



RESEARCH PAPER

Quality of Education in Nepal: Insight from Community and Private Schools

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Abstract

This paper analyses the quality of education in community and private schools inside the Kathmandu Valley of Nepal. Quality education helps achieve goals and objectives, addresses community needs, fosters critical thinking and learning, and is also a key factor in national development in Nepal. This study has contributed to our understanding of the impact of school-managed transfer policies on the qualitative dimension of community schools. This topic is understudied in the Nepalese context. In the study, to determine current standards and establish guiding principles, a qualitative descriptive research method was employed through document review and questionnaires administered to parents regarding the quality of school education. The results suggest that parents are now more inclined towards private schools to the extent that a perceived learning difference in literacy and learning behaviors has been formed in community schools. Despite free basic education policies, teacher and learner-related problems persist as a challenge to effective teaching and learning in public schools, a challenge also experienced in other countries in the global competitive world.

Keywords: Community Schools, Curriculum, Parents, Policy, Private Schools, Quality of Education, Teachers.

1. Introduction

Quality is ambiguous, multifaceted, value-laden, and molded by predetermined standards and understandings. A sound education system that achieves its objectives and is responsive to the needs of children, the community, and the country is developing children's capacity to value and learn. Instability, inequality, and high dropout rates characterize poor quality education, often due to the inability of many schools to ensure effective learning, leading to parents withdrawing or failing to enroll their children. Highlighting its necessity, the focus on the quality of education remains imperative for addressing the targets of universal access to education. Scaling up access entails expanding to more schools, classrooms, and teachers, while building quality would involve transforming the very nature of education, teaching, and learning. Curriculum, teachers, and learners all contribute to productive learning and effective school interaction within a conducive environment. The course content should be applicable, progressive, and relevant to both the learner and the community from which they come. Teachers must be dedicated, skilled, creative, well-versed, and professionally trained in all aspects of their subject matter and pedagogical approaches. The quality of education is not the sole responsibility of the teacher, but

rather a collaborative effort among students, parents, and the entire community.

Education is the most vital tool for achieving economic growth and social development, particularly in developing countries like Nepal, where education is a prerequisite for national advancement. However, education is currently dismal, hindering social and economic benefits, including Nepal's overall development in the era of globalization. The government took such issues seriously, introduced the Education Act 2048, and implemented programs / policies like Community School Management Transfer (CSMT) and the School Sector Reform Plan (SSRP). Understanding the local context and the issues that influence their expected outcome, including perceptions and practices of school management, is essential for educational administrators, planners, and researchers. It is an under-studied area in Nepal, and there is a need for a broader contextual perspective from different angles to envisage adequate and relevant reforms.

This paper aims to contribute to the understanding of the management transfer policy related to schools and the qualitative school at the community level in Nepal. The research examines the quality of education in specific community and private schools in the Kathmandu Valley by



analyzing parents' perspectives regarding the school quality reports. Then, it assesses the current standard based on parents' attitudes and provides suggestions for development. The concepts presuppose that the management of schools should have two dimensions - the management of private schools on one hand, and that of the community schools on the other hand (though private schools are profit-oriented, and community schools government-disable friendly-nil or seeking) based but that they share in systematic/al analyses and objectives of educational service delivery.

2. Findings and Discussions

This section evaluates the quality of education in community versus private schools, highlighting performance gaps. Community school students, particularly first graders, underperform in literacy skills, learning behaviors, and parental involvement. These gaps persist after accounting for social and home factors. Community school students exhibited lower passive learning behaviors prior to enrollment, underscoring the importance of preschool experiences. Attending school increased passive behaviors, and the quality of school inputs greatly affected learning outcomes and behaviors (Bharati & Takao, 2013, pp. 44–51).

Parents are increasingly opting for private schools, and their numbers are rapidly increasing in this rural Nepali community. Since 2065 B.S., four private schools have opened, bringing the total to eleven schools, of which five are government-run. Despite the new education act favoring public schools, there is uncertainty regarding the continued availability of grants for community schools following the establishment of private ones. The privatization has had a positive impact on educational accessibility and school reputation. However, the government must address the challenges posed by this growth, as public schools are less competitive in terms of curriculum and regulations.

2.1. Educational Landscape in Nepal

Under the present federal system, education is a concurrent subject of three levels of government: federal, provincial, and local. The Federal Ministry of Education provides education policy, plans, programs, and guidelines, while the respective provincial ministries are responsible for implementation. Local governments are responsible for planning, implementation, reporting, and monitoring education (Paudel & Rajbhandary, 2022).

The new constitution provides free and compulsory education for girls and individuals with disabilities, as well as scholarships for Dalit and marginalized students up to the secondary level. Regarding the federalism and education sector, the education sector is decentralised, and the respective provincial governments have the freedom to formulate their own education policies and legal provisions within the framework of the federal act. As a result, a complex education management system has been established. The situation is unique in that the policies, planning, and guidelines remain the same across all provinces, but each province can devise rules and regulations tailored to its specific needs. This

created confusion and misunderstanding, resulting in duality in their interpretation and practice (Sharma, 2013, pp. 72-85).

Twenty years of decentralisation since 1990 have bolstered local governance and increased access to education in Nepal. Key trends include the growth of private sector education, higher enrolments, and improved learning outcomes. Nonetheless, challenges such as institutional capacity, community engagement, political interference, and teacher performance persist. Nepali private education is unique in South Asia and is rooted in village nursery schools for various purposes. While private schools contribute to urban economic growth, concerns about the quality of unregulated institutions remain, leading parents to explore mixed educational alternatives (Maharjan & Sigdel, 2016, pp. 17-22).

2.1.1. Overview of the Education System

A national education board collaborates with local governments, community groups, civil organizations, and the Ministry of Education to evaluate the education system. It aims to create a school improvement plan that balances system offerings, requirements, expected results, and monitoring efforts. To complete its assessment, the board identifies key challenges, including equity, practical learning, commitment, curriculum relevance, and poor community-school connections. Addressing these challenges is crucial for enhancing the education system, particularly in addressing the lack of access to quality schooling in rural areas (Sharma, 2013, pp. 72-85).

The scaling up of new education schemes must be linked to remote schooling. Safe schools are vital for enhancing student learning. An action research plan is necessary to improve teacher practice. The initial school improvement stage focuses on building strong collaboration and teamwork. The national board aims for a multi-level ownership process, free from political issues, with the Ministry of Education committed to cooperation. Stakeholders will then conduct commune-wide school assessments, providing methods and budgets for implementation. The subsequent phase assesses the initial methodology and shares results widely. This innovative approach to educational enhancement presents promising strategies for system analysis and underscores the importance of a solid foundation for thorough education evaluation (Maharjan & Sigdel, 2016, pp. 17-22).

2.1.2. Types of Schools: Community vs. Private

Nepal, a developing nation in South Asia, is renowned for its rich culture, diverse ethnicity, and the stunning Himalayan landscapes. Covering 147,516 square kilometers, 80% consists of mountains and hills, while 20% is the plain Terai region. Its elevation ranges from 60 to 8848 meters, boasting 140,000 square kilometers of forests, rivers, lakes, and waterfalls, contributing to its beautiful scenery. The nation's history began with the Kirati dynasty in the 8th century BC, leading to King Prithvinarayan Shah, who unified various small kingdoms into modern Nepal, expanding the territory to include Kumaon, Garhwal, Sikkim, and Darjeeling.

Nepal boasts around 60,000 archaeological sites, including monuments like the Pokhara habitats and Bhaktapur's

Kunyan-Jakendranath Old Palace. Historical invasions and conflicts, such as the Anglo-Nepalese War (1814-1816 AD), tested Nepal's sovereignty against colonial powers. Once a vital trade region between Tibet and India, the indigenous Newar communities in the Kathmandu Valley expanded into the hilly and Terai areas, creating the diverse ethnic and linguistic tapestry of modern Nepal.

2.1.3. Historical Context of Education in Nepal

During the Lichhavi period (4th to 9th century), education and teachers were referred to as "Shiksha" and "Shikshak" in Sanskrit. They used the wooden "Ghodeka Chhawad" for education and "Upanchar" as eyeglasses. Teaching materials included a brass and copper snake, Mettapatash, a Persian plate, and an "Akh yough" leather pattern. By the 11th century, Shankhala education and the Gurukul system gained prominence in Nepal, employing Abhayaghand and 'Write and Change' (Duk Gahera) for teaching Nepali Pancha Ko Shiksha in Sanskrit (Sharma, 2013, pp. 72-85).

After the 13th century, Kanya reading and writing classes utilized Hansa and Shankhala in the Gurukul system. By the 15th century, education lacked a formal system of school preparation and acceptance. Teachers were funded by Samastans and Terbis, often teaching small groups at homes. There was no education law, and naturalistic methods were adopted to establish schools by 1900 Bikram Sambat, mainly in Kathmandu, with their own materials. During the Rana regime, education focused on the Madras system, which was taught in Arabic. Private schools have a deeper history in Nepal, contrary to the belief that they were nonexistent before 2000 BS, despite the existence of many established government and community schools (Maharjan & Sigdel, 2016, pp. 17-22).

Private schools like "Sidi" and "Panchanga" aimed to educate Sanskrit or Arabic priests and teach girls to read and write, which is essential for temple worship and marriage. This education was primarily accessible to children from wealthy families. Such schools in Nepal were perceived as primitive, typically consisting of one-room "Ghar" cottages that attracted even the most cunning children. Over time, these old-fashioned private schools faded, becoming mere memories in the evolution of quality education.

3. Quality of Education Metrics

Education quality measures the extent to which school systems achieve their goals. In recent years, Nepal's education quality has been heavily discussed. Education transmits knowledge and advocates for quality for all. A successful education system meets its objectives, addresses community needs, and develops children's knowledge and critical skills (Sharma, 2013, pp. 72-85).

Education systems must ensure children acquire basic learning, literacy, and numeracy competencies, along with greater skills for a demanding life and enhanced productivity. High dropout rates suggest that education fails to provide quality and relevant knowledge, ultimately failing to meet the needs of families and society. When effective learning is

absent, parents may withdraw their children or decide not to send them to school. Thus, future education policy must focus on increasing access and improving quality, including content, delivery, and outcomes (Guzmán et al., 2021, pp. 1-14).

The curriculum should meet the needs of learners and the community. Teachers must commit to student learning, showcase their teaching expertise, and utilize innovative methods, including various styles such as group work and discussions. Effective teaching relies on understanding student readiness and using creative strategies. Effective communication between teachers and parents is crucial for identifying the most effective teaching approaches. Quality education depends on collaboration among teachers, students, parents, and the community. Recognizing the importance of community involvement, the Nepali government has decentralized school management to local communities, a move that is essential for promoting economic and social growth. Schools thrive with community support, highlighting their complex relationship that affects educational effectiveness (Lalani, 2017).

3.1. Defining Quality in Education

Education quality is the 'extent to which a school or educational unit or education system achieves its educational goals'. The measurement of educational quality can be related to various inputs, processes, and outputs within the education system. Research-based education quality indicators are examined into four distinct categories. The first category is inputs before students begin their schooling. This includes the students' family background, pre-school education, infrastructure, and teachers. The second category includes investments made by governments in education systems, which encompass the vision and mission of education systems, relevant policies and plans, coordination of efforts, and allocation of fixed resources.

The third category addresses how teachers instruct students concerning educational inputs and activities, while the fourth relates to educational outputs, such as students' academic performance and their social, political, and economic achievements. Inputs and investments happen before students enter the education system, while the process involves school activities. Educational output reflects success after graduation. Quality is crucial, as various projects highlight a nation's level of development. However, evaluating education quality is challenging compared to school closures or management, as it requires indirect measurement tools. Thus, despite accuracy issues, each measurement project offers valuable insights, with ongoing assessments in Nepal continuing after the conclusion of the HiMAP project. Can we provide meaningful feedback? (Rahman, 2017, 1-16).

3.2. Key Performance Indicators

Nepal promotes basic schooling through community schools in every village as per the Education Act, contributing to national development. Private schools also emerged after the 1991 political liberalization, established by individuals or NGOs for profit or non-profit purposes. This study examines the differences in performance between Community and

Private schools using three Key Performance Indicators and twelve sub-indicators (Ghimire et al., 2024, pp. 1-12).

Six school groups (two from each type) were selected for this study, and they were evaluated against 13 sub-indicators derived from three key performance indicators (KPIs). Different dimensions were observed in the evidence collection process. KPIs enable schools to strategize for future sustainability. Regular Schools can achieve their objectives and mission by analyzing successes and failures. An effective multi-dimensional KPI system supports quality assurance in schools, producing important results for Community and Private schools (Catherine, 2015, pp. 1–8).

The community schools aim to ensure equitable access to education while improving enrollment and attendance rates, quality assurance, and minimum facility standards. They serve as a crucial safety net for out-of-school children, providing informal educational opportunities for disadvantaged youth. However, concerns exist regarding their future sustainability. Community school performance varies, influenced by external policies, local socio-economic conditions, and nearby school growth. Key factors include the number and type of students in the six sampled Community and Private schools.

The community school Bhim Bhairab is the largest, with 406 students (162 boys and 244 girls), while Pragati Gyan Path Primary School is the smallest, with 175 students. Private school monthly fees range from Rs. 300 to 1000, classifying them into 'Less Fee' (Rs. 300-500), 'Medium Fee' (Rs. 500-700), and 'High Fee' (Rs. 1000). Bharatiya Vidya Mandir School falls under the less fee category, Abhinav School under medium fee, and Pragati Gyan Path School is in the high fee category. Secondary data were collected from annual budgets and analyzed descriptively.

3.3. Assessment Methods

The methods for assessing the quality of school education are grouped into formative and summative assessments, each with various tools. Questions were created to gather responses.

- **Formative Assessments**

Schools use various formative assessments designed for usability during instruction. However, caution is needed to avoid using too many methods simultaneously, as this can overwhelm instructors and cause undue stress to students. While formative assessments are crucial for identifying strengths and weaknesses in teaching, they must be applied judiciously. Below is an analysis of these methods.

- **Summative Assessments**

Summative assessments are administered after instruction to evaluate if the desired objectives were achieved. The summative assessment methods comprised mid-term examinations, final examinations, and standardized tests. The school heads were invited to choose a summative assessment method for school assessment practice from the prepared list.

4. Comparative Analysis

This study analyzes the quality of education in Nepal's community and private schools, revealing significant differences. Community schools strive for universal primary

education but face challenges in student retention, completion rates, and exam success. Unqualified teachers often staff them. They prioritize attendance over authentic learning, becoming distractions. While some dedicated teachers and a few effective private schools exist, their efforts are insufficient to counteract negative educational influences (Sharma, 2013, pp. 72-85).

Government and community schools must learn from effective models and enhance their efforts. Political commitment is essential for quality education, yet improvements in government schools remain doubtful due to a resistant bureaucratic culture. Past experiences indicate a lack of transformative change. Nevertheless, a more educated and knowledgeable civil society, aided by improved media and communication, fosters quicker progress towards universal education goals than in the past. Private schools require strict monitoring and regulation to ensure quality, given their profit-driven nature.

The extensive list of misdeeds includes charging capitation fees, imposing unwarranted charges, manipulating software, engaging in misleading advertisements, and seizing government school properties. There are also issues with greed-driven admissions and various donations, alongside poor treatment of students and parents, highlighting the inhumane commercialization of education. A research mechanism must be employed for the future, emphasizing that all parties are responsible for collaboratively improving Nepal's education quality (Maharjan & Sigdel, 2016, pp. 17-22).

4.1. Performance Metrics: Community vs. Private

When exploring whether there is a significant difference in performance metrics (test scores) between community and private schools, the most basic descriptive statistics, such as mean and variance, are assessed to answer this question. Key descriptive statistics for the overall scores, language scores, and mathematics scores of community and private schools, concerning examination types, are presented.

On average, private schools have scored higher than community schools, with a greater percentage of students receiving A grades. The average mean score in language indicates that private schools also excel in this subject. A significant difference in mean scores in mathematics is also noted, favoring private schools. This data pertains to the primary education system (Grades 1-8), which the Ministry of Education governs. The ministry oversees nationwide tests administered at the end of Grade 5 and annual Grade 8 board examinations, as well as entrance tests.

Institutions determine the examination structure and differ from public exams. Private schools appear to excel in many areas, leading to discrepancies in test results that could jeopardize the stability of the private education system. A significant question of confusion may arise, complicating the comparison of scores. A basic solution is to categorize the differences by exam type and perform a one-way analysis of variance.

4.2. Student Outcomes and Success Rates

Numerous studies indicate that the education system aims to prepare children for good jobs. Schooling is deemed successful when students excel in exams and the job market. Parents prioritize high test scores while teachers focus on school evaluations, creating a competitive dynamic. Parents often voice concerns about school mismanagement and inefficiency (Shrestha & Giri, 2015, pp. 1-35).

Schools emphasized their responsibility to assist students in achieving high grades by changing question papers without disclosing specific content. Teachers claimed that their involvement in co-curricular activities and cooperation with exam committees warranted higher pay. Parents sought good grades for their children, though their methods differed. Notable performance disparities were found in grade levels 4, 6, and 8 in Community schools, with grade 10 exhibiting differences across all types, highlighting no learning gaps between Public and Private schools.

The Dunn-Bonferroni post hoc test revealed no significant differences in grades 4, 6, and 8 among Community schools, indicating similar circumstances for applicants regarding exam administration. Likewise, for grade 10 across all school types, no statistically significant differences were found at an alpha level of 0.05. However, a significant Wilks test value suggested that similar considerations were applied among male and female students in grades 4 to 8 for smooth exam conduction and good scores. Parents from Community and Private schools were also asked about concerns regarding grade inflation and their children's education.

4.3. Socioeconomic Factors Influencing Quality

Quality education is a global concern and a primary duty of the State to provide to its inhabitants. Secondary education significantly enhances professionalism in upper-grade production units. It is essential for developing nations and civilizations, serving as a key factor for political, social, and cultural prosperity. Conversely, lack of education leads to unrest, underdevelopment, and deprivation. Quality education nurtures values and cultivates an expert human resource, which is essential for individual and national development. Education drives awareness, knowledge, and skills.

Professional pursuits and capacities are closely tied to quality education. Relevant quality education is the defensive wall that one must withstand in the ever-competitive world. Quality education encompasses providing skillful, competent, and literate training to foster the mind on the pitch of equity, morality, foresight, and innovation. Laborers become available with the acquaintance of esteem, civility, and sympathy on the one hand. In contrast, injustice, favoritism, corruption, and foppishness produce unpeaceful sovereignty, by which individuals' progeny becomes awkward, uncivilized, and uncaring (Maharjan & Sigdel, 2016, pp. 17-22).

The multidimensional nature of quality education creates tension among knowledge, expertise, the labor market, returns, and costs. Schooling and training vary by knowledge levels, distorting educational concepts, as disciplines and cultural institutionalization shape the education system.

Quality demands auditing inputs, processes, and outputs, requiring harmonization among practitioners. Assessment is based on pillars such as acculturation and effectiveness, evaluating the legitimacy of knowledge within socio-political structures. A quality crisis can stem from shortsightedness, corruption, favoritism, and neglect of science.

5. Policy Implications and Recommendations

Before discussing policy implications for enhancing educational quality in Nepal, it is crucial to summarize key findings. The research evaluated educational quality in community and private schools, revealing accountability issues in community schools. Teachers, parents, students, and stakeholders expressed concerns about the overall educational quality, with varying views on school performance. Community school respondents rated their academic quality as comparable to that of private schools, citing strengths in teaching style and qualifications, but acknowledging challenges such as curriculum repetition, inadequate facilities, and issues with writing accuracy and teaching practices, which highlight the need for improvements in education (Sharma, 2013, pp. 72-85).

In school management, the involvement of a retired teacher as a co-ordinator had significant implications. Despite having higher education than SLC, he was not universally considered the best. Respondents with management experience believed that collaboration with commitment-led stakeholders achieved better academic quality. A co-ordinator with technical support could rival the best, while unsupported management led by a former student resulted in lower academic success (Bharati & Takao, 2013, pp. 44-51).

5.1. Government Policies and Initiatives

The Education Framework of the Government of Nepal includes various policies enhancing the quality and accessibility of primary education, particularly in community schools. Since the 1950s, numerous reforms have been implemented to improve educational services. Government initiatives, such as declaring education a fundamental right and providing free schooling, have significantly increased enrolment, particularly for girls, by focusing on social inclusion (Bharati & Takao, 2013, pp. 44-51).

The structure and delivery of secondary education have remained unchanged since the 1950s, when it became a full-cost, community-supported service. Both Community and Private Engage Institutions (CPEIs) and the government are addressing evolving quality issues. Discussions regarding the externalization of CPEI school management have emerged over the past two years. Research highlights the lack of coherent monitoring mechanisms. Educationalists define quality in terms of accessibility, equity, relevance, and efficiency, emphasizing that the partnership between CPEI schools is transforming not only management but also the implementation of government policies.

5.2. Recommendations for Improvement

Community schools face governance and operational challenges after transitioning to community management. The study recommends recruiting, transferring, promoting, and overseeing teachers to improve governance. School management committees (SMCs) should have the authority over these matters and must submit detailed applications to the ministry for operational authority. SMCs require formal empowerment, and teacher role assignments must follow established procedures. Teacher recruitment should occur through open competition, as mandated by the Education Act, which requires the attention of the Department of Education and the District Education Office, with adherence to codal provisions for effective implementation (Sharma, 2013, pp. 72-85).

The Department of Education and the District Education Office must monitor SMCs to ensure proactive recruitment and decision-making. While teachers are paid directly by the Ministry of Finance, salary decisions, such as transfers and promotions, should involve SMCs, as they are funded from district revenue. Higher agencies manage appointments and oversight for non-owner teachers, but SMCs should have a direct role in community-managed schools. Monitoring officers and school inspectors require the authority to oversee these schools, ensuring effective engagement and oversight.

6. Future Directions in Education

Despite various interventions, education in Nepal remains the weakest among regional nations. The persistent issue of educational quality has not been thoroughly evaluated, leaving desired outcomes and assurances unaddressed. Quality education, seemingly straightforward, requires more than access and capacity building. Community and private schools, representing over 97% of the federal structure, remain complex subjects for analysis. This study aims to acknowledge dialectical differences in education and propose effective strategies to enhance school quality, addressing the fundamental aspects of the educational system as a whole.

Education is essential in Nepal, with a focus on achieving universal access to quality learning. However, many children face barriers due to geographical disparities. Authorities work to provide elementary education, but societal norms create contradictions. Accessibility to education is vital, although often limited, with options that often reflect personal preferences rather than meeting demand. After confirming basic skills, education is key for welfare and jobs, sometimes conflicting with current school programs. Building quality education requires careful attention to conditions and frameworks.

6.1. Emerging Trends in Education

The main offerings of schools that define educational quality include physical facilities, teacher availability, pedagogical aspects, head teacher's amiability, teaching materials, parental involvement, community relations, student attendance, curriculum relevance, and student achievement. Research shows that school principals from community and private schools perceive these aspects differently. Community

schools focus on management and infrastructure, asserting that essential facilities, such as classrooms, offices, playgrounds, toilets, electricity, drinking water, and campus spaces, are crucial for quality education (Herath et al., 2023, pp. 401-419).

Physical facilities such as blackboards, tables, chairs for teachers, dusters, whiteboards, books, and science laboratories are essential for quality education. In private schools, these are often overlooked or underappreciated. Private school principals often overlook key issues, including management, academic culture, parental and community involvement, and government oversight. Even when provided, these elements are often taken for granted and not fully acknowledged, indicating a lack of emphasis on these vital aspects of education.

School heads prioritize aspects of quality education that are currently unavailable or poorly applied to achieve better outcomes. Private schools prioritize pedagogical quality, encompassing essential resources such as qualified teachers and effective teaching methods. Key aspects include understanding students as blank slates, adopting a child-centered approach, and providing in-service teacher training. A proactive professional culture among teachers is crucial for improving teaching practices. In contrast, community schools perceive teaching quality and pedagogical aspects as weak and acceptable.

6.2. Technology and Education

The educational system is essential in cultivating fundamental human virtues, fostering deep self-awareness, and promoting active citizenship in individuals. At the same time, it acts as a bulwark against state indoctrination and the potential dangers of social stratification. This system strives to achieve a delicate balance between advancing technology and preserving core human values. It emphasizes a rich cultural and civilizational approach, ensuring that education imparts knowledge and nurtures societal ethical and moral development (Lalani, 2017).

Scientific and technological development must take into account the underlying culture. Knowledge should be rooted in cultural contexts for technology to be effective. The industrial revolution thrived only in societies with concepts of private property, wealth, and insurance. Lack of scientific knowledge does not negate civilization. It is more prudent to focus on localizing technology instead of pushing for machine technology without considering rationality and culture (Maharjan & Sigdel, 2016, pp. 17-22).

Education must be artificially engineered to prevent decay, as it remains tied to geographical and civilizational traits. It appears parochial, differing in contexts where notions of self and justice vary. Standardizing education on one cultural scale leads to a universal model that can mechanize learning without harmonizing it with technology. This disconnection risks fostering individualism that undermines the quest for meaning, potentially resulting in conflict, poverty, or civil unrest. While educational globalism could enhance learning, it

risks homogenizing ethnic identities and becoming irrelevant. Technology merely serves as a tool to fulfill educational aims.

Quality education fosters a positive teaching/learning environment through qualified faculty, favorable student-teacher ratios, effective evaluation systems, and sufficient learning materials. Some educational institutions struggle to cooperate, with differing approaches for interdependent fields such as engineering and music. This lack of collaboration leads to accountability issues. Initially, schooling aims to instill new thinking/feeling templates in students. However, despite its apparent effectiveness, it often falls short in practical applications in technology and engineering.

6.3. Long-term Vision for Educational Quality

The education market reveals that private providers often create misleading images to attract parents, focusing on superficial quality indicators influenced by unrealistic global standards. While competition can enhance public schools, the emphasis must remain on public education, which has a greater share and higher expectations for delivery. Addressing capital-based advantages in school competition is crucial. In Nepal, relying on private education presents challenges and opportunities for community schools. Private providers often prioritize profit over genuine education, neglecting the needs of society. The aim is to strike a balance between competition and authentic educational environments, rather than relying on commercial entities, ensuring that parents are not merely consumers in a poorly regulated market.

In parts of Nepal's private education market, establishing a long-term vision for education quality is crucial, supported by targeted campaigns. A unified understanding can counter claims driven by capital about educational quality. Efforts should focus on addressing accountability issues stemming from mistrust. Parents need clarity to understand assessments better and allocate their attention and effort. Public schools must constructively engage with future priorities while emphasizing the fundamental societal role that education plays in shaping the future.

7. Conclusion

Educational advancement in Nepal is considered a key factor for socio-economic development. Community and private schools are both features of the Nepali educational system, and the government offers incentives to individuals who establish private schools. Private schools must follow the same syllabus as government schools and keep their home language as the medium of instruction. Still, there are dissenting opinions on their academic performance compared to community schools. Most community schools are perceived as lacking in terms of quality teachers, effective school management, discipline, follow-up, and necessary infrastructural support. However, they are also known for making philanthropic donations and decreasing delinquency and other social problems. Private schools, however, are condemned for being commercial, costly, and for having a desire to monopolize students. The purpose was to investigate the quality of education in the two types of schools from the perspectives of teachers and students. Finally, even in the

presence of free access to introductory schooling, teacher and student issues persist to hinder the teaching and learning process in public primary and teacher training schools. Nepal's education system is not alone in this fragile position, as countries with proven human resource development capacities struggle for quality in today's competitive global environment.

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