1.1 Introduction

Quality education is considered as backbone of the nation for countries whether they are under developed, developed or developing country at present. Schools for the children’s quality of education has been practiced for long time under two categories of community or government funded and institutional or private funded schools in Nepal. It might be realized that private schools have played vital roles to move forward the education intervention in Nepal. In present context, Nepal has focused on quality education of children for their development in multiple aspects (SSRP, 2009). Government has formulated several plans and programs for the promotion of quality education. Quality education may promote knowledge, skills and ideas of people and enhance honesty and develop for their manifold improvements (World Bank Group, 2011).

People believe that schools may obtain quality education when there are well teaching skills of teachers, students’ learning capacity and their staying hours in schools. The school may attain quality education when there is an active role of teachers. Teachers may motivate and encourage the students to achieve the quality education as being the role models for them. The management may conduct the managerial and academic activity as a rigorous process that may go on as continuous process. EFA (2003) asserts that students’ learning capacity is ensured in the presence of teachers and students at schools and management also play the greater role to achieve the quality education in the organization. The program has further emphasized that management may bring the entire changes in the educational institutions. Students may play the role for obtaining quality education by being regular, hardworking logical, practical and innovative. Students might always be thoughtful and research oriented for the better education. School management committee might face the challenges in meeting the various intellectual, physical, social and cultural needs of students. Schools might focus on the management of entire stakeholders. OECD (2012) in its report is of opinion that private schools have autonomy to improve the professional development of teachers, staff and parents believe on the performance and quality provided to students.

Similarly, parents might play the significant contribution to achieve the output for their children. Parents might play the role as watchdog to obtain the quality education. Schools may acquire it when there are favorable academic environments. They may have the significant role
for the quality education to their children. Schools may succeed in imparting quality education to children with the support of parents. Parents’ involvement in education may not be discarded as they aspire for the quality education for their children. They may invest money, time and resources for their children. Parents may have various options to choose schools for their children’s education. They may choose either institutional or community schools for quality education to their children. If schools always practice for quality education and deal with parents about quality education and win their heart, parents may trust and believe the schools. It may depend upon the schools’ management to influence the parents and stakeholders. In this connection parents may send their children either to community schools or privately managed schools (EFA, 2003).

Curricula, text books and resources may play the greater role to maintain the quality education at schools. These educational materials may address the aspirations of people in the society. Such materials may upmost the human ability, social harmony and social values of the local communities and encouragements of ethnic minorities for the quality education. UNESCO (2003) in its conference paper opines that there would have been minimization of discrimination including caste, clan, sex, religion and races in practice and it has been closely related to backward population. MoE (2010) in this connection, asserts that government has brought plans for the access of education to students in community schools. It is assumed that access is the first element absence of which quality may not be expected and without access, quality education may not be imagined because quality is found from the competition of all not from fewer population (EFA, 2003).

Baniya (2012) in his doctoral dissertation states that rich students tend to have quality education and poor do not. In this connection researcher asserts that socio-economic status of students can divide the society into rich and poor. It is also assumed that social division may be responsible to make students receive education which is different in nature. Researcher further illustrates that the people from higher economic class, may get the quality education and vice versa. It has been said parents from rich background may have the well information regarding the quality education with varieties of facilities that schools provide. People are in belief that those schools may provide the quality education which own resources better than the schools having fewer resources. Parents with sound economic status would like to admit their children in privately managed schools (OECD, 2012).
Contrary to this, Tooley & Dixon (2005) state that private education not only serves the elites but also the middle class and poor community too. They further assert that a larger number of children attended the private schools. They opinion that 65% school children in the poor and low income holding community attended private schools. Private education has been supposed to be for the elites may have been changed to some extents in the society.

It is assumed that private school management may address the voices of parents immediately and may think that it is the duty of private schools to fulfill the desire of parent for quality education that they always demand. Privately managed school has been entertaining more autonomy and freedom to manage the schools as compared to community schools in terms of hiring, terminating, evaluating and compensating teachers and staff so that they may have better teachers for better performance. Private schools have freedom and autonomy for designing and reviewing the co-curricular activities on the basis of students’ interest and ability (OECD, 2012).

Mathema & Bista (2006) in their SLC report state that the role of private schools has been increasing in order of occupying one third in number in a trend of 10 percent in primary schools, 21 percent in lower secondary schools and 23 percent in secondary schools. The schools with the students’ enrollment may be expected to increase by 12 percent in primary school, 22 percent in lower secondary school and 27 percent in secondary school by 2010. They further critically assert that private schools in their number have been grown due to continual poor results of public schools.

Nepal has experienced various educational practices even within a short span of time. The legacy of Nepalese education system has been passed on from the education practice of Vihar, Masque and Monastery before the modern education came in to practice. In the Journal of Himalayans Research Bulletin Mr. Sharma has set opinion that modern private education system may be the product of Gurukul system where gurus were considered as spiritual directors and students used to learn in well discipline in which elites and government used to donate land property and trust used to look after the property and management (Sharma, 2009).

Sharma (2009) opines that Monastery, Vihar, Gompa and Mosque were in common that contained domestic quarters, and workplaces where monks, nuns and hermits lived. It has been said that those buildings used to include places for prayers which might be churches and temples too. He further holds the opinion that such buildings are different in size as small dwelling for only one to vast complex for hundreds or thousands of hermit and monks which contain numbers
of libraries, infirmaries, cafeteria and dormitories. Regarding this, Chen (2012) in his independent study project asserts that Nepalese government had nationalized the private as well as government schools in 1971. Thereafter the education system came under the control of the government in Nepal. Due to huge aspiration of people for education, government alone could not manage the education for people and the quality education was also being deteriorated due to politicization in education. It is again said that the government plan could not sustain due to financial problem by the end of the 1979 so that the circumstances forced to amend the education act in 1980 giving the way to private schools to be established.

Caddell (2007) in his research study opines that there was a popular movement in 1990 which paved the way for multiparty system. The researcher further states that private education system was highly encouraged and could play the positive role for quality education. The author further argues that world entered into the globalization and privatization in 1990s and for this Nepal also could not stand far from such reality which allured private educational institutes and began to mushrooming shortly after the restoration of Democracy in1990 along with the popular movement.

At the same time private education might began to increase due to the national and international circumstances. Government might focus on access to education rather than quality education at first. But gradually the government might be conscious for the quality education. Regarding this, EFA (2003) states that due to the high demand of education within and global circumstances, Nepal committed and accepted the Universal education agenda in Jomtien in 1990 which advocated access, quality and relevancy.

Political atmosphere of state may decide the quality of education. Political culture and activities may reflect in the education as well. It has been said that in various countries, there have not been any disturbances in schools even in instability of political system. In this regard, Caddell (2007) in the research study again asserts that the change of political system in 1990 of Nepal, schools came into sphere of political struggles with teachers, students, and working team of education aligning with party politics. The researcher views that initially political parties mobilized the community school teachers, students, as a network to spread the ideology and agenda of political party. This has made that the teachers started to be responsible to their respective political parties rather than to their duties. The same dimension, private schools largely came to be established and associated locally in identifying the political group of founders and
principals in private education. The researcher again asserts that parents send their children to those private schools belonged to the respective political parties.

The researcher is of the opinion that Private schools highly suffered by the political instability and several schools were closed and infrastructures were destroyed. In 1996, a political party separated from the mainstream of political system and rebelled with arm in Nepal that has insisted government to control private education and make available for all people from working class to privileged. Private school teachers, school promoters and founders might be suffered from the insurgency. Many teachers might leave the schools and some school promoters may have closed the schools. Few private schools in urban might sustain while many of them would not pay levy to political party. The researcher claims that political party cadres and teachers conducted communist education in the affected areas. They may emphasize war science and technical and vocational subjects and replace the historical figures with Mao and their leaders. The rebellion action may have some impacts on private education system. There have been various issues raised against private education in terms of profit oriented, business motive and education for elites.

Due to such activities, issues raised for and against the private education. Many scholars and educationists might think for the private education system. The government had to decide for the private sector. Education Rules (2002) asserts that they either had to be registered as profit making institution in company or as nonprofit making organization like foundation or trust. Private schools have been categorized as per the availabilities of facilities. Community schools may get sufficient government fund and they obey the education rules and regulation. It has been said that private schools have been ignored in government support and private houses manage themselves but they need to obey some sorts of government regulations following the government prescribed text books and appear in national exams.

Personal or people in a team have taken ownership in private management. They make investment and are for profit motive in running the school. Another model of private school is under the public or private trusts under not for profit. Private schools might be established for the quality of education as perception of people. Many parents might prefer private schools to send their children although the fee is high charged by the private schools. Caddell (2007) states that private school has been one of the sources of attraction for preferring medium of teaching and learning through the use of English language, higher graduation rate of students in the SLC exams, regularity of teacher as well as students' discipline. Similarly private schools would
maintain the smaller teacher student ratio as the sizable class for the teachers and student. Bajracharya (1998) in the PABSON Souvenir asserts that in the beginning, there were few secondary schools and people were more excited to establish school on their own efforts as they were put behind the education for a long. But the education policy was not clear about how the private education could go ahead confidently. During that time education was considered as pure service sector rather than business sector and profit motive.

Chhetri (2014) in Shiksha Masik asserts that with the advent of democracy and sense of privatization and globalization, schools were established dramatically in both private and public level. MoE (2010) in the report asserts that government had taken initiation for the education by adopting several education plan and policies and even. National Education Plan gave priority on access rather than quality. After the restoration of democracy, the National Education Commission (1992) was formed in Nepal. It was amended later on and prepared the report and brought into introduction by the name of the Report of National Education Commission. Sharma and Sharma (2011) in the Education Planning asserts that it was a milestone for private investors to invest in education so that private schools established for the competence and quality education. The private education may come to the practice if the government cannot provide education for people as per their rising demand. It may be the coincidence with the liberalization and privatization of world economic policy.

Quality education may bind together the past and the future of the societies. It may support and sustain the cultural values and beliefs and inculcate desired ideas in our youths. It may also equip youths with necessary skills and abilities by giving them enough exposures. Quality education may offer youths the kinds of talents and capabilities too. OECD (2012) in the research study indicates that well to do family would like to prefer private schools rather than disadvantaged family to impart the quality education to their children. Bertola & Checchi (2013) in the discussion paper are of opinion that students from better economy attract high paying students and private schools can deliver better education as schools have the well resources. The students can exploit more resources and give impact on peers to privately funded schools and as a result talents shape the distribution of educational investments.

The presenters view that in a same way parents may choose the schools as per the financial status that they possess. If they cannot meet the standard of schools they may choose the
less demanding schools as well. Private schools differ from in terms of fees and quality education (Bertola & Checchi, 2013).

Generally the government may be supposed to offer quality education and it may be the duty of government to guarantee the education for the entire population. Whenever the government has sufficient funds it may be possible to impart quality education to its people which means the quality education is entirely depends upon the size of the government fund. The government may face the problem of funds; it may see the alternate to mobilize the resources from other possible sectors. In this context, the participation of private school would be seen always for providing quality education. Khaniya (2007) asserts that the private sectors were invited as matching partner of the public sectors for enriching quality education and the private section in education happens in the society not in isolation. He further opines that the different taste of education arises in the societies of people.

For this, it may depend upon the government how competent it is and whether it can address all the people or not. Somehow some people may behind the quality education and left behind people will look for ways to fetch their desire for quality education which is taken as excess demand for education. The private sectors may have academic environment for quality education due to differentiated tastes and excess demand. For this condition, government may not have sufficient fund.

Khaniya (2007), in his book the New Horizon, again holds the opinion that the private schools have emerged in Nepal is not for access only. Most of the private schools are established in urban area rather than rural area. If it were established as demand for access it could be done by the community run schools as its number is sufficient in places where there are no needs of private schools. But most of the students of private schools are from the places where there are number of public schools. In this connection, private schools may have emerged due to differentiated tastes of education.

The present study has been driven by the philosophy that education needs to be qualitative to cultivate children with knowledge for their multiple developments. In this context school management, students, founders and all stakeholders may play the great role in private schools. Private sector’s involvement in education may not be denied in this context of Nepal. This view has been further supported by the Arcaro (1997) who has coined five key components of the
quality school education. These components contain customer focus, total involvement, measurement, and standardization of the actions, commitment and continuous improvement.

The real meaning of this philosophy is that the school administrators may be prepared to take the respective quality actions in line with each of these components to transform an ordinary school for quality management. This concept would be experienced in the present context. Glasser (1990) in the book named Quality School asserts that that the commencing of the institutional operation with the total quality management process within the operational systems in the long run is the gracious work for the organizational prosperity. The author further asserts that every organization must put focus on its operations keeping in view the betterment of its operational system the customer and society as a whole.

Contrary to this, Bernard (1999) in his study argues that all stakeholders put students’ rights for survival, protection, development and involvement at Centre in school and all surroundings. The author further puts emphasis that school management may put focus on students’ protection and security in the school premises. He asserts that the school may provide the school environment where students may perform through understanding of knowledge and skills which help them build for themselves and others. He further asserts that the school environment can place of protection, security and fair dealings. The author has explained the quality education of students on the right based approach. However it has been felt that institution may always put efforts for resource management.

There have been private schools in practice in Nepal since long and school principals are playing role of manager and leaders for the quality education. Bush (2007) in the educational journal asserts that managerial leadership focuses on functioning tasks and behavior. He further clarifies that managing leader carry out the tasks competently in the organization by facilitating subordinates for the betterment of organization. In this managerial leadership, what assumed is that the behaviors of workers in the organization are rationales. The subordinates and staff may be highly influenced by the authorities as they possess the hierarchical position. However author has explained from the leadership and managerial point of view. He has not mentioned the total quality management in his journal.

In this aspect, leadership role in school may be required for the quality education. People have become increasingly mesmerized by the idea of leadership for a long time. Similarly, Tony (2007) in the educational journal argues that quality of leadership may make the school and
student difference by bringing the quality of result and school needs pro institutional and effective leadership who provide the quality leadership with quality of staff and subordinates.

In the same line, Crosby (2000) in the research article opines that quality is a fit of goodness. He further asserts that accomplishment of requirements done by one may not mean that all customers are satisfied. The author says that the goodness that people refer to higher quality goods and lower quality products. The author further adds that in reality it is a freedom for people who wish to have quality. However the author has not mentioned the quality in education. Quality education has been a strong demand and desire of parents for their children. Regarding the quality education Parents may have the various options to choose the schools for their children. Nazir (2008) in his research study argues that parents may choose private schools paying fees rather than free education in public schools. He has described the effectiveness of management in private and public schools in Lebanon taking two schools from public and two from private schools as sample. He concludes that the factors effecting the academic environment may hinder or facilitate the quality assurances practice for students’ improvement in learning. However the researcher has done this research in model of Lebanon even has not mentioned the private education and its practice. In this connection, Kahsay (2012) in the research study has critically examined the quality and quality assurances in the Ethiopian Higher education context explores. However this research study has been done in the context of African model.

As the private management has seen a positive aspect to move the school forwards, the government has also realized to transfer the management to community. In this aspect, CERID (2009) in its research report, clarifies that it may be an effective way to maintain quality education in community schools when management is transferred to the community. However, it has focused on the community schools rather than the private schools. There have been different private education systems in different countries and some of them have been cited in this chapter. Harcleroad (2011) in the research study holds the opinion that private schools are licensed by the state government in USA and it may be discussed with school managing point of view as the discussion of who especially involves in managing schools. The researcher further opines that management of schools is done by the state government not by the federal government. However this research report is made in the US model. Similarly Philippine higher education system has been a world’s most extensive system where there are more private colleges and universities as compared to government colleges and universities. For this, Robert (2003) in the research report
makes clear that higher education in Philippine is dominated by private sector. Colby and Witt (2000) assert that there are several components of quality in education like quality learners, learning environment, content and process which were argued in the international conference.

International Development Agencies have put their emphasis to improve the quality education of developing countries by adopting the assessments as gains and losses in quality. In this connection, Wagner (2010) in the research report has interpreted that some research articles reviews the international and hybrid assessments which is however the quality is not achieved through international political commitments. Regarding this, the market itself may determine the quality of products and service. There are other infrastructures that may influence the quality education in schools.

There are several researchers who put emphasis on the performance of private schools. In this connection, Thapa (2011) in the dissertation asserted that number of private schools was correlated with the performance of public schools. The scholar again claims that public schools have not progressed due to lack of commitment of school management and staff but the private schools have done well with sound management of resource and staff. The scholar has already distinguished the performance of private and community schools. The scholar has not stated reasons of emerging the private schools in Nepal. However the scholar has not explained the indicators of quality education of private schools even if he has compared the public school with private schools about performance.

Parents may prefer private schools for English medium of instruction where students may speak and listen fluently. Private schools may provide the better performance to attract the parents. It has been believed that when they pay better they get quality education. In this regard, Bertola (2007) in the discussion paper argues that generally the private schools were considered better than community schools because private schools receive fees from students for better education they delivered.

MC Millan, (2000) in the research study puts focus on the public school performance analyzing the role of parents. He has analyzed the theory on the basis of competition on productivity of public schools. He further explains that public schools are not providing quality education. Shrestha (2008) in the journal article says that the result of the output is better in private schools than community schools. The author further opines that community school obtained thirty seven percent whereas the private schools rate is eighty four percent in SLC result.
The EFA has focused on the provision of supporting disadvantaged children as they are reasonably weak as compared to mainstream group in the class performances (EFA, 2003). It again may have the debates of quality education and the SLC result. As it is quite inefficient though use excessive monopoly control.

**Akaguri (2011)** in the research study states that private schools were established as high demand of parents in urban. He again asserts that parents had more faiths on private schools rather than public schools because public schools are deteriorated as compared to private schools and private schools outperformed the public schools as the private teachers were regular, committed, and hardworking though they were less qualified as compared to public school teachers.

**Dhungana (2013)** views that private education has been biased by the government as students of private schools are not given scholarship in MBBS and Engineering as students in community schools receive. There has been the provision of providing scholarship to students of community schools to study such degrees. Government has adopted the policy of free education for secondary level since 1982 and it is still in practice. Stakeholders may have the confusion that private schools may be compelled to deliver the free education if so. In this connection, the issues have been on surface on the voucher system. If voucher is provided to individuals, they may use for their children fee in private schools. In this connection, they always demand for voucher system for the students to study in private schools because they may have the right of school choice. In voucher system Government provide fund through voucher to individual students so that they may join any paying school they like and choose.

**Dhungana (2013)** states that private schools have the organization that is Private and Boarding Schools’ Association of Nepal (PABSON). There have been professional and academic activities through the PABSON which have its own textbook in certain subjects and implemented in member schools and conducts the qualifying test among the member schools. There have been district PABSON committees in 72 districts (PABSON, 2015). He further elaborates that there have been 8000 schools, 200,000 students and 150,000 teachers and staff engaged directly in this private school sector only.

**Chhetri (2014)** claims that government has been receiving 10 Arab amount of money from this sector. Stakeholders have been claiming that some political parties are against the private sectors so they have been suffered time and again. They say that some sister organization
of political parties have collected levies and donation from private schools forcefully. By which they have been compelled to close down their schools. Before 2006, constitutions did not mention regarding private education but the interim constitution has the provision of private education and since that private education has got the space to discuss for their betterment. But still there are diverse opinions for the private education. The Constituent Assembly members may have the opinions for and against the private education in Nepal as they are belonged different political parties and schools of thoughts. Some of them may claim for the company and some of them may claim for cooperative, public and private trust as well. In these aspects private schools promoters may step toward the politician to convince their reality of private education to establish the agenda in the constitutional provision for the sake of private education. Private education promoters are also liked to any political party. So they always bargain with the government.

Lamsal (2013) asserts that there have been various periodic plans in Nepal with having education plans till the date. From the implementation point of view it seemed to be weak. He further describes that plans and programs were formulated and brought into implementation. He further describes that Secondary Education Support Project (SESP), 2nd Higher education and skilled development project, secondary education support program, SSRP programs and Technical vocational skilled development projects came into practice. He has not fully analyzed the growth, promotion or declination of the private schools with the change in political system and policies brought by the government time and again. The researchers’ focus is to explore the status of quality education of private schools with the change in political system and the policies change.

There have been several educational provisions and policies and practices since a long. Various educationists and researchers have expressed their ideas and views on it. Pokhrel (2012), in his book entitled, ‘Education Philosophy and Social Transformational Issue’ asserts that people had such perception that education was an opportunity for limited people before the introduction of democracy to Nepal. He further asserts that after the introduction of democracy to Nepal, there were huge aspiration and wishes raised from people for education and contributions were made by people also. He again opines that later on there have been some perceptions appeared like education for all, education as fundamental right of people, vocational education, inclusive education, quality and relevancy of education and community participatory education came out. This perception may have come up due the political changes.
Pokhrel (2012) further explains that this education committee was to make education useful and available as compulsory but free. He further explains that the committee has focused on Sanskrit in general education, social studies, teachers’ training, teaching materials, scholarship and control of education. He has stated that the first education act 1962 was introduced and decentralization policy was adopted at the same time. In 1967, National Education Advisory Board was formed and there were various advisory boards and committees formed for the overall development of education. Seven slogans were made beautifully. Slogans related to access, equity, quality and relevancy. The plans and programs could not go as continuation. Again National Education Commission was to be made and new education system in 1971 came out to prepare education policy and the education system was controlled by the government by nationalizing the education system. By this all teachers became government teachers and education was to be controlled by the center. The essence of this system was to strengthen the political system.

Some of the educationists view that Higher Education Commission (1998) had realized that secondary education did not fulfill the social and economic goal so that the SLC passed students could not respect the work because the education had prepared the students for unemployment.

The author is of opinion that free and primary education was introduced in 1974. School education was restructured limiting primary to grade one to three, lower secondary to four to seven and secondary to eight to ten. (Lamsal, 2013). In 1982, the Royal Higher Education Commission was formed to analyze weaknesses and strengths of higher education and recommend to government to develop and upgrade the quality of education (Lamsal, 2013).

There were only the continuations of previous education policy in between 1983-1989. After the restoration of democracy in 1990 the National Education Commission of 1990 was formed to incorporate human rights, democratic values and norms, social justice, equal opportunity to education and national and international concerns. In 1998, Higher Education Commission was formed to analyze the previous plans and programs, strengthen and alternate the management, free and compulsory education, mother tongue language quality of education from Primary to Higher Education (Lamsal, 2013).

Contrary to this political parties and other stakeholders have different views on private schools. Pokhrel (2012) states that Nepali Congress has the vision of education that state must
take the responsibility of education for access, quality, and relevance. The views of Nepali Congress Party narrowed down the gap between private schools and community schools for the quality relevance and quality purpose. He further adds that United Marxist Leninist has the vision that education would be the fundamental rights of people. UML always advocates that the state should guarantee the equal education opportunities to all people. UML has been in favor of imposing tax on private schools. This manifesto has elaborated the education vision of political party but has not explained enough regarding the quality education.

MoE (2003) in the report has dealt that the quality of education depends upon the teaching learning skill of teacher, students’ learning capacity and their staying hour at school. The role of parents may have significant value to establish the quality education in schools. Parents choose and may send their children to schools if they believe whether it is institutional or community schools.

All the mentioned policy documents describe the education policies in detail in a way of educational development as stepping stone. However the policies have not mentioned and prioritized the quality enhancement. Those policies even have not mentioned the private school policy and provision. The present researcher has been in concern to find the gaps of all educational policies and programs introduced time and again for the aspect of quality improvement especially from the private education point of view. The education commission had no provision of quality education even it realized the weaknesses of education system. Some of the people used to say that as the country has accepted the globalization and privatization; the private schools must run freely which at least can provide the quality education to students for which they need not go to foreign country and capital flow to foreign would be stopped.

At the same time, the education rule 2002 came into practice which could be the milestone for the private school owners. They mostly welcomed the rule and which could interpret the property and stability of the institutional school even though institutional schools were under the company act too. This rule has deleted the confusion of existence of institutional schools because teachers did not feel secured and neither promoters felt the security of their property before this. Similarly, parents got confident that their children could get quality education because the institutional school could run in a continuous basis. Staff of the schools also got no confusion for their future in the institutional schools as they would not stop.
Before this, there were no any provisions of Education Act, Education Law, By Laws and Education rules for the institutional schools even there were many hues and cries for the insituational schools. The promoters used to impose fees on children as per their decisions since the company registered. But from the same time students Unions and some political parties appeared against the institutional schools institutional schools run under company register’s office and they could raise fees arbitrarily.

On the other hand, private school owners and promoters were against the decision of government that schools had to get the fees rectified before the starting of academic session every year from DEO. They used to say that why to get fees rectified from DEO when they had already paid the tax to the government. There were conflicts between students unions and schools founders. There were many rounds of talks and discussion in presence of government stakeholders and students’ unions. In this contradicts and arguments, there was an agreement in 2014 between DEOs, Ministry of Education. According to this agreement, all institutional schools would publicize the fees through the DEO’s bulletin every year as they had to submit the fee structure to the DEOs. After a long Journey of political system and the struggle of Nepalese people, Nepal got multiparty, democratic federal republic political system. Political party is the main vehicular wheel to gear up the development of the country which may have the certain vision, mission and political agenda for the historic development of the nation.

The author has not mentioned the quality of resource management, quality of institutional effort that is equally important for maintaining quality in the institution. Present researcher’s concern is to study literatures related to the quality education with quality management and find the existing gaps to fulfill the objectives of the research study.

Gautam (2008) has stated that Political parties diverted students to political activities rather than studies. So the future of students is made dark and quality has been deteriorated. The students must not be violence oriented. The author has been critical for education for all. He further asserts that Nepal has achieved its success in quantity. It has not progressed in quality of education. He suggested that now people have to transform the slogan from education for all to quality education for all. He has suggested that there must be minimum learning requirements. Students must obtain education with skill and value addition to live their happy life. It has been realized that schools may create the environment for the betterment of quality of education of students.
According to author they could use locally made educational material in different ways such as tin, trunk library like the education materials provided by the UNICEF to Nepal. Author is of opinion that parents may support the school by attending in every program set by the schools. Many of these interventions require changes in attitudes and behavior not necessarily huge capital investments.

The concept of early child development emerged after 2006 as interim constitution introduced. Gautam (2008) again has stated that early child education came under the consideration when EFA and SSRP programs were introduced. This concept came to reduce the dropout and repetition of children in early grades. As a result many programs of sustainability of children came out. As a result kindergarten, preschool centers in urban and districts of Nepal for the quality education also. With the introduction of EFA and SSRP, the state focused on the recruitment of women teachers in schools. So that number of girls at school increased. He has argued that Nepal is a multicultural, multilingual, multiethnic and multi-religious country but historically the education system of the country remained unresponsive to such diversity. Medium of instruction in community schools is Nepali whereas the private and boarding schools have the English language as the medium of instruction. By this the mother tongue of the students has been neglected and ignored. This may be the reason of what they become weak in studies as they do not get opportunity to use their mother tongue. When they do not get understand well in the school taught by the teachers they gradually start to get by heart or they start rot learning as parrot learning, they become weak in studies.

Levin & Rubin (2000) in the book statistics for management adds that TQM as a set of approaches which allows the managers of complex systems to compete the operational measures to fulfill customers’ expectations. The authors again assert that it requires long term commitment from all levels in order to implement. The authors relate the TQM with a new concept called continuous quality improvement (CQI). In CQI, it has been felt that concentration has been given to the recognition and resolution of the problems as a continual part of the business operations.

In the TQM process errors and faults have been identified and then resource may be allocated in making changes. The system itself improves the quality of products. This notion also might not guarantee whether other faults would be identified and approved or not. But it is quite natural that the errors happen in a periodic outline. Regarding this, TQM focuses on customer’s concern for regular upgrading and upgrading on quality of everything. That is why organizational
does exact measurement of results and empowerment of workers (Crawford, Bodine, & Hoglund, 1996).

This notion has been in practice of the business procedural depending on the support of the national bureaucratic system and national culture. But Deming has not asserted whether system support is an essential part for quality management. The system support may have different pace of influence in the different countries. Now, from the drawings of the above discussions, the researcher conceives that quality is a management tool, which is used for the sustained improvements in the operational processes of all institutions.

TQM has been continually taken as a management process climate whereby the various defects are controlled to maintain and sustain the most defect free operational process environment at the workplace. For better understanding this argument, the researcher has reviewed and presented the origin of a choice number of related literatures in this discipline. This section presents with birth of the various contributions made by the difference authors, from time to time, who have described TQM as a continued process applied to improve the institutional operations.

It has been said that there can be the role of senior managers and all subordinates to manage and implement the total quality of organization. The overall quality management and quality control may be enhanced by the acute leadership of the organization as senior manager (Chang, Labovitz, & Rosansky, 1992). The authors have claimed that senior managers’ leadership function and commitment may be the continuous process and ideal path for improving the overall operational processes of the institution. For the TQM implementation, the authors asserted that in many instances, the managers would be in favor of TQM. But only a handful of them would make the commitment required to lead the organization successfully for the effective implementation of TQM process climate in the organization (Chang, Labovitz, & Rosansky, 1992).

Regarding the TQM leadership theory they attempted to establish TQM as a four-step process like allow, support, manage and lead. For this, the authors have no reservation whether these processes occur or reoccur over the time because they are silent on the continual part of implementation process. Regarding this, they demonstrate that first step refers to the management process to begin with learning or imparting adequate knowledge of TQM through vigorous training programs. Support is the second step in the implementation process of TQM for establishing required initiatives to execute actions in practice by transforming the knowledge acquired from training. The third step
directs to the effective allocation of people and programs. Finally lead refers to the fourth step of the implementing TQM. The concept of leading is to make sure that the leader has been able to influence the subordinates to achieve goals of quality operations by establishing a most effective and efficient operational mechanism.

Contrary to the earlier authors, Hoy, Barnes, Hanum, & Hoffmann (1997) assert that the quality management is associated with the fourteen points and seven deadly diseases. Another incongruity raised by their concept is that whether TQM is a part of general management or it is a separate discipline since there is scarcely any difference in the fundamental steps of general management process and TQM implementation process. The authors also have not stated what makes the managers to realize the importance of these steps. The authors are also silent whether these steps should be governed by a structured setting, or they should be influenced by the concept of management through common sense.

Hoy, Barnes, Hanum, & Hoffmann (1997) have emphasized on organizational workplace, climate and culture for developing quality middle schools. The authors have suggested a variety of quantitative tools and models for conducting necessary quality assessments under various dimensions of quality leadership at different levels of the schools. The authors have claimed that the degree of openness of the school climate should be measured in terms of leadership readiness and teacher behavior. The indicators of the health of the school climate are dynamic leadership, academic emphasis, resource support, teaching affiliation, and professional orientation. Student achievement should be measured in terms of reading, mathematics and writing. Overall school effectiveness depends on the degree to which quality products and services are produced or rendered through proper efficiency, flexibility, and adaptability. The quality of organizational culture is to be measured in terms of shared identity, trust, authenticity, cooperation, and participation. Although the overall contribution of the authors has been observed to be very impressive for the betterment of overall school management function, the concept remains silent on the need of continuous improvement of the school system to transform it into TQM process climate.

To fulfill this gap, Deming has propagated a new model known as ‘Deming’s chain reactive in education’, which is widely used these days for the aeronautical reforms worldwide. Crawford, Bodine and Hoglund (1996) have referred to Deming’s chain reaction in businesses and ‘chain reaction in education’. Both the models are presented as the keys to success in
implementing and sustaining TQM in the management of general business as well as education sector. In the models, Deming has suggested how quality improvement results in the improvement of productivity, which in turn, leads to market capture required for a sustained business position. Quality improvement may also benefit to the employees as it provides more challenging and more rewarding job opportunities in long run.

According to Hoy et al., in education, the involvement of quality transforms the waste of human material resources into increased student learning. When quality improvement is the objective, there are fewer defects, more students are engaged in quality learning, and the system operates more cost effectively, and adequate money has been spent on expanded horizon of learning opportunities rather than wasting on reworks and waste controls. This model has direct implication in the present study. This concept has contributed significantly in developing the conceptual framework by integrating quality school management dimensions and leadership functional areas into this model.

In the same way, (Sinha, 2007) in his doctoral study entitled financing secondary education in Nepal applying exploratory study with critical analysis for a period of fifty years upon the secondary data sources explored that the public school in Nepal lagged behind the private schools in their total pass percentage and total average scores in SLC. He has taken all public schools as sample even though compared the public schools in conclusion. In his doctoral study, he raised a lot of issues in terms of teacher management, performance of principal as a leader and management committee. The researcher is in opinion that the performance of community schools was less than private schools. The researcher further suggested that only tuition fee free education could not attract the low income group children because of many reasons like inability to meet the extra essential costs. However he has not mentioned the quality of public schools which may attract the parents also. Similarly he has not mentioned the political things which may influence parents to admit their children in public schools. The present researcher has explored the contemporary studies to analyze the political change and its influence on private schools and performance of private schools as quality enhancement.

Similarly, (Acharya, 2015), in his doctoral study entitled ‘Civic Education in Magar Community: A Study of Civic Values Knowledge, Skills and Pedagogy from Ethnic Perspectives’ applying qualitative study taking small sized sampling in ethnographic, phenomenology and grounded theory in context of Nepalese community system explored that there was a value of
Hindu hierarchical structure in Magar community with non-flexible system. Community needed the instruction of civic values, knowledge, civic rights with multicultural identities and their values, knowledge would be included in curriculum system. However the researcher has not mentioned the economic and religion factor that generally affect the community. Furthermore the researcher has used only the qualitative method with ethnographic and phenomenology design. The present researcher has studied literatures from the perspective of mixed method research design as quantities and qualitative both mixed method.

Philip (2011), in his doctoral thesis entitled named Implementation of the Performance Management System in Senior Secondary Schools in Botswana: The Perspective of the Service Management Team applying qualitative method with grounded theory methodology taking small size of sample as 94 participants in African context explored that public sector organizations put into practice the performance executing schemes. It has been studied that especially the western private sectors had designed at first. Then after, it was adopted by the community sectors. However he has not mentioned quantitative method while explaining the methodology in his doctoral thesis. The present researcher has gone through in-depth literature to link with the quality and management aspect to analyze the lapses and gaps of the previous literatures.

Similarly, Razzaq (2012), in the doctoral thesis named The Management of Educational Change in Pakistan Educational Institutions applying the qualitative method with phenomenology interpretive philosophy and analyze the problem taking a small size of sampling as case study in South Asian context. The researcher explored that the study aimed to find out the procedures of change in educational institutions in Pakistan. The researcher collected the views of principals and teachers to reform the management at the school level. However the researcher has not undertaken the views of students and stakeholders which could play the vital role in the study. In contrary to this line, Beresford, (2005), in the doctoral thesis applying quantitative method adopting a stratified random sampling to select the sample size with using multiple tools explored that there were minimum level of learning materials in education institutions in Sierra Leone. However the researcher has not asserted the leadership quality and management aspect that directly affects schools and educational institutions to bring changes and outputs. The present researcher has been in aim of to reviewing the previous literatures to analyze the lapses and gaps to fulfill the objective of the study.
Crosby (2000) supplemented the thoughts of Deming and Juran in total quality management system. So that his thoughts of TQM cover may the fourteen steps of Deming, and the ten steps of Juran, for which he has propagated fourteen steps for quality as scientific approach to management.

In the procedures of Total Quality management, the author put greater emphasis on the top brass management for its transformation. Furthermore, author has put focus on transformation of quality improvement, and consistency for the dimension of performance status. Besides, the author has further asserted that cost of quality which has to be measured in advance. According to author, the management must be engaged in building awareness of quality programs. Author recommends the quick and calm actions as corrective measures for the benefits of institution. Similarly author has focused the TQM related points with including the plan of no defects, education for employees, setting of goals, removal the cause of errors, reorganization of best performers and continuation of the process by doing it over again. TQM vision coined by Crosby is the superior version of the school of thoughts of Deming and Juran. Although most of the points are as similar as that of the previous two authors like Deming and Juran, Crosby (2000) has focused on some very important areas that the earlier authors did not bring into consideration. ‘Zero defects’, ’zero defects day’, and ‘do it over again’ philosophies are the distinct ones compared to that of Deming and Juran’s school of thoughts. However, it is hard to achieve a ‘zero defects’ process status, the institutions should strive for reaching towards the level of zero defects. The schools can have benefit of this philosophy in reducing the mistakes and decreasing the cost of educational programs (Rijal, 2004).

Crosby (2000) has published a question answer-based book, which is helpful in diagnosing the definition, terminology, meaning and significance of quality and TQM. The author has claimed that in a truly zero-defect approach, there are no insignificant substances. This claim was to respond the questions raised by the managers and executive officers (CEOs). The author has further asserted three key phases of the scientific approach for Total Quality Management. According to the author, the first phase is developing conviction; the second phase is commitment, and the third phase is conversion. These are known as the three Cs of TQM process. He has asserted that as we have been living in the world economy the quality may not remain same in the future. For this the author has explained the price of products as well which plays the crucial role in the market. The author further explained that the company which would
not fulfill the quality expected by the consumers would have no future to exist. In this way, the author has established a scientific school of thought that quality should be taken as the life-blood of the institutions for survival in the competitive marketplace.

It has been realized the concepts of Crosby in the field of education due to which the thoughts of public participation came into practice. It has gradually brought the quality to people’s mind. The schools that are unable to cope with changes by maintaining and exceeding the expectations of the markets have been facing tough time for their survival. Regarding this, the concept of private education has emerged to fulfill the quality education desired by people.

The author puts emphasis that the quality has been only the aspect in which an institution can compete in a never ending basis because the task of maintenance of quality status is an endless one. On the whole, quality has no ending destiny or the point of accomplishment which is equally applicable in all sectors that include business as well as non-businessman. As the quality of the school management has increased these days, the school management team and administrators have been facing their most of the time to execute plan and maintain the quality status for the sustainable management and administrative business in the contesting world (Glasser, 1990).

This consideration might be applicable in the context of Private schools if there is the support of national education system. For this, (Arcaro, 1997) in the book named An International hand book asserts that every quality agenda includes four essential elements like commitment to change, clear understanding of position of the organization, clear vision for future in which every member is ready to pay money for it and an effective plan for quality implementation. Many researchers have derived the conclusion that leadership in school may play the role to disseminate the quality education. Leaders may demonstrate the commitment to change the entire gamut of management. Many people feel panic of change and do not want to change and say that does not bring in any significant change in the organization at any level. In schools the teachers, students, board members and community members may feel by the positive deeds if school leaders may have been striving for the institutional betterment.

Leaders in the management may demonstrate the favorable leadership approach supplemented by the vision for the implementation of total quality management that may play the pivotal role in the incessant progress of the process in the school management system. Therefore leaders may deliver the service gradually and convincingly with honest commitment. They may
bring creative changes in the operational systems of that particular organization. People may raise the voice against the leaders if they do not deliver the services well. Quality management is an important prerequisite to achieve quality education.

The first action is to know the problem of institution so that there may have been appraisal of quality assessment. It is essential to identify the problem before the quality program is started. The outcome may not be revealed at expected level if it is failed to recognize the problem. Regarding this, it has been said that problem has to be sorted out and addressed timely and willingly not to be in the crisis (Arcaro, 1997).

As the second action the author has laid emphasis on the development of a vision. The author has claimed that vision is an inspiration that guides the whole school team on its quality journey. The vision will help the people remain unchanged in the time of complication. The author has highlighted on leadership assurances as the third requisite which keeps them focused and committed for the attainment of institutional goals mirrored by its vision. In the end, schools’ quality implementation plan may provide the team with the distinct guidelines which govern the total quality implementation process which is the Journey for the future and they always reflect the school environment very closely (Arcaro, 1997).

In the context of this study, it has been guided by the theory of TQM. Total quality management is long term management policy rather than the short term. It is the overall quality management as service delivery for product management. In the same line, Hansson (2003) in his doctoral dissertation highlights that the total quality management and its implementation and performance as a commonly used term in the field of quality in global environment has been a continuous process of change through cooperation of different agencies in the world markets. Hansson further asserts that change process occurred continuously has resulted higher demands in the competition of organizations and customer has been focused by the organization in the central point. TQM may help to understand the value of customers in favor of organization’s goal achievement. Deming (1993) in his book is of opinion that quality education has been the matter of discussion but there have been enormous problems to acquire the quality education.

He further asserts that the present system of management contains the competition between teachers, students, management or people, teams, divisions, departments, schools and universities. The author further asserts that the competition brings not solution rather there are problems. He opines that only cooperation and knowledge sharing brings solution. Deming
(1993) again argues that there are various crisis and difficulties also for achieving the quality education and such crisis on education which has not been created suddenly and is not easy to think for a spectacular solution.

This thought is equally applicable in the Nepalese context too. Since the education environment is very much complex, any solution implemented earlier could not bring suitable and rapid results. It indicates that in such a complication the educational reform programs needs to be focused as a complement intervention for achieving long term goal in education stability with common obligation for the administrative system as well as the individuals. It may require a visionary approach to be mandatory right from the lower level to the top of the educational management system.

To discuss the quality education, social harmony and diversity may be the ornament of the education to bind the people in integration. For this UNESCO (2003) in the conference paper has stated that globalization and subsequent huge scale of migration raised the question for better policy option to fulfill the gap of rich and poor. The consensus developed in national level about social inclusion intensified the discussion for participatory learning in culturally diverse society to increase social harmony. This may indicates that when the globalization privatization and liberalization give us space to be globalized in terms of education, we may not forget to address our local conditions and realities. For the same OECD (2012) the research study states that quality education may bind together the past and future of the societies. It again states that quality education may support and sustain the cultural values and belief and inculcate desired ideas in our youths with necessary skills and abilities by giving enough exposures them which offers youths the kinds of skills and abilities too.

To maintain the quality education role of government plan and programs may not be denied. In this regard, Khaniya (2007) again on the opinion that quality education depends upon the government to distribute the resources. He further suggests that if in case the government has not enough resources for education, it must see the other ways to mobilize the resources from other possible private sectors. In this aspect government may have distributed resources to private schools too. But how much resource has been distributed to the private schools may have not been calculated so far.

For this justification, Shrestha, et al. (2000) state that mainly the government aided public schools have been facing the problem of low quality of education according to SLC pass
percent rate and they say that parents consider the school leaving certificate (SLC) examination passing rate as the major indicator of the quality of schools for which the public schools’ SLC results are not encouraging because these schools are losing their credibility compared to private schools. He further argues that the SLC pass percent only may not be the indicator of quality education as there are various factors that may indicate the quality of education. So the quality as a whole has been viewed from broader system perspective to create the supportive environment so as to produce these numbers as the product of the process.

1.2 The Statement of the Problem on Hand

The education sector in Nepal seems to be considering quality education as the main discourse for the present context. This discourse has been a platform intensively discussed not only school education but also in colleges and universities. Majority of the people believe that quality education may build on capacity of individual to live their life in more comfortable way and making them independent. UNESCO (2005) in its global monitoring report has mentioned that quality education enriches skills and attributes in people to achieve the hidden qualities of them. Each and every individual may have some potentials in which the lack of quality education, the potentials may remain within them. The intensive discussion and discourses in relation to quality education has been intensified at present.

The private schools in Nepal are influenced in different ways by different political ideologies. The Marxist ideology demands the state responsibilities of education to the people but the socialist ideology demands the control of quality by government and involvement of community to run the schools. The liberal economic policy of the country has ensured the registration of private schools under company act and also in trust model through charity model of investment. The schools other than government management have come under the private management of schools in Nepal. The professional organizations of teachers and management committees have different opinion about the private management of schools in Nepal. The students' organizations aligned as sister organizations of political parties have influenced the private investors both charity and companies running schools.

The quality management has been a major issue of private schools in Nepal. The SLC results of every year demonstrate the majority of high scoring students have been from private schools. The eighty percent of SLC graduates are from private schools occupying fifteen percent of SLC appearing students from private schools (PABSON, 2016). The private schools have
made SLC as a brand of their achievement and advertised for attracting students to enroll in their schools. The question is does the SLC result of theoretical standardized exam of three hours reflect the quality of graduates in general? The teachers and other staff are well known and claim efficient as well as effectiveness in managing private schools.

Another aspect of quality education is the matter of belief whether children from public schools learn and gain more than from private schools. People believe that the students from private schools are more customized and habituated in rote learning mode but students from public schools learn real life education and useful for sustaining life. The private school students are said to be less experts in soft skills and more in public schools. The course coverage is quicker and in time in private schools and late in public schools. On the other hand, the termination of teaching staff within a year is frequently found in private schools and people believe that it may be a critical issue to ensure the sustainability of quality learning in private schools.

There have been debates between community schools and institutional schools regarding quality. Several issues have been raised by parents, government, political parties and other stakeholders. There have been debates on policies, finance, physical facilities and academic aspects. There have been discussions on privatization or nationalization and on company registered, private trust and public trust private schools. The debates have been put forth on access of quality and relevancy of private schools. The frequent changes of educational policies due to change in government and political scenario in the country have raised many issues on quality of education. The trend and tradition of jumbling the private education system have been questioned when the government changes. Sometimes the government has raised the issue of nationalization of the education and sometimes liberalization in the education sector under private management. The clear policy for the private education has not been made yet. This study has focused on the voices raised for and against the private education from the perspective of quality education delivery. The problem statement was devised for the present study as ‘To what extent the private school education practice is in quality standard’?

1.3 The Country Context
Nepal lies between India and China which are the immediate neighboring countries. India has surrounded Nepal by three sides such as west, east and south whereas china lies to the north. Population may play the significant role for obtaining the quality education. According to census
2011, the population of the country is 26,494,504 with the population growth rate 1.35 per year. In the same way, the households of the country were 5,427,302 in which 5,423,297 were individual households and 4005 were under the category of institutional households (CBS, 2013). Out of total population of the country 50.27% live in Tarai where as only 43% live in hill and mountain regions respectively. CBS (2013) further indicates that the central development region is with highest population density in comparison to other development regions covering 36.45%. As compared to central development region, the far western development region has the lowest density as 9.63%. Of the total population of the Nepal, Kathmandu occupies with the highest population density with the number of 4,416 per square km and lowest in Manang as 3 persons per square kilometer.

The country has been a center for population diversity and eighth position in the world. Central Bureau of Statistics (2011) of Nepal has declared that major castes and ethnic groups of the country has been counted as 125 in number and among them Chhetri category occupies the largest with the percentage of 16.6. Similarly, the second largest is hill Brahmin with 12.2%, third one is Magar with 7.1%, Tharu the fourth with percentage of 6.6. Whereas Tamang occupies 5.8%, Newar 5% and Kami with 4.8 percentage, Muslim with 4.4% and Yadav in Terai with 4.0%. Rai occupies only 2.3% among the notable castes of the country. In case of languages spoken in the country, there are 123 distinct languages that are considered as mother tongue. Among all languages, Nepali language has been taken by 44.6% people as their mother tongue. The second major language spoken is found to be Maithili with 11.7 percentage and the third one is Bhojpuri with percentage of 6.0. On the other hand, Tharu language has been spoken by 5.8%, Tamang language with 5.1 percentage as well as Newari language with 3.2%. It is followed by people speaking Magar language with 3 percentage. While considering about the religion, Hindu occupies with majority of 81.3 percentage followed by only 9% Buddhist religion. The third one is occupied by Muslims with 4.4 percentage and it is followed by Kirant with 3.1 percentage. The Christian population has also been found increasing as compared to previous census of 2001 and has population of 1.4%. Only 0.5 percentage of people occupy with following of natural religion (CBS, 2011).

According to the population census of 2011, CBS (2013) shows the fact that the literacy rate for population aged 5 years above was 65.9 percentage. Among them male literacy rate was
75.1% and female was 57.4%. The highest literacy rate was in Kathmandu and lowest in Rautahat as 86.3% and 41.7% respectively.

Economic factors may play the greater role for obtaining the quality education as discussed earlier. Many economists assume that the country’s status can be recognized by the GDP and per capita of the country. IIDS (2014) in summery report indicates that Nepal is least developed country in the world. The GDP of Nepal in 2013/14 was visualized as 703 in US dollar. The development index in 2013 was 0.43. IIDS (2014) again indicates that agriculture is the major occupation of Nepal as 2/3 people lived on it. Industrial sector is very small as it had played smaller role in production. Foreign employment has become the source of income for people who were active human resource. Tourism has been growing as dominant source of national income in Nepal. Nepal suffered from fluctuation of economic growth rate varying from the rate of lowest in 2006/2007 with 2.8 percentages and highest in 2007/2008 with 5.8 percentages. This has indicated that there is insufficient economic growth as planned in the periodic documents.

1.4 Research Objectives
The general objective of the study was to analyze the quality education in the private schools of Nepal. The specific objectives of the study were:

1. To examine the current educational status of quality education in the private schools of Nepal,
2. To explore the quality education practices in the private schools of Nepal, and
3. To analyze the problems and corrective measures applied in private schools for quality education in Nepal with the changes of political system.

1.5 Research Questions
The main purpose of the study is to explore the existing status and quality education of private schools. To fulfill this objectives research questions will be required. The research questions for the study are as follows;

1. What is the current educational status of the private secondary schools in Nepal?
2. How is the quality education practiced in private secondary schools in Nepal?
3. What are the major problems faced by the private secondary schools while adopting various strategies of quality education and their corrective measures?
1.6 Scope of Research Work

It has been seen that there is a large number of community schools in comparing the private schools in Nepal. But the community schools have been felt that there is a less attraction of parents for their children. It has been felt that those who earn less also intend to enroll their kids in the private schools. The community schools have been seen remained less number of students even in rural areas. Government has funded adequate amount of budget on community schools. The output as compared to input is still under the expectation of concerned stakeholders.

The parents living in urban are found to like the private schools for their son, daughters or grand on and granddaughters. It has been said that teachers in the community schools are well experienced but they don’t teach students well. Government has been found to put effort for the betterment of the community schools by constructing infrastructures and organizing weeklong new admission campaign. Students in the community schools have been distributed books and stationeries at free of cost. They have been distributed snacks, oil, bags and dress also. It has been reported that government and schools have focused on reducing the dropout and increasing the continuity of students to the schools.

The government has been found with decision not to establish private schools in company rather than public or private trust. In these controversies, this research may contribute to private school promoters, policy makers, government and other concerned people.

On the other hand there have been several discussions on quality education of schools and colleges. It has been realized that quality education may only support for the development of the state. The education without quality has been felt just like a source of unemployment and fruitless. It has been stated that the education with value addition may help people in life. So this study has two major significances as theoretical and empirical values. Theoretically the present study may contribute to learn the various factors of quality education management based on certain theories developed in this area. More importantly this study may contribute providing detail information reflecting current scenario of quality education. The conclusion of the study may also be useful for policy formulation. The scope of the study has been delimited to the private secondary schools of Nepal including company registered and public and private trust schools.

At the same time it has been criticized that the private schools have not provided creative education to the children. People have said that students of private schools were more parrot
learning and they were not constructive in practical work. This research will support for scholars for finding out the reality of education based on the quality.

This research study focused on the practices of private education especially in institutional schools which have no long history. It has focused on the political changes and its impact on quality education of institutional schools in Nepal and how the institutional schools feel the political changes and policy matters.

This study would be beneficial to understand the practices of private schools in Nepal and their quality education. This research study would give the platform to further researcher in the field of private education and the political changes and their impact on quality education. Private schools would be benefitted from the analysis of quality education.

This study may be a one unique subject as no one has been found to do research on this subject yet. It may give the direction to the political parties and politicians to understand the impact of politics in schools. It has been said that the government schools were highly politicized. The present researcher has focused on the politics on private schools. It has been said that there was a less political activities in private school. The study will support the researcher to do further study of private schools in other areas based on this research study.

1.7 Delimitation of the study

The duration of study is around 26 years (1990 to 2016) with survey cum observational study. The present researcher has done qualitative cum quantitative analysis covering the period of 1990 to 2016.

The main limitation of the study was topographical variation with small number of schools. The findings of the study even may not cover the practice and status of education in private sector. The present researcher had delimited the study to the role of principal as leader in the private school for promoting quality education who could be sitting in for front to deal with all concerned people for the quality of education. Similarly students of grade nine and ten of the secondary schools were delimited for the rigorous study for the quality of education covering the mountain, hill, Terai and Kathmandu valley with five development regions including eight districts.

The researcher has carried out the serious field study for collecting primary data which had been delimited for collection, coding, decoding, tabulating, analyzing and interpreting the first hand data with interview, focus group discussions and questionnaires with respondents. For
the secondary data, researchers delimited to the books in the library, documents published and unpublished, research reports and other required materials.

In the same manner, the researcher had delimited the private schools comprising a few public and private trust schools. The private and public trust schools were also managed privately for all things in terms of management and operation. The delimitations of this research can be taken as individual concern of the research methodology followed that may obstacle during the interpretation of the results of the study which establish the internal and external validity.

The most apparent delimitation would relate to how to conclude the descriptive as well as inferential conclusion of the study taking sample to the whole population. The present study has certain delimitations that are in need to be considered while studying its contributions as follows:

1. The researcher reviewed the literatures after 1990.
2. The researcher studied the private schools only.
3. The researcher studied the secondary schools (1-10).
4. The researcher studied the political changes after 1950.

Besides this there were some limitations to carry out the research study for the academic degree of doctoral philosophy.

The first limitation of the study was the self financing work for the research study. The present researcher did not have any finical support from other institutions or persons. The researcher had carried out the research study with his own personal effort throughout the study.

The second limitation of the study was the management of private personnel, group or team of people to run the schools. There was not a single support of government fund for the management.

The third limitation was that the schools were limited to district and urban areas. The private schools were set up in urban in higher numbers.

The key delimitations of the study were related data which were already used as secondary data and tools as well. Those data were available in everywhere for the purpose of research and other uses.

The opinion collected from people in interview may not cover all areas that had opened up the subject matter and related issues in private schools. Interviewees may be in different moods and state.
The findings of the study were in time limit. Due to rapidly changing context in politics, socio economic factors and technology, the validity of research study may be limited. The government policy has changed with the frequent change of government in power.

1.8 Organization of the Study
The research study has been organized based on the detailed analysis of the perceptions and experiences of students in grade IX and X of privately managed secondary schools of Nepal. The process has included the principal’s perception, teachers’ perception on the practices of private schools for the management of quality education in Nepal. The researcher conducted this study in secondary level focusing on the ecological zones of five development regions to represent the total number of schools in five development regions.

There are altogether 8300 private schools throughout the country and number of students is 172130 including mountain, hills and Terai and all five development regions. The study has focused all the three ecological belts including mountain, hill and Terai but taking students from grade nine and ten with population of 140,414. The location covers the total number of student of private schools studying in grade nine and ten. The largest number of private schools is found in Kathmandu valley and smallest number schools were in far west region of Nepal. Similarly, far west mountain has the lowest number of private schools and Central Mountain has the largest number of private schools. Western hill has the highest and far western hill has the lowest number of private schools. The Eastern Terai has the highest and the Far Western Terai has the lowest number of students.

For the convenience of the research study, the present researcher had covered both rural and urban areas including five development regions with three ecological belts namely mountain, hills and Terai. Altogether, there were eight districts covered during the study. Kalikot and Bajura of far western region represented the mountain regions whereas Bhojpur and Lamjung of Eastern and Western regions represented hill regions respectively. Similarly, Banke, Morang and Sunsary were the three districts that represented from Terai covering west and east. From the central development region, Kathmandu district was the sample representing valley having urban setting and dense population of private schools.

For the collection of qualitative data taking a unique case of sample schools, one of the schools identified was Siddartha Banasthali School from Kathmandu. The school has been found initiating both academic and extracurricular activities to foster all round development of the
students providing quality education. The code of conduct developed by the school was found to be helpful for maintaining discipline. The basic ICT facilities including computer, internet and online as well as offline facilities have created new learning environments. The approach of holistic development of students was reflected during conduction of intra and interschool activities that helped to maintain quality education in private schools. The observation was quite different in maintaining the natural environment that addressed gardens and painted pictures in and around the premises. The display board with creation of students added the more attractions in the classroom.

In the same way, another sample of model private school was recognized in Galaxy Public School located in Kathmandu. The school had another unique practice of broader curriculum with dynamic flexibility to enable students for all round development. The students were selected based on entrance exam evaluating their prior level of learning. The school provided supports to the children in ICT as well as social service covering culture and sports. The games were outdoor and indoor as well.

The school has physical facilities for the students’ multiple development. The students having diverse socio cultural background were in the hostel getting residential facilities. The quality of education was practiced using free morning and evening coaching and extra tuition classes. The principal maintained the year plan and calendar system that helped to organize the works in stipulated time.

Sagarmatha Private School from Bhojpur was the private school registered in company category. It represented from the eastern region and it was the school having coverage from hill regions. The individual ran the school based on students' fee collection. The main aim of the school was to provide the quality education as demanded by community people. It was the model in eastern development region. The students found in well uniform and discipline was the unique feature of the study area. Parents and students were found satisfied in the areas and believed that the school provided the best quality management service to the students to get quality education opportunities.

**Dissertation Process:** Design of the thesis chapters was the major concern of the researcher in this study. Chapter designing is one of the crucial parts of the doctoral dissertation. The researcher has organized the research study report in to six chapters as the organization of dissertation plan. The very first chapter has dealt with an introduction accompanied with problem
in hand, country context, objectives, and research questions, scopes of the study, delimitations, operational definitions and hypothesis. The second chapter has contained the review of the literature followed by thematic review, review of the policy, theoretical review, review of the contemporary research study, gapes and lapses, framework and chapter summery focusing on the existing knowledge on literature review. Chapter three focuses on the methodology of the study which comprises the tools and techniques of the research design procedures of data collection, population and sampling tools and techniques, data analysis and presentation. Similarly, the study has briefly explained the research methodology with philosophy, nature, research design, population sampling, quantitative and qualitative data collection, data analysis and research approach. The fourth chapter comprises the data and results with consisting population, livelihood, management of resource, heath care management, political influence, practice of quality education and learning and management. Chapter five has focused on the gap analysis, knowledge generation, and provided the way forward. This chapter has been concerned with result and discussion of consist with private education, fining and results, facilities, school interventions, coordination, strength, networking, management. The sixth chapter has focused on summery and conclusion which includes summery conclusion, recommendation, scope and limitation.

Chapter six has covered the problems, and corrective measures adopted by the private schools. The organization of the research study is as listed in table 1.1.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One</td>
<td>Introduction, research problems, objectives of the study, research</td>
</tr>
<tr>
<td></td>
<td>questions, scopes of the study, organization of the thesis,</td>
</tr>
<tr>
<td></td>
<td>delimitation, hypothesis, and operational definition of key terms</td>
</tr>
<tr>
<td>Chapter Two</td>
<td>Review of Literature</td>
</tr>
<tr>
<td>Chapter Three</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>Chapter four</td>
<td>Practices of Private Education</td>
</tr>
<tr>
<td>Chapter five</td>
<td>Status of quality education in private schools</td>
</tr>
<tr>
<td>Chapter Six</td>
<td>Problems and corrective measures of private education</td>
</tr>
<tr>
<td>Chapter seven</td>
<td>Summary, conclusion and implications</td>
</tr>
</tbody>
</table>

Table 1.1 The organization of the thesis
study is to explore the quality education of private schools. The theoretical underpinning of the notion of hypothesis has been elaborated by different researchers. Hypothesis testing begins with an assumption as a basis for reasoning. According to Hamburg (2013) a hypothesis in statistics is simply a quantitative statement about a population. On the other hand, Johnson (2007) has beautifully described hypothesis as islands in the uncharted seas of thought to be used as bases for consolidation and recuperation as we advance into the unknown.

Creswell (2009) states that it is a motivational variable which operates within a person or within an environment to effect behavior which is the factor that is measured manipulated or selected by the experimental to determine its relationship to an observed phenomenon. Author again asserts that a researcher is studying relationship between two variables such as independent and dependent variable which affects one and another.

The procedures of testing hypothesis begins from setting null and alternative statements of hypotheses. Generally it has been found that there are two types of hypotheses as null hypothesis as denoted ($H_0$) and alternative hypotheses as ($H_1$). The hypothesis has been tested with available evidence and decision is made whether it is accepted or rejected. If the hypotheses is rejected then we accept the alternative hypothesis. This hypothesis is denoted as $H_1$. The measurement of the test is usually followed by setting up a suitable significance level in one tailed or two tailed tests with 10%, 5% or 1% level of significance depending on the criticality and seriousness of the subject matter. This is followed by setting of test criteria including $t$, $F$ and chi square distributions within the frame of probability distributions. The computation of the test is another step to move ahead that results the calculation of testing statistics and the standard error including type I and II errors. Making decision is the final critical step of testing hypothesis and is concluded on acceptance or rejection of the hypothesis.

The present researcher has considered the rejection statement stronger than acceptance statement. The researcher has tested the following hypothesis to help deduct the data analysis for accomplishing the research study.

1. The private schools can provide name and fame to the people. Use of English as medium of instruction has become the basis of sending children in the private schools. The media advertisement and private houses investment in advertisement has also been believed to be in favor of private schools and they are getting benefit from media. The business houses have been found attracted to invest in schools. Based on these scenarios, the first
hypothesis has been designed. The null hypothesis states that private schools in Nepal are in better position as compared to the situation of them in the past.

$H_0$: The current educational status of private schools in Nepal is better compared to the status in the past.

$H_1$: The current educational status of private schools in Nepal is tolerable compared to the status in the past.

$H_2$: The current educational status of private schools in Nepal is worse compared to the status in the past.

2. Private schools in Nepal have been involved in the practice of managing quality education for many years. They are believed to be demonstrating innovative exemplary role models in learning activities. Use of modern technology is the way of making digital world towards education quality improvement. ICT has been praised by people and it seems to be one of the attractions of the private schools to enroll the children by parents. Similar models of good practices were noted as adoption of code of conduct, pedagogy based on ICT, right based learning practices and use of English language as medium of instruction. Based on their innovative practice claim, the hypothesis has been assumed as:

$H_0$: The private secondary schools of Nepal are adopting various kinds of new practices for quality education.

$H_1$: The private secondary schools of Nepal are not adopting various kinds of new practices for quality education.

3. Educational strategies were created based on political transitions in the countries as there are flexible school management policies. One decade has been crossed when the monarchism collapsed and democracy restored in the country. The system of school management has been changed as per the grooming of private schools under the liberal economy and open market. The mushrooming of private schools created the problem of quality management in the country. Coalition governments, frequent change in the government, strikes and closing of schools for the demand of political change have created lots of problems in the country. In this base of political rationality, the hypothesis proposed was as:

$H_0$: The private schools are facing the problems of political transition while practicing quality education strategies.
\[ H_1: \] The private schools are not facing the problems of political transition while practicing quality education strategies.

4. The private schools of the country have been found to be organized under the two umbrella organizations for the protection of their professional rights and proper regulatory system. National Private and Boarding Schools Association of Nepal (NPABSAN) and Private and Boarding Organization of Nepal (PABSON) seem to be playing vital role in this regard. These two organizations are strongly playing welfare and protection role to all the private schools from political interfere.

\[ H_0: \] The private secondary schools of Nepal are trying to avoid political interference.

\[ H_1: \] The private secondary schools of Nepal are not trying to avoid political interference.

5. Most of the political parties of the country have raised the political movement in education sector for the nationalization of private education. This has created the obstacle to the private school owners to manage the quality education in the private investment. People have disinterested to invest in private schooling due to lack of concrete policy for private school regulation. It seems to be a strong need of separate concrete private school management policy in the country as demanded by private school owners. The hypothesis was proposed as:

\[ H_0: \] Private school founders needs separate school policies and provisions to ensure quality education and service delivery.

\[ H_1: \] Private school founders do not need separate school policies and provisions to ensure quality education and service delivery.

6. The private school owners have been divided into different groups according to the political parties existing in the country. The unionism in the private schools has demanded the rights and protection of service of private school teachers. The different interest groups have demanded differently and private investor in school sector seems to be feeling unsafe to further invest. The hypothesis was proposed in this situation as:

\[ H_0: \] Unionism has not affected private school management.

\[ H_1: \] Unionism has not affected private school management.
7. The government policy for private schools has been legally bound under the company act. The private schools have been registered as a company investment considering it as an industry. On the other hand, political parties in the changed context demand for nationalization. The labor law in the case of employees has not yet in proper practice within the private school management framework. Hiring and firing of the teaching staff, compulsion of teaching licensee has not been seemed to be a serious issue. In this regard, the proposed hypothesis was as:

H₀: Labor law has not affected private school management.
H₁: Labor law has not affected private school management.

The hypotheses designed were followed to decide under two tailed and one tailed tests of hypothesis. A two tailed test of hypothesis reject the null hypothesis, if the sample statistics is significantly higher than or lower than the hypothesized population parameter. The rejection region is located in both the tails on each side of the mean value. On the other hand, one tailed test is either left or right tailed depending upon alternative hypothesis formulated.

There is the limitation of test of significance as the decisions taken on the basis of raw materials. There is need of absolutely necessary to exercise great care before taking the decisions. Similarly, the conclusions are to be given in terms of probabilities and not certainties. The tests do not tell why the difference exists and serious violations of assumptions.

1.10 Operational Definition of the Key Terms
A number of the key terms have been used for the purpose of the study. Among them the operational definition have been designed as

**Quality:** Quality is something to meet the customers’ needs and it is a process of continuous improvement. It a customer’s ‘perception of the value of the suppliers’ work or output

**Quality education:** The earning capacity of learners and the translation of learned education in to a range of personal, social and development benefits is known as quality education.

**Private school:** A school which is funded conducted and by maintained by a private group rather than by the government.

**School Sector Reform Project:** It is a reformation of school education, getting better of the quality education and organization of performance capability. This is a plan which has put emphasis on access, equity, quality and relevancy.
**Education for all:** It is a worldwide promise to offer quality education to all children, youth and adults. 164 nations pledged to achieve EFA and identified 6 goals to be met by 2015 at the World Education Forum (Dakar, 2000)

**Government School:** A school which is funded, conducted, and maintained by the government.

**Social Harmony:** This is a situation where different groups feel together where individual identities are liquefied within a greater social reality and where there is greater attachment to the idea of greater unity.

**Ethnic minority:** A group of people with same culture and traditions from the majority of population.

**Socio economic Status:** position of people within a classified social structure depends on variables like education, occupation, income wealth and place of residence.

**Globalization:** it is process driven by international trade and investment and aided by technology which is process of interaction and integration among the people, companies, and government of different nations a

**Privatization:** the privatization is a process of transfer of property ownership or business from government to the private sectors.

**Political party:** An organization of people having certain principle and ideology who share the same views about the power, authority, resource and policy

**Rebellion:** An effort made by people or political party or leader to change the government or leader of a country by the use of protest or violence

**1.11 Chapter Summary**

It was the main purpose of present researcher to show the case of Nepal that educational practice in private school of Nepal to assess the guidelines and framework of the analysis of quality education from the perspective of political change. A statement of the problem was developed to facilitate the research study and was defused into three research questions for the analysis of educational practices in private school of Nepal based on quality education perspective. Significance, delimitation and assumptions of the study were presented before the presentation of the operational definition of key terms and organization of the research study. Similarly the next chapter presents the review of the literature related to the education and quality of education.
practices especially in private schools of Nepal: Quality education analysis from the perspective of quality education.