Introduction

Education has been a main discourse especially in the field of education sector in Nepal. This is frequently used at schools, colleges and even in the universities of Nepal. People believe that quality education may enable individuals to live their life happily and independently. It is said that individuals may have some potentialities but due to lack of quality education they may remain hidden. Quality education may develop peoples’ skills and attributes to achieve the inner qualities (UNESCO, 2005).

There have been much debates and discourses regarding quality education. There are many issues raised against education system in Nepal. There have been debates between community schools and institutional schools regarding quality education. Several issues have been raised by parents, government, political parties and other stakeholders. There have been debates on policies, finance, physical facilities and academics aspects. There have been discussions on privatization or nationalization and discussions on company registered, private trust and public trust private schools. There are debates on access quality and relevancy of private schools. To draw out the solution in this regard, I devised the problem statement as ‘To what extent the private school education practice is in quality standard?’

Before discussing the quality education, it may need to discuss the modern education which began late in Nepal. There was an autocratic rule of Rana Regime for a long in Nepal. In context of Nepal, School system came to introduce very late. During the autocratic Rana régime, education was not for the general people. In the beginning, there were few secondary schools (Bajracharya, 1998). People were more excited to establish school on their own efforts as they were put behind the education for a long. With the advent of democracy and sense of privatization and globalization, schools were established dramatically in both private and public
level (Chhetri, 2014). Government had taken initiation for the education by adopting several education plan and policies. National education plan focused more on access rather than doctrine (MoE, 2010).

Shortly after the restoration of democracy, the national planning commission 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. It was a milestone for private investors to invest in education so that private schools established for the competence and quality education (Sharma & Sharma, 2011). 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 (Bhattarai, 2009).

Quality education can bind together the past and future of the societies. Quality education may support and sustain the culture values and belief and inculcate desired ideas in our youths. It also may equip youths with necessary skills and abilities by giving enough exposures them. Quality education offers youths the kinds of skills and abilities too. According to the research report what it is found that well to do family would like to prefer to send their children in private schools rather than disadvantaged family to impart the quality education to their children (OECD, 2012).

Generally the government may suppose to offer quality education to its entire peoples and it may be the duty of government to offer quality education to its entire people. But whenever the government has sufficient funds it may possible to impart quality education to its people which means the quality education is entirely depends upon the size of the government fund. In case the government may not have enough funds for quality education, it may see the alternate to mobilize the resources from other possible sectors. In this context the participation of the private sectors in education may be seen as one of the ways for providing quality education. The private
sectors may be invited as complementary partner of the public sectors for enriching quality education (Khaniya, 2007).

The writer further says that generally the private section in education happens in the society not in isolation. But 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 have for the environment for education due to differentiated tastes and excess demand. For this condition, government does not have sufficient fund.

Author says that the emergence of private schools in Nepal is not because of the demand for access. Most of the private schools are established in urban areas rather than rural area. If it were established as demand for access it could be done by the public schools because there are number of public schools 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 have emerged due to differentiated tastes of education.

There are 55510 institutional schools in Nepal. Out of 5510 schools, there are 1779 secondary (1-10) schools in Nepal based on the Flash Report 2012-2013 (Ministry of Education, 2012). The Education Act and the Regulations have placed schools in different categories including community managed schools and community schools within the Government funded category and institutional schools that do not receive grant from the Government. Also, there are schools that come under the Trust category comprising Public Trust and Private Trust.

My focus has been on the question like whether the private schools cater the quality education to private secondary school students in Nepal and on what basis quality education is
measured in private schools and what factors have attracted parents to private schools for their children?

This study will have two major significances as theoretical and empirical values. Theoretically this study will contribute to understand the various aspects of quality education on the basis of certain theories developed in this area. More importantly this study may contribute providing detail information reflecting current scenario of quality education in the private schools of Nepal. The findings 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.