

**Lived Experience of Population Education Teachers on Changes in Teaching  
Learning Process: A Narrative Inquiry**

**A thesis**

**Submitted to Department of Health and Population Education  
in partial fulfillment for Master of Education in Population Education**

**Submitted by  
Sabita Adhikari**

**Tribhuvan University  
Faculty of Education  
Central Department of Education  
Health and Population Education Department  
Kirtipur, Kathmandu  
2022**

**Lived Experience of Population Education Teachers on Changes in Teaching  
Learning Process: A Narrative Inquiry**

**A thesis**

**Submitted to Department of Health and Population Education  
in partial fulfillment for Master of Education in Population Education**

**Submitted by**

**Sabita Adhikari**

**Symbol No: 7328520**

**TU Reg No: 4038-95**

**Tribhuvan University**

**Faculty of Education**

**Central Department of Education**

**Health and Population Education Department**

**Kirtipur, Kathmandu**

**2022**

**Submission Date (AD): 24-03-2022**

**Viva Date (AD): 07-04-2022**

**Copyright**

@2022

Sabita Adhikari

All Rights Reserved

### **Declaration**

I hereby, declare that to the best my knowledge, this research work is my original work. No part of it was earlier submitted for the candidature of research degree to any university, college, or educational institutions. The subject matter presented in this research work is the result of my own work. Whatever data and information I have presented and included in the study except for those cited in references.

Date: March 2022

.....

Sabita Adhikari



त्रिभुवन विश्वविद्यालय  
शिक्षाशास्त्र संकाय  
स्वास्थ्य तथा जनसङ्ख्या शिक्षा विभाग

TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION

**Health & Population Education Department**

विश्वविद्यालय क्याम्पस  
कीर्तिपुर, काठमाडौं, नेपाल  
फोन नं. ४३३१३३७  
UNIVERSITY CAMPUS  
Kirtipur, Kathmandu  
Tel: 4331337

पत्र संख्या/Ref.

मिति/Date: .....

### Recommendation

The thesis work entitled “Lived Experience of Population Education Teachers on Changes in Teaching Learning Process: A Narrative Inquiry” is prepared by **Sabita Adhikari** under my supervision, as a part of the requirement to complete Master of Population Education. To the best of my knowledge, the study is original and carries useful information on population education teachers. I forward this to the thesis committee for final viva-voce.

Date: 24-03-2022

.....

**Mr. Bishnu G.C.**

Supervisor

Health and Population Education Department

T. U., Kirtipur, Kathmandu



त्रिभुवन विश्वविद्यालय  
शिक्षाशास्त्र संकाय  
स्वास्थ्य तथा जनसङ्ख्या शिक्षा विभाग

TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION

**Health & Population Education Department**

विश्वविद्यालय क्याम्पस  
कीर्तिपुर, काठमाडौं, नेपाल  
फोन नं. ४३३१३३७  
UNIVERSITY CAMPUS  
Kirtipur, Kathmandu  
Tel: 4331337

पत्र संख्या/Ref.

मिति/Date: .....

**Approval Sheet**

This thesis work entitled “Lived Experience of Population Education Teachers on Changes in Teaching Learning Process: A Narrative Inquiry” submitted by **Sabita Adhikari** in partial fulfillment of the requirement of Maser Degree in Population Education has been approved.

**Thesis Evaluation Committee**

**Signature**

**Mr. Pitambar Acharya, Head**

Lecturer, Health, and Population Education  
Department, Tribhuvan University, Kirtipur

Chairman

**Mr. Bishnu G.C., Lecturer**

Health and Population Education  
Department, Tribhuvan University, Kirtipur

Supervisor

**Mr. Minraj Adhikari**

Mahendra Ratna Campus  
Tahachal Kathmandu

External

**Viva Date: 07-04-2022**

## **Acknowledgement**

First of all, I would like to express my gratitude to my thesis supervisor Mr. Bishnu G.C., Health and Population Education Department, Tribhuvan University, Kirtipur, for his continuous guidance, encouragement, motivation, and support at every step for this thesis work. Similarly, my sincere thanks go to Mr. Pitambar Acharya, Head of Health and Population Education Department, Kirtipur, Kathmandu for his valuable advice and feedback to complete this thesis work.

I am very grateful to all the teachers Prof. Dr. Ram Krishna Maharjan, Prof. Dr. Shyam Krishna Maharjan, Prof. Krishna Prasad Acharya, Prof. Dr. Chitra Bahadur Budhathoki, Prof. Dr. Deep Bahadur Adhikari, Prof. Dr. Kamal Gautam, and others for their advice on methodology in my thesis. I would like to thank my friends for their inspiration and support at the various stages of the Central Library and the Department Library for their invaluable assistance in providing the required books.

I would like to express my sincere thanks to all respondents of the study area who helped me by providing their valuable time and information in the process of data collection and also thanks to my husband, parents and my family members who help me for thesis preparation. Also, I would like to express my heartfelt thanks to the English and APA editors for their timely support.

March 2022

Sabita Adhikari

## **Abstract**

The thesis entitled, Lived Experience of Population Education Teachers on Changes in Teaching Learning Process: A Narrative Inquiry was carried out to explore lived experience of population education teachers on changes in teaching learning process on four dimensions of teaching and learning process, their relationship with students, curriculum materials, assessment of student's learning, and student's participation in teaching learning process. For this research, the theory of constructivism was used.

The research site was Kathmandu valley. I choose four participants from public and private schools. Two of them were male and two of them were female. I used in- depth interview to get the stories of participants by using open-ended questions. I recorded their stories, took some notes. I listened to their recording and transcribed their information and developed stories. Then after I created themes and then after I related themes with theory and reflect on this. After that I synthesized all the findings, interpret, elaborate the information, comparing themes and interpret the stories based on the theory and literature. My research followed quality and ethical standards of respect, protection, and safety of the participants their privacy and dignity.

In this study I have explored population education teacher on changes in teaching learning process. Teachers were found to be created a friendly relationship with students, they taught according to curriculum, they use portfolio as an assessment tool to know student's learning, they engage their student in classroom activities. Although the participants claim that they use constructivist pedagogy, they appear to be in the transition from traditional to progressive pedagogy.

## Table of Contents

Copyright	i
Declaration	ii
Recommendation	iii
Approval Sheet	iv
Acknowledgement	v
Abstract	vi
Table of Contents	vii
Abbreviations	x
List of Figures	xi
<b>Chapter I: Introduction</b>	<b>1</b>
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	6
Research Question	6
Significance of the Study	6
Delimitation of the Study	6
Definition of the Key Terms	7
<b>Chapter II: Review of the Related Literature</b>	<b>8</b>
Thematic Review	8
Lived Experience	8
Teacher Centered Education	8
Student Centered Education	9
Participatory Education	9
Curriculum	10
Prescriptive Curriculum	12
Descriptive Curriculum	12
Critical Curriculum	13
Teaching Methods	14
Participatory Method	15
Problem Centered Method	16
Teacher's Role	17
Student's Role	18

Parent’s Role	18
School Principal’s Role	19
Assessment	20
Formative Assessment	21
Summative Assessment	21
Continuous Assessment of Students	22
Theoretical Review	22
Empirical Review	23
Implication of Literature Review	23
Conceptual Framework	23
<b>Chapter III: Research Methodology</b>	<b>26</b>
Research Design	26
Population of the Study	27
Sampling Technique and sample size	27
Data Collection Tools	27
Data Analysis Technique and Interpretation	28
Ethical Considerations	29
<b>Chapter IV: Result and Discussion</b>	<b>30</b>
Results:	30
Mahesh’s Narratives	30
Planning	30
Knowing Student’s Interests	30
Pedagogy	31
Dealing with Sensitive Topics	32
Roles of Stakeholders	33
Curriculum	34
Assessment	36
Teacher Development	37
Mira’s Narratives	37
Planning	38
Knowing Student’s Interest	39
Pedagogy	40
Dealing with Sensitive Topics	41

Roles of Stakeholders	43
Curriculum	44
Assessment	44
Teacher Development	45
Rajon’s Narrative	45
Planning	47
Knowing Student’s Interests	47
Pedagogy	48
Dealing with Sensitive Topics	50
Roles of Stakeholders	50
Curriculum	52
Assessment	52
Teacher Development	53
Tara’s Narratives	53
Planning	54
Knowing Student’s Interests	54
Pedagogy	55
Dealing with Sensitive Topics	57
Roles of Stakeholders	57
Curriculum	58
Assessment	59
Teacher Development	59
Planning	60
Knowing Student’s Interest	60
Pedagogy	61
Dealing with Sensitive Topics	61
Roles of Stakeholders	63
Curriculum	64
Assessments	64
Teacher Development	65
<b>Chapter V: Conclusion and Implication</b>	<b>66</b>
My Insights of Pedagogical Changes	66
Relationship with Students	66

Curriculum Materials	68
Assessments of Student's Learning	68
Student's Participation in Teaching Learning Process	68
Conclusion	69
Implications	70
<b>Appendix I: Model Tool</b>	<b>76</b>

## **Abbreviations**

ASA	American Sociological Association
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
DLE	District Level Examination
EPH	Environment, Population and Health
IUSSP	International Union for the Scientific Study of Population
MOEST	Ministry of Education, Science and Technology
NCF	National Curriculum Framework
NGO	Non-Governmental Organization
SEE	Secondary Exit Examination
TU	Tribhuvan University
TV	Television
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

## List of Figures

**Figure 1** Conceptual Framework

## **Chapter I: Introduction**

### **Background of the Study**

The word population is only concerned with the total number of people living in a particular place at a particular time. Dead or unborn baby who is in the mother's womb does not count as a population. The education about population is called population education, which is associated with the population size, population composition which includes sex, age, cast, religion etc. and distribution of population. It deals with curriculum, pedagogy, and assessment process to make that information available to the masses of the country. Every person around the world must have the knowledge of population education which is not just important for the person of the country it is also important for planning, particularly for the government of the country. To secure their need in the different fields such as health, education, sanitation, social security, employment, use of natural resources, environmental preservation, entertainment etc. the government of particular country has to be more concerned with their countries' population size, population composition, it's structure and the characteristics.

Population and development are interrelated. Development cannot happen without population. The quality of life of the individual, family, community, and nation depends on the size and composition of the population. The fact is that any increase or decrease in population shall have its relative impact on the development of the country in the context of family, nation, and the world. Any country's population and development are influenced by the decision of individuals, families, communities which matters for development at micro and macro levels as well as quality of life of the people. When it comes to the national level decisions related to population change which can be decreasing or increasing it these are the matter of population policy. But these policies can vary from nation to nation based on the socio-cultural, political, economic, environmental, educational, and so on. This is the reason that population education around the world has emerged in response to population issues and problems in particular countries as part of their population policies.

“Although some countries do not openly accept any kind of sex education or family planning education in schools, they do realize the need for including some

content related to those areas in the population education curriculum. A number of surveys conducted in some countries in Asia vouch to change in the perception of people and their acceptance to include sex education related contents in the framework of population education” (Sharma, 1991, p. 10). Many countries around the world including Nepal there is socio- cultural and religious resistance to teach sex education, family planning content because these topics are still “taboo” or untouchable and unteachable to our society. This is not a matter to talk and study with the people, this is a matter of privacy. Population education means the education which includes such educational efforts which helps people to know about their country’s population situation, determinants of population situation, consequences and controlling measures to develop rational and responsible decision- making ability at the present as well as in the future for better quality of life. This means population education helps students to gain knowledge, understanding, practices/behaviors and attitudes of people to respect their population situation. UNESCO defines: “population education is an educational program which provides for a study of the population situation in the family, community, nation and the world, with the purpose of developing in the student’s rationale and responsible attitude and behavior towards that situation” (UNESCO, 1971, p. 13). This definition clarifies that population education is an educational program which provides the country’s population situation at different levels. This subject helps students to develop rational and responsible behaviors toward that situation. Population education is related to population, marriage, and family size as well as to creating awareness of such situations. Now we can say population education is an educational program from which the learner can understand inter-relationship between population situation, population change, population composition, development of the country and the aspects of quality of life in human life.

The ultimate goal of population education is to make learners to contribute to gain knowledge about improvement of the quality of life of the people now and for future. It is a value-laden subject it helps the student to become skillful person in multi-lingual, multi-religious and multi-racial societies and finally population education is a multi-disciplinary subject matter. Its contents are derived from demography, Biology, Population studies, Statistics, Psychology, Economics, Sociology, Geography, Health, and other disciplines. Thus, it is not just family

planning education, sex education or population statics or demography. It is a lifelong process because population education has its significance at all levels of education through all forms of education (Bhalla & Das, 2018).

“In some countries, population education was instituted in response to the recommendation of the world plan of action, which stated that government should consider making provision in both the formal and nonformal educational programmed for informing their people on the consequences of existing or alternate fertility behavior for the wellbeing of the family, for the educational and psychological development of children and for the general welfare of society, so that an informed and responsible attitude to marriage and reproduction will be promoted”. (United Nations,1974, in Sharma, 1991, p. 9).

### **Evolution of Population Education**

S.R. Wayland introduced the term “population education” for the first time. This is the reason that he is considered as a “father of population education”. There are lot of organization which are directly and indirectly working for population and development. United Nations is one of them who directly works on population and development. Delegates from various governments, UN agencies, NGOs, and the media gathered for a discussion on population issues which includes immigration, birth control, maternal and infant mortality, family planning and its devices, violence against women and protection for women from unsafe abortion services.

The first world population conference, organized by the league of nations and Margaret Sanger, was held in central Geneva, Switzerland from 29<sup>th</sup> August to 3<sup>rd</sup> September 1927. Accordingly, the first world population conference sponsored by the United Nations was held in 1954 in Rome from 31<sup>st</sup> August to 10<sup>th</sup> September. The main agenda of the conference was to exchange scientific information on population variables, their determinants, and their consequences.

The second world population conference was organized by the international union for the scientific study of population (IUSSP) and the United Nations in Belgrade, 30<sup>th</sup> August to 10<sup>th</sup> September 1965. In this program, most of the participants were experts in their fields. As “The analysis of the fertility as part of policy for development planning” was the main focus of this conference.

The third world population conference was held in Bucharest, Romania from 19<sup>th</sup> to 30<sup>th</sup> August in 1974. This conference was the first of an intergovernmental in nature

and was attended by the representatives of 135 countries. The conference focused on the relationship between population issues and development.

The fourth world population conference was held in Mexico City from the 6<sup>th</sup> to 14<sup>th</sup> August 1984. This conference reviewed and endorsed most aspects of the agreements of the 1974 Bucharest conference and expanded the world population plan of action in order to incorporate the results of the latest research and data provided by governments.

The fifth international conference on population and development was held from 5<sup>th</sup> to 13<sup>th</sup> September 1994. Delegates from more than 180 countries participated as a guide for national and international action in the area of population and development for the next 20 years.

There was a special session of the United Nations General Assembly was held in New York, from 30<sup>th</sup> June to 2<sup>nd</sup> July 1999. The main objective of this special session was to review and appraise the implementation of the programmed of action adopted at the Cairo 1994 conference.

The population education program was commenced in 2037 B.S. in Nepal in the same year population education was included in school and university curriculum in 2038 B.S. National population commission was established by 2052 B.S. the ministry of population and environment was established.

### **Statement of the Problem**

Teaching is not just a profession; it is concerned with how teachers are shaped by their own aspiration, experiences, and thinking (Sapkota, 2017). It deals with the required policies, procedures, and provisions to equip teachers. Teachers should have the knowledge, attitude, behavior, and skills to enhance their performance to get the good result. Teacher should focus on educating and enhancing capacities of themselves so that they engage in the process of teaching students for better performance and make them skillful. The skill of the teachers not only facilitates the improvement of school education by preparing competent, professionally committed, and well-qualified teachers who can meet the demands, needs, and aspiration of the students of the twenty first century, but it also functions as a bridge between schooling and higher education.

There is a need for improved and integrated approaches that would empower student teachers to develop appropriate attitudes to their job. Nowadays, there are fundamental changes in the curriculum of teacher education where teachers in training

would be exposed to different current ideas, innovations, and curriculum development in the field of education. This is because demands on teachers continue to grow and become more diverse, and their own education too needs to reflect this.

Pedagogy means “the art and science of teaching children” (Oladapo, 2015, p.27).

Mostly, students are treated as passive and dependent individuals. Pedagogy is aimed of transmitting knowledge to the learners who are presumed not to have the means or ability to learn on their own (Oladapo, 2015). It is characterized by a relationship of depending between the teacher and the learner.

The teachers struggle a lot to give knowledge to the students. They have to co-work with principals, peer teachers, parents and the not the least students to get the good result. Teacher must make school improvement plan, short- and long-term plan. Teachers must cope with yearly plan, lesson plan, teaching method, school’s vision, curriculum etc. Now a days the teacher’s efficacy has been increasing day by day. They cannot restrict their role in delivering knowledge to the students, instead they need to design various activities to support overall development of students and they have to follow curriculum, but they are also supposed to add their creativity in their plans so that a student can enjoy that activities and get benefited from them. Teacher’s job is to make a well- planned classroom learning activity as they promote a child’s development.

Every student has different individual capabilities, differences and they come from different environment. They need different approaches. Teachers teach the same topic to the whole class with same method but for the students some of them may fell the class interested in the lesson while others may not be interested. Students who were not interested in the topic might need another teaching method. However, in our context most of the teachers are using the same methods for all students. But there will always be a question: does teaching mean repeating the same method for many years? Teaching learning process must be changing all the time but in our context teaching method has not changed. However, I would like to explore how strategies are apply by population education teachers and lived experience of population teachers on changes in teaching learning process. There is a lot of research work carried out different topics like teacher’s identity, classroom management, teaching strategies, teaching language skill and so on (Livingston & Flores, 2017). However, I do not see the research carried out on the lived experience of population education teachers on changes in teaching learning process. It is very important that how teacher keep

changing on their teaching process, classroom status, professional development, and the value in the learning process.

Teaching population education in our context is very difficult when it comes to reproductive, sex education and family planning topics. The teacher asks students to do self-study to those subjects. This study seeks the answer of: what may be the role teachers to overcome with this issue and stigma from the students? How to change teacher's perception and role from traditional teaching or, modern teaching for such situation?

### **Objectives of the Study**

- The main objective of my study was to explore lived experience of population education teachers on changes in teaching learning process.

### **Research Question**

- How do teachers narrate their lived experiences of changes in their teaching learning process?

### **Significance of the Study**

The research is significant for four reasons which are pedagogical, curricular, knowledge building and professional development.

- It can be helpful for policymakers to understand the existing pedagogical practices associated with topic areas of population education that are integrated in different subject areas such as social studies, science and environment, and language education.
- The research brings forth day-to-day pedagogical practices which will be helpful in improving and enriching the school curricula based on teachers' pedagogical practices.
- This research contributes to knowledge building by bringing teacher insights into their pedagogical practices. Such a process of contributing to knowledge building is one of the rationales of this research.
- The research helps understand teachers' pedagogical practices, teacher training organizations which update teacher training packages for the professional development of teachers.

### **Delimitation of the Study**

The study focuses on the areas discussed in the research questions. Specifically, the thesis is delimited to the following:

- Research site—Kathmandu Valley
- Participants – Two male and two female teachers
- Theme – Pedagogical change as per constructivism
- Approach – Narrative inquiry which may not be generalizable

#### **Definition of the Key Terms**

- Curriculum refers to the document developed by the Curriculum Development Centre.
- Pedagogy is defined as the teaching learning practice used by teachers.
- Assessment is used as an approach to gathering evidences for evaluating students.
- Population education refers to teaching, learning, assessment and advocacy of population-related issues.
- Pedagogical change refers to the changes occur in teaching, learning and assessment practices

## **Chapter II: Review of the Related Literature**

Reviewing the literature is a continuous process from the beginning and continues until the report is finished. I have chosen “lived experience of population education teachers on changes in teaching learning process” as my thesis topic I reviewed the literature related to my topic to support thematically, theoretically, and empirically to find out the research gap.

### **Thematic Review**

Under the thematic review, the following topics are discussed.

### **Lived Experience**

Lived experience is used in qualitative phenomenological research. It is a representation of the experiences of a person who has gain the knowledge from his/her experiences and choices. In other words, we can say lived experiences as facts but to decide the understandable meaning of such experiences. Max Van Manen (1990) translated this model from the philosophical arena into the context of educational research. Lived experience has become a basis for educational researchers to reflect on their own personal experience as educators, educational theorists, managers, and policy maker. An experience that is based on actual work is called lived experience (Manen, 1990)

### **Teacher Centered Education**

The educational process that is guided and directed by teachers without considering student’s need and interests. Teachers are in charge and controller of the classroom and its activities. The students cannot set their goals to get higher as compared to student centered method. They cannot construct their own knowledge and are not allowed to express themselves, even sometimes they can’t ask questions and direct their own learning. In this system, students are quiet, and they must remain orderly and could not actively participate in their learning this is the reason that makes student passive and instruction becomes boring and student’s may miss important facts. Traditional or transmission approach to instruction where students are not allowed to express themselves and direct their own learning (Tabulawa, 2006). According to Cristillo (2010) teacher centered pedagogy is top down hierarchical; reinforce for passive learning, rote learning and minimizes the development of the higher level of cognitive skills, authoritarian teachers who produce passive citizens. According to Pyton, More and Young (2010), “In a typical teacher centered

classroom, the teacher spends most of the time presenting the day's content to the class from the white board/ promethean board or overhead projector. The students should be taking notes and asking questions during the lecture. This process should be completed with ease and not troublesome for students" (p.21).

### **Student Centered Education**

The educational process that puts students at the center of planning and implementation (Starkey, 2019). The education process that keeps the learners in the center and educate them by using enquiry based, practical based, project and problem based etc. Students centered education is also known as learner-based education. This system is focused on to develop learner to become independent and impart them with skills and practices that enable them lifelong learning and problem solving. This system puts students' interests, so that students can choose what they will learn, how they will cope with their learning and how they will assess to their own learning. This system makes teachers to recognize individual differences in learners as well as makes teacher as a facilitator rather than an authoritarian teacher. Students are active. They responsibly participate in their own learning, interests, abilities and learning styles. What they want to learn, how they are going to learn it, how to track their progress and what determines success are the key factors which will show their skills. This system has lots of advantages such as, it improves student's participation, improves the level of knowledge, it develops problem solving skills and critical thinking, it enables students to work with collaborative learning and makes learning interesting and more fun which boosts the performance in the class. This system helps to build social skills and increased self- esteem. Which helps students become more attentive and most willing to participate in the classroom. There is a lot of chance to gain more emotional and cognitive support their peers. They can work on a group so that they can achieve goals by the norms of the group, and they create actively helping and motivating spirit to succeed together.

### **Participatory Education**

The educational process that promotes participation of students in developing programs and implementing them (Islam, Zurba, Rogalski, Berkes, 2017). "Participatory education is an educational model in which students are given as much of a voice as their instructors or leaders in determining curriculum and activities" (Sauve, n.d). In this system all participants are active they define their own needs and desires. They work to implement their task and evaluate the process that they used to

do to achieve the goals. The overall purpose of participatory education is defined as “improving one’s own life as well as the lives of others in world by promoting justice and equality, as participatory education is a methodology that fits the methods of peace education” (Freire, 1972). “Freire’s central premise is that education is not neutral: whether it occurs in a classroom or in a community setting, the interaction of teacher and student does not take place in a vacuum. People bring with them their cultural expectations, their experiences of social discrimination and life pressures. education starts from the experiences of people and their reinforces or challenges the existing social forces that keep them passive”. Participatory learning also provides “tools for developing and sharing knowledge, skills, and experiences that ideally lead to cognitive gains, action competence, and community buildings” (Reid et al., 2008, p.2).

Participatory education is an educational learning which encompasses a verity of techniques or strategies for facilitating students which enables students to work in groups which usually comes in a small group to share ideas, methods, knowledge, discuss, debate, analyze and critique, construct and create new knowledge and theory (Reid et.al. 2008). “A basic concept of learning and teaching participation is that individuals participate in generating their own personal theories which are relevant to their own context” (Taylor & Fransman, 2003, p. 8).

## **Curriculum**

According to James et al. (2004) “curriculum work requires the practice of sophisticated professional judgement. Let us think further why this is so. The process of envisioning a good educational journey for all students requires both disciplined searching and caring imagination. The curriculum workers must consciously inquire into the quality of educational experiences in a comprehensive, penetrating, and far-sighted way”. Gough (2002) thinks that “when we generate visions of curriculum futures. (we) call on a wide variety of ... resources” (p.15). Curriculum envisioning involves both personal soul searching and discerning social criticism. It is an affirmation of hope and aspiration. “Curriculum (visioning) testifies to the strength of the human spirit to dream and realize imagined possibilities through intentionally; it advocates the use of mind to... map out and travers paths to the ‘land of promise’ “(Quinn,2002, p.239). According to Henderson and Kesson (2004, p.13) “curriculum is the product of social, historical, political and economic forces. It involves the

selection, interpretation, representation, and assessment of culturally- based knowledge, skill, and values”. There are different models and approaches in curriculum development process, but all were focused on objectives to assessment. So, curriculum management consists of competencies, objectives/learning outcomes, content organization, facilitation process, assessment, and its implementation.

There are different models and approaches of curriculum development. Curriculum designs based on the three foundations they are philosophical, sociological, and psychological based. The basic perspective of curriculum development in school level are Globalization, Nationalization and Localization. Based on these aspects there are different principles, processes, models, and different curriculum in the practice. Different scholars have explained differently about the curriculum development process. Tyler (1949) expressed the process of curriculum areas as: a) What educational purposes should the school seek to attain? (objectives) b) What educational experiences can be provided to attain these purposes? (content & strategies) c) How can these educational experiences be effectively organized? and d) How can we determine whether these purposes are being attained? Hilda Taba (1962) recommended even steps of development process. They are the diagnosis of needs, formulation of objectives, selection of contents, organization of contents, selection of learning experiences, organization of learning experiences and determination of what to evaluate and ways and means of doing it. Similarly, Taba (1962, p. 45) emphasizes that “Central to the approach is the formulation of behavioral objectives providing a clear notion of outcome so that content and method may be organized, and the result evaluated”. Smith (2000) had recommended a curriculum is designed by using the seven steps procedure i.e., step 1: Diagnosis of need, step 2: Formulation of objectives., step 3: Selection of content, step 4: Organization of content, step 5: Selections of learning experiences, step 6: Organization of learning experiences and step 7: Determination of what to evaluate and of the ways and means of doing it. (Smith 2000) According to this approach, a curriculum be: “A program of activities (by teachers and pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives” (Grundy, 1987, p.67). This is basically true, but the unanswered issue is how to define the ends (objectives) that will meet their requirements. NCF (2007) has mentioned that curriculum development process is required to be highly participatory such that curriculum experts are teamed up with parents, teachers, gender experts, experts of child- centered teaching learning

and representative ethnic minorities, Dalits, and people with disabilities so that curriculum becomes nondiscriminatory and based upon principles of social inclusion and equity (p.25). The nature of curriculum development may vary in accordance with the national philosophy, aims, goals and purpose of education. According to Oristein and Hunkins (2013), the state sets the broad curriculum guideline for what students should know and be able to do (as cited in Bhusal, 2015).

### **Prescriptive Curriculum**

Ellis (2004, p. 4) suggested that “the prescriptive definition of curriculum is those that give a provision of what ‘ought’ to happen, and they take a form of a plan, an intended program or expert opinion about what needs to take place in the course of study”. John Dewey (1902) defines curriculum as a continuous reconstruction, moving from the child’s present experience out into that represented by the organized bodies of truth that we call studies- the various studies are themselves experience- they are that of the race (pp. 11-12). Franklin Bobbitt (1918) defines curriculum as the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual (p.43). Ralph Tyler (1957) defines curriculum as the learning experiences planned and directed by the school attain its educational goals (p.79). curriculum is revamping of child’s experience to “the organized body of truth” (Dewey 1902, p.11). curriculum prepares learners for “meeting and controlling life situations” (Rugg, 1927, p.8). Curriculum is sum of “all the learning experiences planned and directed by the school” (Tyler 1957, p. 79). Curriculum is purposeful and embodies “a society’s part, present and future beliefs” (Triche, 2002, p. 79). Caswell and Campbell (1935, pp.66,70), “the curriculum is composed of all the experiences children have under the guidance of teachers... thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure”.

### **Descriptive Curriculum**

Descriptive curriculum uses the term “experience” rather than “how things ought to be”. In this curriculum students and teacher go beyond “how things ought to be” and do to how the things are really in the classroom (Grundy, 1987). According to Glen Hass (1987, p.78), “curriculum as the set of actual experiences and perceptions of the experiences that each individual learner has of his/her program of education”. Brown (2006) mentions that curriculum as all student’s school experiences relating to

the improvement of skills and strategies in thinking critically and creativity, solving problems, working collaboratively with others, communicating well, writing more affectively, reading more analytically, and conducting research to solve problems. Tanner and Tanner (1995) define curriculum as the construction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience. According to Caswell and Campbell (1998, p.115), “All the experiences children have under the guidance of teacher”. For Hopkins (1941, p.234), “Those learnings each child selects, accepts, and incorporates into himself to act with, on, and in subsequent experiences”. W.B. Ragan (1960, p.56) argues, “All experiences of the child for which the school accepts responsibility”. For Glen Hass (1987, p.45), “the set of actual experiences and perception of the experiences that each individual learner has his or her program of education”. As per Brown (2006, p.67), “all students school experiences relating to the improvement of skills and strategies in thinking critically and creativity, solving problems, working collaboratively with others, communicating well, writing more effectively reading more analytically, and conducting research to solve problems”. Silva (2009, p.89). “An emphasis on what students can do with knowledge, rather than what units of knowledge they have, is the essence of twenty-first century skills”.

### **Critical Curriculum**

Freire (1985) was an explorer of critical approach to curriculum. Critical curriculum assumes that education is a value-laden process. Value-laden means that you must put your personal and strong values into it. In this values learner actively create knowledge when they participate in learning they looks critically at who has power and what might be the impact of that power on the lines of those without that power. In this way learners recognize their own needs. Critical theories and curricula enable students to promote critical thinking, they dialogue with peers and teachers, discussion making activities that will support democratic ideals. While developing this curriculum teacher and students makes conversation and discussion and lots of listening about important issues in students’ lives. This will help teachers to identify issues, experiences, and concerns about student’s identity. In this curriculum teachers leads the class with following the leads of learners. Knowledge will be gained and depends on interaction among students, texts, and teachers, where knowledge is created. The curriculum emerges from “action and interaction of the participants”

(Doll, 1993). This curriculum enables students to become bridge between the classroom and real-world divide which gives motivate to create a unification between a learner's life and what are they learning. Moreira mentions that "within the curriculum field, the confrontation between views on critical theory and those more linked with the post-modern period, it would reside in the preservation of the ideal as a future view in both curriculum theory and practice" (Moreira,1997, p.73). According to Lopes and Macedo (21011), Paulo Freire's ideas particularly those found in his work, pedagogy of the oppressed, point to "an alternative to the curriculum's technical concepts, proposing procedures for preparing types of curriculums that are able to try and integrate the real world of individuals to the curriculum decisions" (pp. 34-35). Apple (1979, p.89) thinks that "schools are merely places to keep students occupied for a while, whereas they need to be places for studying social issues critically. The schools need to be flexible and must not ignore the importance of the social changes". Critical curriculum is made by teachers, curriculum designers, and some students group; where teachers are not the sole authority in the classroom; and teaching practices become student- centered. Teachers facilitate learning through interaction, problem- solving, hand- on experience, critics, and research. In this method students must participate in class discussions on each subject.

According to the critical theorists they believe that the school curriculum must be inclusive of individual differences such as racial backgrounds, socioeconomic objectives. This approach to school curriculum has changed the function of teachers and students where teachers are the facilitator and students are critical thinker. This redesign of education recognized and respected children's capacities of affectively, as well as cognitively and physically, actively interacting and engaging their sensorium (Stroller, 1989). Children will somatically understand, identify the problem, and deliberate about explaining the underlying conditions of their lived experiences of their subject matter. "This curriculum design treated children as environmental and social agents" (Stevenson & Dilion, 2010, p. 21).

### **Teaching Methods**

Teaching is the stimulation, guidance, direction, and encouragement of learning. Method is a systematic procedure adopted for the attainment of specific objectives. Method is an art of communicating some information among the students

and a group of people. A method is well defined pattern of procedures within which a variety of techniques and devices may appear as a circumstance may require. The knowledge of population education teaching and learning is never constant. It goes on changing together with the change in the theories of population and emergence of new approaches and methods. So, there is a need of regular opportunities for the teachers to update their knowledge and skills in this field. For Head and Tylor (1997) “Stale or narrowly subject bound teachers are menaced to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate” (p11). Hence, learning to teach is a lifelong process. According to Richards and Farrell (2005) “In most schools and institutions today, teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of the institution”.

Teachers require special type of skill or knowledge to accomplish their job. So teaching is also regarded as one of the professions. In this connection Khaniya (2006, p. 7) states, “professional is one who performs tasks involving not only skill and knowledge but also expertise, and a teacher as a professional is necessarily responsible to bring about change or performs tasks after he/she receives instruction”. Walling & Lewis (2000) add “Professionals can introduce highly specialized expertise to solve complex problems and yet historically teaching has fallen short of the status of profession” (as cited in Villegas- Reimers, 2003, p.39.). Villegas- Reimers (2003) further say “Fortunately, the tendency over the last few years has been to begin to accept the teaching as a profession and consequently, the transformations from teacher training to teacher development’ (p.36). When a teacher considers a difficulty for teaching learning is known as difficult circumstances. In terms of teaching and learning, it is quite easy to define difficult circumstances as these circumstances that are outside the control of teachers and learners, but which affects their daily activities during teaching and learning.

### **Participatory Method**

Participatory approach is introduced by Brazilian language educator Paulo Freire (1978). He has written a book named “pedagogy of the oppressed”. In participatory method teaching strategy, themes or content area used by the interest to the learners. Students and teachers collaborate with each other to find solution to an issue that affects the community. Students become more active and work together as a

team. This is the reason that students can be themselves. Students becomes better thinker and have a great curiosity issue that they might think it is interesting. The main aim of this method is to help student to understand the social, historical, cultural forces which may affect their lives, and empower students to act and make decision to support their lives. In this approach teachers act as a motivator for students, but they can guide to the learners' learning activities. Participatory method happens in the classroom, but it connects the issues happening outside that has relevance to the student (Dhungana, Luitel, Gjötterud, & Wagle, 2021). Where students can create their own materials, and curriculum, which can become texts for other students, students evaluate their own learning, and they can direct it themselves if they cannot teachers will provide necessary guidelines.

### **Problem Centered Method**

For Mahan (1998, p. 98), “the effect of problem-solving and lecture-discussion methods of teaching general science in developing students' growth in basic understandings, problem-solving skills, attitudes, interests, and personal adjustment”. In this method, children learn by working on problem by observing, understanding, analyzing, interpreting, and finding solutions, which enables students to face the new problems and they gain knowledge to find the solution to the problem. Here knowledge comes in a natural outcome of working on tasks. The aim of this method is to present the knowledge to be latent in the form of a problem. The problems are given to the students in a natural way ensuring that students are honestly interested to solve them. Problem solving is a process of identifying the ability to solve problems by applying the appropriate skills systematically. “There are many problems throughout the world, some that are vary simplistic while others are very complicated with many details. To be an effective problem-solver, a person has to have the ability to use prior problem-solving skills on problems in the existing future” (Ormrod, 2008, p. 39). In this system, students are required to become active participants in the learning process. Students are presented with problems, and they must find a solution either a scientific or technological way. This method develops higher level thinking skills. The students are active participants which results the meaningful experiences and they are strongly motivated, and they build the strong sense of responsibility, originality, and resourcefulness for independent study. Students also learns to accept the opinions, critical thinking, open-mindedness, wise judgement, and evidence shared by others. For Yokam and Simpson (2010, p. 23). “A

problem occurs in a situation in which a felt difficulty to act is realized. It is a difficult task to clearly present and recognized by thinkers”.

### **Teacher's Role**

Teachers are the major elements of the entire education system. Teacher must play the role of dedicated professional to their teaching profession to compete in this twenty first century (Mathema & Bista, 2006). Viewing teaching as profession provides a motivation for continuous career growth. Teacher's quality is a single determination of student's learning. To improve the qualities of teachers, making them ready for continuous learning, improving the classroom practices, increasing students learning, developing good curriculum and good curricular materials, developing collegiality, sharing knowledge and experiences among teachers and students, solving problems together, initiating various innovative works teachers' qualities, capabilities and competencies need to be promoted and enhanced (MOEST, 2019).

After several years of teaching, teachers felt a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively (CDC, 2021). There is not any moment in the life in which one can rest thinking that what he or she learned is enough and need not enough for teachers to meet with students needs and expectations. In this technological driven age one of the most challenging factors for teacher is to develop and update new knowledge. Emphasizing the importance of updating oneself in teaching profession, Khaniya (2006) states “people do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left behind. For this purpose, people involved in it should be allowed to work for its development, advancement and continuous improvements (p. 9).”

In progressive pedagogy, the role of the teacher is primarily to encourage, explore and social interaction, and to respond to the initiatives of individual children (Hart, 2013). Rather than imparting information and instructing children directly, the teacher creates settings for child and adopts strategies to support them (Wood & Attfield, 2005). Teachers also act as mediators, helping children to learn to solve problems on their own, to develop self-control and to build self-esteem (Zimmerman, 2013).

### **Student's Role**

School is a second house of the children because they spent many hours in school (Dewey, 1998). Students are the future of their nation; they have responsibilities and duties being a student and they must contribute towards the development of the society they are living in. Conventionally speaking, students must obey the teachers and behave according to the rules of the school. They are required to cooperate with peers and teachers and should participate in the activities organized by the school (Tobin, 2005). They are believed to maintain discipline in the school and classroom. They should keep the school clean and tidy. Actively participate in the classroom during the study.

Alternatively, According to Johns (2012) students need to communicate, coordinate, appreciate, find mistakes, and learn with their peers to get the knowledge. When they interact, work in collaboration they get to listen, learn many ideas, agree, or disagree those as well. This could help them making more analytical and reflective of their own opinions. Students should concern and curios to their needs. Brown (2007) states that space for thought, interaction can be given by providing opportunities for the students. According to this if students can't get the chance of interaction with teachers, and peers, they become the passive recipients of knowledge and stopped being critical.

### **Parent's Role**

Parents basically mold and shape their children into adults through their world of influence (Schudson, 2013). Parents act as children's primary teachers; family environment are among the most reliable predictors of children's development over the time (Davis-Kean, 2020). Parents can boost child's confidence level by playing on active role during their study. Without good support from home children cannot achieve better grades and they may lose self-esteem. Parents will easily understand the needs of their children and can provide suggestions for improvement. They must show support for a child's education. Parents make sure that their child arrives at school on time with a good night sleep, well-fed and ready to learn. They help their kids with making a home good place of learning (Elis, 2021). When children want to share some information about school, teachers, and friends they must listen carefully and respond with understanding and must encourage to do so. In recent times, parents monitor grades with aware of their children's grades they should

not scold at children, but they can reinforce and give compliments. Parents should help them with homework and need to talk about their daily homework and make sure it is completed. They may ask questions about the homework (Wagley, 2005). Parents must provide a quiet place to do their studying, otherwise child can distract easily. Sometimes parents doing things together with children can give them a sense of support and confidence. Sometimes parents can visit library with their kids and recommend quality books which will help them to get additional knowledge, increase vocabulary and makes interest in them to read more. It is a good idea to avoid discussing family problems in kids' presence.

### **School Principal's Role**

The status of principal and goodwill of school plays important role (Khanal, 2016). Some of the people said that leader can make the effective school and leadership is a prime factor for improving school effectiveness. Instructional leadership is particularly useful in guiding teaching and learning, experienced leaders combine different styles, depending on school environment and the broad educational context (UNESCO, 2016). School principals need to share school vision and mission, need to give facilities of teacher development, continuously need to guide to make yearly plan, lesson plan, teaching method, facilitate teachers about curriculum, make school improvement plan, short term plan, long term plan. The school principal must have knowledge and skill to do the vision which shapes the educational programs, plans and activities. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated, assessment data related to students learning are used to develop the school vision and goals relevant demographic data pertaining to students and their families are used in developing the school mission and goals existing resources are used in support of the school vision and goals, the vision mission, and implementation plans are regularly monitored, evaluated, and revised (Spotlight, 2008). Wallace (2000, p. 46) says, "improving instruction to enable teachers to teach at their best and students to learn to their utmost". Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers.

Principals also must coordinate interim, or benchmark, assessment practices so teachers can learn how and whether students are progressing through the curriculum (Halverson, Kelly, & Shaw, 2014). A study conducted by Jeffrey Walker (2009) focused on the impact of principal leadership behaviors and efficacy of middle school teachers. The researchers suggest that principals must understand how their behaviors and personal characteristics influence teachers positively (as cited in Pearce, Michelle, 2017).

### **Assessment**

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba & Freed, 2000). When teachers and students are engaged on education classroom activities undertaken by teachers and by their students in assessing themselves, this will provide information for teaching learning activities. Assessment should be aimed to improving students' performance, it is based on understanding of how students learn, it provides useful information to report credibly to parents on student's achievement, it requires clearly of purpose, goals, standards, and criteria, requires a variety of measure, it should be valid, reliable, and consistent. It makes improved performance with feedback and reflection. Assessment plays a vital role in how teacher teach, how student learn and their motivation to learn.

The word assessment comes from the Latin word 'assidere' which means 'to sit with'. According to (Green 1999, p.67), "In assessment one is supposed to sit with the learner. This implies it is something we do 'with' and 'for' students and not 'to' students". "Assessment in education is the process of gathering, interpreting, recording, and using information about pupils' responses to an educational task" (Hallen et al., 1992). Similarly, according to (Huba & Freed, 2000, p.15), "Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their educational experience; the process culminates when assessment results are used to improve subsequent learning". According to Dictionary of Education (1989, p.45), "Assessment is the process whereby one attempts to measure the quality and quality

of learning and teaching using various assessment techniques”. When assessment becomes better it means that teaching is better, better teaching leads to better students, better students mean better opportunities for a better life. There are different types of assessment. Here we are discussing about formative and summative assessment.

**Formative Assessment.** According to Ebel et al. (1986, p.89) “It is conducted to monitor the instructional process to determine whether learning is taking place as planned”. “It is concerned with judgement made during the design and development of a program which are directed towards modifying, forming, or otherwise improving the program before it is completed” (Nitke, 1983, p.67). Formative assessment is the process of evaluation of students learning during course or academic program. It gives feedback about whether students are learning or not, so that the educators can figure it out about instructional approaches, teaching materials and academic support can be modified according to the problem (Black & William,1999). This assessment provides teacher with qualitative and quantitative data for modification of teaching (Tunstall & Gipps,1996). It is useful for guiding the students and makes student to ask for help (Sadler,1989). This assessment can be carried out frequently whenever teacher and student feel it, as necessary (Harlen, 1998).

**Summative Assessment.** Summative assessment takes place at the end of the session. It brings the most important outcomes at the end of the instruction. Summative assessment refers to assigning marks or grades for the student’s achievement at the end of the term (Black & William,1999). This means whether students should be moved to the next class or not. Summative assessment must be reliable, valid, and free of bias. Final grades, final presentation standardized test, instructor-created exams are the example of summative assessment. These assessments evaluate the student’s learning, knowledge and skills which are formally graded. “The process by which teachers gather evidence in a planned and systematic way in order to draw inferences about their students’ learning, based on their professional judgement, and to report a particular time on their student’s achievements” (Harlen, 1998, p.34)

Summative assessment helps teachers and administrators to improve curriculum, teaching instructions according to student knowledge and learning targets and feedback to the students is very limited in this assessment because this assessment takes place at the end of the year or term.

### **Continuous Assessment of Students**

CAS is a regular way for the teachers to evaluate their student's which involves gathering information and observing about student's progresses to find out what students know about their lesson, how to provide feedback to improve students learning ability. According to Hyland (2006, p.5) "CAS as a formative assessment refers to the way used to evaluate information about the learners, allowing the teacher to advice students, monitor learning process". It is a part of a formative assessment which helps teachers to know about student's information so that they can easily find out the weakness of the students and they can give proper advice. According to Garrison and Ehrighaus (2007, p. 67) "CAS is any assessment made during the class years that mean to improve learning process, and provides the information needed to adjust teaching and learning while they are happening, also helps teacher's in determining next step during the learning process". Similarly, Dudley-Evan and John (1998, p.89) think that "continuous assessment is important because it provides teachers and learners with the feedback and grades of the activities done in the classroom or as a homework". Bachman and Palmer (2010) argue that continuous assessment is used to provide a description of the individuals progress for their further improvements.

### **Theoretical Review**

I used the theory of constructivism as the key theoretical perspective in my research. The idea of constructivism enables me to construct knowledge based on the lived experience of my participants (Glaserfeld, 1995).

Constructivism is a new philosophy in the field of teaching learning. It offers a pedagogical approach pointing out that people construct knowledge through their experience of things and reflecting on those experiences (Davis, 1990). In this approach, students can learn themselves by constructing own knowledge with the help of a teacher. therefore, I related all my participants lived experiences with the vision of constructivism.

Hoskins (1995) says that constructivism focuses on empowerment of the learner and provides them opportunities to reflect their knowledge. But it depends on the classroom activity, how teacher guide the students, how much students are active, what strategies were used, how much students are motivated, how much students actively engage in problem solving, how teachers cope with students for these

statements this approach is need for empowering teachers to help students' achievements.

Constructivist teachers create questions and problems and guide students to help them find their own answer (Taylor, 2019). Constructivism focuses on how humans make meaning in relation to the interaction between their experiences and their ideas. Same way teachers should foster learning, independence, and growth among students. My research study encourages teachers to work together in order to increase the understanding level in them. Teachers can learn from other teachers and their peers from which they learn to be social and to grasp the knowledge.

### **Empirical Review**

Recent research on teacher's lived experiences have documented their leadership potentials (Kafle, 2013), teacher's questioning (Dahal, 2017), identity of female teachers (Paudel, 2018) and experience of teaching in rural settings (Rokaya, 2015). However, a pertinent gap among Nepali researchers lies in documenting the lived experience of population education teachers on changes in teaching-learning process.

### **Implication of Literature Review**

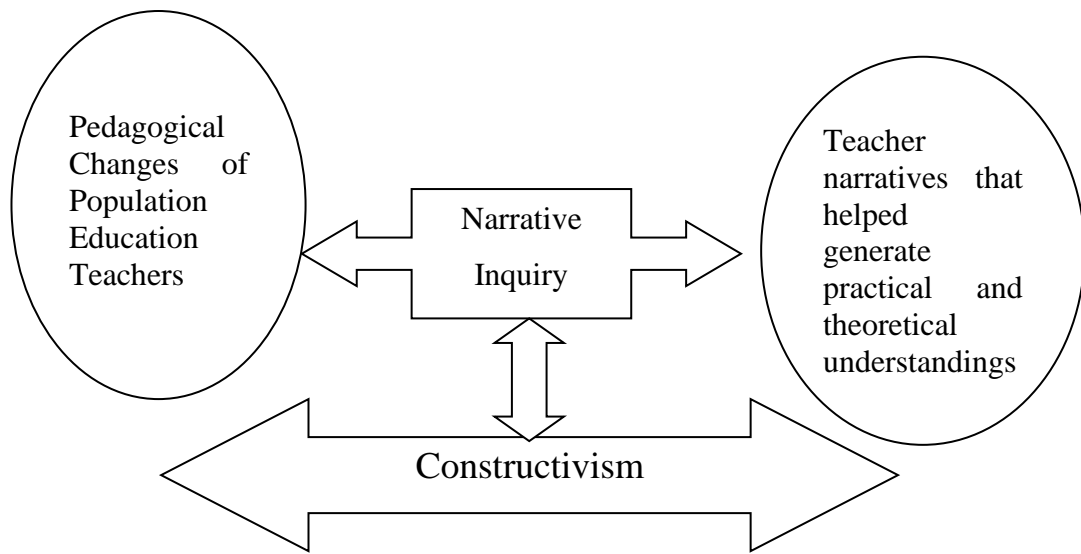
The literature review is an integral part of research process and provides a valuable contribution to the steps of the research. The information collected in this review can implicate for further research. This review can be used as a secondary source for other study.

The review of literature provided clear idea to make questionnaire for this study and provided extra knowledge to create in-depth interview to population education teachers on changes in teaching learning process. It made this study possibly easier and helped to build confidence in approaching the participants and analyzing their narratives. It facilitated me to use probing questions on participants' initial responses. Likewise, the literature helped connect teachers' narratives with the established knowledge.

### **Conceptual Framework**

On the basis of my research objectives and literature review, I have organized the following conceptual framework which is the roadmap for my research. Based on the discussion of the thematic, theoretical, and empirical literature, the following

conceptual framework was used in this study. In this conceptual framework, the left block shows the main theme of the study and the middle connecting blocks show the theory and methodology. Likewise, the right block shows the outcomes of the study.



**Figure 1: Conceptual Framework**

### **Chapter III: Research Methodology**

This chapter is the roadmap of my inquiry. This chapter covers my research design, research site and research participants, narrative generation processes, data analysis process, quality standard to regulate the research processes and ethical issues.

#### **Research Design**

As my research objective is to explore the lived experience of population education teachers on changes in teaching learning process, I used a narrative inquiry as a research method under an interpretive paradigm. Taylor and Medina (2011), 'mention that the interpretive paradigm helps the researcher to build rich local understanding of the participants' world of experiences and culture in the research field. I used interpretive paradigm to guide my research. My research was done through a narrative inquiry in which I explored the experiences of teachers of population education.

I carried out an in-depth study to understand the ground reality from different points of view from the particular context and situation. Whenever I found any conflicting ideas, I moved forward through negotiations with the members of the community.

In this study the nature of reality is subjective, socially constructed, internally and externally experienced, value laden and context specific. How a researcher interprets teachers' perceptions and construction of pedagogical processes varies from other interpretations. Multiple dimensions of reality are what this researcher believes in.

Moreover, a narrative is associated with long term sequence of action, experiences, and human events. It tells the human stories based on truth or reality. It reveals and records human experiences through construction and reconstruction.

Therefore, narrative inquiry is the study of experience as a form of story of participants who will share their events and eventualities of teaching population education-related topics in school education. It helps the researcher to study the problems of the individual both personal and social in the form of storytelling. It supported the researcher to unfold the complexity of the individual lives, their experiences and perceptions that cover their experiences. In my research narrative inquiry is the methodology. It provides me with a rich framework through which can

investigate the ways humans experience the world depicted through their stories. Narrative allows researchers to present experience holistically in all its complexity and richness. It illustrates the temporal notion of experience, recognizing that one's understanding of people and events changes (Webster & Metrova, 2007). Finally, I chose narrative inquiry method for my study because it provides me a roadmap to investigate the different forms of experiences of teachers teaching different topics related to population education.

### **Population of the Study**

To accomplish my study, I choose Kathmandu Valley as my research site because Kathmandu valley is my birthplace so it will be easy to collect the information. According to Maxwell (1996), "It is better to choose the place where anyone can enter easily, or it should be the place where it is possible for anyone to enter" (p.54). I have selected four teachers (two male and two female) teaching population education or subject related to population education from institutional schools of Kathmandu Valley for the collection of experiences. Although I have interacted with them in their work contexts in appropriate time and place, I have collected information based on their availability and they are high school teachers.

### **Sampling Technique and sample size**

I have used snowball sampling to collect lived stories from my participants for my research. One male and one female from private and government schools' teachers were selected for the collections of the experiences.

### **Data Collection Tools**

In this study, I conducted in-depth interview to collect stories from the participants about their experiences on changes in teaching learning process. The study has applied personal interview, field note, life experience or, storytelling through audio recording. I conducted in-depth interview through guideline which was developed based on the literature review and research question. The major tool for collecting information for my research is the participants' in-depth interview. In this study, in depth interview was taken to collect and interpret story of teachers teaching population education related concepts and topics. For the collection of data (narrative) I have used open ended questions in order to encourage the participants respond freely and openly.

### **Finalization of the tools**

After the preparation of my open-ended questionnaire to meet the objective of the research tools must be valid and reliable for the in- depth interview, i have collected experiences of two EPH teachers (one male and one female) from different schools at Kathmandu valley. Then the tool was modified and fixed with the suggestions from my supervisor.

### **Data collection procedure**

After fixing the tool, I collected request letter from health and population education department of T.U. kirtipur. I met my participants' and requested them to give me their convenient time for the in-depth interview. Managing their convenient time is most important part in this busy schedule life. In their convenient time the participants were able to focus more on their reality and answer my questions truly. I used audio recording method to capture their interview, without harming their ethics. I also requested them to cooperate throughout my research period. I also supplemented my own experiences in the process.

### **Data Analysis Technique and Interpretation**

Analysis is one of the most important tasks of a research study. There is close relationship between information and analysis. Cohen, Manion and Morrison (2007) state, "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (p.461). After collecting the required information, I started to analyze and interpret them. At first, I transcribe the interview information in narrative form. I used the interview tool to bring their experiences in narrative form through story. Then, for analysis, I edited and bring summary related to my research question. After collecting individual story, I categorized it under the contents of thematic story. I then tried to make meaning out of them and to derive deeper understanding of the responses. Moreover, I relate theoretical lenses for meaning making.

In narrative inquiry design, information is collected in the form of story. So, the stories need to be analyzed in sequentially following narrative analysis. Regarding the narrative inquiry different scholars have presented different ways, However, retelling the stories based on the narrative analysis techniques, rewriting the stories in sequential sequence, and incorporating the setting of the participants experiences.

I have collected experiences through audio recording. After collecting stories, I arranged and separated the information according to the nature of the information. Keeping the purpose of the study in priority, story is categorized into emergent themes so that it will be easier to interpret by linking with the theory and meaning making. Stories can be viewed as socially situated knowledge constructions in their own right that values messiness, differences, depth, and texture of experienced life narrative analysis.

### **Ethical Considerations**

It is essential that one carefully evaluates the potential for harm to arise and ensure that one (a) behaves according to appropriate ethical standards; (b) considers how her research *might* negatively affect participants; and (c) protect herself, her supervisors/teachers, and her institution from being placed in situations in which individuals could make claims of inappropriate behavior, resulting in public criticism or even your being sued (ASA, 2015). While exploring my experiences of teaching, I reviewed the experiences of teachers teaching at school level. I was conscious on providing their experiences that may be useful in my research as well as meaningful to use teacher's identity. I did not provide fake information as far as promising. I claim that I performed this research very honestly because the research topic is coming from my in-depth part of heart with strong belief. The participants that I used in my narratives won't be hurt. I tried to be unique in writing my research. Overall, I was abided by the ethical protocols developed by Tribhuvan University, Faculty of Education for researchers and research students.

## Chapter IV: Result and Discussion

In this chapter, I presented my research participants narrative on lived experiences of population education teachers on changes in teaching learning process. Specifically, the chapter has been organized under different themes, such as planning, knowing students' abilities, dealing with sensitive topics, to name but a few. The narratives are presented in present tense to show the continuity and liveness of the narrative stories.

### **Results:**

The results have been presented in terms of the narratives of the participants under different themes.

### **Mahesh's Narratives**

Mahesh has been working in a school in the last six years. He has been teaching EPH for grades 8, 9, 10 respectively and social studies. He is also studying M. Phil at a university.

**Planning.** Mahesh says that he goes to the class with a daily lesson plan. Because he works in a private school, planning appears to be mandatory for the teachers. He prepares daily lesson plan according to the topic including objectives, methodology, and materials. Despite daily lesson plan, he integrates his experience to perform a class. He thinks that after completing six years in teaching field his experience of teaching has been increasing day by day.

**Knowing Student's Interests.** According to Mahesh, student and teacher need to be familiar with each other. Without this, there will always be hard to maintain balance gap between teacher and student. Teachers need to become very close to the student as a friend. Teachers main job is to create a good learning environment. He has created a friendly relationship with the students rather than a teacher and student relationship. He says, "First of all, I find out the problem and become familiar to the student and tell them to treat me as a friend and share your experience with me." He thinks that when student starts to get familiar with the teacher, they share their problems, and they are not scared to ask questions.

For him, all students need is to understand the class-room activity and the topic which teacher has taught them and present the outcome of the lesson. Student should understand the lesson and prevent the knowledge for future use.

Mahesh thinks that students need is based on outcome. Teacher should keep in mind that how students know? and how to prevent their knowledge? Sometime Mahesh gives knowledge related matters like he raises a question and talk and discuss with the students and makes them involve. He gives emphasis on peer talk because he thinks that peer talk can improve learners' capacity.

**Pedagogy.** Mahesh says that while teaching he always review the lesson carefully and asks questions to know how much confident the students are. Then he introduces the new chapter stepwise according to the lesson plan. While teaching teacher need to keep students occupied, so he interacts with students. After interaction he asks question about the lesson and give answers to the student's questions. According to him after delivering the content to the class teachers should ask a lot of questions. He thinks that after the completion of the class or even class are going on teacher should ask effective questions which can reveal what those children don't understand, and it also gives the idea about the chance to fill in gaps and it helps to improve understanding for other students too. According to him, "Questioning is a way to help students develop their ability to raise and formulate questions can be learned. Raising questions and knowing the right question to ask is an important learning skill that students need to be taught."

As per him, all his students 'are active. If they get confused, they raise their hands and asks questions without fear and hesitation. He thinks that students' questions may play an important role in meaningful learning.

Mahesh thinks that teaching method depends on partly on subject matter (topic) to be taught and partly by the nature of a learner. Teacher needs a variety of different teaching methods in their teaching, and they must pick the right one depending on the nature of a lesson or topic, the students, time of the class. Such methods help teacher to reach their full potential and engage and motivate student in their classes.

He thinks that demonstration method is the process of teaching through examples. It may be used to prove a fact through a combination of visual evidence and associated reasoning. This method helps to raise student interest because they provide connections between facts and real-world. He highlights, "Group discussion and peer talk are better way of handling a class, each student is given equal opportunity to interact their views. It helps students to enhance their understanding,

highlight opposing viewpoints, build confidence. But this method depends on the subject matter and format of the course. Students should ask more questions.”

Mahesh adds that his school makes him to up to date every year with a different teaching method. They organize teachers training. Sometimes he gains knowledge from resource persons and professors at different universities.

**Dealing with Sensitive Topics.** Mahesh says that even in this twenty first century, we live in a traditional society, and we have traditional sociocultural background in which there are many taboos. These backgrounds are responsible for dealing with population education program which cause a slow progress. In this subject we need to deal with sex education, family planning, marriage, birth-spacing, etc. to impart these topics to students we need some advanced knowledge, skill and training also may require among teachers. If teachers are untrained, it will be very difficult to impart instruction on these topics.

In this context Mahesh considers that schools should acknowledge that sex is a special subject with different challenges and rang of young people will continue to disengage from sex education and opportunities for safeguarding and improving their sexual health will be reduced. For this matter Mahesh’s view of schools should be “Positive and it should deliver by experts who maintain clear boundaries with students not just for sex education but for all the topics which may be difficult to deal with”. He further adds that children’s these days are more active than before, and they know about the fact that they gain the information, knowledge, and skills they need to know about those topics. And they can easily handle their sexual health. And he thinks that girls and boys respond differently to these topics. He argues, “These topics are about life skills. If students can access accurate information from a trusted provider, they will be more prepared to make decisions about their bodies”.

Mahesh reflects that these days students are becoming open about these topics, and they make healthy choices. They seek information from social media even in the class they bring a lot of information about those subjects, and they never feel shy to ask questions about those topics which they do not know.

**Roles of Stakeholders.** According to Mahesh, teachers, students, parents, and principals have different perceptions and interests in education. They play a very different role to enhance performance and involvement of stakeholder influences academic excellence.

Mahesh thinks that students play the most important role in the educational system. They must learn what they are being taught. He further adds that teachers create a way and student should follow the way according to teachers. Students should grasp the content and understand what is taught in school. Student should learn to understand not to memorise to pass examinations. They must be able to apply their skills. They need to involve in interactions with teacher and peers practically and theoretically, ask and raise questions. He further adds that the role of students is a task monitor. They should be responsible for everything they are tasked to do by their teachers and maintain discipline. They must learn to do time management, exhibiting good behaviour, regularity, attentivity and enthusiastic to the classroom activities. He argues, “They should participate to other extracurricular activities that can boost their learning process and they should focus on studies. Students should involve and interact with teachers and peers, must participate in classroom discussion, they must collect materials for learning and assignments while doing their presentation preparation after using the materials and put back at their places”.

According to Mahesh, a teacher plays a vital role in education. The main role of a teacher is to impart knowledge to students by setting up a situation in which students will learn effectively. He further adds that we are in twenty-first century the teacher’s role has gone beyond teaching. Their role now involves more likely counselling of students, mentoring students, teaching students how to use and apply knowledge in their lives not only in the schools but making ready to find ways to apply that learning outside the school environment. These days teachers are looking for ways they can impact students on a different level and inspire them to be more and do more.

Mahesh says that his school conducts three terminal examination and three continuous assessment system every year. They keep their daily assignments, students’ participation in the class, record of the interaction, paper pen test, oral test, students’ regularity in the class, and share that record to parents within the parents’ teacher meeting. They conduct a parent-teacher meeting each month, but, if it is necessary, they call parents any time of the year. They share their experience in the

classroom with parents and parents share their experience with teachers. Mahesh adds that he conveys all the details of the class to the parents like students' regularity, participation of classroom activities, interaction between teachers and peers, regularity of homework, strong point, weak points etc. He thinks that parents must attend the parents' teachers meeting and share some suggestions to the teachers.

Mahesh says that he has a good relationship with his principal. He further adds that his principal always looks for ways to improve the students experience at school. For this, the principal develops effective programmes that cover a variety of areas like teacher's effort, their relationships with students, and parents he updates himself on a day-to-day basis. He reviews the program and makes changes as he needs to improve it. Mahesh further adds that the principal should ensure that students, teachers, and parents know about policies and procedures which he reviews, removes, rewrites new policies, and produce every year and he makes to hold everyone to follow them. The principal makes different schedules for bell, teachers' duty, computer lab, library and he should cross-check each of these schedules to ensure that may be supportive and no one person has a load that is too heavy. He further adds that principal should hire teachers and supportive staff very carefully because hiring the right person makes his/her job easier. For this matter Mahesh suggests that his principal may evaluate his candidate including teaching knowledge, personality, sincerity, and excitement toward the profession while hiring a teacher. Having a good relationship with parents and community members is a must quality of a good principal. This can be benefit in a variety of areas like personal time, positive support for the school.

**Curriculum.** Mahesh says that he follows curriculum as per the Curriculum Development Centre has provided. From this, he develops monthly plan, terminal plan, annual plan, and daily lesson plan according to the curriculum. He uses a teacher's guide which helps him to save his time to make lesson plan. It offers him ideas for bringing his topics alive. It provides extra materials. He further adds that teacher's book has a detailed outline of the methodological approach. It can help him to plan and deliver effective lessons as it also helps him to identify useful additional materials. Teacher's guide can help him when he spots some troubles in the lesson, and while presenting a new structure to the class teacher's guide helps him to be prepared a very well ahead of the lesson.

Mahesh thinks that curriculum needs to be updated because the updated curriculum is a must important tool for the success of learning. When curriculum is

updated, it helps teachers to get up-to-date information. Teachers need not to have research to find for supplement. Mahesh reflects that we are living in twenty first century. Our demand for knowledge has been changed a lot because the world around us is always changing. We have started thinking globally instead of locally because every innovation like internet, mobile phones and computers allow us to connect to the entire world and they make us to connect with them. He further argues that we need to change our curriculum which should be based on a larger demand for knowledge and skills. Updated curriculum only can fulfil the demand for knowledge. He further adds that technology has been a part of the classroom in his school. He thinks that he has started supplementing his lessons with video and presentation that develops what students have learned in multiple ways. He also uses technology to assign students works. According to him curriculum needs changing and updating because everything in this world is keep changing and we need our students to enter a world where they can 'sell' their knowledge.

**Assessment.** As per Mahesh's opinion assessment makes the broader meaning because it is not just grading. Assessment enables students to reflect, interact, use their knowledge to solve problems and communicate in the classroom. He adds that he frequently asks questions to know whether students understand or not. He thinks that primary purpose of assessment and evaluation is to improve student learning. Asking questions helps him to identify students' ability and skill to give answers as well as to detect weakness of the students. He further adds that assessment is the process of gathering information from a variety of sources like assignments, project works, class tests, presentation etc. which can correctly reflect how well students are improving their learning. He mentions that as part of assessment he provides students with proper feedback which helps their effort towards improvement. He mentions, "assessment should provide opportunities for students to demonstrate their learning. For this he uses his professional judgement and student observations to evaluate specific criteria and achievement." He gives some tasks which gives students a variety of ways to demonstrate their learning. He observes students when they are performing tasks. He asks questions to help students make their thinking explicit. He divides classroom into small group and gives a topic to make discussions. This encourages students to express what they are thinking and further develop their communication skills. He likes to use achievement test to evaluate his students. He conducts oral test, unit test, surprise test, monthly test etc. to know the level of achievement of each student in each student in each of learning topics. He thinks that every student has different learning points, and she/he must have learnt very differently. He evaluates students' achievement on basis of his pre-determined instructional objectives.

**Teacher Development.** In Mahesh's view, the meaning of teacher development is to master new skills, broaden knowledge and ideas to improve teaching skills and different process. Different factors make a teacher to become professionally competent. If teacher is professionally developed, then they can give their students a better learning environment which may give the best learning results. He thinks that knowledge and experience is not enough for teachers. They must discover new teaching strategies and make some changes to their teaching style and curricula to suit needs of the student. Professional development program can help teacher to expand their knowledge. He says that he gains knowledge from different sources such as professional publications, articles, newspapers, teachers reference book, textbooks, Wikipedia and many more. He has participated in formal programs like teacher trainings, seminars, conferences etc. to familiarize himself with the innovations in the teaching and learning field. This helps him to up-date to the latest changes on the field of education. He focuses on the present scenario of the world. He also thinks that teachers need to learn from other experienced colleges to gain extra knowledge. In his view, a teacher is inspired and informed he/her can influence student achievement positively. He further adds that teacher must gain subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career advancement.

### **Mira's Narratives**

Mira has been working in a school for nine years. She used to teach vocational subject before five years. Since then, she is teaching EPH for class 8, 9, and 10 respectively. She works as a full-time teacher in a school and works at a college as a part time teacher. It seems that she is hard working women. Her hobbies are dancing, working with children, hiking, cycling, swimming, and writing.

**Planning.** Mira says that in her school she and her colleagues make annual plan. They make every year different annual plans. She always makes lesson plans and teaches based on the lesson plan. She also includes her experience to teach and to make lesson plans. She makes her lesson plans according to a topic and uses different pedagogy according to the objectives and uses different teaching materials. She likes to use mobiles to make video according to subject matter. She says, “how much experienced you are is not enough for your class. Unless you use proper lesson plan.” She further says that she has nine years of experience in teaching but without lesson plan she feels something is missing.

Planning gives her chance to examine her own knowledge of concept and ensures the materials are appropriate so that she can teach the lesson effectively and confidently. Lesson planning helps her to break down her lesson into well-defined flow so that students are kept engaged in the class. Making lesson plan makes her save time and after the lesson she can collect feedback and she can find the way to improve for next time. While making lesson plans, she always keeps student in her mind and sets smart objectives. She makes teaching materials according to the topics because she thinks that to stand in front of the class and delivery of the content is not enough; students must actively engage, so, she brings a variety into her lessons.

**Knowing Student's Interest.** According to Mira, she acts a friendly teacher. She thinks that if she acts as a friend then only students do not hesitate to share their problems and feelings with her. If teacher is very close to the students, then only it becomes easy to create a good learning environment. She believes that when teacher and student become familiar with each other then only student starts to share their problems. All students come from different environment; thus, all students behave differently. She like to behave friendly but sometime some students misuse her friendly behaviour and starts to do something that they are not allowed to do. For those students she starts dealing strictly and controls them. She further adds that some students need formal ways to treat them, and some students need informal ways to treat them. Every teacher must know about their students learning. A very important part of a teaching is to keep a close eye on students interests and experiences. It is very important for a teacher to get to know students well learning about student's families, background, cultures, likes and dislikes. In her view all students need are physical and psychological. For physical need they need to do exercises and for psychological need teacher should make a good explanation which depends upon students type and need.

Sometimes she asks questions and if she is not satisfied with answers she explains with interesting styles. There are different types of students in the class. Some students understand the topic very easily, and some students need extra explanations. For extra explanation she shares topic related videos and make them watch. Sometimes she asks students to make a presentation. They read, make slides, search topic-related materials and present themselves. Mira thinks that sometime student might become sad and shy. At that time as a teacher, she shows her friendly behaviour and convince them as counselling. Sometime some of student's behaviour suddenly changes in the classroom and she makes them convinced to share their problems. Even for this some students can share in a mass, but some student cannot share in a mass. She brings that student to the peaceful place and asks about the problem and convinced them to find the solution for their problem. By doing this she thinks that she is trying to balance her students mental and emotional 'burden'. She further adds that as a teacher she often balances rigor and support considering the situation.

**Pedagogy.** Mira teaches according to the topic. First, she starts conversation with topic related extra information from students to get to know the knowledge about the topics and she poses conditional questions. By doing this, she can measure how much students know and how much she must share. She thinks that teacher is just a guide. Students must learn by themselves, and they must follow the path which their teacher has shown them. She asks the whole class, encourages students to work as a small group so that they can discuss. Whatever the answer is she writes it on the board, and she uses technologies to build communication skills in her class. She teaches according to her lesson plan. She makes her student to do creative writing, group work, peer talk to maximize student involvement.

Mira thinks that asking question is very important for teacher to check students understanding and keeping them engaged with the subject matter. It is necessary to ask question to give positive impact on a topic. She thinks that by questioning student can progress on their way by giving answers and being independent and critical thinker. It also encourages students to do their work, motivate them to clarify their understanding. It also helps to improve speaking and listening skills for these reasons she asks a lot of questions according to the topics and subtopics. She adds that all subjects are not theoretical subject and teacher should not teach from the exam point of view. She thinks that population education is a practical subject. The target of population education is to make students aware about population control and population related issues. Students *should* implement in their practical life. As a teacher she thinks that what students learn from school can affect their normal life and they can change their life as a good and informed person. She thinks that effective questioning is one solution for the students to think critically and independently.

Mira thinks that there are different teaching methods. As a teacher she decides about what fits is the teacher way of thinking, what kind of students she has in her classroom, and thus it depends on the topic and classroom situation. She thinks that involving different methods in teaching improves the quality of learning. She likes to use student-centric approaches as they increase student involvement. She likes to use different methods for different topics. Choosing the wright teaching method is important in Mira's view. She thinks that the right method decides the effectiveness of learning. She likes to do new experiment in the classroom. She uses internet- Google and YouTube - to find varieties of uniqueness and innovation in education. Some

topics need discussion method some topics needs group work and project work and for some topics lecture method is enough as Mira reflects.

According to Mira her teaching methods are changed every year. Using the same method and same materials makes her bored. She uses different strategies weekly, even daily to build up rapport and make students engaged. She likes to use audio-visual method because the students learn best by watching the demonstration and they hear a lesson through audio. These methods enable students learn *best* in a certain way. She also adds that whatever method and material she is going to use in classroom she must know her students. Then only she can differentiate her instruction and assignment to those learners and learning types.

**Dealing with Sensitive Topics.** In Mira's view, dealing with sensitive topics is a part of her teaching career. She does not hesitate to teach these topics in front of her students. She thinks that sex education is more than just teaching sexual behaviours. Sex education is to educate children about their body image, gender, sexuality, sexual transmitted diseases, sexual health and many more. She thinks that dealing with sex education - family planning, marriage, menstruation etc - depends on the age of learner. Teaching sex education, reproductive organs, menstrual cycle etc, would be uncomfortable topics to discuss for her in the beginning of her teaching career. Her students would giggle in the classroom, and some would panic. That time she would use lecture method but these days she finds that using power point slides is very helpful for teaching. Before students would focus on her but after making PowerPoint slides every student looks into the screen. Now they are focused on the content. After completing the lesson, she asks students to become volunteer and answer the question. There would be few students who like to answer the question. If their answer is incomplete, she gives time to complete them. She makes students converse about sex education with their peer.

In Mira's view, almost all girls in our country their first menstrual period is a surprise. Because they don't know what is happening to their body and why it is happening, so, menstruation can become a scary and confusing time for them. As a teacher, she thinks that she had a wonderful opportunity to prepare the girls in her class for their monthly period. She further says that most of girls get their first period at about 13-19 years old; some girls start early, and some start little bit old. She thinks that it is a good idea to start talking early about their body changes as they grow up. While teaching she thinks she had a chance to talk about our sociocultural taboos and

false information about menstruation that hurt a girl's well-being. She explains about what happens, why girl should keep coming to the class and should not be scared. As a teacher, Mira does not follow the taboos about what girls cannot eat and drink, go to the temple, go to the parties during menstruation. She does not want her girls in her class to be influenced by them either. She always keeps spare pads in case someone suddenly needs one. Sometimes Mira finds that girls are too shy to talk in front of the boys. As a teacher she can help girls deal with menstruation, notice when they need help and let them know they can talk with her. After completing the topic even, the boys of her class start to help girls while they were in periods. She adds that in her time when she was student all student and teachers were very shy. When it comes to teach about sex, reproduction, menstruation teacher would ask students to read and get ready for your exam themselves because teacher would not be comfortable to teach those topics. But these days teacher and students both are very much aware and capable to handle everything. She further adds that today's kids already know about sex, sex education, reproduction, and everything because of information technology. All students have access to computers, internet, and mobiles these days. If they are confused about any topic and issues, they search on the internet and can find out very easily.

**Roles of Stakeholders.** In Mira's view first and only key word for student is "learning". They are sent to school to learn, and they should not take learning lightly. Students need to understand what is being taught in the class. She thinks that teachers are there to help students not to teach. Because learning is possible by the efforts of the students, and they are responsibility is to grasp the content and engaged themselves in the classroom. She thinks that students should ask more and more on topics in which they feel they need to know more. Teachers are there to share their knowledge into various aspects, so, students need to learn what teachers are teaching. She thinks that learning is very important aspect than to memorise or to pass examination. They must be able to apply their talent, raise questions and most importantly understand the importance of education. "We must not give fish to the students. we must teach the student about fishing" by saying this Mira clarifies that as a teacher she does not, make notes instead she acts as a facilitator and makes sure that student is physically and mentally engaged in class. She does not want her students to be taught but she wants her students to learn. She expects her students to be involved in interactions, discussions, and raising more questions. Well behaved, focused on studies and work hard to boost their learning process are some qualities of her students. They must engage in other extra-curricular activities. Population education is a practical subject, so Mira wants her students to apply what they have learned in school in their daily life.

Mira adds that principal should provide good teacher training to make their teachers up to date. The principal needs to develop school improvement plan and manage the policies to ensure that all students and teachers and other staffs are kept in a safe learning environment. Mira also adds that as a teacher she wants her principal to promote a positive image of the school within the community, communicate with teachers, parents, students, and create a positive relationship with them. She has a very good relationship with her principal.

**Curriculum.** Mira says “As a teacher it is very important for me to learn and understand about the curriculum. It helps me to adjust in the classroom and my subject matter and environment better”. She also says “I understand curriculum as a content but when I contextualize a curriculum it will become alive for students. My role is to help students to make them engaged with content and increase the focus so that I can create an exciting learning environment in my class.” She adds that teacher must create an environment where they can experiment, case study, and do a lot of activities to deliver curriculum. For this she develops lesson plan within a framework of the curriculum according to CDC has mentioned. She thinks that teachers are very important persons for implementing curriculum in the classroom. She thinks that by lacking the knowledge of a curriculum one does not know whether students are developing a foundation to continue learning at the next level. She thinks curriculum is a series of activities which provides the path and ideas to support our teaching thus she says that curriculum has been created to help teacher and students, so she follows curriculum to teaching. She thinks that schools want 100% result on SEE and DLE examinations. Questions are developed from the curriculum, so she doesn't have any choices but to not teach according to curriculum.

Mira says, “We have started thinking globally instead of locally. In the past people used to read about other countries and their cultures and their information but these days thanks to the new technologies we can see them on TV, internet, and social media”. She thinks that as time changes the demand for knowledge also changes and this takes us to why curriculum need modification.

**Assessment.** In Mira's view assessment is a process which can collect or gather what students know, what are student's weakness and strength, and students are understanding or not. It is a method or a tool which teacher use to evaluate and measure the academic situation of a child which includes learning progress, ability to write the answer, educational needs of the student. She thinks that assessment can help teacher to identify individual student's weakness and strengths so that teacher can provide support.

After finishing her topics for the day, she asks questions to know whether students are learning or not. She thinks that using different tools of assessment can make student improve learning. Sometimes she asks students to make a speech on certain topic and sometimes she tells them to make a presentation. She thinks that these works show that what they have learned and why they are not learning what

they were expected to learn. She thinks that there are many ways to use assessments. She goes for oral tests, she uses different types of paper pen tests, such as essay type questions, objective type questions, short and long type questions, multiple choices, matching true/false etc. Likewise, she likes to use portfolios to evaluate her students. She thinks that portfolio provides a basis for communication between students, teachers, and parents. Portfolio can be made by the collection of a student's work that shows students' progress in the development of knowledge, skills, ability to give answers, samples of the student's oral or written work such as presentation and writing tasks such as project work. It also provides useful information and evidence for teachers, parents, and students themselves to keep track of what students know and can do in the topic being assessed to carry out the assessment for learning.

Mira uses continuous assessment system (CAS) in her school because CAS is mandatory in her school. She likes the benefits of CAS. It has helped her to find the performance of her students in early stage of learning. It provides complete picture of student's activities in more accurate and appropriate way. Mira evaluates her students' daily activities, presentations and gives mark on daily basis. After completing the final exam, she uses the result as a part of their results. CAS help her to develop a practical view of education as she says, "we must not believe in certificate. We must believe in work done by students on a daily basis not what written in a final exam."

**Teacher Development.** Mira thinks that teaching is an ongoing activity. As time goes on new innovations on technologies has emerged. These innovations brought changes in the education system. As a teacher she thinks that teacher must be aware of every change such as change in the exam pattern, update in the curriculum, and update in the new learning strategies. She thinks that the teacher also needs to be refreshed, developed, and trained with the technologies of the changing times. She thinks that the activity which can enhance and empower on an individual's skills, knowledge as a teacher is teacher development. Teacher has to be able to fulfil the growing needs of students in the class. Subject wise knowledge and experiences are not enough for teaching these days. These days technology plays an important role in our lives. Teacher training program can train teachers to get comfortable with using technology while teaching.

### **Rajon's Narrative**

Rajon has been working in a school in the last fifteen years. He has been teaching population education and social studies in class 8,9, and 10. He likes

teaching as a passion rather than a profession. He is enjoying his life as a teacher. He likes to sit with children and want them to share their feelings with him; so that he can do something good for them.

**Planning.** Rajon always makes a lesson plan because in his school planning is essential material for teacher as without lesson plan, he is not allowed to take a class. He thinks that the time for preparation and planning must be viewed as an investment it should not view as a waste of time because every teacher usually does the planning outside of the school. He thinks that when proper preparation and planning are done it will surely be beneficial for the student. His mind always tries to understand “how to teach”? “What to teach”? and “why to teach”? For this he thinks that he has to present the information in a such way which may help student to feel the importance of learning. He always plans according to the topics so that students remain engaged, they can easily learn and enjoy the classes. He firstly identifies the learning objectives then chooses learning activities and develops strategies and then only use materials according to the topics. Lesson plan shows him the path and his experience help him to use a different strategies and pedagogy.

**Knowing Student’s Interests.** In Rajon’s view most influential factor in a learning environment is the relationship between a teacher and his or her students. If their relationship is good, then students will create a strong bond with their teacher, and they will readily accept the rules and regulations of the school and perform better. He further adds that teacher must create a friendly environment and make learning fun which will help to build a good relationship with students. Teaching with enthusiasm and passion will help to create a sense of belonging and encourages students to take part cooperatively in study and students don’t have the fear of failure and they become more confident in learning. He further adds that the teacher must provide each student an equal opportunity to perform different tasks and make each child to accept each other’s differences. He likes to have a healthy relationship with his students which can make student happy and away from tensions. When students and teacher are close with each other they will share their problems with him, and he will solve them and always guide them to the right path.

**Pedagogy.** While Rajon is presenting a new subject in class, he creates a story related to the topics and includes example of our day-to-day life experience. By doing this he believes that student will be able to grasp a new concept by hearing the information of day-to-day life. He wants his student to more at tentative and curious to his class. He thinks that teachers are the ultimate resource for student's success. Sometimes some students will need more examples to understand the topics. He includes different examples for the topics and repeats often for memory. Sometimes he makes intentional mistake and ask the class to fix them. Some students are very active and clever they identify the mistakes. He splits the class into small groups and ask them to make presentation and he wants each person in a group to do a certain job to complete.

One person in a group to do certain job to complete. One person can perform the presentation, another one writes notes, someone will read instructions, someone will conclude, and other students who are not in group can observe what are they doing and when they finished other students will start discussion about the presentation and they can share their knowledge and criticize the presentation, they can tell the whole class about weak points and strengths of that presentation.

Rajon thinks that classroom environment is a dynamic environment because there are students from different backgrounds, different cultures, abilities, and personalities. As a teacher he has to become creative and have to use innovative teaching strategies to meet student's individual needs. It is very difficult for him to find which teaching strategies will work best with his students. Sometime for some topics he uses technology into his teaching this helps him to a way to actively engage his students. Technology helps learning become more interactive and students can engage during lessons, and they can share their ideas.

Rajon has his own style of teaching. He adjusts his teaching approach depending on his student's learning needs and according to the topics. He sets different tasks for students based on their individual needs. What a student learns, how they demonstrate their readiness level, interests are depends upon the teachers. Teacher can know these things through content, process and learning environment that created by him. Our world is rapidly changing as a teacher he updates his teaching skills and pedagogy skill to teach students and he has to stay relevant and connected to the future. Every year he is becoming more experienced, and know how to deal with the students. He studies different books, surfing the internet and he learns

from different media and which topics needs different methods he visualizes first and then he uses in the classroom.

**Dealing with Sensitive Topics.** Rajon thinks that teacher can help student better in difficult situations. When students face difficulty teacher can stand along with the students will get the courage to face it. In our society there is still resistant to include any kind of sex education components in school. Population education makes student aware of the population related issues. Our society still prefers son than a daughter which causes large family; early marriage is still occur in Nepal. As a population education teacher Rajon knows how to deal in sensitive topics. Sexual orientation, sex education, menstruation, family planning, marriage etc. are sensitive topics. Teachers used to avoid teaching about certain issues or topics, but he thinks that with the right preparation teacher can create a safe space for the students. Some parents believes that teaching about sex will encourage sexual activities. But he thinks this is not the point, the point is when learning about sex and sex education can give information and builds up skills to become responsible for their better sexual health. He has told that in his class when a girl gets her period and need teachers help, he lets them know that everyone who need help can talk to him. If the girl finds difficult to talk about her period, he advises her to write in a paper and he tells his students that menstruation does not have to be a secret. He thinks that once a girl is informed properly then she can be of helpful to other girls. He thinks that teaching a girl about periods before she has her first period is the best way to make sure of what will happen, and she can keep coming to the class. He believes in creating an open atmosphere in the class where students feel confident, relaxed, and secure in communication so that they will be happy to ask questions about sensitive issues.

**Roles of Stakeholders.** Rajon thinks that student's role in education is most important. Students need to understand what is taught in school. He thinks that learning is influenced by the efforts of the students although teacher teach very well. Students' main responsibility is to grasp the content and teacher should ensure their learners have understood everything. Population education is a practical subject, so students are supposed to apply what they have learned in school in their day-to-day lives. He further adds that students should actively participate in the classroom, they have to be able to apply their skills, ask lot of questions, they should take responsibility for everything they are tasked to do by their teachers.

Rajon thinks that student's role is not just about attending classes but work hard and stay focused on what teacher teaches in the classroom. Characteristics of a good student are focused work for better grades, teamwork, punctuality, well-

disciplined, interaction with peers and teachers, the fast learner, slow learner, under-achiever, or problem children etc. and teacher's job is to help them achieve according to their needs and abilities without biased opinion about students. Guiding students through engaging learning opportunities which can be search out through construct meaningful educational experiences which allows students to solve real- world problems along with this teacher has to regularly update the school management system about the information of students. Every human being is different, similarly every teacher has their own method of teaching and delivering the concept. Teachers teaching style depends on teacher's own personality, background, training, and passion. As a teacher he thinks that sometime students are not motivated to learn with the perfect plan and knowledgeable content. When children are not motivated, they will not learn. He thinks motivation is necessary for success in learning and teacher is the only one person who can motivate student. To motivate student, he uses feedback for learner like "wow! You are doing very good, your accent is very clear, you are an incredible reader etc." these words are very simple but have the power to reinforce the students. Sometimes teacher need to be patient when students make mistakes and fail to understand a topic even to work on why students are not able to understand a topic if it works then it's ok. If it doesn't work, then teacher need to change the approach.

Principal of his school does lots of things like developing standardized curricula, motivates teachers and staffs, assesses teaching method and materials, monitors student achievement, encourages teachers and students, encourages parental involvement, revises policies and procedures, administers the budget, hires quality staffs, and provides better facilities. If problem occurs which might need immediate action and attention he has to act as a problem solver. In his view principal is responsible for the overall operation of a school. She/he is responsible for financial operation, building maintenance, staff and teacher scheduling, public relation, work according to school policy, know about curriculum, and instruct accordingly, supervise the whole school as a head of the family. In Rajon's view the main duty of a principal is to monitor instruction and to help teachers improve their teaching skills.

**Curriculum.** Rajon thinks that curriculum provides a measurable plan and structure for delivering a quality education. It is a roadmap for teachers and a following path for students. Curriculum makes sure that schools are teaching student relevant material and monitoring the progress of students from all types of backgrounds. Curriculum helps teacher to set the learning objectives of their own curriculum with the school's curriculum. Without curriculum teacher will never know the student's foundation to support learning at the next level. It also reflects the national culture, and it is a dynamic process, so it keeps up with a changing world. He thinks that curriculum has been created to help teacher and students. This is the reason that he likes to use curriculum while teaching. Curriculum components are designed to develop concepts from a basic level to increasingly complex topics. When teacher follows a curriculum, he or she is preparing their student for another grade.

**Assessment.** Rajon thinks that as a teacher he must have to do evaluation. Because after teaching he has to know how the student's performance was. He has to know different ways to show what student know when the lesson is over. Different student has different ability and potential to show, and teacher have different ways to calculate them. Sometimes he observes informally to get hidden information of a student. Evaluation helps him to identify student's where to revise their work, helps students to stay motivated. Rajon does not believe in paper pencil tests so that he gives oral response tests for this he uses multiple choice, long answer, short answer, fill-in-the blanks etc. He thinks that giving different works can demonstrate student's learning can give him a clear picture of student's progress which written tests can't give. Sometimes he gives homework, organize quiz, exams (surprise test, unit test, monthly test, terminal test etc.). he asks students to write a paragraph about what they have found the important part of the lesson or a topic. By doing this he evaluates learning on a class day-by-day basis and if he finds most of students are confused about the topic then he reviews that topic.

He thinks that short and long questions are also the best way to evaluate students learning of a topic. These questions can cover a various information like how student present the answer, how student focus on the theme of the topic, how student understand the topics key concept etc. sometimes he gives a topic and ask students to make a presentation to evaluate students specific skills. Which enables him to evaluate how students construct an argument, how they speak publicly, how they manage their time, how they convince their audience etc. he thinks that evaluation or

assessment helps him to analyze the learning materials, content, teaching strategies, etc. through students' performances. Assessment determines the whole classes learning objectives have been met or not. What should students know, or students should be able to do when the topics have been completed. It also helps students to motivate themselves.

**Teacher Development.** Like every individual in this world are different than others, same way all teachers are different than others. Some teachers are more gifted and can teach very effectively in the classroom as a result of his or her reflection, practice, and hard work. Rajon thinks our world is changing day by day with new technologies and innovations. Similarly in our education system new educational technology, guidelines for schools and curricular standards have been changing. He thinks this makes challenge to him to teach in the class. He thinks that teachers have to discover new teaching strategies through professional development. For his professional development he attends seminars on professional development. When attending seminar, he takes notes about the information of newfound knowledge as asks question to himself "what goals should I set to interact with my classroom in a better way?" seminar helps him to try new methods, inspire students, build up new relationships with other teachers so that they can share their problems and can find right answers. He adds that teacher training also played an important role on his teaching career. Teacher training helped him to gain effective classroom management skills, gain knowledge of innovation in the teaching learning fields. He believes in continual learning which is most important thing in his teaching career. He has to stay up to date on current trends on education system to enhance his efficacy.

To develop his professional development he attends conference, workshops, and seminars on education. He reads books including newspapers, professional publications, articles on population education and many more. He likes to use technology to enhance his teaching field. Sometimes he likes to use google, you tube etc. to find different teaching methods. Sometimes he interacts with his colleagues, and he observes their class to evaluate how they take classes.

### **Tara's Narratives**

Tara has been working in a reputed school of Kathmandu valley. She has been working there in the last ten years. She has been teaching population education and social studies in class eight, nine and ten respectively.

**Planning.** Tara thinks that planning is a process which enables teacher to build a wide range of strategies to engage students and make them progressive, support learning and understanding. She thinks that plan is necessary to do whatever someone want to do. Planning lessons before class helps her to enter the classroom fully prepared to teach new concepts. Without a lesson plan, student may lose focus and teacher cannot think of what to do next. She adds that the planning process gives her a chance to check her own knowledge of the concept and helps her to collect all the materials she needs to teach those concepts on time so that she can effectively pass her knowledge on to her students. She further adds that lesson plan helps her to make well managed classroom and help her students keep engaged evenly throughout the class. Tara thinks that all teachers should make a lesson plan according to the topics not of their ability or, experience. She has been teaching in school in the last ten years, but she still thinks that she is learning to teach. She prepares daily lesson plan according to the topics. She thinks that while making lesson plan topic is very important because she thinks that objectives, methodology and materials all depends on the topics. She adds that experience enables her to make a good lesson plan. Learning is possible when proper preparation and planning are done then it will definitely benefit the students.

**Knowing Student's Interests.** Tara thinks that as a teacher she should get to know her students. Student's age, family background, friendship groups, learning interests, weakness, and strengths are important information about students which helps her to know about student and this helps her to create enjoyable environment for them. She thinks that "if you know about your student and present you as a friend rather than a teacher then they will share their experience easily with you". This will help you to keep student highly engaged in the classroom and they feel safe and encouraged to open up and seek support when needed. She adds that some students are shy to speak up in the classroom discussion but feel more comfortable expressing their views outside of the class.

Tara thinks that understanding student's interests helps her to provide them with quality learning opportunities. She further adds that providing time and opportunities to explore their interests and what they truly want to do, so that they can develop their knowledge and skills. Sometime students can be encouraged but sometimes they might need a guidance to fulfil their interests. She thinks that motivation is a necessary word in teaching. Unmotivated student will not learn. As a

teacher she has to recognize when to motivate student for success in learning and teacher are in the perfect position to improve students' weakness. She thinks that we all learn differently, and in a classroom, there are several types of students exists: some students are very good in reading, writing, some are good in games, some are good at visual, some are more reserved. Teacher's responsibility is to discover their interests and teach them and motivate accordingly.

**Pedagogy.** Tara thinks that when students are engaged in the learning process will increase their attention and makes them stay focused, motivates them to practice with critical thinking. She always focused on active learning. Where she encourages students to participate in class. She discourages sitting and listening quietly. She starts class with a brief question and answer session. Then she starts discussion with the lecture because she thinks that discussion can encourage and stimulate students to do better. She rises some questions and asks students to take a few minutes to write down their individual answers before discussing in a whole class. She gives each student an opportunity to think about the topic then she starts discussion she prefers each student has at least one idea to offer and she starts taking notes and keep record of important points of the discussion. When everyone finishes their answer. She provides feedback and guidance to answering questions when needed. Sometimes she likes to use technology in her class for example when she wants to teach consequences of early marriage, she brings whole class to the conference room and plays a video which is short in length. She focused on her students on how they show their thinking about characters, plot, and conflict. After the video she asks students to draw conclusions on their own and she gives feedback at the end.

Tara thinks that main duty of teacher is to find how students learn and how do they solve the problems given by the teacher. She asks questions according to her topics. The main reason for teachers to ask questions to measure students increased understanding of the topics that the teacher has taught. She also thinks that asking questions provides feedback on student's efforts and it helps teachers to feedback on the effectiveness of the teaching methods and materials used on that method. She thinks that if students perform poorly, it means that the teacher need to change their teaching strategies. She thinks that when her students get the same questions and if a lot of students get them wrong, it indicates that she has to go back and reteach that topic before moving into the next topics. She thinks that population education is a practical subject. Which can aware students about the population issues and problems.

Tara asks student according to population issues and problems and asks them to prepare presentation on why population growth rate is higher in Nepal make five or six slides and make a presentation. Students become happy and presents the presentation very perfectly and she gives feedback.

Tara likes to use different teaching methods for different topics. She thinks that teaching learning is not meaningful if the teacher uses same methods on every topic. Teaching and learning both will become bored. She thinks that teaching method is based on subject matter and type of students in your class. Because teacher has to know how students learn and what is the nature of subject matter then only teacher can design and select the teaching methods. She likes to use different teaching methods which are student friendly because she thinks that student's friendly methods can make students active learner, creative human beings, it involves modern technology in the class. She thinks that teacher's main job is to find out how students learn best. Teacher has to find out which method to be used depends on the lesson, students, and time schedule of the class. Different teaching styles will help Tara to become more confident on her subject matter so that they can engage, motivate, and can provide feedback to her students.

**Dealing with Sensitive Topics.** Tara thinks that as a population education teacher she has developed herself as an active role player teacher in her class. Teacher and student express discomfort on sensitive topics which can cause negative outcomes for teacher and students. But Tara has increased herself as comfortable and confident on areas of sensitivity, sexuality, family planning, marriage, mental health, child protection etc. these sensitive topics need a right carefully planned preparation. Tara thinks that our society still facing traditional cultures and beliefs. These cultures and beliefs are responsible for creating difficulties in the classroom. At the initial period of teaching career, she used to face a lot of problems in her class boys are giggling in the classroom and girls were very panicked. She thinks that when teachers are friendly and open to students then only, they will ask questions. If student feel fear in asking question they cannot learn. Teachers' main responsibility is to create an open environment then only student feel confident and starts to communication with teachers. When Tara has to teach on sensitive topics, she asks her students to read a topic earlier and she tells her student that the content is normal. She tells them that these sensitive topics is very important in our life, and they have to digest that information in a meaningful way. Tara says that her students are very curious to learn about sensitive topics. They use mobiles, laptops, and computers. This might be the reason that they already know a lot about sensitive topics. Her students are very open minded, and they ask questions while teaching on sensitive topics.

**Roles of Stakeholders.** According to Tara school principal, parents, students, and teachers are the main stakeholders in education system. They all have to do different duty to fulfilled teaching learning. They might have different opinion and motivations, but their common goal is to support education system.

Tara thinks that students play a very important role in education. Because whole education system is made up for students. They have to understand the topics which they are being taught. She thinks that student must increase their classroom participation, always have to be ready to learn because learning is students' effort if student is not ready to learn learning cannot happen. She thinks that student should interact with peers and teachers while teacher is teaching in the class. She thinks that they should be responsible for everything such as doing homework regularly, attend school regularly, ask questions regularly, understand the importance of education etc. they should focus on studies, participation in extracurricular activities because these activities help them to boost their learning process. She thinks that students are

responsible to attend class on time, they should prepare for classes with complete homework on a regular basis. She thinks that students must participate in the classroom activities like discussion on group activities, ask question when they don't understand, they must maintain good health, listening to teachers and parents, they must develop their positive attitude. They are supposed to apply what they have learned in school in their daily lives. Teachers helps students to stay motivated and involved in interactions.

Tara thinks that asking questions benefits everyone in the classroom. Not only student's but teachers also learn from it. Asking questions builds confidence and encourages student learning which helps to improve academic performance and achievements. Students should work hard for better marks, they have to maintain discipline and punctuality, they have to work with peers and teachers to become successful. She says that some students are very shy, and they cannot grasp the concepts of some tough topics and they even feel shy to raise their hands on which leads them to bad grades. In this situation she thinks that teacher must concentrate on those students who are shy and could not achieve good grades. Students should maintain their moral responsibilities and must behave accordingly towards teacher, school, and their classmates. Tara wants her students to be positive and have a very good self-esteem, focus on study and classroom discussion, set their goals to do better, read daily, participate in classroom activities and extracurricular activities, punctual to the school, visit a library so often and read about coursebooks and out of coursebook, be self- disciplined, raise hands and ask questions.

**Curriculum.** Tara likes to describe curriculum as a plan. She thinks that curriculum is broad because curriculum helps and covers the total experience of the learner through a plan because teachers teach and make a teaching plan according to the curriculum. Curriculum enable teachers how to teach, when to teach, why to teach, how to use different teaching strategies and when and where to use teaching materials. She also thinks that curriculum also includes subject matter and helps to set the objectives. She thinks that curriculum provides proper plan fort the fulfilment of institutional need and also provides a complete guideline for the implementation of that plan. She also thinks that curriculum is a main basis of teachers to implement teaching and learning activities. She says that curriculum also helps to provide opportunities for teachers as well as learners. Curriculum has provided the evaluation process too. If expected

achievement has not achieved, then teachers can modify their teaching strategies and learning plan.

Tara teaches according to curriculum, but she also uses textbooks to teach. Textbooks plays a vital role in teaching learning process. She thinks that book provides her the basic framework of the classroom activities. Books are very helpful for every student and provides the best possible opportunities for learning.

**Assessment.** According to Tara students are punctual every day or not, does homework daily or not, disciplined or not, co-operates with peers or not etc. keeping these things recorded is evaluation. She thinks that assessment or evaluation helps students and teachers both in their ways. Assessment helps teachers to find out effectiveness of their teaching and it ensures teachers to ensure that what students need to know to meet their learning objectives. She also thinks that assessment can help students by allowing them to able to see how they are doing in the class, and they can find out why and where they are not understanding the course material. She thinks that assessment can motivate students to begin to work harder if needed.

Tara likes to make a portfolio as an evaluation tool because she thinks that portfolio is a purposeful collection about student and students work samples from every learning area such as students' attendance, classroom participation, relationship with teachers and peers, performances, weak point, strength point, homework, etc. she thinks that benefits of the portfolio for student is they can feel proud on their achievements, they can have an opportunity for self-reflection because portfolio provides them their information on their daily task. She thinks that portfolio is very helpful for teachers also because it provides every detail about every student in the class.

**Teacher Development.** As a teacher Tara likes to improve her skills by continuing her education. she also likes to take part in conferences, courses, seminars, retreats, workshops, etc. to develop her profession. She also likes to chat with a colleague about their teaching strategies. These things are the better ideas to professional development. She thinks that those topics can help her to develop the idea in response to challenges she encounter while teaching and she feel confident in the classroom.

Tara thinks that globalization of the twenty first century world has rapidly increased evolving technology has created new technology and approaches to educate students is continually evolving. The best practices and methods from years ago are no longer applicable. As a teacher she has to be updated for regularly changing effects

of the teaching profession. She has to grab the new techniques to her pedagogy. She has to constantly improve her skills and become more proficient in her teaching career. For making herself up to date. She reads lots of books. She is further studying M. Phil at well-known university. Her school provides teacher training often. She likes to use latest technology and find out whatever she wants to know.

### **Discussion**

In this section, I discussed the main concepts that emerged from a synthesis of the stories that showed changes in pedagogical process. The discussion is built on the lived experiences of research participants. Likewise, I have also linked the themes with supporting literature and theoretical framework. Due to the complexities involved, each of the narratives is examined in the following themes.

**Planning.** The narrative shows that there are some similarities among the participants about their approach to planning. Mainly they follow the standard format (objective, teaching method, activities, teaching materials, etc.) while planning the daily lesson plan. All participants are experienced but still they seemed to be focused on daily lesson plan. There are cases of preparing annual plan. As per the constructivist learning theory (Glaserfeld, 2013) teacher has a role in planning and creating learning environments that encourage learners. Based on the narratives they have lesson plans which might be helpful to create learning environment.

**Knowing Student's Interests.** The narratives shows that all participant has created their classroom as a friendly environment class. They behave friendly so that students can share their problems and they can guide them accordingly. Observing students' behaviour daily, how they participate in the classroom, creating the way to become familiar with students, motivating students with proper feedback and reinforcement also helped them to know about their students and their interests (Lewis, Scott, Wehby, & Wills, 2014).

Relation of student and teacher plays a very important role in teaching learning. Teacher's friendliness helps to disappear anxiety and hesitation of students and impact on positive experience in learning (Spilt, Koomen, & Thijs, 2011). Good relationship between teacher and students can create friendly environment in classroom and students can ask questions without any fear. If their relationship is not good and teacher behave cruelly then student's feel hesitation to ask question, and if

teacher asks question, then student can't tell the answer. It is very important to maintain good relationship between student and teacher. Student can ask confused question which can directly impact on learning (Dobransky & Frymier, 2004). The most important factor in student's academic achievement is the teacher. Student's learning depends on the classroom environment and teaching activities of the teacher. Teacher should always help develop their student's positive attitudes by being sensitive to the student's feelings. They give same value to all students and help develop knowledge through facilitation. This type of teachers could be guided by constructivism, and always emphasizes to student rather than content (Richardson, 2003). Teacher and student's relation should be good for effective learning which is directly related to constructivism. This is the reason that teacher must focus on student's interest where students should be active and learn by doing.

Pedagogy. The narrative shows that there are some similarities among the participants about their teaching methods or strategies. Mainly they use different multimodal teaching strategies according to their subject matter (Ryan, Scott, & Walsh, 2010). Along with this responsibility of keeping classroom organized is the main duty of a teacher. A teacher should always design classroom activity in such a way that the students are engaged in the learning process. This will increase their attention, they stay focussed and motivated to practice with critical thinking, and discouraged students to sit and listen quietly to a large extent (Drew & Mackie, 2011).

Teaching learning strategy is most important in teaching learning activity. Teacher centred method makes students felt boring, hard to understand and less interested in learning. But student-centred method makes positive experience in teaching learning process (Elen, Clarebout, Léonard, & Lowyck, 2007). Teacher centered learning process is boring, where students are not actively participating in activity. But in student centred learning strategy learning is focused on student's active participation, collaborative learning strategy teacher play a role as a facilitator and teacher care about student's interest (Glaserfeld, 2013). Student centred learning strategy is directly related to constructivism where students actively participate, learning by doing, teacher as a facilitator, focus on collaborative learning. All participants believed in student centred and active learning (Drew & Mackie, 2011).

Dealing with Sensitive Topics. The narratives shows that some similarities and some differences among the participants about their dealing with sensitive topics. Dealing

with sensitive topics is very difficult task in teaching learning process (Acharya, Van Teijlingen, & Simkhada, 2009). When teaching sensitive topics teacher must be very careful and must not impart false knowledge. While teaching sensitive topics teachers need some advanced knowledge, skill, training, and right preparations. Teacher must manage class properly to avoid overreacting from students' unexpected and unnecessary questions (Pokharel, Kulczycki, & Shakya, 2006).

As a teacher they must impart scientifically proven knowledge to a student rather than following the taboos about menstruation. If teacher didn't behave friendly students will be afraid to ask confusing question, they might develop a negative attitude towards sensitive topics and teachers (Alquaiz, Almuneef, & Minhas, 2012). These days students are more aware about sensitive topics, and they need the right information about those topics. Teachers are there for proper advice and guidance. Teacher needs to create a safe space for students to communicate and have proper dialogue on sensitive topics. Asking questions can motivate children to seek knowledge and makes them confident to put forward their own views and make them intelligent.

**Roles of Stakeholders.** The narrative shows that there are some similarities among the participants about their views on role of stakeholders. Stakeholders may have their interest on education system, and they do their best to make it better. Each stakeholders have their own impact on education. Education is a combined work of teachers, parents, students, and principals. They all have different opinion, motivation, and aspirations. They deal with educational process differently because their personal and professional interests are different. From my participants, I have explored different factors. One factor of a good educational outcome is family environment which plays a vital role in education. Parental encouragement to study plays a positive impact in learning process of a child. Parents must provide learning opportunities at home, and they need to know what children learn at school (Ramaekers & Suissa, 2011). It is necessary that parents need to be aware to their child's study. Parents creates the environment for the children to learn and grow up physically, mentally, and socially. Parents are responsible for creating environment for children's schooling, doing homework, studying at home, inspiring to study, encouraging to participate in school activity and extra-curricular activity. This makes them to feel comfortable at school. Parents basically mould and shape their children into adults through their world of influence (Hudson, 2013). Parents are the first teacher, and the home is first school to a child. No matter how much a teacher puts effort in promoting learning of a child without the proper support, guidance, motivation, reinforcement from parents the child cannot get success in their learning. So, parents must be aware of different aspects of monitoring child and whatever a child gets from their parents will always remain with them and it helps them in shaping their future.

Similarly, principals also play an important role in education (Rapp, 2010). Being leader of the school principal must provide good leadership with good direction, co-ordination, very right decision at the right time. Principal is responsible for every aspect of school system. They must create a good environment and positive school culture. There was a case that participant talked about inclusive school. The meaning of inclusive school is a school where children with special needs can study in general classrooms. Those students interact and socialize with other students. principal can help teachers to separate teaching methods that can address their different abilities and needs.

**Curriculum.** The narratives shows that there are some similarities among the participants about their views on curriculum. All participants do know about curriculum, and they have read the curriculum and they teach according to curriculum of Nepal which is published by the Curriculum Development Centre.

Curriculum is the main basis of teaching learning activities. It helps the teacher to have proper plan for the institutional need and guidance for teachers to implement that plan in a classroom (Bleakley, 2021). Curriculum helps teachers to set objectives, it provides subject matter, it provides teaching learning activities according to the nature of a learner and it reflects the national culture. All participants knew about the importance of the curriculum, and they know that the curriculum has been created to help the teachers.

All participants follow the curriculum and makes lesson plan according to it. But for teaching they need to use books as well. All participants wanted their curriculum modified and updated because they believed that the curriculum should be evaluated periodically and adjusted to reflect the changing time. There was a case that some participants like to use teacher guides provided by the school. They helped teachers to save their time to make lesson plan, offered ideas for bringing their topic alive, detailed outline of the methodological approach. Teacher guides helped them to be prepared very well ahead of the lesson. Teacher guides are very useful tools to implement curriculum because they provide the path and ideas to support teaching (Hartono & Purwandari, 2021).

**Assessments.** The narratives shows that there are some similarities among the participants about their views on assessments. Assessment is a tool which teachers use to evaluate student's capacity, their learning progress, their participation in the class, acquired knowledge by the students. Assessment helps students and teachers to find out effectiveness of their teaching and what they can teach to know student's learning objectives (Day, van Blankenstein, Westenberg, & Admiraal, 2018). Assessment helps students and teachers both in their ways. It helps teachers to find out effectiveness of their teaching and what they can teach to know student's learning objectives. Assessment can motivate teachers and students both. Teachers can find why and where students are not understanding the course materials and students can figure out where they must work hard.

All participants ask questions after finishing their topic for the day. Most of the participants used questions like long answer questions, short answer questions,

objectives type questions, fill in the blanks, matching, true and false etc. to know whether students are in the topics or not (Lam, 2014).). Most participants use portfolio as an assessment tool which helped them to know about all aspects of student's work. There was a case of using achievement test to evaluate students. There was a case of using anecdotal record as an evaluation tool.

Most of the participants know about continuous assessment system. Their school follows CAS in education. Every participant likes to use CAS as an evaluation tool, and they thought that the portfolio as an example of CAS. Most of the participant liked formative assessment than summative assessments. Formative assessments are there for to reform student's education not to judge or make decision about that they can upgrade or not.

**Teacher Development.** The narratives shows that some similarities about teacher's development among the participants. Teacher has the necessary skills for teaching, but he or she needs to up to date themselves in the future, they need to know what innovations has been developing in the field of education, how they apply those innovations in their future through professional development. Teachers can learn new and updated skills to become more effective teacher (Baecher, Kung, Ward, & Kern, 2018). Some of the participants are doing M.Phil. at the reputed university, which is a form of a professional development.

## Chapter V: Conclusion and Implication

This chapter concluded by exploring my key learning and insights with conclusions and implications with my future directions.

### **My Insights of Pedagogical Changes**

According to my methodology, firstly, I have collected narratives of all my participants, I transcribed their stories and generated themes from their narratives. Those themes helped me to address my research question and meaning making to relate with theory. Each participant shared their experience what they do in the classroom. In turn, I generated them as insights which are discussed below.

**Relationship with Students.** Role of the teacher is most important component in the education. According to my study, changes in pedagogy occurred in terms of providing good learning environment, making lessons interesting, and making students involve in learning. Likewise, if teacher provided time and opportunities to explore student's interests, they would be motivated to develop their knowledge and skills. Because sometimes students can be encouraged and other times, they just need a guidance to fulfil their interests. Teacher has a huge responsibility to discover students interests and teach them, accordingly, motivate students, be sensitive to their student's feelings, valuing every student's contribution and recognizing student's need for success it can also change positive attitude towards sensitive topics.

The teacher who is campaigned by constructivist philosophy helps students to motivate to learn. It supports teacher's role as mediator/facilitator. As my participant's presents themselves as a guide, facilitator rather than a teacher. They behave as a friend so that students can share their problems and they can guide them accordingly. In this situation, I think that constructivist teacher is better in many aspects than a traditional teacher. They care about their student's interest, their ability, and their psychology. Constructivist teachers create questions and problems and guide students to help them find their own answer. My participants observed the changes in terms of teacher-student relationships through constructivist approach to teaching.

Hoskins (1995) says that constructivism focuses on empowerment of the learner and provides them opportunities to reflect their knowledge. But it depends on the classroom activity, how teacher guide the students, how much students are active, what strategies were used, how much students are motivated, how much students actively engage in problem solving, how teachers cope with students for these

statements. This approach is need for empowering teachers to help student's achievements. My participant's they create a topic and asks students to make presentation. All students liked presentation by searching information, about the topics, they made PowerPoint slides, and they present their topics in front of the class. Other students who were not participating in the presentation they posed different questions using their criticality and imagination power. Teacher just motivated and gave feedback. In this situation teacher changed to use student centred learning pedagogy and they said they became constructivist teacher to develop student's creativity in which students were active in learning, learning by doing. Teachers played a role as a facilitator. In this case teacher were oriented by constructivist philosophy.

My participants created friendly behaviour in the classroom. When teacher and students become familiar with each other then only students share their problems and teacher can guide according to it. But one of Mira's students tried to misuse her friendly behaviour. In that situation she behaved strictly and controled them. In school teaching learning strategy also matters. Student centred learning pedagogy develop student's creativity. They can become critique and gain imagination power. Students were active in learning; they learn by doing and my participants played role as a facilitator.

**Curriculum Materials.** Curriculum is the road map and back bone of educational process. All participants taught according to curriculum. Curriculum development is done by teachers through their daily basis (Nicholls & Nicholls, 2018). My participants seem to know about curriculum, and they thought curriculum is made for teachers to adjust in the classroom with subject matter and to create a better environment in the classroom (Grundy, 1987). Looking from the views of different curriculum perspectives, they seem to follow the use of prescriptive and descriptive curriculum in which the former makes the teacher follow a structure whereas the second one focuses on the pedagogical use in context (Taylor, 2018).

**Assessments of Student's Learning.** Assessment is a method or tool which teacher use to evaluate and measure the academic situation of a child which includes learning progress, ability to write the answer, educational needs of the students. It helps teacher to identify individual weaknesses and strength so that teacher can provide support. My participants want their student to do better in learning. Posing questions in the classroom can be best idea to know student's learning (Black & Wiliam, 2018). Making portfolio is another idea to know student's learning. Portfolio provides useful information and evidence for teachers to keep track of what student's know and can do for the topic. Although my participants argued for the case of CAS, they appeared to be following a mixed paradigm in which they use teacher directed assessment (Lam, 2014) with giving some autonomy to their students.

**Student's Participation in Teaching Learning Process.** Teachers helped develop their student's positive attitude towards learning by being sensitive to their student's feelings, by valuing every student's contribution, by recognizing student's needs for success, by involving students in their own learning. Some students prefer passive learning and not interested to participate in the classroom discussion, which develop negative attitude towards learning. Teacher used interesting way for teaching and engage students on discussion. Constructivism also emphasises on active participation of students. Traditional teacher centric pedagogy is one of the major causes that some students prefer to be passive learners. Rajon focuses on strong relationship with students. He encouraged and focused on group work, discussion, visual aids, presentation, project work etc.

Student's participation in teaching learning also depends on the relationship with student and teacher. Teacher's friendliness helps to disappear fear, anxiety, and hesitation of students. If teacher behave cruelly, student cannot ask questions and

cannot answer and cannot participate in learning activities. The teacher oriented by constructivist philosophy helps student to take part in teaching learning activities in the classroom. According to the student's interest and ability and psychology. Student's learning depends on the classroom environment and teaching activities of the teacher. Constructivist teacher focuses on student's interest where students should be active and learn by doing. Constructivist teacher creates student centred learning strategy where learning is focused on student's active participant, collaborative learning, learning by doing. My participants were influenced by constructivist pedagogy in which they posed a topic and gave a project work and asked for presentations. They were empowering their learner and provided them opportunities to reflect their knowledge and guided students to help them find their own answers.

### **Conclusion**

The education about population is population education. Knowledge of population education is very important for a person because it is associated with population size, population composition, distribution of population etc. And it is very important for planning such as health, education, sanitation, employment, social security, environmental preservation etc. for the government of the country. The goal of population is to make learners to contribute to gain knowledge about population related issues and improvement of the quality of life of the people now and for future. Population education focuses on population and its management with the knowledge about the population situation makes people more aware about problems and provide methods for its proper planning.

Teachers play a vital role on teaching learning process. Teachers should have the knowledge, attitude, behaviour skills to enhance their performance to get the positive result. Population education can provide pupils with the powerful ways to exploring, investigation, and understanding the world. Population education is vital in every life as it encompasses the life skills of the individual at the matter of their sexual life, their body, their health, and quality of their lives.

It is necessary to change our teaching learning strategy from traditional teacher centric to modern constructivist. Students were not interested to traditional lecture method; they were interested to modern learning by doing methods. Teachers playing the role as a helper, guide, facilitator, and friend can create good environment for learning and provide a better guidance to all the students. While dealing with sensitive issues teacher should not impart false information appropriate classroom

management, sufficient instructional materials, reinforcement, feedback and interaction between teacher and students are needed to impart the factual knowledge about population related issues.

### **Implications**

I have conducted this research because in our context most of the teacher are using the same method for many years. Teaching sensitive issues in population education in our context is very difficult. How teachers deal with these topics is very important in student's life. Teacher should not impart false information on those topics. When I was a student, my teacher used to tell us to do self-study because she was uncomfortable herself. These days teachers have overcome with those issue and stigma and need more sophisticated tools for dealing with topics. I have completed this study and found teachers are well planned and trained to impart right information on sensitive issues and they have changed their teaching methods from teacher centred method to student centred method although they were not perfect.

I expect my study to help those teachers/ researchers who want to do research on related topic. My research will be helpful to find the experience of population education teachers on changes in teaching learning process teacher and researcher could find out the teacher's area of difficulties, how they deal with sensitive topics. Then teachers can treat them on students' misconception by using student centred approach, such as project works and presentations. The research also helps to change teaching learning strategy by focusing on student's interest.

This study serves teachers, researchers to explore reasons and remedial measures of teaching process. This study mainly targets to teachers who are struggling to teach population education. It also inspires for further research related teachers.

## References

- Acharya, D. R., Van Teijlingen, E. R., & Simkhada, P. (2009). Opportunities and challenges in school-based sex and sexual health education in Nepal. *Kathmandu University Medical Journal*, 7(4), 445-453.
- Alquaiz, A. M., Almuneef, M. A., & Minhas, H. R. (2012). Knowledge, attitudes, and resources of sex education among female adolescents in public and private schools in Central Saudi Arabia. *Saudi Med J*, 33(9), 1001-1009
- ASA. (2015, September 6). *Ethical considerations*. Retrieved from [http://www.sagepub.com/sites/default/files/upm-binaries/4999\\_Polonski\\_Chapter\\_5.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/4999_Polonski_Chapter_5.pdf)
- Baeher, L., Kung, S. C., Ward, S. L., & Kern, K. (2018). Facilitating video analysis for teacher development: A systematic review of the research. *Journal of Technology and Teacher Education*, 26(2), 185-216.
- Banfield, J., & Wilkerson, B. (2014). Increasing student intrinsic motivation and self-efficacy through gamification pedagogy. *Contemporary Issues in Education Research (CIER)*, 7(4), 291-298.
- Bhalla, S. S., & Das, T. (2018). *Population, education, and employment in India: 1983-2018*. New Delhi: NCERT
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in education: Principles, policy & practice*, 25(6), 551-575.
- Bleakley, A. (2021). Embracing ambiguity: curriculum design and activity theory. *Medical Teacher*, 43(1), 14-18.
- Clandinin, D.J. & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Boderland spaces and tensions. D.J. Clandinin, (Eds.), *and Handbook of narrative inquiry: Mapping a methodology* 35-75. Thousand Oakes, CA: SAGE Publication.
- Cohen, L., Manion, &L, Morrison, K (2007). *Research methods in education*. Routledge
- Cooper, B. (2004). Empathy, interaction and caring: Teachers' roles in a constrained environment. *Pastoral Care in Education*, 22(3), 12-21
- Cristillo, L. (2010). Struggling for the center: Teacher-centered vs. learner-centered practices in Palestinian higher education. *Higher Education and the Middle East*, 2, 37-40.

- Dahal, N. (2017). *Understanding and usage of questioning by mathematics teachers: A narrative inquiry* (MPhil Unpublished Dissertation), Kathmandu University, Dhulikhel, Kavre.
- Darby, L. (2005). Science students' perceptions of engaging pedagogy. *Research in Science Education*, 35(4), 425-445
- Day, I. N., van Blankenstein, F. M., Westenberg, P. M., & Admiraal, W. F. (2018). Explaining individual student success using continuous assessment types and student characteristics. *Higher Education Research & Development*, 37(5), 937-951.
- Di Biase, R. (2015). Policy, pedagogy, and priorities: Exploring stakeholder perspectives on active learning in the Maldives. *Prospects*, 45(2), 213-229.
- Dobransky, N. D., & Frymier, A. B. (2004). Developing teacher-student relationships through out of class communication. *Communication Quarterly*, 52(3), 211-223.
- Drew, V., & Mackie, L. (2011). Extending the constructs of active learning: implications for teachers' pedagogy and practice. *Curriculum Journal*, 22(4), 451-467
- Elen, J., Clarebout, G., Léonard, R., & Lowyck, J. (2007). Student-centred and teacher-centred learning environments: What students think. *Teaching in higher education*, 12(1), 105-117.
- Elliot, J. (2005). *Using Narrative in Social Research. Qualitative and Quantitative Approaches*. London: Sage Publications
- Ellis, C. & Bochner, A. P. (2000). Auto ethnography, personal narrative, reflexivity. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of qualitative research* pp.733-768. Thousand Oaks, CA: SAGE Publication.
- Fentahun, N., Assefa, T., Alemseged, F., & Ambaw, F. (2012). Parents' perception, students' and teachers' attitude towards school sex education. *Ethiopian journal of health sciences*, 22(2)
- Gao, S., Wang, Y., Jiang, B., & Fu, Y. (2018). Application of problem-based learning in instrumental analysis teaching at Northeast Agricultural University.
- Glaserfeld, E. v. (1995). *Radical constructivism: A way of knowing and learning*. London; Washington, D.C.: Falmer Press.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE*

- handbook of qualitative research* (3rd ed., pp. 191–215). Thousand Oaks, CA: Sage.
- Hartono, A., & Purwandari, R. D. (2021, November). Improvement of Teacher Professional Competence by Teacher's Guide Book Making Learning Media. In *ICONESS 2021: Proceedings of the 1st International Conference on Social Sciences, ICONESS 2021, 19 July 2021, Purwokerto, Central Java, Indonesia* (p. 151). European Alliance for Innovation.
- Islam, D., Zurba, M., Rogalski, A., & Berkes, F. (2017). Engaging Indigenous youth to revitalize Cree culture through participatory education. *Diaspora, Indigenous, and Minority Education, 11*(3), 124-138.
- Jang, H. (2008). Supporting students' motivation, engagement, and learning during an uninteresting activity. *Journal of Educational Psychology, 100*(4), 798.
- Johns, C. (2017). *Becoming a reflective practitioner*. John Wiley & Sons.
- Kafle, N. (2013). Lived experiences of middle level leaders in the Nepali institutional schools. *Journal of Education & Research, 3*(2), 59-76.  
<http://dx.doi.org/10.3126/jer.v3i2.8398>
- Keleher, D. M. (2013). Mixed Classes, Mixed Pedagogies: A Study Of Intercultural Collaborative Learning In A College Developmental Writing Course.
- Lam, R. (2014). Promoting self-regulated learning through portfolio assessment: testimony and recommendations. *Assessment and Evaluation in Higher Education, 39*(6), 699-714.
- Lewis, T. J., Scott, T. M., Wehby, J. H., & Wills, H. P. (2014). Direct observation of teacher and student behavior in school settings: Trends, issues and future directions. *Behavioral Disorders, 39*(4), 190-200.
- Livingston, K., & Flores, M. A. (2017). Trends in teacher education: a review of papers published in the European journal of teacher education over 40 years. *European Journal of Teacher Education, 40*(5), 551-560.  
[doi:10.1080/02619768.2017.1387970](https://doi.org/10.1080/02619768.2017.1387970)
- Manen, M. v. (1990). *Researching lived experience : human science for an action sensitive pedagogy*. London, Ont.: Althouse.
- Mertova, P., Webster, L. (Eds)(2019). *Using Narrative Inquiry as a Research Method*. London: Routledge
- Nicholls, A., & Nicholls, S. H. (2018). *Developing a curriculum: A practical guide*. Routledge.

- Oladapo, C. O. (2015). Integrated Pedagogical Approaches for a Productive Teacher Education. In *Teacher Education Systems in Africa in the Digital Era*, 275.
- Our Health Education (2006). [https://our-health-education.blogspot.com/2016/06/introduction-to-population-and\\_25.html](https://our-health-education.blogspot.com/2016/06/introduction-to-population-and_25.html)
- Paudel, T. (2018). *Identity construction of female mathematics teachers: A Narrative inquiry* (Unpublished M Phil Dissertation). Kathmandu University School of Education, Dhulikhel, Nepal.
- Peyton, J. K., More, S. K., & Young, S. (2010). Evidence-based, Student choice instructional practices. Center for Applied Linguistic. 20-25. Retrieved from <http://cal.org/caelanetwork>
- Pokharel, S., Kulczycki, A., & Shakya, S. (2006). School-based sex education in Western Nepal: uncomfortable for both teachers and students. *Reproductive health matters*, 14(28), 156-161.
- Pursitasari, I. D., Suhardi, E., & Putikah, T. (2019). Fun science teaching materials on the energy transformation to promote students' scientific literacy. *Jurnal Penelitian dan Pembelajaran IPA*, 5(2), 155-168.
- Ramaekers, S., & Suissa, J. (2011). Parents as 'educators': Languages of education, pedagogy and 'parenting'. *Ethics and Education*, 6(2), 197-212.
- Rapp, S. (2010). Headteacher as a pedagogical leader: A comparative study of headteachers in Sweden and England. *British Journal of Educational Studies*, 58(3), 331-349.
- Reid, A., Jensen, B.B., Nickel, J., Simovska, V. (Eds.) (2008). *Participation and learning*. New York: Springer
- Richardson, V. (2003). Constructivist pedagogy. *Teachers college record*, 105(9), 1623-1640
- Rokaya, B. (2017). *A Journey Towards Developing Myself as An English Teaching Professional: An Autoethnographic Inquiry* (Unpublished M Phil Dissertation). Kathmandu University School of Education, Dhulikhel, Nepal.
- Ryan, J., Scott, A., & Walsh, M. (2010). Pedagogy in the multimodal classroom: An analysis of the challenges and opportunities for teachers. *Teachers and Teaching: theory and practice*, 16(4), 477-489.
- Sapkota, S. (2017). *Teacher education through distance mode: the Nepalese experience* (Doctoral dissertation, Open University, UK).

- Sharma, R. C. (1991) *An overview of Population Education*, in Seshadri, C. and Pandey, J. L. (eds) *Population Education: A National Source Book Vol- I*. New Delhi: NCERT
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational psychology review*, 23(4), 457-477
- Starkey, L. (2019). Three dimensions of student-centred education: a framework for policy and practice. *Critical Studies in Education*, 60(3), 375-390.  
doi:10.1080/17508487.2017.1281829
- Tabulawa R (2006). International aid agencies, learner centred pedagogy and political democratisation: A critique. *Comparative Education*. 39(11):7-26
- Taylor, P. & Fransman, J. (2004). *Learning and teaching participation: exploring the role of higher learning institutions as agents of development and social change*. IDS Working Paper 219, March 2004. Brighton: IDS
- Taylor, P. H. (2018). *New directions in curriculum studies*. Routledge.
- Taylor, P.C & Medina, M. (2011) *Educational research paradigm: from positivism to pluralism*. Collage Research Journal 16. Assumption Collage of Nabuntaran, the Philippines.
- Tracy, S.J. (2010). *Qualitative research methods*. Blackwell Publishing Ltd. London.
- Von Glasersfeld, E. (2013). *Radical constructivism*. Routledge.
- Wayland, S. R. (1964). Structural features of American education as basic factors in innovation. *Innovation in education*, 587-613.

## Appendix I: Model Tool

### In-depth Interview Schedule for Population Education Teacher

Dear Sir/ Madam,

I am Sabita Adhikari and an M Ed. student of Tribhuvan University, Kathmandu, Nepal. I am a resident of Bhaktapur and going to carry out a research work entitled “Lived Experience of Population Education Teachers on Changes in Teaching Learning Process: A Narrative Inquiry”. I have prepared some questions to collect the data for my research work; for this your co-operation and response will be an invaluable contribution to accomplish my research. This tool used here only for research purposes. I want to assure you that your responses will be kept strictly confidential.

Thank you!

**Name:**.....**Gender:** ..... **Age:**  
.....

**Date:** ..... **Place:**  
.....

**Teaching Experience (Years):** ..... **Qualification:** .....

### Interview Questions

१. आफ्नो छोटो परिचय दिनुहोस । ( नाम, शिक्षण पेशामा आवद्ध भएको समय)
२. कुनै पनि पाठलाई योजना अनुसार शिक्षण गर्नु हुन्छ की आफ्नो अनुभवको आधारमा शिक्षण गर्नु हुन्छ ?
३. विद्यार्थीहरूसँग कस्तो प्रकारको सम्बन्ध स्थापना गर्नु भएको छ ?
४. शिक्षण गर्दा विद्यार्थीहरूलाई पाठमा कसरी सहभागी गराउनु हुन्छ ?
५. पाठको सेरोफेरोमा रहेर विद्यार्थीहरूलाई प्रश्न कतिको सोध्ने गर्नु भएको छ ?
६. विद्यार्थीहरूले कतिको प्रश्न सोध्ने गर्दछन् ?
७. जनसंख्या शिक्षामा त यौन शिक्षा, विवाह, परिवार नियोजनका साधनहरू, जन्मान्तरको बारेमा पढाउनु पर्ने हुन्छ यस्ता शीर्षकहरू पढाउँदा आफुले निर्धक्कका साथ पढाउनु हुन्छ की विद्यार्थीहरूलाई आफैँ पढ भन्नु हुन्छ ?
८. माथिका शीर्षकहरू विद्यार्थीहरूले पढ्दा संकोच मानेर आफैँ पढ्छु भन्छन् ? कि तपाईंले नै पढाउनु भन्छन् ।

९. कक्षामा विधार्थीहरुको आवश्यकता र रुचिलाई पत्ता लगाउनु के गर्नु हुन्छ ?
१०. कक्षामा कस्तो विधि अपनाएर शिक्षण गर्नु हुन्छ ?
११. कुनै समस्या दिएर विधार्थीहरुले समाधान कसरी गर्दा रहेछन् भनेर जान्न खोज्नु भएको छ ? कुनै उदाहरण दिनुहोस् ।
१२. शिक्षण क्रियाकलापमा विधार्थीहरुको भूमिका कस्तो होस् भन्ने चाहनु हुन्छ ? र विधार्थीहरुको भूमिका बढाउन के-के गर्नु हुन्छ ?
१३. शिक्षण क्रियाकलापलाई सफल बनाउन तपाईं आफु शिक्षक भएकोले आफनो भूमिका कस्तो हुनुपर्छ जस्तो लाग्छ ?
१४. शिक्षणलाई सफल बनाउन अभिभावकहरुको भूमिका कस्तो हुनुपर्छ र आफनो सन्तानलाई सफल बनाउन वहाँहरुले के-के गर्नुपर्छ जस्तो तपाईंलाई लाग्छ ?
१५. अभिभावकहरूसँग एक शैक्षिक सत्रमा कति पटक भेट्ने गर्नु हुन्छ ? र भेटमा के कस्ता कुरा हुन्छ ?
१६. शैक्षिक सत्रलाई सफल बनाउन प्रधान अध्यापकको भूमिका हुन्छ कि हुँदैन जस्तो लाग्छ ? तपाईं र तपाईंको प्रधानअध्यापकसँग कस्तो सम्बन्ध छ ?
१७. पाठ्यक्रम अनुसार शिक्षण गर्नु हुन्छ की पुस्तक अनुसार शिक्षण गर्नु हुन्छ ?
१८. तपाईंले अहिलेको पाठ्यक्रम कस्तो पाउनु भयो ?
१९. कक्षामा मूल्यांकन कसरी गर्नु भएको छ ? मूल्यांकनका कस्ता कस्ता साधनहरु प्रयोग गर्नु हुन्छ ?
२०. अहिले निरन्तर मूल्यांकन पद्धती आएको छ तपाईंले यो पद्धति अपनाउनु भएको छ कि छैन ? छ भने कसरी अपनाउनु हुन्छ ? छैन भने कीन अपनाउनु भएन ?
२१. तपाईंलाई निर्माणात्मक मूल्यांकन मन पर्छ की नीर्णयात्मक मूल्यांकन मन पर्छ ? यिनीहरु कसरी प्रयोग गर्नु हुन्छ ?
२२. शैक्षिक क्रियाकलाप गर्दा पाठ शीर्षक अनुसार फरक विधि अपनाउनु हुन्छ की सबै शीर्षकमा एउटै विधि अपनाउनु हुन्छ ?
२३. प्रत्येक वर्षको शिक्षणमा शिक्षण विधि एउटै प्रयोग गर्नुहुन्छ की फरक-फरक शैक्षिक सत्रमा फरक फरक शिक्षण विधि अपनाउनु हुन्छ ?
२४. आफनो ज्ञान र सीपका दायरा बढाउन तपाईं के-के गर्नु हुन्छ ?