

CONSEQUENCES OF EDUCATIONAL DECENTRALIZATION IN NEPAL

*Suman Kharel**

ABSTRACT

This study appraises consequences of educational decentralization process (EDP). This Study has Applied qualitative research approach in which information was collected from purposively selected participants belong to 50 primary and secondary schools of 12 districts. This study reveals that in the course of ensuring quality education to all, Nepalese education system implemented EDP. School management committee (SMC) was a sole authority while implementing 'market system' of educational management. Government of Nepal (GoN) had been practicing and delegated authority of school-teacher management to the SMC. Fundamentalism of politics while re-forming SMCs, low academic qualification, lack of managerial skill or capacity of the members had been regarded as some of the mounting challenges. Further, local people including parents were less aware and less capable of assisting SMCs. The policy of handing over SMC had led to increased interest in and ownership of schools by the community in one hand. On the other hand, the education for all (EFA) documents did not focus on empowering the local communities and SMCs for better management of schools in the local level. The large scale program like the Basic and Primary Education Program (BPEP) had in the past concentrated more on capacity building at the central level. No doubt, EDP had been suffering from covertly tight fiscal management policies. Head teachers did not have the rights and responsibility even for recruitment and professional development of the teachers. Poor institutional capabilities, over politicization, nepotism, favoritism had been increasing teacher absenteeism and over-under staffing.

Key words: Education, participation, decentralization and rural development.

INTRODUCTION

In context to Nepal, the government has financing the highest amount of national budget in the field of education. It has formulated

* Mr. Kharel is lecturer in Central Department of Rural Development, Kirtipur, TU.

different plans and policies and implemented different programs to educate her people assuming the delivery of quality education. Keeping the concept of Education for All, Nepal has also implemented different programs to eliminate the illiteracy from the country by 2015. However, the achievements are not as satisfactory as it should be. There are still many things to achieve. Government has to complete with the private institutions opened for the sake of providing educations. The annual result up to now has shown that despite of the huge investment, government funding in education is not so strong enough to maintain the quality of education in comparison to the private institutions. In this context, the role of management agent plays a significant value in providing the quality education to the pupils at school. Teacher is the key personnel to provide quality education; however, government has not announced the recruitment for teacher in the permanent post since one and half decade. Because of this, government has made a provision of contract teachers like *Rahat* and per capita funding (PCF) in the schools where the student number is high exceeding the determined student- teacher ratio. However, due to many shortcomings, challenges, and weakness of the *Rahat* program was stopped and teacher management system in terms of PCF has been started and implemented since 2007. As the real life practice of teacher management at community schools in Nepal is concerned, it has not gone without problems. Deployment and reemployment of teachers as per the need of the school is becoming a serious issue. Further, the rightful selection preceding the deployment of teachers is also becoming the matter of major concern of both the government and the other stakeholders including the donor agencies. In relation to the delivery of quality education at school the availability of the capable and skilled teaching forces/facilities as well as their retention at school is another problem. That is, quality of education has been affecting from the lack of capable and skilled teacher in one hand and in the other hand, such teachers so not stay long at schools. What is true is that qualified teaching forces capable of discharging its roles and responsibilities up to the desired level is expected to contribute directly to accomplish the goal of providing quality education. This shows that no education system of the country is better than the quality of teachers involved.

For better management of teachers at schools, government of Nepal has made some significant initiatives. Among them, the acquisition of teaching license mandatory for all the aspiring candidates to enter into teaching profession with the defined minimum level of qualification is an

appraisable action. Some of the previous research studies have found that the teachers were less prepared and weakly performed their expected roles to the satisfaction of the stakeholders, mainly their students. Many of these issues are not only related to the performance of the teachers; This issues as also related to recruitment to retirement of the teachers, rightful placement during job time, professional development opportunities and their utilization, retention as well as the capacity of service providers. Thus, the management of teachers at schools along with the deployment and redeployment of them to ensure the satisfactory delivery of education is fraught with problems that need to diagnose well and addressed for ensuring quality education.

Overcrowded classrooms, the children dropped out due to insufficient number of teachers and high PTRs results from inequality in teacher deployment policies, and low teacher pay are important problems of education system. These problems can contribute to low teacher pay are important problems of education system. These problems can contribute to low teacher morale leading to teacher palliation, teacher absenteeism and low quality of education delivered to children. Teachers are not regularly present in the classroom or de- motivated, this will have direct negative impact on the quality of education, which leads to high repetition and dropout rate. In fact, this has threatened the completion of primary cycle and achievement of the EFA agendas. Thus, EFA goal can be attained in the stipulate time mainly through proper teacher management at school. For these all, the pivotal role of management agent (school management committee) keeps significant value, as it is the conductor and manager of the entire school management (Mahar, 2010).

Nepal has only a short history of its formal schooling. However, it has in progress regarding the educational development. The people's movement of 1990 has opened the door of educational development and within the twenty years of it, the country's educational development has reached to some sorts of definite point. However, the result is not so satisfactory. The new constitution of Nepal has declared basic education (i.e. up to twelve grades) as the fundamental rights of people according to constitution of 2015. Accordingly, the School Sector Development Plan has different programs to implement the national policy of education in the country. Nepal's commitment to "Education for All" and "Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning" is based on the premises that education is a fundamental right of all people (UNESCO, 2016). As per her commitment,

Nepal has to ensure basic and primary education for all children irrespective of their ethnic origin, religion, culture, language, economic status, or physical abilities. In this Endeavour, though the enrolment campaign (of 2005) raised the enrolment rate, from 83 percent to 91.5 percent, it led to the overcrowding of classrooms, thus adversely affecting the quality of education. Despite this too, still many children are out of school education. Teachers without adequate training and motivation are unlikely to help to improve the quality of school education in Nepal. One of the main reasons for many children to be unable to enroll in primary school is the lack of financial resources to cover the school uniforms, stationery and examination fees. While 10 percent of children were not enrolled in primary school, they comprise a disproportionately large share of child population from the historically, geographically, economically, and socially deprived and marginalized communities. Currently 38 percent of primary teachers are untrained (MoE, 2003). As most trained teachers gravitate towards better schools in urban areas, the vast majority of teachers in rural schools are untrained and unskilled.

Government of Nepal has handed over the management of over 2,000 schools to communities with the aim to implement the concept of educational decentralization by providing the authority of overall management of the school to the School Management Committee at the local level. However, these schools remained without proper monitoring. In one hand, the policy of handing over the management of schools to communities has led to increased interest in and ownership of schools by the community. On the other hand, the EFA documents do not focus on empowering the communities for better management of schools in the local level. The large scale program like the Basic and Primary Education Program (BEEP) have in the past concentrated more on capacity building at the central level, thereby increasing the gap between the centre and the grassroots level. By this, the quality of Education in the rural context of Nepal is very poor. In addition, the use of traditional teaching methods, lack of effective learning environment, different problems of teacher management, untrained teachers, and stagnant technology has impeded the dissemination of effective knowledge to the school children (DoE, 2012).

It is hardly necessary to reiterate that education pioneers way to national progress. The success and failure of social move depends on the quality of education as it produces quality human resources and thereby increases the level of productivity. The technological advancement, human

development, and culture of responsibility of developed world signify the role of quality education. Nevertheless, proper teachers' management can be a major way to make the education system effective. Moreover, the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (MoE, 2009). However, the key to this links with the effectiveness of decentralized management agent.

The consequences of educational decentralization are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children. Thus, many of the least capable teachers begin their careers teaching the most challenging students—with the predictable result being low student achievement. Further, the incapability of the School Management Committee as well as other local level stakeholders at overall management of school has result the poor educational achievement.

OBJECTIVE

This paper intends to explore the challenges and consequences of educational decentralization in Nepal concerning to the role of school management of teachers in school. It further, seeks to come up with some strategic recommendations to address those challenges.

- To appraise academic and managerial changes in schools after the policy.
- To explore the challenges of decentralization of school education in Nepal.
- To suggest corrective measures to address challenges of educational decentralization.

EMPIRICAL REVIEW

The role of teacher becomes increasingly pivotal for achieving, consolidating programs, as the world makes gains in providing quality basic education for all children.' They further write that, 'if all the children should have quality basic education by 2015, it is estimated to have 18 million additional teachers to educate them. As the financial constraints

of many of the developing countries in the globe are concerned, it is not easy to achieve the expected goal. The environment of time and financial constraints hit on the head of the system, here too. The issues pertaining to teacher management and support to the quality education system the rights of the teacher in relation to system for appointment, development, promotion and remuneration, as well as their working environment and condition of service and some other issues that rise their heads in the process of good teacher management (DoE, 2011).

Nepal is a signatory member of EFA and is committed to provide quality basic education to all its children by 2015. According to them, 'in order to achieve the MDGs for education and the wider EFA goals, one of the critical inputs to the education system is the school teacher.' That is, effective teachers are keys to delivering the education with MDGs but good teaching is only able to thrive within a favorable environment. Though Nepal has to fulfill and achieve its EFA goals by 2015, the progress made up to now does not show the satisfactory result. That is, most of the strategies failed and most of the objectives cannot be achieved if the same pace of development is followed for rest of the three years. According to EFA global monitoring report (2008), out of 149 countries with available data (54 countries had no data available), 63 had achieved universal primary education by 2005. Further, 28 were on the track with a high likelihood of achieving it by 2015. The report stated that 17 were moving towards achieving the goal of universal primary education but had a low chance of achieving it by 2015. Rests of 17 countries were at risk of not achieving universal primary education, as their progress is too slow. The report further writes that eight other countries were at serious risk of not achieving UPE by the year 2015. As these data are concerned, Nepal can be categorized in the third group mentioned above. By this, revision in implementation plan and a focused way of implementation of the set programs seem needy.

As the national scenario is concerned, educational financing in Nepal is in the increasing ratio by years. Government of Nepal is increasing the portion of her educational budget each year and so do the foreign aids. However, these increments had not been accompanied by improvements in educational management systems. Teacher management at school level is crucial for teacher motivation and morale. That is, the management of the whole education system affects teacher morale in that most decisions that affects teacher made outside the school with minimal involvement of direct teacher managers (CBS, 2002).

Management is generally comprise different aspects of planning, organizing, resourcing, leading, coordinating, directing and controlling an organization or an area with the objective of accomplishing a goal. The management of education happens at various levels from policy- making and national to local level decision making, inspection, supervision, and then vey importantly to decide responsibilities within schools on a daily basis to ensure their schools function effectively. Many different research studies have found that there is direct link between teaching and school leadership that affect on the achievement of pupils. Mpokosa make distinction between these two and write that the first is the role of leadership in building knowledge and skills that, teachers and others staff need in order to accomplish organizational goals, the second is the building of staff commitment, capacity and resilience to persist in applying the knowledge and skills.

- Downwards and upwards responsiveness and accountability between the different level of the education system; Transparent and fair appraisal, posting and promotion system;
- Competency Development Programs of teacher and staff;
- Effective distribution system for teacher's salaries and teaching-learning materials;
- Responsive decision- making processes involvement of students, teachers and parents;
- Motivational management of teacher, other staff, actively working with staff to develop their skills and enthusiasm;
- School development including planning, budgeting, monitoring and evaluation

Ministry of Education (2003) has conducted the mid - term evaluation of school sector reform plan (SSRP) where an attempt was made to evaluate teacher development and management aspects. The report suggests three major steps as interventions to develop teacher knowledge and skills for facilitating students learning process in the line to enhance the SSRP. The report raised many different issues related to teacher management and writes that a comprehensive policy is require insuring appropriate number of quality teacher at each grade with provision to deal with various types of teachers. The report pointed out 12 type of teacher working at school in Nepal and sought for the possible measure to overcome the teacher management problem. According to the report, the

measure could include re-deployment policy with capacity building for district and national level officials and incentive packages for all teachers to be deployed in remote areas. Further, the report stated there should be the provision of recruitment of qualified candidates through a district branch of teacher service commission, with professional, capacity building of SMC to recruit community funded teachers and functional evaluation system for frequent reward and punishment to the teachers.

DoE (2011) has carried out a study entitled 'the problems of teacher management at community schools in Nepal'. The main aim of the study was to find out the indicators of good teacher management at schools along with the discovery and analysis of the problems of teacher management at Nepalese schools. The study has analyzed the problems of teacher management based on these indicators. According to it, there are the following problems in teacher management in Nepal.

- Allocation and distribution of teachers quota; Teachers' recruitment;
- Transfer and promotion; Academic qualification;
- Lack of subject wise teachers; Weak School Management Committee;
- Professional politics; Least concern of the stakeholders;
- Political intervention;

In this line, it has pointed out the following remedial measures to overcome those problems:

- Teacher service commission an independent constitutional commission
- Recruit teacher from TSC each year; Transparency in transfer and promotion;
- Re- defining the qualification of teachers; Provision of subject-wise teachers;
- Strengthening the SMC as the local level manager of school;
- Minimizing the politics in education; Maximizing the participation of stakeholders;
- Extra benefits for remote areas teachers;

The School Sector Reform Plan SSRP (2009-2015) has set clear and special plan for teacher's management and professional development. As the management of teacher at schools is concerned, recruitment career paths and minimum qualification are focused. Similarly, teachers' preparation course

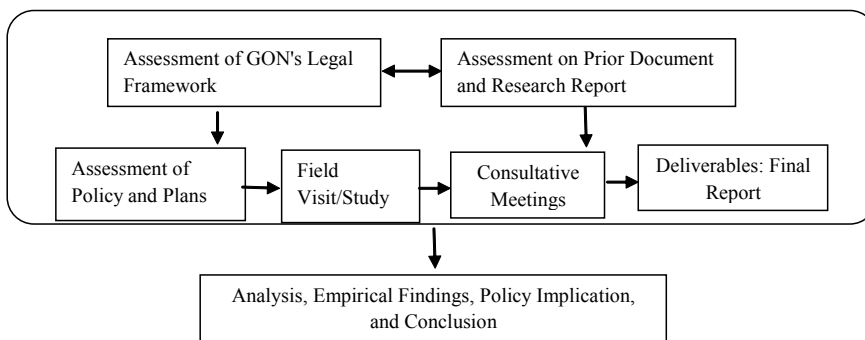
and training are set for teacher development. As the provision for teachers recruitment is concerned, the following has been found in the SSRP.

- Teacher recruitment process will be decentralized to local level;
- Teacher will be recruited from among the licenses;
- Teaching licensing practices will further strengthened;
- The SMC will continue to recruit teachers at the community schools;
- Priority groups in recruitment females, Dalits, disadvantaged groups;

Nepal is facing the problems of poor teacher management at schools which is mainly centered with the decentralization of school education. Government of Nepal, Ministry of Education has made an ad-hoc provision to address the shortage of teacher at school by applying the PCF system in which teachers have to manage locally. Government has made delegation and devolution of authority of recruiting these teachers to the school management committee, with the essence of decentralization. However, the formation of SMC is not fair and as per rule in one hand, and in the other hand, it is not capable enough to handle all the devalued authority locally. By this, most of the recruitment of teachers is affected by political, intervention, nepotism, favoritism and halo-effect. As a result, not in all the cases, qualified, trained, dedicated and skilled human resources are not being recruited as teachers at schools.

METHODOLOGY

This study applied descriptive and exploratory research design to appraise and explore researching issues. However, the focus of the study was in the qualitative approach of inquiry in which the inquirer often makes knowledge claims based primarily on advocacy/participatory paradigms (Creswell, 2012). In doing so, both primary and secondary sources of data were used. Primary data are collected purposively from 50 SMC representatives, 50 head teachers, 100 teachers, 10 DEOs, 10 school supervisors, 20 RPs and some other local, district and central level stakeholders belong to 50 primary and secondary schools of 12 districts. For that purpose; questionnaire for the key informants, semi-structured interview, focus group discussion techniques were applied. Further, secondary data are collected from inter/national educational policy instruments and study reports. While appraising collected information, I followed given methodological framework (Figure 1).

Figure 1: Methodological Framework of the Study

Educational decentralization

Decentralization of educational management refers to the management of school education by the local authority. The management authority is delegated to the School Management Committee as a local agent. The international scenario of educational management shows two types of management systems:

- Management with central authority;
- Management in market system;

According to DoE (2012), teachers are hired by the central government and managed over the country in a system with central authority. In a market system, each school advertises and recruits its own teachers. This system of teacher management has benefit of easy administration and quick response to shortage however, it may not be free from local pressure. Market system is a mean for decentralization practice in which teachers are managed locally. Based on the same background, government of Nepal has delegated its authority of teacher management to the SMCs. However, there are many problems and deficiencies in the local level:

- SMCs are formed more politically rather than academically;
- The SMC members have low academic qualification;
- They have least managerial ability, skill or capacity;
- Local people are least aware and capable of assisting SMCs for proper management

By this, the SMCs are not able to handle the overall managerial aspects of the school. In addition, teacher management for them is one of

the difficult areas. This shows the need of empowering and making aware and responsible the SMCs before handing over the management aspect to the local level. Thus, until it is managed well, it is better to manage teachers at school possibly from the intermediate body (DEO/DEC) or from central authority (TSC). By the analysis of above stated situation, the following four improved avenues of decentralized educational management especially, in the developing countries like Nepal can be offered:

Legal and regularity framework

- Teacher charter/code of conduct;
- Well- functioning mechanism for control and defense of teachers' rights and duties;
- Development of independent teaching service management bodies;
- Delimited and accountable community participation in teacher management;

Information system for teacher management

- The design and establishment of adequate and well- functioning information tools for monitoring and functional management of information system.

Devolution of responsibility

- Need of coherent planning and implementation of decentralization measures;
- Fixing of arbitrary local management; Establishment of valid norms and standard;
- Check and balance mechanism to ensure accountability for management practice;
- Need of systematic organizational analysis and consultation before decision- making;

Training and incentives for management staff

- Need of massive and appropriate management training for SMC persons and education officials (at districts) while monitoring staff, assessment and management information systems.
- Work and political will require for the design and actual setting up of the management tools.

As the Nepalese scenario of decentralized education management is concerned, it is suffering from covertly tight fiscal management policies. The local level management is weak due to weak management skills resulting weak education system in which head teachers do not have the responsibility for recruitment and deployment of teachers. Whatever the trainings are provided, they are of poor quality in both contents and implementation. Further, it shows the inconsistent appraisals for all these level of education staff. Thus, these constrain help result the main consequences of poor educational (teacher) management in Nepal as listed below:

- Inadequate teacher terms and condition; Inadequate or absent administrative supports;
- Regional, gender, and disability related imbalances in teacher deployment;
- Poor living and working condition for teacher and school leaders;
- Weak capacity and quality of teacher training/instructions; High level of teacher attrition;
- Low motivation and morale of teachers and school leaders;
- Less concerned of all of the local level stakeholders;

In the mid-term evaluation of SSRP notes 12 types of teachers working at Nepalese schools as- Permanent teachers, Temporary teacher, Rescore person, Kaaj teaches, Special school teacher, Rahat teacher, PCF quota teacher, Substitute teacher, Female teacher, Community funded teacher, I/NGO funded teacher, and Voluntary teachers. The teacher's union claims that there are 18 different types of teachers working at Nepalese schools. In fact these types are the result of efficient decentralization which have created psychological gap in working spot as this has created variation in service facilities and conversely in the quality of education they delivered (MOE, 2011).

Many of the SMCs are incapable of managing teachers at school mainly due to low level of related knowledge. In most of the cases, they are least aware of their duties and responsibility as well. In one hand, most of the SMC persons resulted the entrance of politicization in the schools. The nepotism and favoritism underlying in teacher management is one of the result of these two situations. In addition to this, many of the teachers are bearing their social and academic responsibility in a least deal. Their unwillingness in periodic transfer is one of its results, which cannot be

forcefully maintained by the SMCs. As the overall situation of teacher's deployment in the country is taken into consideration, it shows uneven situation based on level of school, geographical situation, ecological variation and school wise variation within the same homogenous situation. It mainly shows the following reasons related to challenging educational management in Nepalese schools.

Major reasons

- Insufficient teacher quotas in relation to school and student ratio;
- Unaware local stakeholders, especially the SMCs;
- Weak school management: Lack of any incentives resulting low accountability responsibility; awareness and least capacity;
- Political influence and intervention: Nepotism and favoritism;

The aforementioned discussion helps to explore the different issues, situation and circumstances responsible to make educational as a challenging task. Some of them in Nepalese context are:

- The weak status of Teacher Service Commission at Central level;
- The limited number of approved teachers' quota;
- Quantitative imbalance in teacher's quota distribution;
- Low academic qualification of teachers;
- Decentralization of teacher management: Devolution and delegation of authority to Weak SMCs;
- Political influence and intervention in education;
- Non- functioning teachers and teacher's absenteeism;
- Over- and under- staffed schools: Teachers shortage in remote areas;
- Variation in service facilities for teachers;
- Decreasing responsibility, accountability and self- discipline in teacher;

TSC has a weak status as having no separate Act of its own. Further, as being an administrative body of MoE, it is not completely free and independent to make necessary decisions regarding teacher management. There is uneven distribution of teachers at districts. Geographical complexity is one of the main causes of this. Further, rural urban disparities as well as some sorts of political influence and over and under staffed schools resulting teacher's shortage in remote area. Politicization and unionism in

education sector has also created some numbers of nonfunctioning teachers at schools. Teacher's absenteeism is high in remote area. Politicization and unionism in education sector has also created some numbers of non-functioning teachers at schools. Teacher's absenteeism is high in remote areas, due to the lack of strong supervision, monitoring, and evaluation, the absenteeism situation is continuing. By this, some of the teachers at schools are lagging behind their academic responsibility, accountability and self-discipline. SSRP targets to upgrade the minimum qualification of teachers. It has provided intermediate for basic and master degree for secondary level as minimum qualification of teachers. The study shows if this qualification schemes are strictly implemented, presently working 56 percent of the basic and 70 percent of secondary level teachers become disqualified due to having lack of required minimum qualification.

The consequences of poor management

The situation in front shows that Nepal is facing the following consequences of poor educational (teacher) management in schools at present:

Weak school management

- Low level of academic qualification; Least management skills and capacity: Unaware SMCs;
- No opportunity of capacity development (training); Political intervention;
- Least support of local level stakeholders;

Imbalance in teacher deployment (uneven deployment)

- Rural urban disparities; Gender disparities;
- Disparity in deploying teachers from marginalized and disadvantaged group;
- Disparities in class size;

Politicization and political intervention

- Political pressure; Nepotism and favoritism;
- Possibility of malpractices;

Poor salaries and working conditions of teachers

- Variation in service facilities; Poor living and working condition;

- High teachers absenteeism; Irregular attendance: high dropout, repetition and low achievement;

Ineffective teacher training institutions

- Poor quality pd pre training (mostly the academic degrees); Poor quality of teacher's instruction;
- Over- crowded classes at universities; Theoretical training lacking practicality;
- Shortage of skilled and highly qualified human resources;

Poor teacher motivation and morale

- Low self- discipline, responsibility and accountability; Ineffective instruction;
- Least application of training in class;

Higher financial and quality cost

- High investment; Low achievement; Poor quality of product;

Strategic measures to address the challenges

This circumstance of educational management at community schools in Nepal show many issues and challenges. Until there are means to address and overcome these challenges, decentralized educational (teacher) management at schools cannot be well as expected. Present condition of weak management practice could be improved if certain interventions can be applied in it:

- **Strong management system**

Clear and well- defined roles and responsibilities are one of the parts of good management. For this, proper distribution of duties, roles and responsibility should be allocated to different levels and stakeholders. Thus, responsibility sharing model of management among the central, district and local level authority should be followed to make the management system strong and effective. It is necessary to lunch effective and objective' capacity development packages of trainings to SMC persons and other local level stakeholders for their immediate empowerment in one hand. Different trainings related to managerial skills as well as workshops and interaction regarding educational administration and policy procedures can be some of such intervention. In the other hand, the amendment in Education Act, Education Regulation, and TSC Regulation can include the responsibility

sharing model of management among the central, district and local level authority so that the management system can be strengthened.

- **Teacher's participation in decision making process**

As an intervention to improve teacher management, it is necessary to make participation of teachers at decision - making process. This in one hand, provides opportunity to put forward their views in policy formulation, in the other hand, this will automatically increase the responsibility and accountability of teachers towards their duties. Thus, GoN should consult and make participation of Teacher Union in decision- making process to solve the problems of teacher management at schools.

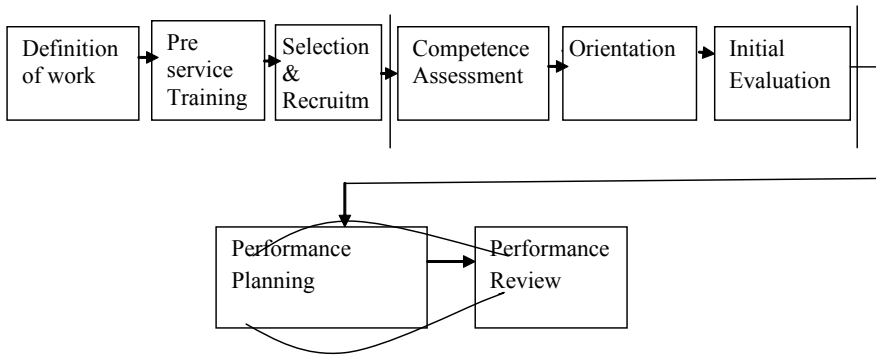
- **Effective pre-service and in-service trainings**

As teacher's training is one of the indicators of appropriate management, an effective training can overcome some of the problems related to teacher's professional development. As there are the provisions of both pre- service and in- service trainings for teachers in Nepal, they need some improvement for better service. As pre- service training is concerned, the degrees in educational programs in the universities and HSEB board (I. Ed/ +2, B.Ed and M.Ed) are recognized as the level wise requirement of training for teachers. However, the pre- service training is not found effective due to the overcrowded class, traditional chalk and talk method of teaching, high absenteeism of both students and teacher and ineffective practice teaching program. Thus, quota system for student enrollment in faculty of educational, application of modern and scientific teaching- learning methodologies, self- discipline in students and teachers, focused on practical rather than theoretical courses in graduation as well as implementation of 'Laboratory school' concept for effective teaching practice can be practiced. Further, teacher preparation source (TPC) should be effectively implemented. In relation to in- service training, the effectiveness of TPD should be assessed and new intervention based on the result of assessment should be launched.

- **Effective appraisal system**

Another intervention for improved teacher management in community schools in Nepal is an effective appraisal system. While analyzing the national scenario as well as the suggestions of some earlier related studies like DoE (2012) it is suggested applying the following appraisal system for proper teacher management at schools:

Stages of appraisal process



Currently Working

CONCLUSION

Decentralization in education is a stepping stone in the participatory approach which contributes for the rural development process of Nepal. But, lack of appropriate management about to implement this policy is creating great challenge in educational decentralization process of Nepal. Fundamentalism of politics in recruitment process of teacher and other educational activities should be minimizing to strengthen the quality of education in school level. Strong management system, teacher's participation in decision making level, effective training and effective appraisal system is essential for the success in education decentralization in school level. All in all, adaptation of strong and capable management system, teacher's participation in decision making process, effective pre- service and in-service trainings, and effective appraisal system can overcome consequences of educational decentralization.

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