SSRP also introduces new reforms characterized by strategic interventions such as the restructuring of school education, improvement in quality of education, and institutionalization of performance accountability. By putting forward these reform initiatives, the plan has placed emphasis on the access of the out of school populations and has guaranteed the learning of all children by raising efficiency and enhancing effectiveness in the delivery of services in the education sector.

The SSRP has its roots in the EFA National Plan of Action 2001 to 15 the Three-Year Interim Plan and the SSR Core Document. The plan provides strategic framework for the Annual Strategic Implementation Plans (ASIP) and Annual Work Plan and Budget (AWPB).

The SSRP has been prepared by the MOE/GON based on the SSR, Core Document and the feedback received from stakeholder consultations conducted at different levels across the country. Key policy goals and values, such as rights to education, gender parity, inclusion, and equity have guided the plan preparation process and have been integrated as strategic interventions in the Plan. By implementing the Plan, the MOE aims to achieve significant improvements in the key SSR indicators. The key indicators including base –year status (2008-09) and targets for 2015/16 are presented in the following tables:

A summary of key SSR Indicators and 2015/016 Targets

Indicators	2015/016 Targets
1. Share of Education Budget in	
i. GDP	2.5%
ii. GDP	4%
2. Share in Education Budget	
i. Basic Education	76%
ii. Secondary Education	9%
3. Grade I	
i. New entrants with ECDE experience	80%
ii. Gross intake rate	123%

iii. Net intake Rate	100%
4. Gross Enrollment Rate	
i. ECDE/ pre primary	99%
ii. Basic Education (1-8)	131%
iii. Secondary Education	83%
5. Net Enrollment Rate	
i. Primary Education	100%
ii. Basic Education	90%
iii. Secondary Education	31%
6. Teachers with required qualification and Training	
i. Basic Education	100%
ii. Secondary Education	100%
7. Teachers with required Certification	
i. Basic Education	100%
ii. Secondary Education	100%
8. Pupil Teacher Ratio	
i. Basic Education Ratio	34%
ii. Secondary Education Ratio	25%
9. Repetition Rate	
i. Grade 1	1%
ii. Grade 8	2%
10. Survival Rate by cohort method	
i. Grade 5	90%
ii. Grade 8	80%
11. Coefficient of Efficiency	
i. Basic Education Ratio	0.75



ii. Secondary Education Ratio	0.65
<b>12. Learning Achievement (Average score of students in core subjects in grade 5 and 8)</b>	
i. Grade 5	80%
ii. Grade 8	60%
<b>13. Pass Rate (Percentage of stus. Passed in the SLC and HSEB.)</b>	
i. SLC	75%
ii. Higher Secondary	50%
<b>14. Literacy Rate</b>	
i. Age Group 15-24	95%
ii. Age Group 6+ yrs	90%
iii. Age Group 15+yrs	75%
<b>15. Literacy GPI (15+)</b>	
i. Ratio	1

The 15 key SSR indicators included in the table above represent key results aimed at achieving at the end of this plan period. These indicators also provide a basis for monitoring and reporting progress against the planned targets.

It is important to note that the achievement of the 2015/16 targets is subject to additional funding. At the current level of available resources, the accelerated targets projected by the Ministry are less likely to be attained. Hence, it is necessary to stress that the plan with its current level of funding is not adequate to achieve the EFA goals and the Millennium Development Goals (MDG) for “Ensuring that by 2015 all children,

particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality”.

The cost of the SSRP in its current form is estimated at US\$4.040 billion over the seven year period. The estimated funding available from the Government of Nepal amounts to US\$3.148 billion of 78%, leaving a funding gap of US\$892 million over the seven years period.

## **Major themes of SSRP**

### **1. Early childhood education and development:**

The ECED goal stipulate in the EFA National plan of Action (2001-15) provides a basis for the implementation of ECED in the SSR plan. The goals and objectives of ECED are as follows:

**Goal:** To foster children’s all-round development, laying a firm foundation for basic education.

**Objectives:** To expand access to quality ECED services for children of four years of age to prepare them for basic education.

### **2. Basic and Secondary education**

The basic and secondary education component in the SSR Plan has rendered priority, building upon the lessons drawn from past experiences such as the EFA. The emphasis of this component is to increase access to and participation in promote equity and social inclusion in, and improve quality and relevance of basic and secondary education. This plan has

given similar emphasis to institutionalization of decentralized governance and management system in education.

To increase relevance of school education, the SSR plan intends to restructure current school system forming a coherent and integrated school structure with grades 1-12. However, to ensure access to all and to promote compulsory basic education, the basic education constitutes a priority in the plan. The Plan has also endorsed the need to integrate and harmonize existing fragmentation at the higher secondary level by establishing co-operation between and among different education provides such as, the HSEB, CTEVE, and Universities.

The goals and objectives of this program are:

***Goal of basic education:*** To ensure equitable access to quality education through a rights-based approach and promotion of a child friendly environment in schools.

***Objectives of basic education:*** To ensure equitable access to quality basic education for all children in age group 5 to 12.

***Goal of secondary education:*** To meet the national development needs by producing competent and skilled human resources and to provide a sound foundation for tertiary education.

***Objectives of secondary education:*** To improve access, equity, and quality and relevance of secondary education.

### **3. Literacy and lifelong learning**

Literacy and continuing education form the basis for lifelong learning for all youths and adults between 15 and 45 years of age. Literacy enables them to engage in lifelong learning and contributes to developing their capabilities to sustain the livelihoods and participation in the society. As part of lifelong learning, continuous and non-formal education caters to the need for literacy development and complements formal schooling. For the delivery of literacy and life-long learning programs, community Learning Centers have been established as a major strategic intervention. The plan, complementing the on-going National Literacy campaign, focuses on post literacy and continuing education. The goals and objectives of this program are:

***Goal:*** To develop life skills and facilitate continuous learning to youths and adults, with particular focus on female and disadvantaged populations.

***Objectives:*** To enhance functional literacy and basic competencies among youths and adults.

#### **4. Technical education and vocational training**

The SSR plan provides policy directions for both general and vocational components in secondary education so that the opportunities for skill development will be expanded across the country. To identify appropriate models and approaches, this plan aims at testing and piloting different schemes of TEVT soft and intends to continue with the ongoing programs. Based on the experiences gained and lessons learned from the pilot and

testing, further expansion of TEVT will be worked out in secondary schools. The goal and objectives of this program are:

***Goal:*** To equip students with employable skills, which will assist and accelerate their transition from school to work and help them explore a variety of career opportunities that are available inside Nepal as well as in the neighboring countries and in the global market.

***Objectives:*** To equip secondary level students with TVET soft skills.

## **5. Teacher professional development**

The SSRP has given a highest priority in teacher preparation and its development. The major quality interventions as outlined in the SSRP rest upon the quality and efficiency of the teachers recruited. As such, the minimum qualifications of the teachers have been proposed to up-scale and at the same time, mandatory training requirements and regular updates have been planned. The goal and objectives of this program are:

***Goal:*** To ensure all teachers have the knowledge and skills required to effectively facilitate students learning processes.

***Objectives:*** To enhance teachers' qualifications and professional competencies to better facilitate student learning processes.

## **6. Capacity development**

The SSR core document has pointed out that it is crucial to develop the capacity of all implementing agencies to analyze, formulate, evaluate and translate policies into action as well as the capacity to perform assigned

roles and responsibilities. In this context, it is critical to assess performance gaps in the delivery of educational services and to design and implement relevant interventions for the effective implementation of the SSR plan. This requires developing an understanding of what good performance looks like and chart out a plan of action to enhance required competencies at the institutional, organizational and individual levels. The goal and objectives are:

**Goal:** To enhance capacity for implementation the reform stated in the SSR plan.

**Objectives:** To improve the performance of the MOE service delivery system and develop capacity to implement critical reforms.

## **7. Monitoring and Evaluation**

The main purpose of M&E is to improve service delivery through informed decisions by tracking achievements against SSR targets, objectives and goals at every level of service delivery and management. The information provided by the M&E system can be used to improve the planning and implementation processes and to assess the contribution of SSR to achieve national development goals. Three major M&E functions include: i. assessing compliance with acts and regulations. ii. Measuring progress against milestones and targets; and III. Evaluate the impact of policies and strategies on sector goals and objectives. These M&E functions will be based on performance indicators and monitoring indicators. The goals and objectives of this program are:

**Goal:** To facilitate effective implementation of the plan through a system that supports informed decision making by providing timely information on the program status against planned objectives.

**Objectives:** To monitor program inputs, processes, and outputs and evaluate the impact of the program.

### ***8. Financing***

The lessons learned from major program interventions such as EFA, SESP, and TEP provide a basis for financing the SSR plan. Important insights drawn for financing the plan include SIP based funding which has been instrumental in promoting participation and ownership through need based allocation of resources at the school level. Performance based funding is another major intervention which has created positive environment in schools in improving efficiency.

The SSR plan introduces area that incur additional costs, other than the cost of continuing best practices inherited from the programs such as EFA, SESP, CSSP, TEP etc. To meet the additional costs, it is imperative to mobilize local resources such as grants from local governments including VDC's, municipalities and DDC's.

### **9. Aid management**

The MOE has prepared the SSR plan that stipulates the key school sector policies, reform agendas, priorities and strategies as well as processes for moving towards the institutionalization of result-based management principles. The aid management under the SSRP follows the principles

and guidelines as government's ownership of the country development strategies, alignment to national management system, use of common arrangements and procedures, results oriented framework, and mutual accountability. The goals and objectives of this program are:

**Goal:** Effective mobilization of external resources and experience in achieving the national development goals in the education sector.

**Objectives:** To improve the efficiency and effectiveness of aid available for SSRP implementation.

### ***Questions for Practice of Unit six***

1. What was not the category of school as classified by NESP, 2028?  
 a. General              b. Vocational              **c. Multipurpose**              d. Sanskrit
2. What portion of school budget was contributed in schools other than remote area by the government after the implementation of NESP, 2028?  
 a. 100%    b. 75%                      c. 50 to 75%              d. 50%
3. Social inclusion is a main agenda of .....  
 a. BPEP II              b. SESP                      b. EFA                      **d. SSR**
4. In which year the first five year plan of Nepal was issued?  
 a. 2008 BS              b. 2010BS                      c. 2012 BS                      **d. 2014BS**
5. Which of the following approves the school level curriculum of Nepal?  
 a. Minister of Education              b. Education Secretary



**C. National Curriculum Council** d. Department of Education.

6. Which of the following commission of education recommended Open University in Nepal?

a. NNEPCE (1954) b. ARNEC (1962) c. NESP (1971) **d. NEC (1992)**

7. Internal evaluation became a regular part of evaluation system after the implementation of .....

a. NNEPC 2011 b. ARNEC 2018 **c. NESP 2028** d. NEC 2049.

8. In which of the following districts of Nepal NESP was launched at first?

a. Lalitpur and Jhapa b. Ilam and surkhet  
**c. Kaski and Chitwan** d. Rupendehi and Makwanpur.

9. Which of the following commission recommended for the establishment of teacher training center in Nepal?

**a. NNEPC 2011** b. ARNEC 2018 c. NEC 2049 d. HLNEC 2055.

10. How much population was planned to provide a chance in secondary education according to NNEPC, 2011?

a. 15% **b. 20%** c. 25% d. 50%

11. Which of the following commission recommended for primary education in mother tongue at first?

a. NNEPC 2011 b. ARNEC 2018 **c. NEC 2049** d. HLNEC 2055.

12. Which of the education commission put forth multi-university concept?

a. NNEPC 2011 b. ARNEC 2018 c. HLNEC 2055. **d. NEC 2049**

13. In NESP, 2028, which of the following were termed as “primary level”?
- a. **Grade 1-3**   b. Basic and Grade 1-5   c. Grade 1-5   d. Basic and grade 1-5.
14. Which of the following has included “**Maithili**” as an optional subject as SLC Level?
- a. NNEPC 2011   b. ARNEC 2018   c. **NESP 2028**   d. NEC 2049
15. The EFA target of Nepal is supposed to be accomplished by the year.....
- a. 2008   b. 2010   c. 2012   d. **2015.**

### **Subjective Questions for practices**

1. Spell out the contributions of the first ever mega plan NESP, 2028 to the field of education.
2. Explain the major themes of School Sector Reform Program.
3. Discuss the structure of education described by NESP 1971 and NEC 1992.
4. State the major recommendation related to education structure according to NNEPC, 2011.
5. Explain the major changes brought by NESP, 1971 in education.
6. Explain the national objectives and structure of education suggested by the NEC report 1992.