



POWERFUL FRIENDLY CONSTRUCTIVIST WAY TO DEAL WITH LEARNING FOR SOCIAL EXAMINATIONS STUDY HALL

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ABSTRACT

The primary objective of this study is to determine whether there is a deficit model alternative for teaching and learning. Teachers of social studies were interviewed for this purpose, and teaching and learning practices in social studies were evaluated. The specialist takes on the hypothetical underpinnings of socio-social way to deal with learning and attempts to plan and execute constructivist showing getting the hang of setting for showing social investigations. The analysis of these constructivist pedagogical settings reveals that the classroom serves as a strong interface between students' everyday knowledge and school knowledge, fostering and maintaining a culture of inquiry. The paper came to the conclusion that the process of learning should be dialogic, that knowledge should be viewed as a co-constructed, negotiated, and situated entity, that the knower should have agency and a voice in the process of knowing, and that the moving deficit model of teaching and learning should be used.

KEYWORDS

Studies of society; sources of information; Constructivism in society

INTRODUCTION

History of training in Nepal is exceptionally short. Solely after the foundation of a majority rules government, instructive improvement happens in

Nepal. In 1956, the National Education Planning Commission (NNEPC), Nepal's first educational commission, presented its report titled "Education in



Nepal" (College of Education, 1956). The first section of this report looked at the extent and nature of education in Nepal, collected people's perceptions, and analyzed the need for education in Nepal. The primary level's curricular, instructional, and assessment plan was outlined by the Nepal National Education Planning Commission in 1956. The commission imagined training to be a directing involvement with living. As soon as they enter the school, children shouldn't be forced to enter another world. According to the report, children learn more efficiently, more quickly, and for longer periods of time when they actively participate in the learning process. Rarely does passive learning result in self-directed, dynamic, and active behavior or the development of responsibility and leadership. As a result, the primary school ought to employ the activity or project method, in which students learn to identify their problem, plan and direct their solutions, and evaluate the outcomes on their own. A student ought to be interested in the activity and should be able to explain what they are doing when asked. Agreeable preparation, issue based exercises; Students learn by doing through life-related projects, and teachers should act as facilitators in this workshop.

The second national education commission in Nepal, the All Round National Education Committee (ARNEC) of 1961, emphasized that children should be taught to think critically and reflect on their experiences. The findings pertaining to the body, heart, brain, and soul ought to serve as the foundation for the teaching method. The development of students' concentration, analytical abilities, listening, memorization, and other skills ought to be the primary focus of primary education instruction. The concentration is the one that matters most. Essential instruction ought to be given through oral, action, drawing and models. The overuse of textbooks should be discouraged. As needs

be, the commission recommended grade-wise educational plan with content blueprint overall (MOE, 1961). In 1971 The Public School System Plan (NESP) was dispatched to draw a long term plan for 1971-1976 which underlined and worked in the planning of public level educational program and reading material turn of events (MOE, 1971). The Commission placed a greater emphasis on the institutionalization of the educational system, nationalization of schools, and uniformization of the curriculum and textbooks; however, it did not make any specific recommendations regarding the instructional methods. However the showing techniques being used then were named to be very antiquated, there has been just quick ideas on the fitting showing strategies which were proposed to be created through training improvement and examination tasks, and analysis and broaden new educating techniques. The entire education system was examined and discussed in the 1992 National Education Commission report (NEC, 1992). The current educational system, according to the commission, has failed to meet individual, social, and national requirements. It was inappropriate for the rural setting and did not appeal to the children. In the beginning, the teacher did not take classes, and even when they did, the content and quality of those classes were theoretical and bookish. Students were rather forced to memorize information, and what they learned had no meaning. It lacked real-world activities, and the theory was never put into practice. The commission suggested major target of essential training as the improvement of the intrinsic capacities of the youngsters under a student focused framework; to concentrate on providing practical information about the environment and agriculture; to situate towards cleanliness and sterilization with the help of useful exercises, and so forth. These instances demonstrate that the commission placed an emphasis on primary-level child-centered education.



In its 1999 report, the High Level National Education Commission (HLNEC) examined the entire education system and identified fourteen primary themes. Among these issues and issues were low quality of essential training, broken assessment framework, absence of significance of schooling to the understudies, inferior quality of instructors' norm and capability, and contradictory vehicle of guidance. The goals of primary education should be simplified, a liberal promotion and continuous assessment system should be used, teacher qualifications should be improved, textbooks and curriculum should be improved, native language instruction should be taught, and reformative teaching should be used. As the showing rehearses were not compelling, it was recommended to involve reformative helping practices to distinguish the shortcoming in showing strategies, further develop educating in like manner and draw in the understudies to classes.

With the Primary Education Project, which was implemented in 1984, more coordinated efforts were made to improve the quality of primary education (CERID, 1989). The formal planning for the national implementation of the program was started by this project. The project was initially implemented in six districts before gradually expanding nationwide. The objectives of this project were to: a) enhance the sector's administrative and technical capacity; and b) achieve a low-cost qualitative improvement in primary education. This undertaking pointed toward working on the capability of educators to raise the nature of guidance in the elementary schools through preparing of educators and oversight of study hall educating. Educators of bunch schools were given 12 days preparing focussing on the topic and afterward 10 days preparing focussing on the turn of events and the utilization of instructive materials at two stages. Improvement and utilization of educational materials,

illustration arranging and subject showing techniques were canvassed in the preparation program.

The Basic and Primary Education Project from 1991 to 2001 came after the Primary Education Project. Based on the Mid Term Review's recommendations, the project was updated in 1996 and designed to run from 1997 to 2002. The Basic and Primary Education Project Master Plan 1991–2001 (MOEC, 1991) emphasized the dissemination of intentions and anticipated outcomes, as well as the synchronization of curriculum and textbook development, in order to raise educational quality. In the event of assessment changes it was wanted to utilize ceaseless evaluation of understudy progress in working on informative norms, advancing liberal advancement in early grades, execution of public essential schooling appraisal program and utilization of its outcomes. The plan emphasized matching teacher education programs to the primary school system's training requirements, such as grade teaching and multi-grade teaching; hone in-service teachers' fundamental pedagogical skills in their initial training; adopt a modular approach to training to provide in-service teachers with the best possible instruction; etc. The MOE's 1997 Basic and Primary Education Master Plan (1997) was a comprehensive plan that covered a variety of primary education-related topics. The plan placed an emphasis on teacher education, enhanced physical and learning environments, continuous student assessment, and school physical rehabilitation in relation to pedagogical improvement. Essentially, it was stressed that Educational plan Scattering System would be directed with educator's aide as the principal device of spread preparing. The expected outcomes were: 1) teachers becoming fully trained in the use of teacher's guides and developing an interest in using them; and 2) teachers being able to use the right teaching method to accomplish the lessons' goals. Teachers should be



required to practice what they teach and preach about the effective teaching methods at the time of training, just as they would normally be expected to follow the teaching techniques used during the training period while teaching in their classes or schools. The plan said that the apprentice method should be used for almost half of the pedagogy training, and it stressed using learner-centered methods and techniques.

In the MOE's 1999 Programme Implementation Plan for BPEP-II, 1999-2004, curriculum renewal and assessment, as well as teacher training and professional support, were viewed as major components for increasing students' learning achievement. This plan focused on a number of policy issues and strategies for improving the learning environment, with an emphasis on increasing teacher and student daily attendance; limiting grade I enrollment to children of an appropriate age; making a solid, protected and lovely school climate; timely distribution of educational resources; boosting retention and grade promotion rates at schools; reducing the size of the class as a whole; further developing advancing particularly in grades 1 to 3; and providing classroom support and adequate training to teachers. Demand-driven annual recurrent in-service training, whole school approaches to the development of school quality, training content that focuses on the learning needs and styles of young children, and professional support through school cluster-based activities and classroom mentoring from Resource Persons and other teachers were all emphasized. In 2002, Nepal initiated additional support for primary and basic education and presented a plan for "Education for All." The framework of the Education for All National Plan of Action Nepal 2001-2015 (MOES, 2003) was outlined in light of the six primary objectives that the Dakar Forum established for the year 2015. Quality training, addressing advancing necessities,

making educational plan more viable and pertinent to everyday life, fundamental abilities, further developing school climate, showing in native language, developmental appraisal, and so on. were underscored. The three main goals of the Education for All 2004-2009 Core Document (MOES, 2003) are as follows: a) ensuring access to and equity in primary education; b) enhancing primary education's quality and relevance; and c) enhancing the efficiency and institutional capacity of schools and institutions at all levels providing technical support to schools. By 2015, the Document envisioned a "Child," "School," "Classroom," "Teacher," and "Community or District." All youngsters figure out how to become majority rule residents through pertinent components of fundamental abilities satisfying the person as well as the country's necessities. Child has a level of knowledge comparable to that of children of the same age group worldwide and is eager to learn. Every school in Nepal is effective and provides a high-quality education in a secure, stimulating, and challenging setting for children's learning and development. Regarding a classroom by 2015, it is anticipated that it will be a stimulating learning environment designed to meet the needs of all students and ensure that they achieve their full potential.

Nepal's first National Curriculum Framework for School Education was created in 2005 (MOES, 2005). The need for a national curriculum framework was discussed in the framework; created in general setting and curricular worries; transmitted curriculum visions, goals, and guiding principles; suggested school education goals, curriculum structure, and policy regarding student assessment; what's more, illustrated system for carrying out the public educational plan structure. Teaching strategies must place a greater emphasis on the tools for seeking and processing knowledge than on the actual knowledge



itself, it has been emphasized. This necessitates students' active participation in the learning process. While educating, the understudies ought to be viewed as a constructor of information. Implementing the curriculum should be child-friendly.

The School Sector Reform Plan 2009-2015 (MOE, 2009), which is being implemented in Nepal at the moment, includes Early Childhood Education and Development through higher secondary (grades 11 and 12) education. Through a right-based approach and the promotion of a child-friendly school environment, this plan places an emphasis on the integration and consolidation of basic education, or grades 1 through 8. It is underlined utilizing adaptable learning ways to deal with answer different requirements and to address students' singular speed to advancing as well as executing constant appraisal and medicinal emotionally supportive networks. To guarantee better learning climate, accessibility of qualified and prepared instructors, educational plan and course book materials, educator's experience on task, extra-curricular exercises, etc. Setting norms and standards and meeting minimum enabling conditions have also been emphasized. There have been established national norms and standards for input, process, and learning outcomes, which include a classroom that is safe, secure, and child-friendly, adequate instructional procedures, and an adequate number of qualified teachers.

Division of Training distributed System of Kid Well disposed School for Quality Training in 2010 which made sense of what a 'kid accommodating school' is; why it is necessary; aspects of child-friendly schools, for example A child-friendly school, as defined by this framework, would provide a physical, mental, and emotional safe and healthy environment for children; learning environment and curriculum based on their level, interest, and ability; environment that doesn't

discriminate; care for their wellbeing and security; courageous and discipline free climate. Instead of starting a new program for a child-friendly school, the focus is on how to improve and modify existing educational conditions. It is believed that the creation of a school improvement plan, the working format of the school management committee, management of financial and physical resources, community mobilization, the teaching-learning process, extracurricular activities, and other aspects are all important. ought to consider kids as a point of convergence to achieve quick and noticeable changes. For this the system has measured least and anticipated marks of various parts of youngster agreeable school.

Prevailing Pedagogic Practices of Social Studies in Nepal

Perceptions of the current essential level Social Examinations educational plan, course readings and educator's aide showed that showing systems and strategies still up in the air in the current educational program and course books and instructors' aide. However, the classroom observation revealed that teachers did not follow these teaching activities and methods, primarily due to the teachers' lack of access to the curriculum and teacher's guide. Then again, showing learning strategies created in the educational program and educators' aides were not effectively justifiable and relevant. Additionally, it was noted that textbooks appeared to be the only teaching tool accessible to both the instructor and the students. It obviously showed that talk and, surprisingly, just book perusing were the showing techniques winning in the elementary school in Nepal. Educational program, course books and instructors' aides of the essential level Social Investigations gave more accentuation on the learning of realities through retention as opposed to understanding and application in the field. Their sole responsibility was to help the child pass the annual



exam, which was typically carried out within the confines of the classroom. The tests were primarily for text memorization; year after year, the same vicious cycle continued. Subsequently, the entire educating and learning systems even at essential level was assessment fixated zeroing in on learning of realities as opposed to tenderizing about changes in understudies conduct and scientific capacity.

The current primary level social studies curriculum lacked a comprehensive plan for teaching and learning strategies, which was one of its major flaws. Simultaneously, educators likewise didn't utilize the showing learning techniques endorsed in the educational program. First of all, not all teachers had easy access to the curriculum and teachers' guide. Second, the curriculum's teaching and learning strategies were difficult to comprehend and apply. The majority of teachers did not have any training, so they needed to be trained in how to teach and use the curriculum. The primary school in Nepal's teaching and learning process was severely impacted by these and other factors. This analysis makes it abundantly clear that primary school teachers in Nepal use teaching strategies that fall far short of the curriculum-designed teaching and learning methods.

During the classroom observation, it was discovered that the majority of teachers did not make effective use of the instructional materials. In most of the school, the only instructional materials were a textbook and a blackboard. The majority of teachers did not use indigenous or local materials. In certain schools, it was likewise seen that the white soil was utilized rather than the chalk successfully. It was one of the best examples of how to use the materials that were available locally in the right way. Assuming that the educators can utilize these sorts of native and privately created materials, learning of the understudies will be powerful and enduring. As a

result, it can be deduced that teachers did not fully employ the primary level Social Studies teaching methods and strategies. However, these strategies were neither adequate nor adequate.

One more serious issue of the showing growing experience was that the substance of the essential training Social Examinations course books were likewise primarily founded on just remembrance of realities. As a result, evaluation consisted solely of recalling the facts during the examination. To promote or deter students in a particular class, the evaluation of those students took the form of a written test at the session's conclusion. Even though teachers sometimes used the student's internal assessment to evaluate them, this did not count for the final exam. The use of observation, checklists, rating scales, cumulative records, and other novel evaluation tools was unusual. This examination requests that exercises based and kid focused showing learning techniques ought to be quickly utilized in the elementary schools in Nepal to make the showing learning more successful.

There is a significant gap between the primary level Social Studies teachers' use of teaching strategies and the curriculum-recommended methods. Activity-based and child-centered teaching and learning approaches were rarely utilized by primary school teachers. In addition, it was observed that some teachers began their lessons solely by announcing the topics, while others requested that their students open the relevant textbook page and read aloud. In Nepal's primary schools, this was one of the most common methods. In fact, one way teachers communicated during the teaching-learning process. In some schools, teachers and students talked to each other orally, but most of the time, teachers asked questions to remind students of the facts. The teacher had not done anything to increase the students' active participation. The majority of teachers employed conventional



approaches to the teaching and learning process. They did not employ cutting-edge teaching and learning tools.

Using Learners' Social Funds of Knowledge for Teaching: Beyond Deficit Model

I casually consulted Social Examinations educators of a Fundamental School who were showing the current Social Examinations course books. The prevailing social studies pedagogical practices were portrayed in a different light by their responses. The majority of teachers argued that current social studies textbooks do not provide sufficient knowledge for future success. As far as they might be concerned, progress later on means to plan and qualify different serious tests.

Moving beyond the encyclopaedic representation of knowledge regarding various aspects of social studies was the primary objective of the introduction of these new textbooks. Nonetheless, such sorts of perspectives shows that the social investigations educators actually trust in data stacked educational plan that can be utilized for assessment purposes. They are unaware of the changes to the curriculum brought about by the National Curriculum Framework. Additionally, a belief system of this kind has an impact on their instructional strategies and makes it difficult to implement a new curriculum that embodies the above-mentioned tenets. They also said that these books overestimated the abilities of students and that students are unable to comprehend concepts like diversity and discrimination. They hold the belief that every student has the potential to learn, but they have a preconceived notion about students at their school: Students from lower socioeconomic backgrounds lack knowledge, are not motivated to learn, and do not receive any support at home. The teacher's deeply held beliefs, which adhere to the deficit model of learner

and learner, are reflected in these responses. Moll et. provides a possible explanation for these responses. al. According to's (1992) argument, classroom instruction tends to be unilateral, authoritative, and monologous when classroom practices are disconnected from learners' everyday experiences (pp. 62). Moreover, it contributes in shaping and building up educators accept that students coming from poor and lower class foundation don't carry critical social capital with them.

At the following period of my exploration work, I started to plan and make an educational setting with the expect to challenge these suppositions of educators and fostering a learning climate by recognizing student's organization and voices in homeroom growing experiences. The previous studies provided theoretical support and insights for me. Moll et al.'s research al. (1992) showed that kids through their dynamic cooperation in different social exercises aggregate assets of information. As a result of their active participation in a vast array of activities in their contexts, they have a wealth of knowledge (Moll et al., 2007). al., 1992 (Greenberg and Velez-Ibanez, 1992). According to Rogoff (1998), students use their daily experiences to influence one another's actions or engage in shared thinking rather than simply storing information. According to Gonzalez & Amanti (1992), it is also suggested that learners' social experiences can be utilized to engage the class and construct knowledge based on their resources rather than their deficits.

Teachers can use learners' everyday experiences in the community as a legitimate source of knowledge and a form of cultural capital to enhance pedagogical practices. I discovered the theoretical foundations of Social Constructivism through these studies. According to Brophy; Social Constructivism, learning and knowledge are viewed as a social process distributed across individuals and tools in addition to their physical



and sociocultural contexts. Bruner, 1996; Lave and Wenger, 1991; 1987 (Vygotsky) According to Brophy (2002), learning also entails negotiating understanding through shared dialogue or discourse between two or more community members working toward the same objectives. The following are the fundamental principles of the sociocultural approach: Through participation in real-world activities and internalization of practice tools, students construct their own knowledge; Students are reflective individuals who are able to think about and reflect on their actual experiences; social connection/discourse assumes a pivotal part in learning. Instead of focusing on the acquisition of rote knowledge that comes from somewhere outside the learner, this perspective views learning as making sense. It establishes a community of learners who are engaged in the process of knowledge construction and extends the teaching-learning process beyond the transaction of content and curriculum. Against the above scenery the current review plans to plan and carry out Friendly Examinations examples embracing the social constructivist way to deal with learning. The method lets students use their own knowledge as a resource in classroom discussions.

METHOD

Research Design

The current study employs a qualitative approach. The present study was designed as a descriptive research using an interpretive approach and a descriptive research design. The review was led in the class 6th of a Fundamental School arranged in Dhangadhi Sub-metropolitan city Kailali, Region no 7, Nepal. The example was restricted to Dhangadhi, Kailali, a town with inhabitants from differed financial foundations. Because there are a lot of primary schools for young children in Dhangadhi, it is possible to study a

representative sample. Dhangadhi Ma Vi was purposefully chosen for this study after the office of the Dhangadhi sub-metropolitan city obtained a list of all primary schools. For the purpose of this study, the school's students who signed the informed consent form agreed to participate.

Participants

There were 30 understudies, including 20 young men and 10 young ladies in the class. Some of them had a place with traveler families, moved from country Region of different locale like Doti, Bajhang, Bajura, Achham, Dadeldhura, Darchula, Baitdi (name of the locale). The majority of children's parents are employed as laborers on a daily basis. The researcher himself taught the class for a month as a teacher researcher. The class was taught during the January 2018 session.

Instruments

The present study made use of a questionnaire and a record of classroom activities from. The researcher first conducted a comprehensive literature review before developing the questionnaire and the classroom activities form. Five experts in the field of social studies curriculum received the drafts of the questionnaire and classroom activities form. It was requested of the experts to evaluate the questionnaire and classroom activities to determine whether or not they were useful and valid. These drafts were revised and brought to the final form in accordance with the expert feedback.

Procedures

The researcher himself taught the class for a month as a teacher researcher. The course was taught during the 2018–2019 academic year. Observation of the participants was the primary source of the present study's data. Every one of the exercises did in the



homeroom were sound recorded. The researcher also took field notes of all activities as a participant observer. Later on all the sound recorded information were interpreted and content dissected. The field note was utilized for the triangulation of the information. The researcher created and carried out activities to teach social studies to sixth-grade students for this study. When designing these activities, it was kept in mind that students' knowledge and understanding of society in the classroom must be acknowledged. This part of action makes it bona fide and like true issues. The job of student is imagined as a functioning and intelligent individual acting inside a specific setting. As a guide and facilitator, the teacher creates situations that encourage student-to-student and teacher-to-student communication. These activities provide opportunities for negotiation, participation, and interaction, all of which contribute to the creation of learning opportunities that make use of the learner's existing knowledge.

Data Collection and Analysis

According to Smith & Heshsius (1986), interpretive research aims to comprehend social phenomena' values, beliefs, and meanings in order to gain an empathic understanding of human social interactions and experiences. Interpretation and comprehension are inseparable, according to interpretivists. They consider all social research to be interpretive due to the researcher's desire to comprehend and interpret social reality. Because the interpretive paradigm holds that there are only interpretations and not facts, this study uses vignettes to investigate students' perceptions, share their meanings, and gain insight into the observed case (Bryman, 2008; Grix, 2010).

Creswell (2003) says that qualitative researchers analyze data for the development of categories and themes, develop descriptions of events and processes,

and draw conclusions based on trustworthiness and credibility about the theoretical and individual meanings of the data, stating the lessons learned. This implies that specialists screen the crude information from individual perspectives that are arranged inside unambiguous sociopolitical and authentic hypothetical directions (Creswell, 2003; 1971, Freire; 2003 McLaren). As a result, the vignettes used to present this study's findings are chosen by the researcher. The present study presents these vignettes to illustrate the actual scenario of classroom activities. The idea of diversity is reflected in the first vignette, which is a conversation between students and teachers. As a result, in the second vignette, students are divided into four groups to participate in a variety of activities. In the third vignette, students were given a case vignette to read, and after they had done so, questions were asked to spark discussion. The results section contains information about the main classroom activities and the study's findings.

RESULTS

Each of their favorite vignettes and reflections on the application process is presented in this section. The results of vignette 1's application process are presented below.

Action 1 Variety

Vignette-I

Instructor : Greetings, class!

The students: Good morning, professor.

The teacher: Ram, why are you sitting by yourself? Why aren't you sitting with Ragonath when he's also on his own?

Ram : He is Chaudhary sir, and he is fluent in his native tongue. The teacher: Okay. So Chaudhary is your friend.



Ram : (Yes, sir, he laughs. He comes from a small town.

The teacher: However, he is your companion. Because he is Chaudhary, are you refusing to accept him as a friend?

Ram : He is my friend, sir.

Educator : It shouldn't matter where he comes from or what he says if it doesn't affect your relationship with him.

The teacher: You are all friends because you are reading in the class, regardless of your name, cast, religion, location, or color.

The instructor now initiates another activity.

The purpose of this activity was to talk about diversity. The following is a summary of the activity:

- The instructor first draws a table. The table contained a number of columns. The column headings were as follows: name, state, religion, language, food, celebrations, dress and a few explicit social acts of their loved ones. Some clear space was additionally given with the goal that they could fill some other applicable data about themselves. The instructor asked that the name, state, and religion be written in the column. They were asked to discuss the filled-in details with their elbow partner after finishing their work. They were able to emphasize and appreciate the content's similarities and differences thanks to this.
- Second, they were asked to speak for three to five minutes on major forms of diversity in groups of five.
- Thirdly, the types of diversity that were brought up during the discussion were written down on the blackboard.
- At long last, further conversation was created around the issues that arose.

During class discussion, the most common types of diversity were: region, religion, caste, intelligence, social class, gender, and language are all factors in physical appearance. Remembering these types of contrasts, it was talked about whether these types of contrasts would advance our sensation of living respectively or would make block to it. They had arranged these structures in two significant classifications.

They claimed that their routine experiences are enhanced by their location, language, diet, and attire in the first category. According to them, a person's region, religion, and caste can be determined by their name, attire, eating habits, and language. By introducing them to different ways of dressing, eating, and speaking, it enriches their experiences. In spite of the fact that they said that this is their way of life and it doesn't function as compel in that frame of mind with others, yet, during conversation, many generalization and biases of students came up:

He is Chaudhary and communicates in Chaudhary language. He was born in Doti. He is a Doteli speaker.

He was unable to properly speak Nepali.

The obstacles to social cohesion are stereotypes and prejudices of this kind. These points were taken into consideration and discussed in the classroom. It is important, that issues/generalization could never have come to the front on the off chance that students individual social encounters were not talked about in the class.

In the second class they put religion, class, rank, knowledge and told that these types of contrasts separate one another. Students confirmed during the discussion that people of one religion and caste do not want to interact with people of another religion and caste; an individual who has a place with fashionable and standing despises individuals of lower class.



Students arrived at the conclusion that this is not diversity but something else after discussion. During the discussion, it was discovered that caste and class played a significant role in differentiation. The majority of students mentioned their caste and class in the untitled boxes, indicating this. In the same box, along with their caste and class, all of the girls in the class mentioned their gender, but none of the boys mentioned his gender.

During the activity for the class, it was noticed that a significant category of discrimination, differently abled people, did not exist. As a result, they were given the question, "How would a person with visual impairment feel if they were admitted to their class?" How might they act with them? When this case was put before them their fast reaction was 'what might he do in our school?' This reaction showed that such sort of mentality is difficult for incorporation. A continuation of the discussion was encouraged using this statement as a point of reference. At the conclusion of the discussion, students began to feel for their imagined classmate. Not only did this activity help them gain a better understanding of social diversity and discrimination, but it also reflected their prejudices and stereotypes. They themselves participated in the current activity and came forward to discuss important issues that hinder social cohesion. The movement caused them to return to their generalization and ponder their bias.

Activity-2 Rural Economy

Vignette-II

To determine whether classroom pedagogy and everyday classroom operations permit the essentials of lifelong learning to be integrated with classroom concepts. The class was given the following set of problems, and their responses were sought.

Groups of students were formed. They were given a reflective task to plan economic activities for farmers who had completed all farming-related tasks and had already sown their crops for the season. The students were informed that seasonal unemployment was a problem for the villagers until harvest. They were instructed to keep the following points in mind when planning the activities:

- The undertaking ought to produce money related benefits for the ranchers.
- In some form or another, all of the villagers who are capable and willing to work should be employed in these activities.
- These activities ought to also serve a social cause or purpose. In addition, the task ought to provide opportunities for individuals to nurture and develop care, brotherhood, and cooperation among themselves.

The task for the students was to present their individual plans for addressing the issue and recommending a solution for farmers. The students had the opportunity to not only present their ideas but also debate whether the suggested plans were feasible and would yield the best financial returns within the group. They attempted to identify potential solutions to the farmers' seasonal unemployment issues. Understudies appeared to be sharp and eager to chip away at the errand as this action gave them degree to work in little gatherings. They also believed that the planning they were doing would help the villagers who were unemployed find work. They appeared to be motivated by a positive "purpose" and perceived themselves as contributing members of society who thought. In addition, it was expected of them to present this to the entire class.

The arrangements they shared obviously showed the clearness and knowledge hello had in figuring out the



issue. It is apparent that the range of ideas and proposed financial exercises thought out by the youngsters were not confined to the models expressed in their reading material. This shows that while working in bunches they go past the given data and put their thoughts in a productive manner. Every group took time to reach a consensus, according to the observations. It is important to note that none of the students tended to rule over the others when working in groups. Everyone gave others in the group space to express their ideas. At the point when one youngster shared his/her thought, every other person in the gathering paid attention to the thought and remarked on it lastly all the gathering part showed up at the agreement in regards to the most suitable movement that they planned to introduce in the class. It is essential to note that when assigning work to individuals, the children considered their gender, educational background, and social status.

Based on this trend, it can be deduced that these factors determine the individuals' career paths. The question of why toys should only be made by women was brought up once more during the discussions. Or on the other hand why just the rich individuals ought to back? Or on the other hand why just the informed locals ought to oversee funds and records? What impact do these have on long-term planning? They were given an opportunity to step outside of their comfort zones and imagine a world devoid of prejudice and founded on equality, brotherhood, and brotherhood.

Activity-3

Rural Municipality Vignette III To begin, the students were given a case vignette from the book at the beginning of the class and asked to read it. Second, after reading it, the following discussion-starting questions were posed to them:

- 1) In the Rural Municipal, what are the main topics of discussion?
- 2) What could be different issues that can be examined in the Country Region? What's more?
- 3) How does Country District show up at any choice? These were merely discussion-starting questions.

During the discussion, it became clear that the students were aware that the Rural Municipality implements government plans like preparing and repairing roads, among other things. The Rural Municipality also deals with personal issues like land and property disputes, property division, and other similar issues. The purpose of the vignette and the content of the course was to give them an understanding of how the Rural Municipality functions as local government. Throughout the process, the students brought up these significant aspects of rural municipalities on their own, demonstrating their awareness of their surroundings. Although they are not directly involved in the process, they are aware of these.

They were asked to give some examples from their own lives where they had heard or seen any issue being addressed by the Rural Municipality in light of these points. One student told the class about his own experience, saying, "Last year, I went to my village." My uncle battled with my dad and isolated my loved ones. My dad went to the Director of Provincial District and mentioned him to mediate and isolate the property in a fair way. After that, they brought some of their other members with them and divided the property fairly.

A student was not only describing a case but also a personal life experience when he was narrating the entire experience. This made the other students in the class aware of the Rural Municipality's function and role. Alongside this they were likewise ready to



comprehend the strife a family goes through when individuals battle and independent. The entire class also learned how his cousins no longer belong to his family; He and his family have come to regard them as "other." His uncle's family became "other" to his own through this process of separation.

During the discussion, it became clear that the Rural Municipality makes decisions after listening to both sides' arguments and reaching a consensus with all of the Rural Municipality's members. They were asked to highlight/hypothesize how the process of decision making would take place in a group to further elaborate and make the process of making decisions more clear. The responses that the students came up with were as follows:

Everyone will share their perspective. Everyone else would listen to him or her as they voiced their opinions. They might concur or not. If there is a disagreement, the group will argue it out. Continuously, this interaction will move further and the gathering will ultimately show up at an official choice, perhaps which suits all or most. Throughout this procedure, each person's voice will be heard. Each concept is significant. The well-being of the community as a whole is taken into consideration throughout this entire decision-making process. It kept in mind that no one should be harmed by the decision. Through this course of reflection, they thought of extremely significant thoughts.

This cycle could be followed while taking choice in bunch. However, the greater part of the understudies didn't uphold this thought while going with choices in Country Region.

For the situation vignette it was shown that every one of the townspeople are available in Provincial Region meeting yet during the homeroom conversation numerous understudies contended as followed:

"However, no one attends the Rural Municipality meeting; only the "big shots" are summoned, and only they talk during the meetings."

When tested with regards to whom do they consider powerful? One of the students stated:

Students One: those from the upper caste who have a lot of money, land, and wealth.

Educator : In any case, as per constitution, everybody can take part in Rustic District meeting.

Second graders: Sir, I have witnessed that only influential individuals attend Rural Municipality. The teacher: Ok. Who represents the viewpoints of those who do not attend the Rural Municipality, please?

(After this, there was silence in the classroom)
Instructor: Don't you think we ought to go and make our case if we have been given a right?

By asking more questions, the discussion progressed. Students were encouraged to critically reflect on these topics during the discussion. During this activity, it became clear that students were aware of the state of society. They knew the holes between the thing was really occurring and what should occur. They were likewise open to return to and challenge their current thoughts and develop new ideas that appeared to be more suitable and moderate. It was hoped that they would be able to think critically and positively in light of their actual experiences. The teacher's role was not cut short, but rather he or she was given a crucial role in facilitating the teaching-learning process, as the classroom interaction revealed. The role of a teacher extends beyond simply presenting concepts to include developing students' comprehension of those concepts as well as their abilities to critically reflect on them and connect them to real-world problems. giving space to significant commitment and exchange on friendly issues. She should help students understand



the realities of societies by talking about differences and diversity. By doing so, she can help them become responsive people who accept different points of view and people who are seen as different from them.

DISCUSSION AND CONCLUSION

Students' knowledge will be improved, critical thinking skills will be developed through inquiry, and students will form opinions about the world around them as a result of constructivism. In a constructivist setting, learning activities are characterized by active engagement, inquiry, problem-solving, and collaboration with others, according to Cannella and Reiff (1994) and Richardson (1997). In constructivist learning, correct answers and single interpretations are less important, according to Zevin (2000). According to McKay (1995), the constructivist method is skill- and problem-solving-based. According to Nuthall (2000), the instructor must present the information in a variety of formats and from a variety of perspectives. When students begin to process what they have learned on multiple levels, which leads to higher-level thinking and deviates from strictly factual information, social studies constructivist learning is enhanced. In contrast, students in conservative postcolonial communities are subjected to sociocultural constraints, making it difficult to promote constructivist teaching and learning in general, including Social Studies. "Social Studies needs to use a variety of methods and procedures to assist each student to achieve as optimally as possible," writes Ediger (2000). Individual learners have a variety of learning styles and intelligences.

It is evident that the entire pedagogical practice in the aforementioned narratives begins with students' comprehension of various aspects of social studies and moves on to critical reflection through problem-posing and providing space for children's prior assumptions,

beliefs, and ideas to be reconstructed. At the same time, these activities are centered on students' involvement and ownership in classroom pedagogical processes, teachers modeling a classroom inquiry culture, and the significance of group communication. As opposed to depending on educator's verifiable power, understudies in these educational settings propose and hold their own perspectives. They additionally answer mindfully to perspectives on others. They become a part of the community of inquiry as a result of this procedure (Goss, 2004). Sum of cognition is beneficial to the entire class because it creates a new social context in which students can share their individual thoughts with their classmates and draw conclusions based on the sum of those thoughts (Slavin, 1995). In the classroom, power and authority shift from the teacher to the students, creating a new participant structure. According to Wertsch (1998), it has the potential to alter the relationship that exists between the learner and the teacher, as well as between the learner and the subject matter being studied. As they participated in and contributed to the norms and practices of their learning communities, students had developed strategies for communicating, reasoning, and presenting arguments to support their ideas. It was discovered that students could imagine themselves as questioners, decision-makers, and participants in democratic discussions in which their perspectives and ideas were heard.

The present study's findings demonstrated that students are aware of social issues like class, caste, discrimination, poverty, and others, challenging the prevalent beliefs of social science teachers. The sixth-grade students can also articulate their perspectives on a variety of social issues. The learner's new role as a "negotiator between the self, the learning process, and the object of learning" demonstrated that the



learner contributes as well as gains from the learning process, allowing for independent learning. However, the study raises some concerns regarding school social science pedagogy, such as who decides what is instructable. How do the socio-cultural experiences of teachers' own biases and beliefs affect the learning processes? How the established educational program is not the same as imagined educational plan? How to elucidate the secret texture of student's socialization which blocks the extremely fundamental worth of social attachment? When creating a pedagogical environment for teaching social science at the school level, it is necessary to take these concerns into consideration. In the classroom, issues of class, caste, gender poverty, and power must be brought to the forefront. The classroom can be transformed in such a way that multiple facets of social reality are contested by a social studies teacher who uses students' funds of knowledge. This contestation will further contribute to the propagation of learners' critical literacy. Teaching social science with the learner's fund of knowledge will help develop critical literacy, teach students to appreciate pluralism, see diversity as an asset, and take an informed position on important social issues.

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