

Teachers' Opinions on the Adequacy and Relevancy of Primary Education Curriculum

Dr. Rajendra. Kumar Shah

Associate Professor, Chairman of Education Subject Committee and Member of Research Coordination Cell, Kailali Multiple Campus (KMC), Dhangadhi, Kailali, Seti, Far Western, Nepal.

ABSTRACT

The major objective of the present study is to evaluate the curricular relevance and appropriateness of the present primary education curriculum in Nepal. Accordingly, this study intended to identify the problems and challenges associated with the curriculum. Altogether 400 headmasters, assistance head masters and subject teachers were selected on the purposive sampling. The findings of the present study envisage that the existing curriculum is unsatisfactory in the changed context of the nation. Most of the teachers of present study felt that contents and activities mentioned in the curriculum and textbooks are not adequate for the development of the necessary knowledge, skills and attitudes. In the implementation side, the curriculum has not been effectively delivered due to the lack of instrumental resources, trained teachers and dearth of seriousness in its implementation. Hence, the overall situation hints that there is need for some curriculum adjustment, improvement in the textbooks and serious need for the effective implementation to make the curriculum more relevant to the needs of the society and to the level of primary level children as the implication of this study.

Key words: *Primary Education, Curriculum, Textbooks and Teachers Guides*

1. Study Context

With the establishment of a democratic government in 1951, a number of initiatives were taken to expand educational opportunities. In effect, the first overall educational development initiative was taken by forming Nepal National Education Planning Commission (NNEPC) in 1954. Actually, Nepal did not have any kind of planned curriculum before 1951. It is said that Government of Nepal was able to publish a kind of curriculum in 1954 (Bhandari, 2000; Shah, 2012). After implementation of the curriculum government saw the need for revision and enlargement of primary curriculum and the prevailing curriculum was revised in 1954 in order to make more relevant, effective and suitable in the changed context of country. Nepali, Arithmetic, English, History, Geography, Health/Hygiene, Drawing, and Music were included in the primary education curriculum (Shrestha, 1982).

The appointment of the Nepal National Education Planning Commission (NNEPC) marks the beginning of systematic development of education in the country (BPEP-II, 1999 : 5). The NNEPC examined the status of primary Education in 1953-54 and emphasized the need of improvement and expansion of primary education in the country. The commission felt that Nepal's existing primary education system did not have any meaningful objectives (Sharma, 1980). The NNEPC report presented a detailed curriculum of primary education and suggested balanced emphasis on the subjects in different grades. The curriculum, recommended by NNEPC, for primary education was a big leap forward towards the development of a better curriculum for primary education (Wood, 1965). The curriculum workers were influenced by the NNEPC report and developed a primary education curriculum (Shrestha, 1982: 7). In 1960, the Department of Education was reorganized, and for the first time, a section was established to look after the curriculum and textbooks. Immediately after the political change of 1960, His Majesty the late King Mahendra appointed an education commission known as All Round National Education Committee-ARNEC) under the chairmanship of the then Minister of Education. The committee made an analysis of the existing school curriculum and endorsed the existing curriculum to a great extent. It has redefined the fifteen good habits of the children as the general objectives of the primary education (Aryal, 1970).

All Round National Education Committee (ARNEC) 1961 recommended that Department of Education should issue occasional orders on matters of school curriculum, textbooks and examination. ARNEC developed a model curriculum for primary education curriculum. It also recognized that there exist differences among individuals physically, mentally, and affectively. Like a doctor diagnosis a diseases on the basis of the history and various tests, and then prescribes treatment, teaching should also be based on the diagnosis of student's history, physique, feeling and mental development (MOE, 1961). His Majesty Government of Nepal was, more or less, following the curriculum suggested by All Round National Education Committee. When a serious need was felt to revamp the existing education system, a task force was appointed to study and analysis the existing system of education (Maskey, 1996). The National Education System Plan (NESP) 1971-1976 was developed and Government adopted the plan and decided to implement it in a phased manner. National Education System Plan 1971 reduced the duration of primary education from five to three years. The reduction of primary schooling from 5 to 3 was a major deviation from the traditions. The primary education curriculum was redesigned to suit the new level objectives of primary education.

It was only 1971 that a permanent mechanism for planning, developing, and improving the school curriculum was introduced when the Curriculum Development Center (CDC) was established under the Ministry of Education (Parajuli, 1999). During 1971 to 1980, different efforts were made from the government side to implement the new system of education in the way it was intended. But from the very beginning of the implementation of the plan, many teachers, found the new system somewhat confusing. The midterm and full term evaluation of National Education System Plan implementation observed a big mismatch between the intended and implemented curriculum. The full term evaluation team examined the plan thoroughly and their report suggested some necessary measures on the very plan itself. Accordingly, a decade old education system was revised in 1981 (BPEP, 1998).in order to make it more relevant. This was done with a view to widening the base for ordinary people to have an education more easily and by extending the duration of primary education the possibility of children's retaining the literacy they acquired was expected to be higher.

The popular movement that brought to an end the feudalistic Panchayat polity has created a climate that lends itself to openness in thinking. Consequently, the country felt the need for reshaping the whole education system. Taking into consideration the changed context of democracy, social customs and values, multiple demands of knowledge and of science in the world and the changing needs and aspirations of the people, a new primary education curriculum had been introduced from the academic year of 1991/92 (Parajuli, 1999). Higher Level National Education Commission (HLNEC) 1997, a study on the effectiveness of primary education curriculum 1998, and different national, and regional workshops of stakeholders on primary education curriculum pointed out insufficiency in primary education curriculum 1992 (MOES, 2005). Curriculum of primary education 1992 was revised in 2003 and piloted (Singh, 2008).

Undoubtedly, the above mentioned curricular and pedagogical arrangement sounds relevant, appropriate, and enough to do more activities. But the actual classroom scenario is different; the expected learning achievements are not attainable as it was predicted. Different study reports about the effect of existing curriculum on the achievement of the students show the low achievement of the students. There are certain components in each subject in which students under the new curriculum have not been able to achieve better than that under old curriculum. Although curriculum, textbooks, and teacher manual suggest practice oriented activities, the teacher did not pay more attention to transfer suggestions into action. On the other hand, existing primary education curriculum is criticized on the several grounds. Most of the research studies reveal that existing curriculum should be improved as soon as possible in the changed political, social and educational context of the country. This calls for a further detailed study on adequacy, appropriateness, relevance, shortcomings of the existing primary education curriculum.

2. Objectives

The objectives of the present study are as follows:

- to evaluate the curricular relevance and appropriateness in the form of the opinion of teachers
- to identify the problems and challenges associated with the existing primary education curriculum
- to deliver a set of recommendation and suggestion to make it more relevant and adequate

3. Methodology

Primary education curriculum is analytically evaluated in terms of its suitability, desirability and effectiveness. Recommendation of course of action related to the improvements of curriculum, a part of evaluative study, is also provided. Therefore, it can be termed as an evaluative study. The methods adopted for this evaluative study are as stated below:

3.1 Arrangement of Interview Session

Interview sessions with different persons associate with the implementation of primary education curriculum 2005 was organized to get a better insight into functionality of curriculum. The queries were thus related to the various aspects of curriculum including implementation of the curriculum. The following matrix indicates the areas of interview by different constituents.

Table-1
Areas of Interview by Different Constituents

S. N.	Persons Contacted	Areas of Interview
1.	Headmasters	Difference between Primary Education Curriculum 2005 and the Previous One
2.	Subject Teachers	Weightage and Allotment of Marks Learning Outcomes Teaching and Learning Activities Evaluation of Classroom Activities and Students' Achievements Uses of Textbooks General Aspects of Textbooks Clarity of Pictures Practicability of the Teachers' Guidelines in the Textbooks Use of Textbooks in Evaluating Students' Activities Use of Teachers' Guidebooks Relevance of the Curriculum to the Pupils Age Level Use of primary Education Curriculum 2005

3.2 Interview Schedule

Two types of interview schedules were developed for the purpose of the study. The first type of the interview schedule was developed for the head teachers and assistance head teaches and the second types for subject teachers. The interview schedules were semi-structured.

3.3 Study Samples

This study was confined to Kailali district situated in the Far Western development region of Nepal. This one of the district where primary education curriculum 2005 was piloted and on the basis of the result the curriculum was revised again. Altogether, 20 primary schools were selected for the present study. As regards the number of the headmaster and teachers, 200 head masters or assistant head master and 200 subject teachers were selected on the basis of the purposive sampling.

4. Results

4.1 Difference between Primary Education Curriculum 2005 and the Previous One

The respondents of the present study indicated that in many respect existing curriculum is on comparison better than the previous one. The reason they put forward to show that the existing curriculum is better than the previous one are briefly pointed out in Table-2.

Table-2
Areas of Interview by Different Constituents

S. N.	Merits	Respondents
1.	More rhymes for children in PEC 2005	45.4
2.	Clear classroom activities included in PEC 2005	35.6
3.	Additional exercises, more picture and weightage	33.3
4.	A varieties of activities	36.4
5.	Presentation of the curriculum as suited to pupils' age level	18.5
6.	Suitable techniques of students' evaluation	17.7

Field Survey 2015

The inclusion of additional exercises, rhymes for children, guidelines for classroom activities and evaluation techniques is a positive factor to the credit of the revised curriculum. As regards whether the contents and subjects included in the present curriculum are adequate to achieve the grade objectives all the respondents indicated a very positive outlook over it. However, they have suggested introduction of value based education from grade one. Besides, they have suggested inclusion of activities based subject matters using the locally available materials; low cost and no cost and revision of the textbook by integrating human rights education, gender equality and inclusive education and using more illustrations and pictures.

4.2 Weightage and Allotment of Marks

Table 3 shows the weightage and allotment of marks of for various subjects in primary education. It is revealed from the study that the weightage given and the marks allotted to mathematics, social studies and science and environment education including physical education are appropriate. Less than six percent of the respondents expressed the view that the weightage given and the marks allotted are not appropriate in Nepali. Similarly, 11 percent of the respondents indicated that the weightage and marks allotted to physical education, creative and expressive art and the optional subjects are not appropriate, particularly in physical education, the respondents observed that the allotment of marks is too high as compared with the weightage given.

Table-3
Curriculum Structure of the Primary Education 2005

S.N.	Subject	Class 1 – 3		Class 4 – 5	
		Weightage	Full Mark	Weightage	Full Mark
1.	Nepali	8	100	8	100
2.	English	5	100	5	100
3.	Math	6	100	6	100
4.	Social Studies			5	75
5.	Creative Arts			3	25
6.	Social Studies and Creative Arts	6	100		
7.	Science and Environment			4	50
8.	Science, Health and Physical Education	5	100		
9.	Health and Physical Education			4	50
10.	Local Subject/ Mother Tongue	4	100	4	100
	Total	34	600	39	600

Field Survey 2015

4.3 Intended Learning Outcomes

One of the features of the Primary Education Curriculum 2005 is the presentation of intended learning outcomes (specific objectives) for each subject. When asked, about 94 percent of the headmasters expressed the view that gradewise learning outcomes are essential for a number of reasons. Table 4 presented below clearly indicates that the inclusion of the learning outcomes have been substantial in improving teaching learning activities. Similarly, the learning outcomes have better effects in selecting the evaluation techniques and making the learning meaningful. Besides, the specification of learning outcomes has been useful in selecting objectives the course of study; in each subject as regard the limitation of learning outcomes, the respondents mentioned that the 12 activities suggested by the learning outcomes can be performed better in schools.

Table-4
Importance of Learning Outcomes

S. N.	Reason for Essentiality of Learning Outcomes	Respondents
1.	For effective teaching and learning activities	41.00
2.	To select the evaluation techniques	17.80
3.	To make learning meaningful	17.60
4.	To select teaching objectives	59.00
5.	To estimate amounts of subjects matters and maintain standards	05.90
6.	For making pictorial observation effective	06.90
7.	More useful for untrained teachers	06.90

Field Survey 2015

As the study reveals, more than 70 percents of the respondents have studied the learning outcomes and they considered that the objectives are adequate for achieving the grade objectives. The respondents opined that the learning outcomes mentioned in the textbooks are relevant to the textbooks. Towards the provision of optional subjects, more than 84 percent of the respondents mentioned the essentiality of the optional subjects, however 16 percents of the respondents mentioned that the provision of an optional subjects is an added burden to the small aged children. Regarding the implementation of the optional subject, the respondents have mentioned some problems which are summarized below in table-5. It clearly shows that lack of the textbooks is the most serious problems.

Table-5
Problems Associated with the Implementation of Optional Subjects

S. N.	Problems	Respondents
1.	Lack of textbooks	66.60
2.	Problems of instrumental materials	16.60
3.	Problems of language	11.10
4.	Lack of training to the teachers	05.50

Field Survey 2015

4.4 Teaching and Learning Activities

Towards improvement in primary school teaching learning, the teachers suggested that provision of training programs addressed to the preparation and use of education materials, development of lesson plan, selecting teaching methods and construction of test items could be beneficial. Besides, they suggested that attractive salary and allowance and further study opportunity could lead to improvement in primary school teaching. So far as the students' participation in the classroom is concerned, most of the teachers said that the activities could be ranked as just about average. The reason why most of the students do not participate actively is that there is the lack of interesting instructional materials and of children's games. However, it is found that the teachers' have endeavoured to achieve the students' who are not keen on studying by arranging for them to have some individualized instruction and group exercises. So there are some serious drawbacks in the existing curriculum. So far as the effective teaching methods based on the use of the textbooks and guidebooks are concerned, the teachers have emphasized the following measures: lesson planning, preparation and use of teaching materials, use of lecture, discussion and question and answer techniques, involvement of students' in classroom activities and field visits. As regards the use of the activities above only 80 percent mentioned that they did try to use them in the classroom. However, there are some who have used all the above suggested techniques. It is notable that with aims to achieving the learning outcomes that are mentioned in the curriculum but which cannot be mastered through the textbooks only, the teachers have adopted such techniques as sharing experiences with the other teachers, holding team discussions, making intensive study of the teachers guidebooks and going on field visits.

4.5 Evaluation of Classroom Activities and Students' Achievements

Table 6 clearly shows that most of the teachers use oral questioning as the techniques for students evaluation. The effects of the teaching methods are judged by the teachers on the basis of the following strategies: knowing whether the class is disturbed or not, knowing the extent of the students' participation in the classes, studying the students' results in the tests and supervising in home assignments. Considering the dissemination of primary education curriculum 2005 to the schools study of the current textbooks and teachers guides and their use by the

teachers in the actual teaching learning, it is suggested by the interviewees that in order to fully achieve the objectives of primary education, the following measures should be taken: all teachers should be given orientation training on curriculum implementation, the subject teachers should be provided with teachers' guide as well as learning sessions on the effective use of teachers' guide and the teachers should be given an opportunity to work on the preparation of instructional materials as suited to the needs of children.

Table-6
Techniques of Students' Evaluation

S. N.	Techniques Used	Responses
1.	Oral questions	55 percent
2.	Classroom tests	19 percent
3.	Home assignments	19 percent
4.	Classroom exercises	12 percent
	Total	100 percent

Field Survey 2015

4.6 Uses of Textbooks

Though textbooks plays important role in achieving gradewise and levelwise intended learning outcomes or specific objectives they cannot bring about good result without the subject teacher making an in-depth study and proper use of them. In connection with this study, views of the subject teachers were collected and they were critically examined. Based on this analysis, interpretations are made as follows:

All of the Nepali teachers expressed the view that they had studied the textbooks. As regards their preparation, about 62.5 percents used to study the textbooks before entering the class for instructional purpose and only 37.5 percent reported that they used the textbooks to study the curriculum day in advance. As regard the instruction based on the textbook 66.7 percent of the teachers expressed the view that they used to teach the lesson by following the sequence given in the books. The remaining teachers mentioned that they used to select lessons on the basis of similar subject matters or common topics. The teachers viewed that Nepali teaching is difficult because of the students belonging to different group levels in the class. Besides, they indicated the unclear pictures and the exercises given in the textbooks are also a problem in the classes. Nepali teaches also indicated that there are some problems in the syllabus of Nepali.

All mathematics teachers who were interviewed said that they had studied the textbooks thoroughly. However in relation to the study 28.7 percent used to study the textbooks a little while before taking the class; 57 percent used to study the textbook one day in advanced and about 14.3 percent used to study two to four days in advance. As regards the techniques of using textbooks in teaching, about 86 percent mentioned that they used to teach the lesson according to the sequence followed in the textbooks.

Like Nepali and mathematics teachers, the social studies teachers also said that they used to study the textbooks before going to class. About 78 percent respondents said that they studied the textbooks some time before going to class. The remaining 22 percent said that they usually studied the textbooks 2 to 4 days in advance. In this connection, 70 percent respondents said that they used to select the lesson in the sequence as followed in the textbooks. Like the response in other subjects, the social studies teachers mentioned their difficulty in providing instruction as contained in the textbooks due to shortage of instructional materials, lack of training for properly using textbooks and scarce financial resources for buying education materials.

4.7 General Aspects of Textbooks

Regarding the extent of the subject matter to achieve the objectives, only the textbook on social studies was an exception. About 13 percent of the social studies teachers mentioned that the content given in the textbooks was not adequate. However, all the subject teachers mentioned that the content given in the textbooks is relevant to the age level of students. As regards the language of the textbooks, 88 percent of the respondents in mathematics and Nepali expressed the view that the language is just about appropriate whereas the rest said that it is appropriate. Accordingly, in case of social studies, 70 percent mentioned that the language is fairly appropriate whereas the rest considered the language to be very appropriate. None of the respondents in any subjects considered the language as inappropriate.

In relation to the activities given in the textbooks, 60 percent of the respondents expressed the view that the activities on mathematics text are relevant and the rest mentioned them as highly relevant. Regarding the Nepali textbooks, 83.3 percent mentioned that the activities are relevant while 17.7 percent considered the activities to be highly relevant to the students. Similarly, in the case of social studies textbooks, 85.7 percent mentioned that the activities are relevant and 14.3 percent mentioned that the activities are highly relevant to the students.

4.8 Clarity of Pictures

The importance of such materials is more widely observed only when they are clear and attractive. Unclear and unattractive pictures are not only confusing but also they can develop misconceptions in children. Because of the unclear and unattractive pictures most of the children were confused and were not able to understand message of the picture easily. Actually, the picture has the role greatest role in the delivery of the contents in the classrooms. Unclear and unattractive pictures hinder the teaching learning process.

In relation to the query made to find whether the pictures given in the textbooks are clear and comprehension the teachers made some stray comments only. Some opined that the pictures in the Nepali textbooks should be printed in colour and not in black and white only. However, more than 50 percent of the respondents mentioned that though the pictures are in black and white they are clear enough. Similarly, about 30 percent of the respondents said that the pictures in the text social studies are too small to suit the age level of students. None of the respondents said anything about illustrations in the math textbooks. Size and quality of the photos/picture is also satisfactory.

4.9 Use of Textbooks in Evaluating Students' Activities

When the subject teachers were asked about the usefulness of the textbooks in evaluating the students' achievement, most of the respondents mentioned that exercises given in the textbooks are helpful to prepare text items of students' evaluation. Only 25 percent respondents in math, 35 percent in Nepali and 20 percent in social studies opined that the exercises are appropriate and adequate to evaluate students' achievement.

4.10 Practicability of the Teachers' Guidelines in the Textbooks

It is noteworthy to find that all the respondents considered the teachers' guidelines as supportive of the teachers. In all the subject areas most of the respondents mentioned that the guidelines are of an average level in being helpful to the teachers in developing teaching activities. 42 percent respondents in mathematics, 31 percent in Nepali and 44 percent in social studies mentioned that the guidelines given in the textbooks are quite helpful to the teachers.

4.11 Use of Teachers' Guidebooks

The curriculum Development Center has developed and distributed teacher guidebooks' with the aim of improving teaching learning activities. Therefore, in course of this study attempts were made to find out whether the guidebooks were distributed or not, whether the teachers studied them or not and how the teachers were using them in classroom instruction. The study revealed that all the schools had received teachers' guidebook through the concerned district education offices. The study also showed that all the teachers interviewed expecting 15 percent mathematics teachers studied them. All Nepali teachers were using guidelines for classroom teaching. But in the case of mathematics and social studies only 66 percent each were found to be studying teachers' guides for teaching. As regard their habits, more than 50 percent used to study them, 50 percent used to study minutes before going to class. About 30 percent used to study the guidebooks one day in advance and the rest 2 to 4 days in advance. So far as the standard of teachers' guides is concerned, about 40 percent teachers' had some suggestions contain daily lesson to make for improvement. They suggested that teachers' guidebooks should contain daily lesson plan on the basis of approximately actual teaching days. However, more than 80 percent of the respondents expressed the view that the teachers' guidebooks are useful in defining the learning objectives, preparing lesson plans and developing education materials and finally for evaluating students' performance.

4.12 Human Rights Related Contents

More than half (58 per cent) of the teachers reported that school textbooks contain a few human rights related contents. Teachers perceived the economic, social and cultural rights related contents included in school textbooks as the aspects of human rights education (HRE). Eighty seven per cent of teachers reported to have gained knowledge on HRE through various means. Self-study, trainings, workshops, radio, television and newspapers were the major means in this regard. More than three-fourths (77 per cent) of teachers reported that they gained knowledge on HRE through self study. Similarly, 72.5 per cent of teachers viewed that HRE contents are not incorporated in the teacher training courses as required. Hence, it is necessary to add HRE contents to the existing courses in such a way that the added contents are sufficient enough for the teachers to deal with the HRE contents included in the school textbooks. More than half of the teachers (58.6 per cent) involved in this study reported they did not use HRE related reference materials while teaching. However, among the categories of the teachers who claimed to have used reference materials, the percentage of teachers teaching Social Studies and Moral Education was the highest (54.5) in regard to using reference materials. This study revealed that electronic media and newspapers were used by most of the teachers (37 per cent) for reference materials.

4.13 Relevance of the Curriculum to the Pupils Age Level

Table-7 as presented below shows that most of the subject matters introduced in primary education curriculum are relevant to the children's age level, however of all the subjects introduced primary level, the subjects of Math, Nepali, and English seem to be best suited to grade pupils age level. Nepali, environmental education, physical education, and one optional subject are also indicated as the subjects to be mastered by children. the creative arts expressive arts is the subjects considered to be relatively less suitable to age level of people. Social studies and health education are moderately suitable subjects for the children. A few responses indicate the irrelevance to the needs of students. The main reason mentioned in this regard is that due to the lack of separate textbooks the coverage of the subject matters is very much limited. It is worth mentioning that full-fledged curriculum of mother tongue is not prepared. Accordingly, local curriculum is also not full-fledged. Local level institutions such as school, parents and stakeholder have to develop the local curriculum. Some guide lines are prepared and on the basis of the guidelines curriculum is prepared. But there are not curriculum experts in the local level. So it is very difficult to develop the relevant model of curriculum in the local level.

Table-7
Response Indicating Relevance of Subject Matters to the Age of Pupils

S. N.	Subjects	Relevance to Achieve the Grade Objectives		Total
		Yes	No	
1.	Nepali	89	11	100 %
2.	English	90	10	100 %
3.	Math	100	-----	100 %
4.	Social Studies	83	17	100 %
5.	Creative Arts	72	28	100 %
6.	Social Studies and Creative Arts	78	22	100 %
7.	Science and Environment	89	11	100 %
8.	Science, Health and Physical Education	83	17	100 %
9.	Health and Physical Education	88	12	100 %
10.	Local Subject/ Mother Tongue	Not Available	Not Available	-----

Field Survey 2015

4.14 Use of primary Education Curriculum 2005

In order to know how effectively the curriculum has been studied and used in the schools, headmasters, assistant headmasters and teachers were interviewed. Of the headmasters and assistant headmaster interviewed, about 83 percent were found to have studied the curriculum. As indicated in the Table-8 only 12.50 percent respondents expressed that the curriculum has been studied with the aim of getting acquainted with the curriculum. As regard the reason for not studying the curriculum, very few respondents mentioned that information in this respect was not available in the schools.

Table-8
Merits of PEC 2005 as Compared to Previous One

S. N.	Merits	Respondents
1.	More rhymes for children in PEC 2005	
2.	Clear classroom activities included in PEC 2005	
3.	Additional exercises, more picture and weightage	
4.	Additional textbooks	
5.	Presentation of the curriculum as suited to pupils' age level	
6.	Suitable techniques of students' evaluation	

Field Survey 2015

5. Findings and Recommendation

In course of this study, primary education curriculum 2005 especially its notable features was thoroughly studied and analyzed. Besides, the views of the primary school head teachers, assistance head teachers and subject teachers towards the primary education curriculum were solicited. Further, the actual classroom instructions were also observed. The major findings of the present study are summarized as follow:

- Some important grade wise intended learning outcomes are missing from the primary education curriculum and some learning outcomes are vague and unspecific.
- The evaluation mode of the curriculum, textbooks, and teachers' manual show that they are generally linked to each other. However, in some cases, the textbooks do not have adequate contents needed to fulfill the learning outcomes mentioned in the curriculum. In such as condition, teachers; manual are, by and large, useful for the teachers to carry out the activities with aims to achieving the learning outcomes.
- The content and activities of the textbooks have covered more than 90 percent grade wise learning outcomes. But some important contents/subject matters are missing from the existing primary education curriculum.
- Child centered/Activity based, and innovative teaching learning strategies have not incorporated in the primary education curriculum.
- Teacher's activities, in general, were found to be satisfactory. But most of the teachers did not use teachers' guide and other related materials. In fact, the teachers did not even have these materials.
- Most of the teachers have heavy load of the classes along with other school responsibility. It has also hampered the teaching learning activities of the school. At the same time, most of the teachers are untrained so that they are not able to use curriculum, teachers' guides and teaching learning materials effectively.
- The subject teachers have this strong feeling that despite their efforts to translate the curriculum objectives into the classroom situation, they have to do a lot on their own for which they need various kinds of trainings.
- Children's' participations in classroom activities were found to be not quite satisfactory. Actually, the teachers' did not know how they could raise children's' participation.
- Proper student assessment system has not designed for the students of primary education.
- The subject teachers have this strong feeling that despite their efforts to translate the curriculum objectives into the classroom situation, they have to do a lot on their own for which they need various kinds of training.
- Children's participation in classroom activities were found to be not satisfactory. Actually the teachers' did not know how they could raise children's participation level in the classroom activities.
- In case of teachers' manual, it seems to be effective and useful to teachers. However, the study indicates that the effectiveness of the curriculum and the manual depends on the teachers' performance and the skill he or she has in the aspect of various aspects.
- Towards the achieving the learning outcomes which are not fulfilled from textbooks only, the teachers' manual have provided to be handy. However, according to the teachers they also need training on how to follow the manual effectively.
- The study indicated that the teachers are divided in their opinions about the curricular weightage and allotment of marks. Actually this task is somewhat unsatisfactory.
- Teachers' activities, in general, were found to be satisfactory. But most of the teachers did not use teaches guide and other related materials. In fact, the teachers' did not have these materials.

- Finally, almost all the experts, and teachers student felt the need of replacing the existing primary education curriculum by a relevant model of curriculum based on the needs and interest of the learner in the present context.

6. Suggestions and Recommendations

- Objective of the existing primary education curriculum should be redefined in order to make it more progressive and child centric.
- Level wise objectives of the existing primary education curriculum should be sequenced properly.
- In order to fully achieve the learning outcomes the anomalies between the curriculum and textbooks and between the textbooks and manuals should removed by drawing upon the experience the school teachers have gained.
- Most of the contents are divorced from contemporary problems. Thus, contents must be based on the contemporary problems of society and individual.
- Contents and activities should be selected and organized on the basis of the scientific principle of the curriculum development process.
- More interesting, enjoyable and relevant teaching learning activities should be developed for each intended learning outcomes to make the instruction of the classroom more effective, progressive and child centric.
- Teachers' preparation courses should provide room for variety of teaching learning strategies. Varieties of teaching learning methods can be employed such as reflective teaching, cooperative learning, critical listening, integrated strategy instruction, instrumental enrichment, concept attainment, advance organizers, inductive thinking, planning assessment simultaneous, problem based instruction.
- Expectations from the teacher to be effective should not be narrated as speech, slogan or wishes. It is essential firstly to conceptualize roles of the teachers in terms of required skills which can be employed at the classroom level and secondly incorporate theses in the teacher preparation program for skills development rather than including these concepts as content matters only.
- In order to make the classroom instruction appropriate to the age and cognitive level of the children, the subject teachers should be given training courses on the selection and use of appropriate teaching methods and the development of instructional materials.
- Classroom observation shows that teachers were not very much prepared for using teaching aids and related materials. They do not know how to raise children's participation in classroom activities. So the teachers need to be provided training on these aspects.
- In order to cater to needs of children/students to maximize their learning, several factors play roles. It is important to identify them and prioritize actions from what is possible now and what should be achieved and how they should be achieved in time bound strategy manner.
- Effective student evaluation plans should be included the curriculum. Such types of plan should be developed for each intended learning outcomes.
- Revision work on the primary education curriculum, subjects, weightage and allotment of marks should be continually carried out on the basis of the feedbacks given by the school teachers.
- There should be coordinated efforts, shared vision and action priority in coordinated manner from policy making to teacher preparation to classroom implementation.
- Some important contents/subject matters are not included in the existing primary level Social Studies curriculum. Thus, these contents/subject matters should be incorporated in the curriculum as soon as possible.
- Activity based, child centered and innovative teaching learning strategies should be included in the primary education curriculum.
- Effective teaching aids and indigenous and locally developed teaching and learning materials should be used in the primary school in local level.
- It was also observed that teaching learning process has been affected by the lack of sufficient physical facilities. So, government should made provision on it.
- The existing primary education should be improved as soon as possible to make it more relevant, progressive and child centric.

Bibliography

- Aryal, K. R. (1970). *Education for the Development of Nepal*. Kathmandu : Shanti Prakashan. Bhandari, A. B. (2000). *Curriculum Development: Theoretical Frame Work and Our Attempts*. In Shiksha, Arjun Bahadur Bhandari (ed.), Sanothimi, Bhaktapur : MOES/CDC.
- BPEP, (1998). *The Effect of New Curriculum on the Achievement of Grade V Students*. Sanothimi, Bhaktapur : CDC/MOES.
- BPEP-II, (1999). *Basic and Primary Education Program (1999-2004): Program Implementation Plan*. Kathmandu, Nepal : MOE/HMG. P. 5.
- CERID, (1996). *A Review of Educational Sector in the Eighth Five Year Plan and the Proposed Approach for Education in the Ninth Five Year Plan*. Kathmandu, CERID, TU.
- CERID, (2002). *Concept Paper for Further Support on Basic and Primary Education in Nepal*. Kathmandu, Nepal: MOES/HMG.
- CDC, (2005). *National Curriculum Framework for School Education (P-12) in Nepal*. Sanothimi, Bhaktapur : MOES/CDC. P. 14.
- CERID, (2005). *Meeting Learning Needs of Children of Indigenous People and Linguistic Minorities*. Kathmandu, Nepal : CERID.
- EDSC, (1999). *National Assessment of Grade V Students*. Kathmandu, Nepal : EDSC.
- Maskey, Govinda (1996). *Social Life in Nepal from Tradition to Modernity (1901-1925)*. New Delhi : Anmol Publication Pvt. Ltd. P. 129.
- MOE, (1961). *Report of All Round National Education Committee*. Kathmandu, Nepal : MOES. PP. 14-19.
- MOES, (2005). *Primary Education Curriculum 2005*. Sanothimi, Bhaktapur : CDC/MOES. P. 2.
- NESP, (1971). *Report of National Education System Plan 1971-76*. Kathmandu, Nepal : MOES/HMG. P. 24.
- NNEPC, (1954). *Education in Nepal*. Kathmandu: College of Education : Bureau of Publications.
- Parajuli, T. R. (1999). *Relevance of Primary Education in Nepal*. An Unpublished Doctoral Dissertation, Banaras Hindu University, India.
- Pyakurel, (2004). *How the Social Studies Curricular Contents are Delivered in Primary School Level ?* In Jaganath Awa (ed.) Siksha (Education). Sanothimi, Bhaktapur, Nepal : Curriculum Development Center.
- Shah, (2012). *Designing a Progressive Curriculum for Primary Education in Nepal*. An Unpublished Doctoral Dissertation, Lucknow University, India
- Shrestha, K. N. (1982). *Educational Experiment in Nepal*. Sanothimi, Bhaktapur : Institute of Education, Publication Division. P. 6.
- Sharma, Gopinath (1980). *School Curriculum in Nepal*. Kathmandu : Hem Kumari Sharma. P. 2.
- Singh, G. B. (2008). *Provision and Condition for Better Classroom Pedagogical Practices*. An Unpublished Research Report. Kathmandu : EFA/CERID. P.18.
- Wood, Hugh B. (1965). *The Development of Education in Nepal*. Washington D. C. : U. S. Government Printing Office. PP. 28-33.
