



AMC Journal

Link : <https://doi.org/10.3126/amcj.v4i1.63833>

ISSN: 2717-4808 (Print), 2738-9987 (Online)

Research Management Cell
Adarsha Multiple Campus

Revisiting Basic School Social Studies and Human Value Education Curriculum in Nepal

Dr. Rajendra Kumar Shah*

Abstract

Social studies were already taught in schools in Nepal, and the contents of human values education have recently been incorporated into social studies. In the context of Nepal, this subject is completely new and it is necessary to study whether the implementation of the Basic School social studies and human value education curriculum including learning outcomes, content, teaching methods, and assessment procedures of this subject is effective. For this purpose, a mixed method has been used in this study. First of all, data and information were collected using a survey questionnaire. Thus, this study can be termed as a descriptive survey method. Secondly, an in-depth interview was also conducted to explore the perceptions of the respondents. Thus, this study may be termed a general qualitative method. Convenient sampling was used as a sampling procedure. Thirty social studies and human value education teachers from Basic Schools were selected as samples in this study. The findings of the present study reveal that there is a big gap between the philosophy of social studies and human values education curriculum and the social norms, values, and culture of Nepali society. Therefore, it is challenging to implement this curriculum effectively. Similarly, in the dissemination of the curriculum, the concept of the new curriculum has not been reached to all the teachers across the country. The findings of the present study further indicated that the learning outcomes, contents, and pedagogical practices of the curriculum should be improved. Last but not least, the role of parents, stakeholders, and students is crucial in the implementation of the Basic School social studies and human value education curriculum.

* Dr. Rajendra Kumar Shah is an associate professor at Sanothimi Campus, Tribhuvan University. Email: drrajendrakumarshah@gmail.com

Keywords: Basic Education, Social Studies, and Human Value Education Curriculum, objectives, content, teaching-learning, assessment

Introduction

Social studies and human value education curriculum as a subject is one of the important subjects in the field of primary education. In the context of Nepal, the need for social studies was felt in the early 1950s. The first education commission -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 provide learning experiences in the common and compulsory for all children (College of Education, 1956). Social studies was one of them to introduce from 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 and constructive behaviors among children and adults. They should develop desirable social attitudes that promote community living. They should promote understanding of their own and other cultures. 'They should develop an appreciation of the democratic way of life and the responsibilities of democracy' (NNEPC, 1956). The contents were proposed as: grade one-life in school and at home; grade two-life in the neighbourhood; grade three-life in the region - valley; the hills, or the Terai; grade four-life in the other parts of Nepal and grade five-life 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 the 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 (CERID, 2005) mentioned that the contents of the social studies based on the experiences help young people to better understand and appreciate, and to practice, democratic relationships among mankind. The report further mentioned that at the primary level, each student should be familiar with the political and economic geography of Nepal, Asia, and the rest of the world. Accordingly, the report stated that other contents such as the historical antecedents of Nepal and Asia, significant phases of world

history; the origin, meaning, and development of culture, and the culture of different people of the world could be incorporated into the curriculum of social studies. At the same time, 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 are also suitable subject matters which could be included in the curriculum. 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, timelines, 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 enables 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 in 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) 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 Education Curriculum renewal in 1990 (*CERID, 1992*). The curriculum of 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 outcomes at the end of a 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 stakeholders on primary education curriculum pointed out insufficiency in primary education curriculum 1992. Thus, the Primary Education Curriculum 1992 was 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, several

changes have been introduced in the curriculum again in 2005. The changes seem to have been made to reduce the content load and incorporate higher-level objectives emphasizing behavioural changes. The Primary Education Curriculum 2005 has formulated six aims of primary education (*MOES, 2005*). To fulfill the general objectives Primary Education Curriculum 2005 has determined seven broad areas of content for primary-level social studies. These broad areas of content are me, my family, and my neighbour; our traditions, social problems; 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 clearer. But the number of content areas remains 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 teaching-learning, it has emphasized 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 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. However, different studies criticized the curriculum on several grounds. Different studies which are carried out at CERID indicate that content, pedagogical practices, and student evaluation procedures are still unsatisfactory. Although Primary Education Curriculum 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 the primary-level social studies curriculum in Nepal.

According to the suggestions given by the National Curriculum Framework for School Education 2076 B.S., the curriculum of school education was changed and implemented gradually. At the same time, the Basic Education social studies and human value education curriculum was developed and implemented in various grades. In addition to the framework of all subjects of school education, it has also recommended various aspects such as visions of school education, national purpose of education, competencies of school education, curriculum content, teaching method, assessment procedures, etc. Since social studies and human value education have been implemented at the Basic schools in Nepal, it is very important to study and about this curriculum. Therefore, this research has been conducted to study the curriculum of social studies and human values education implemented from classes VI to VIII.

Objective of the Study

The main objective of this study is to analyze the major problems found in the effective implementation of the Basic Education social studies and value education curriculum.

Central Research Question

The central research question of the present article is: What major problems have been encountered during the implementation of the Basic Education social studies and human value education curriculum in Nepal?

Research Questions

Answers to the following questions were sought:

- What are the major problems encountered while disseminating the basic education social studies and human value education curriculum in Nepal?
- What are the main problems faced with the elements of this curriculum while implementing the basic education social studies and human value education curriculum?
- What are the other problems related to the curriculum of this subject?

Literature Review

Social Studies and Human Value Education are often considered to be dull and boring subjects (*Chiodo & Byford, 2006*). Not only do students perceive social studies and human value education 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 dull; 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, several researchers concluded 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 about 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 is 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 presentations (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.

Methods and Procedures

The research methods, procedures, and tools used in this study are presented in the following sections.

Information was collected by developing a questionnaire for the Basic school social studies and human value education teachers of this study. However, the data and information collected in this method was not enough. Therefore, an in-depth interview

was also conducted with those teachers. A mixed method of research was adopted in this study. For this purpose, first of all, 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 situations and current conditions and also in analyzing such situations and conditions. It enabled the researcher to collect data from Basic School teachers to identify their perceptions on various aspects of Basic Education social studies and human value education curriculum. Thus, this study can be termed as a descriptive survey. Secondly, an in-depth interview was also conducted to know the perceptions of the teachers on the Basic education social studies and human education curriculum, and a detailed view of the participants is presented in the form of quotations. Thus, this study may be termed a general qualitative method.

Utilizing a convenient sample, a total of 30 social studies and human value education teachers from Basic Schools participated in this study. The researchers chose to use these schools for the study because the results of the research conducted can be more easily generalized to other schools in other parts of the nation. Meaning, that 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 Basic School social studies and human value education teachers who worked in Madhyapur Timi Municipality, Bhaktapur, Nepal. Out of 79 social studies and human value education, 30 teachers were selected as samples, and out of them, 18 of them were male and 12 of them were female.

The researcher constructed a questionnaire titled '*Revisiting Basic Education Social Studies and Human Value Education Curriculum in Nepal*'. The questionnaire consisted of seven sections namely; (i) philosophy of social studies and human value education curriculum; (ii) curriculum dissemination practice; (iii) learning outcomes; (iv) lesson and contents; (v) pedagogical practice; (vi) assessment procedures; and (vii) parental and stakeholder-related issues. In addition, the researcher also conducted in-depth interviews with the teachers.

Two experts in social studies and human value education curriculum, at Tribhuvan University validated the Instrument. They made some corrections which were reflected 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-retest method was used to ascertain the reliability of the questionnaire items. This involved administering copies of the questionnaire to five Basic education social studies and human value education teachers in Madhyapur Timi Municipality, 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 0.90 was obtained and considered satisfactory for the study.

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

Considering the research questions of this study, seven major themes have been formulated in this study and based on these seven major themes, the results and discussion of this study have been presented in detail in the following sections.

Philosophy of Social Studies and Human Value Education Curriculum

Philosophy is a view or thought towards life and the world. Actually, it is the process of seeing, knowing, and thinking the world through the eyes of the consciousness. Curriculum is based on the educational philosophy. Thus, philosophy is the basis of education as well as curriculum. The opinion of teachers on the philosophy of Basic Education social studies and human value education curriculum has been presented below:

Table 1:

Opinion of respondents on the philosophy of Basic Education social studies curriculum

Themes	Sub-themes	F
Philosophy of the Curriculum	Philosophy of Basic Education Social studies is not mentioned in the curriculum	11
	Nepalese society has traditional beliefs, social norms and values and it conflicts with the child-centered teaching	9
	Nepalese society is not ready for the learner-centered teaching	8
	I do not know	2

Source: Field Survey, 2079

As seen in Table 1, a majority of the respondents (11) think that the philosophy of social studies is not mentioned in the curriculum. Similarly, teachers (9) think that Nepalese society is not ready for the learner-centered teaching, and participants (12) comment that Nepalese society has traditional beliefs and it cannot adopt modern philosophy.

A quotation from a teacher's statements on the philosophy of the Basic education social studies and human value education curriculum is presented below:

If Basic education social studies and human value education curriculum could be implemented, the learner-centered teaching would be nice but it cannot. As a society, we are not ready for learner-centered. It should not be from top to bottom but rather from bottom to top. I do not think that it is successful. Neither parents nor students, schools, and society are ready for this system. This is a system built on unsound grounds. This is too sophisticated for our country, and not realistic.

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

The Basic education social studies and human value education curriculum is good in general; yet, as the infrastructure was not prepared well, some difficulties were experienced in its implementation. There are many positive sides to Basic Education social studies and human value education curriculum. But it is very difficult to implement learner-centered philosophy in this subject in the context of Nepal.

Most of the respondent teachers' perception shows that the Basic education social studies and human value education curriculum's philosophy is not appropriate to Nepalese society, it is not possible to implement the curriculum in all schools in Nepal. Learner-centered teaching environments are democratic pedagogy in terms of authentic materials that emphasize individualism, give students responsibility for their 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.

Curriculum Dissemination Practice

Curriculum dissemination is one of the vital processes in the curriculum development process. After the finalization of the curriculum, the draft curriculum comes into effect and it needs dissemination. In this regard, participants' opinions regarding Basic education social studies and human value education curriculum dissemination are summarized below:

Table 2:*Opinion of respondents on problems concerning the dissemination of the curriculum*

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	The 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 student evaluation	Coverage of all elements	8
	Presentation of the facilitators is inadequate	12
	Orientation was not fruitful to the teachers	10
Piloting process	The piloting process is unsatisfactory	12
	Piloting process is not satisfactory	18

Sources: Field Survey, 2079

In Table 2, teachers' opinions about the problems they encounter in the dissemination of the Basic school social studies and human value education curriculum are presented. Under the theme of information dissemination, six teachers mentioned that they knew about the dissemination programme from their peers. Accordingly, six teachers mentioned that their schools were informed about the dissemination programmes. Regarding the dissemination process, most of the teachers were not satisfied. Only nine 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 Basic Education social studies and human value education curriculum was put into effect. In this regard, a quotation from a teacher's statements is presented below:

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. Almost 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 Curriculum Development Center and facilitators. In short, dissemination was not effective (T4).

The teachers stating their opinions about the problem encountered during the piloting process of the social studies curriculum mainly emphasized the shortness of the piloting period and the lack of feedback 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 a complete understanding of what it was. Some certain feedback should have been taken from teachers. Not only from the schools where the piloting was conducted but also from some other village school's feedback 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 in the field to find out whether there is any defect in the curriculum or not.

Learning Outcomes

Learning outcome is one of the important elements of the curriculum. At the same time, other elements of the curriculum are based on the learning outcomes. Contents are instrumented in the textbooks based on learning outcomes. Accordingly, pedagogical practices and assessment procedures are also designed based on learning outcomes. Thus, learning outcomes are the backbones of the whole educational process. Opinions on the suitability and adequacy of the objectives of the Basic education social studies and human value education curriculum have been presented below:

Table 3:

Opinion of respondents on objectives of the Basic Education of social studies curriculum

Themes	Sub-themes	F
Specific objectives of Basic Education social studies curriculum	Related to the general objective of Basic Education	22
	Stated clearly	20
	Appropriate and attainable	16
	Important for further learning	11
	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 determined by the other elements	21

Themes	Sub-themes	F
	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 the scope also not appropriate	23

Sources: Field Survey, 2079

When Table 3 is examined, it is seen that the theme of learning outcomes in the Basic education social studies and human value education curriculum has fourteen sub-themes and teachers criticized that most of the learning outcomes are not measurable, the scope of the learning outcomes is not clear, they are not suitable for the conditions and so on. In this respect, one participant complained:

All the learning outcomes are developed considering the level of students attending schools in developed major cities. They must be renewed considering the levels of students from all districts, provinces, and various regions of the country.

Most of the participants of the present study complained that the number of learning outcomes is not adequate and there is no resemblance between the level-wise objectives of Basic education and contents of Basic education social studies and human value education curriculum. Accordingly, the scope and sequences of some learning outcomes are not clear. Thus, there is a mismatch between the scope of the contents and learning outcomes of Basic education social studies and human value education curriculum. One of the participants comments:

All the learning outcomes are satisfactory in general. But there is a mismatch between various levels of learning outcomes and other aspects i.e. national goals of education, general objectives of Basic Education, level-wise objectives and contents, teaching-learning activities designed in the curriculum, and assessment procedures. Thus, there is room for improvement in the Basic education social studies and human value education curriculum.

Another participant comments:

There is no relationship between some learning outcomes and contents because some learning outcomes are not covered in the lessons. Accordingly, most of the

learning outcomes are related to cognitive domains. Objectives/learning outcomes from the affective and psychomotor domains are rarely included in the social studies curriculum.

Another participant comments:

Curriculum developers did not consider the scope of some learning outcomes while they developed the learning outcomes of the curriculum because the scope of some learning outcomes is not suitable and relevant. Lessons of such types of learning outcomes are presented in detail while objectives do not need a detailed study of the contents.

Lessons and Contents

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

Table 4:

Opinion of respondents on the lesson and contents

Themes	Sub-themes	F
Contents of Basic education social studies and human value education 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 from the perspectives of language	17

Sources: Field Survey, 2079

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

Some 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. On the other hand, children's needs, interest, and aspiration are not considered when selecting the contents of Basic education social studies and human value education curriculum.

Another teacher comments:

The presentation of the contents is not suitable. Some of the contents are superficial. They need further detailed explanations and some topics are unnecessarily detailed. This situation makes children bored to learn the contents.

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.

Another teacher comments:

Most of the contents of Basic education social studies and human value education curricula are not successful in fostering critical thinking in children. Such types of content are based on rote learning. They are creating obstacles in the development of critical thinking among children.

Another teacher comments:

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 content. They are very far from the life of the real life of the children who are reading these norms and values. There is an urgent need for the local content.

Pedagogical Practice

A good curriculum outlines suitable and relevant pedagogical practices. Pedagogical practice 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 pedagogical practices

Themes	Sub-themes	F
Pedagogical practices	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

Sources: Filed Survey, 2079

As seen in Table 5, the majority of the teachers mentioned that the pedagogical practices designed in the existing Basic education social studies and human value education curriculum are not adequate. There is a lack of suitable and relevant pedagogical practice in the curriculum. In this respect, one participant provides the following comment:

The existing Basic education social studies and human value education curriculum does not design teaching learning strategies for each lesson. Curriculum only recommends learner-centered teaching learning strategies. But detailed outlines of the strategies are not designed in the curriculum. Only the names of the teaching methods are not sufficient for Basic education teachers. They need detailed outlines of teaching learning procedures.

Similarly, most teachers indicate that there is a lack of infrastructure to implement the curriculum successfully. Existing Basic education social studies and human value education curricula adopt learner-centered approach. It needs more diversity of course materials but most primary schools do not have. Most of the Basic schools are under lower socio-economic structure. In this respect, one participant says:

Most classrooms are crowded and students' levels are different. The classroom arrangement is not suitable for the learner-centered teaching learning. There is a lack of sufficient space to conduct learner-centered activities. There is also a lack of materials. On the other hand, most of the teachers are also not trained in learner-centered teaching.

Another participant comments on the teaching-learning as follow:

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

Teachers stated that they felt not competent enough in 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.

Assessment Procedures

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

Table 6:

Opinion of respondents on the assessment system of the curriculum.

Themes	Sub-themes	F
Assessment	Need competent and qualified teacher	21
	Need a lot of time	22
	Needs a large number of assessment instrument	20
	Needs a small group of students	11
	Lack of physical conditions	12

Sources: Field Survey, 2079

A teacher's opinions about the problems experienced about the assessment and evaluation element of the curriculum are presented below:

Basic Education social studies and human value education curriculum adopts a continuous assessment system. I am not clear about the continuous assessment system. I do not know much about 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.

Another participant further says:

Continuous assessment needs a lot of time. It also needs competent and qualified teachers in order to implement a continuous assessment system in primary schools. At the same time, there are lack of physical conditions in primary schools in order to implement continuous assessment systems. Accordingly, a continuous assessment system needs a large number of assessment tools and activities. Thus, it is very difficult to implement a continuous assessment system in Basic schools in Nepal.

Parental and Stakeholder-related Issues

Stakeholders play key roles in the implementation of the curriculum. Stakeholders (parents) are regarded as the first agency of education. In order to make Basic Education social studies and human value education more qualitative, suitable, and competitive, its curriculum must be relevant to the needs, interests, and aspirations of parents as well as society. A curriculum is relevant only if it can incorporate people's expectations of 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. Parents and stakeholders can offer suggestions and encouragement for changes and provide support when changes are introduced in the education system.

At the same time, the knowledge, experiences, motivation, growth, and development of the children or students also affect classroom delivery. Teachers mentioned parents, stakeholders, and students-related problems are presented below:

Table 7:

Parents, stakeholders and student-related problems

Themes	Sub-themes	F
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
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

Sources: Field Survey, 2079

Students' previous knowledge and experience are also important aspects of the teaching-learning process. Students themselves should have sufficient experience in the contents of 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 knowledge and experiences. In this respect, one participant says:

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

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

The major aim of the teaching-learning should be learning to learn. But most of the Basic school teachers prefer rote learning rather than the construction of knowledge.

Another teacher's opinion in this regard is:

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

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.

Results and Discussion

The philosophy of the existing Basic Education social studies and human value education curriculum conflicts with traditional norms, values, and ideology of the Nepalese society. In this regard, 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 overemphasised. Dewey (1938) stresses that education should equip children with the ability to solve social problems to promote their growth. They must develop continuously to meet the ever-increasing challenges of the world. By this, Dewey (1938) 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 the tertiary level because the curriculum has to address the needs of students and society. In the Basic Education curriculum, there has been a fundamental shift from traditional educational philosophy toward 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 learner-centered teaching, attaching importance to thinking skills and problem-solving, using active learning methods and alternative assessment techniques (Dewey, 1938). For this reason, such a comprehensive change may have created resistance to change and innovation in teachers who are practitioners of the curriculum. The existing curriculum of social studies and human value education adopts the philosophy that emphasizes learner-centered teaching. But Nepalese society has still orthodox beliefs and values. It indicates that Nepalese society is not ready for the implementation of learner-centered teaching. There are still challenges in the implementation of this curriculum. Responses of the respondents showed big differences in the educational conditions in Nepal and stated that a unique curriculum cannot be for everyone. However, in Basic education social studies, and human value education, 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 knowing. However, the philosophy of the central assessment system and the incompatibility of the philosophy of the curriculum may have adversely affected the implementation of the curriculum.

After finalization of the curriculum draft, the curriculum dissemination programme is organized in order to provide the necessary information on newly introduced curriculum and its major features. Thus, dissemination can affect the whole curriculum implementation process. On the other hand, participants can be benefited from the dissemination programme from various points of view. *CERID (1994)* conducted a study on the dissemination of Basic education social studies and human value education curriculum. According to the findings of this research, curriculum dissemination was not effective because the time duration was very short, trainers were not experienced and well-qualified, and the content of the curriculum was not covered in dissemination (*CERID, 1994*). Other various studies support this finding. Lessons learned from the successful dissemination of curriculum programmes include the involvement of stakeholders throughout the process, the use of dissemination strategies informed by a priori audience analysis, adequate training, and the use of interpersonal channels for communication. Effective dissemination requires a conscious and active effort to transfer knowledge and programs from researchers and developers to potential end users. This fact indicates that dissemination should be effective for the implementation of the Basic Education social studies and human value education curriculum. In the dissemination program of the present Basic Education social studies and human value education curriculum, it is seen that the teachers meet the various problems with philosophy, objectives, content, classroom delivery process, and assessment of the curriculum.

When the opinions of the teachers on the objectives of the curriculum are examined, it is found that the 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 the philosophy of education from the teachers' viewpoint. It can be considered that it was 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 the primary level social studies curriculum, the majority of the participants blamed that there is an urgent need for localization of the contents. Most of the contents do not represent the rural areas, their

geographical features, and their physical conditions. Contents should represent the local aspects and regional features. Another problem related to the contents of the primary-level social studies curriculum is the presentation of contents. Participants complained that some contents are detailed while other contents lack detailed presentation.

Most of the participants complain that Basic education social studies and human value education curricula recommend learner-centered teaching. But detailed learner centered teaching-learning strategies are provided in the curriculum. Accordingly, participants express their view that the same teacher, same contents, same environment, and same teaching- learning activities cannot foster critical thinking in the children. This type of teaching-learning affects the all-round development of the children. On the other hand, teachers indicated that inadequate equipment and infrastructure of the schools, and crowded classes had problems in implementing the curriculum.

According to the teacher's opinion on the assessment process of the Basic education social studies and human value education 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 because of not being experts on Continuous Assessment System 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 Continuous Assessment System to their 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 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 anxious to prepare the report of Continuous Assessment System.

Other problems are observed regarding Basic education social studies and human value education curriculum. It is found that children lack previous knowledge and experiences to learn new content. Children do have not a minimum level of learning and previous experiences to learn prescribed lessons for them. Students' maturity level is also another factor that affects the implementation of primary-level social studies curriculum. Another aspect related to the implementation of Basic education social studies and human value education curriculum is educational administration. Most of the administrators lack experience in successful implementation of curriculum, and the attitude of administrators is also not positive towards implementation of Basic education social studies and human

value education. 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 Basic education social studies and human value education, 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 Basic education social studies and human value education, 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.

References

- Bonwell, C. & Eison, J. (1991). *Active learning: Creating excitement in the classrooms*, Eric Clearinghouse on Higher Education.
- Byford, J. & Russell, W. (2006). Analyzing public issues-clarification through discussion: A case study of social studies teachers. *Social Studies Review*, 46(1), 70-72.
- Byford, J & Russell, W. (2007). The New Social Studies: A historical examination of curriculum reform. *Social Studies Research and Practice*, 2(1), 38-48.
- Chiodo, J. & Byford, J. (2006). Do they really dislike social studies? A study of middle school and high school students. *The Journal of Social Studies Research*, 28(1), 16-26.
- Curriculum Development Center. (2003). *Effect of CAS on students' achievement, dropouts, and attendance*. Author.
- CERID. (1992). *Meeting the basic learning needs and enhancing achievement of children*. Report of National Study and National Workshop, 25-27 December. Kathmandu, Nepal.
- CERID. (1994). *Primary school curriculum 1991 relevance and issues. A Study Report*. CERID, TU.
- CERID, (1994). *Qualitative improvement of primary education*. (In Nepali). CERID, TU.
- CERID. (1997). *Social assessment of educationally disadvantaged groups*. Author
- CERID. (2005). *Meeting learning needs of children of indigenous peoples and linguistic minorities*. Formative Research Project for BPEP. Author.
- CERID. (2007). *Classroom transformation for better conditions of pedagogical processes and student centred learning*. Formative Research Project for BPEP. CERID.
- CERID. (2008). *A study on problems and prospects of mainstreaming inclusive education at primary level*. CERID.
- College of Education. (1956). *Education in Nepal: Report of the Nepal National Education Planning Commission*. Author.

- Creswell, J. (2005) *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.
- Dewey, J. (1938). *Experience and education*. Collier-MacMillan Canada Ltd.
- Dow, P. (1979). MACOS: Social studies in crisis. *Educational Leadership*, 43, 1, 35-39.
- Driscoll, M.P. (2005). *Psychology of learning for instruction* (3rd ed.). Pearson.
- Ellis, A., Fouts, J. & Glenn, A. (1992). *Teaching and learning social studies*. Harper-Collins Press.
- Harwood, A.M. & Hahn, C.L. (1990). *Controversial issues in the classroom*. Clearinghouse for Social Studies/Social Science Education.
- Hoagland, M. (2000). *Utilizing constructivism in the history classroom*. ERIC Clearinghouse for Social Studies /Social Science Education.
- Leming, J. S., Ellington, L., & Schug, M. (2006). The state of social studies: A national random survey of elementary and middle school social studies teachers. *Social Education*, 70(5), 322-327.
- Mills, C.J. & Durden, W.G. (1992). Cooperative learning and ability grouping: An issue of choice. *Gifted Child Quarterly*, 36 (1), 11-16.
- MOE. (1971). *Report of the National Education System Plan*. Author.
- MOES. (2005). *National curriculum framework for school education (pre-primary to 12) in Nepal*. Author.
- NNEPC (1956). *Education in Nepal: Report of the Nepal National Education Planning Commission*. Bureau of Publications, College of Education.
- Parajuli, T. R. (1999). *Relevance of Primary Education Curriculum in Nepal*. An Unpublished Ph. D. Thesis, Banaras Hindu University, India
- Paris, M. (1997). *ERIC clearinghouse for social studies/social science Education*. Bloomington, Indiana.
- Pyakurel, B. (2004). *How the social studies curricular contents are delivered in primary school level?* In Jaganath Awa (ed.) *Siksha (In Nepali)*. Curriculum Development Center.
- Russell, W. (2007). *Using film in the social studies*. University Press of America.
- Russell, W. (2008). *Civil war films for teachers and historians*. University Press of America.
- Russell, W. & Byford, J. (2006). The evolution of man and his tools: A simulation from the MACOS project. *The Journal for the Liberal Arts and Sciences*, 10(3), 17-21.
- Schug, M.C., Todd, R.J. & Beery, R. (1982). *Why kids don't like social studies*. Paper presented at the annual meeting of the National Council for the Social Studies. Boston, MA.

- Shaughnessy, J.M. & Haladyna, T.M. (1985). Research on student attitude toward social studies. *Social Education*, 49, 692-695.
- Siler, C.R. (1998). *Spatial dynamic: An alternative teaching tool in the social studies*. ERIC Clearinghouse for Social Studies/Social Science Education.
- Slavin, R. E. (1994). *Using Student Team Learning* (2nd Ed.). Johns Hopkins University, Center for Social Organization of Schools
- Stahl, R. (Ed.). (1994). *Cooperative learning in social studies: A handbook for teachers*. Addison-Wesley Publishing Company.
- VanSledright, B. (2004). What does it mean to think historically and how do you teach it? *Social Education*, 68(3), 230-233.