



## PRIMARY EDUCATION SOCIAL STUDIES CURRICULUM IN NEPAL: PROBLEM AND PROSPECTS

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### ABSTRACT

Social studies as a subject is one of the important subject in the field of primary education in Nepal. In the context of Nepal, the need of social studies was felt in the early 1950s. The present study is carried out in order to study the problem and prospective of primary education social studies curriculum in Nepal. Descriptive survey design has been used in present study. Utilizing a convenient sample, a total of 30 school teachers from primary schools participated in this study. The study group of the research consisted of the primary level social studies teachers who worked in Tikapur Municipality, Kailali, Nepal. The researcher constructed a questionnaire titled 'primary education social studies curriculum in Nepal: problem and prospect'. The questionnaire consisted of seven sections namely; curriculum dissemination of primary education curriculum; Philosophy of the primary level social studies curriculum; objectives of the primary level social studies curriculum; content of the primary level social studies curriculum; teaching learning of the social studies curriculum; assessment and evaluation of the social studies curriculum; and other common problems. Results of this study reveals that most of the primary school teachers rarely get opportunity to participate in the dissemination program. Similarly, philosophy of the primary education social studies curriculum is not clear and is not reflected in the educational materials and contents and objectives of the curriculum are also not seemed relevant, suitable and adequate from the different perspectives. Pedagogical practices lacks child centred perspectives. Last aspects of curriculum, assessment is not also suitable. It calls for further detailed study of the curriculum and needs improvement in the primary level social studies curriculum.

**KEYWORDS: SOCIAL STUDIES CURRICULUM, PRIMARY EDUCATION, OBJECTIVES, CONTENT, TEACHING ASSESSMENT.**

### INITIATION OF SOCIAL STUDIES CURRICULUM IN NEPAL

Social studies as a subject is one of the important subject in the field of primary education. In the context of Nepal, the need of social studies was felt in the early 1950s. The first education commission of Nepal named Nepal National Education Planning Commission (NNEPC) developed a primary education curriculum and kept social studies as a separate subject in the primary education curriculum (NNEPC, 1956). To meet the purposes and objectives of primary education the curriculum must be provided learning experiences in the common and compulsory for all children (NNEPC, 1956, p. 89). Social studies was one of them to introduce from the grade one to teach how mankind lives. The report has further clarified that social studies experiences should be centered on the social activities of mankind, especially those naturally engaged in by children. They should emphasize cooperative, constructive behavior among children and adults. They should develop desirable social attitudes that promote community living. They should promote understandings of their own and other cultures. They should develop appreciations of the democratic way of life and the responsibilities of democracy (NNEPC, 1956, p.90). The contents were proposed as: grade I-life in school and at home, grade II-life in the neighbourhood, grade III-life in the region-the valley, the hills, or the Terai, grade IV-life in

the other parts of Nepal and grade V-life in the outside of Nepal (College of Education, 1956). These themes provided for the gradual expansion of the child's vision from his immediate environment to as broad a world outlook as possible for them to comprehend. They move from the immediate to the remote, from the concrete to the more abstract. Further, that has capability of integrating bases for developing the skills of other subjects (CDC, 2003). Stated illustrations a study of life in the neighborhood offers opportunities to understand science, nature study, and health, and to practice skills by painting or drawing scenes of the village, by learning to use money, by speaking and writing about incidents observed in the village, and by reading stories of village life (CERID, 1997).

The report has further detailed the contents of the social studies based on the experiences those help young people to better understand and appreciate, and to practice, democratic relationships among mankind (CERID, 2005). In the primary level each student should be familiar with the political and economic geography of Nepal, Asia, and the rest of the world, the historical antecedents of Nepal and Asia, and significant phases of world history; the origin, meaning, and development of culture, and the culture of different people of the world; political forms and their origins; economics of trade, industry, agriculture, and commerce; the government of Nepal in detail, and general concepts of government in

other countries; community life in Nepal, social problems, religion, and other problems, that affect man's social life. Each student should develop skills in social research, meeting and solving problems, community survey, working cooperatively with others, parliamentary procedures, self-expression, self-analysis, and using maps, time lines, graphs, charts, pictorial display, etc. to receive and express ideas (**CERID, 2007**). The emphasis there was not on segmented bits of knowledge to be retained for possible future use, but on the immediate day to day, self-directed and purposeful behavior that enable youth to become independent, resourceful, useful members of adult society.

The National Education System Plan (NESP) in 1971-1976 of the His Majesty's Government of Nepal was the first structured curriculum designed to achieve the aims of education (**MOE, 1971**). NESP (1971-1976) had allocated 20 % of the weightage among the all at the class 1 to 3, of the total 650 marks, it was allocated 100 full marks. Similarly, from class 4 to 7 (lower secondary level) the social studies had been given weightage of 13 % or 100 full marks out of 1000 in total. However, at the secondary levels (class 8 to 10) the social studies was replaced with history and geography by 12 % weightage or 100 full marks out of 900 in total (**MOE, 1971**). The examination of existing primary school textbooks in 1988 and then revision in some of the lessons of the textbooks and their testing in the classroom situation by primary education project (1984-1992) led the Ministry of Education and Culture to undertake the task of Primary Curriculum renewal in 1990 (**CERID, 1992**). Primary education curriculum 1992, developed general objectives of primary education. Primary education curriculum 1992 has some specific features. Some of the features of this new curriculum are-identification of learning outcome at the end of primary cycle; determination of level wise and grade wise learning outcomes; integration of social studies, environmental science and health for grades one to three, and phasewise implementation of the curriculum (**Parajuli, 1999**). Higher Level National Education Commission (HLNEC) 1997, a study on the effectiveness of primary education curriculum 1998 and the different regional and national workshops of stakeholder on primary education curriculum pointed out insufficiency in primary education curriculum 1992. Thus, Primary Education Curriculum 1992 has been revised in 2003 and this revised curriculum was piloted in 50 schools of the 10 districts in Nepal. On the basis of the outcomes of piloting, a number of changes have been introduced in the curriculum again in 2005. The changes seem to have been made with the intention to reduce the content load and incorporating higher level objectives emphasizing behavioural changes. The Primary Education Curriculum 2005 has formulated six aims of primary education (**MOES, 2005**). In order to fulfill the general objectives Primary Education Curriculum 2005 has determined seven broad areas of contents for primary level social studies. These broad areas of contents are-me, my family and neighbour; our traditions, social problem; civic awareness; our earth;

our past, and our economic activities. These content areas are similar to the previous one (**Pyakurel, 2004**). A slight modification was made in the content areas which were made more specific and clear. But the number of content areas is remained the same.

The Primary Education Curriculum 2005 has developed a detailed outline of general objectives, contents, teaching learning methods and students' evaluation system for all subjects including primary level social studies. It has also determined the detailed outlines of contents as well scope and sequence of the contents (**CERID, 2008**). Regarding the teaching learning, it has given emphasis on the learning by doing and project method, but a detailed outline of teaching learning strategies has not been included in the curriculum. In the same manner, it has suggested for the continuous evaluation system but it lacks a detailed outline of the evaluation process (**CERID, 2005**). It was hoped that Primary Education Curriculum 2005 would be a relevant and progressive model of curriculum. But different studies criticized the curriculum on the several grounds. Different studies which are carried out at CERID indicate that content, pedagogical practices and students evaluation procedures are still unsatisfactory. Although PEC 2005 has made some changes in the prevailing primary education curriculum, intended learning outcomes are not specific, contents are not relevant and teaching learning and student evaluation procedures are unsatisfactory. It calls for further detailed study of primary level social studies curriculum in Nepal.

## PURPOSE AND OBJECTIVES

The purpose of the study is to analyze the problems experienced during the implementation process of the primary level social studies curriculum 2005.

## RESEARCH QUESTIONS

Answers to the following questions were sought:

- What are the common problems encountered during dissemination of the existing primary level social studies curriculum?
- What are the common problems encountered during the curriculum implementation process in relation to the basic elements of the curriculum?
- What are other major problems related to primary level social studies?

## LITERATURE REVIEW

Social studies often considered to be a dull and boring subjects (**Chiodo & Byford, 2006**). Not only do students perceive social studies to be dull, but they also fail to see the relevance of social studies to their everyday lives (**Schug, Todd & Beery, 1982; Shaughnessy & Haladyna, 1985**). Why is this? Is it because the content is truly dull and boring; or is it because the instructional methods utilized by the teacher do not engage and inspire students to learn social studies. **Shaughnessy & Haladyna (1985)** concluded that "It is the teacher who is key to what social

studies will be for the student. Instruction tends to be dominated by the lecture, textbook or worksheets.... and social studies does not inspire students to learn" (p. 694). **Siler (1998)** explained that teachers tend to use only one teaching style day after day, which denies students the opportunity of a variety of teaching techniques. **Ellis, Fouts, and Glenn (1992)**, stated that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning. However, research concludes that students have more interest in a topic when a variety of teaching methods are implemented (**Bonwell & Eisen, 1991; Chiodo & Byford, 2006; Byford & Russell, 2006; Mills & Durden, 1992; Slavin, 1994**).

The ability to use various techniques and methods for instruction is often neglected by educators. Teachers tend to have students participate in activities that do not encourage critical thinking, but instead encourage rote memorization of names, dates, & places. **VanSledright (2004)** explained "the common preoccupation with having students commit one fact after another to memory based on history textbook recitations and lectures does little to build capacity to think historically" (p.233). In addition, **Hoagland (2000)** observed that teachers need to connect the content to the individual interests of the students, thus increasing student interest in the content and actively engaging students in the learning process. This entails utilizing a variety of teaching techniques that help engage students in the learning process. Some examples of engaging instructional methods include cooperative learning, role playing, and technology (**Driscoll, 2005**). **Stahl (1994)** explains that using cooperative learning requires students to become active learners. Furthermore, Stahl (1994) believed that, "cooperative learning provides opportunities for students to learn, practice, and live the attitudes and behaviors that reflect the goals of social studies education" (p. 4-5).

Using various teaching techniques is considered by many a best practice, and numerous studies conclude positive results with regard to the use of various instructional methods. In this context, **Dow (1979)** concluded that direct observation, data gathering, reading, role-playing, constructing projects, and watching films are all excellent ways to provide students with new information. Using film to enhance social studies instruction has been found to be an effective instructional method (**Russell, 2007; Russell, 2008; Paris, 1997**). In 2006, researchers concluded that using simulations heightened student interest and increased understanding (**Russell & Byford, 2006**). As well, researchers have found that the discussion method is a valuable method for teaching social studies (**Harwood & Hahn, 1990; Byford & Russell, 2007**). In 2006, researchers concluded that 85% of the 8th grade teachers who participated in the study (n=350) used whole class presentation (lecture) as a method of instruction. As well, the researchers concluded that 64% of teachers had students read in textbooks and 54% had students complete a worksheet as part of the class activities (**Leming, Ellington, & Schug, 2006**). This data exemplifies that teachers utilize lecture-based instruction and

non-engaging activities despite numerous research findings.

## METHOD

### RESEARCH DESIGN

This research study utilized a survey method as described by **Creswell (2005)**. The design was appropriate because it is useful in establishing the nature of existing situation and current conditions and also in analyzing such situations and conditions. It enabled the researcher to collect data from primary school teachers in order to identify their perceptions on various aspects of primary level social studies curriculum.

### STUDY GROUP

In this study, thirty teachers (T1, T2 and T30) participated in this study who are teaching social studies at primary schools. Convenient sampling was used in this study. The researchers chose to use these school for the study because the results of research conducted can be more easily generalized to other schools in the other part the nation. Meaning, the teachers in these schools represent a population typical of other schools found throughout the nation. The study group of the research consisted of the primary level social studies teachers who worked in Tikapur Municipality, Kailali, Nepal. 30 teachers were selected as sample and out of them, nineteen of them were male and eleven of them were female.

### INSTRUMENT

The researcher constructed a questionnaire titled 'Primary Level Social Studies Curriculum in Nepal: Problem and Prospect'. The questionnaire consisted of seven sections namely; curriculum dissemination of primary education curriculum; Philosophy of the primary level social studies curriculum; objectives of the primary level social studies curriculum; content of the primary level social studies curriculum; teaching learning of the social studies curriculum; assessment and evaluation of the social studies curriculum; and other common problems.

### VALIDITY AND RELIABILITY OF QUESTIONNAIRE

Two experts of social studies curriculum, Tribhuvan University validated the Instrument. They made some corrections which were affected in the final copy of the instrument. The reliability of the instrument was also ensured through trial testing. The researcher personally administered the instrument. The test-re-test method was used to ascertain the reliability of the questionnaire items. This involved administering the copies of the questionnaire on five primary level social studies teachers in Tikapur Municipality, Kailali, Nepal which were, not included in the final study. After one week, the same questionnaire was re-administered on the same respondents. Pearson Product Moment Correlation was used to correlate the two sets of scores. A reliability coefficient of 0.85 was obtained and considered satisfactory for the study.

## METHOD OF QUESTIONNAIRE COLLECTION

Four research assistants helped the researcher in administering copies of the questionnaire to the participants. They retrieved the questionnaire copies after the teachers filled them. The distribution and collection lasted for three weeks, at the end of which all the copies (100%) were collected back.

## FINDINGS

This section presents views and sentiments of teacher on their perceptions about determinants that should be used in curriculum choice for preparing secondary school teacher education curriculum. We first

present the views of student teachers and then of teacher educators before subsequently making a discussion of the findings.

## CURRICULUM DISSEMINATION OF PRIMARY EDUCATION CURRICULUM

Curriculum dissemination is one of the vital process in the curriculum development process. After finalization of the curriculum, the draft curriculum comes into effect and it needs dissemination. In this regards, participants' opinion regarding primary level social studies curriculum dissemination are summarized in the table 1.

**TABLE 1**

### OPINION OF RESPONDENTS ON PROBLEMS CONCERNING THE PREPARATION STAGE OF THE CURRICULUM

**N=30**

Themes	Sub-themes	F
Information about dissemination	curriculum development center official informed us	4
	our school informed us	7
	I knew from my peers	6
	I did not know about dissemination programme	13
Dissemination process	dissemination programme was satisfactory	9
	inadequacy of the time and duration of orientation	6
	lack of well-trained facilitators	3
	lack of adequate contents	6
	dissemination process was not satisfactory	6
Coverage of the objectives, contents, teaching learning and students evaluation	coverage of the all elements	8
	presentation of the facilitators is inadequate	12
	orientation was not fruitful to the teachers	10
Piloting process	piloting process is unsatisfactory	12
	piloting process is not satisfactory	18

In Table 1, teachers' opinions about the problems they encounter in the dissemination of the primary level social studies curriculum 2005 are presented. Under the theme of Information about dissemination teachers (6) mentioned that they knew about the dissemination programme from their peers. Accordingly 6 teachers mentioned that their schools informed about the dissemination programmes. Regarding the dissemination process, most of the teachers were not satisfied. Only 9 teachers were satisfied with dissemination programmes. Teachers think that the curriculum's dissemination was inadequate, and the time of dissemination was not enough to understand a new conception and construction before the primary level social studies curriculum 2005 was put into effect. In this regard, a quotation from a teacher's statements is presented below. Accordingly, most of the respondents mentioned that coverage of the contents were also insufficient and piloting process was also not satisfactory.

One participants said,

*The period of dissemination orientation programme was very short. On the other hand, dissemination was based on the lecture. Thus, most of the questions were not answered by the trainers. All most all contents were not covered in the dissemination. Actually, this orientation programme should be based on the needs of the participants. But orientation was based on the CDC and facilitators. In short, dissemination was not effective (T4).*

The teachers stating their opinions about the problem encountered during the piloting process of the 2005 social studies curriculum mainly emphasized the shortness of the piloting period and lack of feedbacks from teachers. In this connection, a quotation from a teacher's statements is given below.

*Within only one year, the piloting process was completed without complete understanding of what it is. Some certain feedbacks should have been taken from teachers. Not only from the schools where the*

*piloting was conducted, but also from some other village schools feedbacks should have been collected. (T8)*

Curriculum dissemination is one of the vital aspects of the curriculum development and implementation process. When curriculum is developed it is necessary to test it field in order to find out whether there is any defect in the curriculum or not. The revised curriculum was disseminated through various approaches depending upon the target group. Seminars were conducted for planners, educators, politicians, and others (CERID, 1994). Print and electronic media were also used by way of orienting the general public. Six days training/orientation programmes were conducted for

head teachers and teachers of all the schools in Nepal. Over 36000 head teachers and primary schools teachers participated in 1993 and additional 18,000 teachers did so in 1994. During the training/orientation schedule, emphasize was given to grades I (1993) and grade II (1994) (CERID, 1994).

### PHILOSOPHY OF THE PRIMARY LEVEL SOCIAL STUDIES CURRICULUM

Curriculum is based on the philosophy of education. Thus, philosophy is the basis of education as well as curriculum. The opinions of teachers on the philosophy of primary education social studies curriculum 2005 has been presented below:

**TABLE 2**

#### OPINION OF RESPONDENTS ON THE PHILOSOPHY OF PRIMARY EDUCATION SOCIAL STUDIES CURRICULUM

N=30

Themes	Sub-themes	F
	philosophy of social studies is not mentioned in the curriculum	11
Philosophy of the Curriculum	Nepalese society has traditional belief, social norms and values and it conflict with the child centered teaching	9
	Nepalese society is not ready for the child centered approach	8
	I do not know	2

As seen in Table 2, a majority of the respondents (11) think that philosophy of social studies is not mentioned in the curriculum. Similarly, teachers (9) think that the Nepalese society is not ready for the child centered teaching and participants (12) comments that Nepalese society has traditional belief and it could not adopt modern philosophy.

A quotation from a teacher's statements about philosophy of the curriculum is presented below.

*If it could be implemented, the child centered teaching would be nice but it cannot. As a society, we are not ready for child centered. It should not be from top to bottom rather from bottom to top. I do not think that it is successful. Neither parents nor students, schools and the society are ready for this system. This is a system built on unsound grounds. This is too sophisticated for our country, not realistic (T18).*

Regarding the child centered teaching, a quotation of a teacher is given below:

**TABLE 3**

#### OPINION OF RESPONDENTS ON OBJECTIVES OF THE PRIMARY EDUCATION OF SOCIAL STUDIES CURRICULUM

N=30

Themes	Sub-themes	F
Specific objectives of primary education social studies curriculum :	related to general objective of primary education	22
	stated clearly	20
	appropriate and attainable	16
	important for further learning	11

*The curriculum is good in general; yet, as the infrastructure was not prepared well, some difficulties are experienced in its implementation. There are many positive sides of primary level social studies curriculum. But it is very difficult to implement child centered philosophy in the context of Nepal (T14).*

### OBJECTIVES OF THE PRIMARY LEVEL SOCIAL STUDIES CURRICULUM

Objective is one of the important elements of the curriculum. At the same time, other elements of the curriculum of the curriculum are based on the objectives of the curriculum. Contents are instrumented on the basis of objectives. Accordingly, teaching learning process, and assessment procedures are also designed on basis of the objectives. Thus, objectives are backbones of the whole educational process. Opinions on the suitability and adequacy of the objectives of the primary level social studies curriculum has been presented in the table-3:

	are not measurable	10
	do not comply with the level of students	18
	are not suitable for the conditions of the region	19
	are either unrelated to or incompliant with the other elements	21
	are not related to daily life, students' interests and needs	19
	are not accomplishable	22
	are not understandable	12
	do not meet the expectations of the society	22
	are not adequate and sufficient	17
	are not sequenced properly and scope also not appropriate	23

When Table 3 is examined, it is seen that the theme of specific objective of primary education objectives has fourteen sub-themes and teachers criticized most of characteristics of the objectives that the objectives are not measurable, the scope of the objectives is not clear, they are not suitable for the conditions and so on. In this respect, one participants complained:

*All the objectives are developed considering the level of students attending schools in developed major cities such as Kathmandu, Bhaktapur and Lalitpur. They must be renewed considering the levels of students from all districts, province and various regions of the country (T24).*

Most of the participants of the present study complained that the numbers of objectives are not adequate and there is no resemblance between the levelwise objective of primary education and contents of primary level social studies curriculum. Accordingly the scope of the objective is not clear. Thus, there is mismatch between scope of the contents and objectives of social studies curriculum. One of the participant comments:

*All the objectives are satisfactory in general. But there is mismatch various levels objectives i.e. national goals of education, general objectives of primary education, levelwise objectives and contents, teaching learning activities designed in the curriculum and assessment procedures. Thus,*

*there is room for the improvement in the primary level social studies curriculum (T22).*

Another participant comments:

*There is not relationship some between objectives and contents, because some objectives are not covered in the in the lessons. Accordingly most of the objectives are related to cognitive domains. Objectives from affective and psychomotor domain are not included in the social studies curriculum (T3).*

Another participant comments:

*Curriculum developers did not consider the scope of some objectives while they developed the objectives of the primary level social studies curriculum because scope of some objectives is not suitable and relevant. Lesson of such types of objectives are presented in detail while objective do not need detailed study of the contents (T11).*

## CONTENT OF THE PRIMARY LEVEL SOCIAL STUDIES CURRICULUM

Contents plays vital role in the classroom delivery process. In order to make curriculum more functional and relevant, the contents of curriculum should be up-to-date and relevant. Accordingly, vertical and horizontal organization of the contents should suitable. Opinions of the participants on the theme of the content and its sub-themes are presented in Table 4.

**TABLE 4**

**OPINION OF RESPONDENTS ON CONTENT OF THE PRIMARY EDUCATION SOCIAL STUDIES CURRICULUM**  
**N=30**

Themes	Sub-themes	F
Contents of primary education social studies curriculum :	relevant to objectives/Contents related to instructional objectives	14
	are up to date	18
	relevant to the child and his environment	12
	are suitable from the perspective of organizational structures	15
	reinforced to pupils' learning	14
	connected each other	11
	are psychologically suitable	18

	are reliable and valid	11
	accurate and suitable form the perspectives of language	17

Table 4 shows that most of the respondents are satisfied with the contents instrumented in the existing primary education curriculum. Respondents complained that sequence, continuity, integration of the contents and subject matters is not scientific and logical. They further mentioned that vertical and horizontal organization is not satisfactory. In the same context, one participant says:

*Most of the contents are not suitable for some regions of the country. For example, most of the contents are related to urban areas. Accordingly, some topics are not related to the children's day to day life. Similarly, children's needs, interest and aspiration is not considered while selecting the contents of primary level social studies curriculum (T1).*

Another teacher comment:

*Presentation of the contents is not suitable. Some of the contents are superficial they need for further detailed explanation and some topics are unnecessarily detailed. This situation make children's bore to learn the contents (T14).*

A quotation from a teacher's statements about the five most frequently mentioned sub-themes of the theme of content is presented below.

*Class hours are not enough and the topics are too comprehensive. It is very difficult to cover all the topics within the given time. In order to keep up*

*with the syllabus we have to teach the topics superficially. In the exams, on the other hand, students encounter questions requiring details (T16).*

Another teacher comment:

*Most of the contents of primary level social studies curriculum are not successful in fostering critical thinking in the children. Such types of contents are based on the rote learning. Actually they are creating obstacle in the developing critical thinking in children (T21).*

Another teacher comment:

*In my opinion, most of the contents do not represent the children's own social and cultural norms and values. Thus, children do not take ownership of such types of contents. They are very far from the life of the real life of the children who are reading these norms and values. There is urgent need of the local contents (T23).*

## TEACHING LEARNING OF THE SOCIAL STUDIES CURRICULUM

A good curriculum outlines suitable and relevant teaching learning strategies. Teaching learning strategies should be based on the objective formulated and contents instrumented in the curriculum. Participants of the present study provide the following opinions regarding the existing teaching learning process:

**TABLE 5**  
**OPINION OF RESPONDENTS ON CLASSROOM DELIVERY**  
**N=30**

Themes	Sub-themes	F
Teaching learning process	adequate, sufficient, relevant	16
	Unsatisfactory	19
Availability of physical conditions	lack of physical infrastructure	18
	lack of playground and other infrastructures	14
Availability of course materials	availability of course materials	17
	lack of course materials	21

As seen in Table 5, majority of the teachers mentioned that the teaching learning process designed in the existing primary level social studies curriculum is not adequate. There is lack of suitable and relevant teaching learning strategies in the primary level social studies curriculum. In this respect, one participant provide following comment:

*Actually existing primary level social studies curriculum does not design teaching learning strategies for each lesson. Curriculum only recommends child centered teaching learning strategies. But detailed outline of the strategies are*

*designed in the curriculum. Only the names of the teaching methods are not sufficient for primary level teachers. They need clear and detailed outlines of teaching learning procedures (T23).*

Similarly most of teachers indicate that there is lack of infrastructure to implement the curriculum successfully. Existing primary level social studies curriculum adopts child centered approach. It needs more diversity of course materials but most primary schools do not have. Most of the primary schools are under lower socio-economic structure. In this respect one participant says:

*Most of primary classrooms are crowded and students' levels are different. The classroom arrangement is not suitable for the child centered teaching learning. There is lack of sufficient space to conduct child centered activities. There is also lack of materials. On the other hand, most of the teaching are also not trained on child centered teaching (T29).*

Another participant comment on the teaching learning as follow:

*It is difficult to implement this curriculum in rural areas. In rural areas, there is lack of qualified and trained teacher. Most of the teachers have passed SLC only. There are not familiar with the child centered teaching strategies. In order to implement the child centered teaching they need more training and orientation on child centered philosophy (T27).*

Teachers stated that they felt not competent enough at some subjects while implementing the curriculum. Under the theme of teacher competency, the

most commonly mentioned sub-theme is lack of knowledge and experience and then lack of educational support. A teacher's opinions about teacher competency are given below.

*I have been teaching in this curriculum for nearly seven years. This curriculum requires me to use modern methods and technologies; but nobody asks me whether I know or can implement these. To overcome this problem, my colleagues and I wanted in-service training but nothing has happened so far (T26).*

## ASSESSMENT AND EVALUATION OF THE SOCIAL STUDIES CURRICULUM

Most of teachers do not think that assessment is not a part of curriculum. Assessment is also crucial as objectives, contents and teaching learning. Without effective assessment of the learner, teaching learning could not be complete. Participants' opinions on problems encountered while evaluating students were mentioned in Table 6.

**TABLE 6**

### OPINION OF RESPONDENTS ON ASSESSMENT AND EVALUATION OF THE CURRICULUM

**N=30**

Themes	Sub-themes	F
Assessment (CAS)	need a lot of time	22
	need competent and qualified teacher	21
	lack of physical conditions	12
	needs a large number of assessment and evaluation instrument	20
	needs a small group of students	11

A teacher's opinions about the problems experienced in relation to the assessment and evaluation element of the curriculum are presented below. One participant says:

*Primary education curriculum adopts continuous Assessment System (CAS). I am not clear continuous assessment system. In fact, I do not much know what to do. I do not know how to do. And I do not know how to use what. This is not only my problem; while talking to my colleagues I also realize that they do not know either (T3).*

Another participant

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Another participant

*Continuous assessment needs a lot of time. It also needs competent and qualified teachers in order to*

*implement continuous assessment system in primary schools. At the same time, there are lack physical conditions in primary schools in order to implement CAS. Accordingly, CAS needs a large number of assessment tools and activities. Thus, it is very difficult to implement CAS in primary schools in Nepal (T9).*

## OTHER COMMON PROBLEMS

Stakeholders play key roles in the implementation of the curriculum. Stakeholders (parents) are regarded as the first agency of the education. In order to make primary education more qualitative, suitable, and competitive, its curriculum must be relevant to the needs, interests and aspiration of parents' as well as society. A curriculum is relevant only if it can incorporate people's expectations from education. Accordingly, to make education useful to people, it is necessary to find out, at first, the kind of perceptions, attitudes, and expectations that the parents hold towards education. Stakeholders can offer suggestions and encouragement for changes and provide support when changes are introduced in education system. Teachers mentioned stakeholder-related problems are presented in Table 7.

TABLE 7

## THE OTHER PROBLEMS EXPERIENCED IN THE IMPLEMENTATION OF THE CURRICULUM

N=30

Themes	Sub-themes	F
Student competency	lack of basic knowledge and experience	19
	lack of basic skills to learn something	17
	lack of parental motivation	22
	lack of educational support	21
	lack of developmental level of children	23
Administrator competency	lack of experience	16
	lack of qualified and competent administrators	18
	attitudes and behaviours towards teachers	21
Parent competency	parental attitude towards children	14
	parental attitude towards education	18
	parents' education level	22
	parents' economic condition	24

Students' previous knowledge and experience is also important aspect in the teaching learning process. Students themselves should have the sufficient experience in the contents in the effective learning process. Children should have minimum knowledge and experience to learn the selected subject matters by the curriculum. Accordingly children should have the minimum skills to learn selected the knowledge and experiences. In this respect one participant says:

*In the new curriculum, the main purpose is to teach students how to reach information rather than directly transmitting it to them; yet, our students are not good at reaching information; thus, they cannot reach and construct information rather they use information of others (T7).*

Most of the teachers still emphasize on the rote learning and their teaching process is based on the paraphrase. They oppose the active participation of the child in the teaching learning process. A teacher comments says:

*The major aim of the teaching learning should be learning to learn. But most of the primary school teachers prefer rote learning rather than construction of knowledge (T4).*

A teacher's opinions is:

*As school head teachers are untrained and lack experience, they are unwilling and unenthusiastic. High majority of them do not understand human psychology and they are short of pedagogical knowledge (T13).*

Most of the participants comments about parental competency as well. In this regard, a teacher's opinions are given below.

*Some parents are indifferent to their students and*

*this not only affects their achievement but also behaviours. In this regard, parental support is of great importance. For the future of their children, parents should attach greater importance to their children's education (T27).*

## RESULTS AND DISCUSSION

After finalization of the curriculum draft, curriculum dissemination programme is organized in order to provide necessary information, new introduced in the curriculum and major features of the new curriculum. Thus, dissemination can affect the whole curriculum implementation process. On the hand, participants can be benefited by the dissemination programme from various points of view. According to the findings of this research, curriculum dissemination was not effective because period of duration was very short, trainer were not experienced and well qualified, and contents of the curriculum were not covered in dissemination. Other various studies support this finding. Lessons learned from successful dissemination of curriculum programs include involvement of stakeholders throughout the process, use of dissemination strategies informed by a priori audience analysis, adequate training, and use of interpersonal channels for communication. Effective dissemination requires conscious and active effort to transferring knowledge and programs from researchers and developers to potential end users. This fact clearly indicates that dissemination should be effective for effective implementation of the primary level social studies curriculum. In the dissemination program of the curriculum, it is seen that the teachers meet the problems with philosophy, objectives, content, teaching-learning process and assessment and evaluation of the curriculum.

The philosophy of the existing primary education curriculum conflicts with traditional norms, values and ideology of the Nepalese society. Existing primary

education curriculum 2005 adopts the philosophy which emphasis on the child centered education. But Nepalese society has still traditional belief, social norms and values. It indicates that Nepalese society is not ready for the child centered education approach and Nepalese society is not ready for the implementation of the child centered teaching. In this regards, *Dewey (1938)* points out that philosophy is the general principle of education and that education is the laboratory of education. Philosophy plays an important role in deciding the aims of education, teaching content and organisation. Hence, its impact on curriculum design cannot be over emphasised. Dewey stresses that education should equip children with the ability to solve social problems to promote their growth. It is important that they develop continuously to meet the ever-increasing challenges of the world. In accordance with this, Dewey deems it necessary to design a curriculum based on children's experiences and let children be involved in interesting and challenging problems. This is the basis of curriculum design even at tertiary level because curriculum has to address the needs of students and society. In the primary education curriculum 2005, there has been a fundamental shift from traditional educational philosophy towards modern educational philosophy. The change in the philosophy of the program has led to changes in many aspects, such as influencing all elements of the curriculum, organizing learning environments according to child centered teaching, attaching importance to thinking skills and problem solving, using active learning methods and alternative assessment techniques. For this reason, such a comprehensive change may have created resistance to change and innovation in teachers who are practitioners of the curriculum.

Teachers indicate that the curriculum's philosophy is not appropriate to Nepalese society, it is not possible to implement of the curriculum to all schools in Nepal. Child centered teaching learning environments are rich media in terms of authentic materials that emphasize individualism, give students responsibility for their own learning and direct students to research, and consider individual differences The collective structure of the Nepalese society may have made it difficult to implement a curriculum with individualistic understanding. Various studies showed big differences in the educational conditions in Nepal and stated that a unique curriculum cannot be for everyone. However, in the existing primary education curriculum, an understanding has been adopted that thinking and problem-solving skills are taken into account and that it is important to use and interpret knowledge instead of having knowledge. However, the philosophy of the central examination system and the incompatibility of the philosophy of the curriculum may have adversely affected the implementation of the curriculum.

When the opinions of the teachers on objectives of the curriculum are examined, it is found out that that formulation of objectives is not based on the basic principles of objectives formulation and the structure of

the Nepalese society and regional differences are not taken into consideration. In addition, it is thought that teachers evaluate the objectives according to the previous curriculum. Two problems can be attributed to the teachers' problems regarding the objectives of the curriculum. First, the curriculum's objectives should be based on needs analysis and philosophy of education. From the teachers' viewpoint, it can be considered that it was not conducted a proper needs analysis and that the new educational philosophy is not well understood by curriculum developers. Secondly, other items of the curriculum are shaped according to the objectives. In addition, it can be said that attention is not paid to the principles that should be paid attention to in writing objectives, and structural and formal principles are not taken into account in selecting content.

Opinions on the contents of the curriculum reveal the existence of formal and structural incompatibilities in the content. Regarding the contents of primary level social studies curriculum, majority of the participants blamed that there is urgent need of localization of the contents. Most of the contents do not represent the rural areas, their geographical features and physical conditions. Contents should represent the local aspects and regional features. Another problem related to the contents of primary level social studies curriculum is presentation of contents. Participants complained that some contents are in detailed while other contents are lack detailed presentation.

Most of the participants complain that primary level social studies curriculum recommends the child centered teaching learning. But detailed child centered teaching learning strategies are provided in the curriculum. Accordingly, participants express their view that same teacher, same contents, same environment and same teaching learning activities cannot foster critical thinking in the children. This types of teaching learning affect the all-round development of the children. On the other hand, teachers indicated that inadequate equipment and infrastructures of the schools, and crowded classes had problems in implementing the curriculum. Problems related to the teaching-learning process the fact that an effective and planned preparation period has not been implemented before spreading the curriculum, as mentioned at the beginning, the teachers are creating a resistance to the curriculum, because of the lack of the necessary facilities for the understanding and adoption of the child centered teaching.

According to the teacher's opinion on the assessment and evaluation process of the curriculum, it is understood that the teachers do not want to apply the measurement instruments prepared according to the new philosophy of the curriculum or Continuous Assessment System (CAS) because of not being experts on CAS and contradiction of the measurement instruments. If the philosophy of a curriculum is not internalized, it is thought that there are problems in applying all the items of the curriculum. As a result, it can be considered that the teachers cannot adapt the test instruments designed according to the CAS to their

own classes. It is not possible for children who are prepared according to the child centered teaching to be successful from the purely knowledge-based assessment system, because the conceptual knowledge, thinking skills and problem-solving concepts are at the forefront. For this reason, it can be said that the new curriculum has made it difficult for teachers, students and parents to adapt. Teachers do not break from the old curriculum. In addition, while teachers are acting according to the new curriculum, they are feeling anxiety to prepare the report of Continuous Assessment System.

Other problems are observed regarding primary education social studies curriculum. It is found out that children lacks previous knowledge and experiences to learn new contents. Children's have not minimum level of learning and previous experiences to learn prescribed lesson for them. Students' maturity level is also another factor which affects the implementation of primary level social studies curriculum. Another aspect related to curriculum implementation of primary level social studies curriculum is educational administration. Most of the administrators lack experience in successful implementation of curriculum and attitude of administrators is also not positive towards implementation of curriculum. Accordingly the inadequacy of the administrators in supporting the teachers and the socio-economic problems of the students are some of them. In the implementation of the primary level social studies curriculum 2005, teachers stated that they did not have the necessary educational support in the regard that they did not have sufficient knowledge and skills regarding the curriculum. In the primary education curriculum 2005, teachers need more than ever to be supported by school administrators and parents. However, it can be argued that school administrators lack the knowledge and experience to guide teachers adequately and that negative attitudes lead teachers to take responsibility for the program alone.

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