



## Research Paper

# Overcoming Barriers to Quality Education in Rural Nepal: Insights from Community Schools in Galchhi Rural Municipality, Dhading

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Abstract	Manuscript Information
<p>This paper explores problems and prospects available within the distant parts of rural Nepal toward fostering quality education with a special focus on community schools in Galchhi Rural Municipality, Dhading. This paper pinpoints the major impediments to quality education and addresses how to facilitate each based on data available by district authorities, educationists, students, parents, and other political representatives. Indeed, serious gaps still exist relating to teacher training, student involvement, community participation, and administrative efficiency, despite the varying infrastructural investments and policy measures. It is a study that implores future educational reforms to consider a comprehensive approach whereby strategic planning, continuous evaluation, and community involvement would be key elements to improved educational outcomes in rural areas.</p>	<ul style="list-style-type: none"> <li>▪ <b>ISSN No:</b> 2583-7397</li> <li>▪ <b>Received:</b> 18-05-2024</li> <li>▪ <b>Accepted:</b> 08-06-2024</li> <li>▪ <b>Published:</b> 14-08-2024</li> <li>▪ <b>IJCRM:</b>3(4); 2024: 144-151</li> <li>▪ <b>©2024, All Rights Reserved</b></li> <li>▪ <b>Plagiarism Checked:</b> Yes</li> <li>▪ <b>Peer Review Process:</b> Yes</li> </ul> <p><b>How to Cite this Manuscript</b></p> <p>Jagat Prasad Rijal. Overcoming Barriers to Quality Education in Rural Nepal: Insights from Community Schools in Galchhi Rural Municipality, Dhading. International Journal of Contemporary Research in Multidisciplinary.2024; 3(4): 144-151.</p>

**Keywords:** Quality Education, Rural Nepal, Barriers, Community Schools, Galchhi Rural Municipality, Educational Development, Teacher Training, Student Engagement, Rural Development.

## 1. INTRODUCTION

Education is a building stone of development and prosperity, especially in rural areas. Galchhi is one such unique example of the rural municipality in Nepal, that fails to offer quality education, due to its context of geographical, economic, and social factors. Even though it is only 45 km distance from Kathmandu and has mixed sorts of businesses that grow fast, the level of awareness and priorities of education from the common people in place of Galchhi is relatively low. The majority are more involved in the hotels, restaurants, and trading of different

things, cash crops, and exploited natural resources. While these activities bring about economic growth, the community needs to urgently be made to realize that it is education that is the backbone of sustainable development.

However much has been said about quality education in Galchhi, problems have continued to be imminent. One critical problem is lack of clear roadmap to deal with the existing challenges in education. Whenever the society embraces the educated and skilled people as role models, then the education sector is given

due priority. This has yet to happen in Galchhi, as well as most of the rural villages of Nepal. Undervaluing education gradually degrades the overall progress of society in many ways. The same is reproduced by the local government, which mostly fails to provide for research and development in the budget, does not analyze the outcome, and arranges for no feedback. Consecutively, this process runs a blame game and no constructive solution to slow down development in education. A major problem I faced during my research work is the no data bank regarding the education sector. Without the proper store of data, it is challenging to formulate a perfect policy and conduct comparative studies.

**2. LITERATURE REVIEW**

A brief perusal of the literature of research works done in the context of rural education in Nepal throws up distinctly similar factors and problems such as lack of proper infrastructure, inadequate availability of trained teachers, and effective community participation. All past initiatives aimed at reform have invariably revolved around urban environments, and the rural has been the recipient of an indifferent policy of neglect. Research works have shown that changes evident in rural areas can be sustainable if education is influenced, with quality improvement in education playing a crucial role in the change. Major references are Mila Neupane, the Centre for Education of Global Communication, University of Tsukuba; reports from NCE Nepal on 'The realities of quality school education in Nepal', contributions from Sant Bahadur Urung on various aspects of the changing feature of the rural development approach, various reports from government of Nepal, and some documents from the CBS(Central Burro of statics) Nepal and Galchhi Rural Municipality, which has added dimensions to the overall perspective of the rural education scenario.

**3. METHODS AND MATERIALS**

This research adopted a mixed method by utilizing quantitative data from the municipality office and qualitative insights from the interviews with teachers, students, parents, political representatives, public figures, etc., in the Galchhi Rural Municipality. Data were collected through surveys, focus group discussions, and direct observations in the community schools.

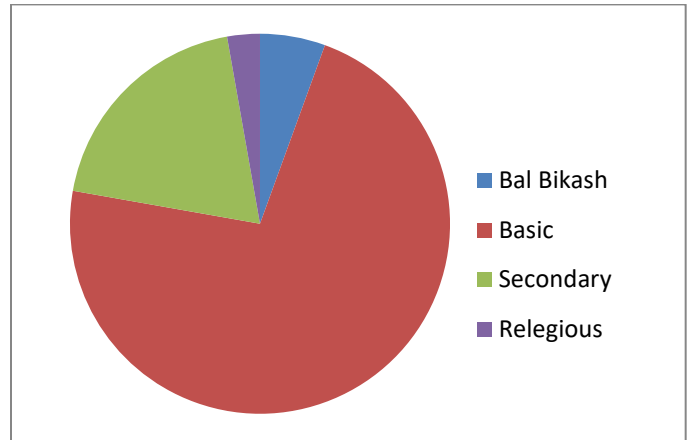
**Demographic and Educational Profile**

**Total Area:** 129.08 sq km, **Total Population:** 23,7,33  
**Literacy Rate:** 73% (Male 78.5%, Female 67.7%)  
**Location:** Dhading district; situated 45 km away from Kathmandu.

Type of School	Number
Child Learning Center	2
Basic	26
Secondary	7
Religious	1

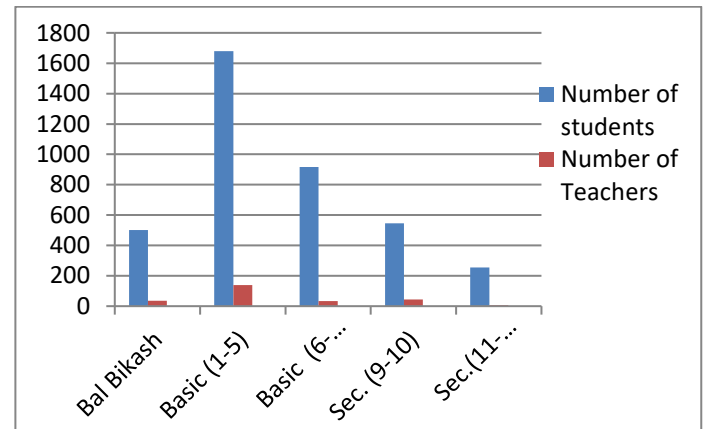
**Table 1:** Education Section

**Fig 1:** Community School in Galchhi



**Source:** Galchhi Rural Municipality

**Fig 2:** Number of students and teacher (Level wise-2081)



**Source:** Galchhi Rural Municipality (Education Section)

**Table 2:** Teacher Students Details-2081

Level	Students	Teachers	Ratio
ECD	501	35	1:15
Basic (1-5)	1680	139	1:12
Basic (6-8)	917	33	1:28
Sec. (9-10)	546	43	1:13
Sec. (11-12)	255	6	1:43
<b>Total</b>	<b>3899</b>	<b>256</b>	<b>1:16</b>

From the above data In Galchhi Rural Municipality, there are a total of 36 community-based schools, including 2 child learning centers, 26 basic schools, 7 secondary schools, and 1 religious school, serving 3,899 students. Additionally, there are 2 private schools with over 2,000 students. This indicates that there is no shortage of schools in Galchhi. However, some community schools have less than 10 students each, suggesting a potential for merging schools by analyzing data and leveraging road facilities in all areas. Implementing school buses and residential schools could optimize resource use. The student-to-teacher ratio stands are very comfortable 1:15. Despite this favorable ratio and adequate number of schools, the educational outcomes are not as

expected. This discrepancy highlights that barriers persist in community-based schools in Galchhi and across Nepal. Addressing these barriers through strategic planning, better resource allocation, and enhanced community involvement is essential to improving educational quality and outcomes.

Fig 3: Budgeting in Education

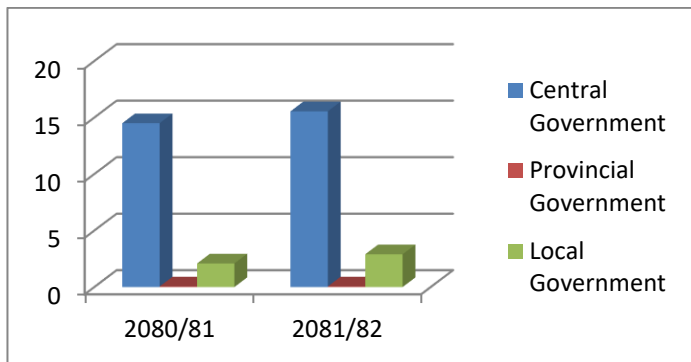


Table 3: Per Student Cost: - Rs. 48,000 (Yearly)

Fiscal Year	Central Government	Provincial Government	Local government	Total
2080/81	Rs.14,50,22,000	Rs 5,68,000	Rs 2,58,60000	Rs. 17,14,50000
2081/82	Rs 15,55,56,000	Rs 5,68000	Rs 2,90,39,000	Rs.18,51,63,000

Source: Galchhi Rural Municipality (Education Section)

### Impact of Educational Investment

Quality education impact is less in total investment due to different reasons like not using the resources properly and less in the strategic plan. In Nepal, the education sector often lacks priority in the national budget, a trend mirrored in Galchhi Rural Municipality. Over the past two years, Galchhi has allocated around 4% of its total budget (over 2.5 crore rupees) to education and sports, primarily for teacher salaries and infrastructure projects. The provincial government contributes only about 600 thousand rupees annually for teacher salaries.

In the fiscal years 2080/81 and 2081/82, Galchhi received 14.5 crore and 15.5 crore rupees, respectively, from the central government. However, most of these funds also go towards salaries and infrastructure, with minimal investment in quality improvement programs. Consequently, the per-student cost in community schools is around 48,000 rupees annually, significantly higher than the 30,000 rupees per student in private schools. Despite this higher expenditure, private schools achieve better educational outcomes.

This disparity suggests that while the government invests heavily in community schools, the lack of strategic focus on quality improvement and resource efficiency hinders positive educational impacts. Addressing these issues is essential to enhancing education quality in community schools.

### Standard Exam Results

According to the recently published SEE results, the pass rate for community school students in Galchhi is 37.2%, with only 83 students passed the exam out of 223 students. In stark contrast, private schools in Galchhi boast a 100% pass rate. Despite this

disparity, the community school results represent an improvement, as Galchhi ranked 6th in the municipality-level ranking of Dhading this year.

The BEE (Grade 8) exam, conducted by Galchhi Rural Municipality, paints a similar picture. Over 70% of students scored less than a 2.5 GPA, more than 12% scored below a 1.6 GPA, and only 1.8% achieved above a 3.6 GPA. However, these results also show improvement compared to the previous year.

These statistics highlight a significant performance gap between community and private schools in Galchhi. Despite some progress, community schools continue to lag, indicating a need for targeted interventions to enhance educational outcomes.

### Key Challenges

- Traditional Teaching Techniques and Apparatuses:** Technology and contemporary pedagogical techniques are not emphasized in the teaching process. Despite having access to the internet, projectors, and resource materials, conventional methods are still predominantly used.
- Insufficient Educational Planning:** The municipality and schools lack appropriate and realistic action planning. Not having an educational plan is a significant problem. Many places have prepared working modules relating to local resources and the national curriculum, but Galchhi has not prepared its education act, making this a major challenge.
- Dependency on an Outmoded Examination System:** The system relies heavily on traditional cyclical tests with no provision for continual evaluation. Despite many changes in the curriculum, the evaluation system remains outdated, causing students significant problems during final examinations.
- Limited Teacher Motivation:** Adequate in-service training and professional development are not provided. Some teachers work with great enthusiasm, but there is no work-based evaluation model or motivation policy regarding their performance. Salary is the only benefit they receive.
- Low Community Participation:** There is limited participation by parents and local communities in school processes. Higher-class families send their children to schools in nearby Kathmandu, middle-class students attend private schools for quality education, and some intelligent students from lower-class families receive scholarships from private schools. As a result, a significant part of society is out of touch with community schools.
- Interference by the Political Body:** School management and administration are affected by extreme politicization. Many teachers are aligned with their own professional organizations (NTA, NNTA), which are guided by leading political parties like Nepali Congress, CPN UML, and Maoist. Political interference is sometimes seen in teacher appointments and other matters.
- Teacher Salary and Motivation:** There are delays in salary payments (Every Three Months), leading the teachers to take up part-time work to run their live hood, which negatively impacts their performance. There is also insufficient attention to consistent professional development.

8. **School Infrastructure:** Although RCC buildings have been built in many schools, there is a lack of basic facilities like fencing, separate toilets for boys and girls, playgrounds, and sports materials. Lacking of fundamental things inside the school is the major challenge for the school.
9. **Student Attendance and Engagement:** Learning is the continuous process but high absenteeism among children and a lack of interest/engagement in learning processes are issues in community school. To reduce the absent rate of students we need to take some creative initiative like counseling, man to man meeting and other. Without an inquiry and counseling mechanism, students and parents do not take education seriously.
10. **Health and Nutrition:** The distribution of sanitary pads and implementation of health awareness programs are problematic. However, some schools now have school nurses, which is a positive initiative by local and provincial governments.
11. **Extracurricular Activities:** There is no proper planning for extracurricular and co-curricular activities. When teachers are absent, students get a chance to play or engage in ECA, but there is no mechanism to address the multiple intelligences of students.
12. **Dependency on Textbooks:** There is a high dependency on textbooks, with hardly any supplementary teaching materials used.
13. **Use of Technology in Teaching:** Even though computers, ICT boards, Projectors, and the internet are available, they are not properly utilized. Proper utilization of digital technology creates interest and curiosity in students; it helps in effective and durable learning.
14. **Collaboration Issues:** There is a lack of collaboration between teachers, parents, and the community. Schools often make decisions independently, without consulting the related ward committee and community, leading to ownership and implementation problems.
15. **Lack of Scheduled Training:** No regular training programs or motivational work are conducted for teaching staff. Due to a lack of training and development programs, teachers are unable to understand students' psychology, the theme of the curriculum, market demands, and other factors.
16. **Geographical Barrier:** The varied geographical conditions of Galchhi add difficulty for students to reach schools, resulting in wasted time while traveling, which decreases concentration and potential achievement.
17. **Economic Barrier:** Poverty and poor economic status, particularly among marginalized and indigenous communities, significantly contribute to educational failure.
18. **Lack of Data Bank:** The absence of a modern educational database with an integrated system for comparative analysis hinders effective policy-making. Authorities do not have updated data on schools and students or achievement data from junior classes and standardized tests like SEE and SLC, making policy formulation difficult.
19. **Stress and Anger Management:** The growth of stress and anger among students for various reasons acts as a barrier to learning. These issues need to be managed with appropriate systems like meditation, yoga, and other methods.
20. **Conflict of Teacher Categories:** There are different categories of teachers, such as permanent, temporary, Rahat, grant-based teachers, ECD, and others. The performance levels of these teachers vary due to differences in facilities and other factors. Sometimes, permanent teachers exhibit unusual behavior towards other categories, leading to conflicts.
21. **Constitutional Compulsion of Free Education:** According to the Constitution, community schools are prohibited from collecting any type of fee. However, the concerned authorities do not provide sufficient funds for quality management activities such as field-based learning, clinical teaching, expert-based teaching, various counseling, and motivation classes. The lack of adequate funding is a significant challenge.
22. **Auto class upgrades:** Auto class upgrades due to several reason in community schools in Galchhi and across Nepal lead to students advancing with insufficient academic foundations due to ineffective evaluations, especially in junior class. This results in students reaching grade Eight unprepared for standardized exams, highlighting the need for effective evaluation systems and rigorous academic standards from early grades to ensure quality education.
23. **Teacher Stability:** Nowadays, teaching is not the priority for youth. Many individuals take up teaching only in their leisure time, and when they get better opportunities, they discontinue their jobs even in the middle of the session, which is very problematic for students. Such teachers cannot be responsible during their tenure, as they know this isn't their long-term duty. This is a major problem.

### Stakeholders' Perspectives

#### Students' views

**CCA and ECA Plans:** the properly planned co-curricular and extracurricular activity plans would enrich their holistic development.

**Multiple Intelligence Identification:** They wish identification and nourishment of their multiple intelligence and not the academics alone.

**Library and other resources:** The student demands that there should be a proper library with resourceful reading as well as space where the students can also exhibit their works.

**Competitions:** Different competition-based program are essential for student's development. Continuous academic and nonacademic program helps the student to grow their confident and spirit. Finally, there should be scope for both internal and external competitions.

**Exposure to Role Models:** They want to come in contact with people who have reached a successful stage in their life which serves as an inspirational and motivating vehicle for the students.

**Grievance Center:** Schools should have a grievance center to listen to their complaints and issues and to provide with solutions thereafter.

### Teachers View

**Knowledge-Based Refreshment Programs:** Working in the same place with the same knowledge with the same people can lead the teachers toward monotonous. Concern authorities need to arrange knowledge and skill-oriented refreshment workshops, which help teachers to reenergize and keep updated about contemporary changes.

**Experience Exchange and Meeting with Experts:** They also value experience exchange programs and meetings with subject experts. Deep interactions with expert help them to solve out their minor and major problems which could be very helpful for effective teaching and learning.

**Motivational Judgment:** Their growth is associated with regular observation, feedback, and motivational judgment from the education office, school management committee, and other stakeholders. They believe that fair judgment and reward can motivate hardworking and dedicated faculties toward success. Others will get the chance and ideas to reform them.

**Training Opportunities:** They also look for training opportunities regarding updated evaluation systems, technology use, and areas of teaching skills.

**Development Programs for Quality Improvement:** Quality improvement programs for the teachers are being required and the teachers must be allocated the subject to teach which they know better.

**Clinical Teaching Program:** Some students are very weak in subject matter. It's very hard to uplift their level in regular classes so regarding the quality of students clinical teaching system should be implemented with the initiation of Parents, School and Rural Municipality.

### Parents' Views

**Punishment and Reward System:** Parents were agreed with the point that there should be a system of punishment and reward for the teachers and students on their performance.

**Proper Allocation and Observation:** They respond that there is a proper allocation of the budget for education and the local government must observe the activities of the school.

**Parent-Teacher Interaction:** Parent-teacher interaction should be carried out regularly to speak and discuss on various issues in relation to the education of the students.

### Opinions of the Leaders on Politics

**Smart Management Committee:** A Smart, Visionary, and literate management committee is required to involve quality education in community schools.

- **Job Rotation System:** A teacher workplace interchange system within the Rural Municipality is required to reform the quality of community school education in Galchhi. It helps teacher's professional development and it also helps to address the disparity in educational quality between schools in Galchhi.

**Principal Tenure:** The principal is the major part of the school, so he/she should be appointed only for five years at first with an action plan, and then new opportunities must be given to others.

### What Public Figures Say

**Dynamic Curriculum:** A teacher needs to be updated on the dynamic concepts of a curriculum and see the level and quality of his students.

**Stress and Anger Management:** Schools should have systems in place for the management of student's related stress and anger, resulting in a supportive learning environment.

**Management Committee:** A quality and dedicated management committee for the school governance

### What the Management Committee of a school feels

**Parental Awareness:** Parents should be more alert about the education of their children and take part in school activities.

**Qualified and Autonomous Management Committee:** Whole management should be qualified and autonomous to make decisions without being influenced by others.

**Teacher Conflicts:** There are permanent teachers, Rahat teachers, Anudan teachers, etc. Clear out the conflicts amongst them to maintain a healthy working environment.

**Financial Strength:** It should be on some sound financial platform to run quality education effectively.

**Update Teaching and Promotional Roles of Teachers:** Teachers must be updated with new educational practices and get promoted and other facility provisions based on work and not only experience.

**Priorities of Local Teachers:** Teachers belonging to that local area should essentially be school-centered and not home-based or politics-centered and other activities.

**Exchange Programs for Teachers:** Can execute teacher exchange programs to develop new viewpoints and reduce chances of getting complacent. It creates new opportunities and platforms for both teachers and students.

**Weekly Planning and Meetings:** Teachers should engage actively in weekly planning and meetings to enhance the learning process. No planning, No learning

**Resource Allocation:** School systems have been devolved responsibilities but not provided with the relevant requirements to carry out and deliver those responsibilities effectively.

**Smart Academic Calendar:** A programmed academic calendar and plan are important in steering the school to operate productively and replace the traditional timetable that cannot be able to create innovative learning opportunities.

### Perception from the Local Authority (Office for the Education and Sports):

- **Efforts and Barriers:** Local authorities are practicing to bring changes in the educational sector; some improvements have been found in recently published standardized exam results. But the obstacles to this are; there is no actual action plan, only two employees in education office, and administrative overload.

- **Resources and implementation:** They have made arrangements for some basic facilities like internet, projectors, textbooks, day lunches, and teaching and evaluation plans. However, it's poor in the actual implementation at schools.

- **Future Plans:** They are going to organize teachers' training, regular observation, quality improvement from the junior level, and provide opportunities to teachers and students this year. They

will do exchange programs between community and private schools, recruiting more teachers to maintain quality education. The budget has been identified for various ECA and CCA programs for the holistic development of a child.

• **Problems:** The foremost prominent problems are teachers' commitment, headmasters' leadership qualities, teachers' political commitments, no continuous updating habits in teachers, old traditional methodologies, and less utilization of available resources. Apart from this, students are less motivated and aware of parents and hence a separate budget is made for student and parent counseling. Amidst so many problems, they hope that the recent steps will bring positive results.

#### 4. DISCUSSION

##### Resolving Fundamental Challenges:

Through a multi-dimensional approach, the identified challenges can be resolved. They are:

1. **Development in Education Planning:** It is highly required to prepare an action plan for schools and municipalities which should be prepared with a realistic and achievable target based on the process of continuous development. With the help of a comprehensive plan having short-run and long-run goals, we can solve various problems of Galchhi in the field of Education.

2. **Wide Range Evaluation Systems:** Since implementation of continuous assessment techniques, like formative assessments in the classrooms, would be able to give a full picture regarding the learning levels of the students and point out their lacuna.

3. **Teacher training and motivation:** There must be periodic professional development programs and frequent exercises to share the experience. This, coupled with motivation programs, will help in building up and retaining the stock of teachers. Pre-service and in-service training opportunities should also be provided to them in the updated evaluation systems and the use of technology.

4. **Effective Use of Technology:** Only the availability of resources is not enough for change. This can be affected through the training of teachers and students in the effective use of the available technology. Schools should ensure that the facilities provided in terms of technology, like computers and ICT boards, are fully exploited.

5. **Community Involvement:** The encouragement of good active involvement of parents and community members in school activities and other decision-making areas can be a good way of creating a supporting educational environment. Further encouraged by regular parent-teacher meetings and rapidly alternating community events.

6. **Administrative and Policy Reforms:** Clearly defined administrative roles, periodic performance appraisals, and strategic management, and use of budgets are essential components of successful school management. A system of rotation at the workplace of a teacher and target-based tenure for a principal will bring new insights and act as an impetus for improvement.

7. **Breaking Socio-Economic Barriers:** Programs closing this gap for marginalized and economically challenged students, encompassing scholarships, free learning materials and

stationery, and nutrition support, will ensure increased participation and performance.

8. **Stress and Anger Management:** Systems managing students' stress and anger with psycho-therapeutic counseling and provisions for relief and support mechanisms will help to create an environment that is more conducive towards performing better. Different economic and social backgrounds, age factors, digital addictions, and doubtful relations with family, friends, and teachers are the major causes of stress. Motivational programs, Meditation, and yoga are the major tools of stress and anger management.

9. **Data Collection and Analysis:** Bringing out a complete educational data bank will help in proper policy formulation as well as comparative studies. A periodical data collection and analysis method would help to trace out the trends, which then will help while formulating decisions.

10. **Co-curricular Activities:** Organizing proper and effective co-curricular and extracurricular activity plans would boost participation by the students and their holistic development. Schools should understand different intelligences and facilitate excellence by students in various other areas.

##### Future Potential

Little key future potential related to the betterment of education in Galchhi Rural Municipality are as follows:

1. **Internal Resources:** Natural resources like sand and stone are in abundance at Galchhi Rural Municipality, which could be useful. Trade will give them the resources needed to take their community schools seriously and reform properly. Galchhi has plenty of quality human resources too. Engaging with such stakeholders and making them play different roles i.e. as members of school management committees, or in the range of activities they got involved in from being volunteer teachers to social campaigners; will lead towards building an enthusiastic community that is ideal for educational performances and betterment in society. With the power of so many resources in humans, this positive impact can do a lot for even more advanced and further development to come.

2. **Partnership with Private Schools:** It should partner with private schools in such a way that community schools borrow some good practices and resources, which enhance their standards.

3. **Proper Allocation of an educational budget:** A budget specially allocated towards R and D of Education in Galchhi should increase, which will result in innovation and development. Galchhi could greatly improve the quality of community school education through appropriate budget allocation in its education sector. Elimination of financial obstacles will help in providing all kinds of educational programs including extracurricular (ECA) and co-curricular activities for developing complete children. In addition to residential schools and several other resource classes, the environment for learning will have even more features. This requires proper budgeting to operate these programs correctly. Therefore, advancing from the ground in Galchhi is still dependent on sound strategic financial planning.

4. **Skill-Oriented Education:** Added programs of Skill and Vocational Learning should be incorporated so that practically the students can be prepared for their careers and entrepreneurship.

5. **Comprehensive Action Plans:** -Well-formulated Comprehensive Action Plans for the learners, teachers, and parents need to be drawn out to improve quality education. This will be a blueprint for continuous improvement and development.

6. **Happy School Concept:** A supportive, enjoyable learning environment for the students would motivate them and uplift their performances. In return, this concept would exert a positive effect and uplift the educational achievement of the children.

7. **Psychological Counseling:** Arranging counseling facilities to solve the psychological problems of both the students and teachers would make the school environment more credible.

8. **Gender-Friendly Environment:** Make available a safe, comfortable, and friendly school environment for all children, but especially for girls, to increase their enrolment and performance.

9. **Community-Based Residential Schools:** Such schools based at the community level would be able to offer continuous education and support to students from scattered rural areas. Most of the students are not paying attention to studying at home for several reasons so residential schools are the ultimate solution. It leads to the merging of small schools and reduces the unnecessary cost of operation of more schools.

10. **Leadership and Management Training:** Such training for school leadership and management committees would equip them to be more effective in the initiatives taken for school improvements.

Addressing these areas will bring together the complete change that the Galchhi Rural Municipality yearns for in its people. The approach most recommended to achieve this kind of change would be that, "Education is an aggregate approach: from the local government, to the community, down to each one of its members," for truly sustainable educational development.

## 5. CONCLUSION

Certainly, rural education can deliver a kind of magic through transformation. Therefore, addressing significant issues in the education sector of Galchhi Rural Municipality will require a comprehensive and well-rounded strategy. Due to issues such as inadequate planning, an obsolete examination system, lack of teacher motivation, and limited community engagement, comprehensive solutions are needed.

The backbone of overcoming such challenges rests on the development of a strong and realistic educational action plan at the local level, considering all factors related to available local resources and the nationally subscribed curriculum. A sufficient budget for quality management activities is required in terms of field-based learning, clinical teaching, expert teaching practices, and multiple counseling and motivational classes. Without sufficient funding, it is quite difficult for the community schools to adequately provide all the resources necessary for effectual education. In each case, there will be the modernization of the

evaluation system, progressing from continuous assessment to the previous system that only depended on traditional cyclical tests.

This may offer a more comprehensive assessment of students' abilities and reduce the stress associated with final examinations. The need to enhance teacher motivation using regular in-service training and professional development programs cannot be overemphasized; this is achieved through a work-based evaluation model based on outstanding performance, recognizing and rewarding them. This will also be supplemented with timely payment of their salaries and offering extra incentives for retaining the teachers and making them more dedicated towards their jobs. Technology and modern teaching methodology should be introduced in classrooms. Training of the teachers in using technology like computers, ICT boards, and the internet is required for better facilitation of learning. The involvement of the parents and the local community in the affairs of the school would provide support to the student, leading him or her to a sense of belonging and responsibility towards the community school. Political interference in the management and administration of schools should be minimized to maintain a stable, professional environment for education.

The policies at this level should be firm enough to ensure that appointments to teaching posts and other administrative affairs are not politicized. Equal treatment to, opportunities for teachers of different categories shall help in reducing conflicts, hence a better working environment. Attractive incentives and opportunities for professional growth shall make teaching a long-term career choice for young professionals that shall help in teacher stability. Basic infrastructure in schools, like fencing, separate toilets for boys and girls, playgrounds, and sports materials are necessary to create an enabling learning environment. Infrastructure is also inclusive of the supporting environment for academics and extracurricular activities, which are of importance in the all-round development of students.

Inquiry and counseling mechanisms can aid in increasing student engagement and attendance, reducing absenteeism and a lack of interest among the students. Health and nutrition programs like regular health and nutrition, provision of sanitary pads, and health awareness programs would increase the health and engagement of the students. Similarly, a state-of-the-art educational database with a built-in system of comparative analysis would also go a long way in helping in the formulation of policy. If data regarding schools, students, and achievement levels are updated, it would be possible to make data-driven decisions for more effective educational strategies. In other words, how this challenge is to be solved lies in a collaborative framework among the municipality, schools, teachers, and the community. The challenges towards providing quality education and making it sustainable and effective for all students benefits can be supported by Galchhi Rural Municipality through collaboration and concrete actions.

## 6. ACKNOWLEDGEMENTS

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**Mr. Dipak Kumar Karki:** Ward No. 6 and Chairman, Social Development Committee, Galchhi Rural Municipality; who emphasized the necessity of reforming the entire education system, including the perspectives of political parties, to achieve quality education. He believes that strong school leadership and dedicated teachers are central to this reform.

**Mr. Kumar Rimal:** Chairman of Rastriya Swotantara Party, Galchhi, for sharing his individual and political insights into the influences and needed reforms in the education system. Who highlighted the need for a shift in the mindset of the concerned authorities? He advocates for continuous discussion, strategic planning, politics-free education, and a focus on quality as essential components for educational reform.

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