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**Review of doctoral thesis by Gangadhar Dahal entitled:
COMPLEMENTARITIES OF EDUCATION AND SOCIOECONOMIC DEVELOPMENT
IN NEPAL, under the supervision of Professor dr. hab. Alojzy Z. Nowak,
University of Warsaw, Faculty of Management.**

General remarks

Certainly, education is one of the most important factor for socioeconomic change in developing countries. The various types of comparative data on education in the world show that all the economically successful Asian countries had at least a good primary education system. Those Asian countries where the average number of hours spent at school has grown significantly, rapid economic progress has been recorded. Increasingly, the ability of pupils in the field of mathematics and humanities resulted with absorbing more advanced technologies. South Korea and Hong Kong is the best example.

Nepal, however, is another example in Asia. Political instability, slow recovery from transition, weak governance, political inability to address market failures , small internal markets – these are main reasons that Nepal lacks permanent development peculiarities. Many research have proven that especially there are serious problems in educational policy of the country and educational inputs and socioeconomic development parameters. Under the terms of Nepal, the author of this work stresses that developing countries, including Nepal, can do better if they upgrade and modernize their education system and provide equal opportunities to both genders. Gangadhar Dahal is convinced that Nepal should keep education on top priority in public policies, as well as make serious efforts for universalization of primary, secondary, tertiary education and discourage the drop-out rates at all levels of education. All this to achieve sustained economic growth and make progress in socio-economic development.

Substantive assessment of work

To deal with complementarities of education in socioeconomic development in Nepal the following research questions in dissertation are addressed:

1. What is the impact of periodic development planning on educational attainment and its quality in Nepal?

3. What is the impact of education on HRD and employment, and economic growth?

4. What are the linkages between education, health, and economic growth?

5. What are the linkages between education, poverty, and economic growth?

6. What are the effects of education on environment?

7. What is the overall role of education in socio-economic transformation in Nepal?

8. What are the policy implications for education and socio-economic development.

The thesis contains these questions and try to answer them in seven chapters. All work in manuscript counts 283 pages. Apart from chapters it contains list of tables, list of figures, list of abbreviations.

It is worth emphasizing: the very extensive literature on the subject of dissertation. The bibliography has been classified into books, journal articles and reports. Also, in this research paper the sources of information (data) are taken from various published sources like World Bank, International Monetary Fund (IMF), Human Development Reports (HDRs), CIA World Fact-Book (2015), Central Bureau of Statistics (CBS, Nepal), National planning commission of Nepal (NPC, Nepal) Ministry of Education (MOE, Nepal), and various other development and gender reports.

The author submits three hypothesis:

I There is significant effects of education on socioeconomic development parameters such as improvement in health, women empowerment, environment protection, HRD and employment, poverty reduction, and economic growth.

II There is significant long run relationship between educational attainment, HRD and employment, and economic growth in Nepal.

III There is triangular casualty between education, health and economic growth.

Regarding methodologies there are two basic approaches to research: quantitative approach, and qualitative approach, and in some cases the mixed methods of both qualitative and quantitative are used. Empirical results and interpretations come from the study analyzed the time series data from 1994/95 to 2014/15 and estimated various possible models.

Final conclusions

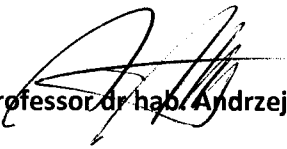
The work clearly shows there is high correlation between education rate, level of poverty and economic growth in Nepal. There is high link between education enhancement and poverty reduction. Poverty in Nepal is related with consequent factors of socioeconomic, cultural, political and geo-political environments. The author convincingly proves that Nepal is in reverse socioeconomic and vicious cycle of poverty trap. Therefore, holistic-synergistic approach is really critically important to overcome the trap of unemployment, poverty, hunger, illiteracy, ill-health, exclusion and environmental degradation issues in Nepal. This research clearly shows that in Nepal

there is everywhere poverty not only in education sector but also in health, environment, employment, gender issues and overall economy. Research also indicates that the countries where the government is weak and educational policies are frequently changing, private and community based educational institutions are doing better than public. Lessons learned from research could be used not only in Nepal.

The dissertation is good, logically coherent, has the necessary content, as well as analytical and conclusive values. Meets the conditions of a good scientific workshop. Hypotheses are verified correctly. The bibliography improves significantly the quality of the arguments contained in the work. Despite minor language errors, work in English deserves appreciation.

The last statement

Taking into consideration everything I wrote in this review, and in principle taking into account the logical consistency, methodological correctness and substantive content of the peer-reviewed dissertation, I believe that it meets the requirements for doctoral dissertations for the PhD degree in management science. So I hereby apply for the admission of Mr. Gangadhar Dahal to public hearing.


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