

Ganeshman Darpan

ISSN: 2091-2404

Volume: 7, Issue: 1

Curricular Issue under the Federal Context of Nepal

Bishnu Sharma (Gyawali)⁵

⁵Lecturer, Central Department of Education, Tribhuvan University, Nepal

ARTICLE INFO

Received: September 8, 2022

Revised: December 2, 2022

Accepted: December 14, 2022

CORRESPONDANCE

Bishnu Sharma (Gyawali)

Lecturer, Central Department of Education,
Tribhuvan University, Nepal

Email: bishnu.sharma@tucded.edu.np

orcid: 0000-0002-6480-6973

Abstract: Nepal has become a federal country after the promulgation of a new

Key Keywords: *Curriculum, Federal, Issue, Nepal*

constitution in 2015. In this context, this study concerns a very new issue in the federal Nepalese education system. The purpose of this study is to find out the curricular issues in the federal system of Nepal. In this study, I explored power allocation issues, quality ensuring issues, standard maintenance issues ICT related issues, and employment issues in the area of the curriculum. Curriculum experts should consider these issues while developing the federal system of the curriculum in Nepal.

Introduction

Nepal is a federal republic country. Nepal promulgated a new constitution in September 2015, after its adoption by the constituent assembly. That constitution establishes Nepal as a federal republic. In which power is shared between the states, local and federal government. The State powers of Nepal shall be used by the federal, provincial and the local level in accordance with this constitution (Constitution of Nepal, 2015). “Another and related goal of the constitution is to create an egalitarian society by ending social discrimination” (Forum of federation, 2016). Federalism is a system of shared sovereignty between two levels of government one national and one subnational – occupying the same geographic region. Federalism has been a central focus for Nepal since 2006. Academic development and policy literature point to the manner in which federalism in Nepal is not simply about the decentralization of power (International Crisis Group, 2011).

Nepal is in the transient phase in politics. It has been recently changed into the federal system from the central governing system. With this recent change in politics all sectors of the country are affected and need to run with the spirit of the federal system. In this sense, my research revolves around talking about the education system in the federalism in Nepal. It is almost impossible to cover whole education system in a single article. So, to be specific, I focus on the curricular issues in the federal system, the need, nature and features and the things to be noticed to develop new curriculum (NASA, 2016). Furthermore, this article goes to talk about the ways (process) to develop new curriculum to meet the norms of the concept of federalism.

As per the education policy of Nepal education organization has been categorized into three levels, i. e. basic (1-8), secondary (9-12), and higher education system (National Curriculum Framework, 2007). No doubt, the federal system is to divide the central power into the states and local government units so that the system of education must be functioned on the same basis. In this spirit the article aims to open the issue of the nature of curriculum development and implementation to meet the norms of the constitution of the federal state Nepal- 2073. To make it more clearly, I plan to discuss my idea in the following points. Though the government has not till made the definite system about the federal education policy. On the basis of the nature and structure of our nation and its people, I would like to suggest some curricular issues and policies to be undertaken.

Methodology

I applied a document analysis method to conduct this study. I analyzed different journal, books, and published papers of different curricular issues. I made more comprehensive in terms of given literature. I described reading numerous earlier articles papers, and books about how different issues affect the curriculum in society. The analysis of the literature makes clear that power decentralization issue, quality maintaining issue, standard maintaining issue, employment issue, and ICT based issue in curriculum development process.

Results and Discussion

Power Decentralization issue

Power Decentralization issue is one of the most contested issues in the federal Nepal. As the political power is totally decentralized in the federal state. The education system must also be decentralized. The constitution has managed the three levels of the governing units, the local level, state level and central level. The education system

should also be managed in the same way. Who should control education? And who should develop the curriculum? It is the big question of federal system of Nepal. The development of curriculum is the basic step of education. So, the authority to develop curriculum must be divided into three following ways.

Pre-primary level: The curriculum of the pre-primary level should be developed through the local government level.

Basic and Secondary levels: The curriculum of the basic and secondary levels should be developed through the state government by considering the social, cultural norms and values.

Higher Education: The curriculum of the higher education should be developed through the central government by considering national objectives, needs and demand of society. Quality of higher should meet international standard.

Quality maintaining issue

Quality of education is the major concern in the field of education. It is very difficult to define the term “quality” itself. In every new system the frequently raised questions is about its quality. In the federal system while developing the curriculum, the education expert may frequently encounter with the issue of quality (NASA, 2015). So, it is most to be considered while developing the curriculum whether of local, state or even the central level. The expert who designs the basic level curriculum, should go through the students making them able to encounter freely with identifying the letters and to make them feel easy to go to school.

Standard maintaining issue

Every school level's curriculum is for the formal education system; it is recognized based on a specified standard and must adhere to that standard. Therefore, one of the key concerns to be taken carefully while establishing curriculum for all levels is sustaining standards. Even while each state is free to create its own curriculum, a number of concerns may arise (SSRP, 2007). Like how to uphold a particular national standard? Therefore, a national standard should be created by the federal government. Every state can build their curriculum to meet the federal level based on this criterion. Experts have noted that the federal or central government needs to take on a primary role for guaranteeing universal access to high-quality education. According to Bhatta (2014), experts have noted that the federal or central government needs to take the

prime role in standard-setting, curriculum development, setting the national agenda, regulation, and the monitoring and assessment system in addition to other important responsibilities.

Employment issue

Employment issue is another issue should be considered in developing curriculum in federal Nepal. In the developing nations like Nepal education should be directly related with employment. So, curriculum must be employment oriented. We should considered this fact while developing the central level curriculum. Islam (2014) has explained that “during 1998/99-2008, the rate of growth of employment has been 2.22 per cent per annum. Despite large number of works finding employment abroad, open unemployment has continued to increase in Nepal. National Curriculum Framework (2007) states that education should prepare qualified citizens for household work, social and national service self-development and income generating job or any other vocation by using own proficiency”. People after getting education, facing problem of employment is a great disaster in our nation. Thus, curriculum must be focused sellable human resources in the market. We must develop the curriculum to fulfill the need of society and need of market (BPEP, 1991).

ICT based issue

In the 21st Century, ICT has been proved as one of the important tools for promoting education. “ICT is a means of receiving and retrieving, storing and collecting, developing and applying communicating and disseminating knowledge and information” (National Curriculum Framework, 2007). In Nepal, ICT has not been properly addressed by the curriculum. There is no clearly defined ICT should be addressed whether as a subject or as a tools of teaching learning. ICT is necessary because students need different skills to be successful in today’s knowledge-based economy (Alsubaie, 2016).

Conclusion

Federalism is a new issue in the context of Nepal. So, it becomes strong enough to encounter with the different leveled authorities in connection to the education system as a whole. So, to meet the power sharing norms in the federal system it is most to address all the stakeholders. The central government should seriously think on forming

curriculum. Therefore, as to meet the norms and necessities of the other government units and its people. Quality education, its standard, recognition, reliability, necessity, goal and employment probability guides on forming new curriculum.

References

- Alsubaie, M. A. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practices*, 7(9), 106-107.
- Bhatta, P. (2014). Federalism and education in Nepal: Mapping of on-going activities. A resource material on education and federalism in Nepal. Lalitpur: UNESCO.
- Constitution of Nepal (2015). Retrieved from <http://www.icnl.org/research/library/files/Nepal/Nepalconst.pdf>
- Government of Nepal (2007). *National curriculum framework for school education in Nepal*, Kathmandu: Author.
- International Crisis Group (2011). *Identity Politics and Federalism*. Asia Report 199, 13 January. Retrieved <https://www.crisisgroup.org/asia/south-asia/nepal/nepal-identity-politics-and-federalism>.
- Islam, R. (2014). Nepal: *Addressing the employment challenge through the sectoral pattern of growth*. Lalitpur: International Labour Organization
- Ministry of Education [MoE] (2007). *School sector reform plan, Nepal 2007*. Kathmandu: Ministry of Education, Government of Nepal.
- Ministry of Education [MoE] (2009). *School sector reform plan, Nepal 2009- 2015*. Kathmandu: Ministry of Education, Government of Nepal.
- Ministry of Education [MoE] (2015). *Report on national assessment of student achievement (NASA) for grade- 8 Singhadurbar*, Kathmandu: Ministry of Education.
- Ministry of Education [MoE] (2016). *School sector development plan, Nepal 2016/17- 2022/23*. Kathmandu: Ministry of Education, Government of Nepal.
- Ministry of Education [MOE], (1991). *Basic and Primary Education Programme (BPEP) master plan*. Kathmandu: MOE