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Education, Youth Capacity Development and Promotion programme in Nepal: A case of Karnali Province

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Abstract

This article is based on secondary sources. The plans made in Nepal seem to cover the time and the concerns of the youth in a theoretical manner but cannot be found to be addressed in a practical way. Plans have been made to run programs to encourage the youth but the goal does not seem to have been achieved. The Constitution has ensured that education up to the basic level is compulsory and free, education up to the secondary level is free, and free education up to the higher level is guaranteed to certain target groups (Constitution 2072). Mainly we are going to discuss about developmental promotion Programme like Education, Technology, Human Resources, Sports and Positive Transformation of Youth in Karnali province of Nepal. Education is considered the foundation of development as it prepares good, skilled, competent, competitive and productive human resources through the all-round development of an individual. Considering this importance of education in building educated, cultured and competitive human capital. The Constitution of Nepal has established education as a fundamental right of citizens. Quality, vocational and technical education is the cornerstone of a prosperous Karnali. This province, which is comparatively lagging behind in terms of development, needs a large number of educated and skilled human resources for its economic, social, infrastructural and cultural development. In addition, much remains to be done in this area to ensure equitable and just access to quality education for all citizens of the province. Based on the spirit and spirit of the Constitution and the single and common rights related to education granted to the province by it, and the (National Education Policy, 2076 BS) and existing laws, and a comparative study of the overall development of other provinces, it is necessary to develop and strengthen the province as a center of quality, technical and vocational education by giving high priority to concrete initiatives for educational development for the creation of educated, creative and cultured human capital and programs for educational development.

Keywords: Development, Challenge, Education, Human resources, Transformation Youth and dropout.

Introduction

Various policies, laws and procedures related to education have been formulated and implemented in the province, and a ten-year action plan for the education sector has also been decided. Currently, there are a total of 10,301 educational institutions in the province, including two campuses of Tribhuvan University, Karnali Institute of Health Sciences and Midwestern University, as well as child development

centers and schools. According to the data of the (National Census-2078), the total literacy rate of this province is 76.1 percent, which is close to the average literacy rate of Nepal of 76.2 percent. When analyzing the gender perspective, while the male literacy rate is 83.3 percent, the literacy rate of women, who constitute a larger share of the population of the province, is only 69.4 percent. The youth literacy rate (15-24 years) of the province is 93.8 percent. Similarly, looking at



the statistics of the financial year 2079/080, the enrollment rate of child development centers in the province is

87.9 percent and the net enrollment rate at the basic level is 95.5 percent, while the net enrollment rate at the secondary level is 56.2 percent. Of these, 30.91 percent passed the primary level, 21.5 percent passed the basic level, and 15.8 percent passed the SEE level. Analyzing the above data, it is clear that children are out of school, while those who pursue secondary and higher education are the population ratio is also very low. The teacher-student ratio is 1:39 at the primary level and 1:65 at the secondary level (CBS 2078).

The Constitution of Nepal has established education as a fundamental right of citizens. The Constitution has ensured that education up to the basic level is compulsory and free, education up to the secondary level is free, and free education up to the higher level is guaranteed to certain target groups (Constitution 2072). Quality, vocational and technical education is the cornerstone of a prosperous Karnali. This province, which is comparatively lagging behind in terms of development, needs a large number of educated and skilled human resources for its economic, social, infrastructural and cultural development. In addition, much remains to be done in this area to ensure equitable and just access to quality education for all citizens of the province. Based on the spirit and spirit of the Constitution and the single and common rights related to education granted to the province by it, and the (National Education Policy, 2076 BS) and existing laws, and a comparative study of the overall development of other provinces, it is necessary to develop and strengthen the province as a center of quality, technical and vocational education by giving high priority to concrete initiatives for educational development for the creation of educated, creative and cultured human capital and programs for educational development.

Objective and Methodology

This article Education and Youth Capacity Developmental and promotion programme in Nepal specially in karnali province is based on primary and secondary sources. The purpose of this article has not been to propose solutions or reforms, although some of the readings do just that. Instead, we intended to provide readers with an overview of the theories, methods, and issues in sociology of education today in karnali. Mainly Objectives to find out, why create different types of problems in differently. Every parents chose quality of education and School. Methods Primary and secondary sources have been used, combining qualitative and quantitative mixed methods for data collection from the Secondary sources. The exploratory phase describes various methods applied for the completion of the Article. Mainly we are going to discuss about developmental Programme, Education, Technology, Human Resources, Sports and Positive Transformation of Youth in Karnali province of Nepal. Education is considered the foundation of development as it prepares good, skilled, competent, competitive and productive human resources through the all-round development of an individual. Considering this importance of

education in building educated, cultured and competitive human capital. Sociologists provide a rather unique view of institutions, one that places institutions such as education, family, religion, and politics within a societal context. Although few sociologists set out with the goal of school reform, by raising questions about educational issues, they encourage critical analyses of schools. Management and Sociological studies can inform debates and provide scientific findings to guide policy makers. Sociological researchers provide a unique relationship perspective that can help those involved in decisions about our children's education to see schools in a new light. Although the youth literacy rate of the province is satisfactory, the main issues are the lack of skill-based education among the youth, inability to get employment in the country, inability to develop skills and competencies for self-employment, and inability to prevent energetic and creative youth from going abroad. It is challenging to invest adequately for the development and positive transformation of the youth, develop their skills and capabilities according to market demand, and create adequate decent employment opportunities. Due to geographical remoteness as well as economic deprivation, citizens, especially children from poor families, do not have easy access to quality education, and there are few programs to develop educational physical infrastructure and increase access.

Results and Discussion

This article also suggests that the teaching/learning environment and teacher pedagogy are important influences on these pupils' learning. In particular, what teachers do in the classroom and the ways they do it present difficulties for pupils in remote area. Ensuring equitable access to education, improving educational quality, developing skilled, competitive and cultured human capital, promote resilience and good governance in the educational sector these are the purpose of education everywhere. Ensuring access to education for all it is the main challenge of education. Due to geographical remoteness as well as economic deprivation, citizens, especially children from poor families, do not have easy access to quality education, and there are few programs to develop educational physical infrastructure and increase access. Developing quality educational infrastructure for the creation of child development centers to higher education for the creation of creative and cultured human capital, which is the highest priority of the province, and establishing, adjusting and redistributing educational institutions on the basis of mapping to ensure access to education for all classes and communities, especially marginalized, endangered, Dalit, backward classes, indigenous and national communities and children with disabilities, and building incomplete physical infrastructure in a way that completes them, are challenging.

Despite the long-term stability within the educational system, periodic change and efforts at reform are also part of the writing. The publication of *A Nation at Risk* in 1983 by the National Commission on Excellence in Education began what some have called the first modern wave of reform. This report called for tightening requirements for students and qualifications for teachers. This was followed by calls from

the National Governors Association for school restructuring, including school-based management and school choice. In the late 1980s, when these efforts had not produced results, the National Governors Association redefined goals for American schools. These goals called for systemic reform at all levels of education using both top-down and bottom-up strategies for implementation, including outcome-based education (Dougherty & Hall, 1997). The next wave of reform was initiated in 1989 with the specification of eight goals that were set to be reached in the year 2000. "Goals 2000" focused on outcomes such as higher graduation rates and improved performance, including higher achievement in mathematics and science. Not surprisingly, these goals were accompanied by a focus on evaluation and assessment. The year 2000 arrived, and again, these goals had not been reached. Research.

Retrieved January 14, 2014 (http://www.crpe.org/cs/crpe/download/csr_files/pub_CMO_Strategies_mar12.pdf).

Different Activities of Education

Reduction in school dropout rate is the main issues in this area are the high dropout rate in the province, from child development centers to schools and higher education, persistent economic poverty, lack of quality education and awareness, and the increasing migration of youth in search of opportunities including employment. The results show that the quality of education is low, the education system is not useful for life, educational unemployment is increasing, and the quality of education and life are not being improved. The challenge is to improve education quality by increasing educational efficiency, using modern technology, and modernizing the educational curriculum and providing sufficient skilled subject teachers, and to make education practical, skill-oriented and useful for life by linking it with production and the market. Failure to achieve efficiency and quality in teaching and learning and Lack of stakeholder participation and accountability and lack of good governance in the education sector are major educational issues. Improving the educational environment and improving the quality of education by maintaining good governance in the education sector is a challenge.

Structural reforms in education

To improve the overall educational situation of the province, amendments will be made to the existing policies and laws, guidelines, procedures and standards will be formulated. The educational curriculum will be revised to make education skill-oriented, employment-oriented and useful for life. The curriculum will also include topics such as sexual and reproductive education, child rights, climate change and disaster risk management. Moral education will be included compulsorily in the curriculum from grades 6 to 12. All sectors, classes and communities in all levels of education -In particular, appropriate strategies and programs will be prepared and implemented based on mapping of physical and other educational infrastructure to ensure access to disadvantaged communities. A special program will be formulated and implemented to address the problem of dropping out of school without completing the academic

session. Support and facilitation will be provided to local levels and schools to provide midday meals, scholarships, hostel facilities, and special classes to increase the learning achievement of children from disadvantaged and backward classes and communities. In order to bring about the expected improvement in teaching and learning outcomes, teachers will be regularly enhanced in capacity and overall educational quality will be improved by making educational institutions technology-enabled. The province will be developed as a center for higher education studies in information and communication technology and other technical subjects, and research and educational tourism will be promoted. While developing educational infrastructure, priority will be given to the construction and development of educational infrastructure that is incomplete so far. Public investment will be increased to improve the capacity and quality of educational institutions operating in high mountainous and remote places.

Education will be made skill-oriented, professional and useful for life by revising the educational curriculum in a timely manner based on the needs. Technical education and vocational training programs will be expanded to produce skilled human resources as per the needs and demands of the province. Education in the province will be focused on building technically skilled, creative and cultured human capital. Good governance will be maintained in the educational sector by strengthening the monitoring and evaluation system at all levels of education. To maintain good educational governance, regular monitoring, supervision and evaluation programs based on the results of educational institutions will be conducted. Participation of the public, community and private sectors in the development of higher education will be encouraged.

Developing the university as a specialized education

By establishing a provincial university, the university will be developed as a specialized educational, research, dissemination and policy science laboratory. It will also be developed as a policy study and research center in coordination and collaboration with the Midwest University. Higher education in all subjects will be encouraged to be research and research-focused, including teaching and learning. Various Coordination, collaboration, and partnership will be established with the university to produce the human resources needed for Karnali. Educational policy, law formulation and institutional reform programs. New policies and laws will be created as well as existing policies, laws, guidelines, procedures, and standards will be revised. Education Access enhancement Program, The physical condition and quality of schools will have been improved to increase the attractiveness of students from all classes, including the poor, to community schools. A special package will be provided for the extremely poor, backward and disabled children to study free of charge up to higher education. Talent and Special Scholarship Program: Scholarships will be provided and regulated by determining the quota of scholarships for poor and meritorious students of

institutional schools. Special scholarships will be provided for students from Dalit, tribal, indigenous, Hindu-affected and martyr families with disabilities who are pursuing higher education. Earning while studying educational program: The study-while-earning educational program will be expanded to reduce the dropout rate of children from disadvantaged backgrounds. Conduct residential school establishment: Residential schools will be established and operated in local levels with weak human development indices in Mugu, Humla, Jumla, Dolpa and Kalikot. Expansion and institutional reform of technical schools and vocational training centers. Technical schools will be expanded and upgraded in all regions, and vocational training centers will be established and well-organized in potential locations. Establishment of operational residential schools and residential schools will be established and operated in local levels with weak human development indices in Mugu, Humla, Jumla, Dolpa and Kalikot districts.

Expansion and institutional reform of technical schools and vocational training centers. Technical schools will be expanded and upgraded in all districts, and vocational training centers will be established and well-organized in potential locations. One school, one health worker, and psychosocial counselor and health clinic program. The One School One Health Worker program will be expanded to all schools. In

coordination and collaboration with the Government of Nepal and local levels, a health clinic program will be run targeting students who are seen as weak in learning abilities in schools, along with psychosocial counseling, special studies and further education arrangements.

E-library and learning center management

By developing the public library system, e-libraries and e-learning centers will be established at the provincial and local levels. Quality Improvement Program in Teaching and Learning: To enhance the capacity of teachers, training centers will be established at the provincial level to provide additional incentives and regular training to teachers. The provincial deaf educational and technical centers, including resource classes in schools, will be gradually developed and operated as residential knowledge centers. Establishment of a technology-friendly educational information center: The service will be operational by establishing a technology-friendly educational information center in the province. Excellent School Incentive Program: Special arrangements will be made to encourage community schools and excellent schools will be encouraged. There will be coordination, collaboration and partnership between universities, institutes and research centers in the province for research and innovation promotion.

Table No: 1 Purpose of promotion Programme .

s.n	Indicator	2079/080	2081/082	2083/084	2085/086	%
1.	Literacy rate	76.1	79	85	95	%
2.	Youth literacy rate (15-24 years)	93.8	94	95	96	%
3	Child Development Story Enrollment Rate	87.9	88	94	98	%
4	Basic Level (1-8) Net Enrolment Rate	95.5	95.6	97.2	99	%
5	Secondary (9-12) Net Enrollment Rate	56.2	61	70	80	%
6	Basic Level (1-8) School Leavers	2.9	2.5	2	1.5	%
7	Secondary school dropout rate (9-12)	1.9	1.8	1.5	1	%
8	Average duration of schooling	8.7	8.8	9	10	Yer
9	Child Development Center	3370	3923	4100	4200	Nub
10	Basic Schools	2506	2483	2490	2500	Nub
11	secondary schools	745	745	745	745	Nub
12	campuses	60	60	65	70	Nub
13	universities	1	1	2	2	Nub
14	Teacher Student Ratio Basic Level (8-1)	39	39	35	30	Rat
15	Teacher Student Ratio Secondary Level (12-9)	65	65	48	40	Rat
16	Students receiving scholarships at secondary level	239	239	300	400	Nub



17	Students receiving scholarships in higher education	225	255	300	400	Nub
18	Schools with internet facilities	562	562	800	1100	Nub

Source: National Statistics Office, National Census 2078, Ministry of Social Development, Karnali Province.

Youth Capacity development and Promotion

To equip youth with knowledge, skills and technology, transforming youth into entrepreneurs, self-reliant and agents of development, to increase citizens' health concerns, participation, and access to sports, develop quality infrastructure, training, and professional sports are the main purpose of youth. Youth are the driving force of economic and social change. The main need of the hour is to provide adequate employment opportunities to the youth by developing their life-useful knowledge, skills, technology, creativity and entrepreneurship. It is necessary to conduct positive transformation programs for the youth by making them educated, creative and skilled and making them internally employed and self-employed. Sports, especially among the youth, contribute significantly to personality development by promoting physical and mental health and developing self-discipline. There is ample potential for the development of sports tourism in this province by developing the sports sector in a timely manner. In addition, there is also a possibility of developing Upper Karnali as a hub for adventure, tourism and recreational sports played at high altitudes by utilizing the geographical structure of the province. By comprehensively developing the youth and sports sector in the province, sufficient resources can be invested in this sector. This plan aims to create an environment where youth can participate and dedicate themselves to the development campaign through positive transformation by creating opportunities.

Existing Conditions of Youth

According to the Global Youth Development Index 2020, Nepal ranks 94th with a score of 0.689, and even when compared to South Asian countries, Nepal's youth development index appears weak. 36 percent of Nepal's youth, who are underemployed, have not been able to connect with economic production and life skills. The unemployment rate is high among marginalized, minority, Dalit, indigenous, and disabled youth. More than half of the youth labor force is dependent on subsistence agriculture. Of the 538,000 youth who go abroad for employment annually from Nepal, 74 percent are employed as unskilled workers.

According to the National Census 2078, the population of youth in the age group of 25 to 39 years in this province is 712,456 (42.21 percent of the total population). The literacy rate of youth in the province between the ages of 15 and 24 is only 93.8 percent, while the national rate is 85 percent. Most of the youth in the province tend to migrate to India every year for seasonal employment.

Karnali Province is progressing in the field of sports. The Karnali Province Sports Development Act 2076 has been issued and is being implemented to develop and expand the sports sector with the aim of making the citizens healthy, disciplined, dignified and dynamic. As per the provisions of the act, the Karnali Province Sports Development Council has been established. The construction of the province's stadium, covered hall and cricket ground as a provincial pride project in the provincial capital Surkhet is in the final stage. For the development of sports, the province has adopted a policy of at least one covered hall with a playground in the district, and one playground in each local level. As the sports infrastructure is being developed in the province, there is ample potential to develop sports as a professional and means of livelihood by providing adequate materials and training by skilled trainers.

Key questions and challenges of Youth

Although the youth literacy rate of the province is satisfactory, the main issues are the lack of skill-based education among the youth, inability to get employment in the country, inability to develop skills and competencies for self-employment, and inability to prevent energetic and creative youth from going abroad. It is challenging to invest adequately for the development and positive transformation of the youth, develop their skills and capabilities according to market demand, and create adequate decent employment opportunities. Positive transformation of the youth: The negative thinking and attitudes that exist among the youth, mainly due to unemployment, the increase in undesirable activities including depression, addiction and other harmful practices is a major issue. The increasing use of drugs and alcohol among the youth and the development of moral conduct by purifying negative

thinking, awakening social values and positive thinking, transformative leadership skills, developing entrepreneurship and innovation, promoting decent employment and self-employment among youth are challenges.

Sports Infrastructure and Commercialization: Developing professional sports by developing the necessary national-level sports infrastructure for the overall development of the sports sector in the province remains a challenge. Institutional development and strengthening of the youth and sports sector: The lack of youth and sports-related structures and development activities in the province remains an issue, and it is a challenge to produce national and international-level professional players from the province by establishing and strengthening youth and sports-related institutions.

Strategy of Youth Promotion

Bring about positive transformation in youth by developing professional skills and entrepreneurship, creating employment and self-employment opportunities: Training programs related

to skills and entrepreneurship development as per market demand will be conducted for youth employment, and self-employment programs will be expanded in the fields of agriculture, herbs, tourism-based enterprises and other innovations in collaboration with the local level. Youth will be made aware that they should go abroad only with skills and innovation-based economic development, social and service-related programs will be conducted for the utilization of the knowledge and skills of youth who have returned from foreign employment. Expanding awareness-raising and rehabilitation programs to protect youth from addiction: Awareness-raising and rehabilitation programs will be expanded to protect youth from increasing cybercrime, misuse of social media, and addiction to alcohol and drugs. Development of sports infrastructure as well as development of professional sports: Infrastructure and capacity development programs will be implemented in coordination with the federal and local governments for the development of sports infrastructure in the province and for professional sports. Training, exchange of experiences, facilitation and encouragement will be provided to make the sports sector professional in partnership and collaboration with non-governmental and private sectors. Coordination and collaboration will be carried out with the private sector and stakeholders in the operation and management of various competition projects professionally.

Developing Upper Karnali as a hub for adventure sports: Sports tourism in the province will be expanded by developing the upper Himalayan region of the province as a hub for adventure sports played at high altitudes. Studies, research, coordination and facilitation will be carried out to develop the Himalayan region of the province as a hub for high altitude sports. Capacity development of athletes and sports-related organizations and maintenance of good governance in the sports sector. Special programs will be launched to develop the capacity of athletes and sports-related organizations and to maintain good governance in the sports sector. Para sports committees will be formed and mobilized in an inclusive manner in the province. Para sports will be organized by developing sports infrastructure and facilities for para athletes. A monitoring and evaluation system will be developed in the sports sector to make the sports sector fair, disciplined, competitive, dignified and dynamic.

Structural development related programs

The Provincial Youth Council and youth networks at all local levels will have been formed and operational in the province. The provincial sports development master plan will have been formulated and implemented. Study, Research and Creativity Program for Youth Development and Positive Transformation Programs related to study, research, and creativity will be conducted for the development and positive transformation of youth, and youth clubs will be established to mobilize youth for the eradication of illiteracy, conservation of forests and the environment, and the end of socially harmful practices. Capacity development, consultancy services, technical assistance and concessional loans and insurance will be provided for youth who are running businesses, for youth employment and self-employment. Youth attraction programs will be implemented in agriculture, forestry and tourism-based enterprises.

A youth scientific conference will be organized every year targeting youth and students interested in science and technology. A program will be run to empower and provide skills to women, ethnic, Dalits, disabled, conflict-affected, and marginalized youth. A volunteer mobilization program will be run by developing youth leadership in the development campaign. Every year, youth who have done excellent work in various sectors of the province will be selected and an educational entrepreneurship tour experience exchange program will be run in the country and abroad. An international-level multi-purpose stadium and covered hall will be constructed in the provincial capital, a mountain stadium in the Rara Chhayath region and the Himalayan region, a playground with a covered hall in the district headquarters, and playgrounds at all local levels. Initiatives will be taken to construct a cricket stadium.

Infrastructure Development Programme for Youth

Suitable for the study, research and promotion of adventure and original games. Sports, exercise and health awareness programs for public health. Awareness programs will be conducted. Health education through yoga, meditation, exercise and sports will be promoted from school level. Arrangements will be made for professional sports coaches to identify sports talent, provide special training and encouragement, and develop the players' abilities.

Table No: 2 Sports Infrastructure Development Programme

s.n	Indicator	2079/080	2081/082	2083/084	2085/086	%
1.	Youth unemployment rate	7.5	7.5	6.5	5	%
2.	Youth literacy rate	93.8	94	95	96	%
3	State-level sports competition (annual)	25	30	36	40	Num

4	Participation in national international	7	15	25	35	Num
5	Stadium Standard	2	3	4	5	Num
6	Local levels with quality playgrounds	12	15	40	79	Num
7	Medal won in national international sports competition	10	15	20	25	Num
8	Sports coach	8	10	15	20	Num
9	Organizations affiliated with the sports sector	12	15	20	25	Nub

Source: National Statistics Office, National Census 2078, Ministry of Social Development, Karnali Province.

Technology and Innovation

Relevant and objective research, study and investigation play an important role in sustainable development. It provides a scientific basis for prioritizing development, equitable distribution of resources and achievements. There is a deep relationship between study, research, innovation and sustainable development in science and technology. Scientific study and investigation provide a factual basis for assessing the current situation and identifying new opportunities, developing new technologies, goods and services, improving the flow of goods and services according to the expectations, needs and priorities of service recipients, developing objective strategies and tactics for increasing production and productivity and competitiveness, increasing effectiveness in public services and addressing social, economic and environmental risks and challenges.

There are research-oriented institutions in this province, including the Midwestern University and the Karnali Institute of Health Sciences, research centers under the National Agricultural Research Council, and the Institute of Science and Technology. The above-mentioned institutions are conducting some scientific research and discovery work. However, there is no data collection, management or validation for development policies, plans and programs. The province needs to make more efforts in science, technology and innovation.

Research and innovation

The major issue in this sector is the inability to establish this sector as a continuous practice and learning process by arranging appropriate policies, resources and means in the field of science, technology and innovation in this province. There are challenges such as developing the necessary structure, human resources and physical infrastructure for study, research and development and innovation in the province, and linking the research and development system with the policy and program formulation process.

Capacity development and utilization of existing institutions and technology

The main issues and challenges are to mobilize the higher educational institutions established in the province for knowledge production by developing sufficient capacity in the areas of study and research required for provincial

development, to utilize modern technology and innovation, and to attract the private sector, cooperatives, and community and non-governmental organizations to invest in scientific research, innovation, and development.

Policy Study, Research and Analysis

There are issues and challenges such as developing the capacity of institutions including the Karnali Province Planning Commission for policy study, research and analysis, orienting policy makers on development and innovation based on study and research, attracting the private sector, cooperatives, non-governmental organizations, etc. in the development of the study and research system, and making the best use of currently available information and communication technology.

Prioritizing development work guided by studies, research, science and technology and innovation: Information will be factually updated by analyzing the situation of the province and identifying priority areas for study and research in consultation with academic and research-oriented stakeholders and further study and research work will be institutionalized. A policy will be adopted to prioritize development work guided by studies, research and innovation by analyzing the overall situation of the province.

Making optimum use of information and communication technology in public service delivery and teaching and learning activities and making the educational system research-oriented: In accordance with the concept of Digital Karnali, information and communication technology will be used optimally in all public bodies of the province, including in services and educational institutions. Educational institutions providing higher education will be made research-oriented. Support and facilitation will be provided to make optimum use of science, technology and innovation in services and development and teaching and learning activities provided by public bodies. Increase collaboration and partnership with the private sector and development partners for the development of science, technology and innovation: The development of science, technology and innovation in the province can only be achieved through government efforts.

Since this is not possible, collaboration and partnership will be made with the private sector as well as development partners for this. Higher educational institutions in the province will be developed as research centers. By promoting creative and innovative research conducted within the province, the findings and suggestions obtained will be

utilized in policies, plans, development work and service delivery.

Documenting and protecting new discoveries, research and development: The discoveries, research and development of science, technology and innovation in the province will be documented and protected.

Skill and human resource development and human capital building: Policy, legal and structural arrangements will be made in the province regarding the identification and projection of skill and human resource needs and skills and training. The existing state of human resource availability, production, industry, construction and Discovery, research, and development of technology and innovation will be documented and protected.

Developing skills and human resources and building human capital: Policy, legal and structural arrangements will be made in the province regarding the identification and projection of skills and human resource needs and skills and training. A human resource development plan will be formulated by projecting human resources for the long, medium and short term based on the existing situation of human resource availability for provincial development and transformation,

and the need and demand for human resources in the production, industry, construction and service sectors. Skilled and efficient human resource development work will be carried out by giving priority to the youth, unemployed and target groups in coordination and collaboration with technical education and vocational centers, research and training centers, educational institutions, non-governmental and private organizations.

Promoting Program

Structural Development and Cooperation Program in the Science, Technology and Innovation Sector. The provincial government will have established and operationalized a structure to work in the field of science, technology and innovation. The provincial government will have collaborated with various educational and research institutions and innovation and invention centers for study and research. Research and Research-Based Development Partnership Program: Research laboratories will be established and research activities will be conducted in partnership with the Government of Nepal, local levels, development partners, and the private and cooperative sectors.

Table No: 3 Quantitative targets of Promotion

s.n	Indicator	2079/080	2081/082	2083/084	2085/086	Num
1.	New and modified technologies promoted in the province	41	42	60	75	Num
2.	Person affiliated with the provincial expert group	-	-	10	25	Num
3	Annual Study and Research			8	12	Num
4	National and international research-oriented organizations that collaborate and coordinate	42	42	45	50	Num
5	Sanlam Manpower in Applied Research	58	60	70	80	Num
6	State Level Young Scientist Conference	-	-	2	3	Num
7	National and provincial science and technology publications	-	-	6	10	Num

Scientific study and research documentation and preservation programs: Important scientific research conducted in the province will be documented and the records will be properly preserved. Science, technology and innovation sectors: Young scientists are annually selected for the development of science and technology in the province. A program to document, preserve, publicize, and utilize achievements in provincial development

Human Resource Development Plan: Conferences will be organized. A scientific journal will be published annually, covering achievements in the fields of science, technology and innovation. The policies and programs for the development of the province will be formulated on the basis of studies, research and facts.

A human resource development plan will be formulated by projecting human resources for the long, medium and short term based on the existing situation of human resource availability for provincial development and transformation, and the need and demand for human resources in the production, industry, construction and service sectors. Skills and Human Resource Development Program: Skilled and efficient human resources will be developed by giving priority to the youth, unemployed and target groups in coordination with technical education and vocational centers, research and training centers, educational institutions, non-governmental and private organizations.

Conclusion

The purpose of this article has not been to propose solutions

or reforms, although some of the readings do just that Education, Youth capacity development and promotion programme in karnali province of Nepal. Instead, we intended to provide readers with an overview of the theories, methods, issues in developmental activities and sociology of education today. Sociologists provide a rather unique view of institutions, one that places institutions such as education, Youth, family, religion, and politics within a societal context. Although few sociologists set out with the goal of school reform, by raising questions about educational issues, they encourage critical analyses of schools. Sociological studies can inform debates and provide scientific findings to guide policymakers. Sociological researchers provide a unique perspective that can help those involved in decisions about our Youth and children's education to see schools in a new light. Why haven't some of the major educational problems been solved? Many of the readings in this book point to reasons why things remain the same or, if changed, why schools still do not meet the needs of many students. We hope that by reading the articles in this text, you have come to understand how complex educational systems are there. We hope that you have come to understand that one person's sense of frustration can be another's sense of accomplishment. We hope that you now have a better sense of both the structure and the processes within schools and the many variations and permutations both structure and process have within educational systems all over Nepal. We hope that you now know that schools both mirror and reinforce existing social patterns in society. And we hope you understand that schools do not exist in a vacuum—that educational systems respond to many external conditions, in addition to internal factors, in shaping how we educate youth people. Many people hang their hopes on the institution of educational development and the schools and classrooms within that institution.

Many of these readings point to places in the model where educational change and reform are desirable. In this article, we conclude by focusing on the "whole" education system and looking at the possibility of change. These four readings include philosophical, political, and practical commentaries on the educational system and pose fundamental questions about the limits and possibilities of school reform and Youth Promotion.

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