

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The modern advancement in science and technology is demanding more educated people for its utilization. Nepal has long history on traditional Hindu, Buddhist religious education specially designed to religious purpose. The formal school system for education was started after establishment of Durbar High school in 1853 AD and college for higher education after establishment of Tri- Chandra College in 1918 AD. But the permission to join schools and college was confined to Rana's family and some wealthy elites of the country until 1951 AD. The literacy rate stood at that time was only five percent and there were only few hundred schools with about 10,000 students which was only one percent of the population (SSDP, MOE. 2016).

National Development of any country can be described as positive changes in economics, social political and physical sectors which can be achieved by quality education. New changes in the field of science and technology have to be taught to the students who will be the pillar of the nation in future. Now the World is digitalized and the education system are being changed from man to man communication / teaching method to online courses. So the traditional methods of teaching have to be changed for quality education as well as to make the student able to compete worldwide. International standard courses, modern laboratory and library, complete physical infrastructures, capable and motivated teachers are some of the pillars of effective education system.

Nepali education system is still based on traditional system. Most of the community based government schools are lacking modern teaching aids. Lack of modern lab, buildings, reading materials, accommodation facilities and efficient and motivated teachers are few sectors which need early attention of the government. In addition, 8,602 schools were damaged by devastating earthquake of 2015, among which only around 1600 schools are re-constructed. On the other hand, the traditional method of teaching by government teacher who holds secure government job without effective training on

modern environment teaching module also seriously affecting the quality/standard of the community based School. Whereas the private schools in the country with international teaching system, materials and competitive and motivated teachers are found more effective than the community based schools.

Education means raising knowledge or it brings internal potentialities and abilities of learners. In other words, education means the acquisition of knowledge, understanding, intelligence, conscience, wisdom and so forth (Rana, 2007). People can acquire education everywhere in every moment of life without bound of age. They can get education from various sources such as schools, parents, society, colleges, media and so on, but in our context many people think education is the process that takes place in school. To some extent it is true that the only and the major way to acquire formal education in our country is school. Formal education in schools which is divided in general grades tied up with grade and learning activities held with the help of predetermined curriculum. Government schools in our country are the main medium to educate people as it has access across the country. In other words, schools are those societies, where most of our children learn the socialization with some policy regulating rules as well as the various changes and advancement in various sectors.

There is long history of school system conducted by the community in Nepal. There were many people from the community found to actively participate in establishing schools even before the rise of the National Education System Plan (NESP) 1971 and later on government of Nepal approved those schools and started funding. Mostly before 1971 those schools which were established by community, the salary of the teachers was paid by the local community through land, cash, materials and labor (DOE, 2009). Currently schools are broadly categorized into four types of by department of education (DOE), they are community aided (Schools, which are fully supported by government for teachers, salary and other expenses), community managed schools (Schools, which are fully supported by government for teachers, salary and other funds but their management responsibility lies with the community), community unaided (Schools , which are either getting partial support or not getting any support from the government) and institutional

schools (supported by parents and trustees/ donors). In addition to these broad categories there are some schools running as the religious schools such as Madarasa, Gumba/ Bihar and Ashram/ Gurukul mainly supported by religious organizations and they are eligible to be mainstreamed as government schools for formal education if they follow the education act and regulation of DOE (DOE 2009).

1.2 Statement of the Problem

Education has great importance in the development of a country. A strong foundation to education system is mandatory for any country to prosper in this globalized world. Different country has their own way of educating people, infrastructure to support and focus regarding learning and understanding. For instance, India, a rapidly growing economy, follow strict and tough courses, with sophisticate syllabus, which in turn, creates a bundle of educated youth which are targeted by companies around the world. European countries, on the other hand, give more priority to the individual choices and preference. Opting to study, or pursuing a career in other field without studying is consider acceptable thereof. But unfortunately, its importance is yet to be realized in developing countries like Nepal. One of the countries which is well renowned as the birthplace of Gautama Buddha and often recognized as the country of Everest, Nepal, lacks the focus in the education system, neither Indian style nor European style of education system is implemented here. This is not the only, but one among the several problems in the education system of Nepal.

For over two decades, Nepal has been working to uplift educational standard by providing quality education to their citizens but there are many obstacles and hurdles that are emerging. The problems which we can see in the education system, especially, in government schools are lack of quality education, no equity and equality, improper allocation of budget, lack of monitoring and supervision, lack of good governance and accountability, lack of motivation in teacher's group, curriculum and learning materials are less productive and practical, lack of trained teachers.

Education for all cannot be achieved without improving the quality. Many indicators reflect quality of education including investment of the government on education, teacher's qualification and so on. However, there are many ways of improving the quality of education but they are either hidden or ignored by the government.

Talking about community based school, the community based schools are the main platform for the development of the country's education as the network of those schools are available across the country and have ease of access to the people. People having lower economic standard also can afford the education on community based government school.

But unfortunately, overwhelming voices are being always raised that these communities based schools are declining day by day in terms of quality education. The education level of the community based government schools are degrading in such a way despite of large investments over those schools. The huge investment of the country has been going towards such schools for the overall development of those schools.

. The goal of Nepal Government "Education for all" has not been seen much effective. Nowadays, the schools under private management are improving far better than the government schools. So, most of the Nepalese are getting fascinated toward those private schools. The education system of the private schools is guided by productive and practical education. Due to the transformation of the education system, it will be very difficult to our future generation to patch up with international educational standards if we are not able to catch the pace timely. As such the research is focused on the following research questions.

1.2.1 What are the existing conditions of the community based schools and education system?

1.2.2 What are the reasons behind lack of quality education in government schools?

1.2.3 What are the ways to enhance the standard of community based government school for competitive education?

1.3 Objectives of the Study

This paper aims at analyzing the standard of community based government schools and ways to its standardization, the general objective of this research is to analyze the education system of community based schools.

1.3.1. Specific Objectives

1.3.1.1 To find out the existing conditions of the community based school and education system.

1.3.1.2 To analyze the reasons behind the lack of quality education in government school.

1.3.1.3 To find out the ways to enhance the standard of community based government schools for the competitive education.

1.4 Significance of the Study

There are many literatures available on education system of Nepal including its history but very few articles have been found which states the ways to uplift the community based school education system. Most of the students in our country are being taught in community based government school and they are not as effective as expected. Besides this, the students coming from community based government schools are not able to compete with students who are coming from private school which clearly spoils government effort and huge investment for promoting education. It is also seen that the student from government school are not able to compete with the students specially while joining higher education and job. In addition to above we have to match our pace with the changing world especially in science and technology for development of our nation as such, the standardization in education system in community based school is necessary.

1.4 Organization of the Study

The study is presented in to following seven chapters and the research has prepared as followings:

Chapter one is the introduction part which includes background of the study, statement of problems, objectives of the study, significance of the study and organization of the study.

Chapter two deals with Literature Review of the study, where there is brief introduction of literature review, definition of literature review, importance of literature review, sources of literature review and empirical reviews of the books, journal, articles and other documents related with the research.

Chapter three is related to research methods where there is rationale for selection of the study area, research design used in this research, nature and sources of data i.e. primary and secondary sources of data, universe and sampling, data collection tools and techniques used in this research i.e. interview, observation, questionnaire, field visit, procedure of data presentation and analyzing data and limitations of the study.

Chapter four includes the introduction of study area, details of the respondents, profile of respondents and respondent's responses on various issues. It presents data analysis on the study area. Data is shown in quantitative form using numbers of tables and analysis of each tables are given just below the tables. Altogether there are 28 tables shown in this chapter.

Chapter five discuss about causes of lacking quality education in government schools. It includes the history of education system in Nepal, existing conditions of community based schools, effort of government for the empowerment and its result. It also highlights the mission, goal, purpose and objective of school sector development program.

Chapter six focuses on various ways to enhance the standard of community based schools. Finally, the last chapter seven is related to the overall summary and conclusion of this study.

CHAPTER- II

REVIEW OF LITERATURE

2.1 Introduction

Review of literature is the base for deciding the research problems, selecting objectives and formulating hypothesis. It can never be undertaken in isolation of the work that has already been done on the problem which is directly or indirectly related to a study proposed by a researcher.

2.2 Importance of Review of Literature

A review of the previous works related to the topic sometimes becomes very useful in fixing the objectives and selecting the methodology and to analyze the data with proofs. The works did already provide some information on the section of methodology and the suitable findings for discussion for the purpose. A survey of past studies also can help the researcher for rethinking on the topic to generate new ideas. So review of the related literature is important.

2.3 Theoretical Review

For finding out the major factors which contributes on low quality education of community based schools researcher has used macro perspective or macro theories. Different features that are responsible for the poor performance of community based schools can be explored through macro perspectives. As large scale qualitative study offers a good deal of insights by macro phenomena or theories such as social mobility, community organizations and political structures (Granovetter, 1973). It helps to analyze the factors which are responsible for poor performance of community schools as one social institution. Researcher has tried to analyze the school system as one static system and the performance of the school which is influenced by various factors such as parents, SMC, teachers, economic condition of people, infrastructure of school, policy of

government and so on. Hence, researcher has chosen the macro perspective of sociological theory to find out the reasons behind poor performance of community based schools. Moreover, macro theories study schools and institution as social system and focuses on social structures, processes, problems and their interrelationships.

2.4 Review of Related Literature

While studying ‘Empowering community based government school for competitive education in Nepal’ some such previous works on related literature has been reviewed by the researcher. Some of such related review of literature is described below.

In the book,Dhakal (2018) highlighted the causes behind the lack of quality education government school are lacking in physical infrastructure such as most of the government schools in remote area are lacking of roofs, desks and blackboards. Most of the teachers of government schools are involving in politics in the name of major political party’s sister organizations. The teaching method is not learning focused besides it is focused on examination purpose which ultimately hinders the creativeness of the students. Lack of effective training to the government teachers as the curriculum changed is another

setback of existing education system of our country. Geographical remoteness and more schools in urban areas only hinder many of our children to reach in schools in their early childhood. Though Government of Nepal is increasing annual budget for education every year, the effective implementation has not seen due to the corruption and misuse. In addition to above, even the schools having computer science are running without computer lab.

Kathmandu, it is guided by the constitution of Nepal 2015. SSDP is developed with the vision to contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for social development as well as to assist in graduating Nepal from the least developed country to middle income country by 2030. In this book ministry of education highlighted the vision 2016 to 2023 for the improvement of government school education. The book has visualized the problem of the government

school and the devastating earthquake implications on the schools. The country's vision to be upgraded as the developing country by 2022 should be supported by education sector and the literacy rate as well as modern teaching method should be implemented. The book has examined the previous efforts of the Government of Nepal (GoN) for the development of education and identified the sectors which have to be reformed like equity, quality, efficiency, governance and management in education sectors. The SSDP also identified some crucial sector to be developed for quality education. Those sectors are teacher's professional development and management, institutional management, monitoring and evaluation and ICT education to develop knowledge skill to work in global environment. The book identified the importance of Disaster Risk Reduction and Recovery due to the devastating earthquake of 2015 and inclusion of this knowledge in course of study with more skills and learner focused than the content focus(MoE, 2017).

This research paper comprehensively highlighted almost all sectors that have to be upgraded for effective education system. Mainly maximum utilization of government support to the schools Necessity of identification of purpose and priorities as per the specific schools have to be identified. The School Management Committee (SMC) is to be made stronger to evaluate, monitor and identification of major as well as minor problems and ways to solve it. To make the SMC more effective social auditing and participation must be ensured. The paper also identified some issues and suggested the solutions like early drop out from the school, distribution of scholarship, decreasing ratio of girl's enrolment in schools, insufficient and late supply of education materials, lack of appropriate teacher/students ratio, untrained and lack of subject teachers and lastly the lack of financial and technical support. To eliminate those problems in government school's scholarship to all girls, provision of separate girl's toilets, the ratio of teacher's student should be maintained 1:40. Decentralization of the resources up to district level to print and distribute books and other reading materials should be managed. Identification of subject teachers and training to them should be done periodically. It is also identified that it's necessary to find out the role of parents/ guardians for quality education and involvement of them in decision making, implementation, monitoring, evaluation and

creating environment of study at home and community. Sufficient financial and technical support with sufficient budget is necessary to improve physical infrastructure of the community based schools (DOE, 2008).

This research has analyzed the education system in the context of federalism with existing education provision of the country. The paper highlights the importance of decentralization of the resources including education planning and provisions. The paper identified the necessity of integration of all government resources, civil society, academia, international development partner and other actors for development of education. The role of federal government in education was highlighted with examples of the federal countries like Bangladesh, Pakistan, India, Australia, Canada and USA. Decentralization of authorities down to the local level will help in timely completion of the works related to education fields as well as it will ensure local people participation too. The authority like recruitment of teachers, development of infrastructure of schools should be given to local so as to ensure the timely achievement of desired goals. The paper also highlighted the undue delay of government process on development works like delay on issue of budget, lack of coordination between different agencies of the government (UNESCO, 2015).

This research paper has analyzed the current status of teacher management and the role of School Management Committee (SMC). For the quality education, teachers bear the pivotal role, as the ignition of any new topic, its elaboration and creating the learning environment in school as well as in home is heavily depend upon the teachers. Furthermore, the creation of the learning environment in schools as well as in home by provisioning of adequate physical infrastructure, capable teachers and effective control and monitoring of the school's system are some prime role of the SMC. In our context due to the incapability of SMC's for strong management, political pressure and intervention, nepotism and favoritism, geographical complexity, low social and academic responsibility bearing by the teachers, lack of motivation in teachers and parents are some key factors which decrease the quality of education. In addition, the paper also highlighted the lack of subject matter expert teachers in government school and limited

quotas for the school. Due to lack of effective monitoring system we still have many schools without one student and similarly the schools are having more students with the lack of required number of teachers (DOE, 2012).

This paper has highlighted on the responsibility of community towards schools. Social Audit (SA) was introduced by government of Nepal to promote good school governance in terms of participation, transparency, accountability and ownership. The concept helps to harmonize the relationship between communities and ultimately develop the feeling of ownership. The concept of community based government school is a kind of decentralization of authority to the community for effective monitor and control of the government school. Though the government has decentralized authority to the community, the communities are not capable of doing the works as expected due to various reasons like political reasons, lack of financial resources (DOE, 2013).

This journal presents the disparities between private and public school. Some people argue that the privatization in school education should not be promoted and some says that the school education is entirely a responsibility of government. This paper gives logic that the government school is failed to offer quality education to all children due to shortage of funds and seems no government efforts to provide quality education. Poor performance of public schools has helped on emergence of the private school rapidly. So here it is found the dual school system i.e. private and public school and children are being produced from dual schooling system which is not good (Koirala, 2015).

The Constitution of Nepal in Article 31 has declared right to education as fundamental rights of every citizen which include right to education, right to compulsory and free basic education, and free education up to the secondary level. Under the Constitution of Nepal and the federal structure of governance the responsibility to work on and manage basic and secondary education now comes to local government. This change in governance can work in favor of public schools comes under the responsibility of locally elected representatives minimizing the probability of neglect that has affected the public education system in Nepal. Though the shift of responsibility of regulating school

education to the local government has surrounded with the expectations of many, the new government with newer responsibilities seems to face challenges in getting immediate positive outcomes.

The state of public education system seems worse with having only a limited number of public schools performing well at the national level. Lack of responsible teachers, weak teaching practices, non-availability of textbooks, poor and insufficient infrastructural development, lack of basic necessities like pure drinking water and hygienic school environment, political interference, lack of modern teaching practice are a few things that burden the public education system in Nepal. The statistics of Ministry of Education 2016 shows that there are 144,212 community schools and 34,065 private schools in Nepal with a total enrolment of 7,446,098 students. Among the total enrolment, community schools consists of 82 per cent students and rest 18 per cent are in private schools. This ratio shows the fact that the future of more than 80 per cent students is exposed in regards to receiving quality education.

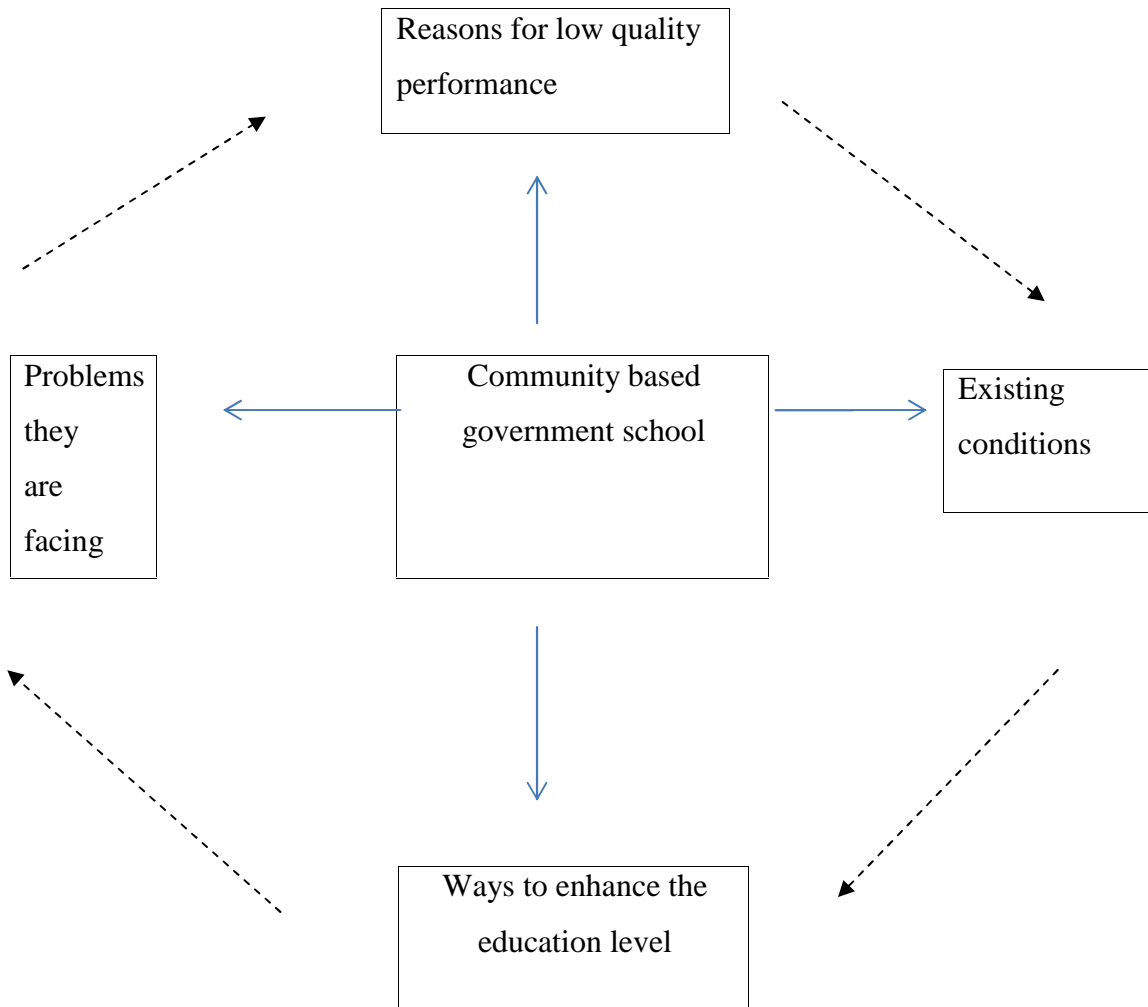
Stakeholders assert that lack of ownership in public schools has been the major reason of the weak state of public education system in Nepal. Krishna Thapa, Chairperson of Community School Management Committee Federation of Nepal — an umbrella organization of community school management committee representing 43 districts, says, “Involvement of the community in management of schools is a must for the improvement of public schools and this is where the School Management Committee (SMC) should be allowed to step in. The right to manage schools should be given to SMC by giving SMCs an active, neutral and responsible role.” He worries, However, if the local governments still control schools like the central government before them, then reformation of public education system is a far cry.” Presenting the successful examples of SMCs contributing to the success of public education system in countries like India, China and Bangladesh, he assures that if SMCs are given the rights then Nepali public education system too could be improved(Chikanbanjar, 2017).

2.5 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organize ideas. Conceptual framework is a framework where there is shown the relationships between dependent and independent variables. Here, in this research, community based education system is dependent variable which is dependent over different variables like: School management committee, teacher's roles and their duties, monitoring and evaluation and so on. Here different reasons are responsible for the low quality performance of government school. If those problems are solved it can run in a better way and can provide quality education so the reasons behind low quality education is interlinked with ways to enhance it.

The following figure shows the conceptual framework of this research:

Figure 1: Conceptual Framework



CHAPTER- III

RESEARCH METHODS

3.1 Rational for selection of the study area

Based on the nature of study, Purano Naikap and Syuchatar area inside kalanki ring road of Kathmandu district has been selected for the study, where there are multiple government schools to work on. Area inside kalanki ring road has been selected to carry out research work for the study. This area is my home town where I was born, where I found sufficient number of government schools and it is also easy for me to observe and analyze the situation and environment of the school. So, this study area has been selected for the proper study.

3.2 Research Design

A descriptive and exploratory type of research design has been used in this study. This research evaluates the reasons behind the poor education system of the community based government schools and the ways to enhance the education system of the government school for competitive education. It is written analytically and in a descriptive way. The selection and implication of methodology are of great importance because it facilitates on analyzing and interpretation fact and figures for the study mixture of both qualitative as well as quantitative techniques to yield best result have been used.

3.3 Nature and Sources of Data

This research study will be both qualitative and quantitative in nature using primary and secondary sources of data. It will be written analytically and in a descriptive way. Primary data has been collected through field work whereas secondary data was accumulated through published reports, census, books, journals etc. but on describing and interpreting data in qualitative method has been preferred.

3.3.1 Primary Source of Data

The study is mainly based on primary data and according to the necessity, primary data has been collected through open and close ended questionnaire, interview and observation. There are 54 people from four different schools interviewed with questionnaire where 20 people are school teachers (5 teachers each school), 20 are the students (5 students per school), 10 are the parents and 4 are the members of School Management Committee.

3.3.2 Secondary Source of Data

Secondary data are endeavored to collect from different websites, articles and reports, library books, thesis, news media, audio, video, TV, newspapers, magazines, journals and periodicals. It is of great concern to make the research work as a balance product using different perspectives for the benefit of all the Students.

3.4 Universe and Sampling

The purposive sampling design has been selected to fulfill the objective of the study. The large sample could not be possible due to the constraint of time and money and also brings difficulties in interpretations. Therefore, from the large universe of the Kathmandu district only 4 schools from kalanki area are chosen for the study. 54 respondents including teachers, students, parents and SMC member are the sample for the study. It includes respondents from different age group, both male and female, teachers from all primary, lower secondary and secondary level, students from grade 9 and 10 as a sample size for the study.

3.5 Data Collection Tools and Techniques

To generate the primary data the structured questionnaire, field visit, interview as well as observation method has been applied.

3.5.1 Questionnaire

A survey questionnaire sheet was developed in consultation with the dissertation supervisor to gather quantitative data. The questionnaire sheet had both open and closed types of question. Questionnaires were asked through face to face conversation with all the respondents.

3.5.2 Observation

The observation has been used to get the relevant information for the study. Each school selected for study was observed directly in the study area.

3.5.3 Interview

Interview technique is used as main method as well as a supplementary. Researcher has taken interview of 20 teachers, 20 students, 10 parents of the students and 4 SMC members. Basically, it is used to get personal opinion, attitudes and experiences to find out their views over the subject matter.

3.5.4 Field visit

Researcher has visited all of the study areas to fulfill the objectives of the study. Field visit has been used to get the relevant data and information for the study.

3.6 Procedure of Data Presentation and Analyzing Data

All the data and information are manually proceed with simple tabulation and analyzed by descriptive way. And of course to analyze data different types of tables, charts and diagrams are used.

3.7 Limitations of the Study

The required information to carry out the research is based on verbal and written interview with some of the community based school teachers, students, SMC members of

the school and parents of the children in the schools inside ring road area of kalanki, Kathmandu. It may not cover the overall picture of the government schools of the country. Besides the primary data collection, the research is based on secondary data and on own analysis. Mainly due to the lack of detail field work and detail on-ground studies, this research is largely depended on secondary sources like internet articles, reports of various NGO's and INGO's and other related publications. The research work primarily focused on analyzing the community based school and its standardization for the competitive education. It does not cover the detail comparative study with private schools of the country.

CHAPTER- IV

DATA ANALYSIS AND PRESENTATION

4.1 Introduction of the Study Area

Before interviewing the respondents, researcher tried to find out some issues regarding the poor performance of community based government schools taking reference of various views and articles. Is it true that those schools are degrading day by day even though government has taken various steps like SSDP program? It was really a crucial job to identify reason. Some issues were heard from various stakeholders as well. How the teachers are being enrolled as a teacher in community based government school may be one of the issues. It is visualized that periodic refresher training for all instructors and teachers are given in each field these days according to the time, situation and changes and so on. So, are teacher's getting training periodically to develop their capabilities on modern teaching methodology? In our country government forms new policy, rules and regulations, but most of the people are not aware because of the delay on timely circulation of the information as well as lack of effective monitoring system. Whether the government school's teachers are victim of such tendency or not? It is felt necessary to identify this issue as well. If proper monitoring system is not applied, not any institution can go ahead with better performance. Is it followed properly in terms of community based schools or not? It may be one of the strong issues. It is necessary to find one another view of various stakeholders in terms of efficiency, SMC's role and political influence on each group. Is there any kind of dissatisfaction so that these schools are not doing well? Some difficulties are also needed to be identified. Mainly political influence, infrastructure development and system that have been applied might be the burning issues that researcher thought during the tenure of researching. Analyzing above mentioned issues, different questions related to the issues were framed and interviewed with teachers, students, parents and SMC members.

The research was carried out mainly on community based government schools in Kalanki area of Kathmandu district. Total 20 teachers of four different schools, 20 students, 4 School Management committee (SMC) members and 10 parents of the students were interviewed. Total 23 questions to the teachers, 4 questions to the students and 4 questions to the SMC members and parents were given. Following school's teachers with associated students, parents and SMC members were interviewed.

4.1.1 Shree Vidhyamandir Secondary School, PuranoNaikap Kathmandu.

4.1.2 Shree Kankali Secondary School, PuranoNaikap, Kathmandu.

4.1.3 Panchakanya Secondary School, Syuchatar Kathmandu.

4.1.4 Amarjyoti Higher Secondary School, Syuchatar Kathmandu.

4.2 Respondents Details

The respondents are government school teachers, the students, parents and SMC members. The written interview with structured questionnaire was conducted in all of the schools. The field survey of the schools as well as interaction and interview with key member of SMC was carried out. The detail of questionnaire for teachers is in Appendix A, questionnaire for students is in Appendix B and the questionnaire for SMC members and parents is in Appendix C.

4.2.1 Profile of Respondents

The details of teachers who were interviewed are as following.

Table 1
Serving Period of Respondents

This table describes about the duration of job of the teachers in the school who were interviewed. This table includes the teachers who have been teaching since few years to the teachers who have been teaching for more than thirty years in the school.

Job Duration	No. of Respondents	Percentages	Remarks
Less than Five Years	3	15	
Between Ten to Twenty Years	1	5	
Between Twenty to Thirty	11	55	
More than Thirty Years	5	25	
Total	20	100	

(Source: Field Survey, 2019)

According to Table No 1, out of the total respondents 15percentages of teachers have joined government school teachers after 2070 BS either from education service commission or locally recruited by SMC which is also known as the period after launching of SSDP by Government of Nepal and teachers specially having more than twenty years of service are found joining as government teacher without having knowledge of related subject of teaching. The purpose of this analysis is to find out whether the teacher's abilities is varied or not in relation to their enrollment as government teachers, on succeeding questionnaires.

Table 2

Enrollment Procedure of Government Teachers

This table shows how the teachers have been recruited for their job. It gives detail on either the teachers have been selected or recruited from competition or they have been directly recruited from others ways as a teacher.

Method	No. of Respondents	Percentages	Remarks
Education Service Commission	14	70	
Direct enrolled by District Education Office	3	15	Temporary
Through competition under SMC	2	10	
Direct enrolled without competition	1	5	Temporary
Total	20	100	

(Source: Field Survey, 2019)

From the Table No 2, we come to know that most of the teachers were enrolled through education service commission either from district level education board or centralized education board, however 10 percentages of the teachers were enrolled under SMC, which is specially funded by local resources or relief quota provided by district education office.

4.3 Respondents (Teachers) Response on Various Issues

4.3.1 The refresher / training on modern teaching methodology is necessary for the teachers. It has to be given to bring uniformity between school education, to refresh the

teacher's knowledge as well as when the course of study has been changed or revised in related subject. It is necessary to have refresher or training in related subject matter.

Table 3

Respondent's Response on Receiving Refresher/ Training on Teaching Methodology

This table show that how often the teachers get different kind of trainings on teaching methodology. This kind of refresher trainings keep the teachers updated toward the new teaching methodology so that they could teach their students in modern teaching way.

Situation	No. of Respondents	Percentages	Remarks
Received , when course of study revised	8	40	
No training/refresher since enrolment	4	20	
Receiving Every year	3	15	
As per District education office program at irregular interval	5	25	
Total	20	100	

(Source: Field Survey, 2019)

Table No 3 indicates that Government of Nepal has not adequate plan for refresher / training for the teachers. The teachers who were enrolled after 2070 BS did not get any refresher training of teaching. As well as, it seems that the focus for training / refresher is only after the changes in course of study which shows many of the teachers are still lacking of training. In addition to this, no coordinated plans were found on routine manner for training and refresher.

4.3.2 Aware on School Sector Reform Program (SSRP) and School Sector Development Program (SSDP)

GoN has launched SSRP and SSDP to uplift the education system of government schools and investing huge amount of money on it. The program is specially focused to match the mobility of country's vision of graduating from the least development country to developing country by 2022. The purpose of this question is to identify whether it is being implemented or not as well as the teacher's awareness on this regard as well as to dig out the ground reality of its implementation.

Table 4
Awareness and Implementation of SSRP and SSDP

On this table it comes to know that if all the teachers are aware about two programs: SSRP and SSDP which has been implemented by government to make the education sector of government school better.

Reponses	No. of Respondents	Percentages	Remarks
I know, plan is being implemented	15	75	
I don't know	5	25	
Total	20	100	

(Source: Field Survey, 2019)

Table No 4 describes that out of 20 respondents, 75percentages of teachers are aware of the program and out of 4 schools the program is undergoing in 3 schools and one of the school has not implemented it so 25 percentages of teachers don't know about the plan. As such, the government's effort to empower government schools for quality education by 2022 AD wasn't found to be well implemented.

4.3.3 Inspection / Monitoring System of the Government School

Inspection and proper monitoring of the government schools is necessary to provide proper guidelines and to maintain effective control of the schools. The nearest monitoring body of the government schools besides head teachers of the school is SMC. Now Government of Nepal has decentralized authorities to the local bodies. The regional resources persons, school inspectors are between government schools and DEO office. Though there are various bodies to monitor and evaluate the school's performance they do not have that much of authorities to bring the schools in right way. In this regard respondent's views /experiences are shown in ensuing table.

Table 5
Responsibilities and Frequency of Visits to the Schools

This table shows data regarding either different sectors like: school management committee, head master, district education office which are responsible for the inspection, monitoring and evaluating that if the schools are performing better or not are following their responsibilities or not.

Organization/ Individual	No. of Respondents	Percentages	Remarks
School Management Committee	17	51.5	
Head Master of the School	16	48.5	
Total	33	100	

(Source: Field Survey, 2019)

On table no.5 the number exceed due to multiple responses of the respondents. On this table it is disclosed that the role of district education office is unseen. The government schools are mostly relied on the guidelines provided by SMC and the school's headmaster as respondents responded that the headmasters of the schools are monitoring the schools every day.

Table 6
Activities / Sectors being monitored

This table shows the data regarding the sectors which are being monitored and evaluated by the bodies. Evaluation and monitoring keeps the body about the performance of the school, teacher and students and it let bodies know about the weaknesses of the school where they have to work on.

Activities/ Sectors	No. of Respondents	Percentages	Remark
Teachers efficiency	11	32.35	
Annual pass percentage	4	11.76	
Teaching Method	10	29.41	
Infrastructure development	9	26.47	
Total	34	100	

(Source: Field Survey, 2019)

The number on the table exceed due to multiple responses of the respondents. In relation with table no 5, as the headmaster is the main inspection/ monitoring body of the government schools this table shows that the main sectors which are being monitored are mainly the teaching method and teacher's efficiency, however the evaluation of the headmaster will be heavily depend upon his capabilities. Fewer priorities are given to the infrastructure development of the schools.

4.3.4 Teacher's View on School Management Committee

As Government of Nepal has implemented the concept of Community based government schools the role of community is significant in management of the schools. Respondents of research have different views on the organization of SMC and its performance.

Table 7
Organization of SMC

Hereby the table describes about the view of teachers regarding school management committee.

Characteristics	No. of Respondents	Percentages	Remarks
Balance team having resources and authorities for quality education	10	50	
Influenced by local politics / religion	10	50	
Total	20	100	

(Source: Field Survey, 2019)

According to Table No 7, half of the respondents believe that the SMC is not formed as a balance group to uplift government school's education rather it is influenced by local politics as well as religious cause and half of them believes it is balance group to uplift government school's education. In addition to this, half of the respondents stated that they are not satisfied with the performance of SMC and half of them stated that they are satisfied with the job of SMC. Respondents who have said that they are not satisfied with the job of SMC have expressed their causes of dissatisfaction as stated in table no.8.

Table 8
Causes of Dissatisfaction

This table shows if the teachers are satisfied with the performance of school management committee or not. And if they are not satisfied with the performance of school management committee what are the reasons behind their dissatisfaction.

Characteristics	No. of Respondents	Percentages	Remarks
SMC is lacking educational specialist	14	70	
It is Politically influenced	6	30	
Total	20	100	

(Source: field survey, 2019)

According to the table no 8, the respondent's views indicates that instead of having balanced group, SMC is heavily influenced by politics (30 percentages) and it lacks the educational specialist (70 percentages).

4.3.5 Teaching Methodology and Difficulties Faced by Government Schools

Respondents of the research have different views on causes behind the lack of quality education in government school and teaching methodology.

Table 9
Difficulties on Acquiring Modern Teaching Aids

This table shows the list of the difficulties that are being faced by the government schools in order to acquire modern teaching aids. From this it comes to know the main reason behind the difficulty on having modern teaching tools in government schools.

Response	No. of Respondents	Percentages	Remarks
Lack of Budget	6	30	
Lack of physical infrastructure	5	25	
All of Above	9	45	
Total	20	100	

(Source: Field Survey, 2019)

According to Table No 9, out of total respondents 45 percentages opined that due to lack of budget, qualified teachers and physical infrastructure they are facing difficulties on acquiring modern teaching aids whereas 30 percentages respondents pointed that it is due to lack of budget, and 25 percentages argued that it is due to lack of physical infrastructure.

4.3.6 Trust and Confidence of teachers to their own duties

Though the education expenses are very lower in government schools comparing with the private schools in our country, teachers in government schools are sending their children to the private schools. Around 80 % of the total students of our country are studying in government schools but the government school's teachers who all are responsible to teach are not satisfied with their performance.

Table 10
Government Teacher’s Confidence / Trust on Their Own Teaching
and Government Schools

This table shows that either the teachers of the government schools are confident enough on their own teaching way and their schools. For this researcher has used the question that if their children study in government school or private school.

Statement	No. of Respondents	Percentages	Remarks
Teacher’s children studying in Government School	8	40	
Teacher’s children studying in Private Schools	12	60	
Total	20	100	
Reasons Behind Sending Children in Private School			
Education system is good in private school	8	61.53	
Education system is not good in government school	5	38.46	
Total	13	100	

(Source: Field Survey, 2019)

Discussing on Table No 10, 40 percentages of teacher’s children are studying in government school whereas 60 percentages are studying in private school. Within those 60 percentages i.e. 12 teachers, 61.53 percentages have argued education system is good in private school than in government schools, more interestingly 38.46 percentages

claimed / criticized that education system is not good in government school and also some teachers have claimed that they have sent their children to private school because it was their children's preference and some has said that the private school is nearer to their home so they have sent their children to private school. Above mentioned data witnesses that the teacher themselves do not have confidence on their teaching. So being a government teacher most of them are sending their children spending extra money to private schools.

4.3.7 View of teachers on performance of schools

There are various reasons behind the weak performance of government schools. To know the teachers view on low performance of government schools comparing to private school, as well as the ways to enhance the standard of government schools table no 11, 12 and 13 will help to get the teacher's perceptions .

Table 11
Reasons for Lacking Behind Comparing to Private School

On this table it has been shown the reasons for government schools to be backward in comparison to private schools. It shows the reason behind why the private school are getting more flourished in spite of having lots of government school.

Statement	No. of Respondents	Percentages	Remarks
Lack of Budget	10	41.66	
Lack of motivation in teacher and students	5	20.83	
Political activities , more holidays , economic conditions of parents	9	37.5	
Total	24	100	

(Source: Field Survey, 2019)

The number in this table has been exceeded due to the multiple responses given by the respondents. From table no 11, most of respondents suggested that political activities, lack of budget and motivation to the teachers and students are the major factors for lacking behind of education standard of community based government schools.

Table 12
Effective Ways to Enhance the Standard of Government School

This table shows the teachers view regarding the ways to enhance the standard of government school. It estates teachers view regarding to the ways from which they can upgrade the standard of their schools.

Effective Ways	No. of Respondents	Percentages	Remarks
Improvement in course of study	4	12.12	
Motivation to teacher	3	9.09	
Improvement in physical infrastructure	8	24.24	
Productive and practical education	16	48.48	
Banning teachers from political activities	2	6.07	
Total	33	100	

(Source: Field Survey, 2019)

On the given table the number has exceeded because of the multiple responses of the respondents. On this table No 12, 12.12 percentages viewed that improvement of course of study is necessary, 24.24 percentages opined that improvement on physical

infrastructure, 48.48 percentages stated that productive and practical education is necessary and 6.07 percentages claimed that to improve the education standards banning of the teachers from political activities is necessary. The views were varied in various sectors, which are lacking in our government schools however teachers have viewed to improve course of study. The practical education is necessary rather than theoretical education. Also the teachers seemed to be motivated to provide quality education to enhance the education of the government school.

Table 13
Use of Lesson Plan by Government Teachers

Lesson plan is the effective way to teach the students because if the teacher prepares for what they are teaching to their students, the class goes in better way and from this the students could actually understand what they are being taught. This table shows either the teacher goes with preparation while teaching the students or not.

Situations	No. of Respondents	Percentages	Remarks
Using lesson plan	11	55	
Not , necessary because of experience	9	45	
Total	20	100	

(Source: Field Survey, 2019)

While analyzing the table number 13 on using of lesson plan by government teachers it is found that 55 percentages are using lesson plan to teach, 45 percentages argued that it is not necessary for them as they are so much experienced, which suggests that about half of the government schools are being lacked of proper lesson plan because the course of study gets changed frequently and in this case the teachers experience might not work in a good way to provide effective education.

4.3.8 Teacher's Evaluation System

The reward and punishment system for the government teachers based on their performance has not been fully implemented. The government teacher once appointed, he/ she still are a teacher forever until his/ her retirement or volunteer resignation no matter he/she is appropriate for teaching. Likewise, increased involvement of teachers in political activities has seriously been affecting education in government schools. In this regard, effects will be analyzed in ensuing tables.

Table 14
Once Someone Appointed as Government Teacher, He/ She will be Teacher Forever
No Matter He/ She is Fit for Teaching or Not

This table shows the views of teachers regarding the saying that once a teacher is appointed as government teacher they won't be fired from their job even if they are unfit for that job.

Response	No. of Respondents	Percentages	Remarks
Yes , it is true	6	30	
No it is not	14	70	
Total	20	100	

(Source: Field Survey, 2019)

Analyzing Table, no 12, it shows that 30 percentages respondents claimed that there is no evaluation system for teachers in between whether he/ she is fit for teaching or not. As a government teacher he/ she will have to pass only the examination of education board then he/ she will be teacher until retirement or volunteer resignation. But 70 percentages

of respondents have said that it is not true. According to them if the teacher found to be not capable then he/she would be fired. But this system has not been fully implemented in all the schools. There is still lack of reward and punishment system based on their performance and the evaluation of their standard has not been carried out on its fullest.

4.3.9 Involvement in Political activities

The increased tendency of involving government school's teachers and students in political activities by hampering their study is increasing day by day. The significant involvement of teachers in political activities has been increased specially after restoration of democracy. The involvement was extremely increased during moist insurgency. Political parties are looking to exploit teachers as teachers are considered as an influential personality in the society and students as adventurous / volatile group which can be used. As such the perception of the teachers on involvement of government teachers and opinion of the teachers about the involvement will be analyzed in table no 15 and 16 respectively.

Table 15

Involvement of Teachers and Students in Political Activities is Also a Cause to Degrade the Education System

Here by the table shows the view of teachers about the involvement of themselves as well as students in different political activities as a major cause in degradation of education system of government school.

Response	No. of Respondents	Percentages	Remarks
Agree	11	55	
Disagree	4	20	
No influence in my school	5	25	
Total	20	100	

(Source: Field Survey, 2019)

From Table No 15, 55 percentages of respondents agreed on due to the political influences in government school specially the teacher's involvement in various political organization the teachers are more focused on political activities and giving less time for teaching. However, 20 percentages of respondents have viewed that they do not agree over it. 25 percentages of the respondents have claimed that their school is not influenced by it. Moreover, teachers have different view on their involvement on political activities.

Table 16
Opinion on Involvement of Teachers in Political Activities

This table shows the responses of teachers regarding their opinion on their involvement in political activities either its right or wrong.

Situations	No. of Respondents	Percentages	Remarks
It is necessary for teacher's right	3	15	
Teachers should not be involved in pol activities as government servant	11	55	
It is a major fault / misuse made by major pol parties	5	25	
It should be banned immediately	1	5	
Total	20	100	

(Source: Field Survey, 2019)

From Table No 16, among respondents 15 percentages claimed that involvement in political activities is necessary to ensure teacher's right, 55 percentages opined that as

government servant teacher should not be involved in political activities, 25 percentages said that it is a major fault made by major political parties by encouraging teacher to involve in political activities, differing the views 5percentages argued that it should be banned immediately.

4.3.10 Environment in Schools

Most of the schools are not well managed, like number of students in each classroom are exceeding due to lack of adequate teachers and class rooms, likewise lack of adequate teachers in school's teachers are obliged to take extra classes and lack of subject matter specialist which may decrease teacher's efficiency on teaching. In this regard, following tables will be used to analyze the environment inside schools.

Table 17
Number of Students in Each Classroom

This table shows the situation of the classroom of the government schools. It shows the number of their students in one classroom. It includes the classroom which holds less than thirty students in one class room to fifty students in one classroom.

Situation	No. of Respondents	Percentages	Remarks
Less than thirty student in a classroom	5	25	
Thirty to Forty students in a classroom	5	25	
Forty to Fifty students in a classroom	10	50	
Total	20	100	

(Source: Field Survey, 2019)

After analyzing Table No 17 as well as field visit of schools it is found that one of the school is having very low number of students i.e. less than 10 students in a class, 1 school is having 30 to forty students in each class on average (as per standard stated in SSDP) and two school is found having forty to fifty students in each class which is considered as over strength in a classroom as per the standard stated in SSDP. As such, stated facts suggest that the relocation or adding teachers and classrooms are required in schools.

Table 18
Teachers Education and Subjects they are teaching in School

This table shows that either the teachers in the government schools are teaching the subject which are related to their education background or they are teaching the subject which is different and beyond their specific subject or education.

Situations	No. of Respondents	Percentages	Remarks
Teachers teaching same subject as per his/her education	7	35	
Teachers teaching different subject beyond their specific subject	13	65	
Total	20	100	

(Source: Field Survey, 2019)

Unfolding the responses of respondents from Table No 18, with the support of 65 percentages of respondents it can be said that most of the newly enrolled teachers are educated on same subject matter specially it is mandatory after Government of Nepal has implemented the plan of issuing teaching license to the teachers from 2064 BS. However,

with the support of 35 percentages some of the teachers are still teaching the different subjects than they were educated. Especially those groups of teachers who are teaching beyond their expertise are in lower secondary and primary level.

4.3.11 Response of parents and SMC Members on Empowerment of Government Schools

After having the teachers view on existing conditions of the government schools, to validate some details as well as to find out the perspective of students, parents and SMC members associated with same school, researcher has taken written interview of respondents i.e. 4 SMC member (1 SMC member each school) and 10 parents. The response with analysis is discussed in ensuing tables.

4.3.11.1 Infrastructure development

Most of the government schools in the country are lacking basic infrastructure. The lack of infrastructure has been increased nowadays increased due to the devastating earthquake of 2015, however according to the MOE a huge sum of money is being invested through different program to improve on basic infrastructure, as such to find out the reasons behind the infrastructure development this question was given to parents and SMC members.

Table 19
Insufficient Budget to Develop Infrastructure

Hereby the table show the teachers view regarding the reasons behind the insufficiency of budget for the development of the infrastructure of the schools. It shows the reasons behind why the infrastructure of the school is remained under developed.

Situations	No. of Respondents	Percentages	Remarks
Lack of Budget	7	50	
Lack of proper utilization	7	50	
Total	4	100	

(Source: Field Survey, 2019)

Interpreting Table no.19, with the support of 50 percentages of respondents, the problem is there with lack of development of infrastructure and 50 percentages of respondents has expressed that there is lack of budget so it's difficult for them to develop infrastructure even though they want. None of the SMC member has talked about the corruption on utilization of the resources.

4.3.12 Political Influence

It is known fact that the teachers as well as SMC are heavily influenced by political activities, due to which the academic environment is decreasing in government schools. The SMC is very close to the schools and responsible organization to monitor the school's environment. To uplift the standard of the schools the members of SMC should be intellectual and visionary. It is believed that the committees are influenced by the local political environment. Table no 20 will analyze the parents view on the most influential sectors related to government schools. Generally, person who has some influences in the society or has nominated by local political leaders are often organized in SMC as such the organization is lacking the personality having knowledge of education.

Table 20

Views of parents and SMC member on Political Influence in Teachers and SMC

Hereby the table shows the views of parents of the student and SMC members regarding why there is political influence in teachers and SMC members themselves. It shows the reasons behind having political influence in teachers and SMC members of the government school.

Situations	No. of Respondents	Percentages	Remarks
Political appointment in SMC	3	21.42	
Political interference in teachers posting	5	35.72	
Increased involvement of teachers in political activities and less time for school	6	42.86	
Total	14	100	

(Source: Field Survey, 2019)

Interpreting Table, no 20, there is little interference on creation of SMC according to 21.42percentages of respondents and political interference on teachers posting with the support of 35.72 percentages but the higher percentage i.e. 42.86 percentage of the respondents says that the main problem regarding political interference is caused by teacher's involvement in politics have found. Though the teachers involvement in political activities is major cause, the involvement or use of students in the activities and interference on teachers posting by political actors are also the reason behind the decreasing quality education in government schools.

4.3.13 View on Teachers ineffectiveness

To uplift the quality of education in government schools, it is necessary that the competitive environment should be created so that teachers will be motivated to their jobs. Effective reward and punishment system with frequent evaluation of the teachers will be the encouraging factors. The secure government jobs without having any kind of evaluations may be the driving factor to decrease teacher's creativity. With this background, table no 21 and 22 will try to analyze the parents and SMC members view on reason behind ineffectiveness as well as reason behind quality education in government schools.

Table 21

SMC member's and Parent's View on Teacher's Ineffectiveness on Teaching

This table shows the view of SMC member and parents on ineffectiveness of teachers in teaching. It shows the responses of SMC member and parents on why teachers are unwilling and irresponsible toward their duty of teaching better.

Situations	No. of Respondents	Percentages	Remarks
Secure governments job, no evaluation of teachers in between	10	71.42	
No reward / Punishment system based on school performance	4	28.58	
Total	14	100	

(Source: Field Survey, 2019)

Analysing the table no. 21, with the support of 71.42 percentages it is found that that due to the secure government job without evaluation in between teachers are not enthusiastic and do not have required competencies on their teaching. Similarly, 28.58 percentages opined that due to the lack of reward and punishment system teachers are unable to be an

effective teacher. To bring effectiveness in teaching the provision of reward and punishment system based on perfect evaluation of the teacher performance is necessary.

Table 22
Reason behind Lack of Quality Education in Government Schools

This table shows the reason behind the lack of quality education in government schools. It shows the responses of the respondents regarding the reason behind the government school not being able to provide quality education to the students.

Situations	No. of Respondents	Percentages	Remarks
Lack of infrastructure including lack of timely availability of books in government schools	7	50	
Parents are not able to send their children due to financial conditions and domestic commitments	5	35.72	
Teachers role on teaching	2	14.28	
Total	14	100	

(Source: Field Survey, 2019)

Interpreting Table no. 22, parents including SMC members opined mixed view. With the support of 50 percentages respondents it can be said that still the problem behind development of infrastructure as well as lack of having books on time is the reason behind quality education of government school. 35.72 percentages of respondents viewed that due to parent's financial conditions they are not able to send children regularly to schools whereas still 14.28 percentages of respondent argued that it is the teacher's role behind the lack of quality education in government school.

4.3.14 Political Influence in SMC

Instead of having educational specialist in SMC, it is believed that the organization is driven by local politics. Without having subject matter expert, sometimes it may lead to the SMC to take wrong decisions. In addition to this, it is necessary for parents to be aware on good learning environment at home as well as in schools. Table no 23 and 24 will analyze the parent's awareness on influence of local politics in SMC and the factors related to good learning environment.

Table 23

Availability of Education Specialist in SMC or it is influenced by Local Politics

This table shows the view of respondents regarding either SMC has availability of education specialist or it is fully influenced by political parties without having a little knowledge regarding monitoring and evaluating the school and without having any educational background.

Situations	No. of Respondents	Percentages	Remarks
Agree	11	78.57	
Disagree	3	21.43	
Total	14	100	

(Source: Field Survey, 2019)

Analysing the table no. 23, it is found that with the support of 78.57 percentages SMC is influenced by local political conditions besides having education specialists. Only 21.43 percentages argued that SMC is balanced team having required subject matter specialist.

Table 24
Parent’s View on Lack of Effective Course of Study and Environment

This table shows the view of parents regarding the reasons behind not having proper and effective course of study to teach their students in managed way and the reason behind having improper teaching methods and school environment for the students.

Situations	No. of Respondents	Percentages	Remarks
Lack of physical infrastructure including modern lab	-	-	
Lack of practical education e.g lack practical class , field visits	-	-	
Creating learning environment at home too	-	-	
Effective monitoring and control	-	-	
Maintaining education sector out of politics	-	-	
All of above	14	100	
Total	14	100	

(source: Field survey, 2019)

Analysing the table, no 24, the questions were given to analyse its relative importance of each situation that was visualized during research but all of the respondents viewed that all the stated situations are the causes behind effective course of study and environment.

4.3.15. Responses of the students on empowering government school.

After having the teachers, parents and SMC member’s view on existing conditions of the government schools, to find out more details researcher has taken written interview of 20 students (5 students per school) from class nine and ten.

Table 25

Student's satisfaction on teaching methodology and teaching environment

This table shows the level of student's satisfaction either they are satisfied with the teaching methodology on which their teachers are being based to teach them and the teaching environment of their school.

Level of satisfaction	No. of respondents	percentage	remarks
Fully satisfied	6	30	
Partially satisfied	5	25	
Not satisfied	9	45	
Total	20	100	

(source: field visit, 2019)

According to the table no. 25, 30 percentages of the students are fully satisfied with the teaching methodology and teaching environment of their school and 25 percentages are moderately satisfied with it but the highest number of respondents (45 percentages of the respondents) are not satisfied with the teaching methodology and teaching environment of their school.

Table 26

Students of private school are better than government school

This table shows the view of the students studying in the government school regarding either the education system of the private schools are better than of the government schools where they are getting education.

Views of students	No. of students	Percentage
Agree	4	20
Disagree	6	30
Partially agree	5	25
As similar as private school	5	25
Total	20	100

(source: field visit, 2019)

The above table shows that 30 percentages of the students don't think the students of private school are better than the students of government school. However, 25 percentages argues that they are similar and 25 percentages of students partially agree that the students from private school are better. Though the highest numbers of students disagree with this view still most of the students are agreed with it because of the poor environment of their school.

Table 27

Additional arrangement for the betterment of education system of their school

This table shows the view of the students of government school about what should be the additional arrangement which should be done in order to make the education system of their school better.

Additions needed at school	No. of respondents	Percentage
Budget increase	6	30
Qualified teacher	4	20
Class in English medium	3	15
Increase in infrastructure	7	35
Total	20	100

(Source: field visit, 2019)

On table no. 27, 20 percentages of students have said that qualified teacher should be hired for the better education system of their school. Only 20 percentages of the students have claimed that there should be class in English medium. Higher percentage of the students have argued that the infrastructural development is the most to enhance the education system of their school and 30 percentages of the students have said that increment on budget is the most because budget is only the resource to enhance the quality of school and its education system.

Table 28

Opinion on teacher's involvement in different political activities

This table shows the view of the students regarding their opinion on either its right that their teachers to get involve in different kind of political activities or its wrong to get involved in such political activities as being a teacher.

Opinion	No. of students	Percentage
Teacher's right	7	35
Should continue	4	20
Should be banned	9	45
Total	20	100

(source: field visit, 2019)

Table no. 28, shows the view of the students regarding their teacher's involvement in different political activities i.e. teacher's union, member of political parties etc where 45 percentages of the students have claimed that the teacher's involvement in political activities should be banned immediately whereas 35 percentage of the students have opined that it is right of teachers. Only 20 percentages of the student have said that it should be continued.

4.4 Experts perceptions

During research, researcher has tried to know about the view of different stakeholders who holds the responsibilities and knowledge about the education system of government school of Nepal. The Views expressed by them are as following

4.4.1 Head Teachers

The schools are lacking basic infrastructures. The authority given to the head teachers is not sufficient to implement effective control measures. Schools are not being monitored by District Education Office (DEO). The DEO is involving in management of the monthly salary of the teachers only. Head teachers are compelling to work under local political pressure. Parents are not aware of the importance of education as well as some of the parents are not able to afford even a minimum expenses for their children's education. Though Government of Nepal is trying to implement modern teaching methodology but teachers are not abreast to it. Lack of modern labs, accountant for financial management and modern library are existing problem in government schools.

CHAPTER –V

CAUSES OF LACKING QUALITY EDUCATION IN GOVERNMENT SCHOOLS

5.1 History of Education System in Nepal

Formal Education System has begun in 1853 in Nepal. The first school was established in 1853 AD in Kathmandu with the name of Durbar (Palace) school in the ruling period of Prime Minister Jung Bahadur Rana. The first college (Tri-Chandra College) was established in 1918 AD. The Durbar High School was highly influenced by external models of education system particularly it is called English system of education (Shah, 2016, p. 11). Ranas ruled Nepal for about 104 years (1846-1949) and Ranas ruling period is known as black night in history of Nepali education sector because of policy adapted by Ranas towards education. There was only 2% literacy rate at the end of Rana regime (ibid). The democracy system rose in 1950 after decline of Rana regime and the Nepalese king opened the door of Nepal to the world. Then United States Overseas Mission (USOM later named USAID) entered into Nepal not only to provide financial and technical support but also influencing Nepalese education system in Western way. During that period public awareness was increasing regarding education, teacher training, uniform curriculum, supervision, Community School management and infrastructure development. As a result, many educational institutions were developed; schools were built by community itself, government and joint collaboration of community and government in the period of 1950s and 1960s. After 10 years in the year 1971, there was wonderful day in the history of formal Nepalese educational sector with introduction of an educational reform known as National Education System Plan (NESP) 1971. NESP aims were to make national integration focused on unity around common language Nepali, common religion Hindu and culture Hinduism to be faithful towards crown through media, politics and curriculum. Those aims were designed under highly

centralized and regulated system so as to government can take all authority of school management committee from local community and oppressed local level through every angle (DOE, Nepal).

5.2 Existing Conditions of the Community Based Schools

Public schools are run through the budget allocated by the government while private schools they have to arrange money by themselves for the school opening and running (Parajuli& Das, 2013, p. 47). Within the education system of Nepal, there are two types of system imparting the formal type of education all over the country. They are public (government schools) and private schools. In other words, Ministry of Education of Nepal categorizes public schools into two types: i) Aided community (public) schools, which receive regular government grant for teacher's salary and for other administrative purposes; ii) Unaided community schools, which do not receive a regular government grants, but are financed with support from community, donations from other sources and school's own resources (Thapa, 2011, p. 28). When we go through the detail study of public (Community based schools), they are performing below standards in comparison with private schools these days. There may have so many causes behind this. People easily cannot trust the education what these public schools are providing because no any parents want to take risk upon the future of their children. Expect very few community based schools, most of the schools are in same poor standard range. Why is it happening? It is the big question mark. As researcher analyzed according to the data collected from different stakeholders which is mentioned in chapter 3, poor management system is the prime cause. On top of that there are so many reasons that community based schools are not performing well in comparison with private schools in Nepal is discussed in succeeding paragraph.

The latest four years' performance of the community based government schools in school leaving certificates examination is shown in the following table:

Table 29**School Leaving Certificates results of Community Based Government Schools**

S.no	Fiscal Year	Total Appeared	Total Appeared from Government Schools	Total Passed	Total Passed from Government Schools	Percentage	Remarks
1	2014	3,94,493	3,07,704 (78 %)	1,73,436	1,15,235	37.45 %	
2	2015	4,05,448	3,22,331 (79.45 %)	1,93,769	1,25,709	39 %	
3	2016	4,37,326	3,50,079 (80.06 %)	3,79,763	2,73,429	72 %	Grading D + and D are Considered as Fail
4	2017	4,45,564	3,62,020 (81.25)	3,69,702	2,56,943	69.5 %	Grading D + and D are Considered as Fail

(Source; Education in Figures, 2014 to 2017,MOE)

Interpreting the table number 29, it is clearly seen that the performance of the government schools is not up to the standard as the pass percentage of government schools was only around 40% where as private schools pass percentage is around 80 %. The enrollment ratio was 80 % in Government schools and around 20 % are in private schools. Moreover, there is not increasing or progressive trends in new examination system as well. Government schools are having around 70 % passed result where private

schools are having around 95% passed result in newly formed grading system in SLC examination.

5.3 Government Efforts for Empowerment and its Result

Government of Nepal has invested huge amount of money to education sector. Education has been priority sector for the Government of Nepal and investment in education has increased in recent years to around 14 % of the total government annual budget. The organized effort like School Sector Reform Program (SSRP) from 2009 to 2016 which has envisioned the following objectives (MOE, Joint Evaluation of SSRP 2017):

5.3.1 Objectives of School Sector Reform Program (SSRP)

5.3.1.1 Ensure equitable access of quality basic education for all children (5-12 Years).

5.3.1.2 Expand access to early childhood education and development (ECED) services for children.

5.3.1.3 Enhance functional literacy and competencies among young people and adults.

5.3.1.4 Increase access to as well as equity, quality and relevance of secondary education.

5.3.1.4 Equip Secondary level students with soft skills based on technical and vocational education.

5.3.1.5 Improve the performance of MOE service delivery system and develop capacity to implement critical reform.

5.3.1.6 Enhance teacher's qualification and professional competencies to facilitate student learning.

5.3.1.7 Monitor program inputs, process and out puts and evaluate the impact of education interventions.

5.3.2 Achievement of SSRP

Though Government of Nepal has invested huge amount of money to the SSRP program (around 7 billion) the significant improvement has not been received. The primary level net enrollment has increased by over 3 % from 92 % in 2008 to 95.3 % in 2015.

Teachers – student's ratio down from 44:1 to 38 :1. Student survival rate in both grade 5 and 8 has increased from 58 % and 41 % to 84 % and 69 %. As well as female teacher ratio at primary level has increased from 35 percent to 41.5 percent.

Attention to quality of ECED has increased in society and enrollment of child in ECED was increased. The result of school leaving examinations was not increased as expected. Though there were not significant changes in school level, MOE and DOE are reasonably well staffed with highly experienced and committed staffs. Robust planning mechanism in DOE has been formulated but there was huge gap between SMC and higher level planning organization. Out of major 58 mega construction project throughout the country in community schools 42 were completed within stipulated time. Though SSRP program was not successful as planned it has formed foundation for SSDP plan of the government (2017 – 2022).

5.3.3 Recommendations Made by Review Body on SSRP Performance

To maintain effective control in government school SSRP review body has recommended empowering and building further capacity of head teachers by giving more authority.

Parents should be more oriented / motivated to take care of their children education.

The recruitment of government teachers should be institutionalized i.e. only through teacher's service commission and withdrawal of the teacher recruitment power from SMC must be withdrawal.

Visualization of best performing schools and the system of reward and punishment system should be implemented. To start educational radio and Television program to generate peoples learning.

Improvement of physical infrastructure in government schools and up gradation of class rooms to support modern teaching methodology and planning and early issue of government budget to the schools is necessary. Formation of effective planning and implementation team for overall management of the project is necessary. One door policy should be implemented for all donations coming for government schools.

5.4 School Sector Development Plan (SSDP) Mission, Goal, Purpose and Objectives

The SSDP is guided by the constitution of Nepal, which provides the vision to contribute to the development of self – sustainable,competitive, innovative and value –oriented citizens for the socio-economic transformation of the nation The SSDP has been developed to support the achievement of the country’s vision 2022 by workingtowards the following mission, goal and purpose:(MOE, SSDP 2017, p. 15-16)

5.4.1 SSDP’s Mission

For Nepal’s school education, to produce the needed human resources to elevateNepal’s status from a Least Developed Country by 2022 and to reach the status of amiddle-income country by 2030.

5.4.2 Goals

To contribute to socioeconomic development and reduce disparities in the countrythrough the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the federalization of the country.

5.4.3 Purpose:

To improve the equity, quality, efficiency, governance and management of the education sector by achieving the following overall objectives:

Equity: To ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups identified as having the lowest levels of access, participation and learning outcomes.

Quality: To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations.

Efficiency: To strengthen and reorient governance and management systems in the education sector to make them robust and accountable to local governments while assuring agreed overall minimum standards in teaching and learning processes and the learning environment.

Governance and Management: To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments.

Resilience: To mainstream comprehensive school safety and disaster risk reduction in the education sector by strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.

5.5 Causes of Lacking Quality Education in Community Based Schools

With reference to the available literature review, primary data collected, field visits of the schools and expert's views following are likely causes of lacking quality education in community based schools.

5.5.1 Politics within the School

Politics within the school and tendency to run the schools differentiate the quality of education in Nepal. Strong determination from the level of government and school itself is lacking behind. Even though the system is similar to all public schools, however some schools like Gyanodaya school of Kathmandu is performing very well and heading with the team spirit and competing with private schools in terms of quality. Nominating the member of SMC with strong influence of various political parties is also making these schools unmanaged because those members may not have experience in management and giving ideas to handle the schools in well planned way. Similarly, some schools select the teachers who are paid by community itself are also influenced by political pressure. Teachers of community based schools themselves involved in various sister organizations of political parties which hamper the teaching and studying of students as well.

5.5.2 Weaknesses of School Administration

By virtue of their job, teachers must perform to meet the standards of students and school's performance as well. But however, in community based schools neither schools, nor school administration look after the carrier of the students. Just look at America, the Mecca of capitalism—90 percent of students go to public schools; Britain 94 percent, Finland 96 percent, Singapore 98 percent. But in Nepal, the private sector is increasing while the public sector is in decline (Mathema, 2015).

5.5.3 Management of Teachers

Teacher management is one of the crucial tasks. Ministry of Education (MoE) does the task of selection of teachers centrally and the monitoring part is always lacking in Nepal. To some extent posting of teachers as well as decentralization in terms of authority is lacking in Nepal. The central ministry normally retains control over setting standards for teachers, deciding salary ranges and allocating budgets to lower levels of the administration. The decision to employ teachers through the independent teaching service commission or other similar independent bodies often takes place centrally, but the responsibility for teacher appointment, promotion, discipline, transfer, dismissal and leave is devolved to regional or district levels of the government system (Khanal, 2011).

5.5.4 Lack of Training

According to the DOE research (2016), the reasons behind the lack of quality education in government schools are lack of ample of training on effective management of schools as well as the lack of SMC effective monitoring system in local level. Lack of proper training to the teacher as per the curriculum developed and in use of modern technical aids are also the reasons of less quality education in community based schools.

5.5.5 Centralized System

As of now we have centralized system of distributing course materials. Due to the geographical remoteness and lack of correct anticipation in planning, every year many of students are not getting books timely till the time even session has already been started. As per the newly formed constitution provision, government schools up to higher secondary level will be under jurisdiction of local government. The overall management of the school including infrastructure development, pay and allowance of the teachers will be through local government. The decentralization of authority to local bodies surely helps to have government assistance to the schools including effective control and monitoring system. The government schools are heavily lacking physical infrastructures

like buildings, modern lab for technical education, and centralized control of resources like distribution of books and other teaching materials.

5.5.6 Political Instability

In recent years, Nepal has witnessed a violent 10-year insurgency of Maoist rebels (from 1996 to 2006). During that period, Community based schools which are resided at remote places are heavily affected. Some students who were studying were forced to be recruited some were displaced and some were compelled to leave not only their village but also the country. Pressure from both the sides make a kind of disaster towards those communities based government schools. Similarly, infrastructure development part had also been affected. And these days it is becoming difficult to pave the way and recover as well. So, one of the reasons for the slow progress in recovery is the high degree of political instability and fragmentation in Nepal (Dilas, Cui and Trines, 2018).

5.5.7 Corruption

According to the yearly report of Commission for the Investigation of Abuse of Authority, education sector is the most corrupted sector in the country since 2012 AD up to now. Total 13 % of the complaints of corruptions were related with ministry of education (2900 cases out of 22602 Cases) (CIAA, Annual report 2017). Main sectors of complains are as following;

5.3.7.1 Delay on releasing funds to the schools especially capital expenditure.

5.3.7.2 No accountants in government schools especially in primary and lower secondary school.

5.3.7.3 Financial misuses in fund released on the basic of students numbers by creating false report (Nature of creating schools in paper only).

5.3.7.4 In the name of textbooks printing and distributions and scholarships.

5.5.8 Impact of the 2015 Earthquake

Due to the earthquake of 25 April 2015, over 7000 schools /31,000 classrooms were destroyed. The destruction of educational infrastructure is estimated around 28 billion and the 92 % of the total losses are public schools. Early Childhood Development sector (ECDC) were seriously affected and more children were excluded from basic education. (MOE, 2017). With an increase rate of risk and demand for additional works in the community absenteeism and dropout rates were increased. MOE has established a cluster desk to assess the structural assessment immediately after the earthquake. Temporary camps were established in child friendly environment. As per rough data provided by MOE, 62 % of the damaged schools were either replaced by new buildings or retrofitted but still 38 % of the schools are in temporary shelter.

5.5.9 Environment within Schools

When I have interacted with few of the students in those schools during my field visit, it came to my knowledge that during classes, the children act like passive listeners. The lack of interaction between teachers and students is the reason behind this situation. It is also seen that majority of government teachers still carrying and using sticks as a best tool to threaten and compel to memorize what is written in the book. As such, practical applicability and understanding of their learning in creative way does not exist in the school. Most of class rooms only have a board (mainly black board). No audio visual aids, libraries and labs were found even in the government schools of capital city.

CHAPTER -VI

WAYS TO ENHANCE THE STANDARD OF COMMUNITY BASED SCHOOLS

6.1 Ways to Enhance the Standard of Community Based Schools

Following the review of available books, articles and field survey including interview with experts, following ways are visualized to enhance the standard of Community based schools.

6.1.1 Decentralization of Resources and Authorities

In this 21st era everywhere in each field the concept of decentralization has been raised to enhance the performance and for betterment of field/institution/community. Teachers, various committees and authentic bodies up to the local level should get some rights so that the resources and rights will be in easy reach of those bodies. The resources and authorities should be decentralized (which is now visualized in new constitution) for effective control and to facilitate the community based schools in order to enhance its standard.

6.1.2 Monitoring From Different Bodies

The more monitoring bodies are available, more problems and ways to solution are found. Because of their level, their visualization may be varied. If actual problems are identified, best solution can be formed from even government level. As per the field research, SMC is the nearest body to monitor and assist the government schools besides head master of the school, so it should be formed in balance manner i.e. for educational, financial, and technical management so that they can visualize the actual problem of the school and suggest best viable way to mitigate or solve any kind of problem. In addition, the role of DOE and resources persons should be effective.

6.1.3 Management of Teachers

The teachers who has efficiency in math and his/her educational background is also math, then how can he/she teach English? It is still happening in community based schools because they were enrolled before 2064. So, this issue must be addressed properly to enhance the standard and it will be helpful to mitigate the dissatisfaction of teachers as well. Even though it is more challenging task, proper teacher management in government schools is necessary because teachers enrolled before 2064 BS were not subject matter specialist. For that, teachers who are specialist in any subject matter, they should be nominated according to their subject matter specialty. It can be done by conducting the exam so as to fit in them according to their specialty.

6.1.4 Necessity of Practical Education

Only theoretical knowledge will not suffice to meet the efficiency of students in particular subject. Except some subjects like education, other subjects are not taught via practical way in community based schools. From decades' teachers are teaching theories of number of thinkers and writers but application part is almost nil, then how can students memorize during the time of implementation? Visualizing this fact, practical education with adequate field work and research is necessary, for example if students are studying social studies they should have society visits or works.

6.1.5 No Political Activities of Teachers and Students

By virtue of their profession, teachers are born to teach and show the golden path to students. If they deviate from their original task, how can they focus on teaching? Involvement of teachers in politics denies their preparation for teaching. In such case they will not have time to prepare even lesson plan, which is utmost requirement for teaching. And political involvement may be one of the modes of favoritism as well. Similarly, once students are involved in politics rather than studying how can government schools gain superior results in comparison with private schools? So, in order to eradicate this

problem, the increased involvement of teachers and students in political activities should be banned immediately as government servants' teachers are not allowed to participate in political activities.

6.1.6 Sufficient and Timely Budget According to Necessity

As identified during the field survey, community based schools are lacking adequate budget for betterment in each aspect, adequate budget should be allotted for community based schools in order to develop infrastructure and to gain adequate teaching aids. If computer subjects are taught without computer lab, what will be worth of it? Students are compelled to sit in the class where more number of students are sitting beyond the capacity. So, infrastructure should also be developed as soon as possible. Ultimately it comes under the title of adequate budget.

6.1.7 Need of Regular Training/Refresher

Changes cannot be adopted by anyone without having regular or periodic training. During field research also, it was found that few teachers were not getting any kind of refresher training since their enrollment. In this scenario, it can be visualized that they are still teaching in traditional way. Some theories may have updated. And if they are teaching in previous manner how students of community based schools can compete with the students of private schools? So, regular training should be given to the teachers as per the changes come across in curriculum and in education system/policy developed by the government. It is necessary to pull the students in same grid with other international education standard.

6.1.8 Selection of SMC Members

SMC is one of the direct monitoring and administrative bodies to manage the school. Basically, community based schools are situated in remote places nominate the SMC members according to their power and political involvement rather their educational level and managerial skills. Those who are not aware of proper management and even don't

have any idea about teaching and studying and don't have sufficient time because of more involvement in political activities, how can they monitor and facilitate the schools? This is one of the big issues. So, SMC members should be so selected that they have practical knowledge and they don't any kind of political influence.

6.1.9 Reward and Punishment

Proper monitoring and inspection should be conducted by all authentic bodies like Regional Education Office and District Education Office. These bodies should be so facilitated that they have authority to give certain number according to the performance of schools. Finally aggregating numbers of all results must be published and those schools which are in bottom list should be warned. Similarly, proper reward and punishment should be imposed according to the performance of schools.

6.1.10 Ratio of Students in Each Class

Because of number of reasons more students are studying in each class in community based schools which is highly not done. Standard benchmarks should be implemented according to the ratio of students studying in each class. Maximum number of students in each class may ruin the level of learning. So, strict rule should be followed to mitigate this problem and sufficient infrastructure should be developed according to the number of students in each grade.

6.1.11 Examination for the Teachers

As we have discussed in above mentioned paragraphs, teacher might be deviated from their original task and some are not getting refresher training, it is necessary to check their level time and again. Some teachers may not have interest to take refresher training as well. And once they are enrolled they don't have to turn further. In this context, there is no any rule to control the mechanism. So, annual or periodic examination should be taken for teachers and if they are failed they must be suspended until and unless they pass

the exam of authentic board. If this system is adopted, teachers will be forced to enhance their knowledge and will be up date always by hook or by crook.

6.1.12 Competitive and Creative Education

Once any institution, group or individual come into the field of competition, it is true some preparation will be carried out SMC, teacher, parents and even students will have to work hard to get better result. Many innovative events which are related to particular subject can be conducted to organize the competition. It will help in building cohesiveness also. They can learn from each other and can create better ideas to enhance the performance of the school. The way of adopting creative teaching methodology instead of memorizing method of teaching is necessary.

6.1.13 Matter of Values and Ethos of Teachers

The great compromise on teacher's values and ethos has been observed. The teachers do not have confidence in their teaching and are not loyal to the institution as most of the teachers are sending their kids to the private schools. As such, the children of the government teachers should be enrolled in government school. In this regard mandatory laws have to be implemented immediately. In addition to this, teachers should not be involved in any kind of business besides teaching. Rather more incentive can be given to teachers from government level.

CHAPTER- VII

SUMMARY AND CONCLUSIONS

7.1 Summary

This research is based on the topic “Empowering Community Based Schools for the Competitive Education in Nepal”.

The study has been conducted to find out the existing conditions and problems that are being faced by the community based schools. It focuses more on the causes for the degradation of the community based schools and the ways to enhance and uplift the standard of those community schools. This study is conducted in the kalanki area of Kathmandu district; mainly the area inside the ring road. 54 respondents altogether has been taken as the sample for the study which includes the parents, teachers, SMC members and students of the school.

While talking about enrollment procedure of teachers oncommunity based schools, it is varied as some are enrolled by Education Service Commission, some are enrolled by District Education Office, and some have cane through competition under SMC. 70% of the teachers have been enrolled through Education Service Commission, 15% through District Education Office And 5% without any competition but they are temporary. 10% have been enrolled through competition under SMC.

Weaknesses of authentic bodies are clearly seen that they don't have proper attention in assuring the refresher training for teachers as 20% teachers haven't got any refreshers trainings. 40% of teachers have got training when the course study is revised whereas only 15% are receiving trainings on annual basis. Provision on conducting compulsory refresher training for community based teachers has not found clearly anywhere.

Talking about implementation of SSRP, it doesn't seem to be satisfactory as only 75% of teachers know about it and implementing it as well. SSDP is a program which is running for the empowerment of government schools but still 25% even don't know about the

programs. As such, the effort of government to empower government schools for quality education by the year 2022 doesn't seem to be well implemented.

Talking about monitoring and evaluation of the school, Direct monitoring of SMC seems to be high on 51.5%. Then after the headmaster of the school is monitoring and evaluating the schools. Most of the schools are being monitored by both the SMC and headmaster of the school. But other authentic bodies are not active in monitoring the schools. None of the schools are being monitored through District Education Office or Regional Source Centre. The sectors that are being monitored by them are teacher's efficiency, annual pass percentage, teaching method and infrastructure development. Among them the major focus is in teacher's efficiency (32.35%) and teaching method (29.41%).

The differing view has been found on what school management committee is. 50% of the people believe that SMC is politically influenced and 50% believes that it is the balance team having resources and authorities for quality education. 70% of the respondents seem to be unsatisfied toward the performance of SMC as it lacks educational specialist and 30% have shown their dissatisfaction toward SMC because it's politically influenced. To some extent even teachers and students of community based schools are involved in political activities.

Government schools are facing lots of difficulties and problems to uplift their standard level. 45% of the respondents have opined that the main difficulties that are being faced by government schools are lack of budget, lack of qualified teachers, lack of physical infrastructure.

As being a teacher of government schools, only 40% of people have got motivated to educate their children in government schools. Showing different circumstances 60% of the teachers have said that they have sent their children to private schools. It shows that in spite of being government school teacher they found private schools to be better than

the government schools. It shows less motivation and distrust of teachers toward government school.

There are various reasons behind the weak performance of government schools than of private schools. 41.66% have said that because of lack of sufficient budget government schools are being back warded. 37.5% believes that involvement of teachers as well as students in political activities, unnecessary holidays, weak economic condition of parents as the main reason for weak performance of the government school. Likewise 20.83% have mentioned that due to lack of motivation in teacher and student the performance is degrading.

9% of the teachers of community based government school are not using lesson plan before teaching because they think that their experience is sufficient so it is not necessary. And there is no allotted body to check whether teachers are using lesson plan or not. Moreover, the government teachers themselves don't have confidence on their performance so most of them are sending their children to private school.

Most of the teachers are involving in political activities which is one of the causes of degradation of government school. So, 55% believes that teachers should not be involved in any kind of political activities. Though it's the reason behind degradation, 15% of respondents still believe that it is right of the teacher either to be involved or not.

Most of the schools are not well managed, like number of students in each classroom are exceeding due to lack of adequate teachers and class rooms, likewise lack of adequate teachers in school's teachers are obliged to take extra classes. 50% have expressed that they are having forty to fifty students in a single classroom due to less availability of teachers and insufficient classrooms. There is no certain benchmark for ratio of students for each class. Another point is teacher's education and subject they are teaching in school. 65% teachers are teaching different subject beyond their specific subject which is also the reason behind degradation of the government schools.

Insufficient budget for teaching aids and infrastructure are main problem which are facing by government schools. 50 % have said that because of lack of budget it's difficult for them to develop infrastructure even though they want to. Beside this, lack of modern teaching aids, practical type of teaching methodology, government school are not being able to run in proper way. During insurgency period, Community based schools which were resided at remote places were heavily affected. The physical infrastructures were seriously damaged by earthquake of 2015. Due to which also government schools are not getting better result yet. As per regular report of Commission Abuse of Authority education sector is the most corrupted sector of the country since 2012 AD. Corruption in education sector especially on infrastructure development is a major problem on development of infrastructure.

The teachers and SMC members are heavily influenced by political activities. Because of it the academic environment is degrading day by day in government schools. SMC is responsible organization to guide and monitor the school's environment. 42.86% of respondents say that the main problem regarding political interference is caused by teacher's involvement in political activities.

Students are the main body of the school so the student's level of satisfaction on teaching environment and teaching methodology plays vital role. But unfortunately, 45 % of the students are not satisfied with the teaching methods and environment of their school. 20% of the students still think that the students of private school are better than of government school.

Decentralization of the authority in the sectors like budget allocation, textbooks and scholarships distribution down to the school level is lacking in government education system.

7.2 Conclusion

Education plays vital role in shaping, sharpening and guiding an individual, society and nation toward achieving the expected goal. It can also be taken as the passport of career

and future. A good education makes a student capable to solve their real life problems. It is the key factor of economic success. Therefore, management of quality education must be on the highest priority of the nation.

The quality of most of the public schools in comparison to private schools is very poor. So strengthening public schools and managing private schools are also major challenges. Different plans, programs, projects and strategies have been implemented for the improvement of the quality of the community based education in Nepal. But the desired results have not been achieved till now. Poor school building, lack of classrooms, unavailability of the textbooks in time, lack of school at proper place and so forth are physical factors contributing for the poor performance of the community schools. Though Government of Nepal is investing around 14 percentages of its annual budget to the education sector, the bitter fact is that our education system is having very low quality education in community based government schools. Even teacher of such schools does not have trust on own schools and they are sending their children to study somewhere else in private school.

Government of Nepal has formed various programs like SSRP and SSDP and allotted budget with the purpose of enhancing the performance of community based government school but in comparison with the private schools they are not getting better result. Nepali education system is still based on traditional system. Most of the community based government schools are lacking modern teaching aids. Lack of modern lab, buildings, reading materials, accommodation facilities and efficient and motivated teachers are few sectors which need early attention of the government. Researcher has found so many problems as reason of lacking performance of community based government school such as political involvement and influence, lacking proper management of teachers, weak administration, teaching methodology, refresher training, political instability etc. These issues should be addressed from the government in order to get better result by community based schools.

To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing

and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments without corruption is necessary to enhance the performance of community based government schools of Nepal. In addition to this, to increase students' learning through enhancing the quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations should be revised in modern way so that our product of government schools will be able to compete in present environment.

Hence, the local governments at first should address the fore mentioned challenges. The provinces have full authority to design curriculum, develop evaluation schemes, manage teachers and staff and physical facilities and adapt operational policies. Each province now is a policy maker, an advocate to ensure quality education and works as a liaison between educators and the public.

The central government must develop a broad policy framework in the fields of curriculum, exams and management of teaching, teachers and administrative staff. Political biases and influences must have no place in the education sector. And all the provinces should follow them strictly.

What we need the most is a strong willpower on the part of the governments and political actors to transform our education system. Only transferring the responsibility will be tantamount to putting old wine in a new bottle, which will fail to effect substantial changes. The government must take community school based education system as the key to a stronger economic future of the nation.

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Appendix-A

Questionnaire to Study Empowering Government School for the Competitive Education in Nepal (For the purpose of Master Degree in Sociology)

Name of the School and Address:

Name of the Teacher:

Date:

Q. No .1 – How long have you been serving as a government teacher?

- (a) Less than Five Years.
- (b) Between five to ten years.
- (c) Between Ten to Twenty Years
- (d) Between Twenty to Thirty
- (e) More than Thirty Years

Q. No. 2 – How you were enrolled as a teacher?

- (a) Through education service commission
- (b) Direct enrolled by district education office.
- (c) Through competition under SMC
- (d) Direct enrolled without competition
- (e) Volunteer funded by NGO/ INGO.

Q. No .3 How frequent you are receiving refresher / training on teaching methodology?

- (a) I have received, when course of study revised.

(b) I have not received any training / refresher since my enrollment.

(c) I am receiving it every year

(d) As per district education office program at irregular interval.

Q. No. 4 Are you aware on School Sector Reform Program (SSRP) and School Sector Development Program (SSDP)?

(a) I know, we are implementing it

(b) I heard, but I am not totally aware

(c) I do not know

Q. No .5 - How often refreshers/training are being conducted for the teacher of your school please specify.

a. No training/ refreshers has been conducted yet

b. Every year

c. Once course of study changed or revised

d. More than One year in irregular interval.

Q. No. 6 – Have you received any training after course of study gets changed or revised?

a. Yes, I have received

b. No, I have not

Q. No. 7 – How you are able to teach on modern teaching methodology?

a. After refresher / training

b. Self-study

c. With my experience

d. I do not know, what is it?

Q. No .8 -Who all are responsible for inspection/ monitor of your schools? How often they are visiting your school?

a. School Management Committee

b. District Education Office

c. Regional Source Center

d. Head Master of My School

e. Any Other? Specify

Q. No. 9 What are main activities /sectors that are being specially monitored?

a. Teachers efficiency

b. Annual Pass percentage of your school

c. Teaching method

d. Infrastructure development

e. Any others specify

Q. No. 10 Give your opinion in School Management Team.

a. It is balance team having resources and authorities for quality education.

b. It is influenced by local politics and religions.

c. Specify if any

Q. No. 11. Are you satisfied with the performance of your SMT?

a. Yes, I am satisfied

b. No, I am not satisfied because

(i) SMT is lacking educational specialists

(ii) It is politically influenced

(iii) Any other please specify

Q. No .12 – What all difficulties you are facing in availability of modern teaching aids?

a. Lack of Budget

b. Lack of qualified teacher

c. Lack of other Physical infrastructure

d. All of Above

e. None of above, then Specify

Q. No .13 - Where are your children studying now?

a. In my school

b. In other Government School

c. In Private School, then what are the reasons behind sending your children to private school?

(i) Education system is better in private school.

(ii) Education system is not good in government schools.

Q. No .14 - Give your opinion on why government schools are lacking behind comparing to the private school?

- a. Lack of Budget
- b. In effective course of study
- c. Ancient teaching method
- d. Lack of motivation in teacher and students
- e. Other reason like political activities, more holidays, economic condition of parents
- f. All of Above
- g. Any Other reasons specify

Q. No .15 – What are the ways to enhance the standard of community based government school give your view?

- a. Improvement in course of study
- b. Motivation to teacher
- c. Improvement in physical infrastructure
- d. Productive and practical education
- e. Banning teachers from political activities

Q. No .16 Do you make lesson plan before going into class?

- a. Yes, I used to have lesson plan
- b. No, I am experienced
- c. In our school it is not necessary
- d. I do not know about it

Q. No 17 We heard that once someone appointed as government teacher, she/he will be teacher forever until his/her retirement or volunteer resignation no matter he/ she is appropriate for teaching or not, is it true?

- a. Yes it is true
- b. No it is not, teachers are being examined/ monitored and are being expelled if not up to the standard
- c. I do not know
- d. I do not want to share

Q. No 18 Teachers and students of government school are involving in political party activities so political influence is also a cause to degrade the educational level.

- a. Agree
- b. Disagree
- c. No influence in my school.

Q. No. 19 What is your opinion on involvement of teachers in political activities?

- a. It is necessary for teacher's right
- b. As a government servant, teacher should not be involved in political activities.
- c. It is a major fault/misuse made by major political parties in country.
- d. It should be banned immediately
- e. If any other views specify

Q. No .20 - How many students are there in your class?

- a. Thirty Students -one class room
- b. Forty to Fifty Students,-One Class room
- c Less Than Thirty-One Class Room
- d. More Than Fifty, One Class room

Q. No .21- How many class/ periods you have to take per day?

- a. Less than 6 Periods
- b. More than 6 Periods

Q. No .22- State your school performance since last five years especially in SEE examination?

- a. 100%
- b. More than 80 %
- c. Between 50 to 80 %
- d. Less than 50 %

Q. No. 23 - Please state your education (Science / Arts/ Edu or Commerce) and which subject you are teaching in the school?

- a.
- b.....
- c.....
- d.....

Appendix- B

Questions for SMT Members and Parents

To Study Empowering Government School for the Competitive Education in Nepal (For the purpose of Master Degree in Sociology)

Name –

Q. No. 1 What was the nomination process for the SMT?

- a. Nominated by Parents
- b. As education specialists
- c. Local Political decision
- d. Any Other Specify

Q. No.2 – What are the reasons you have visualized behind poor performance of your school?

- a. Insufficient budget to develop infrastructure.
 - (i) Lack of Budget
 - (ii) Proper Utilization in local level
 - (iii) Corruption in Utilization
 - (iv) If any please , specify
- b. Political influence in teachers and SMT
 - (i) Political appointment in SMT
 - (ii) Political interference in teachers posting
 - (iii) Increased involvement of teachers in politics less time for school.
- c. Lack of motivation to teachers and Secure Government Job

(i) Secure Job, no evaluation of the teachers in between

(ii) No reward punishment system based on performance of schools / results

d. Economic conditions of the parents

(i) Parents are not able to spend money for children

(ii) Parents are not sending Students regularly, due to their domestic commitment.

e. Lack of effective course of study, if Yes then what are the reasons?

(i) Lack of modern lab

(ii) Lack of practical education like no visit to society during social studies

(iii) Any others, please specify

Q. No .3 What are your responsibilities you feel for the betterment of the school you are associated with?

(a) Monitoring and implement control

(b) Providing extra resources available in community

(c) Creating environment of studies for children

(d) Any Others,Pls Specify

Q. No. 4 Please mention, how we can uplift the quality education in government school.

a.

b.

c.

Appendix- C

Questions for Student

To Study Empowering Government School for the Competitive Education in Nepal (For the purpose of Master Degree in Sociology)

Name –

Q. No. 1 Are you satisfied with the teaching methodology and overall teaching environment of your school?

- a. excellent
- b. good
- c. above average
- d. average
- e. below average

Q. No. 2 Do you agree that students of private school are better than government school?

- a. agree
- b. disagree
- c. partially agree
- d. as similar as private school
- e. I do not know

Q No 3 What additional arrangement should be done for better education at your school?

- a. Budget increase
- b. Qualified teacher
- c. Class in English medium
- d. Increase in Infrastructure
- e. Any other

Q No 4 What is your opinion on involvement of your teachers at different level of political activities (teachers union, member of political parties, etc).

- a. Teacher's right
- b. Should continue
- c. Should be banned
- d. Any others.....