

Subodh Dahal

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RESEARCH INTERESTS

Educational technology; AI in education; generative AI; learning analytics; academic integrity & learning integrity; Technological Pedagogical & Content knowledge (TPACK); Edtech in low-resource settings.

RESEARCH SUMMARY

Education researcher and policy practitioner focused on educational technology integration, generative AI, and TPACK frameworks in low-resource settings. Experienced in convergent parallel mixed-methods, policy analysis, research communication, and multi-stakeholder coordination. Published and presented internationally on EdTech tools and learning integrity, with ongoing collaborations on process-based learning design. Dedicated to advancing equitable, technology-enabled learning through evidence-based, scalable policy interventions.

EDUCATION

M.A. International Cooperation & Development — [MU Institute of Cooperation & Development \(Mid-West University\)](#), Nepal | Nov 2025

Thesis title — Assessment of Technological and Pedagogical Knowledge of Government School Teachers in E-Learning in Lalitpur Metropolitan City.

- Employed a convergent parallel mixed-methods design, collecting quantitative data from 28 teachers (Science, Mathematics, English) and qualitative interviews with ICT focal persons from 9 community schools.
- Applied convergent parallel mixed-methods integration, systematically merging quantitative statistical analysis (descriptive statistics, cross-tabulation, correlation analysis) with thematic coding of interview data.
- Found that teachers' TPACK is highly context-dependent, influenced by access to digital resources, professional development, and school-level institutional support.
- Highlighted gaps in practical application of e-learning, infrastructural limitations, and the need for structured ICT policies and capacity-building initiatives.

Project work — [Climate Programs under Pandemic Recovery: Nepal's Commitments to Paris Agreement](#)

- Analyzed the impact of the COVID-19 pandemic on Nepal's climate governance and its commitments under the Paris Agreement, particularly the Nationally Determined Contributions (NDCs).
- Undertook desk reviews and Key Informant Interviews across nine national and international organizations in Kathmandu Valley working on climate adaptation and mitigation.
- Assessed organizational performance indicators—including budget, funding flows, project progression, staff retention, and operational scope—to evaluate pandemic-induced disruptions.

- Found low to medium impacts on funding and program implementation, with organizations anticipating future financial constraints due to combined effects of COVID-19 and the Russia–Ukraine crisis.

Bachelor of Business Administration (Finance) — [Bhaktapur Multiple Campus, Tribhuvan University, Nepal](#) | Feb 2019

- Conducted a final year Summer Project on the "Liquidity Analysis of Prabhu Bank" in 2018, analyzing financial stability and liquidity management of commercial bank.
- Group Project focusing on the "Business Model and Payment Method of Alibaba.com," evaluating e-commerce strategies and payment systems.
- Internship: Admin department of NGO at Kathmandu (3 months).
- Coached girls' basketball team to a second-place finish in an Inter-College Basketball Competition ([2016 season](#)).

RESEARCH EXPERIENCE

Research and Communication Consultant — [Process Feedback](#) | Jan 2024 – Present

- Contributed to the early establishment of Process Feedback by co-developing website content architecture and leading social media strategy development.
- Manage the [Process Focus blog](#), content planning, editorial review, and design of illustrations and graphical assets.
- Authored blog articles on educational tools, [writing process exploration](#), and [comparative edtech analysis](#), focusing on authentic learning and skill development.
- Conducted 8+ website usability tests, reviewing content accessibility and improving user experience for first-time users.
- Produced multimedia and visual content, including a video resource reaching [7,000+ views](#).
- Supported outreach and public relations efforts, building networks with edtech leaders and educators across Brazil, Singapore, Japan, Europe, and the United States.
- Led early-stage outreach campaigns by contacting 5,000+ teachers, professors, and administrators across the USA to introduce Process Feedback.
- Contributed to promotion and early adoption of the [Process Feedback Google Docs extension](#), currently serving 60,000+ global users.
- Conducted literature reviews on academic integrity, generative AI, and process-focused learning, contributing to the conceptual development of the 3P Framework (Person–Process–Product).
- Undertook a scoping review examining whether edtech tools adopt preventive, punitive, or educative approaches to academic integrity, identifying gaps in current integrity-focused technologies.
- Presented research and practice insights on process-focused learning and academic integrity at national and international conferences, including workshops and poster presentations.
- Delivered a live session on transforming writing reports into interactive process reports at [ACE Conference](#).

- Conducted a workshop at the [Star Global Conference](#) attended by 10+ educators, sharing data-driven insights into student writing processes. Influenced adoption of Process Feedback in coursework by an Assistant Professor at Kathmandu University following conference presentation.
- Presented a research [poster](#) on the 3P Framework at [NELTA Conference](#), demonstrating its application in fair academic decision-making.
- Received acknowledgment in [workshops at SIGCSE](#) for contributions to validate and verify the website content.

Research Associate (Consultancy) — [Economic Advisor](#), Own-Source Revenue Study (Lumbini Province), Nepal
| Nov 2024 – Feb 2025

- Conducted a comprehensive review of provincial revenue source, revenue-sharing practices and academic literature to inform and support in development of Inception Report.
- Co-designed analytical frameworks to assess provincial revenue performance and evaluate revenue-sharing mechanisms in federalism.
- Conducted Focus Group Discussions (FGDs) with government officials to understand the potential revenue sources and generation streams. FGD conducted with government departments/officials of land, industry, transportation, forest and local levels.
- Coordinated consultation workshops with private sectors and its union bodies attended by 25+ individuals to understand their role in provincial revenue generation.
- Developed data visualizations and comparative analyses of the findings from the provincial government, local government and private sectors, further structuring into a well-structured draft report.

Research Intern — [YouMe Nepal](#), Kathmandu | Jul 2021 – Sept 2021

- Supported qualitative data collection on higher education governance and student politics under the supervision of a researcher from the University of Tokyo.
- Conducted nine semi-structured interviews with university faculty and student representatives, to understand students' politicization in the university.
- Assisted in developing data collection protocol, transcription, and thematic organization of qualitative data.
- Gained early exposure to academic research practices, including ethics, stakeholder engagement, and qualitative inquiry in higher education contexts.

Research Assistant — [YouMe Nepal](#), Kathmandu | Oct 2021 - May 2022

- Led a qualitative study on [school nutrition modalities](#), examining four program models to identify factors contributing to sustainability in low-resource education settings.
- Designed and managed quantitative surveys (100+ students, 150+ parents) for a KAP study of school nutrition and conducted four focus group discussions with teachers across four schools in rural areas of Khotang district.
- Studied literature on school nutrition programs and developed a framework for measuring the sustainability of school nutrition programs.
- Conducted statistical analysis using SPSS and drafted preliminary quantitative findings of the school nutrition to inform research outputs.

- Coordinated with schools to organize and conduct Focus Group Discussions (FGDs), including transcription and translation of recordings.
 - Recruited and trained field enumerators for parent data collection in selected schools, supervised the process, and completed data entry and validation.
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PROFESSIONAL EXPERIENCE

Programme Coordinator Associate — [NIRT](#) | Technical Support Unit (TSU) for [Center for Education and Human Resource Development \(CEHRD\)](#), Nepal | Mar 2025 – Present

Seconded to the Center for Education and Human Resource Development in the Government of Nepal to support sector coordination in the implementation of the [School Education Sector Plan \(SESP\)](#).

- Facilitated School Education Sector Plan (SESP) orientation programmes led by CEHRD across all seven provinces and supported in achievement of more than 380+ approval plan of Local Level Education.
- Supported CEHRD in preparation of the yearly budget by validating the budget head and amount and drafted tables and charts for preparing the yearly program activities.
- Contribute to strengthening inter-governmental coordination across the [Ministry, CEHRD, five central level agencies](#) as per the SESP framework.
- Reviewed and consolidated national-level data of Local Level Education Plans (LLEPs) across all 753 local levels by coordinating with local authorities to track progress and design targeted programs for uninitiated local levels.
- Facilitated 18 thematic working group meetings with government and development partners, managing logistics, documentation, and technical setup to drive collaborative and impactful education initiatives.
- Prepared strategic event plans, consolidated notes, provided technical support, and documented key outcomes for [Budget and Joint Review Meetings](#) at the Ministry and CEHRD.
- Reviewed literature and drafts for the Out-of-School Children study, contributed to the introduction section, and provided detailed feedback to strengthen the report.
- Led ICT usage assessment in 16 community schools, conducting field visits, collecting data, and presenting findings to guide school-level technology planning and support.
- Gained systems-level exposure to how policy priorities, evidence, and coordination mechanisms shape education planning and implementation.

Program Officer — [Nepal Language & Research Solutions \(NLRS\)](#) | Nov 2022 – Mar 2025

- Secured the organization's first international language services agreement, expanding interpretation services to French and Spanish language. Ensured high-quality standards through provider vetting, and managing contracts, logistics, and a Code of Conduct for interpreters.
- Expanded language translation coverage by supervising the recruitment and onboarding of translators across Nepali, regional, and international languages (Bengali, Hindi, Tibetan, Chinese, Tharu, Maithili, Bhojpuri, Awadhi, Spanish and French).
- Developed and submitted 100+ translation and interpretation proposals, successfully securing the organization's placement on national and international service rosters.

- Managed multilingual coordination and interpretation services for major conferences and development forums (e.g., [Start Network Conference](#), USAID – Pause and Reflect Workshop), overseeing interpreter coordination and technical device management.
- Supported in documentation progress to achieve a two-year Long-Term Agreement (LTA) with WHO and UNODC for translation and interpretation services in 2024.
- Led comprehensive notetaking and report production for more than 10 workshops, conferences, and annual reviews ([Nepali Women in Business](#), [MoHP-NJAR](#), [Startup Fest](#), [Millennium Challenge Account Nepal \(MCA-Nepal\)](#)). Coordinated teams of notetakers and delivered well-structured session reports.
- Designed and produced communication materials, including [quarterly newsletters \(BRCRN\)](#) and table calendar.
- Coordinated logistics, technical support, and interpretation services for high-profile meetings and workshops ([AFI-NRB collaborative meeting](#), [International Conference on Agrobiodiversity](#)), ensuring smooth operations and successful execution.
- Procured interpretation equipment by researching vendors, liaising with suppliers, and securing devices, ensuring organizational readiness for national and international multilingual assignments.

Content Writer — Contentlab Pvt. Ltd. | Jul 2019 – Jan 2021

- Developed structured academic and analytical content across disciplines including business management, psychology, entrepreneurship, and social sciences.
- Designed visually engaging presentations, newsletters, and blog content following the client requirements.
- Conducted comprehensive literature reviews and secondary research on diverse academic topics, ensuring accuracy, depth, and adherence to structural requirements.
- Analyzed financial and business data using Excel to prepare evidence-based data reporting.
- Interpreted and summarized academic video content in psychology and social science, ensuring clarity and precision of information.
- Extracted and synthesized relevant insights from peer-reviewed journals to support research-based content development.
- Gained exposure to academic writing, referencing, and literature reviews across disciplines.

PRESENTATIONS, PUBLICATIONS & ACKNOWLEDGEMENTS

- Three Ps for Academic Integrity in the AI Era: Right Person, Process, and Product – [NELTA](#) (Feb 2026) – [Poster presentation](#)
- Right Person, Process, and Product: Using 3Ps Framework to Improve Student Learning — [FTTC 2025](#) (Oct 2025) — Accepted.
- Easy Chrome Extension for Promoting Academic Integrity and Self-Reflection — [Star Global Conference](#), Dhulikhel, Kathmandu (Dec 2024) — workshop presenter.
- The Process Matters: Academic Integrity in the Age of AI — [Asian Conference on Education](#), Tokyo (Nov 2024) — selected presenter.

- Ratala, D. P. J., Rai, S. C., **Dahal, S.**, & Niraula, B. (2023). [The Reality of School Nutrition Programs as Perceived by Teachers: A Case Study of Primary Schools in Khotang, Nepal](#). *Asian Social Science*, 19(4). (Co-author — contributed to data collection, qualitative analysis, and manuscript drafting)
 - Acknowledged in [SIGCSE workshops](#) for contributions in content verification and validation.
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