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Education System in Nepal: A Comparative Study of Public and Private Schools

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Abstract

This paper tries to investigate the cause of the rapid growth of private schools and decline of public schools. The researcher has used qualitative, descriptive and explanatory methods to identify the problem statement. The research shows that the public schools are established by the government itself as well as by the community themselves. All the funding and budgetary aspects are being fulfilled by the government and the infrastructures are well equipped after the earthquake occurred in 2072 B S. Private schools are almost financed, controlled and operated by private sectors so that quality of the education is being strictly maintained in comparison to public schools for the retaining the students. Private schools always survive in fear of students whereas public schools have no pressure of student admission. Private schools are the choice of the parents due to the language of instruction that is English. In the public schools, they are having good infrastructure in urban area after massive earthquake, book free Friday, day food program, English medium classes are the major impressive factors for the students. There is a huge gap in the educational system in public schools and private schools in respect of its result, caring for students, parents' involvement, ECA/CCA activities etc. This study indicates that the duality educational systems through public and private schools works effectively by the public private partnership in PPP model. The government should develop a regulatory body which makes the investment of the private sector secure, make the teachers secure in his/her retirement life by pension, arranging training program for the teachers, controlling the academic drawbacks as compared to public schools.

Keywords: Education system, public school, private school, public private partnership

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Introduction

The educational history of Nepal appears based on home schooling and Gurukuls. There was a system of imparting Sanskrit and Buddhist education based on religion (Bhandari, 2021). Nepali academic history was very rich in the world. Education in Nepal since the Vaidik period to the online education would be the important key factor to uplift the society of Nepali culture and economy. The focal responsibility of the government is to induce education to the people. School education adds formal and informal knowledge to the students and continues the knowledge of academic waves. Informal education also makes people perfect in society. Art, dance, singing, sports, music, computer literacy, mechanical, printing and other so many vocational types of knowledge also count as education. This article tries to study about the school education system focusing on Secondary Education Examination (SEE) of grade ten which was previously known as School Leaving Certificate (SLC) and Nepal Education Board (NEB) of grade twelve currently known as secondary level of examination. This study looks after the strengths and weakness of success and failure of the education system in Nepal.

The education system has been a major responsibility of the government. The education and health of the people of the nation is the primary concern of any government of the world. Most of the countries of the world are providing the education and health of the people free of cost. Public schools would be the most effective and reliable for their population. Those countries of the world have financial constraints and having high populations are not providing the education system free for the people. At the same time private education systems through private schools have been growing to fill the gaps of constraints of the government as an alternative education system. The country and the society then demand privatization of education systems or involvement of the private sectors in education.

Public and private schools are defined differently depending on who manages, owns and finance education. These educational institutions having different meanings should be clarified for their comparisons (Walford, 1999). Government-owned, managed, and funded schools are called public schools (MOE, 2010). Private schools are owned, managed, and financed by a parent's association, a non-profit organization, a religious institution, and occasionally by the government and corporations (Garrett, 2013). A combination of both private and public education in partnership that is public private partnership (PPP) is also possible.

The development of education system in Nepal has no long history but it has massive and tremendous growth in number of schools and number of students within last 50 years. As per the flash report in 2017/18 AD the total number of schools in Nepal were 35,601 where 29,035 were community schools and 6,566 were institutional schools. There were 1,121 other types of schools like Madarasa, Gumba/Vihar, Ashram/

Gurukul. (Flash Report 2017/18, DOE). But if we talked about qualitative development of education system, we found different types of institution available like private and public institutions, technical institutions, and religious institutions.

The involvement and establishment of private schools in Nepal has been a long decade debate. The education system in a socialist country and capitalist country are entirely different. Privatization in education should not exist in society as is the thought of by the radical leftist but rightist believes in democratization in education too.

Research Methodology

The researcher has applied descriptive and explanatory methods to conduct this study. The details have been obtained from formal primary and secondary sources, reports published by the ministry of education, and national census reports. As per Merriam, 1988, qualitative case study is an intensive, holistic, description and analysis of a single instance, phenomenon, or social unit. This study includes the details of existing education system of private and public schools in Nepal. Descriptive approaches are considered to select the school and its participants like the students, teachers, principals, and parents in Nepal. This study demonstrates how private schools and public schools run and operate successfully and effectively. How are all the stakeholders supporting the distinct and different identity of schools in society? I have observed the public schools and private schools in depth comparatively about the education system they adopted. The behaviors and attitudes of teachers, principals, students, and other concerning bodies are closely monitored.

Results and Discussion

Education System in Nepal

The main purpose of this study is to provide the information about the education system of Nepal. Nepalese education does not have a long history of education. We had the *gurukul* system of education where our rishi, monk and gurus deployed their knowledge to their *Sisays* (students) through their own techniques and system. After a long passage of time, the system of educating pupils has now entirely changed. The *Vaidhik* education system was based on religion, culture, nature and climate but the cyber education system is totally based on scientific education. Every student is using online facilities for their knowledge development and transformation of the education system.

Schools were slowly opening at the Rana regime for educating their families' first then transformation of education shifted to public too. After a long time of establishment of public school, private schools were brought into existence. Private schools could succeed to stop sending the students from the ridiculously small age into various parts of India and abroad. That was the greatest achievement of the private school. It makes the private school industry becomes sustainable, and the students and parents get the quality

and English base education in the home country. In one hand, the government is investing huge amount into the education sector to make free education and in another hand the government itself providing affiliation to open private schools in the society. People are investing enormous amounts of money in private schools providing their educational services through company acts to generate profit. Being the company, their motto would be the profit providing their services in the market.

After the national strike in 2036 BS the private schools were established very massively. This situation goes up to 2050/55 BS. Then after, so many primary schools to secondary schools were established during the period. Slowly the number of schools was saturated in society. The Nepal government also gradually increases the provision of free education to the students. Firstly, primary schools were made free education to the students in public schools, then lower secondary schools were made free by the government and this facility increases up to secondary schools. The government is providing different facilities to make the students admitted and retain to long last.

In another side the private schools are investing massive amounts of money in their infrastructure and other facilities for the students. They charge fees to the students to run the school. The parents who can afford the fees of school would choose private school for the better education of their children. In 2060 -70 BS the students who can at least afford the tuition fess of school were admitted in private schools. Most of the parents' choices became private boarding schools and the outstanding result of the students is produced by private schools. Mostly board top students came out from private schools in the SLC examination up to 2016 AD. SLC examination was replaced by SEE examination since 2017 AD. Whatever charming and enthusiasm there was in SLC examination, SEE examination and GPA system are not popular system. After the earthquake 2072 BS in Nepal, the scenario has little bit changed. All national and international donor agencies including Nepal government have incorporated together in a common ground to reconstruction and renovation of demolished schools in Nepal. The reconstruction period was completed within 5 years of time.

Before the 1950-51 revolution, Nepal had 310 primary and middle schools, 11 high schools, 2 colleges, 1 normal school, and 1 special technical school. In the early 1950s, the average literacy rate was 5 percent. Literacy among males was 10 percent and among females less than 1 percent. Only 1 child in 100 attended school. (The Library of Congress Country Studies and the CIA World Factbook, September 1991).

During the Rana regime of about 104 years (1847 to 1950), the rulers were against educating the general people, as they thought education would inspire the people to take part in social reform movements to fight inequalities, the oligarchic system and despotic rule. The establishment of the education system can be traced back to the year 1853 when Durbar High School started. It was the first public school in Nepal where only the Ranas

and their relatives had opportunity to enhance their education.

Table 1

Growth of Education in Nepal 1954-1961

	Number of Institutions		Student Enrollment	
	1954	1961	1954	1961
Level of Education				
Primary	921	4,165	26,186	2,40,000
Lower Sec.	316	***	33,408	***
Secondary	83	590	12,697	62,000
Higher Sec.	13	33	1,316	5,143
Total	1,333	4,788	73,607	3,07,143

Source: Ministry of Education, The first five-year plan 1956-60, and second three-year plan 1962-65. *** Combined with primary and secondary levels (Joshee & Raj, 1994).

Expansion was made rapidly – 321 primary schools and 11 secondary schools were in 1951, and the number of primary schools reached 4001 and the secondary 156 in 1961 similarly that number had increased up to 7,256 primary and 1065 secondary in 1971. The data of these schools had remarkably increased in primary schools up to 14,500 and 3,964 secondary schools in 1990 (Stash & Hannum, 2009). The first five-year plan for education (1956-1961) was launched based on the report of the National Education Planning Commission in 1956 aiming to compulsory and free primary education by 1985 (MoE, 1957). Bhatta, (2009). As per the data published by the Ministry of Education in 1971, there were 8,505 students in primary education and 1,680 students in secondary level in 1951. In 2008, these students had increased to 47, 82,313 students at the primary level and 7, 15,378 at the secondary, which were 562 and 426 times higher respectively.

The rate of literacy was 2% in 1951, and it continuously increased around 66% in 2011 census record (Parajuli, Upreti, & Onta, 2021). This rate of the country's total population aged 5 years and above was 76.2 percent in 2021 census. Male literacy rate was 83.6 percent while female literacy rate was 69.4 percent. In the 2011 census, overall literacy rate was 65.9 percent; while male literacy rate was 75.1 percent compared to female literacy rate of 57.4 percent (National Population and Housing Census, 2021).

The largest proportion, i.e. 28.7 % of the total literate population, has completed primary level (class 1 to 5) of education. Similarly, 19.9 percent of the total literate population completed lower secondary level (class 6 to 8), followed by 9.5 percent who completed S.L.C (or equivalent). Likewise, 19.5 percent have completed higher levels (above S.L.C or equivalent) of education (National Population and Housing Census, 2021).

Education during the Democratic Period (1990-2015)

Nepal had faced democratization movement in 1990, after that contemporary analysis of education was started. The newly reconstituted Ministry of Education (MoE) commissioned a 10-year master plan to define priorities for donor development support. The master plan supported by World Bank, United Nations Development Program (UNDP), United Nations Children's Emergency Fund (UNICEF), and Danish International Development Assistance (DANIDA), and leading by Nepali educators had given series of studies and review regarding the best education system in the country. The National Education System Plan (NESP) financed by the US Agency for International Development (USAID) had attempted to create a single and unified system of public education with a centralized vision for the sector in which district education offices would be motivated and supported to the schools (Carney & Bista, 2009). In 2003 The government had shifted service delivery to the local level and world bank as a counter stakeholder also had initiated the education service to the Community School Support Project (CSSP). According to the (CSSP) project, the role of parents on the School Management Committee (SMC) was being made mandatory. In total, of 10,000 of Nepal's 28,000 primary schools have transferred to local community management by the end of the country's tenth development plan period in 2007 (Carney & Bista, 2009). After that, instead of community-based education approach, community ownership approaches were introduced in the Nepalese education market. The political parties had envisioned the community, non-governmental and private sectors in the establishment and operation of higher education institutions by private sectors (Bhatta, 2015). This trend of providing space to the private and community sectors has continued 3 years thirteenth plan (2013-2016) in coordination, facilitation and partnerships amongst private, public and cooperative sectors will be treated as partners in development of public sectors. Gradually private schools in Nepal have become part of the everyday life for the people.

Education in Federal Transition Years (Post-2015)

Nepal is now officially declared as the Federal Democratic Republic country. Federalism in Nepal has brought with the new arrangement of political powers on September 20, 2015. This constitution has demarcated three levels of government i.e. Federal, Province and Local in replace of previous unitary system of Nepal. Seven provinces, 77 districts, 753 local government units and six metropolitan, 11 sub metropolitan cities (MORAGA, 2024). The Ministry of Education handed over responsibilities concerning basic education and secondary education to local government from District Education Offices (DEOs). The 2015 constitution of Nepal gives law-making powers to municipalities and rural municipalities at the local level (Upreti, 2020). The education system in Nepal is nowadays more competitive around the world. State

schools and private schools provide education to the students.

Table 2

Province wise Educational Institutional and Students Enrollment

Province	Educational Institution	Students Enrollment	Community Schools (1-12)	Institutional Schools (1-12)
Koshi	6,983	11,75,003	5,498	1,223
Madhesh	4,946	12,55,635	3,320	533
Bagmati	6,948	14,38,599	5,243	2,145
Gandaki	4,179	7,15,077	3,772	835
Lumbini	6,464	13,23,060	4,629	1,135
Karnali	2,711	5,95,803	3,013	186
Sudurpachim	4,337	8,88,347	3,560	509
Total	36,568	73,91,524	29,035	6,566

Source: Flash Report I (2017-018), DOE, UGC, CTEVT, NFE 2074 BS

As per the data presented, 36,568 educational institutions were established within 2017/18. It indicated that the number of schools established is remarkably good in society and makes literacy rate high. Out of these schools 73,91,524 students were admitted from grade 1 to grade 12. There were different types of schools operated in the country. In which 29,035 schools were community or public schools, and the rest 6,566 schools were institutional or private schools.

Public and Private Education Debate

According to the Dakar Forum on Education for all (EFA), “the third way” includes private schooling as a complement to public schooling to supply the ever-increasing demand for education (Smith & Joshi, 2016, p. 153). China’s efforts to universalize basic education had focused on public schools. Soviet influence was strong from 1949 to 1960 in the Chinese education system. Private schooling at the elementary level was virtually eliminated and state promotion of compulsory primary education and mass literacy campaigns was made in society in the early 1950s (Peterson, 1997; as cited in Smith & Joshi, 2016, p. 157). Egalitarian and in-egalitarian approaches to universal basic education (UBE) modalities were founded. As per the Egalitarian model, an equitable approach was practiced through uniform school systems of similar quality schools which had had public schools and in-egalitarian model stratification among the social groups was made in high quality schools, medium quality schools and low-quality schools

through a mix of private, public and non-profit schools (Smith & Joshi, 2016, p. 157).

Private funding educational institutions are established by the private sector either through company act or through cooperative or non-profit making religious organizations. These academic institutions are run under the set rules and act of education policy 2076 B.S. The school management are more liable for the betterment of every student, they would be trying holistic development of the students by giving extra effort in their academic performance. Private funding schools are not being supported financially by the government of Nepal. It is established under the company act of Nepal 2063 B.S. All companies established by this act are for their services as well as to generate profit. This is the main demarcation line of being the education as a business with service.

Nowadays, the education is providing to the students by the government of Nepal through public schools as well as private schools. In one hand, education is free and compulsion to everyone as per National Education Policy 2076 B.S, but in another hand private funding educational institutions are made to established mandatorily either from the door of company act or from the gate of 'Guthi'. But the people's choice is to send their wards toward private funding educational institutions for good safeguarding in teaching and learning activities throughout the year. The human outcomes of public school and private funding institutions in society may impact its entire development of human beings and the holistic development of the nation.

There are two main types of schools in Nepal and all over the world. One is public and the other is private school system. Now a days private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation public schools, which comparatively very cheap but inefficiently are losing their attraction. Parents prefer to send their children to private schools and avoid public schools. The main objective of this study is to investigate why people prefer high charging private schools over free public schools. The Statistical Report of Nepal (Ministry of Education and Culture, MoEC, 1986), indicated that from 1984 to 1985 the number of private primary schools increased by 93 percent, lower secondary by 137 percent, and secondary by 11 percent. In the meantime, student enrollment in private primary schools increased by 233 percent, in lower secondary by 185 percent, and in secondary level by 27 percent. Joshee (1994) has said that 64 percent average increase in the number of private schools at all levels and a 122 percent increase in student enrollment.

The private schools were believed to be the symbol of better education, strict discipline, hardworking, cooperation, mutual understanding, and charming future. The data had been collected from the four important pillars of private schooling (Awan & Zia, 2009).

Kishan and Goyal (2021) had concluded in their research article 'A Comparative

Study in Public and Private Education Sector' that in private school, fees are higher compared than public, so in rural area students are prefer government schools for low fees and take benefits of government schemes as well as in urban area student prefer private school for quality education. Lastly, they summarized the article by saying that the private school's growth rate continuously increases, and private school education quality is much better than public school education. This article was focused on India.

'Unfortunately, private schools today constitute less than 11 percent of America's educational system. According to the National Center for Educational Statistics, in the school year 2009-2010, 49.8 million students attended government schools, while 5.8 million were enrolled in private schools' (Bernstein, 2010). McCluskey (2014) says in his article published in the book 'Education' that A 2012 Gallup poll showed that only 5 percent of American believe public schools provide children with an excellent education, and only 8 percent of Americans report complete satisfaction with the quality of education that students receive from kindergarten through grade twelve (PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools, 2012).

On one hand private schools are earning a good name through their regular and consistent efforts to provide quality education, while on the other hand these institutions are said to be commercialized, not fulfilling social norms and obligations.

Public schools are granularly deteriorating, the reasons — no curb or discipline on management, carelessness of the teachers, poor infrastructure, unavailability of necessary material. Most of the schools in villages are rundown huts with crumbling walls and leaky roofs. where malnourished children squat on the bare earth or jute or straw mats.

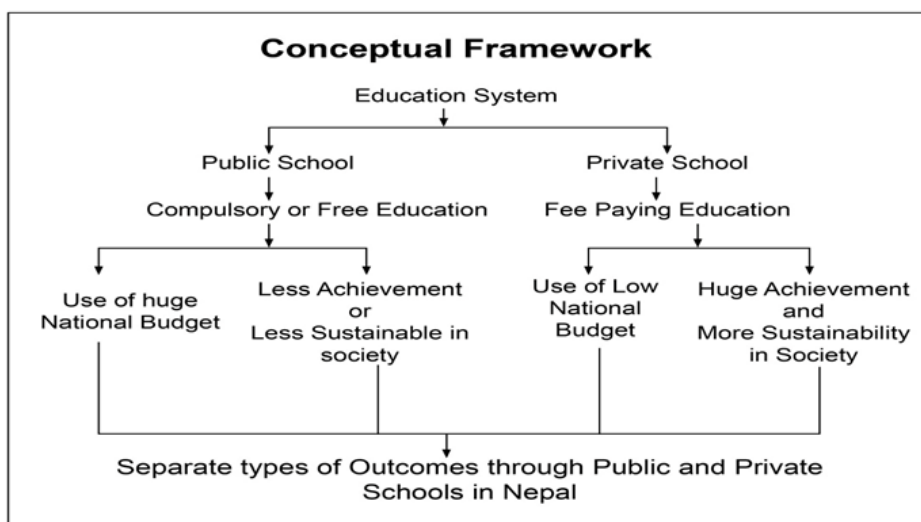
Awan (2014, as cited in Awan & Zia, 2015, p. 122) says that education plays a pivotal role in the rise and fall of nations, especially in 21st century. It is due to the emergence of global competition in education and technology. This competitive environment is the core need for progress of any country. Awan (2011, as cited in Awan & Zia, 2015, p. 122) argues that all countries including Pakistan have different school systems but when we divide them, we find two major categories of school systems: private and public schools. In Pakistan private schools are getting mass acceptance today to ensure sustained progress of the country. Therefore, the main objective of this paper is to analyze the quality of education introduced in private schools. The quality of education is assessed by the education levels of teachers, method of teaching, curriculum, and study environment. During 1990s and 2000s private sector had emerged as a key provider of education services in Pakistan both in absolute terms and relative to the public sector. One piece of evidence relates to the number of private schools, which increased by 69%, as compared to a mere 8% increase in the number of schools. In 2000 the private sector was catering to the educational needs of about 6 million children. This number increased to 12 million in 2007-08 – equivalent to 34 percent of total enrolments. The number

of teachers also doubled in private educational institutions during this period. Awan and Saeed (2014, as cited in Awan & Zia, 2015, p. 122) plead that private educational institutions are playing a key role not only in eradicating illiteracy but also enhancing the level of students as well as teachers by providing better academic environment. Awan (2012, as cited in Awan & Zia, 2015, p. 122) disclosed that the private sector contributed significantly to eradicating illiteracy in the emerging economies. If private school properly managed, they can uplift educational standard in Pakistan as well. Awan (2012, as cited in Awan & Zia, 2015, p. 122) revealed that the educational system was completely shattered in the Soviet Union after its disintegration in the late 1990s due to non-existence of private educational institutions. When the Soviet Union collapsed its public school system all collapsed.

Public schools in Nepal are categorized into two types: i. aided community (public) schools, which receive regular government grants for teachers' salaries and for other administrative purposes, and ii. Unaided community (public) schools, which do not receive regular government grants, but are financed with support from the community, donations from other sources, and the schools' own resources (MOE, 2010). Similarly, The Constitution recognizes education as a public service and a responsibility of the State. In view of these, global norms call for allocating at least 4 to 6 percent of a country's GDP or minimum 15 to 20 percent of national budget to the education sector. The Incheon Declaration, ratified by the World Education Summit, held in Incheon in South Korea in 2015, has also strongly urged nations to comply with this international norm (School Education Sector Plan for the Nepal Education Sector 2022/23-2031/32).

Figure 1

Conceptual Framework



The Structure of Educational Sector

Nepal's education system has developed different level schooling system. Up to the beginning of the School Sector Reform Program (SSRP), school education was divided into early childhood education and development (ECED), pre-primary education (ECED/PPE), primary education and secondary education. However, under the SSRP a new overall structure was introduced with basic education covering grades 1 to 8 and secondary education grades 9 to 12. Currently, basic education includes one year of ECED/PPE and class 1 to 8 and secondary education includes grade 9 to 12 (School Sector Development Plan 2016-2023).

Public-Private Partnership Policy, 2072 B.S.

Objectives of this policy shall be as follows:

- a. To create an environment that attracts private investment to meet the requirements of capital, means and resources for development, reconstruction and operation of public infrastructure and services, from the private sector.
- b. To utilize professionalism, work efficiency, entrepreneurship and technical skills available with the private sector to render qualitative public infrastructure services needed for the country.

The imagination of private schools only in our society or public schools only, would be harmful to make the holistic development of the educational system in the nation. The rectification and the reconciliation of both these schooling systems are important. Our society is being constructed by the public private partnership in any fundamental development area. Education is also one of the key factors for the development of the nation. So public schools without private schools and private schools without public schools would be quite unjudgmental and unfair development of education system.

The private sector plays a major role in basic education in India with the World Bank finding that about 40 percent of urban primary schools and more than half of all secondary schools in 1987 were private (Guo, 2008, p. 207). In the past three decades in India has been toward increasing growth of private schools, especially private un-aided schools which increased from 1.6% to 8.6% of primary school of and from 4.7% to 16.1% of upper primary schools between 1978-79 and 2009-10 (Smith & Joshi, 2016, p. 159).

Table 3*Types of Schools in Nepal 2080*

Level and Types of school	Public	Private	Total
Basic Level (class 1-5)	15,802	1,815	17,617
Basic Level (upto 8)	4,972	1,795	6,767
Secondary Level (upto 10)	3,533	3,139	6,672
Secondary Level (upto 12)	3,683	1,137	4,820
Total	27,990	7,886	35,876

Source: Center for Education and Human Source Development, 2080 B.S.

As per the above table, the public schools have increased by 647 which is 2.37% in comparison with 2079 B.S. but in private schools 513 schools have been increased which is 6.95 % in comparison with last year.

Implications of Private and Public Schools

The government of Nepal had developed the School Sector Development Plan (SSDP) for the July 2016 to July 2023 to continue its efforts for the equality education. The main drivers of the plan's content are the achievements, lessons learned and unfinished agenda of the Education for All programme (EFA) (2004-2009) and the School Sector Reform Plan (SSRP) (2009– 2016) under the Education for All National Plan of Action (2001–2015).

The SSDP's vision to 'Contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation and its mission 'to produce the needed human resources to elevate Nepal's status from a Least Developed Country by 2022 and reach the status of a middle-income country by 2030' have been reflected in the Plan's goal. School Sector Development Plan (2016-2023).

The students who have studied in public schools and completed SEE level want to apply in the examination for scholarship scheme of Kathmandu metropolitan city for the study in grade eleven in institutional schools are eligible. Those poor economic background students who hardly studied in private schools could not take part in this examination for scholarship. They only can take part in this examination if they have studied on a scholarship in private schools (Website: entrance.kathmandu.gov.np)

The Common Entrance Examination (CEE) is one of Nepal's most competitive and prestigious National exams. CEE is a Medical Entrance Examination held by the Medical Education Commission (MEC) every year, opening the door to different prestigious colleges and universities in Nepal. There are medical and paramedical fields where the students will be able to get into with CEE examination. The students from government or public schools are giving more priority for CEE scholarship. But the students from private

schools can also apply for the examination. 45% of the scholarships are provisioned by MEC for reservation quotas and 55% of the scholarships are provisioned for all students. Those students who want to fill the form of CEE in reservation quotas need to complete their school education of grade six to ten from public schools with recommendation by the headmaster of the school. The institutional college providing medical education should provide a 10% scholarship for the students recommended by MEC (Website: www.mec.gov.np).

Same types of scholarship procedures in institute of engineering (IOE) are taken by Tribhuvan University. The students from reservation quota for medical and engineering studies having lesser score in competition with high scorer students from free scholarship quotas will have same opportunity but the performance and the outcomes of their quality may differ in practice. Medical education is directly associated with human health so outstanding and able students either from the public or private background are students.

Dronkers and Robert (2003) have explained in his paper 'The Effectiveness of Public and Private Schools from a Comparative perspective' that three types of effectiveness of schools in Public, Private government-dependent and Private independent schools observed in 19 OECD countries with the PISA 2000 data. PISA programs bring the outcomes of 15-year-old students in reading and mathematics. Their analysis shows that private government-dependent schools are more effective than comparable public schools.

Only a few countries where public schools are much less attended, there are several countries where more than 90% of students study in these schools instead of in private schools (Dronkers & Robert, 2003, p. 22).

Conclusion

The main issue is the privatization of education and the importance of public schools. Private schools play a vital role in maintaining the quality of education and public schools are also supporting the mass of people who cannot afford to go to private schools. So, the private and public education is to be blend each other for holistic development of the education system of Nepal. But the government and some of the extremist leftist political parties are issuing the agenda to demolish private boarding schools from the country and they are advocating free and compulsory education to every individual from the government of Nepal.

The public private partnership (PPP) modality of integrating these schools is the best modality of development in education. Some of the private schools were cooperating with the public schools but their effectiveness and overall management was not satisfactorily implemented. Any way the government should give equal opportunities and importance to either private schools or government schools. The aim of both schools is to

produce good and qualified human beings for the job market in and around the world.

The teachers are also contributing to the nation from private sector and paying tax to the government so the nation should secure the life of teachers as the practices available in so many other countries and the demarcation line made in medical, engineering, and other graduation entrance scholarship by the government should be rectified and make the equal behaviors.

Society wants to appeal to the government to invest strongly in education and make private schools and public schools the two wheels of a chariot. If any wheel of a chariot becomes weaker the education of the nation would be imbalanced. So, the nation should understand the importance of private and importance of public education in the holistic development of the country.

If we observe the private and public schools in Nepal specifically in valley, we will get huge and beautiful infrastructures in public schools in comparison to private schools except some cases. My research is concentrated in the Kathmandu and Bhaktapur district. So, I got well infrastructure in every public school. Local government has added beautiful activities like day food program, book free Friday, Nepali medium classes, and English medium classes too in public schools. Another major attraction of public schools is the government policy of scholarships in bachelor level in which the students want to study medical, engineering, and other popular bachelor's degrees. To get these types of scholarships, the students must pass from the public schools at least from grade VI, VII, VIII, IX, and X. So recently the admission pressure of public schools has increased. The parents also want to change their ward's school from private to public nowadays. Gradually the quality of the public school has been increasing in terms of infrastructure and academics. Private schools always survive in fear about the number of students enrolling and their academic result. Public schools are surviving without fear of the number of students and about the budget of schools. They have risk free management of administration and academics. The teachers are somehow affiliated with political parties, so they are managing their posting as required by the help the political support. The entire management, including the principal, teachers, staff, and parents are always moving behind the students for their better results from early morning to late evening in private schools. The teachers are not so trained but dedication towards the students is appreciable in private schools. But in public schools, the teachers are well trained and appointed through TSC, but the teacher's effort is just inside the time frame that is just from 10 am to 4 pm only. The parents and the guardians in the public schools belong to the uneducated people, the teachers are mostly associated with the political parties and the SMC was formed by the local people or the parents/guardians. The parents/guardians who could not put academic effort into the public schools and the teachers with the political background could not show independent, sufficient, and fruitful time with the students.

There may be the chances of the conflict between the headmaster and the chairman of SMC due to the political approach. Due to these factors public schools are always in a dilemma to uplift the quality of the students. The teachers have a huge right to take holidays which makes the leisure period in daily routine of classes. There may be very few chances to overcome the leisure classes of the students. If we see in private schools, most parents are educated backgrounds, teachers are not allowed to show political flavor in front of students, and the principal of SMC are more active to overcome the drawbacks immediately. The school management keeps the extra teachers for overcoming the leisure period of the students. In an average type of private school could not provide the attractive salary and benefits in comparison to the public schools, so they are always for better opportunities and may quit their service at any time. It makes discomfort to the students and parents too. Except for the private schools, they are paying less salary and benefits as per public schools. So, they are doing their job unless the good opportunities are ahead soon. Changing teachers are the major drawbacks of private schools. They are joining the school as teachers without training and licensing, and always trying to get a government job or for study abroad. They will not inform the school management of their plan and want to spend a few months in school until they get a visa. This kind of teacher can drop their job at any time which hampers the students and parents.

This study clearly shows that the quality of education in public schools in Nepal remains major problem. The government undertaking in education is not enough to make quality education. Political influence in education by the political parties is also an inevitable circumstance. The major measurement of quality education is the success of the students in secondary level examinations, is quite unsatisfactory in comparison to the private schools. In many private schools in Nepal operate with money making motives rather than the institutional development. Whatever the educational system made by the private schools, the parents themselves are not educated, and thus, are not able to raise the voice and protest the wrong ones. Similarly, the parents themselves are not educated in public schools too, thus they cannot put any questions for the inefficient academic and non-academic parts of students.

This research shows that the social, parental, and external environment factors are particularly important for the school to operate successfully. Private schools are the choice of the parents due to the language of instruction that is English, Home assignment, Extra-curricular activities, Co-curricular activities, sports, etc. providing that the school management charges a huge amount of money. In the public schools, they are having good infrastructure in urban area after massive earthquake, book free Friday, day food program, English medium classes are the major impressive factors for the students. As compare in the total number of schools in Nepal eighty percentage schools are public and religious schools and twenty percentage schools are only private but the result of SEE and

grade twelve, we get seventy percentage pass students from private schools and rest from public schools.

Parents enroll their children in private school for a variety of reasons.

- a. Medium of teaching in English language is the main attraction.
- b. The facilities that the private schools provide like hygienic food, safety environment, transportation are also considered as an important element in parents' perception.
- c. Parents prefer to enroll their children in nearby private schools than distanced public schools.
- d. Off time caring facilities provided by the private schools for job holder parents.
- e. For better academic progress of their children's providing regular assignments and feedback
- f. Involving students in co-curricular activities

Parents enroll their children in public school for a variety of reasons.

- a. The fees of public school are incredibly low, nearly free of charge.
- b. To get better marks
- c. Private schools are not practical in educating students.
- d. To grasp scholarships from the Nepal government in higher and professional education.
- e. To make their children independent.

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