

Deschooling Prospects and Its Practice in Nepal

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Abstract

The world is not developed as people want. Within that world, some countries are developed but still there are many countries which are developing like Nepal. A lot of people are coming and emerging with new ideas and thought and critically reflecting on action with learning about their culture. So, we need critical reflective models which will help learners where learners think critically as well as culturally (Saul, 2000). However, Deschooling is one extra idea and though came out for learning with critical aspect but the question is whether it could be start as real idea of deschooling prospect or needs to change and rethink for positive aspects of deschooling. So, this article is highlighted the issue of deschooling and its practice in Nepal and focus on existing questions like is this deschooling education can start with school or without school? What would happen when there is no school and how would it work in education without school for children.

1. Introduction

Education plays the major role to change the individual, family, community, society and education could be a tool or symbol of development which could transmit knowledge, skills and information to people. (Shukla, 1998; Sigdel & Maharjan, 2016; Pradhan, 1999; Bhattarai, 2005).. Without education, the society cannot be changed with new society. Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgment and well-developed wisdom (Sigdel & Maharjan, 2016). Education has as one of its fundamental aspects the imparting of culture from generation to generation.

Education means to draw out facilitating realization of self-potential and latent talents of an individual (Jha, 2008). Similarly, education is central to development and a key to attaining the millennium development goals (GoN, 2010). However, it is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustainable economic growth. Education includes all the ways in which one person deliberately tries to influence the behavior of another.

Behavior may include knowledge, skills, habits, values and attitudes (Pradhan, 1999). Parents educate children when they teach them to talk, to like and dislike thing and to behave in certain ways. Libraries and museums educate peoples by providing them with books and information in many fields of knowledge. Government educates people by passing laws that require people not to injure each other and to respect the property of others. A human society could not exist without education and an individual could not be a member of societies without being educated in the ways of that society that fact lead the level of life in any country rests upon the level of education of its people (Word bank, 1995).

2. Educational Situation in Nepal

Today's education seems like children are going to the school with carrying books as a labour (Jha, 2008). Teachers are just passing knowledge and information to the children to prepare SLC exam for their school prestige. Schools are just saying you are failed and passed, your parents cannot pay schools fee, giving a lot of homework to children, no fun and just do whatever teachers tell children and children feel that these are the walls in school. So, school children need the school without walls in school (Jha, 2008). However, education is developing with inclusive for children without walls in school but reasons like schools are just running with high profit income instead of giving good and quality education for children in school, the owners of schools are benefiting with high profit and teachers are being exploited economically as well as mentally and children and parents are getting nothings, schools are not developing based on student centered with freedom and without walls in school.

In Nepal, many ideas, thoughts and prospects are coming and changing with new prospects. We had education for only teaching, education for problem solving, and education with memorization. Now, we have been changed as inclusive education for all, education for sustainable development and deschooling without schools. Every year, The government of Nepal is providing and investing huge budget for teacher's training and trying to address backward community people based on caste, ethnicity, child labour, gender discrimination by its inclusive approach to develop education system in Nepal but still these new prospects are not improving in our education system due to many reasons like teachers are not interested to apply or lacking opportunity to apply, weak part of government in implementation, developing mentality of corruption, lacking to feel of nationality and sociality, political influence in education, poor access to resources and production, buttering system, kingship, caste discrimination and the main important thing is lacking monitoring and evaluation system

whether teachers are really applied the learning and teaching method or not.

A school education became a pre-requisite to employment in various important government positions and came to symbolize power and prestige (Bista, 1994). However, the position of government is very poor and private schools and even government schools are running with own style and education for children is becoming worst and learning negative aspects of globalization rather than localization. That's why, diversities are being at risk due to lack of promoting local aspect and resources and not thinking to use and apply the alternative education for children in schools.

Many alternative educations are developing according to the time and situation like education with free environment, education for sustainable development, education based on child center and deschooling with no formal education and education without school. Deschooling prospect is developed by Ivan Illich,(2008) says that all the education system should destroyed and make free for children, rejects traditional teachers center, against to stay with rules and regulations, feeling to stay at jail and product of factory and no schools for children. Deschooling is the beginning stage where you, and your children, get knowledge and skills without schooling about learning and life. Deschooling is based on an experience of children, the freedom of children, not being told by teachers, interest of children to bring new things, focus on really being with children, free time to continue for reading and learning without schooling.

Illich argued that a good education system should have three purpose as to provide all that want to learn with access to resources at any time in their lives, make it possible for all who want to share knowledge and to find those who want to learn and create opportunities for those who want to present an issues to the public to make their arguments known (Illich, 1973). However, many scholars and even I agreed on his three purposes which are inessential and making free to learn and the question is whether the school of Nepal can go with these three aspects of deschooling or not able to fulfill theses aspects.

Deschooling rejects the traditional teaching and learning process and method but the question is how the deschooling prospects could be use in Nepal. It might be a valuable tool for learning where children can learn and incorporate with creative ways of learning, exploring, and documenting, such as photography, poetry, story telling, nature journaling, and flower pressing without any tension. Children can study and learn more about the things by observation just through checking out library books, researching on the Internet, or watching a documentary with new areas.

With good points and quality of deschooling could be useful method which can be applied in the schools of Nepal where teaching and learning can be opened with making freedom of children, child center, free to think and do whatever children like in the schools. Many parents are fighting and working for their basic needs for survival due to poverty. According to Central Bureau of Statistics (CBS) 25. 16% people live below the poverty line and it is the decline in 5.7 percent in absolute poverty in between 2003-04 and 2009-10 (CBS, 2011). So, without schools for children could not be imagined a good education in Nepal.

Making school less environment, giving freedom for children, focus on child with new recreational could be developed within the schools but I disagreed on education for children without schools because Nepalese people are facing many other major problems like no electricity for teaching and learning, no water for drinking, highly expensive in buying goods and materials, highly cost in education, corruption in everywhere, political instability, feeling of no laws, highly effect of globalization and mainly parents have no time to take care of their children. Just saying let's them free for children is good but if there is no one behind to see or to take care of children then just imagine what would happen and what would they learn without school and teachers. That's why, schools should be change with good quality education and school environment, free from political influences and respect to each other (Bhattra, 2007).

Many scholars have debated on deschooling prospect of Ivan Illich with negative aspects as well as positive aspects. Gintis criticized Illich's views of explaining the problems of industrial capitalism with analyzing whole part of the system. According to him, issues like alienation in capitalist social and political structures could only be explained by studying the means of productions in the capitalist system and not by analyzing institutions used by capitalism to maintain its own structures. So, he could not accept that human linked to secular institutions like schools (Zaldivar, 2011). However, Gintis was one of the few intellectuals that rather than taking to understand the method a stand for or against schools, tried to understand the method of analysis of Illich's views. The ideas of Illich was not totally negatives but without schools could not be adjusted for many people and scholars. Without school, who will provide education for children? Where do children learn? When they teach and how they learned?

Many people stay in remote areas and have no any access to gain the knowledge. Many teaching materials and methods also guide to gain the knowledge and skills. So, schools should be there and within the schools could make homeschooling education with freedom for children. School is the place where children get and learn education. Homeschooling might work because children learn well with the helper and guidance of parents who know them well and care deeply about them.

Today's changing urban society and education are seem to be from deschooling prospects like Manteshory,

Ratobangala, Pathshala Nepal, schools with early childhood development which is running in government schools supported by mainly NGOs and INGOs where children are free to learn as they want. But cost for schooling is so high where middle and lower class cannot offer money for schooling. So, the government of Nepal should start the meaningful education with freedom for children where all the children can study with free education and could freely competition with others (Pradhan, 1999). Education cannot be useful unless it helps children to understand their circumstances. There are so many things often useless and nonsense taught to our children in today's educational system. This has to be properly reviewed by child centered and people concerned. Meaningful educations are not just helping children to understand and acquaint with the social realities, but imposing our knowledge over children (ibid). However, mostly we impose our knowledge over children which are just making force to children to learn by teachers. So, we have to develop child friendly education based on child centered where children can learn without tension and feel free for learning.

Education can be gain from different way from different places. The question is deschooling prospects could be used in Nepal or need to think alternative approach for learning and teaching with using positive ways of deschooling. Can these prospects save our diversity, nationality and sociality of the nation or it is just affect of globalization. Is these prospects promote the localization for using local resources mobilization or just reject it. So, we needs to use and address the quality meanings and good purpose of deschooling so that we could use local resources and save nationally, diversity and sociality in Nepal.

3. Challenges

We could develop alternative education as homeschooling for children with using qualities of deschooling in the schools but still we might have to face the problems on quality of instruction where education is depends on the attitude of the administration and the instructor, cost effectiveness whether middle and low class could offer or not, cost of technology whether it could be fulfill or not, the role of the technicians and teachers whether they could play based on child center or not, problems with placement whether we could manage places as desire of children or not, whether it could be design of instructor concerns and student concerns or not, how much we could reject the political influence and how much we could respect the social and cultural aspect through these prospects in Nepal.

4. Conclusion

We need to think and address the education based on child centered and interaction among the children. However, even it is true that education without schools is not possible in Nepal but we need to think through positive aspect that how school can be developed with family environment and child friendly environment where children can easily learns without fair within the school. We need to think some technical part and financial part for education in school where teachers would have more knowledge and information on schooling for children with good qualities of deschooling prospects in Nepal. Still, the question is whether to train past teachers for this school or to train for newly fresh teachers in school. The next question is whether to involve the children of their parents or just start without participation of their parents. Then, what can be done in school with freedom, homely and friendly environment for children and how can we fulfill educational materials, places, man power to take care for children and the part of monitoring system by government in running and functioning schools with good qualities of deschooling prospects within schools not without schools in Nepal. Children are not only child but they are for future of the nation. So, we need to think that schools should be targeted for children with interest of them, give free to study, make them happy and do not pressure and force them mentally as well as physically within school but not without school.

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