

Education and Its Practice in Nepal

Shanta Maharjan
School of education, Kathmandu University

Abstract

People are changing with new innovative prospective and practicing their knowledge and information in our society. Education is an important for changing people as well and to develop our nation. People are talking and practicing about existing education like gender education, meaningful education, powerful education, child center education, people center education, child friendly education and so on to change our society and nation which is not satisfied. So, this article strongly discusses and raises question on existing situation of education in Nepal, its meaning and practice in our society. This article is also heightened how education is practiced and functioned in real life and claimed that to be a educated person, education level is not defined but it will define how you utilize and practice your learning knowledge and information in your day to day life with trustful, believable and sensitize people to change in our society.

Keywords: Education, Day to day life, Society, development, inequalities

1. Introduction

Education is a part of having knowledge, skills and information for development to change the society (Shukla, 1998). However, education is not just to get knowledge and information but also it's meant to say that how we use this knowledge and information in day to day life in our society. People are having so many degrees in their life but are they utilizing this degree in their real life or not. If their degree is not using in right way or their behaviors are not adjustable to other people then can we say that they are educated people or their education would be useful to change our society?

Today, our society needs "meaningful education for all" (Pradhan, 1999, p. 12) to develop and change the society. However, meaningful for what? Only meaningful education that is for having knowledge and information or these should start from self and that should be useful to change the behaviors of living people in the society.

Education is important for children to change and develop our society and nation (Bhattra, 2005) but the question is what kind of education that we are providing to the children so that children can change themselves and they can be a change maker in our society. Sen, (2000), says that capability is an education. However, this capability depends on person's attitude and behaviors in our day to day life.

Education is central to development and a key to attaining the millennium development goals (GoN, 2010) and it is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustainable economic growth. But in real practice, do we think that poverty, inequality, discrimination and other social problem are ending or reducing through this powerful education in Nepal or not?

1.1. Education act and development

The situation of education in Nepal is very poor due to Rana period. Their hegemony toward the people of Nepal and not wanted to see people educated in Nepal. The educational culture is dominating by teachers from past many years (Pangeni, 2016). However, teachers are key actors in our education system in Nepal and we have no option to develop with them.

According to the (CBS, 2012), there are about 34.1% people of Nepal are still illiterate and people are surviving as poor in Nepal is about 25.16 percentage (CBS, 2011). However, Nepal needs to develop in learning and teaching levels which are not rather than just having education level and certificate.

Education for all by 2015 claimed that it achieved 50 % improvement in adult literacy by 2015 (EFA, 2000), but due to weak monitoring and evaluation and duplication of other social organization government of Nepal is not able to fulfill and achieve the target points of EFA.

Amending Acts:

- | | |
|--------------------------------------|---|
| 1. Education (First Amendment) Act, | 2033 (1976) 2033/7/4
(20 Oct. 1976) |
| 2. Education (Second Amendment) | Act, 2036 (1979) 2036/8/5
(21 Nov. 1979) |
| 3. Education (Third Amendment) Act, | 2037 (1980) 2037/5/26
(11 Sept. 1980) |
| 4. Certain Nepali Act Amendment Act, | 2041 (1984) 2041/7/27
(12 Nov. 1984) |
| 5. Judicial Administration Reform | |

(Fourth Amendment) Act,	2043 (1986) 2043/7/24 (10 Nov. 1986)
6. Education (Fourth Amendment) Act,	2045 (1988) 2045/7/10 (26 Oct. 1988)
7. Education (Fifth Amendment) Act,	2049 (1992) 2049/7/13 (29 Oct. 1992)
8. Education (Sixth Amendment) Act,	2055 (1998) 2055/10/1 (15 Jan. 1999)
9. Education (Seventh Amendment) Act,	2058 (2001) 2058-10-25 (Feb. 7, 2002)
10. Education (Eight Amendment) Ordinance,	2060 (2004) 2060-10.14 (Jan. 28, 2004)

Source: (Naupane, 2004)

Then, with good program and policy introduced school sector reform program (SSRP) (GON, 2009) but it failed due to not pass the law from parliament. The School Sector Reform Plan (SSRP) is a plan and policy that included basic and secondary education such as Education for All (EFA), Secondary Education Support Programme (SESP), Community School Support Programme (CSSP) and Teacher Education Project (TEP) (GON, 2009). However SSRP was good but before going to practical field, it fail due to time period and now SSDP (School sector development program) introduced by ministry of education for national education development in Nepal (MOE, 2016). However, SSDP is developed based on SSRP and it is teacher's based program but in general this SSDP is a very good plan and policy that play a vital role in development of national education system.

2. A case study

I got a chance to visit the teaching hospital at Maharajung in Kathmanu. This hospital is a well known and one of the biggest hospital of Nepal where I stayed one night to take care of my admitted patient. There were other many patients admitted for treatment in this hospital. Just near to my bed, a patient was crying due to pain. One Nurse came near to her and scold such a badly that no one reacted to her; all are just observing and looking in that situation. Even I was shocked and surprised that why she behaved upon to patient? And became confused that A nurse for the patient or the patient for a nurse. I studied, knew and learned that a nurse is for helping and taking care of patients in the hospital and a nurse but the situation and incident was totally different in real field. After finishing study level of a target education, s/he would be qualified to be an educated person and become a nurse for helping people who need help.

In this case, can we say is she an educated person? Or she needs to re-test for nurse. If we see her style of behaving upon the patient, she is not able to be educated person and nurse in real practical field.

Only education level cannot define as an educated person but it defines from behaviors of people that how s/he is working and behaving with trustful, believable and emotional attachment among people in living society. So, we and government of Nepal should evaluate and monitor this situation and re think and re view on this existing situation.

3. Education practice in Nepal

Education act 2028(1971) was main act in Nepal and based on that education system was running with benefits of teachers and those people who worked for planning and making policy on education. Education was based on teacher's center and curriculum based. That's why students always had to memorize to pass out level of education.

Due modernization and globalization, people started to debate on this existing education system and after many year back people came with new views of child center and meaning education for all (Pradhan, 1999). However, education system was run through old act of 1971 and could not see vast change in school of Nepalese society. In 2000, educations for all (EFA) came and focus on education for by 2015 and Goal 1 of the EFA Dakar Framework for Action: "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children." (UNISCO, 2016) . Then some schools of government and private schools started with new concept based on child center and child friendly education in school.

School like Montessori, Pathsal Nepal, Rato Bangala etc came with child center and participatory concept in Nepal but still there are some school like Prasasi which top college of Nepal is going based on teacher's center and memorized based. However, people are learning student center, child friendly, friendly environment but different in real practice as learn from a case of nurse and patient.

The School Sector Reform Plan (2009-2015), providing support in capacity development towards improving access and retention of students in secondary education (GON, 2009). However, in real field many

schools are going with money earning concept and not rather than improvement of students. And these all are happening due to weak monitoring and implementing plan and policy from government of Nepal.

In Nepal, we have education act, policy, plan and vision but lack of behaviors among the people in our society. We have doctors, teachers, planners, leaders and so on but why education system is developing and functioning well in Nepal? Why people like doctors, teachers, planners, leaders and so on are not able to an educated person in real field of their day to day life as case of nurse and patient.

4. Conclusion

The traditional education is nearly end (Pangeni, 2016) and coming with new innovative ideas and concepts in education system in Nepal. Time and situation is changing day by day and people's life is desire and love new innovative concept and development. Learning of new things and gaining knowledge and skills are important but next important is how people react and behave to the people in society with these learning knowledge and skills. Education level from school is important but next compulsory quality is how you utilize and use with trustful in the field.

Education needs to focus on quality of behaving in real field not rather than quantity production of education level. Learning and teaching should be respectable, honesty, trustful and capabilities of sharing and learning behaviors and attitude to the people in society.

References

- Bhatrai, K. (2005). Working Children and education: Important of peace education. *Bal sarikar* , 18-21.
- CBS. (2012). *National Population and Housing Census 2011: National report*. Kathmandu: Government of Nepal.
- CBS. (2011). *Nepal living standards survey 2010/11*. Kathmandu: Central bureau of statistics.
- EFA. (2000). *Education For All (EFA)*. Retrieved 10 04, 2013, from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html>.
- GoN. (2010). *A Study on Internal Efficiency of Primary Education*. Kathmandu: Government of Nepal.
- GON. (2009). *School sector reform program 2009-2015*. Retrieved 10 04, 2013, from http://planipolis.iiep.unesco.org/upload/Nepal/Nepal_School_Sector_Reform_2009.pdf.
- MOE. (2016). *School sector development plan* . Retrieved 08 29, 2016, from <http://www.moe.gov.np/article/535/school-sector-development-plan.html>.
- Naupane, H. (2004). *Education act 2008 (1971)- Plan polics*. Retrieved 08 29, 2016, from http://planipolis.iiep.unesco.org/upload/Nepal/Nepal_Education_Act_1971.pdf.
- Pangeni, S. K. (2016). Open and Distance Learning: Cultural Practices in Nepal. *European Journal of Open, Distance and e-Learning* , 31-45.
- Pradhan, G. (1999). Ending child labour through a meaningful education. *Voice of child workers* , 10-12.
- Sen, A. (2000). *Development as freedom*. New Delhi: Oxford University press.
- Shukla, S. (1998). *Education, development and underdevelopment*. New Delhi: Sage publication.
- UNESCO. (2016). *Early childhood care and education (ECCE)*. Retrieved 08 29, 2016, from <http://www.unesco.org/new/en/kathmandu/education/strengthening-nepals-education-system/>.