

## **Chapter I : Introduction**

The introduction of this thesis consists of background of the study, social studies as a teaching subject, scope of social studies, aims of social studies in basic level, review of the related literature, objectives and significance of the study.

### **Background Of The Study**

English language is emerged as the global language in the present era. Almost all corners of the world are occupied by English language and its speakers. So, understanding this fact, curriculum of Nepal also aims to enable its students to expose English language right from the beginning of school level. Basic education curriculum (2069) has also declared that the medium of instruction in teaching learning activities can either be Nepali or English or both except language subjects.

Parents, these days, are highly attracted towards private English school for its English medium and SLC/SEE result which has become the reason of students drain from community school to private school. Therefore, to stop students at own school, some of the community school has launched English medium classes in its different levels.

'Social studies' is defined by the National Council for Social Studies [External link](#) as “the integrated study of the social sciences and humanities to promote civic competence.” General social studies establishes a foundation for all of the subsequent, more specific classes that students will take in history, civics and the like. Typically, students take general social studies in primary level, and then move to more specific areas of study in basic level, and even more in-depth subjects in secondary level and in college.

In primary level, students take social studies every year, beginning with the most basic elements of geography and history, and gradually progressing to more specific and detailed subjects as years go on. In basic level, students take a specific social studies class each year, usually revolving around world history and Nepal's history, and in secondary level and in college, classes are more dedicated to completing a thorough study of a particular areas of 'Social studies'

Education is regarded as a necessary means for the development of individual personality. It helps create tracks ahead in each and every sector of human possibilities, so it is the supreme wealth of individual. Education opens the faculty of human mind as it is the backbone of socio-economic development of a nation. Human resource is the most important resource for the development of every sector of the physical world and it is education that prepares required human resources. Education can be defined as the process of giving training and instruction on new knowledge. There are two types of education system: formal and informal. Formal education is provided in certain educational structure in fixed time frame and it is received grade wise. The history of formal education started from Athens when Plato opened 'Academy' four century before Jesus Christ. And this system spread all over the world in the last two thousand years. In Nepal, the history of formal education is not very long. It was started in 1863 A.D. but was not fully developed. The well planned and managed formal education system started only after 1955 A.D. when the then government formed the Nepal National Education Commission. Only five subjects: Vernacular languages, Mathematics, Science, Geography and History were offered in school education before 1933 A.D. Social studies had been incorporated in School Leaving Certificate curriculum with the contents of social sciences,

geography and history in 1933 A.D. National Education Commission (1955) submitted a report giving importance to 'Social study' as a separate subject with scientific syllabus. According to the recommendation of the report, social studies teaching started in Primary Level since 1960 A.D. A separate and compulsory course combined with the contents of different social sciences weighting 100 full marks was started in the name of 'Social Study' at the secondary level since 2000 A.D. (Pandey, 1993: 6). Social studies education was said to be necessary to understand the contemporary society and context.

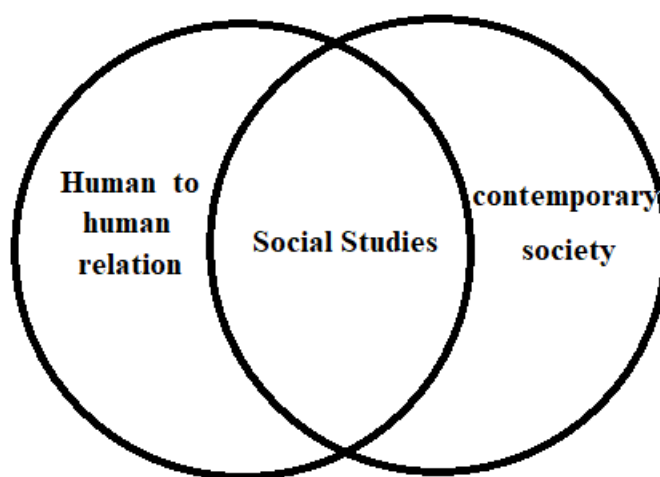
### **Social Studies as a teaching subject.**

'Social studies' is taught from basic level to secondary level. Students start reading it right from their class one to SEE (previously SLC) and class 12 recently of 100 full marks. In classes one to three Students are examined through CAS (Continuous assessment system). In classes four and five, the the assessment is done 50/50 from CAS and written test. Similarly, in classes six to eight, assessment of this subject is done 40/60 through CAS and written examination respectively. And in other higher classes, it is assessed through written examination.

'Social studies' is one of the major subject in basic and in secondary level. "Social studies education (SSE) is placed among the major academic disciplinary subjects within the school curriculum even from the primary/basic to the secondary level. It is a compulsory subject in the Secondary Education Examination (SEE) as well as it was also in the School Leaving Certificate (SLC) Examination." Poudel (2017)

“Social studies deals with the studies of human being and his relationship with other human beings and with his environment” (Jerolemick, 1971: 11). This can be shown in the following figure: Figure 1: Different Dimensions of Social Studies

Figure : 1 Social studies as a teaching subject.

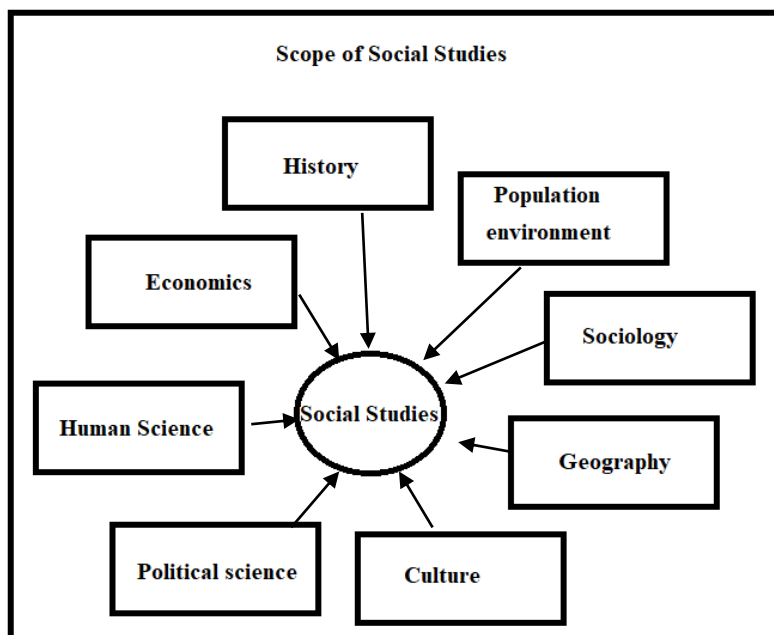


Without the knowledge of human to human relationship and human to environment the full-fledged personality of an individual will not be formed. Effective teaching of social studies is to develop appropriate way to acquaint students with their social life. Social studies is a subject consisting of different social science contents as the ingredients. The Encyclopedia of Social science denotes it that “Social studies are those subjects which are studied from social sciences.” “Social studies is not an individual subject, discipline or science. It is a field of study which deals with human and his relation to other human beings in environment. It draws its content from several social sciences but its characteristics are not determined by anyone of them” (Bining and Bining, 1952)

## Scope of social studies

Social studies is a field of study which provides knowledge as an integrated nature of instructional program. It helps to make human relationship with all those things around it. The following diagram presents the scope of social studies.

Figure 2 : Scope of Social Studies



The above given diagram shows that social studies is the combination of disciplines like history, economics, human sciences etc. Similarly, It also imparts the knowledge about oneself, family, community, region, nation and the world.

## Importances of Social studies

'Social studies' is a book with the combination of knowledge, skills and attitudes. It helps students to acquire knowledge from himself to the world. The knowledge of weather, economic

activities, politics, history, social problems and their solution, civic consciousness, development etc. all are included in a book, Social studies. It has great role in instilling moral values, positive attitude, good character, patriotism in a person. "Importance of the subject itself has no question, despite that the content inside the subject and the delivery of the subject to the student are the major concerns." Poudel (2017)

### **Aims of 'Social studies' at basic level**

With the change of time, Economic activities, politics, areas of education and science are also keep on changing. Education is the only means to inform human society about such changes. To update education with time, Basic Level Curriculum of 'Social studies' (2069) has been changed with the aim to: develop social feeling among students, make them able to understand the concept of national development, make laborious, responsible, accountable citizens with the knowledge of social norms and values, make students able to learn the lesson from the event and movements of the world and shape them positively, make them skillful in controlling the rapid growing population, make students able to understand the meaning of international co-operation and brotherhood and behave accordingly. To meet such aims, Basic Level Education (2069) has prescribed the following content and areas:

1. We, Our community and Nation
2. Our Social Norms and Values
3. Social Problems and Their Solutions
4. Civic Consciousness

5. Our Earth

6. Our Past

7. Our Economics Activities

8. Our International Relations and Cooperation

9. Demography and Demographic Situation

10. Population Growth and Its Management

### **Statement of the problems.**

'Social studies' is a subject to teach/study in basic or secondary level as a compulsory subject. It contains the contents like culture, values, traditions, history, geography, economics, population etc.

Language is a means of communication. It delivers the ideas, attitudes, thoughts of a speaker or writer. Chomsky (1968) defines language, "the language is the inherent capability of the native speakers to understand and form grammatical sentences. A language is a set of (finite or infinite) sentences, each finite length and constructed out of a finite set of elements." This definition of language considers sentences as the basis of a language. Sentences may be limited or unlimited in number, and are made up of only limited components. One language must not be dominant over other to deliver any of ideas, attitudes, thoughts specially in teaching. Holmes (2008) emphasizes that the purpose of language is to express the views, feelings, emotions, thoughts, etc to his/her interlocutors. Simply speaking language is for communication. When it is

studied in isolation it cannot be complete in the sense that one structure used in one context may not be useful in another context. It means that the rules established by linguistics may not apply exactly in all situations. The structure of language is determined by the setting and participants involved in communication. The social identity of the speaker is reflected in their language.

However, target language (English), sometimes, cannot carry the exact essence of the source language (Nepali) because of its own reason. When translation becomes unable to carry and deliver the essence of the source language, problem exists in teaching through L<sub>2</sub>. Specially, target or source language alone cannot deliver all of the ideas of social studies since it covers a very wide area of knowledge including local, national and international disciplines of knowledge. English language may not have the exact word of some typical Nepali local or cultural word while teaching about traditions, culture or costumes.

Basic Level Curriculum (2069) has clearly said that the medium of instruction in education can either be Nepali or English or both except language subjects. But It has not developed materials for teaching learning activities like text books, curriculum and reference materials for teaching social subject in basic level (6-8). Schools are using books of private publications. Unless problems or areas of the problems are diagnosed, it is almost impossible to find the solution. So, this study attempts to find such problems or areas of the problems in teaching social studies through English medium in community schools.

### **Objectives of the study.**

The objectives of the study are as follows:



- i. To find out the area/s of the difficulty to learn and teach 'Social studies' through English medium in community school.
- ii. To find out the possible solutions for the found problems.

### **Significance of the study.**

Social studies is one of the major subject in basic and in secondary level education. It is also taught in bachelor level as an elective subject. "At present, social studies education (SSE) is prescribed as a compulsory subject in school education from grade 1 to 10 in Nepal. At the university level, it is kept as one of the elective subjects at the Bachelors' Degree in Education (B.Ed.). It is also envisaged to introduce in the university education as a specialization course at Bachelors' Degree in Education (B.Ed) and also at Master's Degree in Education (M.Ed.) in the near future." Poudel (2017)

'Social studies' is not in the list of the most difficult subjects. However, it is not problem free subject. Many students and teachers find it problematic in one or the other area. "Elsewhere, numbers of formal and informal talks have been pointing the quality of syllabus, structural coherence of the contents designed within the curriculum, philosophical ground of the subject itself, the teaching methods and delivery systems, teaching and learning tools, aids and supporting materials and finally the outcome of the course. Due to such efforts, the SLC and SEE result is satisfactory but not good. In total the pass percentage of the social studies subject was 74.21 % in 2014 A.D., 83.74 in 2015 A.D., of the SLC Examination Board and it was over 75 % students secured D+ in the SEE examination of 2016, though the general comments among the

students entailed that the social studies course is not a comfortable subject to learn." Poudel (2017)

This study has found some areas of the difficulty in teaching 'Social studies' through English language in community school. Therefore, it is expected to be useful for the school administration and or school management committee who are applying English medium classes in their community school or thinking of applying of it. Similarly, The subject teachers will know the areas of difficulty which can aware them to tackle the problems. Students can know the areas where they have to focus much. It will be equally fruitful to curriculum designer and text book writer. Similarly, no research has been carried out in the department of English Education on this topic. Thus, the findings of the study are also expected to be significant for the department itself.

#### **Delimitation of the study**

This research was done in around Urlabari area among limited number of people in certain period of time. The limitation of the proposed research are as follows:

- I. The study was limited among 60 students and 6 teachers of community school of Urlabari area.
- II. All of the informants were from community schools.
- III. Questionnaire was the only tool to collect primary data from the students and teachers.
- IV. Questionnaire was given through google forms.
- V. The work was limited to only 'Social studies' in English medium community schools.

- VI. The study is further limited to the analysis of the responses obtained from the respondents only.
- VII. The study is limited about 'Social Studies' of basic level (class 6 to 8) only in community schools where the subject is taught in English medium.

### **Definition of specific terms**

Social studies	= a book being taught in lower secondary level(6-8) in Nepal.
Course	= Social studies book
Curriculum	= Curriculum of Basic level (class 6 to 8 ) of social studies
Second language	= English
Target language	= English
First language	= Nepali language
Mother tongue	= Nepali language
Respondents	= participants in research questionnaire
Basic level	= Class 1 to 8
Primary level	= Class 1 to 5
Secondary level	= Class 9 to 12

School = Community school

Curriculum = Curriculum prescribed by CDC

## **Chapter II : Review Of Related Literature And Conceptual Framework**

### **Review Of Theoretical Literature**

With the time and effort of scholars, many learning theories have been found and prescribed in teaching 'Social studies'. Among them, some relevant books have been consulted for this thesis report. With reference to 'Effective Pedagogy in Social Sciences' by Sinnema and Aitken (2012), in Switzerland, Curiosity, critical thinking or empathy can be instilled in students by focusing on their own language, articulation of thinking, questions and comments while teaching 'Social studies'. Students in the 'Social studies' class should be made clear about the purpose of tasks and also be helped to focus on the important learning. In other words, Students should be made clear not only about the task that they are going to do, but they are to be clear about what they are going to learn through that task. Continuous assessment is another vital part in teaching 'Social studies' that helps them finding the important aspects of 'Social studies' to be learned.

Sinnema and Aitken (2012) has focused on repetition on learning the same or similar content to memorize it. With the reference to (Nuthall, 1999) they focus on alignment learning as:

The number and timing of learning experiences are both critical. The likelihood of students learning and remembering new ideas and concepts is increased when they encounter those ideas several times in close succession. For example, it has been found that students who have encountered information three to five times over two to three days tend to recall it, while those who have not had this exposure to the information are likely to forget it (Nuthall, 1999).

Generally, while teaching 'Social studies', the following points to be considered

(Sunnema and Aitken, 2012) :

- **Identify prior knowledge.**

If the value of learning time is to be maximized, it is important to build on what students already know and understand.

- **Align teaching to desired outcome.**

Effective teachers carefully and deliberately align teaching activities and resources to support students in achieving the desired outcomes.

- **Provide opportunities to revisit learning**

Students need sufficient, related opportunities to revisit learning through a variety of activities that will embed that learning in their memories.

- **Draw on relevant content**

Effective teachers encourage students to use their own experiences as a point of comparison when learning about other people's experiences in different times, places and cultures.

- **Ensure inclusive content**

Effective teachers use language that is inclusive of all learners and their experiences, select resources that make diversity visible, and avoid biased and stereotypical representations.

- **Establish productive learningrelationship**

Student learning is promoted by respectful and productive teacher/student and student/student relationships.

- **Promote dialogue**

Effective teachers develop in students the ability to dialogue with each other so that they can access the diverse expertise, experiences and perspectives of the group members.

- **Share power with students**

Approaches that deliberately give students power to make decisions about their own learning encourage participation in and ownership of learning.

- **Maximize students' interest**

Effective teachers design activities that arouse students' interest, increase their engagement and, as a result, generate learning that is memorable.

- **Satisfy diverse motivational needs**

Because the sources of individual motivation differ, a variety of motivational strategies need to be employed.

- **Use a variety of activity**

Using a variety of activities helps students recall the content embedded in those experiences.

- **Teaching as inquiry**

Effective pedagogy requires teachers to inquire into their priorities for learning, into interventions that might enhance student outcomes, and into the impact of their actions on their students. Such inquiry increases the likelihood of student success and of teachers making a bigger difference.

### **Review Of Emperical Literature**

'Social studies' is mix bag subject which includes varieties of areas of learning. Since it covers wide areas of learning and subject matters, it definitely has problem/s in one or the other

area of learning. In this context, Dahal (2016) in his M.Ed. thesis, has studied on 'Diversity of subject matter and teaching Social studies'. The study was mainly researched on secondary level students and subject teachers of three different resource centers of Morang district. He pointed a unit named ' Our Earth' is supposed to be the difficult since students are unfamiliar with the facts that the lesson reveals. Also they have never been to the places the lesson dealt with. Similarly, International relation, peace and cooperation is also difficult unit because of the terminologies used related to foreign affairs and international events. Complexity of subject matter, lack of instructional materials, lack of allocated time, absence of students' political interest, insufficient exercise, lack of subject wise appointment, low students' performance, lack of parents' awareness, depth of subject matter, economic constraints for outdoor activities, linguistically problem, lack of proper training, lack of continuous assessment system are some of the problems he has found in this study.

In an article 'The challenges of teaching social studies methods to preservice elementary teachers (excerpt)', Owen, William T. (1997) has mentioned six challenges of teachers of elementary level in teaching social studies. This article mainly presents the teachers' bitter experiences on social studies when they were students and their lack of interest in teaching social studies as the challenges of elementary teachers' for teaching 'Social Studies'. Besides, nature of the subject, conservative belief of society, covering all the lessons and using a concurrent social studies are the rest challenges.

Murat KECE (1987), in a research paper presented on 2<sup>nd</sup> World Conference on Design, Art and Education DAE-2013, has shown five problems of teachers while teaching social studies. Lack of interdisciplinary approach in the acquisition, Course book, Kemalism Themes,



Teaching Concept, values and skills and Weekly Course Hours and Lack of Physical Conditions are the areas which are found to be problematic for teachers while teaching social studies.

Jurana Aziz (2017) carried out a research in Bangladesh on ' Challenges while Teaching English in the Social Science Classroom: A Bangladesh Perspective'. Her study shows that Most of the students are unwilling to learn target language. Teaching Social studies or alike subjects in target language is problematic because of students' unwillingness to learn target language. Most of the students are reluctant in learning target language. In her study among 165 students and 10 teachers, 76% of the students showed no interest in learning target language.

GhimireRamkumar (2013) has studied on "Effectiveness of social studies teaching in school" and pointed the problems in teaching 'Social studies'. According to him, lack of qualified and trained teacher to teach 'Social studies', lack of instructional and reference materials, complicated activities suggested in text books, lack of curriculum, teachers' guide, instructional materials, are the problems of teaching 'Social studies'. He, further, has pointed that the curriculum of 'Social studies' seems to be over ambitious which consists of the information that is vague for the students according to their age and level. Ghimire (2013) also has claimed some activities in 'Social studies' are unnecessarily burden for the students in the name of subject matters. Teachers are less motivated in teaching this subject and evaluation system is not much effective according to the nature of the subject. Supervision and monitoring to the teachers are not sufficient. Lecture method has become more dominant among 'Social studies' teachers.

### **Implication Of The Review For The Study**

Different researches are done in different parts of the world relating with teaching 'Social studies' and related problems. Sinnema and Aitken (2012) have studied on 'Effective Pedagogy in Social Sciences' in the context of Switzerland and pointed prior knowledge, align teaching, revisit learning, inclusive content, power share with students are some of the vital points in teaching 'Social studies' which motivated this thesis to study on the problems in teaching 'Social studies' in the context of Nepal.

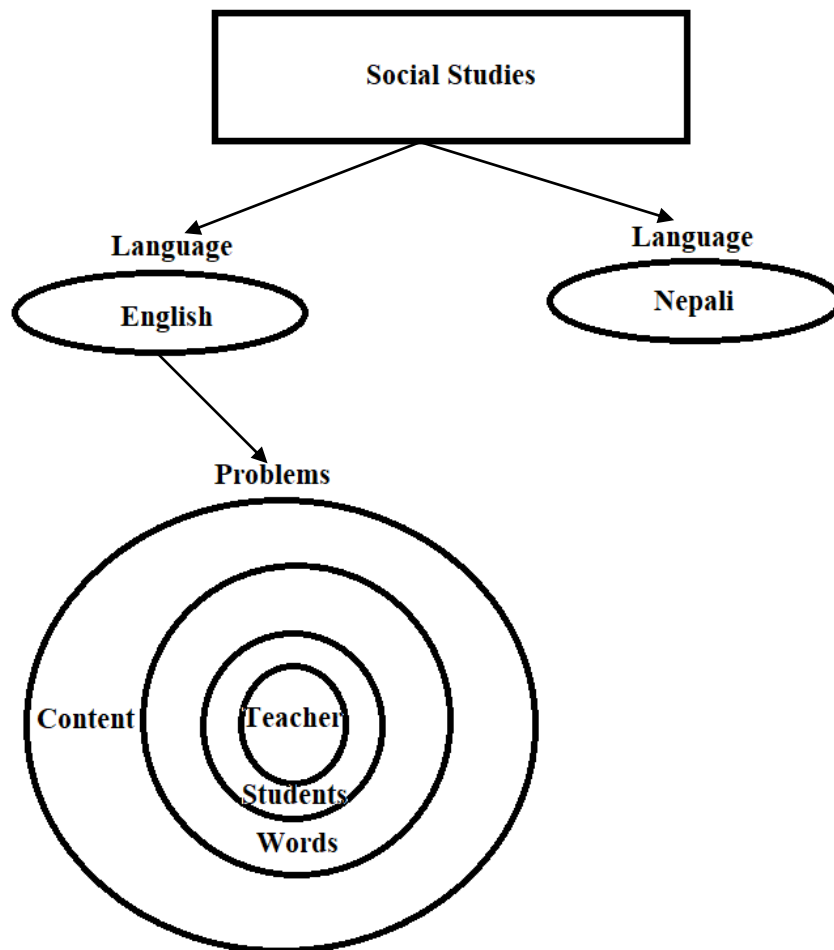
Dahal (2016) in his M.Ed. thesis, has studied on 'Diversity of subject matter and teaching Social studies' in the context of Nepal. But It doesn't cover the problems seen in teaching / learning 'Social studies' in those community schools where 'Social studies' is taught / learned in English medium.

So, in the course of this study, above mentioned studies are proved to be guidelines in finding the areas of problems and in drawing the conclusions.

### **Conceptual frame work**

After the research on '**problems in teaching social studies through english in community school**', the researcher has developed a strong concept about the problems of teaching 'Social studies' through English medium in community school. The concept can be presented as below.

Figure- 3 : Conceptual framework of problems in teaching 'Social studies'.



Basic level curriculum has allowed both Nepali and English as medium of instruction in teaching 'Social students'. Teaching is a challenging job as it has one or the other problems in different levels of it, teaching 'Social studies' is not the exception. Whenever 'Social studies' is taught in L<sub>2</sub> or in target language, mostly, problems occur in content since it covers the wide range of it (content). Specially, the students of basic level ( class 6 to 8) have a little or no idea about world's history, weather, rights and duties and so on which they have to start learning from this level. Because of the wide variety of content and new content, it (content) becomes the most

problematic area of teaching 'Social studies'. Besides, L<sub>2</sub> or target language has always one or the other problem in word level.

The first thing to reduce the problem in teaching 'Social studies' is the content of it is need to be simplified. And varieties of content should be reduced.

### **Chapter III : Methods And Procedure Of The Study**

#### **Method of the study.**

This is the quantitative research in descriptive model in which I tried to find out the area of difficulty in teaching 'Social studies' through English language. Different questions were set in google forms and distributed to the teachers and students to collect the needed data. After receiving the responses from both of the students and teachers the data were analyzed in charts and tables both quantitatively and qualitatively in such a way that figures out the areas of difficulty in teaching and studying 'Social studies' in English medium classes of community school.

#### **Population, Sample And Sampling Strategy**

##### **Site And Participant Selection**

This study was done in around Uurlabri municipality and Miklajung rural municipality. Some schools have launched English medium classes in above mentioned areas, two schools of Uurlabari area and a school of Miklajung rural municipality were the sites for the study of this research. And 60 students and 6 teachers were the participants for this study.

##### **Sampling Procedure**

This study was about finding the difficult areas of teaching 'Social studies' through English language in community schools. Here are very limited number of community schools available where students are taught in English medium. Therefore, I used non-random technique to select the schools for study. I choose two schools viz. Radhika Secondary School and

Sunpakuwa Secondary School from Urlabari municipality area and one school, Bhagawati Secondary School, from Miklajungrural municipality are purposively.

Again, It was not possible to take all of the students of those schools as sample for this study. So I used random technique to select the students for this study. For this, I talked to the class teachers of class 6, 7 and 8 of related schools and choose only those students who have facility of using mobile with internet. And all of the subject teachers were also my population for this study.

### **Study Area**

The choice of school was guided by the following criteria:

- a) It was conveniently located and accessible to the researcher
- b) The Principal, teacher, students and their parents were willing to participate and interested in the potential findings of the study.

### **Data Collections Tools And Techniques**

#### **Data Collection Tools**

The data for this study were collected differently. I used both primary and secondary tools for data collection.

#### **Primary Source Of Data**

The primary source of data were the students of three community school from Urlabari municipality and Miklajung rural municipality. 60 students took part in my data collection process. They were free to or not to respond the questions asked to them in google forms.

Because they were free to or not to respond the questions asked to them, few of the students did not responded in some questions.

### **Secondary Source Of Data**

The books, journals, reports, dictionaries, articles, unpublished thesis related to the proposed study and the materials available in electronic media were the secondary sources of data. I went through several research papers, course books, text books and curriculum of 'Social studies'. But this study is mainly based on the data collected from the primary source only.

### **Data Collection Procedure**

As I had already prepared two sets of questionnaires in google form for both teachers and students, I talked to the class teachers of 6,7 and 8 of selected schools to administer it. They helped me a lot for it by providing the link to the students and Subject teachers. All of them actively involved to response for the questionnaires prepared for the subject teachers and students.

### **Data Analysis And Interpretation Procedure**

After I received proposed amount of responses from teachers and students, I gathered the data and started analyzing them. I made tables and charts so that it became easier to analyze and reasonable too. For that, I used google sheet and Microsoft excel.

## **Chapter IV : Analysis And Interpretation Of Results**

### **Analysis Of Data And Interpretation Of The Result**

#### **Analysis**

This unit deals with the analysis of the data collected from sample population of this study. It is difficult to find all the areas of difficulty in teaching a subject within a limited time. But also this study has collected some data to analyze the areas of difficulty in teaching / studying 'Social studies' in basic level of English medium community school.

To collect data for collecting information, questions were asked on following headings to the students :

How difficult is Social studies among Nepali, English, Social Studies, Mathematics and Science?

(1 means the most difficult and 5 means the least difficult)

How do you find social studies (in the sense of its difficulty)? (in one sentence)

Would it be even easier if it was taught in Nepali?

Which unit is the most difficult unit in 'Social studies'?

Does your social teacher teach you fully in English language?

If 'No' then, How often does he/she use Nepali language?

Do you understand your social teacher's pronunciation while teaching?



What do you find the difficult about social studies?

Which language do you prefer to study social studies?

Supply a reason for choosing the language (In one sentence)

Has school ever taken you excursion to any historical/religious/heritage sites?

Do teachers use any extra materials than course book while teaching?

Why do you find it more difficult than others?

Do you like your Social teacher?

Are you taking English medium classes from your class 1 ?

What is your average score out of 100 in Social Studies?

Similarly, the following pices information were collected to the subject teachers of 'Social studies' teaching in the school where 'Social studies' is taught in English medium :

Teachers' qualification

Status of the teacher. (contract teacher/ temporary teacher/ permanent teacher)

The subject they teach except 'Social studies'.

If the other subjects, the subjects that they are teaching except 'Social studies', hamper teaching 'Social studies'

If other subject hinders teaching 'Social studies', then which subject is it and how it hinders?

How boring or interesting do they feel teaching 'Social studies'?

The most difficult unit to teach.

The reason behind the difficulty of teaching any lesson or unit of 'Social studies'.

If the lesson or unit would be easier when they are taught in Nepali.

If curriculum is available.

How often Nepali language is used in teaching.

Reason behind using Nepali language if used.

If there is any prescribed book for the 'Social studies' in basic level.

If they have taken any training on teaching 'Social studies'.

If teachers prepare lesson plan before they go to classroom.

If they feel that their students are problematic in 'Social studies'.

How problematic are the length of the course, depth of the course, medium of instruction, problem in translation, availability of materials, availability of curriculum, teachers' educational background, teachers' training.

On the basis of the above mentioned questionnaire, the information was collected. The respondents responded the questions as follow:

**How difficult is Social studies among Nepali, English, Social Studies, Mathematicse and Science? (1 means the most difficult and 5 means the least difficult)**

There were 36 respondents to this questions and their response are presented in the following table.

**Table - 1**

*Difficulty Level Of 'Social Studies'*

S.N.	Level of difficulty	Number of respondents	Remarks
1	1	2	
2	2	1	
3	3	5	
4	4	17	
5	5	11	

Among 36 respondent students, 11 students have said that 'Social studies' is the easiest among Nepali, English, Social Studies, Mathematicse and Science. But on the other hand, 2 students have said that 'Social studies' is the most difficult one among them. 17 students have said that this subject is easy than other ones, 5 students have said it is moderately difficult and 1 has said that it is difficult one.

**How do you find social studies (in the sense of it's difficulty)? (in one sentence)**

Out of 37 students 26 students responded the question. Among them, 2 responses were meaningless.

**Table - 2**

*Students' View Towards 'Social Studies'*

S.N.	Response
1	Its not much difficult
2	
3	it has many difficult topices
4	I feel difficult when very hard topic comes
5	It is no so difficult
6	I feel difficult when hard topic comes.
7	Because idont understand

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8

9

10 I don't feel its an difficulties

11

12 Question is hard

13 Question is hard

14 Social is not much difficult subject.

15 Not difficult

16 Some lessons are more difficult

17

18 Easy

19 Easy

20 Social is easy and interesting subject

21 Easy

22 Its not difficult subject

23 No difficult

24

25 I think it is not so difficult.

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26	Not so difficult
27	Not so difficult
28	Not so difficult
29	Not so difficult
30	
31	Not so
32	
33	
34	from Google
35	from Google
36	
37	

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Among 26 respondents, many students have replied that the 'Social studies' is not much difficult subject. Unlikely, some students have said that some topic / lesson and some exercises are difficult. Two students have replied meaning less words ( from google) to the question.

### **Would It Be Even Easier If It Was Taught In Nepali?**

Though many of the students responded 'Social studies' as not much difficult subject nearly half of the students feel that it would even be easier if it is taught in Nepali language. The

following table shows the response of the students about the preference of the language to be taught 'Social studies' subject.

**Table - 3**

*Preference Of The Language To Be Taught 'Social Studies'.*

S.N.	Preference of Nepali Language to be taught 'Social studies'	No. of respondents	Remarks
1	Yes	16	
2	No	17	

**Which unit is the most difficult unit in 'Social studies'?**

'Social studies' of basic level education contains 10 units. The following table depicts the difficult unit according to students' response. No. of respondents shows the number of students who feel the given unit is difficult among all.

**Table - 4***Difficult Unit Of Social Students*

S.N.	Unit	No. of respondents	Remarks
1	1. We, Our community and Nation	0	
2	2. Our Social Norms and Values	0	
3	3. Social Problems and Their Solutions	4	
4	4. Civic Consciousness	15	
5	5. Our Earth	2	
6	6. Our Past	5	
7	7. Our Economics Activities	0	
8	8. Our International Relations and Cooperation	2	
9	9. Demography and Demographic Situation	5	
10	10. Population Growth and Its Management	3	



The above mentioned tabel makes clear that units : 1, 2 and 7 are not so difficult. But unit : 4 "Civic Consciousness" is the most difficult among all. Similarly, Unit :6 "Our past" and unit : 9 "Demography and Demographic Situation" other difficult lesson of 'Social studies'. Unit : 3 "Social problems and their solutions", unit : 10 "Population Growth and Its Management", unit : 5 "Our Earth" and unit : 8 Our International Relations and Cooperation" are less difficult reapectively.

### **Does your social teacher teach you fully in English language?**

35 students has responded to this questions and among them, 30 students has said that their teacher doesn't use Nepali language while teaching 'Social studies' and 5 students has said that their teacher use Nepali language while teaching.

### **Do you understand your social teacher's pronunciation while teaching?**

No students, among respondents, has shown the problem about the teacher's pronunciation. All of them have said that they understand their 'Social studies' teacher's pronuciation.

### **What do you find the difficult about social studies?**

In this question, students have given the response in three different areas about the difficulty in studying 'Social studies', viz. teacher, words and content. The following table shows the number of students' responcees in each topic

#### **Table - 5**

*Areas Of Difficulty In Studying 'Social Studies'*

S.N.	Areas of difficulty	No. of students	Remarks
1	Words	5	
2	Content	25	
3	Teacher	4	

According to the respondent students, the content of the course is the most difficult area of studying 'Social studies'. 25 out of 34 students have said that content makes the course difficult. But 5 students have said that the words used in course are difficult and 4 students have said that the reason of difficulty is the subject teacher.

**Which language do you prefer to study social studies?**

Among 35 respondents, 25 like to study 'Social studies' in English language. On the other hand, 10 students prefer Nepali language to be taught 'Social studies'.

**Has school ever taken you excursion to any historical/religious/heritage sites?**

11 students has responded that they are taken excursion to historical/ religious/ heritage sites as part of study. On the other hand, 24 students has said that they are not taken to the excursion to any of the sites mentioned above.

### Do teachers use any extra materials than course book while teaching?

12 students has responded that their 'Social studies' teacher uses extra material other than the course book while teaching. On the other hand, 23 students has said that their teacher never uses other extra materials than the course book while teaching 'Social studies'.

### Why do you find it more difficult than others?

In comparison to other subject, the students has responded the reason of difficulties of 'Social studies' as follows

**Table - 6**

#### *Reason Of Difficulties*

S.N.	Reason behind the difficulties	No. of respondents	Remarks
1	I don't like the way my teacher teaches	3	
2	I don't understand content	26	
3	I don't understand teacher's lecture.	3	

The respondent students have claimed that the content of the course is difficult. They (26 out of 32 students) have said that they do not understand the content of the course. Some (3

students) do not like the way of their teacher's teaching and other three students do not understand their teacher's lecture in 'Social studies' class.

### **Do you like your Social teacher?**

31 students has responded that they like their 'Social studies' teacher whereas 2 students shows dislike to their 'Social studies' teacher.

### **Are you taking English medium classes from your class 1 ?**

Among 34 studetns, 28 students have read one or the other English medium school right from their starting of the school and continued upto basic level (lower secondary level). But 6 studetns did not attend their English medium class continuously right from starting of their education. One or the other time they moved to Nepali medium classes too.

### **What is your average score out of 100 in Social Studies?**

The following table shows the average score % of the students in 'Social studies' in one or the other term or examination.

#### **Table - 7**

##### *Average Marks Of The Students In 'Social Studies'*

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30, 32, 70, 60, 60, 60, 30, 93, 82, 60, 60, 45, 50, 40, 40, 45, 65, 80, 45, 50, 60, 55, 96, 96. 96, 96, 96, 96, 96, 45. 45, 80, 70

---

This table shows the average score of the respondent students of 'Social studies' in their different previous terms. Some students (Eight students among respondents) score more than 90 in their term. On the other hand, some students (Two students) have scored below 40 in their terms. They score 64 in average in this subject.

Similarly, the responses of the teachers on different questions asked to them are mentioned below:

### **Teachers' qualification**

The qualification of the teachers teaching 'Social studies' are as follows:

**Table - 8**

#### *Teacher's Qualification*

S.N.	Teachers	Qualification	Remarks
1	Teacher 1	Master	
2	Teacher 2	Bachelor	
3	Teacher 3	Master	
4	Teacher 4	Bachelor	

5	Teacher 5	+2 / Intermediate
6	Teacher 6	Master

The above mentioned table shows that all of the teachers teaching 'Social studies' in English medium are qualified. Among 6 teachers, 3 have completed their master degree, 2 have completed their bachelor degree and 1 has completed +2/intermediate level. In context of Nepal, the minimum qualification of a teacher teaching in basic level (class 6 to 8) is +2/intermediate level.

**Status/types of the teacher. (contract teacher/ temporary teacher/ permanent teacher)**

The status of the teachers teaching 'Social studies' are as follows:

**Table - 9**

*Teacher's Status/Type*

S.N.	Teachers	Status / type	Remarks
1	Teacher 1	Contract teacher	
2	Teacher 2	Contract teacher	
3	Teacher 3	Permanent	

4	Teacher 4	Permanent
5	Teacher 5	Contract teacher
6	Teacher 6	Contract teacher

The above mentioned table says that most of the teachers teaching 'Social studies' in government English medium school are contract teacher. According to the data collected here shows that 4 out of 6 teachers are contract teachers, 2 are permanent teachers though.

#### **The subject they teach except 'Social studies'.**

The details of the subjects which is taught by the teacher in other periods who teaches 'Social studies' in community school are mentioned below in the tabel.

**Table - 10**

*Extra Subject Taught By Social Sudents.*

S.N.	Teachers	Extra Subjects	Remarks
1	Teacher 1	English	
2	Teacher 2	English	

---

3	Teacher 3	English
4	Teacher 4	English
5	Teacher 5	English
6	Teacher 6	Science

---

Above mentioned table shows the brief information about the extra subjects taught by 'Social studies' teacher. According to the tabel, 5/6 teachers teach English subject as other extra subjects besides 'Social studies'. One among them teaches Scinece.

**If the other subjects, the subjects that they are teaching except 'Social studies',hamper teaching 'Social studies'**

All of the respondents teachers responded that the extra subjects that they teach except 'Social studies' do not hamper them in teaching 'Social studies'.

**If other subject hinders teaching 'Social studies', then which subject is it and how it hinders?**

All of the respondents teachers responded that the extra subjects that they teach except 'Social studies' do not hamper them in teaching 'Social studies'.

**How boring or interesting do they feel teaching 'Social studies'**



Following table shows how the 'Social studies' teachers feel to teach the subject.

**Table - 11**

*Teachers Interest In Teaching 'Social Studies'*

S.N.	Teachers	Feelings of teachers	Remarks
1	Teacher 1	Interesting	
2	Teacher 2	boring	
3	Teacher 3	boring	
4	Teacher 4	boring	
5	Teacher 5	very boring	
6	Teacher 6	interesting	

The above mentioned table shows that most of the teachers are not interested in teaching 'Social studies'. Three out of six teachers commented teaching 'Social studies' is boring. A teacher even has commented as teaching 'Social studies' is very boring. However, two out of six feel interesting in teaching 'Social studies'.

**The most difficult unit to teach.**

The following table shows the difficult unit of 'Social studies' to teach in class from teachers perspective.

**Table - 12**

*Difficult Unit To Teach*

S.N.	Teachers	Difficult unit to teach	Remarks
1	Teacher 1	Unit- 5: Our Earth	
2	Teacher 2	Unit- 4: Civic Consciousness	
3	Teacher 3	Unit- 5: Our Earth	
4	Teacher 4	Unit- 4: Civic Consciousness	
5	Teacher 5	Unit- 4: Civic Consciousness	
6	Teacher 6	Unit- 5: Our Earth	

The teachers have chosen two units as equally difficult to teach. 3 out of 6 teachers have chosen the unit- 4, "Civic Consciousness" as the most difficult unit to teach in classroom. In the same way, equal number of the teachers have chosen the unit- 5, "Our Earth" as the most

difficult unit to teach in classroom. So, according to the respondents teachers two units, viz, Unit- 4 and Unit- 5 are the difficult ones to deal with in class.

**The reason behind the difficulty of teaching any lesson or unit of 'Social studies'.**

100% of the teachers have the same arguments that the reason behind the difficulty of teaching some certain units like unit-4 and unit- 5 is the vague content. The content used in the units are vague. It is very difficult for the teachers to give the clear ideas on the topic or unit. They further claim that Some languages used in the lesson or unit are beyond the students' understanding level.

**If the lesson or unit would be easier when they are taught in Nepali.**

All of the respondent teachers disagree that teaching 'Social studies' is problematic because of English language. All of them has said "no" in the response of the question "Would it be easier if it was to teach in Nepali?"

**If curriculum is available.**

According to the respondent teachers, no curriculum of 'Social studies' is available in English language.

**How often Nepali language is used in teaching.**

All of the respondent teachers use Nepali language sometimes according to the need of the class.

**Reason behind using Nepali language if used.**

The respondent teacher has justified the reason behind using Nepali language in English medium 'Social studies' class as in the mentioned table below:

**Table - 13**

*Reason Of Using Nepali By Teacher In Class.*

S.N.	Teachers	Reason of using Nepali language in class	Remarks
1	Teacher 1	To make subject matter clear to the students and meet the objectives of lesson	
2	Teacher 2	To tell the meaning of striking words	
3	Teacher 3	To make them understand better	
4	Teacher 4	To teach them well	
5	Teacher 5	Some words are difficult to explain in English	
6	Teacher 6	To make them understand better	

The teachers teaching 'Social studies' in English medium class use Nepali language for different purposes. According to the teachers, Nepali language is used to make subject matter

clear to the students and meet the objectives of lesson. Similarly, teachers speak Nepali in class to tell the meaning of striking words and make them understand better. Also, they feel strike to describe some typical words or concept in English. So they use Nepali language in English medium 'Social studies' class.

**If there is any prescribed book for the 'Social studies' in basic level.**

According to the respondent teachers, there is no any prescribed book to teach 'Social studies' through English medium. CDC has not published or prescribed any book, reference books or TG to teach 'Social studies' in English medium classes.

**If they have taken any training on teaching 'Social studies'.**

Since most of the respondent teachers have completed their degree in major English and prescribed for English language teaching in different levels, no of them have taken any type of training specially for teaching 'Social studies'.

**If teachers prepare lesson plan before they go to classroom.**

The following table shows about the preparation of the teachers about subject before they go to class.

**Table - 14**

*Preparation Of The Lesson Plan By Teachers.*

S.N.	Teachers	Preparation of the lesson	Remarks
1	Teacher 1	Yes	
2	Teacher 2	No	
3	Teacher 3	No	
4	Teacher 4	Yes	
5	Teacher 5	No	
6	Teacher 6	Yes	

This table shows that half of the teachers prepare their subject matter before they go to their class. And half go to class room without preparation.

**If they feel that their students are problematic in 'Social studies'.**

The respondent teachers find their students as follows

**Table - 15**

*Teacher's Views On Students In Terms Of Prblematic On Subject.*

S.N.	Teachers	How problematic students are	Remarks
1	Teacher 1	very few are problematic	
2	Teacher 2	very few are problematic	
3	Teacher 3	some are problematic	
4	Teacher 4	some are problematic	
5	Teacher 5	some are problematic	
6	Teacher 6	some are problematic	

All of the respondent teachers has claimed that students one or the other way some how are problematic. The problems on students are like, Some students are slow learners.They cannot understand the lesson well.They need translation in Nepali.Some students do not show interest to learn political part. similary, Students have problems in meaning of the words used in books. Some students do not pay attention to their teacher and / or some of them are weak in English language. (See appendix)

**How problematic are the length of the course, depth of the course, medium of instruction, problem in translation, availability of materials, availability of curriculum, teachers' educational background, teachers' training.**

**Table - 16**

*Teachers' Views On Areas Of Problem In Teaching 'Social Studies'.*

S.N.	Areas of problem	Teachers' view on problems					
		Tchr 1	Tchr 2	Tchr 3	Tchr 4	Tchr 5	Tchr 6
1	Length of the Course	Problematic	Most problematic	Most problematic	Most problematic	Most problematic	Most problematic
2	Depth of the course	No problem at all	Problematic	Problematic	Most problematic	Problematic	Problematic
3	Medium of instruction	No problem at all	No problem at all	No problem at all	No problem at all	No problem at all	No problem at all
4	Translation	No problem at all	Problematic	No problem at all	No problem at all	No problem at all	No problem at all



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5	availability of materials	No problem at all	Problematic	Problematic	Most problematic	Problematic	No problem at all
6	availability of curriculum	No problem at all	Problematic	Problematic	Problematic	Problematic	No problem at all
7	Teachers' educational background	Problematic	Problematic	Problematic	Problematic	Problematic	No problem at all
8	Teachers' training	Problematic	Problematic	Most problematic	Most problematic	Problematic	Problematic

---

The above mentioned table shows teachers views about how problematic are the given areas related to teaching 'Social studies' through English medium.

The teachers responded that the length of the course is problematic. It is unnecessarily long and contains the information far above the understanding level of the students (some lessons). Six out of six teachers feel it as the problematic area of teaching 'Social studies'.

Depth of the course is another area of teaching 'Social studies' which has problems. Five out of six teachers feel it as an area of problem in teaching 'Social studies'. A teacher has said that depth of the course has not any problem at all.

The teachers does not have any problem in medium of instruction (English) while teaching. Six out of six teachers responded it as not problematic area of teaching 'Social studies'.

Similarly, translation does not create any problem to the teachers. They can easily translate the words, sentences or lesson to L<sub>1</sub> if it is necessary in class.

According to the teachers, the supportive material in teaching 'Social studies' through English medium are not available easily. Resources like T.G., Reference books, Reference videos, for both teachers and students are not easily available which creates problems in teaching it. Four out of six has said that the unavailability of resource materials creates problem in teaching 'Social studies'.

The teachers has said that the English translated curriculum of basic level (6-8) is not available which also creates problems in teaching.

No, among respondent teachers, teachers have degree of sociology or related subject to teach 'Social studies'. Most of the teachers (five out of six) are with the background of studying major English in their different level of study. So, they have said that the course they have completed is not much helpful in their teaching 'Social studies'.

Last but another the most problematic area is training of teaching 'Social studies'. No teachers, among respondents, have taken any training about teaching 'Social studies' yet. They

are teaching on their own experiences. Six out of six teachers have said teaching 'Social studies' without any training is very problematic.

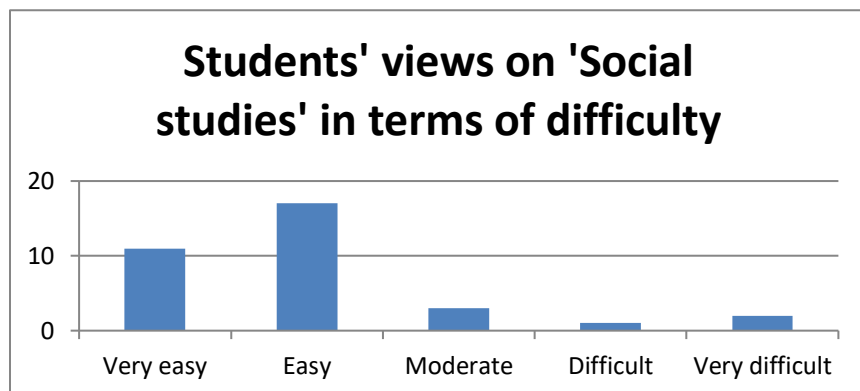
## Interpretation

### *'Social Studies' In Comparison To Other Subjects*

Social studies is taken as an easy subject in comparison to other major four subjects i.e. Science, Maths, Nepali and English. Out of 36, most of the respondents responded that 'Social studies' is an easy subject. 47.2 % of the students responded 'Social studies' is an easy subject. Similarly, many students, i.e. 30.6% responded it as the very easy subject. The data can also be shown as follow:

**Figure - 4**

*Students' view on 'Social studies' in terms of difficulty.*



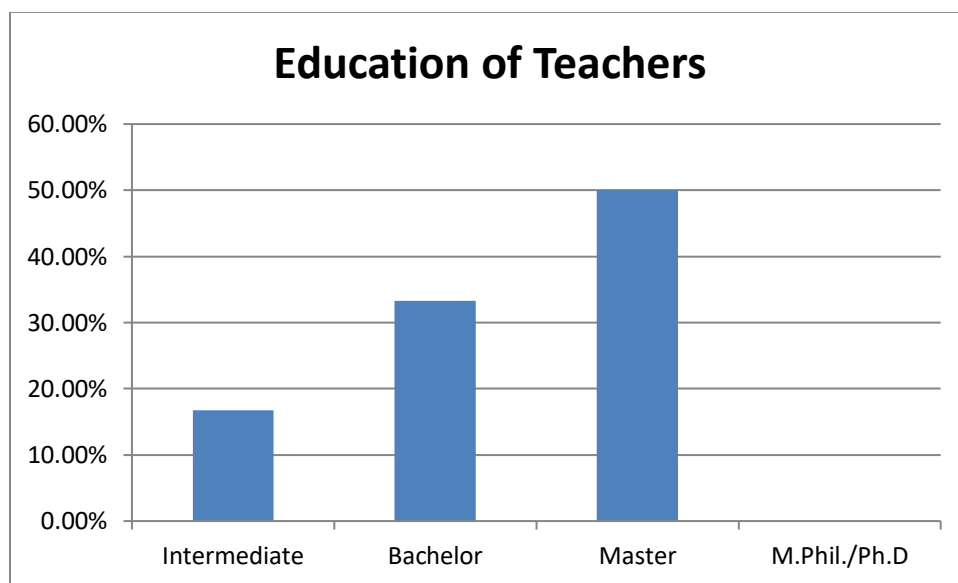
### *Background Of The Students And Teachers*

Most of the students have been studying English medium class since their starting. They have started studying 'Social studies' in English language since 'Social studies' is launched from

class 1. Though they feel 'Social studies' as an easy subject, their average score is 64%. Very few of the students have crossed 90 and few are under 40 out of 100.

Most of the teachers have completed their master in different streams but they have not taken any training of teaching social studies. Among respondent teachers, 50% of the teachers have completed their master, 33% have completed bachelor and 17% have just completed intermediate level.

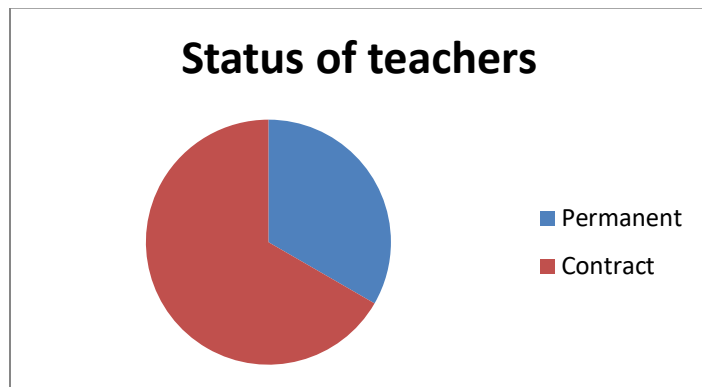
Figure - 5 : Education of teachers



### *Teacher's Status*

Though some are permanent teachers, Most of them are contract teachers.

Figure - 6 : Status of teachers



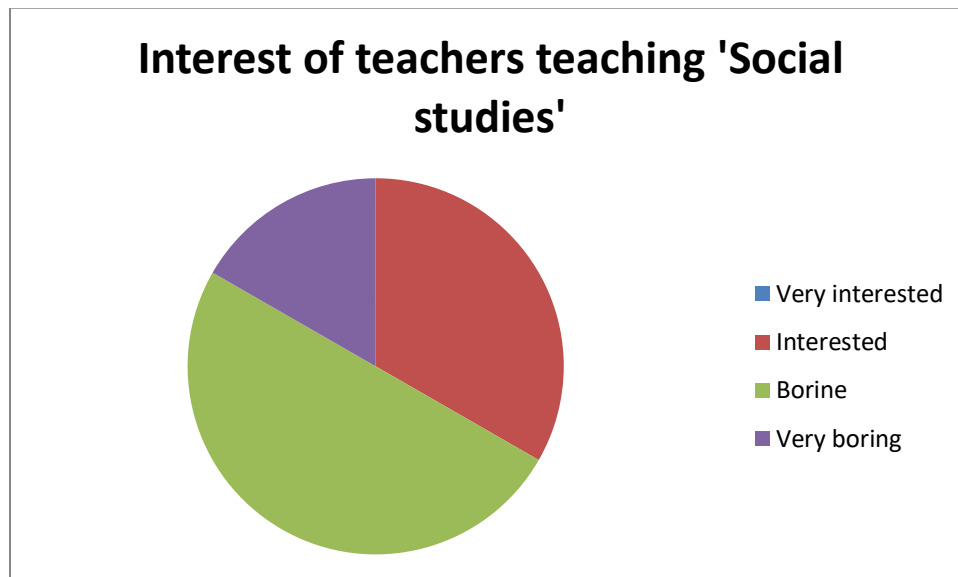
### *Views Towards The 'Social Studies'*

'Social studies' is one of five major subjects being taught in basic level. On the eyes of students, 'Social studies' is one of the easy subject. Most of the students responded 'Social studies' as easy subject. Because most all of them are studying 'Social studies' in English language, they are habituated studying 'Social studies' in English. And also they like to be taught 'Social studies' in English medium.

Very few i.e. 16.7% teachers have taken training about teaching 'Social studies'. 33% feel interesting to teach 'Social studies' where 50% feel bore to teach it. 16.7 % of the teacher even responded that they feel very boring about teaching social studies. But no teacher was found to feel teaching 'Social studies' is very interesting.

### **Figure - 7**

### *Interest Of Teachers Teaching ' Social Studies'*



***The Most Difficult Unit In 'Social Studies'***

There are 10 units in basic level's 'Social studies' that include :

1. We, Our community and Nation
2. Our Social Norms and Values
3. Social Problems and Their Solutions
4. Civic consciousness
5. Our Earth
6. Our Past
7. Our Economics Activities

8. Our International Relations and Cooperation

9. Demography and Demographic Situation

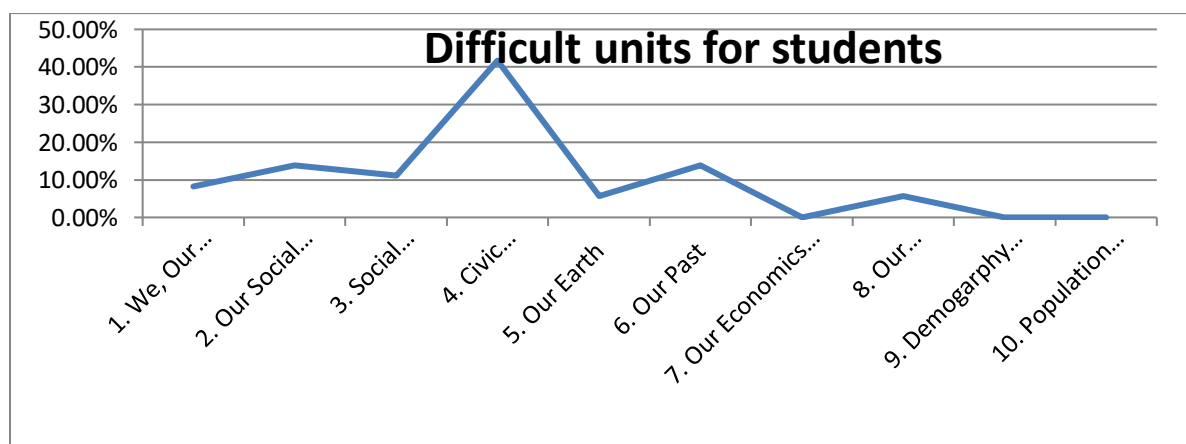
10. Population Growth and Its Management

Among them, Most of the students (41.7%) tell 'unit-4 : Civic Consciousness' as the most difficult unit. They claim that the content of this book is problematic for them. After that 'Unit-6 : Our Past' is the second difficult unit. 13.9 % of the total students tell Unit-6 is difficult than remaining all other units.

81.3 % of the students have told the reason behind the difficulty of the lesson / unit is the content of lesson or the units. And 18.8 % of the students claim they feel the 'Social studies' is difficult because of their teacher. 9.4 % don't understand the lecture of the teacher and equal students don't like the way their teacher teaches.

**Figure - 8**

*Difficult Units For Students*

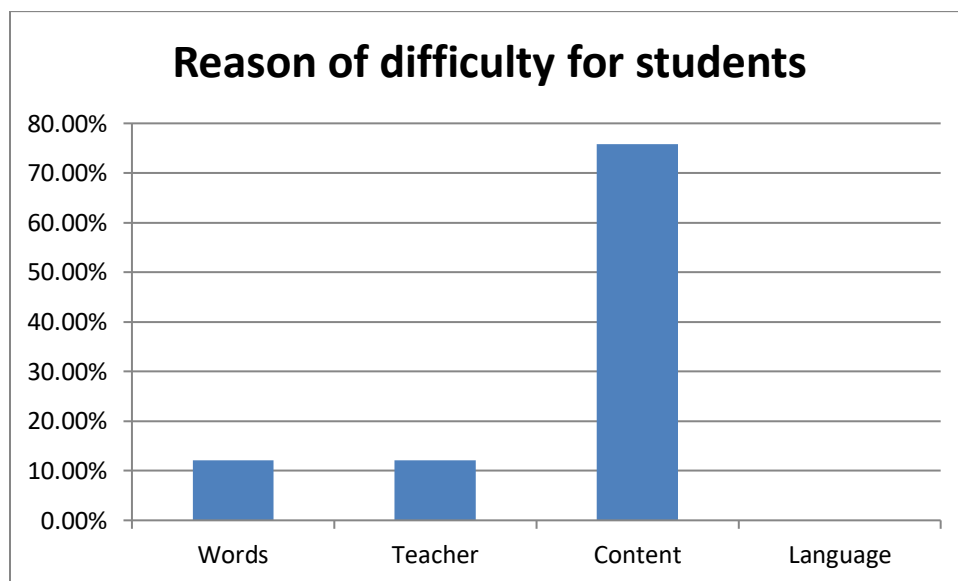


### ***Reason Behind The Difficulty***

75.8 % out of 33 respondents tell that the reason behind the difficulty of 'Social studies' is the content of the book. They do not understand the content well. 12.1 % of the respondents tell that 'Social studies' is difficult because of the difficult words used in the text. And equal number of the students tell that the difficulty of 'Social Studies' is because of subject teacher. No one told language as the reason behind the difficulty of 'Social studies'.

**Figure - 9**

### ***Reason Of Difficulty For Students***



### ***Medium Of Instruction And Its Effects In Teaching***

Most of the students have been studying in English medium class since their nursery. 82.4 % of the respondents have been continuously taking English class. It may be the reason that



almost all of the students showed positive responses (see appendix-3) towards the English medium to teach 'Social studies'. 73.5 % out of 34 respondents tell that they prefer to be taught their 'Social studies' in English medium.

### **Availability Of Resource Materials**

Teachers told that the resource materials for teaching 'Social studies' in English are not easily available. In fact, 83.3% teachers told that there is no prescribed book for teaching 'Social studies' that creates serious problems running 'Social studies' in English medium.

### ***Students' And Teachers' Views Towards Each-Others***

100 % out of 32 respondents understand their 'Social studies' teacher's pronunciation. And 93.5 % out of 31 respondents like their 'Social studies' teacher. On the other hand, 66.7% of the teachers told that their some students are problematic. Similarly, 33.3% of the teachers told that there are very few students are problematic.

## Chapter V : Conclusion And Recommendation

### Conclusions

As attraction of English language and education is increasing in lightening speed, many schools have launched English medium education in different levels and classes. Launching English medium education has a clear benefit on students in making competent them over English language. On the other hand, it is diminishing the interest of people in culture and their indigenous identity.

Teaching 'Social studies' through TL (English) is hunger and remedy at the same time. It is to go through several benefits and loses. This research on 'Problems in teaching social studies through English in community school ' has gathered the following conclusions:

'Social studies' is some how easier subject in comparision to Nepali, English, Mathematicse and Science. However, it is not problem free subject. Average marks of the students scored in terms is 64%.

Though it does not create any problem in teaching learning 'Social Studies', community schools have very few permanent teachers to teach 'Social studies'. The schools hire teachers in contract to teach 'Social studies' in English medium. And also, the few permanent teachers teaching 'Social studies' in English medium are not prescribed for 'Social studies' by TSC.

Teaching 'Social studies' in English medium is challenging. 'Social studies' teachers have not got training on teaching 'Social studies'. They are teaching it on their own experiences.

Reference materials like TG, curriculum, videos and even text books are not easily available in market. Except few teachers, they detest it to teach.

The medium of instruction in teaching 'Social studies' is not the problems but the content used in it is difficult for the students. They are above the students' understanding level. The most difficult unit in 'Social studies' is 'Unit- 4: Civic Consciousness' and then 'Unit- 6 : Our Past" out of 10 units. The content used in these units are above the students' understanding level.

### **Recommendations**

On the basis of the findings listed above, Following points are recommended for pedagogical implications:

#### **Policy Related**

- The students of basic level (class 6 to 8) is the group of around 11 years to 13 years children. They have very basic knowledge of politics, rights and duties, constitutions, world's geography etc. So, the curriculum designer and text book writer should consider the readers understanding level in related topic while designing curriculum and writing text book.
- An authentic text book should be prescribed for 'Social studies' in basic level (Class 6 to 8)
- Resource materials like videos related to the lessons of 'Social studies' should be prepared and supplied to the schools by CDC.

### **Practice Related**

- Only the delivery of lecture in class makes students feel bore since the same thing can be learnt by looking, touching, tasteing, listening. Excursion to religious place, historical place, tourism place, industrial place etc. are the part of teaching 'Social studies'. So, Excursion / trip to such places should be managed at least once a year to each classes.
- Since 'Social studies' covers the wide areas of knowledge. Many of them are practicable in life in the real time teaching and learning. So, such topic should be taught relating them with real life.
- Medium of instruction (English language) is not the problem in teaching 'Social studies' if they are exposed it right from beginning. So, students should have enough exposure of the language in which they are going to be instructed in teaching learning activities.
- Materials like TG, resource book, resource videos are vital in teaching 'Social studies'. So, curriculum development center should prepare plenty of such materials and distribute them to schools.
- Students and teachers are the inseparable parts of teaching - learning activities. They should have positive attitude toward each other. So, a teacher always should have positive attitude towards his students without concerning their intelligence level.

### **Further Research Related**

- This research is done in only three community schools of Urlabari and Miklajung area. It should be carried out in more schools of different places to make it more reliable.
- When the succeeding researchers conduct their research in this topic, they can further analyze the difficult words and words class.

- The problem of teaching 'Social studies' can be better analysed through comparison between teaching it through Nepali medium and English medium.

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**APPENDIX - I**

(Survey on students)

<b>R. No</b>	<b>2. How do you find social studies(in the sense of it's difficulty)? (in one sentence)</b>	<b>3. Which unit is the most difficult unit in Social studies?</b>	<b>3.1 Why do you find it more difficult than others?</b>
1	Its not much difficult		
2		Unit- 9: Demography and Demographic Situation	I don't like the way my teacher teaches
3	it has many difficult topics	Unit- 4: Civic Consciousness	I don't understand content
4	I feel difficult when very hard topic comes	Unit- 8: Our International Relations and Cooperation	I don't understand content
5	It is no so difficult	Unit- 3: Social Problems and Their Solutions	I don't understand content
6	I feel difficult when hard topic comes.	Unit- 9: Demography and Demographic	I don't understand content



		Situation	
7	Because idont understand	Unit- 9: Demography and Demographic Situation	I don't understand content
8		Unit- 10: Population Growth and Its Management	
9		Unit- 6: Our Past	
10	I don't feel its an difficulties	Unit- 9: Demography and Demographic Situation	I don't like the way my teacher teaches
11		Unit- 6: Our Past	I don't understand content
12	Question is hard	Unit- 6: Our Past	I don't understand content
13	Question is hard	Unit- 6: Our Past	I don't understand content
14	Social is not much difficult subject.	Unit- 3: Social Problems and Their Solutions	I don't understand content
15	Not difficult	Unit- 5: Our Earth	I don't understand content

16	Some lessons are more difficult	Unit- 8: Our International Relations and Cooperation	I don't understand content
17		Unit- 4: Civic Consciousness	I dont understand teacher's lecture
18	Easy	Unit- 3: Social Problems and Their Solutions	I don't like the way my teacher teaches
19	Easy	Unit- 5: Our Earth	I don't understand content
20	Social is easy and interesting subject	Unit- 6: Our Past	I don't understand content
21	Easy	Unit- 4: Civic Consciousness	I don't understand content
22	Its not difficult subject	Unit- 3: Social Problems and Their Solutions	I don't understand content
23	No difficult	Unit- 4: Civic Consciousness	I don't understand content
24		Unit- 4: Civic Consciousness	I don't understand content
25	I think it is not so difficult.	Unit- 4: Civic Consciousness	I don't understand content

26	Not so difficult	Unit- 4: Civic Consciousness	I don't understand content
27	Not so difficult	Unit- 4: Civic Consciousness	I don't understand content
28	Not so difficult	Unit- 4: Civic Consciousness	I don't understand content
29	Not so difficult	Unit- 4: Civic Consciousness	I don't understand content
30		Unit- 4: Civic Consciousness	I don't understand content
31	Not so	Unit- 4: Civic Consciousness	I don't understand content
32		Unit- 4: Civic Consciousness	
33		Unit- 4: Civic Consciousness	
34	from Google	Unit- Population Growth and Its Management	I dont understand teacher's lecture
35	from Google	Unit- 10: Population Growth and Its Management	I dont understand teacher's lecture

R. No	3.2 Would it be even easier if it was taught in Nepali?	4. Does your social teacher teach you fully in English language?	4.1 If 'No' then, How often does he/she use Nepali language?	5. Do you understand your social teacher's pronunciation while teaching?	6. Do you like your Social teacher?	7. What do you find the difficult about social studies?
1	Yes	No	Sometimes	Yes		words
2	No	No	Sometimes	Yes	No	words
3	Yes	No	when its really needs	Yes	Yes	content
4	Yes	No	when its really needs	Yes	Yes	content
5	No	No	Sometimes	Yes	Yes	content
6	No	No	Sometimes	Yes	Yes	content
7	Yes	No	Sometimes	Yes	Yes	content

8		No	Sometimes	Yes	Yes	content
9	No	Yes	when its really needs	Yes	Yes	content
10	Yes	No	when its really needs	Yes	Yes	teacher
11	Yes	No	when its really needs	Yes	Yes	content
12	No	Yes	Sometimes	Yes	Yes	content
13	No	Yes	Sometimes	Yes	Yes	content
14	Yes	No	Sometimes	Yes	Yes	content
15	Yes	No	when its really needs	Yes	Yes	words
16	No	No	Sometimes	Yes	Yes	content

17	Yes	No	Sometimes	Yes	Yes	words
18	Yes	No	Sometimes	Yes	No	teacher
19	No	No	Sometimes	Yes	Yes	content
20	Yes	No	when its really needs	Yes	Yes	content
21	No	No	Sometimes	Yes	Yes	words
22	No	No	Sometimes	Yes	Yes	content
23		No	Sometimes	Yes	Yes	content
24	No	No	Sometimes	Yes	Yes	content
25	No	No	when its really needs	Yes	Yes	content
26	Yes	No	when its really needs	Yes	Yes	content

27	Yes	No	when its really needs	Yes	Yes	content
28	Yes	No	when its really needs	Yes	Yes	content
29	No	No	when its really needs	Yes	Yes	content
30	Yes	No	when its really needs	Yes		
31	No	No	when its really needs	Yes	Yes	content
32						
33						
34	No	Yes	Sometimes	Yes	Yes	teacher

35	No	Yes	Sometimes	Yes	Yes	teacher
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<b>R. No</b>	<b>8. Which language do you prefer to study social studies?</b>	<b>8.1 Supply a reason for choosing the language (In one sentence)</b>
1	Nepali	I do better understand Nepali language
2	English	
3	Nepali	its meaning are too difficult and cant understood in english
4	Nepali	If it would be taught in nepali then it would be easier to understand
5	English	Bcz i like english
6	English	I prefer english language because I think that I can understand english language better than nepali
7	Nepali	It is our mother language tha't soy



8	English	
9	English	because i can understand english better than nepali
10	Nepali	Social Studies should be read on own mother tongue than only its mean of social Studies
11	Nepali	
12	English	It is easier to understand
13	English	It is easier to understand
14	English	I am habituated to it.
15	English	I like English language.
16	English	English is easy language
17	Nepali	I don't understand English
18	Nepali	Nepali is easy language
19	English	I like English language

20	English	I read in English medium school
21	English	I read English medium school
22	English	I am english medium student
23	English	English is easy so
24	English	I read in English medium school
25	English	
26	English	Because I read in english medium
27	English	Because I read in english medium
28	English	Because I read in english medium
29	English	Bcz we are more familiar with English language
30	English	
31	English	Bcz I am more familiar with English language

32				
33				
34	English	because i always read english school		
35	English	because i always read english school		
<b>R. No</b>	<b>9. Are you taking English medium classes from your class 1 ?</b>	<b>10. Has school ever taken you excursion to any historical/religious/heritage sites?</b>	<b>11. Do teachers use any extra materials than course book while teaching?</b>	<b>12. What is your average score out of 100 in Social Studies?</b>
1		No	No	
2	No	Yes	No	
3	Yes	Yes	Yes	30
4	Yes	No	No	32
5	Yes	Yes	Yes	70

6	Yes	Yes	No	60
7	Yes	Yes	No	60
8	Yes	No	No	60
9	No	No	No	30
10	Yes	No	Yes	93
11	No	No	No	82
12	Yes	No	No	60
13	Yes	No	No	60
14	Yes	Yes	No	45
15	Yes	No	No	50
16	Yes	No	No	40
17	No	No	No	40

18	No	No	No	45
19	Yes	No	Yes	65
20	Yes	Yes	No	80
21	No	No	No	45
22	Yes	No	No	50
23	Yes	Yes	Yes	60
24	Yes	No	No	55
25	Yes	No	Yes	96
26	Yes	No	Yes	96
27	Yes	No	Yes	96
28	Yes	No	Yes	96
29	Yes	No	Yes	96

30	Yes	No	Yes	96
31	Yes	No	Yes	96
32				
33				
34	Yes	Yes	No	45
35	Yes	Yes	No	45

**APPENDIX - II**

**Survey on teachers**

R.N.	2. Your qualification?	3. Your status?	4. which subjects do you teach except 'Social studies' (if any)?	4.1 Do they(the other subjects except 'Social studies' you teach) hinder you in teaching 'Social studies'?	4.2 If 'Yes' then which subject hinders teaching 'Social studies'? How?	5. How is teaching 'Social studies'?
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1	Master	Contract Teacher	English	No		Interesting
2	Bachelor	Contract Teacher	English	No		boring
3	Master	Permanent teacher	English	No		boring
4	Bachelor	Permanent teacher	English	No		boring
5	+2 / Intermediate	Contract Teacher	Science	No		Very boring
6	Master	Contract Teacher				Interesting



R.N.	6. Which unit is the most difficult unit to teach in Social studies?	6.1 Why is that lesson difficult?	6.2 Would it be easier if it was to teach in Nepali?
1	Unit- 5: Our Earth	Because the content is vague and above the students' understanding level.	No
2	Unit- 4: Civic Consciousness	Because the content is vague and above the students' understanding level.	No
3	Unit- 5: Our Earth	Because the content is vague and above the students' understanding level.	No
4	Unit- 4: Civic Consciousness	Because the content is vague and above the students' understanding level.	No
5	Unit- 4: Civic Consciousness	Because the content is vague and above the students' understanding level.	No

6	Unit- 5: Our Earth	Because the content is vague and above the students' understanding level.	No	
R.N.	8. Do you use Nepali language while teachig?	8.1 Why	9. Is there any prescribed book for 'Social studies' for basic level by curriculum development center?	9.1 If 'No' then, does it create problem in teaching?
1	Sometimes	To make subject matter clear to the students and meet the objectives of lesson	Yes	
2	Sometimes	To tell the meaning of stricking words	No	Yes
3	Sometimes	To make them understand better	No	Yes
4	Sometimes	To teach them well	No	Yes
5	Sometimes	Some words is difficult to explain in English	No	Yes

6	Sometimes	To make them understand better	No	Yes
R.N.	10. Have you ever taken training on teaching 'Social studies'?		R.N.	12. Are your students problematic on 'Social studies'?
1	Yes		1	very few are problematic
2	No		2	very few are problematic
3	No		3	some are problematic
4	No		4	some are problematic
5	No		5	some are problematic
6	No		6	some are problematic

R.N.	12.1 If problematic, then, why / how?	13. How problematic are the followings in teaching Social
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		Studies? Arrange according to problem level. [Length of Course]
1	Some students are slow learners. They cannot understand the lesson well. They need translation in Nepali. Some students do not show interest to learn political part.	Problematic
2	They do not know word meaning.	Most problematic
3	They do not read well.	Most problematic
4	They are weak in English language	Most problematic
5	They do not pay any attention to the teacher.	Most problematic
6	They do not understand	Most problematic

R.N.	13. How problematic are the followings in teaching	13. How problematic are the followings in teaching Social
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	Social Studies?Arrange according to problem level. [Medium of instruction]	Studies?Arrange according to problem level. [Problem in translation]
1	No problem at all	No problem at all
2	No problem at all	Problematic
3	No problem at all	No problem at all
4	No problem at all	No problem at all
5	No problem at all	No problem at all
6	No problem at all	No problem at all

R.N.	13. How problematic are the followings in teaching Social	13. How problematic are the followings in teaching Social Studies?Arrange	13. How problematic are the followings in teaching Social

	Studies?Arrange according to problem level. [availability of curriculum]	according to problem level. [Your educational background]	Studies?Arrange according to problem level. [your trainging]
1	No problem at all	Problematic	Problematic
2	Problematic	Problematic	Problematic
3	Problematic	Problematic	Most problematic
4	Problematic	Problematic	Most problematic
5	Problematic	Problematic	Problematic
6	No problem at all	No problem at all	Problematic