

**DIVERSITY OF SUBJECT MATTER AND TEACHING
SOCIAL STUDIES**

**A Thesis Submitted to the Department of Curriculum and Evaluation
Sukuna Multiple Campus, Koshi-Haraincha, Morang
In Partial Fulfillment for the Master of Education (Ed.CE.598) in Curriculum**

**Submitted by
Basudev Dahal
T. U. Regd. No.: 9-1-214-406-96
Examination Roll No.: 2140007(2066 B.S)
Academic Year: 2064/65**

**Faculty of Education
Tribhuvan University
Kritipur, Kathamandu, Nepal
April, 2016**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: February,2016

.....
Basudev Dahal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Basudev Dahal** has prepared this thesis entitled **Diversity of subject matter and teaching social studies** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 7th March, 2016
2072/11/24

.....
Mr. Ganesh Prasad Dahal

Lecturer (Guide)

Department of Curriculum Education

Tribhuvan University

Sukuna Multiple Campus

Koshiharaincha Morang

Nepal

EVALUATION AND APPROVAL

The thesis of Mr. Basudev Dahal has been evaluated entitled in " **Diversity of subject matter and teaching social studies**" and approved by the following **Thesis Evaluation and Approval Committee.**

Mr. Keshab Raj Bhattarai
Lecturer & Head of Department of Curriculum and Evaluation
Sukuna Multiple Campus, Sukuna

Mr. Ganesh Prasad Dahal
Lecturer and Thesis Guide
Department of Curriculum and Evaluation
Sukuna Multiple Campus, Morang

Dr. Peshal Khanal
External Examiner
Department of Curriculum and Evaluation
T.U., Kirtipur, Kathmandu

Viva Date: 12th April , 2016
2072/12/30 B.S.

DEDICATION

Dedicated

to

**Late brother Bedraj Dahal who was amiable and had quick adjustment capacity
in society**

ACKNOWLEDGEMENTS

I wish to take this opportunity to express my appreciation and gratitude to the many people who have contributed their time, energy, and knowledge to the completion of this study. I am deeply in debt to my supervisor as well as Head of the Research Management Cell, Mr. Ganesh Prasad Dahal, whose generous advice, fruitful instruction, and help have been a significant source of inspiration and encouragement.

I am very grateful to Head of the department: Mr Keshab Pradas Bhattarai and committee members Mr. Bhojraj Ghimire for their crucial suggestions and guidance.

My appreciation is also extended to Mr. Devraj Giri, Librarian of Sukuna Multiple Campus, for providing social studies curriculum and other related materials for the completion of the research.

I also acknowledge my appreciation and thanks to my wife Pampha Devi Adhikari for her encouragement and linguistically as well as grammatical assistance in writing. Furthermore her patience, and cooperation, which enabled me to finish this dissertation in remarkable time is also a dimension of my acknowledgement.

Likewise, I feel pleasure to express my special thanks to all the respondents and informants who made my study possible by invaluable information.

7th March, 2016
Dahal

Basudev

ABSTRACT

The present study entitled, "**Diversity of subject matter in teaching social studies**" attempts to expose the scatterness of subject matter, classroom difficulties of teachers and students and causes and ways of solution of classroom difficulties. The researcher collected the data by using both primary and secondary sources using FGDs, unstructured interview, document study etc.

This thesis consists of five chapters. Chapter-one presents the general background of the study, statement of problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the terms used in the thesis.

Chapter -two deals with the review of the related literature with theoretical literature review and empirical literature review. Chapter-three focuses on methods and procedures applied/adopted to conduct the study. It consists of design of the study, population and sample of the study, sampling procedures, sources of data, tools for data collection, process of data collection and the analysis and interpretation of the data. Chapter-four is devoted to the results and discussions of the data collected from informants through interview schedule. The data were analyzed and interpreted presenting them in tables . And summary, conclusions and implications drawn on the basis of analysis and interpretation of data which have been included in the last chapter. The implications have been presented for policy, practice and further research levels. Lastly some information about the components of study population was given in appendices

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Table of content</i>	<i>vii</i>
<i>List table</i>	<i>xi</i>
<i>List of figure</i>	<i>xi</i>
<i>List of Acronyms and Abbreviations</i>	<i>xii</i>

CHAPTER ONE

INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Objectives of the study	3
1.4 Research questions	4
1.5 Significance of the study	4
1.6 Limitations of the study	4
1.7 Definition of the terms used	5

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND THEORITICAL FRAMEWORK

2.1 Theoretical literature review	6
2.2 Empirical related literature	8
2.3 Implication of review	14
2.4 Conceptual framework	14

CHAPTER THREE
METHODS AND PROCEDURE

3.1 Research design	17
3.2 Population sample and sampling procedure	17
3.3 Study area	17
3.4 Data collection tools and techniques	18
3.5 Data collection procedure	18
3.6 Data analysis and interpretation procedures	18

CHAPTER FOUR
ANALYSIS AND DISCUSSION OF THE RESULT

4.1 Diversity of subject matter in social studies	20
4.1.1 Major content areas and allocated periods of social studies	20
4.1.2 Contents under sociology	26
4.1.3 Contents under philosophy	26
4.1.4 Contents under anthropology	27
4.1.5 Contents under ethnology	27
4.1.6 Contents under political science	28
4.1.7 Contents under Geography	28
4.1.8 Contents under History	29
4.1.9 Contents under Economics	29
4.1.10 Contents under Social Psychology	29
4.2. Major class room difficulties	30
4.2.1 Students difficulties in social studies	30
4.2.2 The major cause of difficulties	33
4.2.3 Teachers difficulties in social studies	33
4.3. Causes of common difficulties of secondary level social teacher	35
4.3.1 Subject matter	37
4.3.2 Institutional difficulties	37
4.3.3 Training factors	37
4.3.4 Difficult topics and project works of social studies in	

secondary level	37
4.3.4.1 Map making and its uses	37
4.3.4.2 Making time line and its uses	38
4.3.4.3 Making pie chart and its uses	38
4.3.4.4 Making bar diagram and its uses	38
4.4. Findings	39

CHAPTER FIVE
CONCLUSION AND RECOMENDATION

5.1 Conclusion	41
5.2 Recommendation	42
5.2.1 Recommendation for policy level	42
5.2.2 Recommendation for practice level	43
5.2.3 Recommendation for further research level	45

LIST OF TABLES

Table 1: Scope and sequence of subject matter in secondary level	21
Table 2: Unit – wise difficulties of social studies in secondary level	31
Table 3: Hierarchal order of difficulties with reference to subject matter of social studies in secondary level	32
Table 4: Areas of difficulties for social studies teacher in secondary Level	34
Table 5: Causes of common difficulties of secondary level social teacher and concerned bodies	36

List of figure

Figure 1: Social Studies Model 1: The separatist model	6
Figure 2: Social Studies Model 2: The integrated model	7
Figure 3: Social Studies Model 3: The linked model	8
Figure 4. Conceptual framework of social studies	15

LIST OF ACRONYMS AND ABBREVIATIONS

CDC	-	Curriculum Development Center
FGDs	-	Focus Group Discussions
HDI	-	Human Development Index
ICTE	-	Information Communication and Technical Education
NEC	-	National Education Commission
RF	-	Representative Fraction
VDC	-	Village Development Committee
WWW	-	World Wide Web

Chapter one: Introduction

1.1. Background of the study

Education is the total experience of all the activities of human beings. It helps to expose the potentiality of human beings as well. It is not only the backbone of development but also a means of changing our society. In course of changing ourselves we have to be familiar with social and physical phenomena of the earth. This tendency supports us to be familiar with global situation, to be a research person and to be curious about future. In such a situation the subject matter which promotes people to study about overall phenomena is given the name of social studies.

Social studies is an integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such discipline as anthropology, archaeology, economic, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematic, and natural sciences (Luitel, 2056). The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Nepal entered a new era with the restoration of democracy in 1990. By then the purposes as well as the application of the world education had greatly changed. Education in Nepal too, would have to be more accessible, democratic, practical and useful. Informed citizenry was the urgent need of the country for the success of the new system. Now a citizen needs to be informed, aware, responsive and dutiful. He/she is the ruler as well as the architect of the nation. He/ she should be patriotic but has to show due respect for aliens, too. It is more important for him/her to gain practical knowledge and translate the knowledge into practice. Responding to the geopolitical changes and the needs of the country, social studies was introduced as a compulsory subject in the secondary level.

Basically education teaches the learners about their society. Such as Social studies is a practical subject on the society. It's a mixed bag that has a wide variety of

stuffs of various facets of the society. It gives them knowledge and changes their attitude and behavior at the same time. In other words, it trains them to be socially responsive, environmentally friendly, politically well-informed and individually honest and responsible. So it is a very important subject for our children of this time of democracy, social reformation and globalization (Upadhaya, Stome, Paudel & Karn, 2011).

In school level curriculum of Nepal science implies mainly physics, chemistry, biology and astronomy; mathematics implies arithmetic, algebra and geometry; social studies implies economic, political science, geography, history, sociology, philosophy, anthropology. etc. But, generally there is no provision of multi teachers for a same subject. In such situation the difficulties of a teacher in subject matter is increasing due to the diversity of subject matter. So observing this reality within twenty years teaching period the researcher has tried to expose the reality of poor teacher management for the diversity of subject school level.

1.2 Statement of the problem

As each and every component is interrelated in the world, social studies also include different subject matter in its study. This nature helps to make a social studies more detail and wider gradually.

In the beginning social studies was not separate subject. It was included under the subject matter of economic, political science, geography, history, sociology, philosophy, anthropology etc but gradually it established its own field after the enlargement of its scope, depth of subject matter, application, popularity and so on. Now a day, it has stood in its own subject matter but these subject matters seem different because of the wider area of social studied.

In course of passing time different researches have conducted and its necessity are extended but social studies became complex and complex for the students and teacher because of its verities of subject matters. Theoretically and practically social studies is the totality of human beings and their behavior but from teaching point of view, it is difficult for the teacher to serve all the subject matters perfectly and accurately. This problem is not only for the beginner teacher but also for the highly

qualified and well experienced teachers. So realizing the fact I have thought it is one of the great problems for effective and dynamic teaching.

When we simply overview the unit one of class nine in social studies, we can see similar but wider topics under the unit 'We, our community and nation'. In this unit development, measures of human development and sustainable development are included. These three different topics are bundled in a unit but subject matters are not homogenous. In such condition the subtopic development covers the activities of development of Nepalese context whereas the subtopic measure of human development covers the mathematical calculation of HDI and the subtopic sustainable development covers the concept of sustainable development. At the end students are targeted to enable to compare the status of human development with other countries and prepare report (Pathyakram Bikash Kendra, 2067). This reality reflects a diversity nature of subject matter in social studies. So it is thought as a problem of the study.

Most of our government schools are found well trained and qualified teacher but due to the lack of proper subject teacher it is not easy to teach social studies effectively. On the other hand due to the complexity of subject matter proper subject teacher also feel difficult in teaching. So it has taken as a major problem of the study.

1.3 Objectives of the study

For the completion of this research following objectives are kept. These objectives are closely related to the analysis of the nature of the subject matter in social studies.

1. to find out the diversity of subject matter in social studies,
2. to find out the major classroom difficulties of teacher and student in teaching and learning,
3. to find out the major causes of difficulties.

1.4 Research questions

Following questions were set as research question in my study.

1. Why is the subject matter heterogeneous?
2. Why do all the chapters of social studies are unequally in difficulties?
3. How is the nature of social study?
4. Are the subject matters plotted according to students' interest?

5. Are the teaching materials easily available?
6. What are the major difficulties of social studies?
7. Why do most of the teachers feel Geography is the most difficult parts of social studies?

1.5 Significance of the study

No study is done in worth spending a lot of time, money and labour. So this study has significant important. This study presents short and sweet information on diversity nature of social studies in secondary level. This study is also intended to find out the different disciplines used in social studies with the difficulties of teachers and students in class room teaching. Furthermore this study also supports to consider the teacher management in school. The researcher himself a social teacher working science two decade so to collect and find out the existing and probable difficulties of colleagues as well students for his professional development this research is essential to be done. These above mentioned facts also make aware to the curriculum designer and implementers.

1.6 Limitations of the study

Perhaps all the researchers have their own (either major or minor) limitations. This research is based on the variation of the subject matter of social studies so it has following limitations. This is limited to the study of certain academic aspects (diversity nature of subject matter, difficulties of the students and teacher) of social studies in secondary level of community and private school. This is limited to the secondary school of Indrapur Resources Center, Belbari Resorse Center and Bahuni Resources Center. Among three Resource Centers of Morang district this research is conducted only in two community based schools and two private schools of these resource center. With reference to sampling unit this research is limited to only subject teacher and students of related class of selected school. Though there are various methods of sampling only purposive sampling is done for the selection of school and subject teacher and simple random method for the students.

By the view point its applicability, this research include the diversity nature of social studies in secondary school curriculum up to the academic year of 2072 B.S.

During time the course may change, at that time the content areas, allocated time, and other curricular activities may not be matched with this study.

1.7 Definition of the terms used

Community based school	School established and conducted as per the rule of government opened for public as non beneficial institute
Diversity	The quality of being diverse or different; A variety
Private school	School established as per the rule of government and conducted for public as beneficial institute of investors
Secondary level	Class 9 and 10 according to the structure of National Education Commission (NEC) 2049 B.S. (Shah, 2070)

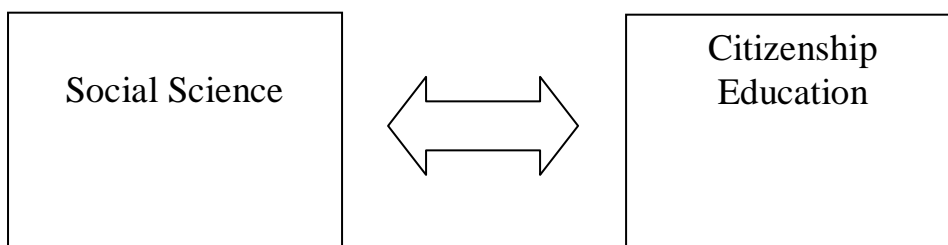
Chapter Two: Review of the Related Literatures and Theoretical Framework

For the authentication of the result and overall process of research theoretical literature review is essential. Different articles, models and theories have been established with reference to social studies. Among them some of the related articles are analyzed and presented here.

2.1 Theoretical literature review

Different theories have been found in the area of social studies. Among them, some necessary literatures related to research has been submitted. With reference to Diversification of the Social Studies Subject Model Norio Ikeno had conducted a study keeping aims to introduce new theories and practice in Social Studies in Japan since the 1990s, to outline some trends and characteristics relating to the question ‘Is Citizenship Education the aim of Social Studies as a school subject?’ and to identify ‘Applied’ and ‘Academic’ Social Studies as two separate categories. From the period around the turn of the last century, Social Studies in Japan changed in terms of both educational theory and educational practice. This trend manifested itself in the diversification of the relationship between Social Sciences, which focused on understanding society, and Citizenship Education, which focused on the development of responsible citizens. Their relationship within Social Studies can be represented in various forms. The three models shown below are the most common.

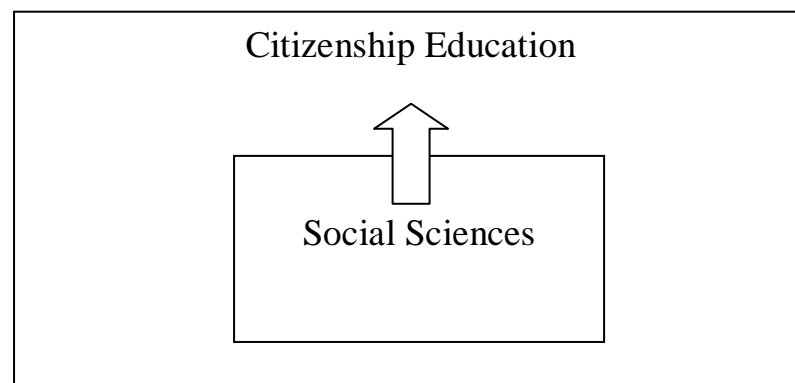
Figure1: Social Studies Model 1, The separatist model



He used the term ‘separatist model’ for Figure 1. In this model, Social Sciences and Citizenship Education are set alongside each other, and the aim is to link them. This model has been used in the world of Social Studies in Japan for more than 60 years. In

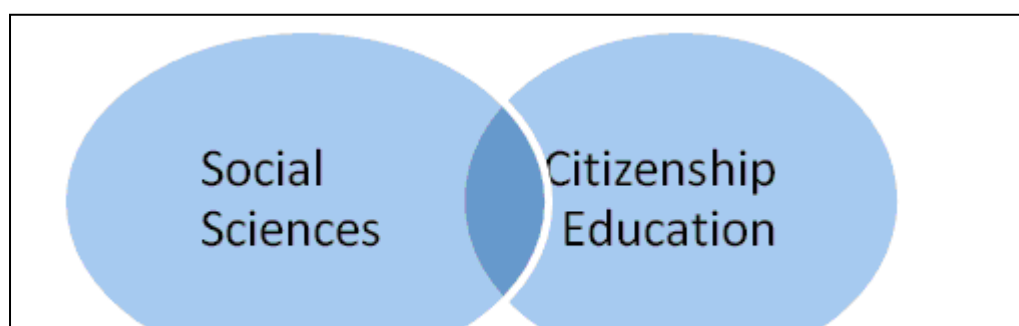
basic terms Social Sciences and Citizenship Education are treated as two separate entities, and it is assumed that they are distinct spheres. They can be set vertically or horizontally in relation to each other. If they are set vertically, it becomes a relation of hierarchy, if they are set horizontally, it becomes an aim-method link or a cause-and effect relationship. This lack of specificity in the relationship is the black box feature of this model. Until now, definitions have existed only within the parameters of Figure 1, and for many years debate has centred on how to connect the two.

Figure 2. Social Studies Model 2: The integrated model



He used the term ‘integrated model’ for Figure 2. In this parent-child model, Social Sciences becomes subsumed into Citizenship Education, following an aim-method structure. The aim is Citizenship Education, and the method is Social Sciences. Social Studies theory and practice in Japan has rarely followed this model, which originated in the late 1940s based on the experiential education theories of Dewey and others. Around 1950, citizenship was set as the aim of all education, and Social Studies played a central role in achieving it.

Figure 3. Social Studies Model 3: The linked model



He used the term 'linked model' for Figure 3. Here, Social Sciences and Citizenship Education overlap and are linked; however, the premise is that each has its own independent aim. The link itself creates new aims, and new theories of Social Studies are being organized around this area of overlap. It is here that two areas of education merge to create a new field of study and new directions for development. These new developments have progressed apace in Japan since the 1990s (Ikeno, 2012).

2.2 Empirical related literature

The No Child Left Behind (NCLB) legislation, implemented in 2002, describes the social studies disciplines of civics/ government, economic, geography, and history as "core academic subjects, "and requires teachers of this subjects to meet their state's definition of a "highly qualified" teacher. However, there is no mention of the core content of social studies requirements for assessments, and one of the consequences of No Child left Behind has been a steady reduction in the amount of time spent in the teaching of social studies (NCSS, 2008).

The National Council for the Social Studies reaffirms that an excellent education in social studies is essential to civic competence and the maintenance and enhancement of a free and democratic society. Social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, and active.

This is the integration of different subject matter in studies. According to NCCS 2008 "The social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs in all areas of the social studies. Strategies of instruction and learning activities should rely on a broad range of learning resources. The program should integrate current valid social studies concepts, principles, and theories in anthropology, archaeology,

economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. The program should develop proficiency in methods of inquiry and analyzing, organizing and using data. The program should balance the immediate social environment of students and the larger social world, examining multiple viewpoints".

Due to diversity nature of course of social studies a teacher should always be dynamic. It is one of the most challenging tasks for preparation of the teacher. So there are different packages and models for the preparation of teacher. A Jordan's model is given below.

The preparation of teachers to provide social studies instruction in Jordan's secondary schools has gone through three different stages. The first stage (1952-1968) of preparation for social studies teachers began with establishment of the Amman Training Institute for Teachers. Students were admitted to this institution upon graduation from middle school. The duration of study was four months. Teachers learned the basic method of teaching social studies to increase the efficiency of teaching the subject. During this period, only 200 teachers participated in the preparation program for specialization in social studies education. This program lasted until 1964 when it was replaced by a teacher preparation program at the University of Jordan. The new teachers' preparation program was developed and implemented in a series of stages. For secondary social studies preparation program, the students required to have a bachelor's degree in history or geography. Students admitted to this program studied social studies methods at the University of Jordan for one year before beginning their teaching career. Social studies subjects during this stage include history, geography, Arabic society, sociology and philosophy, and childhood education. The teaching methods taught during this stage included lecturing and rote memorization

The second stage for preparation of secondary social studies teachers began in 1980 and continues today. The secondary school social studies teachers are prepared at the College of Art and Education at several Jordanian universities. The

undergraduate students, who major in history, geography, and political science in the College of Arts, are required to take a minor in teaching methods at the College of Education after accepting a job. The College of Education prepares the secondary social studies teachers to teach history, geography, and citizenship education, which are the only social studies subjects offered in the secondary social studies curriculum.

The third stage of preparation for social studies teachers began in 1988 and continues today. It prepares two-year junior college students for bachelor's degree. The teachers admitted to this program must have a two-year diploma certification and in-service teaching in order to complete the last two year of bachelor's requirement in their specialized area of history or geography. In addition, a minor in social studies teaching methods is also completed. This program, which is provided by the Ministry of Education, is tuition free for the student.

Even though changes have taken place to improve teacher education in universities, the social studies methods have not improved. Dictating subjecting matter is a commonly used teaching method of social studies; little time is given to analysis or discussion of the dictated material. The shortage of books, information, journals, and materials may contribute to the seriousness of this problem, especially in the social studies and humanities, which usually are taught in Arabic. The social studies methods students in Jordanian universities rarely engage in reflective inquiry, problem-solving, or critical thinking methods.

Finally, in reviewing the information about the development of social studies education, it is apparent that social studies education in Jordan, like education in general, has been, and is still, influenced by cultural background, Islamic principle, and politically and religious socialization policies (Alazzi, 2005).

The curriculum standards for social studies provide a framework for professional deliberation and planning about what should occur in a social studies program. National Council for the social studies first published national curriculum standards in 1994. Since then , the social studies standard have been widely and successfully used as a framwrok for teachers, schools, districts, state, and other nations as a tool for curriculum alignment and development. However, much changed in the world and in education since the original curriculum standards were published.

These revised standards reflect a desire to continue and build upon the expectations established in the original standards for effective social studies in the grades from pre-K through 12. This revision incorporates current research and suggestions for improvement from many experienced practitioners (NCSS, 2012).

Generally social studies include the following ten aspects or themes (NCSS, 2012).

Culture

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and course dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Time, continuity, and change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in the historical inquiry and interpretation and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in course in history, as well as in other social studies courses for which knowledge of the past is important.

People, places and environments

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in course dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

Individual development and identity

Personal identity is shaped by family, peers, culture and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology and sociology.

Individuals, groups and institutions

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science and history.

Power, authority and governance

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purpose and functions of government, the scope and limits of authority and the differences between democratic and non-democratic political systems. In schools, this theme typically appeared in units and courses dealing with government, history, civics, law, politics, and other social sciences.

Production, distribution, and consumption

This theme provides for the study of how people organize for the production, distribution, and consumption of good and service, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

Science, technology and society

By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Global connections

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government and technology.

Civic ideas and practices

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

The themes are interrelated, and a school course in a social studies discipline is likely to touch on more than one theme. For example, the use of the NCSS standards might support a plan to teach about the topic of the U.S. Civil War by drawing on three different themes: Theme 2 (TIME, CONTINUITY, AND CHANGE); Theme 3 (PEOPLE, PLACES, AND ENVIRONMENTS); and Theme 10 (CIVIC IDEALS AND PRACTICES).

Social study is really a subject of diversity. It teaches human beings about environment, its interactions and product. In social studies a students can get ideas about his regular activities, religious rituals, civil consciousness, political activities, historical events, concept of international understanding, foreign employment and other socio economic activities (B.C, 2013)

2.3 Implication of review

Each and every research has its own implication. Similarly this research has its own implication with reference to diversity of subject matter and teacher management. As the NCLB (No Child Left Behind) legislation, describes the social studies disciplines of civil, economic, geography and history as "core academic subject" and requires teachers of this subject to meet their state's definition of a "highly qualified" teacher, Social studies of secondary level in Nepalese curriculum has also included different core academic subjects in its discipline and highly qualified teacher. So above mentioned empirical literature review is acceptable with reference to this research.

When we analyze the theoretical literature review of Norio Ikeno in Japan during 1990s, the three models i.e. separatist model, integrated model and linked

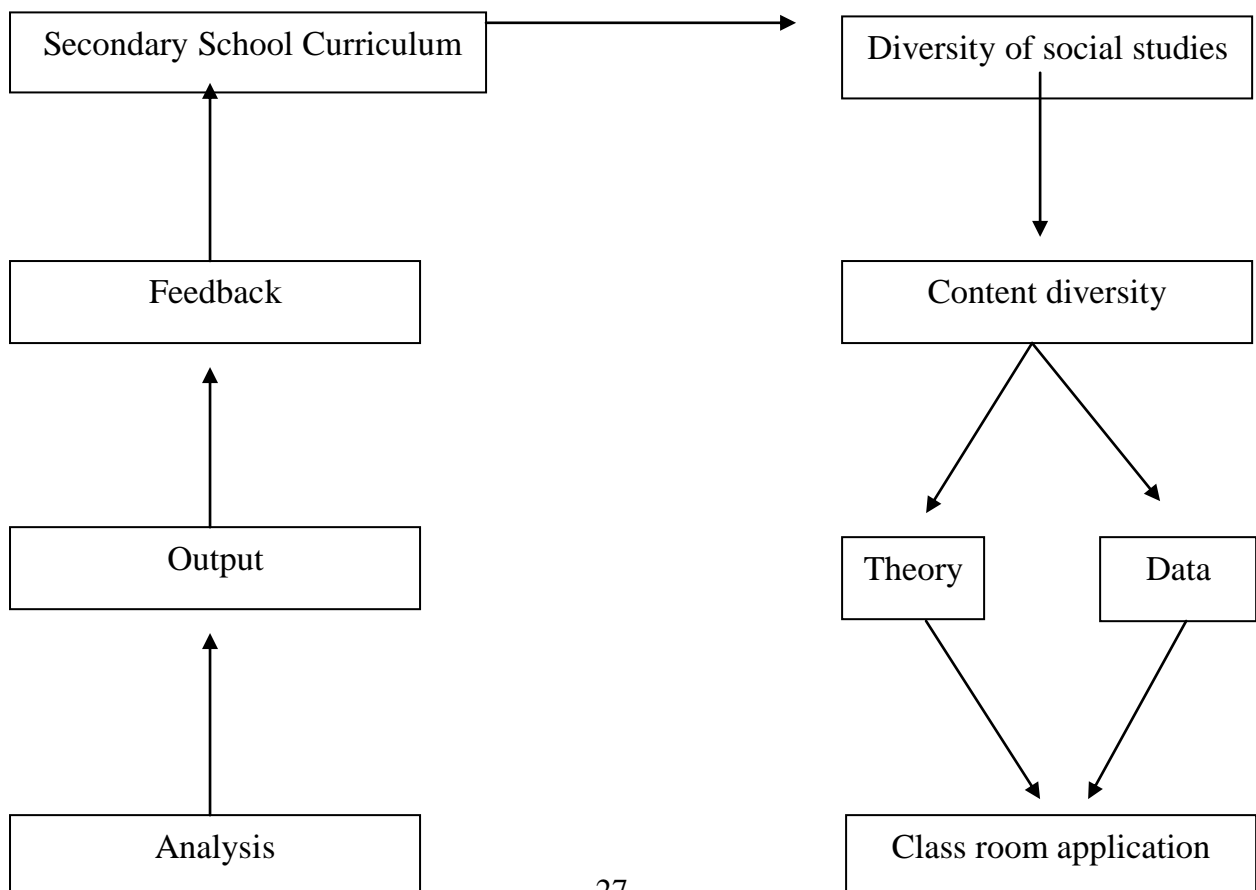
model presented social studies as a mix subject of other discipline. Similar types of nature is found in our secondary level social studies.

In conclusion, theoretical and empirical literature review reveals the diversity of subject matter in school level social studies curriculum. So incourse of conducting research on the nature of course diversity and teacher management this literature review has been one of the most important action.

2.4 Conceptual framework

After the completion of research the researcher has developed a strong concept on social studies as one of the product of different subjects. This conceptual framework is similar to major content areas of social studies. So with the help of History, Geography, Sociology, Political Science, Philosophy, Anthropology, Ethnology, Economics and Psychology social studies has formed and stood as a mix bag of subject. Below is a diagram of conceptual framework of social studies.

Figure 4. Conceptual framework of social studies





Secondary school curriculum has included different subjects in it. Among them social studies has included as a mix bag of different nature of subject matter so it represents a subject with the subject of content diversity. In diversity of content theoretical diversity is reflected by development, social values, we and our society etc. and different data like HDI value, literacy rate, latitude and longitude in degree, income, different date etc. are the example of diversity in data. Here on the basis of theory and data have significant classroom application for the strength of social studies.

Generally on the basis of classroom application implications of subject matters are analyzed and these different analyses are taken as output on social studies. Finally such output is given the name off feedback. Finally under the feedback the whole secondary school curriculum is modified. When the curriculum is modified then only the quality of the program becomes well.

Chapter Three: Methods and Procedures

3.1 Research design

Every research need to be designed before its conduction. When the research designs his research effectively the research can be complete research as a reliable and authentic source of further researcher. So for the completion of this research this is designed under the following sub-topics.

Mainly this study is based in descriptive and causal comparative type of research. It has focused on obtaining the data regarding the existing classroom difficulties and nature of course book of the study.

3.2 Population sample and sampling procedure

Mainly all the Nepalese government and non-governmental school and their students of secondary level as well as subject teachers were taken as sampling population.

Using purposing sampling three resource center (Indrapur Resource Center, Belbari Resource Center and Bahuni Resource Center) of Morang district are selected. Furthermore four schools (two government schools and two private schools) are selected with lottery method from three resource center; naming with Shree Janata Ma. Vi. Radhanagar and Shree Sikshya Niketan School Salakput from government school and Crystal Public Academy Dangihat and Sikshya Sandesh English School Belbari from private schools. In these schools subject teachers are obviously selected and twenty percent students of class nine and ten are selected by simple random sampling for each resource center.

3.3 Study area

Research is a systematic task of searching facts on a particular subject matter. Here, for the completion of the research researcher has chosen Morang district of Nepal. The whole district is not possible to select as study area so it was limited in four schools of three resource centers. These schools lied in Koshihariancha Municipality ward No. 1 and 4, Belbari Municipality ward No. 1 and Bahuni VDC ward No. 9 Radhanagar.

3.4 Data collection tools and techniques

While collecting data the respondents (Teacher, Students) were requested to answer accurately and the questions were asked them in simple way and filled up the interview schedule. Then all the answers of respondent were noted accurately as far as possible. During research one model class of social studies was also observed in all the four school with the teacher and some of the teacher's and student's experiences are also collected in research.

Except that all the students of selected schools were collected and conducted FGDs (Focus Group Discussions) mainly including the following context (i.e. what are the difficult lessons of social studies? Why they are difficult? How is your map working? What is the application of this subject? How is the classroom presentation? etc).

For the completion of research I have done document (i.e. mainly curriculum of the social studies, text books of class nine and ten, self learning materials and teacher guides) analysis, conducted unstructured interview with teachers and analyze teachers' qualification as well, through his/ her personal detail.

3.5 Data collection procedure

Both of the data are equally important in research because of the nature of the data. Here sometime qualitative and quantitative both of the data have been collected by primary sources and sometime by secondary sources. This study is the combine effort of primary and secondary data. Mainly primary data are used. First primary data are collected through field visit filling interview schedule. And some of the data are collected by secondary sources such as books, dissertations, journals and articles.

3.6 Data analysis and interpretation procedures

The main task after data collection is analysis and interpretation. Sometime research can reflect totally unusual result when the collected data are not plotted and analyzed appropriately. This tendency makes research error. So for the minimization of such error in research the researcher has used variety of procedure and way of analysis procedure so far as possible.

After FGDs, document analysis, observation and feeling up the schedule each information is checked in the spot so far as possible. Then the data is checked and verified at home as well. During the time of tabulation all the data were tabulated in a master table. Then the essential statistical values (number, order and percentage) were calculated according to the objectives.

Though the schools are government and private, both types of the school curriculum are totally based under the rule of Education Act 2028 (Nepal Government, 2070).

Chapter Four: Analysis and discussion of the result

Each and Every study seeks analysis and discussion of the data after their collection, tabulation, encoding and decoding. Therefore researcher has analyzed the information about subject matter and teaching activities of government school and private school on the basis of previously set objectives.

Here the researcher himself analyzed the collected information with different topic and sub-topics on the basis of observation, interview schedule, FGDs and study of the documents about secondary school curriculum of social studies.

4.1 Diversity of subject matter in social studies

Though social studies is taught in Nepal as compulsory integrated subject since 2056 B.S. , it is mentioned in curriculum by the recommendation of Nepal National Education Commission in 2011 B.S. (Luitel, 2056).

In SLC curriculum of 1990 B.S. subject matter of social studies are included in History and Geography (Adhikri, 2013). This scenario is still in practiced. And reveals that social studies is one of the integrated subject and there is a presence of scatterings nature of teaching learning activities. So we can still say this is a subject of diversity. At present it has been established as one of the inevitable course of school curriculum.

4.1.1 Major contain areas and allocated periods of social studies

According to the revised secondary curriculum of CDC in 2056 B.S. following contain area and credit hours are set for social studies in secondary level.

Table 1: Scope and sequence of subject matter in secondary level

Unit	Content of class – 9	Periods	Content of class – 10	Periods
1. We our community and Nation	1. Development ad concept of Human development and its situation in Nepal 2. Sustainable development	12	1.1 The concept of regional and federal development 1.2 Comparative studies of development region (geographic, social and economic) 1.3 Some ongoing projects of Nepal	12
2. Our infrastructures of development	1. Prerequisites of development: Education , health communication, Electricity and Drinking water	12	2.1 Skilled manpower for development and peace and security 2.2 Hindrances of development of Nepal and measures of solution	12
3. Our tradition, social norms and values	1. introduction of our art and culture (hand craft, and sculpture) 2. Secularism 3. Contribution of	12	3.1 Our cultural heritage sites 3.2 Our customs, folk and classical arts (dances, songs and	12

	national luminaries s for Nation		music) 3.3 Our national days 3.4 Eminent international personalities	
4. Social problems and their solutions	1. Social problems, identities and their solution 2. Contribution of local and national organization of social reform 3. Efforts of social reformation till now	15	4.1 Social evils: Girls trafficking, Flesh trading, Unuouchability, effects and ways of solution of (dowry, Ghumto, Deuki, Jhuma etc) system in society 4.2 Effects and ways of solutions of corruption, abuse etc. in society 4.3 Social organizations and role of international organizations for the solution of social problems	15
5. Civil consciousness	1. Constitutional development of Nepal 2. Features of present constitution of Nepal 3. Civil rights granted by present constitution	21	5.1 Functions and formation process of three organs of nation (Legislative, Executive and Judiciary) 5.2 Introduction of	21

	<p>4. Good governance (inclusion of civil society)</p> <p>5. Unity in diversity (cast, religion, language, region, sex)</p>		<p>Constitutional organs</p> <p>5.3 Introduction and role of political parties</p> <p>5.4 Election process And role of citizens in election</p> <p>5.5 Human rights</p> <p>5.6 Our National concern</p>	
6. Our earth	<p>1. Effects of latitude due to time</p> <p>2. Topography of Nepal, climate and its effects on human beings</p> <p>3. Comparison of natural resources, economic activities and social life of Asia, Europe and Australia with Nepal</p> <p>4. Map work (showing major facts of Nepal with study)</p>	24	<p>6.1 Types of world Climate and effects on human beings due to climate and geographical diversity</p> <p>6.2 Natural, social and economic activities of North America, south America and Africa: and social life and comparison with Nepal</p> <p>6.3 Earthquake, its causes, effects and safety measures</p> <p>6.4 Map works (fill up of major facts of world map)</p> <p>6.5 Sketching of map of Nepal with</p>	24

			different techniques and filling up of major facts	
7. Our Past	<ol style="list-style-type: none"> 1. Search, study and uses of historical resources 2. Unification campaign of Nepal and its effect 3. Contribution of Nealese warriers in anglo-Nepal war 4. Causes of raise and downfall of Rana Regiem and its effects on social and economic aspects 5. Effects on human society due to industrial revolution 	21	<ol style="list-style-type: none"> 7.1 Major political events of 2007 to 2046 B.S. and their social and economic effects 7.2 Political development after 2046 BS and its effects on social and economic aspects 7.3 Causes, consequences of first and second world war and role of Nepali 	21
8. Economic Activities	<ol style="list-style-type: none"> 1. Interrelationship of agriculture, industries and trade 2. Efforts to be applied on importance of agriculture in Nepal, problems and its development 3. Important, problems and promoting measures 	21	<ol style="list-style-type: none"> 8.1 Important of tourism in Nepalese economy and potentialities of development 8.2 Problems and ways of solution of development of tourism industries in Nepal 8.3 Challenges, 	21

	<p>of industry in Nepalese economy</p> <p>4. Importance, problem and way of solution of trade in Nepal</p> <p>5. Introduction of economic plan and summary of previous of plan</p> <p>6. Contribution of economic development in poverty elevation and promotion of employment</p>		<p>potentialities and importance of foreign employment in Nepalese economy</p> <p>8.4 Objectives, program and help in development of current plan</p>	
<p>9. International relation, peace and cooperation</p>	<p>1. Cooperation and understanding between SAARC</p> <p>2. Cooperation and relation of Nepal with donors (bi-lateral and tri-lateral)</p> <p>3. Contribution of Nepal for establishment of international peace</p> <p>4. Role of Nepal in United Nation</p> <p>5. Effects on Human life due to</p>	12	<p>9.1 United nations And it's Organs</p> <p>9.2 Relationship and cooperation of Nepal with specific organizations of UN</p> <p>9.3 Effects of worlds contemporary events in human lives</p>	12

	contemporary events of the world			
--	-------------------------------------	--	--	--

From the above table I have realized a statement that "social studies is really a mixed bag that has a wide variety of stuffs of various facets of the society" (Upadhyaya, 2011).

Combination of different subjects obviously shows the nature of diversity. Here, the divers nature of subject matters are presented under the topics of content analysis.

4.1.2 Contents under sociology

A glance of this content depicts that unit one contains with Sociology. It includes the topic of human development and existing situation of Nepal in class nine whereas unit one of class ten includes the different activities (i.e. social, cultural, economic) related to our society. Such types of subject matters depict the nature of sociology and makes social studies as a subject of diversity.

While teaching this unit teacher needs to elaborate the clear concept about federal system. But when the subject teacher is less interested and have less knowledge on federalism at that time it is difficult to establish perception to the students. The term federalism is a wider concept and there are many types of federalism. Furthermore there is no clear concept about federalism and its modality even in all the members of parliament. So in such condition 12 periods of each 45 allocated by curriculum is not sufficient.

4.1.3 Contents under philosophy

Unit two of social studies in secondary level contains with philosophy. According to English Dictionary philosophy is an academic discipline that seeks truth through reasoning rather than empiricism or it is a comprehensive system of belief. This unit deals with mainly prerequisites of development in class nine and hindrances of development in class ten in existing situation. In class ten unit two has included peace and security. Under this topic ways of establishing peace and security are totally guided by our system of belief and reason rather than empiricism. Such as 'We have respect senior', 'We have to maintain peace in our society omitting the concept of

political ideology' etc. such philosophical point of view reflect the concept of philosophy because when human beings are in trouble or in difficulties they forget the philosophy and seeks only the easy way of living. This is how unit two is mainly related to philosophy.

Students of secondary level are of 14-16. In such age they have not in a habit of seeking the information on all the six prerequisites of development (i.e. education, health, communication, electricity, drinking water and transportation). Only these sub - topics takes at least 12 periods. And rest of the topics of this unit has no time to teach. So contain of this unit is large and full of course diversity.

4.1.4 Contents under anthropology

Unit three contains with Anthropology including the subject matter of art and culture in class nine and customs and traditions in class ten. These units deliver the knowledge on hand craft, sculpture, folk songs and dances, songs and music etc. to the students. For these topics the teacher should be dynamic as well as familiar to many more culture and craft of Nepalese society. If not the whole lesson may be monotonous and bother the students.

In my experience it is impossible to provide even few knowledge in handcraft, drawing, sculpture and crafting within 12 periods. When we teacher try to provide the knowledge on these topics they need experts and need long times to complete even a single picture. So Except these topics there are other topics related to classical dances and cultural activities. A classroom is mix up of different castes. When we respect equally to all the students' cultural activities here needs a diversity of teaching strategies.

4.1.5 Contents under ethnology

Unit four contains with ethnology. It is a branch of anthropology that studies and compares the different human cultures. Under this section our social problem and their solutions, efforts done for the improvement of society till now and contribution of international organization for peace are mentioned in class nine where as in this unit, class ten covers all the subject matters of class nine as well as some additional i.e. corruption, untouchability, flesh trading etc.

Students of different casts have different concept about untouchability in Nepalese classroom. Generally in mangolian culture menstruation is thought as minor problem but in Aryan culture during menstruation women is not allowed to touch even their family members. In such situation student needs practical learning. Though it is not difficult to take students in field trip due to time the teacher has to minimize his intention during teaching.

4.1.6 Contents under political science

Subject matters of Nepalese politics are attached in unit five. Under this section many of the Nepalese political events (i.e. constitutional development, election process, political parties etc.) and their achievements are analyzed .Due to the inclusion of constitutional organs students are familiar with their introduction, formation and major task. Similarly students gain simple information about human rights and generalize these rights with their classroom activities.

It is obviously clear that politics has wider area. Students of secondary are obviously want to stay in fun and joy. In political section the flavor of joy and fun is not found, rather vogue and complex political terminology is used. Due to this situation contents under political science shows course diversity.

4.1.7 Contents under Geography

This unit has given the largest burden in syllabus. According to the report of teachers and students of research area it is one of the most technical unit. Information about location, natural vegetation, climate, human and their activities, major rivers, major lakes, major mountains, map etc of Nepal as well all the continents are to be red under this unit. Not only this much, latitude, longitude and calculation of time is necessary to know.

When we think about all the topics of above mentioned paragraph it is really diversity of course and it is beyond of a teacher with the view point of knowledge as well.

For example a teacher may totally unable to draw a map. In such situation how the students are tough. I think a teacher securing distinction also may unable to draw a complete map of Nepal due to the lack of drawing skill. So the nature of this course is really diverse.

4.1.8 Contents under History

Information about archaeological facts, industrial revolution, world war, unification of Nepal, Anglo-Nepal war, rise and downfall of rana regime, major political events of Nepal from 2007 to 2046 and 2047 to till now are located in historical study. According to the students of secondary level these topics are really very dense, less interested, extended and complex.

To cover and be an updated teacher in historical event is very challenging task. Only a few teacher have capacity to memorize the historical event. Because two century long historical events are kept in social studies of secondary level. The scatterings of political events are exactly tedious for everyone. So this unit is thought as a unit of course diversity.

4.1.9 Contents under Economics

Economic is thought as a back bone of development. Under this unit many of the regular economic activities and their impacts are included. In this unit interrelation between agriculture, industries and business are analyzed. Mainly tourism, it's problem and ways of solution in Nepal is focused in this unit. Important, potentiality and challenges of foreign employment in unit eight covers the area of economic.

Under economics different activities of earning its difficulties and possibilities are included. For the real information on economic activities students needs to take in field trip. If it is done the teacher becomes unable to complete his course on time. So it leads diversity nature of content in secondary school curriculum of social studies.

4.1.10 Contents under Social Psychology

Unit nine contains with social psychology. Thinking a world as a small villa international understanding, information about SAARCS, UNO and its organs etc. are included in unit nine. Furthermore this unit includes the subject matter of contemporary events of world as well.

From the above mentioned subject matter of different disciplines social studies is really spoken as a subject of diversity.

4.2. Major class room difficulties

In course of teaching and learning there are many more obstacles or hindrances for teacher and students. Generally a difficulty is absolute clear concept which implies

a hard or uncomfortable situation performing the task. Here only academic difficulties are excavated which are faced by teacher and learner within classroom and within curriculum. Moreover classroom difficulties are deviated to course book difficulties.

4.2.1 Students difficulties in social studies

Among four schools, 20% or 69 students from, total 343 students were involved in FGDs for the collection about the opinion of class room difficulties. In class room difficulties students are given the order of difficulties categorizing the subject matter into nine sub divisions of Social Studies.

Table 2: Unit – wise difficulties of social studies in secondary level

Unit	School-wise students in percentage				Average percentage
	Government Schools		Private School		
	JMV	SNS	CPA	SSES	
1. We our community and Nation	3	2	4	10	$19/4 = 4.75$

2. Infrastructures of development		3	3	5	$11/4 = 2.75$
3. Our tradition, social norms and values	3	2	5		$10/4 = 2.5$
4. Social problems and their solution		2	3	5	$10/4 = 2.5$
5. Civil consciousness	10	6	8	10	$34/4 = 8.5$
6. Our earth	60	64	52	47	$223/4 = 55.75$
7. Our Past	7	5	8	7	$27/4 = 6.75$
8. Economic Activities	2		6	1	$9/4 = 2.25$
9. International relation, peace and cooperation	15	16	11	15	$57/4 = 14.25$
Grand Total	100	100	100	100	100

Note:- JMV is the name of Janta Ma. Vi. Radhanagar, SNS is the name of Sikshya Niketan School Salakpur, CPA is the name of Crystal Public Academy Dangihat and SSES is the name of Sikshya Sandesh English School Belbari.

Tendency of calculating average or mean is more reliable and standardized (Khanal, 2062). So above table is prepared calculating the average value with reference to the answer of difficulties on the behalf of students of four different schools.

In above table 55.75% students reported the most difficult unit is 6th unit naming 'Our Earth'. Contrary this only 2.25% student reported unit is 8th unit naming 'Our Economic Activities'. So in above statistics shows that 'Our Earth' is the most difficult and 'Economic Activities' is the easiest unit of social studies in secondary level.

If we prepare a hierarchal order of the units of social studies according to the students' difficulties level in secondary curriculum following results can be observed.

Table 3 : Hierarchical order of difficulties with reference to subject matter of social

studies in secondary level

Units	Title	hierarchical order of difficulties	Respondents' involvement in percentage	Remarks
6	Our earth	First	55.75	The Most difficult
9	International relation, peace and cooperation	Second	14.25	More Difficult
5	Civil consciousness	Third	8.5	Difficult
7	Our Past	Fourth	6.75	Moderate
1	We our community and Nation	Fifth	4.75	
2	Our infrastructures of development	Sixth	2.75	Easy
3	Our tradition, social norms and values	Seventh	2.5	Easier
4	Social problems and their solution	Seventh	2.5	Easier
8	Economic Activities	Eighth	2.25	The Easiest

After the study of above table we can easily say that more than half of the students feel 'Our Earth' as the most difficult unit. So curriculum development center should allocate more time than the given in existing curriculum. On the other hand the easiest unit 'Economic Activities' should be tough giving only a few time period than other units. But existing curriculum allocate 21 periods for this unit.

4.2.2 The major cause of difficulties

After the reporting of difficulties by students researcher became excited to find out the reason behind it. In course of searching reason, with the analysis of latest secondary level school curriculum launched by CDC, the researcher got following conclusion.

The period allocated for social studies by CDC is not enough because of its nature. For example there are more than 17 sub topics under unit seven, which is allocated for 24 teaching period of 45 minutes each, whereas only a sub topic, 'Information through map', is impossible to complete at least without 5 teaching periods since my practice of a decades. Because there are four methods of drawing map (i.e. sketching, tracing, graphing and free hand drawing). And drawing map and feeling some facts is completely out question in SLC exam about a decade ago (Neema, 2015). So the instance proves that it is beyond by teaching all the given items within allocated time period, because at least simple concept of each dimension is necessary for individual unit. That is why it is difficult for perception to the students about all the nine different phenomena in such horrible teaching circumstance.

4.2.3 Teachers difficulties in social studies

Among four subject teachers of four schools, areas of difficulties in social studies were asked to the teacher in unstructured interview. Here two teachers of government schools were given the code of teacher I and II and two teachers of private schools were given the code of teacher III and teacher IV.

Table – 4: Areas of difficulties for social studies teacher in secondary level

Teacher	Difficulties
Teacher I	1- Complexities of subject matter 2- Lack of instructional materials 3- Lack of allocated time 4- Absence of students' interest 5- No habit of taking student in excursion 6- Students irregularity
Teacher II	1- Lack of ICTE 2- Needs updated information 3- lack of students' interest for political events

	<ul style="list-style-type: none"> 4- Insufficient exercise 5- Lack of subject-wise appointment 6- Low students' performance
Teacher III	<ul style="list-style-type: none"> 1- Lack of academic qualification 2- Lack of dynamic nature 3- Teacher form different major subject 4- Mix subject matter 5- In sufficient credit hour 6- Low academic level of parents
Teacher IV	<ul style="list-style-type: none"> 1- Depth of subject matter 2- Economic constrain for outdoor activities 3- Linguistically problem 4- Low standard of book 5- Lack of training 6- Lack of continuous assessment system

The above mentioned summarized answers of four teachers are drawn after 30 minute long unstructured interview of each teacher and accumulated in a single table. After analysis, the teachers' difficulties were categorized under the following concerned bodies and they are given the name of causes of difficulties.

During research researcher asked teachers about their areas of difficulties. All the teacher reported their areas as well. Later on the researcher asked them Why these areas are thought as difficult. In reply each teacher has summarized his difficulties in six points.

Teacher I replied the causes of difficulties as complexities of subject matter. I have also experienced that lack of proper instructional materials also hinder the teaching learning process, so as the teacher I. Students' irregularity, lack of time, no habit of taking student in excursion as the causes of difficulties in teaching. These difficulties are nearly similar to all the teachers during the time of teaching in secondary level of Nepalese community.

4.3. Causes of common difficulties of secondary level social teacher

A joint effort is needed for the better achievement of students in all the subjects. Due to economic, geographical, social, political and other problems below given difficulties are emerged for teacher. So for the reduction of these difficulties first they should be identified with responsible authority. Here researcher have presented a table for detail information.

Table 5: Causes of common difficulties of secondary level social teacher and concerned bodies

Causes of difficulties	Concerned with:
i- Complexities of subject matter ii- Lack of allocated time	Teacher and curriculum designer
i- Lack of instructional materials ii- No habit of taking student in excursion iii- Economic constrain for outdoor activities	School's administration
i- Absence of students' interest ii- Low students' performance iii- Linguistically problem	Students and teacher
i- Students irregularity ii- lack of students' interest for political events iii- Low academic level of parents	Students and parents

i- Lack of ICTE ii- Teacher form different major subject	Government and School's administration
i- Needs updated information ii- Lack of academic qualification iii- Lack of dynamic nature iv- Depth of subject matter	Teacher
i- Insufficient exercise ii- Lack of subject-wise appointment iii- Mix subject matter iv- In sufficient credit hour v- Lack of training vi- Lack of continuous assessment system vii- Low standard of book	Government

4.3.1 Subject matter

Above mentioned classroom difficulties of teachers are plotted according to the concerned authorities. Among the 24 difficulties of teachers the highest no of difficulties (7 difficulties) are directly related to the government. Similarly second no of difficulties (4 difficulties) are directly related to the teachers themselves. Among them difficulties of subject matters are sever to the teachers and students.

4.3.2 Institutional difficulties

In the past teacher was only one sources of knowledge. But now a days this concept has gradually been weaker due to the new innovation of teaching. According new innovation teacher is only a facilitator and he/ she has to teach students using different technical instrument, techniques and philosophy. And there is no alternate of teacher for the manipulation of these three aspects. So government, school administration, curriculum designer, parents and students should participate together for the elimination of classroom problems in secondary level social studies.

4.3.3 Training factors

Some of the teachers reported that training is one of the factors of classroom teaching. Government has invested too much financial resources for the professional

development of the teacher but the private schools teachers have no chances in attaining training occasionally. It cause difficulties in using appropriate methods and techniques in classroom.

4.3.4 Difficult topics and project works of social studies in secondary level

After research on above mentioned topic the researcher had found following most difficult topics and project works. These are such works specially based on hard skills. These main difficult skills are described below with causes of difficulties and remedial measures.

4.3.4.1 Map making and its uses

Making map is one of the difficult tasks of students. Because it belongs to one of the intelligence and it is impossible to find each student. According to Haward Gardner there are eight types of Multiple Intelligence, all humans have these intelligences, but people differ in the strengths and combinations of intelligences (Richards & Rodgers, 2003) So students' achievement is very low in social studies.

There are many causes reported by students. The first cause is due to many bents and curves in map of Nepal. The second cause is, it is not practiced in junior level but upgraded. The third cause is due to the lack of skill in teacher about map making. The fourth cause is lack of materials (i.e. card board paper, pencil, scale, etc.). And the fifth cause is lack of frequent practices.

On the behalf of teachers following following common difficulties are seen in making map. First lack of the knowledge of geography, Second it is was out of their course, third it is difficult to make, fourth it takes very long times to teach students, fifth lack of teaching instrument in school. So the above mentioned causes are major difficulties of drawing map in secondary school curriculum.

4.3. 4.2 Making time line and its uses

In course of making time line many students committed mistake they feel difficulties specially preparing scale, making appropriate range in scale, preparing RF (Representative Fraction), Plotting the value, Giving boundary etc. So it is one of the hindrance of students in learning to the students. They also reported that our subject teacher do not have such technical knowledge in some cases.

4.3.4.3 Making pie chart and its uses

While making time line many students committed some minor mistakes. They feel difficulties specially calculating degree, converting the given values in to appropriate degree, making legend, plotting the values, giving boundary etc. So they are some minor hindrance of students in making pie chart. They also reported that it is itself a technical aspect and our subject teacher also does not have such technical knowledge in making pie chart as well.

4.3.4.4 Making bar diagram and its uses

After the direct observation of the class room teaching the research has find the following experience. For preparing bar diagram students felt discomfort due to their impatience. They felt difficulties specially types bar diagram, Plotting the data according to appropriate bar diagram (i.e. either simple bar diagram or compound bar diagram, multiple bar diagram or others), making legend, Plotting the value, Giving boundary etc. Minimizing the given values in to appropriate scale was also one of the challenging tasks in bar diagram. On the other hand it has no such hard and fast rule of making bar diagram. So they are thought some minor hindrance of students in making pie chart. They also reported that we are still lagging behind expert in bar diagram and its uses so it is less fruitful for us.

4.4 Findings

After the elaboration of different subject matters of social studies the researcher says that social studies is one of the holistic subject in this universe as it implies the activities of person, home, school, community, society, countries, world and universe. So I can say with the hammering stamp that social study is really a multi-disciplinary subject having diversity of subject matter.

Due to the nature of diversity teacher and students both are facing many problems as difficulties. More than 50% students reported unit six (Our Earth) is the most difficultly unit due to less interested and unfamiliar subject matter as well. The most tedious task is reported as making map of Nepal. Contrary this, unit eight naming 'economic activities' is thought one of the easiest units in secondary level.

In my research some of the difficulties are related to teachers as well. But the natures of the difficulties are slightly different to the students. Behind the teachers

difficulties there are some causes i.e. depth of subject matter, dynamic nature of subject matter, lack of proper qualification, lack of allocated time, complexity of subject matter, linguistic difficulties, students irregularity of the students etc. Likewise map making is obviously difficult to the teacher. It is because of techniques. In making map a teacher hardly can make a map of Nepal after a long practice by graph method but when a teacher try to draw a map of Nepal by freehand it is really a difficult task to make a perfect and attractive map.

Generally no one is all in all about subject matter. Furthermore social studies is a holistic approach of different subject so it one of the challenging task to the teacher for successful teaching.

Chapter five: conclusion and recommendation

5.1 Conclusion

Vividness nature of subject matter in social studies is one of the examples of curriculum diversity. Here different contain, methodologies and skills used in social studies are analyzed. At the end of research, following main conclusions are drawn out.

This study had been conducted on 'diversity of subject matter and teaching social studies' in two government schools and two private schools of three resources centers in Morang district. In research altogether four subject teachers of social studies were taken.

Social studies is proven as one of the mix bag that has a wide variety of stuffs of various facets of the society. Furthermore studies found that anthropology, philosophy, Sociology, ethnology, political science, geography, economics and social psychology are the main areas of social studies.

Out of 20% (69 students) from 343 students most of the students (55.75%) reported our earth is the most difficult units of social studies in secondary level. They also reported that most of the facts and figures mentioned under the subject matter of our earth are not familiar at all. They have nighters got chance to visit there. Not only this much, making map and filling different fact is one of the difficult tasks for all the students. Secondly, International relation, peace and cooperation is also felt more difficult unit because of the terminologies related to foreign affairs and international events. It is because only few students have in a habit of watching world political events or world international organizations.

While taking unstructured interview with teacher they reported complexity of subject matter, lack of instructional materials, lack of allocated time, absence of students' interest, lack of field trip, students' irregularity, lack of ICTE, Lack of current information, lack of students' political interest, insufficient exercise, lack of subject-wise appointment, low students' performance, lack of parents' awareness, depth of subject matter, economic constrains for outdoor activities, linguistically problem, lack

of proper training, Lack of continuous assessment system etc. are major difficulties of teaching social studies in secondary level.

While searching the responsible bodies of difficulties of classroom; curriculum designer, teacher, school's administration, students, parents etc. are found. They are equally responsible for classroom difficulties as well.

Making map, timeline, preparation of pie chart, plotting bar diagram etc are more technical and time consuming works of social studies. In this sector not only the students but also the teachers are facing some problems. Some of the teacher honestly replied that they are from different subjects i.e. English, mathematics, political sciences etc. Whereas it one of the tedious and complicated task to draw for even a geography teacher.

5.2 Recommendation

It is one of the critical tasks to recommend after study. If miss recommendation is given by a doctor a patient can die but if miss recommendation is given by researcher many people of its implemented area will be effected. So, researcher has given some important recommendations. Such recommendations are categorized into three sectors.

5.2.1 Recommendation for policy level

After research, the diversity nature of secondary school curriculum in social studies, following points should be keep in mind while making policy with reference to making law and designing curriculum.

At present no practical exam is taken in case of social studies but it is incomplete evaluation system. So in while revising curriculum there must be practical evaluation scheme.

Curriculum designers are the indirect but main responsible persons of educational development. So while designing curriculum they should be careful about the difficulties level of students. Though most of the curriculum of our countries are designed on the basis of difficulties of the students but some of the items of social studies are beyond of practicability. Ther fore planners or designers must concentrate to this facts.

Proper instruction should be given to CDC for the developments of Teacher Guide, Curriculum and other instructional materials sufficiently.

It is essential to promote monitoring and follow up by District Educational Office and other subordinate unit instead of nominal monitoring,

Necessary packages of training should be developed, According to the subject matter packages of training should be developed and selection of teacher for trainings should make easier.

While making plan to conduct training for teachers, it is better to include the teachers of private schools as well.

5.2.2 Recommendation for practice level

There is no doubt, social study is really an integrated subject and it is inevitable as well. Because it teaches a student may beneficial activities from the birth to the end and from the home to the international community. But while implementing this subject following activities should necessary be done in practice level.

Proper training is to be given to the subject teacher because due to the lack of proper training many teachers have confusing how the lessons related to the field study is tough effectively. Similarly government should give emphasize in ICTE for the easy access of teacher and students because it enables students for the easy and durable comprehension of some of the abstract subject matter of social studies. Not only this much, ICTE helps to bring the whole universe into a classroom through e-mail and internet which is one of the fundamental skill of the students and teachers for contemporary issues as well.

Government should appoint subject-wise teacher in secondary level. When the teachers are not appointed subject-wise there will be some disorder in expression of the subject matter.

On the other hand, Schools' administration should regularly monitor the activities of teacher because teacher may not conscious all the time. When the school administration supervises the activities of a teacher the administrator realize the classroom difficulties of a teacher and will be responsible to fulfill the needs of the teacher obviously.

Schools' administration should work as bridge between guardian and teacher. It is because some time the teacher may not be able to deliver the message of social studies as one of the research base subject.

School should manage proper instructional materials for the teacher because it needs critical thinking and many more materials for the preparation of different project works. Likewise some time the teachers take students in a field and suggest them to prepare a report on their excursion. At that time for the accessibility of the student in classroom such materials should purchased by the school.

Professional training should be provided for teacher. Such training enables the teacher and students both. Finally the subject of diversity becomes easier and interesting than other subjects.

School should manage economic fund for the excursion of students. Because some of the lesson especially needs field studies i.e. our cultural heritages, rivers, canals, mountains, jungle etc. As the school administration invest in such outer activities so the students gain strength knowledge.

Some of the lesson from historical study, geographical study and political study are reported as technical. So for such technical chapter school should invite resource person, guest teachers and experts for teaching. Except them some other technical topics, (i.e. map, pie-chart, bar-diagram, etc.) are also need expert for clear concept.

Teacher should enter the classroom with full of confidence. Some of the teachers are found less active in teaching. So they have to try their best to the completion of the lesson though some of the subtopics are difficult. Till the teacher himself/ herself become responsible to the students and subject matter all the expectation of quality education will be worthless.

Daily lesson plan should be prepared for each lesson. Because it helps teacher to be mentally and physically ready for teaching.

Use of locally available materials should be promoted while preparing instructional materials. It is because such materials are familiar to the students as well as cheaper and easily accessible.

Teacher should be familiar to the students as well guardians for effective learning,

Teacher should study carefully about curriculum and teacher guide, teacher should update himself/ herself for innovative idea and live classroom situation, students should be active and curious for cooperative learning are some additional suggestion of this research.

In conclusion, the responsible bodies of difficulties of classroom are curriculum designer, teacher, school's administration, students, parents etc. So they should be equally responsible in classroom.

5.2.3 Recommendation for further research level

This research is done on the basis of primary and secondary resources. If anybody tries to conduct such type of research it can fulfill as a secondary resources with reference to diversity and teaching social studies.

When the succeeding researchers conduct their research in this topic they can pick up individual units as a matter of research because analysis of a whole course contain is difficult to complete within a certain period of time.

If course diversity is studied under the face-to-face interaction between researcher and curriculum designer the research will be more usable in future.

This research doesn't analyze the curriculum diversity and difficulties of students and teacher on the basis of scoring. If it is done correlating with the score the more fruitful result will be appear.

References

- Adhikari, B.P. (2013) *Nimnamadhyamic Tatha Madhyamic Sikshya Digdarshan*. Kathmandu: Aasish Books House.
- Alazzi, K.F (2005). *Historical development of social studies education in Jordanian secondary schools science 1921*. Un published Ph D dissertation, University of Oklahoma.
- B.C, S.D. (2013). *Samajik Bisayako Pathyabastu ko Mulyangkan*, (Unpublished Master's Thesis). Sukuna Multiple Campus, Health Physical and Population Education Department. Koshihariancha, Morang.
- Development Center(2064). *Secondary education curriculum Part one compulsory subject* (1st ed.). Bhaktapur: Curriculum Development Center
- Ikeno, Norino. (2012). *New Theories and Practice in Social Studies in Japan: JSSE*. (Vol. 11).
- Luitel, C.P. (2056). *Teaching of social studies*, (1st ed.). Kathmandu: Nima Book Publication.
- Khanal, Peshal. (2062). *Educational Research Methodology*, (3rd ed.). Kathmandu: Sunlight publication.
- NCSS (2008) : *Curriculum guidelines for social studies teaching and learning: Social Education* : (p. 211-212)
- Neema (2015): *Ten set questions of class ten*, Kathmandu: Neema publication

Nepal Government (2072). *Education act 2028 and regulation 2056*, Kathmandu:

Author

Pathyakram Bikash Kendra. (2067).*Samajik Aaddhyayan kakshya nau*, Bhaktapur:

Author.

Pathyakram Bikash Kendra. (2067).*Samajik Aaddhyayan kakshya das*, Bhaktapur:

Author.

Richards. J.C. and Rodgers T.S. (2003). *Approaches and methods in language*

Teaching.

Edinburgh building : Cambridge.

Shah, B.B.(2070). *Curriculum Evaluation and Research*, (1st ed.). Kathmandu:

Pinacal Publication.

Upadhya et.al.(2011). *Social studies for class 10*, (1st ed.). Kathmandu: Koselee

Prakashan

DIVERSITIES OF SUBJECT MATTER IN TEACHING SOCIAL STUDIES

Appendix 1 : Name list of resource centers, schools and teachers

a. Resource centers

S.N	Name of resource center	Address
1	Bahuni Resource Center	Bahuni -1 , Morang
2	Indrapur Resource Center	Koshi-Haricha 1, Morang

b. Schools

S.N	Name of Schools	Address
1	Janta Mavi Radhanagar	Bahuni -9 , Morang
2	Crystal Public Academy	Dangihat – 1, Morang
3	Siksha Niketan Ma Vi Salakpur	Koshi-Haricha 1, Morang
4	Siksha Sandesh English School	Belbari – 4, Morang

c. Name of subject teacher

S.N	School	Name of the teacher	Qualification
1.	Janta Mavi Radhanagar	Naresh Jang Bista	M.A in Sociology
2.	Crystal Public Academy	Krishna Gautam	B.A in English
3.	Siksha Niketan Ma Vi Salakpur	Baburaja Khadka	B.Ed. in Population
4.	Siksha Sandesh English School	Nimendra Rai	B.Ed. in English

DIVERSITIES OF SUBJECT MATTER IN TEACHING SOCIAL STUDIES

Appendix 2: School-wise Participated students of Class 9 and 10 in FGDs

S.N.	School	Girls	Boys	Total Students	20% of total students
1.	Janta Mavi Radhanagar	48	25	73	15
2.	Crystal Public Academy	41	29	70	14
3.	Siksha Niketan Ma Vi Salakpur	71	54	125	25
4.	Siksha Sandesh English School	36	39	75	15
Grand total		196	147	343	69

DIVERSITIES OF SUBJECT MATTER IN TEACHING SOCIAL STUDIES

Appendix 3: Interview schedule for teachers

Name of the school:-

Name of the teacher:-

Qualification of teacher: -

Teaching classes of secondary level:-

Subjects:-

1. How long have you been teaching here?

.....

2. How is your teaching?

.....

3. What are difficulties of teaching social studies?

.....

4. Which units are most difficult in teaching?

.....

5. What are the reasons of difficulties on the behalf of teachers?

.....

6. What are the reasons of difficulties on the behalf of students?

.....

7. What are the reasons of difficulties on the behalf of school administrations?

.....

8. What are the reasons of difficulties on the behalf of parents?

.....

9. What are the reasons of difficulties materials and resources?

.....

10. What are the techniques and methodologies of teaching social studies?

.....

11. What are your suggestions to the related persons of difficulties?

.....

.....

.....

.....

DIVERSITIES OF SUBJECT MATTER IN TEACHING SOCIAL STUDIES

Appendix 4: Questions for Students' Focus Group Discussions

1. Which is your most interesting subject in this class?
2. What are the reasons for this?
3. Give the order of units from most difficulties to easiest?
4. How are your teaching learning activities of Social studies in class-room?
5. Is the time sufficient for the completion of activities in class?
6. How does your teacher cooperate in class?
7. What are its causes?
8. How do you cooperate your teacher In classroom teaching?
9. Do you have in a habit of visiting outside of the classroom in course of reading?
10. What are the good aspects of excursion?
11. Is excursion a bad practice as well? What are its causes and solutions?