

TEACHING CULTURE IN THE CLASSROOM:  
BINDING THE GAP BETWEEN TEACHERS' PERSPECTIVES  
AND STUDENTS' NEEDS

By

Ganesh Prasad Dhakal

This thesis is submitted to the Tribhuvan University  
In partial fulfillment of requirements for  
The Master of Philosophy in Education

October, 2009

## ABSTRACT

In the present context of Nepal, a number of governmental, non-governmental and private organizations have taken a nationwide initiation to provide children with the quality education. To accomplish this objective, the programs like EFA, SESP, TEP, food for education program, Japanese grant for the development of school physical facilities have been executed with the active involvement and contribution of these organizations. These programs have mainly contributed to creating enabling environment in Nepalese schools through monetary support, development of physical infrastructure and capacity building of human resources. Despite these initiatives, the existing performance level of public school students is relatively low as compared to that of private school students. Hence, it is in this context that the present research has aimed to examine and explore the present scenario of the classroom environment, which is one of the responsible factors for overall students' performance.

This study made an attempt to undertake four objectives such as to explore actual teaching learning culture, pedagogical processes, stakeholders' perceptions and problems faced by them, and finally to suggest some solutions in overcoming these problems. In pursuit of these objectives, the findings of the study were explored from detailed and systematic observation of different aspects of classroom culture in respect of teaching and learning activities, and from expressions and experiences of different stakeholders. Similarly, field information has been analyzed in terms of different theories, principles and the concepts available in different literatures.

The research tools adopted in the present work are basically open observations of the classrooms and an in-depth interview with the stakeholders. The information about classroom teaching culture and stakeholders' perceptions in relation to democracy, equity, child friendly and learner centered classroom activities were also compiled and analyzed.

To analyze information, data were grouped into different main headings and sub headings. In this process I have analyzed information keeping the literature in

view and linking them to different theories. In the same way, the data from the field were triangulated for its validation.

Most of the teachers were found to carry remarkably structured, traditionally routed, cultured and power centric characteristics in the actual classroom activities. The major lacking on the part of teachers in the actual classroom situation is that they were not able to contextualize and generate knowledge when they involved students in teaching learning activities. Furthermore, they were not enthusiastic enough to make maximum utilization of their knowledge by using resources available. They mostly treated all individual students equally instead of identifying and addressing their personal needs. They did not understand themselves as a supporter of students, and presented themselves as an authoritarian in the classroom. It is interesting to note that teacher as a powerful authoritarian employed the same traditional model of transmitting knowledge to students. The present work revealed that teachers did not produce new ideas with the active involvement of students in the classroom so that they create an environment in which they can actualize students' potentials. Thus, the present classroom practices driven by such a trend of teachers fail to solve the students' needs.

Eventually, facts and information elicited from the observations did not agree consistently with the perceptions and expressions of stakeholders. However, the opinions of the stakeholders were found consistently similar. The present scenario after all showed in general that the classroom culture could not address the children's needs.

© Copyright by Ganesh Prasad Dhakal

2009

All rights reserved



## DECLARATION

I hereby declare that this dissertation has not been submitted for candidature of any degree.

I understand that my thesis will become part of permanent collection of Tribhuvan University's Library. My signature below authorizes release of my thesis to any readers upon request.

.....

Ganesh Prasad Dhakal,

October, 2009

## DEDICATION

I would like to dedicate this dissertation to my father Bishnu Prasad Dhakal and my mother Arun Dutti Dhakal who laid foundation for my education and always inspired me with the sense of discipline, positive attitude and honesty. They helped and encouraged me to pursue my study.

ACCEPTANCE AND RECOMMENDATION

We undersigned certify that we have read, approved and recommended the thesis entitled "TEACHING CULTURE IN THE CLASSROOM: BINDING THE GAP BETWEEN TEACHERS' PERSPECTIVES AND STUDENTS' NEEDS", to the Faculty of Education, Tribhuvan University for its acceptance, submitted by Ganesh Prasad Dhakal in partial fulfillment of the requirements for the degree of MASTER OF PHILOSOPHY in Faculty of Education with specialization in DEVELOPMENT STUDIES.

.....

Prof. Bidya Nath Koirala. Ph. D.

Supervisor

.....

Prof. Dibya Man Karmacharya, Ph.D.

External examiner

.....

Bhoj Raj Sharma, Ph. D.

External examiner

.....

Prof. Jai Raj Awasthi, Ph.D.

Member of research committee

.....

Hari Maharjan, Ph.D.

Member of research committee

Date: October 2009



## ACKNOWLEDGEMENT

This thesis is the outcome of the efforts made by the number of concerned professionals, institutions and organizations. The researcher is highly indebted to the ministry of education and DANIDA, PAT office for providing scholarship and granting the study leave for M. Phil. program. Therefore, I wish to express my whole hearted thanks to MoE and the people for creating this environment.

First of all, I would like to express my sincere gratitude to my 'Guru' (thesis guide) Prof. Dr. Bidya Nath Koirala, who encouraged me continuously and supported my works rigorously. His insight clearly showed me the direction to fulfill my objectives, and as a result, the clear professional and academic guidance made me successful to finish this work in time. It is clear that his efforts played major role to shape this report in this position.

Secondly, I am grateful to my external examiner Prof. Dr. Dibya Man Karmacharya and Dr. Bhoj Raj Sharma and research committee members Prof. Dr. Jaya Raj Awasti and Assistant Dean Dr Hari Maharjan for their valuable suggestions to complete the thesis in the present form. Moreover, I am equally benefited from the academic support provided by Dr. Annda Paudel, deputy director, CDC throughout the preparation of this document.

Likewise, my special thanks goes to Dr. Lev Deo Awasti, Joint Secretary, MoE; Dr. Vishnu Karki, MoE; Mr. Dilli Ram Rimal, Director, Eastern Development Region for their encouragement and support. I would also like to thank Mr. Balaram Timalisina (deputy director), Mr. Hari Lamsal (deputy director), Mr. Jeevan Sharma Paudel (deputy director, DoE) for their special suggestions and the support. In addition, I would like to thank Mr. Madan Nath, Curriculum Officer (English), CDC and Mr. Bikas Sharma Bhattarai, lecturer of English, TU for editing its language. Besides, my special thanks goes to DoE officials Mr. Laxman Bashyal, Mr. Homanath Sharma, Mr Hari Khanal, Mr. Pravin Babu Bhattarai, Miss Nanda Maya Sitaula for their inspiration and creating enabling environment for my academic work. Last but not the least I would like to give many thanks to Mrs Prabha Paudel, an assistant librarian of NCED for her kind support in providing the books for my study, and other officials of the same library equally deserve my sincere thanks.

Apart from this, I would like to thank students; teachers, head teachers (HTs) and all the respondents of my study who provided valuable information for my study, and the officials of TU M.Phil program also deserve my heartfelt thanks for their meaningful support in completing my study.

Finally, I am greatly indebted to my parents who always inspired me for academic works and support throughout my professional career and life. I must thank my wife Mrs. Shanta Dhakal who always helped and inspired me throughout my study and my sons Mr. Binod Dhakal and Binit Dhakal for their patience and support on my works.

Ganesh Prasad Dhakal

Kathmandu

October, 2009

## TABLE OF CONTENTS

ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF FIGURES	xvi
LIST OF TABLES	xvii
LIST OF BOXES	xviii
ABBREVIATION	xix
DEFINATION OF TERMS	xx
CHAPTER ONE1	
INTRODUCTION	1
Context	1
Teaching Culture	3
Teacher and Classroom	4
Statement of the Problem	5
Rationale of the Study	6
Objectives of the Study	8
Research Questions	9
Limitation and Delimitation	9

Organization of the Research	10
Conceptual Framework	11
CHAPTER TWO	13
REVIEW OF RELATED LITERATURE	13
Teaching Culture in the Classroom	13
Classroom Culture	13
Teaching Learning Culture	15
Culture of Co-operation	16
Culture of Classroom Democracy Justice, Power and Authority	18
Culture of Democracy	18
Power and Authority	22
Culture of Equity and Justice	24
Teacher Student Relationship	28
Curriculum and Teaching Materials	29
Medium of Instruction	30
Pedagogical Practices	32
Teacher and Classroom Learning	32

Method	34
Instructional Planning	39
Motivation on Learning	39
Evaluation	41
Punishment	42
Government Intervention for Ensuring Child Rights in Education	43
Theoretical Perspective	44
Pedagogy of Oppressed and Banking Concept	44
Cultural Reproduction	46
Functionalism	47
Labeling	47
Structural Role	48
Chapter Summary	49
CHAPTER THREE	51
METHODOLOGY	51
The Informants	52
Study Tools	53
Data Gathering Methods	54

Observation	54
Interview	56
Document Study	57
Theoretical perspective	58
Data Analysis Framework	59
Validity	60
Ethical Issues	61
Chapter Summary	62
CHAPTER FOUR	63
CLASSROOM CULTURE, PRACTICES AND FACED PROBLEMS	63
Classroom Culture	63
Classroom and Teaching Learning Culture	64
Classroom Physical Facility	67
Planning	69
Teacher Student Relationship and Co-operation	72
Culture of Democracy, Authority, equality and Equity in the Classroom	75
Democracy	75
Authority, Power and Student's Participation	79

Equity, Equality and Justice	85
Culture of Pedagogy	88
Teaching Method	93
Using Curriculum and Teaching Materials	94
Motivation	97
Evaluation and Feed-back	99
Reward and Punishment	102
Encountered Problems and Adopted Solutions	105
Teacher	105
Head Teacher's	106
Students	108
Chapter Summary	108
<b>CHAPTER FIVE</b>	<b>112</b>
<b>GAP BETWEEN TEACHERS; PERCEPTION AND PEDAGOGICAL PRACTICES</b>	<b>112</b>
Efficient Teacher's Perception, Practices and Gap	112
Teaching Learning Activities	113
Support to Children	116

Students' Evaluation	117
Perception and Gap	118
Less Efficient Teacher's Perception, Practices and Gap	120
Teaching Learning Activities	121
Students' Evaluation	126
Support to the Student	127
Chapter Summary	128
CHAPTER SIX	130
FINDINGS, SUMMARY AND CONCLUSION	130
Findings Related to Pedagogy	130
Classroom and Teaching Learning Culture	130
Teacher Student Relationship and Co-operation	132
Classroom Democracy, Equity, Equality and Justice	132
Evaluation	133
Motivation	134
Reward and Punishment	135



Physical Facility	135
Planning	136
Use of Curriculum and Teaching Learning Materials	136
Findings Related to Teacher's Perception and Student's Need	136
Findings Related to Gap Between Teachers' Perception and Practices	137
Findings Related to Encountered Problems and Ways of Solution	138
Teachers	138
Head Teachers	139
Students	139
Conclusion	140
Implication	143
REFERENCES	148
APPENDIX	155
Annex A	155

## LIST OF FIGURES

Figure no 1.1 Conceptual Framework	11
Figure no 2.1 Daley's Cone of Experience	37

## LIST OF TABLES

Table no 1.1	Haye's Module in Retention on Learning	35
Table no 4.1	Summary of the Discussion	109
Table no 5.1	Classroom and Teaching Learning Activities	113
Table no 5.2	Efficient Teacher's Perception, Practices and Gap	119
Table no 5.3	Less-efficient Teacher's Perception, Practices and Gap	121
Table no 6.1	Faced Problems and Emerged Solutions	140
Table no 6.2	Major Findings and Implications	146

## LIST OF BOXES

Box 4.1	Daily Classroom Discourse	65
Box 4.2	Building Relationship	74
Box 4.3	How Teacher Used Power	82
Box 4.4	Classroom and Teacher's Attention	83
Box 4.5	Best Classroom Practices	90
Box 4.6	Less Effective Classroom	92
Box 4.7	Evaluation in the Classroom	101

## ABBREVIATIONS

EFA NPA	Education for All National Plans of Action
SESP	Secondary Education Support Program
DANIDA	Danish Agencies for
DoE	Department of Education
MoE	Ministry of Education
HTs	Head Teacher
NCF	National Curriculum Framework
MDG	Millinum Development Goals
IIEP	International Institution for Educational Planning
UNESCO	United Nations Educational Science and Cultural Organization
SCA	Save the Children Alliance
UN	United Nations
TEP	Teacher Education Project
B.S.	Bickram Sambat
SSRP	School Sector Reform Plan
GER	Gross Enrollment Rate

NER Net Enrollment Rate

SLC School Living Certificate

UK United Kingdom

CERID Center for Educational Research Innovation and Development

TU Tribhuvan University

LSGA Local Self Government Act

## DEFINATION OF TERMS

Culture of Silence-	Culture of not speaking
Bad and low achievers-	Who have less achievement
Less efficient-	Less performing, less active
Efficient-	More active or competent
Pandit type culture-	One way transmission of knowledge
Habitus-	Already framed concepts, ideas
Field-	Area
Cultural capital-	Earned ideas used as capital
Cultural property-	Concepts in the form of property
Oppressed-	Exploited
Banking concept of education-	A form of education that deposits knowledge in the mind of students
Cultural reproduction-	Reproducing the same thing
Narrative sickness-	Repetition of the word
Blanket approach-	Same treatment to all/one size fits all
Teaching culture-	Teaching activities/beliefs/value systems
Contextualize-	Making something relevant based on a particular situation

Authoritative-

Tyranny/dictator

Receiver-

One who receives

Elaborated code-

Easy to understand, used code/ word

Restated code-

Not allowed words

Knower-

Person who knows



## CHAPTER ONE

### *INTRODUCTION*

#### Context

Education helps to develop human potentialities. Aggrawal (2000) considered it as a 'third eye', which leads us to all-round progress and prosperity. It helps not only for people's personal development but also in utilizing the national resources (human & natural). The individual's capacities, potentialities, skills and behavior could be flourished through better education. It has its further relation with the productivity (IIEP, 1999). Besides, quality education can produce competent citizens for nation. Classroom is the best place and teacher is the main actor for the quality education. Education has been regarded as one of the most important factors for human development. The quality education, which could enhance the productivity of the people, could also be helpful for national development. Providing quality education to all citizens is, thus, the prime responsibility of the government. Realizing this fact, the Government of Nepal has initiated various policy and program interventions in education. For instance: implementation of quality basic education by 2015 (EFA, NPA, 2001), Secondary Education Support Program (SESP, 2003-08), Teacher Education Project (TEP, 2003-2008), School Sector Reform (SSR, 2009) are some of the educational interventions, which aim at improving the quality of education. Besides, the efforts like formal, non-formal and open modes of education have also been carried out. Furthermore, the capacity enhancement programs for teacher, head teacher and school management committee have also been implemented.

The Interim Constitution of Nepal (2063 BS and Budget Speech, 2066 BS) guarantees the equal rights for every citizen. It has made special provision for the deprived groups of people including children who are living in difficult circumstances.

It has also guaranteed right to free secondary education. In this context, the important aspect is that Nepal has also signed in international convention called the Universal Declaration of Human Rights (UDHR, 1948) and the Child Rights Convention (CRC, 1989).

The literature (DOE, Flash I, 2008/09) shows that there are 31156 (primary, lower secondary and secondary levels) schools in the country. Now, the girl's enrollment rate is low in comparison to boys. The number out of the school age children is 8 %. Likewise, the survival rate to grade 5 is 73.4%. The share of Dalit and Janajati enrollment rate in primary level is 20.2% and 40.3% respectively. GER and NER at primary level is 142.8 and 91.1% respectively. The GER at lower secondary and secondary level are 80.1 % and 59.5%. Likewise, the NER at lower secondary and secondary level are 57.3 and 36.4%. The promotion rate is 59.6% and repetition rate is 28.3%. Thus, overall achievement (the enrollment, dropout, repeaters, GER, NER, survival rate) is not satisfactory. These data raise the questions on public schools' performance.

Government of Nepal has taken an initiation in creating enabling environment for quality education for all citizens. For this, different programs have been initiated and large amount of money have been allocated. The initiation covers improvement of school physical facility, teacher development and use of teaching learning materials and conduction of different types of trainings to related stakeholders. But the present situation is not satisfactory.

Despite these efforts, classroom instruction has not been effective (Khaniya, 2007). People are not satisfied with the level and quality of public school's achievement (Ibid). People are raising a number of questions on quality of public schools. Khaniya further spells that sometimes public schools are not able to serve

children's interest. More importantly, classroom is the main place of delivering education. It means that there is a gap between public school's performance and student's needs, interests and expectations. The study on student performance in SLC (SLC study, 2005) has also found that there are statically significant differences in student's performance across school types (Public and private), gender, ethnicity and school location. As a result, community people are admitting their children in the private school (Khanya, 2007). If so, what are the causes of this problem? There might be several causes. Among others, classroom teaching culture could be one of the most effective causes, which this study has tried to explore further.

#### *Teaching Culture*

Culture is a way of life (Haralambos and Holborn, 1995). Likewise, for Overall & Singester, (2008, P.54) culture is the set values, activities and experiences, which have been accepted and used by people. The teaching culture covers various activities related to everyday teaching and learning. Various literatures have argued that teaching culture consists of teacher's behavior, teaching learning activities, classroom activities, pedagogical practices, student's roles in the teaching learning process, their participation, child-friendliness, inclusive culture democratic environment (Haralambos and Holborn, 1995; Allexgender 2000; Darder 1991; Gagnon & Colley, 2001). Here I found Gagnon and Colley's (2001) suggestion aptly fitted to the teaching culture from competition to collaboration so that students take no risk during teaching learning process.

Teaching culture means the activities / actions of the teacher, which have been adopted in teaching learning activities in the classroom (Bhatia and Bhatia 1995, UNESCO 2009). The

classroom should be physically safe and psychologically motivated. These are the basic requirements (DoE & SCA, 2062 B.S) for the classroom as well. The classroom culture also deals with the teachers' professionalism and child friendly and democratic classroom environment (<http://www.ejmste.com>).

All children want to be valued, respected and treated fairly (Hayes, 2008). These values demand democratic culture to be developed in the classroom. The different literature Kesici (2008), UN child right convention (1989), Dakar Framework of Action (2000) suggests teachers for creating democratic and equitable classroom culture for better learning. Democratic classroom creates the environment to explore inherited potentialities of students. For this, teacher treats students positively and shapes students' activity and behavior positively. So, any kinds of negative activities and punishment are not allowed in the democratic classroom (World Bank, 1996). It is mentioned in detail in chapter 2.

### *Teacher and Classroom*

In quality education, teacher can play crucial roles. Teacher is the main actor in achieving the intended educational goals. Hence, they are the heart of any education system (Aggrawal, 2000). Teacher's attitudes, values, beliefs, habits and ways of doing things in the process of teaching are very important (Hargreaves, 1998). S/he has to follow the rules and regulations, curriculum and daily pedagogical practices (Dalin, 1995). For this, the teacher should have to develop a teaching culture where every child will get the learning opportunities.

Students' progress / achievement depend on the classroom activities i.e. teaching learning process. It demands better classroom management. However, managing the classroom is a very difficult task. The teacher's craft knowledge in association with professional knowledge

could be more useful in everyday classroom teaching (COPER and McINTIRE, 1998) as well as in managing the classroom.

In the case of Nepal, classroom instruction is broadly ineffective (Khaniya, 2007). The classroom instruction is not satisfactory (Dhakal, 2009). Various causes are influencing the ineffectiveness of the teacher's classroom activities. For instance, absence of training, mastery of subject matter, teacher motivation, inadequate instructional materials, classroom environment, and political pressure etc. (Khaniya, 2007). Besides this, there are gaps between the theory / literature and the actual classroom practices (Dhakal, 2009).

These inadequacies discussed above made me curious to explore further on how far teachers are using their professions knowledge and potentialities in managing pedagogical practices. Likewise, how children are feeling, experiencing and perceiving the teaching learning practices and what is the gap between the stakeholders (student, teacher, HTs) perception and the practices are other areas of my interest.

#### Statement of the Problem

The survival, promotion (59.6 %) and repetition (28.3 %) rate (DoE, flash I, 2008/9) of the student of primary level clearly indicate the low efficiency in the primary grades. The efficiency and quality of education mainly depends on the teacher's classroom activities. This implies that teachers have to play various roles to achieve such quality education.

In children's views, School is the important place (Hayes, 2008, P.6) as they spend most important times in the school (Jackson, 1990). This means school is for the overall development of the children. But these innocent students have been facing the problems related to discrimination and punishment. The classrooms have not yielded as what is

expected from the society (DoE, 2006). There could be many reasons for such low performances of the public school. Among them, classroom teaching culture could be one of the major causes. Thus, analysis of classroom teaching culture and pedagogical practices are the significant areas of this study. In such a context, I internalized that studying the classroom teaching culture and finding the gap between the teacher's perception and student's expectation in the public school could be useful.

### Rationale of the Study

Classroom is the important place where all teaching learning and children's overall development takes place. There is also a close relation between the teaching culture and the student. Teacher's teaching cultures depend on the interactions between the stakeholders and the professionals at the time of performing the acts (Hargreaves, 1998). The classroom teaching culture plays significant role in improving the quality of education (Hargreaves, 1998). This also indicated that understanding of teaching culture; its obstacles, perception and behavior of teachers and students with regard to teaching learning could play significant roles in improving the quality of education on the one hand and, developing the children's potentials in the fullest sense on the other. These are main essence of this study. Therefore, this study is worth undertaking.

Parents are not satisfied with the public school's achievements and also the quality. Even in UK, with regard to schools' performance politicians are not satisfied. Researchers argued that the present quality and effectiveness of school education was unable to cope with the need of the radical change of the nature and environment (Coper and McINTIRE, 1998, P.1). In our context, as well public schools are not being able to accomplish the expected level of learning outcomes (Khaynia, 2007). People in various societies have also

argued that the pedagogy and the performance of public schools are not satisfactory. This demands democratic environment, which is the basic characteristics for creating the enabling teaching learning condition in the classroom. Different factors like teacher's performance; physical facilities, school community relations, etc. play a major role in making teaching learning more effective. Teacher is one of the critical factors to manipulate that context and ensure quality education.

While viewing the Nepalese education system, we can observe various issues and problems for example: classroom-learning achievement is not satisfactory. It is obvious that student's achievement mostly depends on teacher's classroom performances. In this point we can say teachers can play crucial roles in creating child friendly teaching culture and in achieving quality education.

Additionally, the literature and the research report that I have gone through have indicated that there is some study has been done on classroom teaching pedagogy, however the literatures that has discussed regarding the classroom culture is limitedly available. This has further inspired me to initiate this study as it is considered as the heart of the teaching (Fullan, 1991; Dean, 1992). Besides, the study is also being worth undertaking because it explores the gap between teachers' and student's perceptions and the real teaching learning practices. Together with it, the study further identifies the problems and generates the alternative measures to solve the problems that affect teaching. Such suggestions can be used for the betterment of everyday teaching learning process on the one hand and, make the child-friendly teaching culture in the classroom on the other.

The findings and the knowledge of this study is further useful for the people who are working in to design and implement educational policies, plans and programs teacher

training, curriculum formulation, program evaluation and assessment. Moreover, it prepare effective teacher training policy and strategies would also show the direction for the further study.

### Objectives of the Study

The overarching objective of the study is to explore the teaching culture in Nepalese classroom situation. The following are the specific objectives.

1. To explore how teachers are delivering the teaching learning activities in the classroom.
2. To explore the perception of stakeholders (students, teachers, HTs) with regard to everyday teaching learning practices
3. To identify the gap between teacher's perceptions and real pedagogical practices.
4. To find out the problems encountered by the teachers in the delivery of teaching learning process.

### Research Questions

To fulfill the essence of objectives the proposed research questions are as follows.

1. How do the teachers use teaching method in the classroom?
2. How do the teachers and students perceive and participate in the teaching learning activities?
3. What are the gaps between teachers, students and Head Teacher's (HTs) perception and everyday teaching learning activity?



4. How the teachers manage the problems in their everyday classroom practices?

#### Limitations and Delimitation

*Limitation:* This is a qualitative research. The purpose of this research is to fulfill the partial requirement of M Phil degree in education program, TU. By its nature and purpose, as a student researcher I have not adequate resource and time to cover more samples, which represent geographical, regional and ecological aspects. I had limited my study with in two public schools; located at Kathmandu metropolitan city, ward no 13 near by the Kalanki. Basically, the research has been limited with in the classroom teaching learning activities.

*De limitation:* While initiating the field activities because of time constraint and qualitative nature of study, I could able to observe 17-classroom teaching learning activities. I focused my study three students thee teachers of each schools. So, the findings of the study would not be generalized for the school system as a whole.

#### Organization of the Research

In the first chapter of research I have tried to situate my research problem with providing background, statement of the problem, objectives, research questions, theoretical prospective, rational of the study, limitations and delimitation.

The second chapter reviews the related literature on the relevant areas of the classroom teaching learning activities. The main areas of the literature are: classroom teaching culture, democracy, equality, equity and teaching pedagogy etc. This chapter

contains the review current research findings, literature, theories and practices related to classroom teaching.

The third chapter focuses on approach and methodology of the study. This chapter deals with the procedures of the research. It starts with introduction of the research methodology, research areas and then goes to describe the research design, nature of the data, sampling techniques focusing on qualitative research. It also highlights research tools, techniques and data collection procedure. Finally, it introduces the data interpretation and analysis procedure, data triangulation and validity of the research.

The fourth chapter analyzes the collected facts, figure and opinion about the classroom teaching learning activities. Especially, the analysis has focused on looking at the teacher's pedagogical skill and activities in the classroom. It also discusses the perception of the teacher, head teacher and students with regard to classroom practices. Likewise, this chapter also tries to explore the faced problems related to classroom activities and their ways of solution.

Chapter five presents teachers' perceptions in terms of classroom teaching learning activities. It mainly discusses the teachers' perceptions and identified gaps between the theoretical understanding and the practices related to pedagogy.

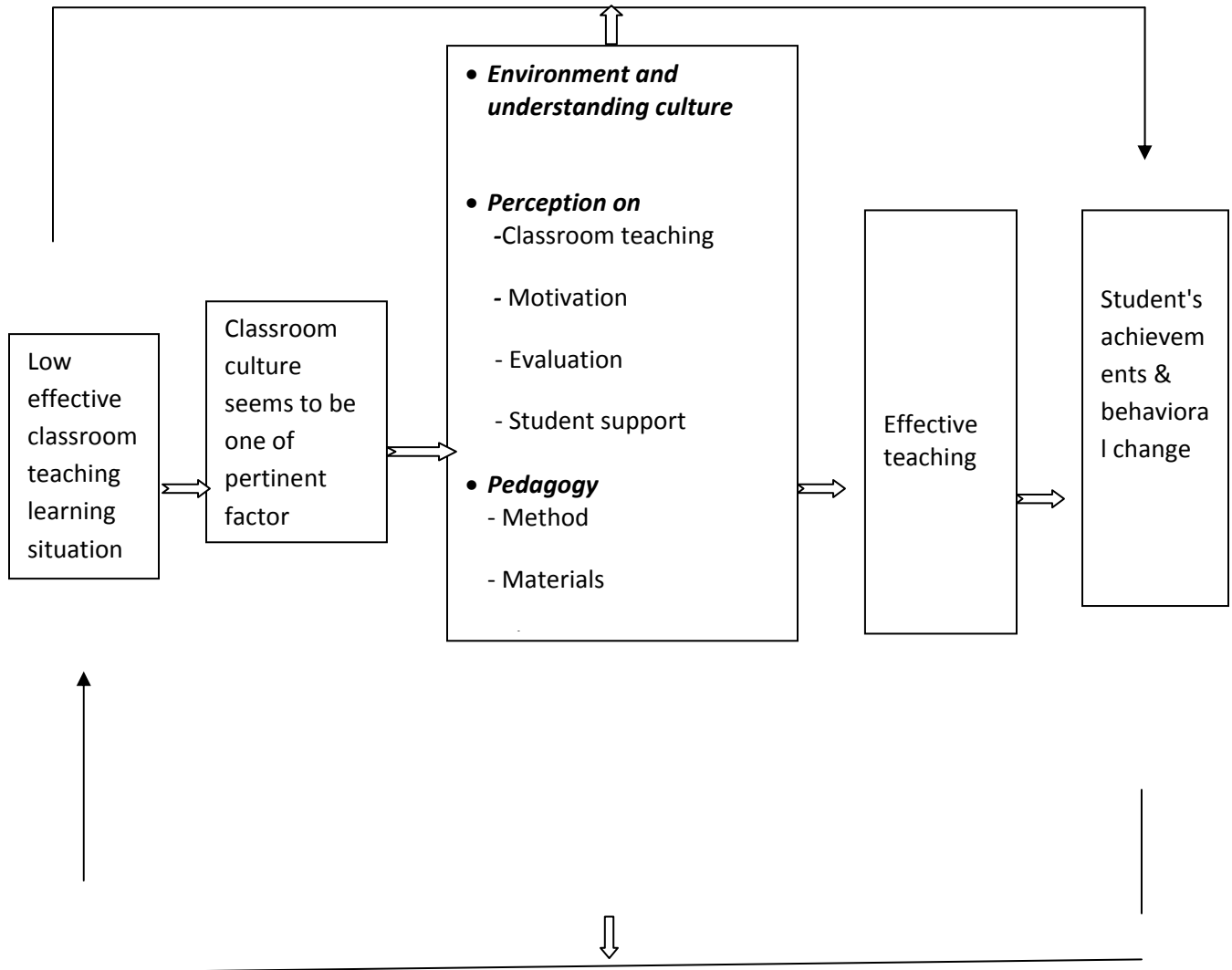
Finally the sixth chapter provides the major findings, conclusions and the implication of them in education.

#### Conceptual Framework

I had examined classroom culture, teacher's activities and their perception towards teaching learning activities. For this I had developed the following conceptual

framework as a guideline of this study. The conceptual framework of the study has given as follows:

Figure 1.1: Conceptual Framework



When I started to think about my research topic and research problem, I revolved my mind in the number of areas in the field of education. I found various topic and issues; during the course of searching I found the low effective classroom teaching-learning situation in the Nepalese education system. To internalize the issue more

specifically, I went through various literatures and made number of discussions with scholars. I came to know that in our formal teaching learning practice the classroom teaching learning activities could be pertinent factors for low effective classroom teaching learning. In this way, I tried to establish my research problem. To forward my research project I tried to understand the situation through multiple perspectives, i.e., Environment, Pedagogy perceptual perspectives. My assumption in this context is that after completion of the research the findings of the study could help for effective teaching learning situations in our schools system and ultimately this effort could also be helpful for enhancing the Student's achievements & behavioral change.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The main purpose of this chapter is to review current research findings and a range of literatures related to teaching culture, practices and theories as it helps in acquainting the researcher with correct knowledge in the field of study area that s/he is going to research (Kaul, 1994).

To facilitate my understanding of relevant literature, I have grouped it into different categories such as classroom teaching culture, democracy in education, pedagogy and different related theories and concepts. Some of these include democracy and education (Dewey, 1916), life in the classroom (Jackson, 1990), Culture of pedagogy (Alexander, 2000), Foundation of primary teaching (Hayes, 2008), Culture and power in the classroom (Darder, 1991), pedagogy of the oppressed (Friere, 1973) and education and reproduction (Bourdieu, 1977).

### Teaching Culture in the Classroom

#### *Classroom Culture*

Culture is an aggregated form of lifestyle of an individual, group, community, nation, and religion. This means culture is a spiral form of lifestyle. Hence, it is important to refer to Grenfel et.al. (n.d.) to understand culture and education. He has noted, “Culture refers to the world of knowledge, ideas, objects which are the products of human acting and education is a part of it” (P.10). Jackson (1990) noted classroom life as a disciplined and routine work, and it definitely gives me an insight of all activities of the actual classroom situation known as classroom culture. This discussion further reveals that classroom culture consists of teaching learning activities, teacher culture, student culture, and even environment of the classroom.

This means teaching strategies are not exclusively individual matters (Hargreaves & Fullen, 1992, P.217).

There could be many problems and issues, which have been faced by other teachers and experts in their daily teaching learning process. Again, we can see the culture associated with these problems. Even the experiences, very useful in the process of preparing teaching strategies, reflect culture. According to authors (Hargreaves & Fullen, 1992), culture of teaching helps in giving meaning, support and identity to teachers and their work.

Hargreaves and Fullen (1992) further say that teacher could get new knowledge from expert through training or studying higher degree. It is also possible to get knowledge through interaction with the colleagues in their work place. As they stressed that student are the most potential weapons for gaining the knowledge (Hargreaves & Fullen, 1992, P.216). The active teacher gets the feedback from their students on their own teaching process. It is also equally possible that creative teachers internalize problems and solutions of effective classroom interaction through classroom activity.

Based on the above review of literature, it is clear to see that culture is a way of life that has been adopted in the practices. It is also accepted that classroom is a life of people where learning process takes place. In this process, the activities have been guided by rules. Teacher has an opportunity to articulate the knowledge through deeper understanding of these practices. For example, in Mexican School, student could speak loudly in the class while in American school it would be considered

interruptive (<http://peabody.vanderbilt.edu>). Thus, classroom culture is an activity adopted in the classroom practices.

### *Teaching Learning Culture*

Alexander (2000) reiterates teaching learning culture and claims “In fact, classroom culture is embedded in what we might describe as the concentric circle of culture: the micro culture of the classroom, with its rutting, rules and rituals”. Hayes (2008, P.148) also goes in the same way. He clarifies the specific characteristics for enabling learning environment. For him, people have different types of capacities because of the individual differences. Teacher should enhance their capacity through using a balanced curriculum relevant to learner. He also believed that active learning helps children to enrich their experiences. For him, the teacher’s role during the process of learning is to provide the resources, guidance, and wisdom that facilitate the learning.

We could not expect that learning could take place in a vacuum. Several factors affect learning. For instance, situation, motivation and emotions are main influencing factors on learning. Likewise, learning experiences are affected by physical and social contexts (Rao, 2005). It is more situational and contextual (Hayes, 2008, P.153). The child learns through interactions with their parents, adults, friends and teachers (Rao, 2005). Therefore, power relations and authority structure should not affect classroom interaction. Learning occurs on child-friendly environment (DoE & SCA, 2062, B.S.). At this point, teacher must play his/her responsibility to establish the facilitative and co-operative teaching-learning environment in the classroom (Rao, 2005).

According to Hayes (2008) teacher's attitude, motivation and expectation also affect classroom learning. He further adds that only the enthusiastic and competent teacher could set targeted objectives specifically.

It is obvious from the above discussion that a range of factors affects students' learning. They are the classroom context, availability of materials, teachers' motives, situation and process of interaction. Literatures here suggest teachers to conduct classroom both objectively and subjectively. In both cases, it is clear that learning depends on context. Teacher's role is to create favorable environment by maximizing the use of the available resources and the situation.

#### *Culture of Co-operation*

Co-operative learning always inspires students for meaningful learning. In this process, students get more chance to involve in learning activities. It also creates environment for shy students likely to feel comfortable in expressing their idea (Rao, 2004, P.157). In co-operative classroom, according to Aggrawal (2000), "Classroom environment became lively when the teacher and the taught work in collaboration, helping each other in carrying out the task of teaching and learning. All the participants have the same common interest. Naturally, they must co-operate with teacher" (P.72). This approach gives freedom to the child under systematic direction of the teacher. Wiske (n.d.) in this regard has noted:

We need to devise ways of changing the professional culture of teaching.

Changing curriculum standards and materials, revising assessment devices and policies, supplying schools with technical infrastructures, and hiring appropriate technical personnel will all be necessary but not sufficient. We will also need to change the terms and focus of dialogue in schools to encourage talking about



subject matter and learning. We will have to change the norms of professional collaboration so that observing colleagues, exchanging curricula, conducting rigorous classroom research, risking failure, and celebrating success become familiar patterns in school workplaces. Only then will teaching become a “true profession,” as Stigler and Hiebert advocate, in which “the wisdom of the profession’s members finds its way into the most common methods. The best that we know becomes the standard way of doing something  
(<http://learnweb.harvard.edu/ent/librar>).

Wiske (n.d.) lays emphasis on the collaborative culture of the Japanese teacher. The writer argues that teachers meet over extended periods of time to develop, try out, and assess lessons, which they have faced problematic in classroom teaching. In this process they define a problem of practice and plan an approach to this problem in the context of a particular lesson. Then they test it in the classroom and lastly finalize it with necessary correction. The research finding has been shared with other colleagues all over the country. This shows that Japan’s new culture of teaching has developed through teacher-led research, collaboration, dialogue, and collegial exchange in the very schools where teachers work  
(<http://learnweb.harvard.edu>).

With the above quotes and arguments, it is clearly depicted that various literatures have also described several ideas on democracy and classroom culture. Their ideas give the knowledge that classroom cultures should promote opportunities for students to ensure participation, co-operation, dialogue, critical thinking and students' engagement in the actual classroom practices. However, they differ from one context to another like rituals, values, classroom practices and norms as they may be unique depending on a particular context, and it is termed as a classroom culture. For

instance, an act of violence in one situation may be regarded as a classroom practice in another context. Thus, learning is always contextual and teacher's major task is to create an enabling environment. Most importantly, cooperative culture of participation helps people for effective learning.

### Culture of Classroom Democracy, Justice, Power and Authority

#### *Culture of Democracy*

Kesici (2008) says "The teachers, who have adopted democratic values, will build democratic classrooms by demonstrating fair behaviors towards students, enlarging students' ranges of personal freedom, and providing them with equality of opportunity." Kesici (2008) (as cited in Aktan & Vural's (2003) argues and further argues that:

In order to be able to build a democratic classroom, the teacher should apply freedom, equality, and justice--the main values of democracy--in the classroom. In a democratic classroom, freedom underlies democracy. And, the ranges of personal freedom include respecting a person's life, protection, fair trial, privacy, freedom of speech, religious freedom, and freedom to marry and set up a family (<http://findarticles.com/p/articles/mi>).

Bhatia and Bhatia (1995) have stated different perspectives. In their view, democratic classroom has given the freedom to ask question, to reason and to critique and show the difference in view of different points. In this culture, teacher guides and encourages pupil to explore the knowledge. The students, on the other hand, get freedom to develop the fullest extend possible, all the potentialities.

The UN human rights convention (1948) has laid foundation of protecting the rights of every person. Likewise, child rights convention (1989) plays the major role in protecting the child rights. In this declaration, there are 54 rights related to children e.g. non-discrimination, right to education, security from any kinds of abuse etc. UNESCO (2009) takes education as the human right. This institution takes an initiation in establishing education as human rights. Various efforts have been done to protect child rights universally. So, realizing the facts, governmental and non-governmental organizations have taken an initiation to support government's programs. The Nepalese interim constitution (2063) and budget speech (2066/ 67) guarantee the educational rights for every individual up to the secondary level.

Dewey (1916) says that every individual student should have opportunities to employ his own powers in classroom activities. He further spells that different levels of pre-ability would create unfair environment, especially for students who have low achievement. It is challenging for a teacher to create equally conducive learning environment to all children through classroom practices. So, teachers have to initiate in creating fairness and equitable environment in the classroom.

The teacher should imply democratic teaching learning activities for improving the educational quality (UNESCO, 2000). The democratic classroom creates the environment to explore inherited potentialities of the child. It is expected that teachers treat students positively for to shape the positive behavior and activity. Any kinds of negative activities and punishment are not allowed in the democratic classroom.

Jackson (1990) argues about how children are bound to follow the classroom rules. He says that school has certain rules and regulations, which have been followed by all in

order to run school systematically. Jackson further says, it curtails the rights of an individual child. For example, school uniform is compulsory for all children. It shows that powerful people prepare rules for voiceless people in the name of discipline. And students are supposed to follow well-defined rules in his/ her classroom. Several rules such as no side talking; do not interrupt others during the discussion; raise the hands for asking questions, etc. Alexander (2000) has the same idea and claims that classroom life has been framed by routines, rules and rituals, which we can classify according to whether they were temporal, procedural, behavioral, interactive, linguistic or curricular (P. 356).

Freire (1993) claims that democratic environment is the fundamental thing to flourish inherited potentialities of children. Likewise, self-depreciation is another characteristic of oppressed, which drives their internalization of the opinion the oppressors hold to them. So often they hear that they are good for nothing, know nothing and are incapable of learning anything- that they are sick, lazy and unproductive- that at the end they became convinced of their own unfitness (Freire, 1993, P.49).

The secondary education support program (SESP, 2002) has noted and hoped that the teacher would be sensitive and capable of accessing to all children, addressing gender issues and understanding the differences and special learning needs of caste or ethnicity or marginalized, non assertive children and those with disabilities” (HMG/ DANIDA/ World Bank, 2002).

To address such issues, the concept of child-friendly school has evolved. It has a number of positive consequences. For instance, reduce repetition rate and achieve the universal primary education (Dakar Framework of Action, 2000).

Darder (1991) spells that dialogical opportunities and critical thinking process to provide students to share their ideas and develop their voice. Here, participatory process is the best technique for students instead of “*Pandit type culture*” (Koirala, 2008) to enter into dialogue and engage in a critical process. By this process, students can share their thought, ideas and life experiences with others in an open and free manner. Hayes (2008, P. 59) also argues “Children should be confident to ask questions and express an opinion without being dismissed before they have had chance to finish speaking”

Culture of teaching helps give meaning, support and identity to teachers and their work (Hargeraves, 1992). In initiating teaching learning process including the classroom interaction, the teacher has to establish democratic culture, equality and equitable teaching learning environment (Kesici, 2008). Likewise, there should be lively interaction between teacher and student. The students may have different background e.g. cultural, social and economical as well as different achievement level. So, the teacher has great responsibility in terms of both groups and a single person. For this, the teacher has to follow justice, treat all types of children equally (Koirala, 2008).

It is clear to note from the above literatures that they give more emphasis in creating democratic culture for effective teaching-learning environment. Actually, culture is a way of life. It is a value, a norm and a system, which become rules and guide people accordingly. The classroom rules curtail students from their active and free participation. Culture of participation and cooperative environment also create democratic environment, which are most essential factors for flourishing inherited potentialities of students. Similarly, dialogue is one of the best learning tools that children and teachers have to promote while designing and implementing the pedagogical practices. Pupils learn more effectively while they get an

opportunity to take part in dialogue and express their opinions, feelings and ideas. It is better to provide an opportunity to explore their dilemmas. While initiating dialogue teachers have to promote children's participation, and make contribution through responding their ideas, queries and problems. So the creative teachers should have to create democratic, participatory and collaborative environment for students' freedom and participation, which makes lively interaction in the classroom.

### *Power and authority*

Teacher is the most powerful person who could play crucial roles in the classroom activities (Darder, 1991). Darder further says that the quality teacher should have an idea and knowledge about how bicultural people feel, think, dream and live. At the same time, he/ she could provide opportunity for students to develop their critical thinking skills, examine their histories, reflect on their world of work and engage on dominant educational discourse as social agents who are able to influence and transfer their world. This idea clearly indicates the needs of the democratic classroom culture for effective teaching.

The question of authority is very important for democratic classroom (Darder, 1991). In this regard, power and authority can work as obstacles in teaching learning process. Power always disregards the existence of equality. It promotes teachers' superiority. As a result, student could not feel free and share their ideas and always depend on the teacher's direction and ideas (Jackson, 1990). Hence, power and authority is an obstacle to create democratic life in classroom.

Darder (1991) in this regard further says:

As teachers struggle together to challenge their conflict and contradictions in this area, they are more able to build environments that support people's emancipation. In view of authority, simulating their students to rethink critically their values, ideas and actions in relation to the consequences they might have on themselves and others (P.108).

The role of teacher in classroom teaching is only to create teaching-learning environment rather than controlling and showing their superiority. S/he should manage himself/ herself as a good manager or facilitator of student's teaching learning activities (Bhatia & Bhatia, 1995). It is better to analyze the situation and try to create the positive environment instead of punishing them.

Teacher's authority over the student is the heart of the classroom (Jackson, 1990). It neglects the person's identity and ruins the rights of the people. It depressed the people's morality and weakens the capacity of people. Power always neglects child potentiality. Power for the empowerment of the people would be beneficial. So the teacher, administrator and educational professionals should know an idea of non-violent ways of behavioral change positively. In this regard, Hayes (2008) spells that:

Minority of children are reluctant to obey, won't listen to adult and prepare to antagonize other children rather than control to the rhythm of classroom life, the vast majority of children are desperate for the security that comes through effective teacher control (P.17).

The literature definitely helped me to internalize my understanding about power, authority and even the classroom culture. It became clear that fair and equitable classroom is the most important factor for effective classroom. People have different perspectives and

ways of seeing things. So, the same ways of treating to all students could not be justifiable. The students should be treated equally in the classroom irrespective of their caste, religion, talents, and ethnicity.

The above discussion certainly leads me to conclude that the ideal classroom relationship between students and teachers and among students creates better learning environment. Teachers, who are still appearing as the most authoritative persons, have the great responsibility in creating the conducive teaching-learning environment. Nevertheless, the teacher centered classroom practices have limited students to content learning and established them as a passive learner. Involving students in classroom activity is the best way of learning process. Literatures support this idea and suggest teachers to create less powered classroom, which creates more democratic and equitable learning environment. It also says that culture of students' participation, non-violence, non-discriminatory, equal opportunity always encourage people for their better learning. Teacher, on the other hand, should bear the responsibility as a helper, supporter and facilitator rather than as an authoritative person. This means the mutual cooperative culture creates better learning environment for students.

#### *Culture of Equity and Justice*

Pojman (2003) describes about Rawel's essay "Justice of Fairness" (1955) relating to the process of explaining the "theory of justice". He cites Rawels (1971) words "to be fair blind themselves by the duty of fair pay to follow the rules when it comes to their turn to do so and their pursuit of self- interest in particular cases". Pojman (2003) further argues about the Rawls basic principle on theory of justice (p.p.1255- 1256) that everyone will have an equal right to the most extensive liberty compatible with



similar liberty with others. He further added that inequalities are arbitrary unless it is reasonable to expect that they will work out for every one's advantage, and provide positions and offices to which they attach or from which they may be gained are open to all. These principles express justice as a complex of three ideas: liberty, equality and reward for services contributing to the common good.

The equity theory deals about fairness model as:

The Fairness Model proposes an alternative measure of equity/inequity to the relational partner or "comparison person" of standard Equity Theory. According to the Fairness Model, an individual judges the overall "fairness" of a relationship by comparing their inputs and outcomes with an internally derived standard. The Fairness Model, thus, allows for the perceived equity/inequity of the overarching system to be incorporated into individuals' evaluations of their relationships (Wikipedia, the free encyclopedia).

The Education for All global monitoring report (EFA, 2009) warns the government, donors and non-governmental organizations for tackling inequalities for the children on education (UNESCO, 2009). Hayes (2008, P.6) emphasizes on non-discriminatory classroom environment for meaningful learning. If the teacher could not create the fairness and equitable environment, then the objectives of the education would not be fulfilled. Likewise, teacher should be careful to help children for assimilation in the school, parent's concern, and the students' achievements.

Likewise, EFA National Plan of Action (2001) aims at creating equitable and gender friendly classroom. In this regard, National Curriculum Framework (NCF, 2007) emphasizes in enabling teachers through different teacher training programs. It has laid emphasis on

positive, child friendly, equitable and fairness environment and affirmative actions for targeted groups of children (women, helpless, orphans, and senior citizens and for disables (NCF, 2007).

The fairness module gives priority to fairness relationship between every individual. Equitable classroom always addresses learners' problems and provides with equal access by recognizing unique characteristics, provide security and fair chances for students for their success (<http://www.google.com.np>). In this point, equity doesn't mean that treating everyone the same. It means to give special intervention to bring about the condition of the same status – the status of equality (<http://principals.berkeley.edu>).

Freire, (1973) advocates in favor of the oppressed and argues that the school plays the role on the part of the oppressor. The knowledge, without creating the fair and equitable environment in the classroom, students could not express his or her own views openly and developed 'culture of silence' (Freire, 1973). As a result, their inner potentialities would not be fully developed. He emphasizes more on dialogue for learning. So, every student has to guarantee the opportunities for the purpose of appropriate exposure. In our context, the social system of the country is diversified and multiplicities (Koirala, 2008). People have different ethnicity, culture, language, caste, culture and ability to work. As Eggleston (1992) has noted, students from high class and caste group with more exposure have often attained high performance than that of the students from lower class and caste group. In such a condition, a teacher should have to maintain equality and equity.

Students as an individual have their own unique character, history and way of life. The teacher should respect their uniqueness by treating students' needs, knowing their interests including the family background (UNESCO, 2006). In this context, literature has also

supplied concepts on fairness and equity in the classroom teaching culture. Darder (1991) in this regard says:

If conditions in public schools are to change, teachers must openly challenge traditional views of fairness and equality and expose how these have functioned to reinforce notions of entitlement and privilege based on a doctrine of social Darwinism that has proven to be incompatible with any emancipatory vision of social justice and equality (P.112).

Hayes, observed that equal opportunity, sometimes labeled the children because of their home background and their home environment and physical appearance. In this situation teacher's responsibility is to create and foster the environment where all children are treated respectfully and equally. He suggested that teachers need to be aware of the treaties so that they could be treated based on their individual needs and interests rather than blanket assumptions about treatment, ability and life chances (Hayes, 2008, p.p. 66-67).

Teachers have to give more priority and attention to children with special needs (Koirala, 2008) for their better learning (Hayes, 2008, P.67). However, children of such kinds are discriminated, and also labeled by the teachers, globally. Stating further on labeling behavior, Anderson (1989) said, teachers also label students and stigmatized that they are shy, hard to teach, unable to learn, and cannot compete with other children etc. Such labeling behavior plays crucial roles in determining the classroom teaching.

The discussion of the above literature obviously indicates that the essence of the equity is to provide justice for all children. This demands fairness and non-discretionary

treatment to all. This culture provides favorable environment for children to participate in teaching learning process. More importantly, the same treatment to all people could not address the individual needs of the child. Hence, it can be argued that equity always ensures the personal needs of the people through affirmative actions for the needy people. This means teachers should find out the individual differences of the people and addressed them accordingly. The duty of the teacher, thus, is to create equitable classroom environment and flourish students' inherited potentialities through diversified teaching learning activities.

### *Teacher- Student Relationship*

Hayes (2008) argues that in an ideal learning situation there is a close relation between teachers and students. The close relationship creates natural environment. In this situation learning becomes purposeful because children are encouraged and motivated for learning (Hayes, 2008). In Freire's (1973) term the teacher-student relationship is characterized as oppressor and the oppressed (see details in theoretical prospective).

Jackson (1990, P. 10) believes school as a place where the division between weak and strong may exist. He further argues that students who feel more dominated want freedom through breaking rules, which could be a problem in teacher-student relationships. According to Chandha (2004) during the classroom teaching learning process, power struggle between teacher and student takes place. He further argues that the goal of student teacher relationship is to "happy medium". The teacher enters into the classroom and controls over the classroom climate and discipline. In this situation, student has to face challenges and learn new skills. In this process, students discover new skills, which have potential on themselves as well as take an active part in learning process. In this way, establishing friendly relations with students creates favorable environment for learning.

## *Curriculum and Teaching Materials*

Curriculum is a teaching framework. It is composed of a collection of academic tasks. It helps to concentrate teachers' mind on the fundamental skills that children need to be literated (Hayes, 2008, P. 28). It is an instrument to address the multi-cultural classroom interest. It provides guidelines to create an equal opportunity and to develop the ability of people.

Curriculum sets the goal, target achievement, and vision of school education including the learning achievement of students. Student's behavior and skills depend on curriculum (Jackson, 1990). Jackson further argues that academic success and failure have depended on hidden curriculum, which has directly been related to students' life. He further suggested that teachers have to involve students in the process of curriculum development. For this, teacher could develop students' group and injecting the novelty, honor and human interest.

The curriculum effectiveness depends on its implementation. Classroom activities and the use of teaching methods play vital roles in making teaching learning more effective. Teachers have to play the role of a communicator, co-learner, facilitator, motivator and an agent to make learner's inquisitive in learning (NCF, 2007). Curriculum and its implementation procedure i.e. classroom delivery are the most essential elements for achieving expected learning objectives. Realizing these facts, Dakar Frame Work of Action (2000), the NCF (2007) has also emphasized to review and redesign the curricula, textbook, and the materials to attain the quality of education. The more emphasis of NCF in making school curricula more inclusive, child-friendly, equity and equality (NCF, 2007) further revealed that curriculum must be relevant to all.

Teaching materials related to content could play effective roles in pedagogical practices. Teaching pedagogy always gives emphasis on the use of teaching materials such as textbooks, reading materials, reference materials, audio visual aids, black/ white boards etc. Rao (2004) noted, "Teacher should use textbook as just one instrumental tool among many, rather than feel duty bound to go through the textbook on a one section-per-day basis" (P.105). Rimal (2005) finds, in actual classroom, there was lack of teaching materials. Besides, the available materials in the surroundings will also help in making teaching and learning more enjoyable. Whereas in our present context teachers often use ready-made teaching aids (DoE, 2006), mostly the textbooks (CERID (2004). While, textbook is for students and reference materials for teachers (Koirala, 2008).

The above literature shows that teaching materials are most important tools for effective classroom learning. There are different kinds of teaching materials. The selection and use of materials depend upon the teacher's competence and commitment. The multi-cultural curriculum could address the diverse needs of children. Teacher's role is to balance their needs, interests and to organize teaching learning activities accordingly.

## *Medium of Instruction*

Language as the means of communication plays effective roles on instruction and student's achievement (Darder, 1991). It is one of the most important instruments especially in bicultural classroom (Ibid). Darder (1991) further noted that it promotes dialogue, interactions, and participation within the pedagogical discourse.

Medium of instruction plays a vital role in determining student's achievement, especially in the lower class (Hayes, 2008). The multi diversity groups have their own mother tongue. It is very difficult for small students to accommodate and learn in next language, especially in primary school grades.

In this regard, Hayes (2008, P. 192) further claims the way of expression of their reactions could be different. Such as head movements, eye contact, body position, voice/ speech, body language manifests, physical movement and emotional states, gesture, posture and facial expression are very potential body language. While initiating teaching learning activities, teachers have to understand the various backgrounds of children.

The Nepalese government has adopted multi lingual policy. It has made a provision of mother tongue (Interim constitution, 2063; EFA NPA, 2003). The government has initiated to write up the textbook in different languages.

Language plays a major role on student's achievement. There are different forms of language; verbal language, body language etc. The student should feel lively if the teacher uses student's familiar language as a medium of instruction. They could express their own interest, and interact if the language is favorable for them. The student friendly instruction language, thus, helps achieve the targeted objectives. Thus, it can be said that if children get an opportunity to learn in mother tongue, they often learn faster without any sort of tension and pressure.

## Teacher and Classroom Learning

Pojman (2003, P.652) writes about Locke's (1632-1704) concept of empty mind of the newly born child. In his word, the mind in the time of birth is 'tabula rasa' (a blank slate). He argues the sensory feelings and the critical thinking to make the man as knowledgeable being. He believes in the sensation or reflection for generating ideas. He claims men are differently furnished but s/he needs more attention for reflection of an ideas.

Pradhnanga (2001) explains how children learn. She claims that students have their own way of understanding the world. They construct the knowledge by observing the situation and interpersonal interaction. Social cultural activity and home environment plays vital roles on constructing the knowledge and shaping their behavior.

Jackson (1990) finds classroom as complex and dynamic work place. Berliner (1989) on his article, the executive foundation of teaching spells that teachers are not executives but they should have borne those responsibilities. He further noted that most of the teachers were only aware of motivation and evaluation on the classroom teaching learning process. While, on the process of conducting the better classroom the teacher should care about planning, setting goals, activities, favorable environment and communication. Similarly, teacher's professional capabilities and dedication on their job play the vital role for effective teaching learning. Student's learning style and new technology on education has contributed on pupils' learning and achievement (Campbell et.al, 2004). Research found that most of the teachers did not pay attention to student's problem that occurs during teaching learning (Rimal, 2005).

In addition, school environment, available resources and positive behavior of the stakeholders' play major roles in active classroom teaching. Likewise, child-centered, child-

friendly and democratic classroom environment ( DoE & SCA, 2062 B.S.) are most important elements for effective learning. Rao (2004) claims that an effective teacher allocates most of the available time to activity design to and accomplishment of instructional goals. Nowadays, the teachers' role has been changed as a guide, facilitator, promoter, information transformer, co-learner, coordinator and councilor rather than as a knower and a master (Aggrawal, 2000). In his regard, he found the teacher's role as only to show student's capability and encourages them in the process.

Koirala (2008) believes on reflective approach on learning. According to him, teacher's role is to encourage student on self-learning and teachers have to play the role of researcher. As Eggleston (1992) says children from middle class family helped to acquire an elaborated code, he/she used and experienced many new words, which have been basically used in the school while the student from low class status faced the problem of restricted code in language. Such groups of students get low performances and could be neglected in the classroom activities. As a result, the performance could be slow and they could be leveled as a slow learner (Freire, 1973). In this point the students seek for the special intervention.

Every student has a different learning process. Literature discusses that it can be seen through observing the environment, and some others argue that the association between environment and the availability of technology and materials. Hence, teachers are considered as sole agents to create an enabling environment. To accomplish this, they should plan, adopt child friendly environment and learner centered methodology. The non-discriminative and democratic classroom with equity is the most important enabling



environment for learning. The reflective way of teaching learning activity could be more beneficial. Thus, teacher has a great role in establishing effective teaching learning culture.

### **Method**

There are different classroom teaching methods like role-play, demonstration, problem solving, question answer, discussion, content delivering etc. Teaching methods play significance roles to enhance the knowledge, skill and attitude among the students. Method means, the arrangement of subject matter, selection of student friendly teaching learning activities, and their effective delivery. Therefore, method of teaching is an art, an action those are intelligently directed by the ends (Dewey, 1916).

The review of relevant literature on pedagogy has indicated the ineffectiveness of the classroom teaching. DoE (2006) has revealed that the teachers are making their efforts in teaching, even though they are not creative. Mostly teacher were concentrated only with content (Rimal, 2005). For effective classroom teaching, appropriate learning materials, motivation, problem solving approach, friendly atmosphere and respect the identity of an individual are most important factor. In the ways of teaching in the classroom Jackson (1990) points three main jobs: enhance the likelihood of punishment; the student in positive ways of thinking and consist of trying to win the approval of two audiences at the same time.

It is also accepted that child centered and child friendly classroom is more fruitful to achieve an expected outcomes to the student (DoE & SCA, 2062 BS.). For this, teacher used different methods in classroom teaching. Research also finds that the most commonly used methods are problem solving, question answer and homework (CERID (2004). On evaluation part the mostly adopted systems are homework, class

work and classroom questions. These also indicated that pedagogy could act as a vehicle for the improvement of teaching learning.

Students may have different intellectual level. So no one single teaching method is sufficient to use in the classroom. Alexander (2000) believes on the individual differences of every child and suggest teacher for individual treatment. He furthers spells that the practice is different in terms of theory. In the teaching process teacher tries to find out the common characteristics and thought of children rather than their differences.

Classroom is the central place of the teaching learning activity (Jackson, 1990). The modern teaching thought challenges the traditional pedagogy. It is also assumed that the potential teacher has to explore learners' inherited capacity by providing them an enabling learning environment where they can unlock student's capacity. Thus, creating the favorable teaching-learning environment is the most important factor for the effective teaching. Teaching styles have direct impact in retention. Hayes (2008, P. 156) has presented the relations of teaching style with the retention in the following table (table 1).

Table 1

Retention on Learning

Activity	Retention %
Teachers teaching	5%
Reading relevant text	10%
Using audio visual text	20%
Seeing demonstration	30%
Discussing on groups	50%
Practicing	75%

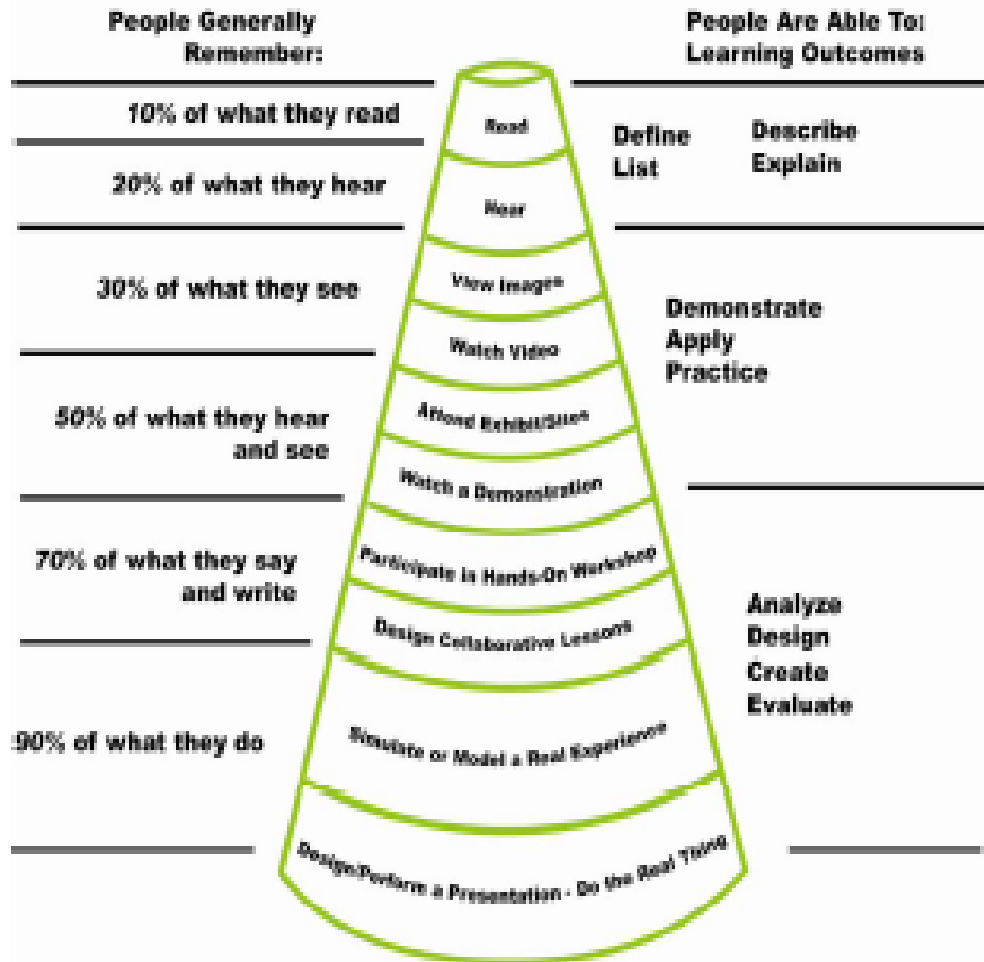
Teaching others	90%
-----------------	-----

Source: Hayes, 2008

Hayes (2008) claims that more students' involvement gains more retention. On the basis of his figure teachers' lecture have low (5%) and tutoring others has high (90%) retention rates. Likewise, the other teaching styles reading text, seeing image, seeing the demonstration, discussion of the lesson and engage in practical activities are the other ways of learning, which has more retention percentage respectively.

Likewise, Dale's (1946) perception on retention on learning is different, basically in percentage (see figure no 2). But the basic essences of both of this perception have similarities. Both of them accept that the more involvement on teaching learning activities have more benefit to the student.

# Dale's Cone of Experience



Developed by Edgar Dale (1946)

Figure 2.1

Source: Developed by Edger dale, 1946

Children's learning capacity has depended on the available environment, support and the facilities. For this, every child should feel that he/ she is physically safe, psychologically high moral and get joyful learning environment. It is possible only on the child-friendly school (DoE & SCA, 2062 B.S). However, in the schools the teaching learning activities are teacher dominated, rote memorization and textbook driven activities are the main focus of everyday teaching and learning (CERID, 2004). A research conducted by CERID (2004) further stated about the effective classroom teaching in the following way:

The existing practice in the primary level in Nepal is teacher teaching mostly lecturing and explaining students to read by heart and to recall what is taught in their assigned classes on the basis of the class routine plan for the year at the beginning of the class session. The content to be covered is already fixed in the textbook. (P.24).

Rimal (2005) has drawn findings similar to the CERID's findings in respect of classroom management. He found that teachers were not paying attention to the student's individual responses inside the classroom. Teacher didn't pay attention to student's family background. He further claims that the family background plays a major role on student's classroom achievement.

Through the above discussion I came to conclude that teaching methods play the central role in creating classroom-learning environment for students of different abilities. No single method could solve the problem of all people. The learner friendly environment, support and facility play the major role on student's involvement and learning. It is accepted that more students' involvement yields more benefit to them. Teacher has, thus, the great

responsibility to solve the problem of all students. For this, they should use multi method, which is considered as the best methodology to solve the individual needs of children.

### *Instructional Planning*

Different plans have to prepare for systematic and effective classroom interaction. These are mainly: annual, half yearly, and monthly, unit and lesson plan (Berliner, 1989). Lesson plan is the most important plan for organized classroom teaching. It makes teacher more systematic and confident. Teacher is able to set the plan aside and concentrates on improving their lesson preparation, interaction with peoples and exercising control (Hayes, 2008, P. 180). Plan guides the teacher on their better performance for to achieve the expected objectives.

### *Motivation for Learning*

Students pay more attention when teachers spend more time in discussing on subject matters and give more attention about what students are to do (Barrer & Dreeben, 1989, P.109). Sometimes students show misbehavior and teacher feels problem to manage the classroom effectively. Misbehavior is the result of the delivery of irrelevant content, unresponsive teaching, and the devaluation of the students' role in teaching and learning process (Hayes, 2008).

Chandha (2004) suggests teachers to enter into the class with smiling face and gears up the student. He argues that in this situation students feel that teacher loves them and cares for their learning. This affirmation is the positive self-regard to the students. During the classroom time, the teacher walks in the class and keenly observes the activities and the problems of students. He /she inspire them for better learning.

Teacher motivates students for meaningful learning. To minimize the problem, the teacher has to find out the causes of problems and solve them by dealing with behavioral

challenges positively and proactively (UNESCO, 2006). Motivation of children depends on several factors. Students are motivated while they feel that teacher has responded their problem, loyalty to the elders, (Jackson, 1990) and providing the differential treatment for them. The most important thing is that they were not motivated till they have not been convinced themselves on its impotency (Hayes, 2008). It is equally important of teacher's time to individual child's learning and the opportunities of children to take part in the process, expression of students' ideas and opinions etc. (Ibid).

Sometimes it is easy to prepare them for learning while the contents are interesting and directly related to work field where he/ she has been facing problem. Students are ready to learn while they are convinced of contents, and are clear about the expected results (Hayes, 2008). Thus, identifying the needs, interests and convincing the utility is the most important part for motivating the student on their work.

Hayes (2008) describe about the best condition for learning:

Children learn best when sessions become fun or at least, not boring. They like working with their friends where possible and respond to take enthusiastic, committed teacher who introduces ideas in an original way through the use of visual aids drama, poetry, telling story, asking a question and so on (P. 45).

Motivation creates readiness in people for learning. Joyful, democratic, student centered and child friendly environment always encourages students for their work. Need-based and problem-centered activities and the contents create positive environment for learning process. Responding peoples' work and their ability and praise their work could

motivate people for their work. Thus, motivation is one of the essential components of the classroom.

### *Evaluation*

Classroom assessment is no mere technical device. Teachers' access by making marks on the page or by using words (Alexander, 2000). Evaluation means to find out the value (Oxford advanced learner dictionary, 1993) of the thing or object. Hayes (2008) sees its value not only in case of the teacher to find out the weakness of the student but also gives feedback to the curriculum preparation. Jackson (1990) spells different ways, places, and the agencies of this process. He further says parents evaluate a child at home, peer group evaluation in the field and teacher evaluates them in the classroom frequently. Thus, evaluation is continuous process. It shows the student's level, which supports to provide feedback, support and guidance for student's betterment. So, they seek feedback after the evaluation, which could be equally useful for motivation. As Anderson (1989) says feedback clarify students response are right or wrong and adequate or inadequate.

CERID (2004, P.24) has noted the finding on about the present practices. It spells that homework, class work and classroom questions have been using as the main tools for students' evaluation. Classroom questions are used for to evaluate day's lesson. These questions are asked for individual students. In present situation, the periodic examinations held by schools were used mainly for summative purpose. The research further spells; two or three periodic examinations are the main evaluation tools used by the schools and these tools used for summative purpose. Single national level curriculum, whole class teaching mainly paper and pencil methods of assessment are in practice. DoE (2006) finding, similar to



CERID's finding. It has been noted that teachers are using only traditional method of evaluation. They are weak in providing individual guidance to students.

People have individual differences and mix ability. They contain slower and faster worker, less and more intelligent, keen and apathetic, confident and insecure (Hayes, 2008, P. 189). NCF (2007) intends to take an examination as a means to concentrate on achieving curricular outcomes, bring improvement on teaching learning activities and provide feedback for further improvement on education.

### *Punishment*

Punishment is the violence against the children. It is also a child abuse. The punishment to the student is global phenomena (Jackson, 1990). Rana (2008) has the same finding and noted that students are facing the bullying practices even in developed countries. She argues it is a 'systematic use of power'. She has also found different forms as: Physical, psychological, behavioral and social (Rana, 2008).

Punishment gets negative impact on learning. UNESCO (2006) supports this idea and spells that any kind of punishment plays negative effects on student's life.

Punishment has been used in many countries as a means of maintaining discipline (UNESCO, 2006). UNESCO further claims that teacher is the main actor of the result of punishment and the strength of the positive discipline. Constructive works helps to identify student's misbehavior. For this, teachers have to create positive and favorable environment i.e. equipped classroom with physical facility.

Different literatures stress in creating learner friendly classroom environment. As a professional leader, the teacher has to manage, co-ordinate, plan and create favorable environment. The motivated and planed way of teaching with using essential materials could

enhance the capacity of students. Practical way of learning method is the best method for learning. Punishment is not only against the humanity it has also suppressed the child's potentiality. Classroom evaluation process could clarify the weak points of the students and suggest for further steps. Students should be empowered, the teacher always respect and encourage the student's activities. S / He should establish themselves as a guide and coordinator of the class not a master of them (Aggrawal, 2000). Establishing the non-violence culture in the classroom creates encouraging environment in learning (DoE & SCA, 2062.B.S.).

#### *Government's Intervention for Ensuring Child Rights in Education*

The interim constitution (2063) guarantees free education up to the secondary level as the right of education for every child. The priorities have given particularly for girls, children in different circumstances and people belonging to ethnic minorities. The MDG (2004), goal no 2 and EFA NPA (2001) has emphasized on universal primary education by 2015. For this, internal and external resources e.g. muscle; money and materials are being used. The special intervention has been focused on mobilizing resources in establishing schools, improving physical facilities, developing teaching learning materials, conducting teacher training, provisioning for scholarship and other necessary expenses (DOE, Yearly plan, 2066). By reviewing these policies, documents I found that several governmental and non-governmental organizations have taken initiatives to improve the teaching culture for quality education.

The national and international governments and agencies have initiated education for all children. For this, they have been working with different program interventions. For instance 10<sup>th</sup> five-year plan, 3 years plan, NCF (2007), MDG (2004), EFA Global campaign (2000), EFA national plan of action (2001) and different periodic and yearly plans and

programs are some of them, which are advocating for better classroom culture for quality education.

### Theoretical Perspective

The mainly used theories and perspective are Freire's (1973) banking concept Bourdieu's (1977) culture of reproduction, Parson's (1937) functionalism, Becker's (1960.) labeling and Turner's (1999) structural role theories and perspective. These theories /concepts are discussed below in brief.

#### *Pedagogy of Oppressed and Banking Concept*

Freire (1973) has tried to find the causes of suppression. He concluded himself that dehumanization is the main causes of injustice, exploitation, oppression and violence. He wants to liberate the oppressed and oppressor as well. In this process they (oppressed) have to think critically because suppression fills their mind and makes them an obedient follower. In such a situation, the oppressed accept themselves as an incapable and inferior in front of the oppressor. He claims that the pedagogy of oppressed is liberation pedagogy.

He argues that the oppressed have two ways on liberation: to unveil the world of oppression and the reality of oppression, which has already been transformed (P.40). The oppressor has initiated for violence against the oppressed on the process of oppression. He has suggested the oppressed to find out the causes of oppression. He claims that the same process has been applied in the education process. So, he raises the voice against the present school education system. He concluded that the present education system is against the oppressed and always be in favor of the oppressor.

Freire (1973) suggests the oppressed for to raise the voice against the oppression. These groups (oppressor) are always in favor of the existing culture, rituals and feudalistic believes. In this time, the oppressor would protest or revolt. So, it is essential to revolt against the dehumanization and the oppression for the liberation of the oppressed. In this process, he has used the words like narrative sickness, culture of silence, banking concept of education etc. According to Freire (1973) school works as a means of oppression. He sees the classroom practice as a narrative character. He claims, the present classroom environment not only devaluate the democratic value of the participant, it also prepares the environment in favor of the oppressor.

#### Teacher Student Relationship and Banking Concept of Education

Freire (1973) explains about the teaching pedagogy and the relation between teacher and the student. In his concept, the relation between teacher and the student is not strong. Teacher presented as an oppressor and students as oppressed. In terms of teacher student relationship, he further explains as a subject (teacher) and patient, listening object (student). He further says education is suffering from “narrative sickness” (Freire, 1973, P. 57). He claims that the whole education system plays on instrumental roles to maintain or establish the ‘culture of silence’ (Freire, 1973). The main task of the teacher is to fill the students with the contents of his narration. Repetition, rote learning, and teachers one way verbal communication is the main teaching methods of the teacher. In such a situation, teacher’s presence is as a knower and knowledge provider while students have nothing ability except listening teacher’s lecture patiently. Here student’s presence is as a machine and his mind is as a container. For this process, he used the terminology of “Banking concept of education”.

In case of banking concept of education, Freire (1973), says that teachers are knowledge provider and yet they do not honor the student's potentialities. They also deposit their knowledge on student's mind. This principle he termed as 'banking concept of education'. This system neglects the students' potentialities. Once this concept is applied in the classroom teaching, students became dehumanized, exploited and oppressed. If we believe on student's creativity, students have to move against this concept and the practice.

Education, thus, becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits, which the students patiently receive, memorize and repeat. This is the banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filling and storing the deposits (P.58).

The above literature leads me to internalize the fact that the present Nepalese classroom teaching learning context is closely connected to the notion of Friere's banking concept of education. They also link both teaching learning practices and the banking concept of education. Therefore, this concept seems useful in the present study.

#### *Cultural Reproduction*

Bourdieu (1977) in his theory 'culture of practice' discussed about the theory of cultural reproduction. In this theory, he explains how people reproduce the past knowledge in the field.

Bourdieu (1977) in his theory explains about the term '*cultural capital*'. He has used two words '*habitus*' and '*field*'. In his '*habitus and field*', he claims that people get experiences and generate knowledge through practices. Then, he/ she carries it as their '*cultural property*'. They act their activities, which Bourdieu says '*habitus*'. These knowledge and the experiences have been used in the field. He claims "Habitue ensures the active presence of past experiences, which deposited in each organism in the form of schemes of perception, thought and action..." In our context, the teachers have carried their knowledge as a cultural capital. They use their own knowledge as a habitue and used it in the classroom as a field. The generated knowledge has used wherever it needed. This process is called the '*culture of reproduction*'.

### *Functionalism*

The person's (1937) functionalism theory sees the things as a holistic approach. It believes that all the parts of the society are interrelated to make complete system. It believes that each part affects every other parts and the system as a whole. Every part has equal value. For example, the effective classroom interaction depends upon the teacher, student, physical facility, environment etc. Student's level and activity depends upon their home environment. If one of the factors has weak performance, the whole system could not function perfectly. Thus, they believe that each and every unit of the classroom has to function properly for better result (Haralambos & Holborn, 1995).

### *Labeling*

Becker (1971) has propounded the labeling theory. This theory mainly focuses on the linguistic tendency of majorities to negatively label minorities. People judge others and label them on the basis of his/ her judgment. The judgment may have differences on the basis of

the people's perspectives. For example, the judgments of family, friends and teacher have different ways of labeling the people. There are also problems with stereotypes. The breach of a rule may be treated differently depending on personal factors such as the age, gender, race, etc. of the rule-breaker, or there may be relevant structural factors such as the offender's social class.

Society uses specific labels on the basis of one's activities in the society e.g. murderer, respectable people etc (<http://en.wikipedia.org>). As theory says a person has labeled while they break the rule or does not follow the rules from the powerful people. Dhakal (2009) found that students have been labeled on the basis of their past activities and background. To be labeled, a violator needs a single activity and this is all he is formally referred to as a labeled one (Backer, 1960-190). Teacher may have labelled the student on positive and negative way. The first boy, talent boy, slow learner are some examples of the labeling in the classroom.

#### Structural Role Theory

Turner (1999) says that the society has certain rules and regulations. The social structure defines the roles of an individual on the basis of their social position. This theory assumes an individual as a player of the social norms and values. As a member of the organization, every individual plays definite roles and has an act of the society. The superior and the powerful person direct the other people. The actors with verifying self-conception and role-playing schemes react upon the program with their own styles of interaction. In this sense, this theory assumes that men and women as "merely players" have their own definite role (Turner, 1999, PP. 353-368).

In reviewing the above different theories and perspectives, I found that they have different ideas on classroom teaching culture. These ideas have also implied in the same

context, situation and the same time. On this process Freire (1973) finds students as oppressed group through narrative sickness and live as a passive learner. He claims that teacher promotes culture of silence in the classroom discourse. The position of the student is just a means of getting things, which have not any creativeness. Teacher's presence implies to be the presence of a knower and a depositor on the student's mind.

Bourdieu (1977) finds teacher as a reproducer of the content. He claims that teacher have been carrying a baggage with them as a habitus and implying it wherever they find the field. This concept rejects the creativeness of the teacher and signifies that teacher as a means of reproducer.

Likewise functionalism gives emphasis on the system through holistic approach. It argues that the signal parts calculation cannot make meaning. Becker's labeling theory has its own notion in the field. It argues that people are labeled and treated on the basis of their past acts.

### Chapter Summary

After reviewing the documents and theories/ concept, my knowledge and understanding about the classroom culture, pedagogical practices, power, authority and equity and enabling environment, government initiation and theoretical prospective have been enhanced and also clarified. This process has also helped me to visualize the relevant work done by the others. These literatures further helped me to internalize my research questions, to see their linkages with the real practices. It also helped me to find the gap between teachers prospective and the students' need. Such understanding has contributed in designing the instruments and collecting the real



information with regard to teaching culture. The following chapter deals about the research methodology adopted to carry out the study.

Eventually, I can say from the above literature that teaching culture is a way of life, which is adopted to conduct teaching learning process and practices. Moreover, certain rules, beliefs, thoughts, etc. guide these processes. Most importantly, it is more contextual, and in classroom life, teachers' role is very crucial. However, the role of available materials, context, teachers' motives and processes are much more significant as they affect teaching learning process and practices of the actual classroom situation. Similarly, cooperative culture of participation helps people for effective learning.

The teachers can get several insights from different literatures for creating and establishing a favorable classroom environment with a due concentration on democratic values, equality, equity and justice while involving students in teaching learning episodes. In democratic classroom practices, teacher promotes dialogue, collaboration, fairness, non-discretion, cooperative environment and mutual understanding among students in the actual classroom situation. The discussion further led me to conclude that students' active involvement based on their realistic needs in their own classroom context definitely create child friendly classroom context for effective classroom transaction. Therefore, teacher as a professional leader has to address students' needs, interests and problems while planning for teaching learning activities inside and outside the classroom situation because factors like educational planning, teaching materials, curriculum, teaching language, teaching methodology,

motivation, evaluation, reward and encouragement play major role in creating child friendly classroom environment.

## CHAPTER THREE

### METHODOLOGY

This chapter covers the methodological aspects of the study. In the beginning of the section I have discussed about the nature of the study. Consequently, I have presented information regarding the respondents, data gathering methods (observation, interview, document study) and data analysis framework.

The study has adopted different methodology in collecting information. The research question seeks to acquire different information mainly on perception, feelings and the psychology of the different stakeholders. As a researcher I have tried to make meaning and interpret the data on the basis of the information, which have been taken from interview, discussion, document study and the observation of the sample or the environment.

The adopted research method is qualitative. Under this method, the study has adopted different tools and instruments to collect field information. They are observation, interview and document study. Basically, I have used the primary source of data. Observation was the main instrument of the study.

The study has tried to explore the perceptions of the interviewee and thus information is mostly based on human behavior, feelings, expression, works and documents etc. Collecting person's feelings, expressions and inner interest is not a simple job. It may be flexible, contextual and more subjective (IIEP, 2007). Human

behavior cannot be calculated and interpreted in numeric forms. So I have adopted qualitative research approach rather than quantitative. This approach has special value for investigating complex and sensitive issues like the social phenomena. Qualitative research demands the causes of the problems in-depth through direct experiences (IIEP, 2007). It focuses on the understanding the phenomenon in its entirety or holisticity (Ibid, 2007). In this context, Tourchim (2008) says that qualitative research directly experiences the phenomena in question, interviewing then at length and editing the interviews 'long story 'into necessary forms.

Qualitative method is multi method, interpretative and naturalistic approach. It has socially constructed nature of reality (Denzing & Lioncon, 2005). Case study, personal experience, life history, interview, observation, interaction and visual informants are generally used to collect the information under this approach (Ibid). I have also followed the theoretical notion of qualitative research and used the respective instruments while collecting the field information to get the complete picture of the problem, which was not possible using only quantitative method.

#### The Informants

Sampling is the process by which a relatively small number of individuals, objects or events are selected and used to gather the information to represent the population. Nachmias (1994, P.171) in this regard, says, "A population is the aggregate of all cases that conform to some designated set of specification". In fact it is population, which is a group of subjects located into the certain study area/ location. There are two types of sampling technique i.e. probability and non-probability (Koul, 1997). Since,

this is a qualitative study. It does not demand representative sample so I used non-probability or Purposive and convenience sampling technique, which is mainly guided by the researcher's individual judgment.

During my study I selected two-community schools located western part of Kathmandu Metropolitan, ward no 13, located at Kalanki had been selected. In the course of getting various type of data I choose one school among the high performing and other low forming Based on SLC examination and school physical facilities. In the case of teacher I consulted with three teachers from each school. I interviewed with them as well as I made classroom observation of those teachers. The informant teachers were from trained and untrained including female and male. While consulting with HT both of HT became my respondent. While consulting with teacher I was conscious to choose the teacher from different level, i.e., primary, lower secondary and secondary. As far as the informant student is concerned, I made consultation with high performing student from observed class. Among them I tried to maintained gender balance as well.

The interviewed students were selected from the observed classes. On this process I have observed 17 classes (12 classes in school A and 5 in school B) with representing primary, lower secondary and secondary level. I had observed the classes till I was not satisfied on the information.

#### Study Tools

Classroom observation, in-depth interview with the teacher, student, head teacher (HTs) and document study were used as study method. I have developed observation

framework and interview guideline as study tools (see Appendix A). The guideline and framework were basically related to the classroom teaching culture, teaching pedagogy, materials, method, informants' perception and other activities relating to classroom teaching learning activities. Basically, I have used informal and unstructured questionnaires. On this process I spend about three weeks in the field.

### Data Gathering Methods

#### *Observation*

Observation basically means watching something and taking note of anything it does (<http://knowledgerush.com>). Peoples define it on different angles. Baker (1994) defines observation as the reactions of the sensory apparatus that a person sees, smells, hears and feels. Young (2005) defines an observation as systemic viewing, coupled with consideration of the seen phenomena. Consideration must be given to the larger unit of activity in which the specific observed phenomena occur. The observation goal determines the direction and stresses the facts upon which to concentrate (Young, 2005).

So it is one of the means, which could capture on information on natural setting (Frankfort, 1994). The benefit of observational approaches is to meet great depth, yielding insight about core meanings and experiences (Patton, 2002). Patton further claims that it could get the information through nonverbal communication e g people's activity, dress, gestures etc. Observation also guides us for the further action of the work and the action to the people. It helps us to develop the common sense to observe thing.

Observation is the main method of this study. I have adopted this method in the sense that it could capture the information, which could not get through other methods. I internalized that it is the natural way of gathering real information. It could fulfill the weakness of questionnaire and interview. I also realized that observation is the method of taking first hand information. At this context, Sindu (2001) noted that it is the best way of seeing the body language and behavior / activities of the people relating to their own stipulated roles. It has also the advantage of presenting an in-depth picture of environments it may narrower, sharper and intense. Baker (1994) suggests the researcher to capture all the phenomena on the process of the observation. It is very useful especially in the qualitative research.

On the process of the observation, I myself present in the field with the conscience of the teacher so that he/ she would not feel uneasy and the naturalistic environment could not be disturb. I sat aside the last bench from where I could observe all of the phenomena. I noted down all of the information on the piece of the paper rather than note book so that the students would feel that I'm a normal people. I make extensive note immediately while I return to my home. On this process I spelled all of my inferences on about the classroom activities, which helped me on my discussion and analysis process. I tabulated all of the information thematically on the base of the observation guideline (see Appendix A). After the classroom observation I informally communicate with the teacher who had leisure, on about their classroom activities and the faced problems. On this process other teachers were also involved in the discussion, which helps me to get more information. Generally, I find that teacher felt easier to share their classroom problems in groups.

Through the above discussion I came to conclusion that observation method is very useful to find out the in-depth information in my study. My research questions

seek to acquire different information i.e. perception, feelings and the psychology of different context. Observation tool proved to be very useful in collecting the information. Keeping in this mind I have minutely observed the classroom phenomena. On this process, all of the classroom activities and classroom environment were noted down minutely on the field note.

### *Interview*

Interview is another tool that I have used. It is the next important data gathering methods. In this method the data collector (interviewer) directly contacts the interviewee and ask question (Patton, 2002). This method works directly with the informants (Trochim, 2008). It is useful in collecting information's that the observation and other method do not capture. Thus, it helps to fulfill the information gap as well. It has its strength. Interview could bring out in-depth feeling, intentions and the experience of the informants, which could not see through the observation (Patton, 2002). There were different patterns of interview approach: informal conversational, general interview guide approach and standardized open – ended interview (Ibid).

A same interview guideline was prepared for all of the informants (see Appendix A). During the process of interview, I tried to solicit students' perception on teacher's activities, classroom practices, classroom teaching and the teaching learning problems, which they were facing.

I have used in-depth interview to explore the reality of the student, teacher and HTs. During the process, I tried to create natural environment. Setting the naturalistic environment is very important part for collecting the field information in depth (Patton, 2002). This process helped me to capture valuable information. On the way of interview, I

was conscious in my mission and always eager to reveal the new information from the respondents. I used informal conversational approach on the help of the general interview guideline. In this process the people being interviewed could not know that he/ she is interviewing (Patton, 2002). On this process I have established the relations between different sources of information.

While interviewee felt easy then only I started to gather the information. The informal ways of conversation provided them an opportunity to express their experience on their own speed. I recorded all of the information manually on written script and tried to capture all the information. For this, I got voluntarily help from one of the teacher of the school who was familiar with the interviewee. The interview guideline helped me to systematize my works. I could track the informants while he/ she crossed the borderline of the targeted areas. At the end of the interview, I prepared the extensive note and checked the recorded data (Patton, 2002) immediately when I return to my home.

### *Document Study*

The document (published & unpublished) for example textbook, curriculum, class routine, attendance register, library record, etc. proved very useful for me. The library records helped me to confirm on how teacher used the reference materials from the library, which is the valuable supplementary resources (Robson.1999) on my research. In this context, I tried to find out the artifact as well.

The document study also helped me to internalize the total policies, plans, programs and even process adopted by the nation with regard to education including the teaching culture. This has assisted me to analyze the gaps between the policies planning to the policy



implementation on the one hand and, the policy perception gaps among the various stakeholders.

### Theoretical Perspective

To have the answers of my research questions, I did number of efforts. Despite the field information, I have tried to link my understanding and field practices with various concepts and the theories. I have used Bourdieu's (1977) theory of cultural reproduction, Frerie's (1973) concept of banking, Dewey's (1916) democratic concept, Gidden's (1997) structuralism, Rawel's (1999) justice theory and other pedagogical theory. Together with it, I have tried to link the other related theoretical concepts such as functionalism, Becker's labeling (1971), Turner's structural role (1999), Maslow's need hierarchy and Marx's conflict theory, etc.

Freire (1973) finds school as a means of oppression. Bourdue (1977) finds and claims that people use their knowledge as a cultural capital and reproduce it in the field. Dewey's democratic theory (1916) suggests teacher for the democratic classroom environment. The holistic approach according to Parson's (1937) functionalism suggests that the equal value is given to all aspects and components of a phenomenon. Becker (1971) clarifies how people are labeled and treated on the basis of their past behaviours. Maslow (1937) clarified the structure of the needs and its effect on human motivation. The structural role (1979) theory claims the certain roles of all people exist in the structure and the roles should be fulfilled. Rawels (1971) has advocated for the justice. All of these theories and the concepts have been clarified and linked with the field realities in the chapters (2 & 5) of the literature review and the interoperation.

In a nutshell, I have referred to Freire to understand student's suppression, Bourdieu to examine teacher's activities to reproducing the idea; Parsons to feel how all elements works in the organization and Becker to the process of deviance. Likewise, Dewey clarified the concept on how students have enjoyed on classroom democracy, Turener's idea on the role of the people in the structure and Maslow's description on need hierarchy etc.

#### Data Analysis Framework

Analysis, discussion and interpretation of the data is the main part of any research. The analysis and the interpretation based on the information were analyzed with the supporting to the literature and theoretical background. There are various approaches of interpretation and discussion. I have used the thematic approach to analyze the information. On the process of the analysis, I grouped the information into different thematic areas on the base of its nature so that it could be easy to synthesize and interpret systematically. The themes generated and analyzed are: teaching culture, rights, equality, equity and justice and pedagogy. I also tried to relate the collected information with the meaning in the field. Analysis has been made in descriptive and critical forms. On this process of analyzing the data the fields' findings were linked with the literature and the theories. I gave equal importance for all information from the field. At the process of the interpretation and analysis, I have triangulated the data and tried to establish the relation of the information from different informants.

I have analyzed the information on the base of the conceptual framework (see figure 1). The framework has mainly focused on: classroom teaching culture, perception and teaching pedagogy etc. On the basis of the given area, I have discussed the real classroom

activities, faced problems and adopted solution by the students and the teachers. The analysis has further focused to explore and analyze the stakeholders' perception, in terms of teaching pedagogy and its effectiveness. Besides, the information were analyzed and presented according to the research questions.

### Validity

The validity of the research finding mostly depends on the reliability of the collected data (Trochim, 2008). This means if one has used the same measurements to the same respondents in the same context and conditions; it yields the same result (Koul, 1997, p.130). Trochim (2008) suggests the researcher to check and recheck the data to validate the study. Multiple sources of information can be used for the justification of the research (Patton, 2002). Triangulation was made in terms of the respondents, instruments and the tools, and the theoretical aspects so as to validate the data and made it more reliable and trustworthy.

Denzing & Lioncon (2005) suggest for triangulation, which reflects an attempt to secure in-depth understanding of the phenomena. All the information has been cross-matched through the triangulation process with focusing on the study questions and diverse evidence (Baker, 1994).

In this process as a researcher I have tried to cross checked the information from different stakeholders and methods. I have established the relation between the information from different sources so that I could minimize the false information. Information from different ways has been cross-matched i.e. the information of using library had cross-matched the information from interview, observation and library document.

## Ethical Issues

As a qualitative researcher, I have followed the ethical concerns as well. This reminds me. Patton (2002) emphasized on the voluntary participation of the informants. He also suggested that the researcher should get permission for taking information. They should always be informed of any potential danger of any rights to be lost during the study. He also made aware that the informants should be informed about any kind of harm, right to privacy and the confidentiality of the information (Patton, 2002; Nachime, 1994).

Keeping Patton in mind I was sensitive in fairness, and justice while collecting the information as well as interpretation. In data collection process, I entered into the classroom with the permission of the school administration and the teacher. The informants were clearly informed about the purpose of the study. Together with it, I clearly informed the risk and the probable harms of the research with guaranteed the confidentiality of the information. I ensured them that I would not disclose the information without their consents. I also informed them that the data would be used only for the academic purpose rather than any administrative use.

Sometimes disclosure of the research purpose could invalidate the findings. So as a researcher I tried not to make judgment to arrive at conclusion. I was also aware that personal beliefs, values and the ideological orientation of the researcher could influence the research. I had also that sort of experience as school supervisor. So I tried to bind my official position and the perception of my past experience about the classroom teaching. I also followed the neutral behavior with the participants. I didn't influence, disturb, and show my power while collecting the information. In such a way I have tried to maintain ethical consideration during the discourse of my study.

## Chapter Summary

Through the above discussion, I came to conclusion that methodological backup is very essential part of the research. It developed an inference to capture the in-depth field information by using different methods e.g observation, interview, and document study. Guideline tool is very useful to minimizing the risk of loosing information. Basically the adopted qualitative method seeks to require different information mainly on perception, feelings and the psychology of different stakeholders. The field information was interpreted and makes meaning with relating the literature and the theories. In this process I tried to capture and investigate the complex and sensitive issues like the social phenomena to get the complete picture.

The primary sources of datum on researcher's presence from 17-classroom observation, in-depth interviewed with 6 teachers, 2 HTs and 6 students were mainly used. On this process I have tried to establish naturalistic environment and reveal the in-depth information and minutely observed the phenomena.

## CHAPTER FOUR

### CLASSROOM CULTURE, PRACTICES AND FACED PROBLEMS

The main focus of this chapter is to analyze and interpret the data collected from the field. In doing so, I have detailed out the informants' responses and my field observations. Then, I have compared and linked the field findings with different literatures and theories. In this process, I have tried to establish the relation between the information from different sources. This process of generating information has helped me to internalize the situation in depth.

I processed the data and classified them into three different topics viz. classroom culture, classroom democracy and pedagogical practices. The content has also logically analyzed with relating to the field information.

#### Classroom Culture

Culture has guidelines in particular situations (Haralambus & Holborn, 1995). Overall & Singester, (2008, P.54) has accepted culture as the set values, activities and experiences and traditions that individual and groups hold. Likewise, Grenfel et.al. (n.d.) has noted culture as the world of knowledge, ideas, objects which are the product of human acts and education. Haralambos and Holborn (1995), on the other hand, have defined culture as a way of life, collection of ideas and habit, which transmits from one generation to another. They further clarified that human actions and behaviors are based on the guidelines that people learn. For them, teachers and students adopt certain activities in the classroom life, which have been guided by certain values, norms and routines. Tuohy (1999) has further noted that classroom has certain beliefs, ideas, values, activities, symbols, rituals and behaviors, which are known

as the classroom culture. People usually adopt certain activity and practice in the classroom context, which later on became a classroom culture.

As I found that the classroom culture is completely rooted. Teacher accepts and follows the certain activities generation after generation, which became as a teaching culture. In such a context I have tried to discuss the present scenario of the classroom culture and explored the issues under the following sub headings.

#### *Classroom and Teaching Learning Culture*

Hayes (2008) says that teacher has great opportunity to enter in the students' secret worlds and discover children's hidden treasures. Alexander, on the other hand, claims that classroom talk can be expository, interrogatory, dialogic, or evaluative. In this process, teacher explains, transmits ideas, asks questions, then tries to find out and establish the relationship among the facts and lastly s/he delivers judgment (Alexander, 2000, P.515). The same process was done through the students' side. It has also expected that successful teachers utilize every aspect of their professional repertoire and capitalize them upon the 'actor' himself or herself to deal with everyday school situation (Dixie, 2008).

Students are eager to learn something new. They ask several questions and raises issues with regard to their problems aiming to have their solution by the teachers. So the teacher needs to understand the reason and ways of solution (Hayes, 2008, P. 147). In this context, the teachers may or may not respond to all children in the classroom. This means there is a certain classroom life, classroom culture where everyday pedagogical practices take place. In this context, Ball (n.d.) noted the classroom life and said, "School was a simply a way of life, a routine; It was simply what we "did" each day.

Classroom life consists of different activities e.g. delivering the content, involving the student in the teaching processes and evaluating them (Alexander, 2000; Jackson, 1990). Classroom life in the sample schools was also found similar to their concept. All the teachers whom I visited had followed the same acts, process and procedure in the classroom activity. They shared that they were bound to follow certain values, norms, guidelines and rules. This means, they have developed a certain classroom culture and followed them, which I found a traditional way of teaching. This idea is further justified from my one-classroom observations (see box 4.1).

#### Box 4.1: Classroom Discourse

Teacher - .....(Enters into the classroom- 5-10 minutes late)
Student - Good morning sir/ miss/ madam (Stands and says)
Teacher – Sit down (some said good morning/ afternoon)
Student – Thank you, Sir / Miss (Some class and sit down)
Teacher – Today we are reading...topic (Spells the date and subject on the board or ask question: what have we read in the last class? Or have you done your homework or have you prepared for demonstration?)
Student – Yes Sir/ Miss/ Madam (who has done? Listen to me and react; and who didn't do it? Please keep silence).
Teacher – Turn your book's page no .....(Took student's book from the front chair (mostly) and started the class.).
Student – .....(Turned their book's page as teacher told them)
Teacher – .....(Read the book and explain the content)
Student – ..... (listened to the content and asked the question),
Teacher – ..... (Moved to the office).
Student – .....(Feel free / monitor control them).
Teacher – .....(Discussed their personal business in the teachers room with their colleague (not about class work), (Most of the time, the same business was repeated in the next class and period)



In this way, I saw that teacher tried to establish the two-way communication between the teacher and student. However, the degree was different, and this idea is similar to that of Ball's (n.d.) idea. Besides, communication and teaching learning process should also posit several other components and principles such as compensation, strategic leniency, power sharing, progressive checking and suppressing emotions (Barr & Dreeben, 1989, P.108 cited in P.W. Marland). From this discussion, it can be acknowledged that two-way communication is the most effective means for effective classroom learning.

During my observation, I found that some classrooms were impressive. The teachers, students and HTs agreed on my observed facts. Moreover, they confessed that teacher had great responsibility in creating effective classroom environment. The idea of Barr & Darbin (1989) supports the idea that the teacher has more responsibility in terms of classroom teaching. During the study, I found that a teacher with positive attitude could manage effective classroom, and the literature from Rao & Kumar (2005) supports my findings. There could be several responsible factors to make the classroom more effective. For instance, teacher's knowledge, sense of responsibilities and student's characteristics, opportunity to learn and academic work inside the classroom are to name a few. Likewise, Hayes (2008, P.8) further stated that to create purposeful classroom environment, recoiling emotions, ideas and uncertainties among students is essential.

Teachers are the key person in the effective classroom discourse, and they had adopted certain activities in this process. It is to note that there are very few (about one fourth) teachers who could manage the classroom effectively. Based on this discussion, I came to the conclusion that the most important thing for the classroom effectiveness is teacher's professional commitment. Here it is necessary to use teacher's potentialities and

professional ethics for effective classroom activities and students' achievement. According to my own observation, interviewees' information and document study, it can be depicted that less efficient teachers didn't initiate to make their class effective, and this fact shows that they were not committed to their profession. Similarly, classroom physical facilities, environment, students' number, time, school administration are other subsequent supporting factors for better performance.

### *Classroom Physical Facility*

A teacher has to play different roles according to students' ability. Every teacher has to be alert to the child's movement-by-movement to fulfill their needs (Hayes, 2008). Hayes further explains that teachers can play a variety of different roles to address children's needs by adopting particular ways of teaching learning practices. Besides, teachers have to be sensitive towards the physical classroom environment. The literature also reflects that the physical and psychological environment is directly related to the child's learning. It will also help to promote effective classroom learning (Rao & Kumar, 2005).

Now it is imperative to relate the above concepts to the field. As per the field information, I found that physical facilities of schools that I observed were not sufficient i.e. four students sit in a bench, and it is only for three. Likewise, the classes were over crowded (55-60 students in a class) as the government's basic norm is 45-50 students in a class with 1 square meter for each student of secondary level. This means the present classroom size was not sufficient. The interviewee teacher said that the availability of physical facilities, the student number of students, workload and low salary scale are major causes of ineffective classroom teaching. In this regard, NCED (2006) states that lack of adequate physical facilities hinder better performance. *Similarly*, students and HTs held the same feeling and opinion. In

the meantime, students and HTs were not satisfied with teacher's working style and materials used. They claimed that teachers could do better by using available facilities if they would have professional commitment. I also agreed to this view because I found that some of the teachers observed by me were committed towards their profession, and they did better in the same situation.

Based on students' responses, they have to wait in order to ask questions and participate in the class work accordingly. In the same way, there was no linkage among physical facilities available in the classroom, context and different types of needs of students in the actual classroom situation. However, it is noteworthy here to note that literature and modern classroom management theories suggest that classroom environment must meet students' needs and interests. In this regard, it was clear that teachers, students and HTs were not satisfied with the present physical facilities available in the schools. In case of the double shifting school system, I found that one of the schools had practice of 30- 35 minutes classroom teaching instead of 45 minutes. The school was run renting a private residential house, which was entirely devoid of necessary physical facilities such as play ground and small class size, and in such conditions, it is often impossible to manage time and conduct classroom interactions efficiently. As a consequence, students' learning achievement will be affected. To further strengthen this point, it is imperative to mention the literature on child friendly classroom, which lays emphasis on physically, and mentally safe environment with adequate physical facilities (DoE & SCA, 2062 B.S.) for better learning.

In addition, teachers stated that they faced difficulties in utilizing their teaching potentialities in the fullest sense because of insufficient physical facilities. As I also observed the fact that teachers were found competent in terms of subject matters. Nevertheless, they were not trying to use their capacities in real classroom teaching. I also saw that the present physical facility was not sufficient to use their competency fully.

### *Planning*

Planning guides the teacher to make their classroom activities more effective. All curricular priorities express, in the school time schedule, represent temporal constraints upon the work of teachers in the classroom. In this regard, Barr & Dreeben (1989) has found that the efficient teacher could manage the time schedule basically in the elementary level. They further noted that school prepares classroom routines, school rules and regulations for better and systematic school management including the pedagogy. However, Aggrawal (2000) has noted that planning is a guide of using teacher's skills, intelligence, ability and personalities. Theoretically, teacher prepares different plans to achieve the objectives of the curriculum. Teachers also allocate time in ways that bear directly upon instruction by determining the amount of time that student will have productive work in various subject areas (Barr & Dreeben, 1989).

During my classroom observation, I didn't find any kind of planning prepared by the teachers for the classroom interaction. They had followed the routine prepared by the administration. Out of 17-classroom observations, a teacher claimed that he prepared mind map before leaving home and on the way to the school. Actually, his class was very impressive as well (Class 6, social study, school A). I didn't feel that he didn't use teaching plan during the class. The rest of the teachers followed the same activities, which they had

performed in the past. It means that they were reproducing the same acts that they had known and practiced in the past.

All the head teachers that I had consulted were aware of teaching learning process. As per my discussion with school HTs, (untrained, B.A. degree holder of school A), he said that two years before he had compelled the teachers to prepare and implement lesson plans along with the use of specification grids. According to him, teachers prepared them. However, they used specification grids only once. With span of time, teachers were following traditional patterns of teaching learning because they were again habituated in using the traditional methods, and the same HT further supported it. In this connection, I found Bourdieu's (1973) culture of reproduction theory aptly fitted, which has been described earlier in chapter two. HTs realized that due to lack of monitoring and teachers' commitment, they did not follow them. This indicated that even educational plan could not be implemented as intended unless teachers are committed and are frequently monitored by the school heads. It is because of teachers' commitment, attitudes, skills, environment and the motivation.

In principle, all of the interviewed teachers shared that they were aware of the importance of planning. In contrast, they did not do it. Teachers were not interested to prepare and use instructional plan as they claimed that they were over loaded and had no time for planning and using them everyday. The research finding from NCED (2006) is in the same line and says that teachers do not have enough time for planning. Similarly, they added that there was no implication of such plans in the actual classroom situation because of overcrowded classrooms. On the other hand, other teachers claimed that they had to work in different places to earn their livelihood

because of low salary. In contrary, they receive equal level of facilities as that of government employees. In this context, Maslow's (1943) theory of human motivation has played a great role. In his theory, he argues that needs influence peoples' motivation, which has been arranged in a hierarchical order. Once the basic needs will be fulfilled, people demand for safety and other social and self esteem needs. Based on my personal interaction with teachers on the spot, I found that there were many teachers who were engaged in doing more tasks except teaching at school to fulfill their basic and safety needs. However, it is contrasted with the research finding of NCED. Some of them worked in other places or were engaged in other professions, which mean that they had time but they couldn't use it in the school. The other findings of the research state that they take teaching profession as a secondary choice, motivated towards money making commercial job rather than teaching because of low social prestige (NCED, 2006).

The students and HTs had agreed to my findings, and HTs further added that competent teachers could not give more time because they were involved some other tasks as well. In this regard, he further added that there is no problem with less efficient teachers. However, the efficient teachers usually give their time in carrying out a number of other activities other than school's business. As opposed to this fact, the students shared me that they intend more systematic and effective classroom interaction.

The above discussion obviously shows that classroom teaching learning discourses have been conducted without any planning. This also brings the knowledge that teachers were not ready to accept the changes in their approach to planning. There is contradiction between HTs, teachers' and students' interests. During this process, I found that teachers

wanted more facilities, HTs more creative and planned classrooms and students liked more systematic classroom activities. It is where I found that teachers had theoretical knowledge but they had not efficient knowledge to conceptualize the situation and solving the problem. Meanwhile, some causes were also identified. For instance, lack of confidence among the teachers, inadequate skills, less motivation towards the profession, and lack of professional commitment. It has also been found that those teachers who had high level of commitment could deliver better teaching learning activities by making a mind map.

#### *Teacher-Student Relationship and Cooperation*

Rogers (2006) suggest for cooperative and supportive school based appraisal system. Appraisal is the goal of student teacher relationship, which Chandra (2004) termed as the 'happy medium'. Such relations can promote co-operative classroom activities and also creates lively environment for pedagogical interaction (Aggrawal, 2000). Rao (2004) further argued that co-operative environment could provide comfortable environment for the weak students to share their idea.

My observation also explored the condition of co-operative classroom environment. From the theoretical ground and the field reality, I internalized that the degree of classroom co-operation depends upon the teacher's ability, expectation, motivation and environment. Hayes (2008) also supported this concept. Similar to Hayes' concept, the students claimed that they liked to help their friends but the teaching learning methods that many teachers have been using creating obstacles for this i.e. teacher delivered the contents that demand silent classroom as teachers always intend to control the classroom and students. Hence, interactions with the peer (peer learning) became unacceptable behavior for teachers. Therefore, they further noted that in teacher-centered learning method, students have not got

chances to share their ideas with their colleagues. Thus, I found that there was definitely gap between the ground reality and theoretical concepts. In this regard, I found Rogers (2006) aptly fitted. He suggested that teacher should internalize students' core rights and responsibilities, needs, abilities, willingness and good communication for establishing cooperative environment in the classroom. However, the practice of class teacher did not support this.

HTs also claimed that cooperative and mutual environment is a very essential aspect for better learning. I also found that students were more eager to establish better relationship and cooperative environment. The teachers who had established very good relation with their students expressed that they had shown more sincerity to their students. The students had also supported this idea. For them, friendliness, cooperativeness and dutifulness of teachers made them more sincere. This implies that the students like to talk with teachers and share their ideas if the teachers create favorable environment.

Teachers also agreed to cooperative classroom environment. However, they doubted that it could not be always possible. They argued that some of the students were '*bad and low achievers*'. This means teachers are labeling students. Apart from this, the labeling goes to the parental side. For teachers, students, who belong to low social status family, usually create problem. So, teachers labeled student as bad and low achievers. As Becker's (1960-1970) labeling theory says that the powerful people labeled people on the basis of their past act or background (see more detail in chapter 2 & 5). Teachers claimed that school only could not create better teaching-learning environment. They further claimed that if they did not punish students' wrongful acts, the whole system would fail. While, the entire teachers had known



about the fact but they were not able to care for family background and non-violence teaching.

The students shared me that they intended to establish good relation with their teachers. It was remarkable that high achiever students were more eager to establish better relation with teachers than low achievers. Sometimes, they liked to joke with teachers and they did not mind for their jokes. The students further said that it had not happened in case of low achievers. They were treated differently. As a result, low achievers make negative perceptions about teachers, and they have low participation in the classroom activities. In accordance with Frerie's (1973) term, they develop '*culture of silence*'. Here, again I found that students' were dehumanized, oppressed, labeled and discriminated. Contrary to this situation, students were seeking special treatment for them through establishing good relation. Despite these gaps, I could capture the classroom behavior of the teachers that appears in the box no 4. 2. This box clarifies on how efficient teachers build good relationship with their students.

#### Box 4. 2: Building Relationship

Teacher encourages students to participate in class-work more actively. S/He believed that it could support to reduce inequality in terms of classroom participation and finally strengthened students' learning activities. He had an experience in building friendship and relationship with students informally. Even there was conversation/dialogue with his students in different informal occasions. For instance, it could be in market place or path or playground. He also claimed that he could recall feelings of his student life. Therefore, he tried to reduce unintended behavior of students, which ultimately helped him to make the class more learners friendly. (*Observation date: 2066/4/ 6, grade 6, school A*)

Basically, I found that mutual relationship between student and teacher plays an important role for classroom teaching learning environment. In principle, the entire teachers, HTs and students accepted cooperative classroom though it was not implemented effectively in practice. It means that they were not confident to initiate change in line with their vision, and it is further supported by literature. It is believed that cooperative and encouraging environment is very important for teamwork, effective communication, problem solving and critical reflection.

The literature reviewed so far, theories and field information laid emphasis in promoting cooperative environment for better classroom learning. In this process, I found that present classrooms have variations like some teachers were friendlier and some were not. Theoretically, teachers were clear about cooperative environment but they were not competent to apply it in the field.

### Culture of Democracy, Authority, Equality and Equity in the Classroom

#### *Democracy*

There are various meanings of democracy. It is individual freedom (Haralambos & Holborn, 1995). It is not only democracy and freedom but is a more participatory democracy (Giddens, 1998, P. 341). It is the equal share of power (Johnson, 2000). If these meanings are linked

with the classroom situation, then it is the power and authority in the classroom. The democratic relationship with students could help to establish mutual cooperative environment in the classroom (Rao & Kumar, 2005). Barr & Dreeben (1989) claims that if teachers use these functions wisely, curriculum goals are likely to be met in these environments.

There are many activities that students and teachers have to be engaged daily. In initiating teaching learning process including the classroom interaction, the teacher has to establish democratic culture, equality and equitable teaching learning environment (Kesici, 2008). Likewise, Koirala (2008) has suggested teachers to provide justice and treat all types of children equally to make the classroom more democratic.

Different literatures and theories clearly spell that students could learn only in democratic, non-discriminatory and participatory environment. They believe that students' participation in the classroom decision and secure environment creates favorable environment for learning. This means classroom security is also one of the effective factors for students' democratic participation.

In the classrooms that I observed, I could not find teachers using and promoting democratic practices. Instead of this, teachers used to curtail child's democratic rights through making rules and creating several structures e.g. making class rules. It was also found that the schools had practiced to select monitors and make class rules to maintain class discipline. There were different practices in selecting monitors, and making rules in these two schools. School A was more democratic than school B. It had revealed that school A mostly tried to involve the students in selecting monitors, and take decision according to teachers' guidance. The students shared me that teachers played decisive roles. Teacher

agreed to this point and added that sometimes students were misled so their roles are essential to correct the situation. However, school B could not practice democratic activities in this process, and in most cases the teacher selected the class rules and monitors. In this school, I observed that the monitor was physically strong boy while he was not first to third boy. I found that teacher preferred in selecting students as monitors who were physically strong who could control the class during teachers' absenteeism (grade 6, school B). This practice is against our traditional practices and academic concept, which mostly selected the first boy or girl of the class as monitors. In school B, it was imperative not to select the first boy or girl because they had to could not control students who were over age and their background. The behavior that students and teachers showed could be understood even from Roger's (2006) concept. As he says that teacher should consult and support the student in preparing the classroom rules for maintaining discipline.

These monitors had certain rights and duties to control unnecessary activities in the classroom. Students were afraid of reporting against the teacher because they were informed that teacher would reduce the number to those who avoid the class rules. Monitor had rights to suggest teachers about students' behavior. Here, I found that Jackson's (1990) idea can be useful, who claims that the school goes against the child right. He further noted that school has certain rules and students have to follow them. These are known as school disciplines. Alexander (2000) has also the same idea and claims that classroom life has been shaped by certain rules. It shows that in the name of maintaining discipline, the powerful people prepare rules for those who are less powerful, and this system seems against the norms of democracy.

Students shared me that they had no clear idea about child rights and democracy in the classroom. They accepted the decision and prepared rules by teachers. But they wanted their involvement in the decision making process that affects them. It means that they wanted democratic classroom. Dewey (1916) also hopes that democracy of education could provide equal opportunity to all children including the protection of the rights of the disadvantaged groups. He furthermore suggested teachers to initiate in creating fairness and equitable environment in the classroom. In our actual classroom, which I find that majority of the teachers were not following the suggestions of Dewey.

During the class observation, I noticed that teacher used commanding and rough words to address students like *"Yeassari Basnuhos"*, *"Sida Basnuhos"* (sit like this way, sit straight, (trained teacher, School B) instead of saying politely or explaining the advantages and disadvantages of such act. It reveals that students had no choice with regard to their seating posture. According to Freire's (1973) terms, these students were oppressed. They also inculcate the 'culture of silence' that denied fostering their inherited potentialities. In this case, both HTs and teachers were clear about child rights and democratic classrooms. The theory and literature require consultative environment for creating democratic classroom. In democratic classroom, Bhatya and Bhatya (1995) suggest that the teacher has to provide freedom of participation and encouragement to students to develop their full potentialities through their participation in the classroom practices actively.

The above discussion leads me to conclude that students were not getting an opportunity to enjoy democratic environment in the classroom. Moreover, this means that the present classroom context is not democratic because teacher used his authority to regulate students' behavior while students always intend to take part in decision making

democratically related to classroom activities. In this case, students are just supposed to follow the well-defined rules in his/ her classroom

### *Authority, Power and Student's Participation*

Authority always challenges the rights of the people. Giddens (1998) finds it as a legitimate use of power. He sees power as the ability of individuals or groups to make their own interest or concerns count, even when others resist. Similarly, Eggleston (1992) found that teacher has virtually control over the school lives of their pupils. Darder (1991) finds classroom with full of power and authority. In our context, it has been exercised since long time. This saying was applicable for students who were facing the problem of powerful people e.g. teacher takes decision about the classroom discipline without consulting the students. As Barr & Dreeben (1989) claims that teachers used to take decision in choosing contents, time scheduling, group formation, and activity structures. The students' behavior, attitudes and achievement were shaped in that that way. It was also found that in this process students accepted teachers' authority. In our practical field, most of the teachers have shown their authority to take decision relating to students e.g. selecting the content, time, etc. In our actual field, applying all of the principles is difficult but there were some activities, which could be fulfilled if teachers wish to perform their roles sincerely.

From my observation, I found that students were facing trouble in the classroom such as the teachers show their positions as a knower and an authority rather than a helper, guide, facilitator and co-learner. According to literatures, the teachers assume different roles mainly as: teacher as a Dictator, as a Facilitator, as a Collaborator and as a Co- learner (Rao, 2004; Hayes, 2008). In the course of observation, I heard from one of the experienced female teachers (trained secondary level teacher-II class, School A) who said to students, "*Padhane*

*belama gaf garne hoina, yo antim patak ho*" (Don't chat while studying, this is my last warning). It implies that she was warning student at the last time as an authoritative teacher. If not so, she would punish them. She might have felt that she was knowledgeable, authoritative and powerful person. Here, I see that Darder's (1991) concept has fitted well that suggests teacher for not to possess authority and power over students. He denied the teacher on any kinds of discriminatory behavior, oppressive, violence and dignity of the students. He further suggests respecting the students' capability instead of challenging their ideas. But in the course of this study, I realized that teachers were violating the child rights e.g. sitting, participating etc. The students too were in favor of the participatory class but they couldn't raise the voice. One of the ex student (school B) supports teacher's authority and shared me that teacher should punish students who commit wrong acts. It further implies that students shape their own position. The expression of the students reminded me Freire (1973) who termed it as "self- depreciation". According to Freire's (1973) concept, it is one of the characteristics of being oppressed.

In our real classroom, there was power relation between teacher and students. Chandra (2004) in this regard agrees to the fact that I observed. Relating this fact with the classroom context, I made an enquiry with teachers. In respect of my queries relating to warning, they said that they were not able to control the classroom if students of low social background are not treated as said above. In this scenario, I find Haralambos' & Holborn's (1995) idea more contextual, who further say that there is a close relationship between family background and educational attainment of students. Rimal (2005) also reiterates this finding in his research, which reveals and claims that teachers were not paying attention to students' family background because it plays a major role on student's classroom achievement. Similarly, students' responses were similar to Rimal's finding. This concept

suggests seeing the whole parts of the system while revealing the causes of the action. It has connected with the functionalism, which has been discussed earlier in detail (see chapter 2). This theory believes that each and every unit has equal values for better performance of the system. So, people have suggested in giving equal values while analyzing the causes.

The students I interviewed shared me that they want more participatory class. I also observed that the teacher who followed the student-centered classroom activities was more active and attentive. They felt more comfortable in teaching. It means that they internalized the total classroom scenario and able to contextualize contents. Students were also found more eager and sincere while presenting in the classroom. Here, I see that there is consistency between the facts that I observed, students' perceptions and literatures. However, less efficient teacher's role was opposite to it. Those teachers were using the traditional methods, authority and power over the student. Jackson (1990) supports this idea and further noted that teacher used authority over the student. In this time, students were prohibited and suggested what to do or not to do. The students were expected to do certain matters when they were in the classroom. To support this point, the structural role theory (Turner, 1999, P.P. 353-368) can play a useful role (for theoretical explanation see chapter 2), especially to interpret and theorize this particular fact. This theory believes that every member of a society has certain defined roles, which should be followed. So, teachers may feel that as a member of the classroom, students should follow the prescribed roles. This helped me to conclude that students' involvement in the classroom was more fruitful for learning purpose. But unfortunately there was contradiction between students' interests and the teachers' role. I found the exercise of power over the situation in the classroom. It means the students were dependent on teachers. The box no.4. 3 below shows the glimpse of how teacher uses their power in the classroom.



#### Box 4. 3: How a Teacher did Used Power

First of all, one of the teachers expelled 4 boys. Then, 4 girls were expelled because of bad scent of their shocks. In the meantime, I asked them if they could tell me the causes of rustication. In response to my question, they said that they were expelled, mainly to identify students with the scent of shocks. In addition, they said that they had house rules of wearing clean shocks that were devoid of bad scent. Furthermore, wearing shocks was compulsory in the school. In the absence of not following the rule, students had to pay Rs 5 (in the form of fine) in a day. Even inside the classroom, teacher points out a number of students to find out a student who had bad smell of shocks. However, all of the students denied her assumption. Eventually, the teacher found a girl and warned her not do so the same next day. More importantly, she was nervous in telling the causes. In due course of time, she said that she had just a pair of shocks at home. Actually, she was a house worker. Finally, the teacher again *warned her not to make the same mistake in the days to come.* (Observation date: 2066/4/ 20, grade 6, school B).

The same teacher argued that it was essential to maintain the classroom discipline. And it was also hoped that the same action would not happen the next day. It shows clearly that the students' position in relation to authority, power and participation is not satisfactory. Hence, this can be termed as the cultural ways of learning practices in the actual classroom situation.

Here, it is better to add Roger's (2006, p.112) suggestion with regard to understanding the teacher's authority and power to make teaching practices more effective rather than status position. It also made obvious that student's role was like that of somebody who is waiting for punishment. The case discussed above (box no 3) also shows the glimpse on how students are enjoying classroom democracy in the actual field. It also shows the scenario of how powerful people prepare the rules, and executes it to the less voiced in the name of discipline. In our actual classroom, it could not be applied completely but there are some areas, which can be applied e.g.

involving students in problem solving activities, involving them in individual presentations, etc.

With regard to participation, Hayes (2008) believed on student's personalities, talents, ideas and potentialities. He suggests teacher to address them using different teaching strategies without any forms of discriminations. In such a situation, teacher should encourage students for participation. But the observed facts could not match to literature review. To mention it more precisely, I have displayed the section of class observation in terms of class work and teacher's attention in the following box no 4. 4:

Box 4. 4 : Class Work and Teacher's Support

I sat on the last bench nearby a girl. I observed her activity during the period. Teacher gave class work after some time of the class tutoring. Actually, the girl didn't do her class work. Teacher might have noticed her activity during class work. Or it may be equally possible that teacher already knows the activity of that girl in the last class. After finishing the class work, teacher asked students to present their work in turn. The girl felt uneasy while her teacher checked class work and involved them for class presentation. While teacher told her for presentation, she picked up her friend's copy and tried to read it. She couldn't read it. She wanted friend's help but she couldn't. The teacher didn't help her or tried to find out the problem. She clearly saw the student's activities but she didn't take it seriously. (*Observed date: 2066/4/7, School 'A', grade 5, English*)

The above-observed fact shows the position of teacher's support and the student's participation scenario on class work. Students have different experiences about the classroom practices. The students spelled that the weak students don't like to ask the problem to the teacher. In this regard, they gave first priority to their friends for to solve the problem. It is because they didn't like to expose their weaknesses in front of others. Here,

the student's idea has matched with Gagnon. & Collay's (2001) idea that students don't like to bear risk being wrong in front of their friends in the classroom by participating in the discussion and any kinds of learning activities. The girl I interviewed further added that it creates problem for her, because she likes to help her friends but it creates noise. She (interviewee student) also knew that her teacher wants to have questions with him/ her rather than to other colleagues. Here, teachers feel that students are making nonsense activity and neglecting the teacher's guidance. They also claimed that teachers have not an idea about the student's interest and the learning style. In the present situation, teachers' claimed that they could not involve students in classroom discussion. As a leader of the classroom, teacher has great responsibility in creating enabling environment in this respect (Aggrawal, 2000) and valuing student's capacity. But in my classroom observation, very few teachers' tried to give value to people's capacity by responding and inspiring them for better performance.

The above discussion led me to sum up that the present classroom didn't solve the students' problems because teachers were presented as an authoritative and powerful person. Most of them were not able to evaluate the student's potentialities so that they showed their power against the child interests. Authority over student neglects student's potentiality. On the other hand, the students were more interested on their involvement. The present classroom activities deprived students from the new innovative and creative works. This ignored the value that teaching learning activity could be useful while involving students.

*Equality, Equity and Justice:*

Pojman (2003) emphasized on people's liberty, equality and reward for services contributing to the common good. The fairness module emphasized on the fairness relationship with every individual (Wikipedia, the free encyclopedia). The EFA global monitoring report (UNESCO, 2009) has also shown that the present position and suggest government to minimize the inequality among the children. The equitable classroom recognizes the unique character of the people, learner's interest and provides fair and secure environment (UNESCO, 2006). EFA National Plan of Action (2001) and NCF (2007) also aim on creating fairness and equitable learning environment. But in my classroom observation and interviewee students' responses, I could not find equitable environment and activities. Here, I see the importance of Hayes (2008, P.6) who believes that non-discriminatory, fairness and equitable environment could fulfill the objectives of the education. This means equality, equity and justice are most emphasized facts in creating the democratic classroom situation.

It was also found that the students from different backgrounds showed variations in their achievement levels. The students from low socio-economic background were with low level of abilities and were low achievers compared to students from higher socio-economic backgrounds. Naturally, the weak students demand special treatment from the teachers. However, teacher's treatment represent towards equality rather than equity. The equality approach could not address the students' need; as a result, they are not interested in the classroom activity. I observed that the weak students had two options: one to engage on side talk; another be silence during the period. They couldn't demand to address their needs. The interviewed students agreed that they had decided and categorized the teachers as 'soft' and 'hard' and behaved accordingly. Especially, students were obedient to the hard types of teachers (Hayes, 2008), which further promote the 'culture of silence' (Freire, 1973). Freire (1973) further suggests that teacher should provide equitable environment to students to

express their views, which could provide them an opportunity to develop and use their inherited potentialities.

In daily classroom process, the teachers did not address the needs of the individual student. As I observed, teachers addressed the whole class as a unit. Providing the same treatment could not address the weak students' problems. Here, the research from Rimal (2005, P.87) supports my finding. He reveals that most of the teachers did not pay attention to students' problems that occur during teaching learning process. Likewise, Rao & Kumar (2005) suggest teachers to be careful to the students' activities.

HTs, teachers and students agreed to the above-mentioned facts. They also agreed that the blanket approach of teaching process didn't solve the student's problems. They claimed that they have recognized the personal needs of the weak students but they could not provide personal treatment for them because they have to face with diverse groups of people at a time. Here, I like to add Dierangelo & Guiliani (2008) idea of being an effective teacher, which could identify student's need and offer for additional support to them. This means teacher should be active and attentive towards the individual student's achievement, problems and provide appropriate supports to them accordingly during the discourse of classroom delivery and out of class time. In this point, I like to draw Darder's (1991) concept on changing the quality of public school. In this process, he suggests teachers to challenge the traditional concept of teaching and tried to applied social justice and equity in classroom. Koirala (2008) also agreed to diverse social structure and suggests teachers for adopting individual treatment.

Interviewed teachers argued that students have different levels of learning ability. Student also agreed with the teacher's view about diverse ability. At the same time, students

were demanding and expecting from their teacher to be able to lead, manage and direct the day-to-day children's complexities individually (Rogers, 2006; Heays, 2008). However, the teachers argued that solving the personal needs of the students was not possible in the present context.

In using the modern teaching approaches, teachers and HTs shared their viewpoints. They were aware about the equity in the classroom. Likewise, they had general understanding about various learning theories. They knew that they have to identify the individual child's interests, needs and problems and support accordingly. They claimed that they easily identify the personal needs. However, due to the lack of materials and physical facility as well as enabling environment they are not able to support the children individually. As a result, the students were not satisfied with the present teaching learning process. They claimed that some of their friends were very weak. They needed special treatment, but they were not getting that. However, in case of grade 10 students, the school (School A) is providing extra teaching learning support to students including the needy ones so as to achieve better results in the national SLC exam.

Different literatures and theories stressed on equity. Basically, in the observed classroom the teachers tried to address the equality but there was the absence of equity and justice. The blanket approach could not meet the needs of all students. Without equity, the educational objectives could not be fulfilled. It means we have to strengthen the equality of the students together with the equity for justice. Amidst this understanding, I came to know that the equitable classroom could be possible if the administration and the teacher develops commitment towards their profession.

## Culture of Pedagogy

### *Teaching Method*

Pedagogy is act and discourse. It encompasses the performances of teaching together with theories, beliefs, policies and controversies that inform and shape it (Alexgender, 2000, P. 540). Alexgender further spells that in the teaching process teacher tries to find out the common characteristics and thought of the children rather than their differences. In children's learning style, Gagnon & Collay (2008) also explain, "Our students are engaged in active learning by thinking together, thinking critically, communicating their thinking and reflecting their thinking".

Keeping the above understanding in mind, I observed the classroom teaching. I found that different methods of teaching were in practice. Mostly adopted methods which I found in classroom teaching were mainly content describing, question answer, reviewing the exercises, class work, problem solving and role-play. Research from CERID supports my observed facts. It found that most of the teachers in public schools were using lecture method (CERID, 1998).

The teachers gave priority to content delivery rather than involving the students in learning by doing process. In classroom procedure, I found that, most of the teachers presented at first and students supported him/ her in classroom interaction. The teachers were more active and students had done the activity as teachers suggested them. Teachers were knowledgeable about classroom teaching pedagogy but they didn't apply it as an expected level (NCED, 1999).

Teachers addressed the whole class commonly. The students listen and did as teacher addressed them. As, Koirala (2008) says '*Pandit type culture*' was prevalent there. This means teachers were adopting the traditional method in teaching. Theoretically speaking, I found teaching culture of the observed classrooms linked with Bourdieu's (1973) cultural

reproduction theory. In the same way, I found the relation with the Frerire's (1973) banking concept of education. In both of these concepts, the teacher has presented as a knower and the student as only a receiver. The teachers, thus, poured their knowledge to the blank mind of the students like a depositor and deposited in students' money bank, i.e., mind of the students. It was also observed and found that, some of the teachers succeeded in creating the student's participation effectively, some tried for to follow it and few didn't care on student's participation. It was also found that the less efficient teachers didn't pay attention to addressing the student's problems.

Efficient teachers promoted students' participation, whereas less competent teachers adopted teacher-centered method and tried to maintain pin drop silence in the classroom. I have divided the teacher into two groups: efficient and less- efficient on the basis of their classroom effectiveness. It was also found that the teacher who could not adopt student-centered method tried to maintain hard discipline. In this process, the teacher warned the students and stressed them to follow the disciplinary rules. In this process, I found that teacher centered method needs more disciplinary rules.

Students had got chance mostly to participate in answering the questions from the teacher. During my observation, I found only one teacher out of 17-used role-play method to involve in class activity. Research from CERID (2004) has found that teachers mostly adopted teacher-centered method. So, it is clear that very few teachers were able to use the student-centered method and make the classroom interaction livelier. They used to respond student's queries immediately. Students also used to share me that they were encouraged through this acts. The literature from Jackson (1990) supports this finding. The public schools' teachers were not using their training



skills in classroom instruction (CERID, 1998). The best class, which I found in my observation, had the following (box no 4. 5) situation.

Box 4. 5: Best Classroom Practices

Teacher: Do you remember? What do we have to do today?

Student: Yes Sir; We have to present the dialogue.

Teacher: Ok, thank you (Try to cover the whole class by eyes). Have you prepared it?

Student: Yes, Sir.

*(In the meantime, one of the girls informed the teacher that her partner was present on that day. The teacher advised her for not to worry about the matter)*

Teacher: Excellent. Which group will present at first?

*(Two girls were ready for presentation. Teacher advised the whole class to use the dialogue in their own words rather than from the book).*

Student: ..... *(Came in front of the class and participated, the other students helped their presentation, the teacher encouraged them for creating the natural environment, the other group wanted to participate from their own place. They clarified that they felt hesitation while presenting in front of the class. The teacher gave them permission to present from their seats. Their presentation was livelier than the last ones. Four pairs present the dialogue, Rang the bell.*

Teacher: Thank you.

Teacher: You have to do more practice for the next day.

*(Teacher gave homework for the next day).*

Student: Thank you, Sir....

Teacher: Thank you.... (Teacher went out from the class).

(Observed date: 2066/ 4/ 19, School A, Class 5, Science)

During teaching process, the observed teachers used to stand in front of the classroom nearby the blackboard and tried to cover and control the whole classroom activities. I noticed that very few teachers moved in the classroom from one place to another place. They had more involvement while they gave the class work. Their attention mainly centered on the student mostly that didn't respond the class assignment. As I found that the teachers could not notice the entire student's activity in the classroom. Literatures suggest teachers to notice student's activities and encouragement given to them (Hayes, 2008). I realized that this helped me to maintain the classroom discipline. Pradhananga (2001) revealed that children construct knowledge through observing the situation and environment. In contrast to this literature, I found that teacher paid attention to maintain discipline rather than effective learning. The following box (box no 4. 6) shows on how teacher behaved with the students during teaching.

#### Box 4. 6: Less Effective Classroom

Students' level was not the same, as the teacher had expected. It demands to find out individual treatment. One of the students could not read the assignment of the last class. His hands' movement clearly showed the terrible feeling of the student. Actually, he wrote a good essay but he could not read it clearly. His voice was very low, and could not pronounce the word correctly. The teacher didn't encourage the student to clarify the work.

The teacher wanted to maintain hard discipline. She commanded the students, 'don't make noise'. She directly said 'you have done well but there are many spelling mistakes'. She neither indicated nor discussed about the matter. The teacher observed the class work as an invigilator of an exam. She ordered them to stop writing the answer and fold their hands. The student stopped their work. I remembered my school life when I had to follow the rules of hard discipline.

(Observed date: 2066/ 4/ 19, School A, Class 5, Science)

It clarified that the practicing teacher's classroom coverage was only for maintaining the discipline rather than identifying their needs and solving their problem. Dawey's (1916), Freire's (1973) and Haye's (2008) concepts suggest teacher for democratic and equitable classroom. During my study, I found that none of the teachers engaged student in group work. In the same way, Barr & Dreeben's (1989) suggest teacher to divide the children into different groups and sub groups so that everyone could work independently and access to get support from the teacher. The teaching method supports my argument. However, there were some teachers who involved students in class work and interaction. Thus, it helps me to draw that the present classroom is not child centered and democratic.

In this regard, Hayes (2008) denied the entire described teacher centered method. He further prescribed classroom should be child centered. The role of the teacher should be only as a facilitator, supporter, and advisor and guide rather than knower and a powerful person. He further said that the more involvement of the learner s/he gains more knowledge. Most of the observed teachers didn't apply this concept in the classroom.

Different stakeholders have different ideas on classroom teaching learning activities. HTs realized the weaknesses on the maximum utilization of the resources and teacher's potentialities. Teacher claimed that they had used their capacity whatever they can. They further argued that the class environment was not favorable to employ their skills and knowledge. They claimed, participatory class seeks more time, which effect on completing the course in time. Research from NCED (2006) aptly fits here. It finds that teacher had not enough time for planning. Furthermore, classroom environment does not permit to use student-centered methods. They further added that the present curriculum was overloaded. However, HTs don't agree to the loaded curriculum. Students were intended participatory classroom activity. On the basis of my observation, I infer that teacher could do better than present if they wanted.

Interviewed student's perception was different from the perception of the teachers and the HTs. They wanted more democratic and child friendly classroom. They claimed that teacher could do better than at present. Likewise, they argued if one teacher could adopt the student-centered method why not others. Their argument was potential. Student didn't like to stress weak students and claimed that it increases the frustration on their learning. Rimal's (2005) research finding is in the same line. He mentioned that student's realized that weak learners need special treatment. Here, student's concept has matches with Dewey's

(1916) concept of democracy in education and Freire's (1973) concept of pedagogy of oppressed.

In line with the above discussion, I clearly find the differences between HTs, teachers and student's concepts. For instance, teachers were not ready in using more democratic environment and methodology and showed the causes of lack of enabling environment. HTs, on the other hand, were positive towards it but they could not fully support students' views. The student and the literature resemble in giving more and more freedom and to address the students' needs.

Overall, I can say that teacher could not address student's needs. Students wanted friendlier, democratic, child centered method while teacher laid emphasis on reproducing their traditional pedagogy. At the same time, students wanted special treatment to their weak friends rather than neglecting and labeling them as a weak and slow learner. In this sense, students are faster than the teacher. The classroom reality has supported the above idea. At this point, I can focus on the fact that teacher's capacity and the commitment were most influencing factors for effective teaching.

#### *Using Curriculum and Teaching Materials:*

As a teaching framework, curriculum helps to concentrate teachers' mind on the fundamental skills that children need to be literate (Hayes, 2008, P. 28). In this process, Anderson (1989, P.44) divides the curricular modules on acceleration module and adaptive instruction module. In acceleration module, one develops the curricula for different courses. This module emphasized to provide remedial or compensatory instruction. Second alternative is adaptive instruction to which the teachers place the student on the same curriculum and classroom. In the observed school context, the teachers were using second

module, while the students were academically different. The weak student seeks special support for to address their needs. It could be possible on Anderson's remedial or compensatory instruction module. Thus, I find that students' actual needs and teachers' support do not correlate.

Teacher could use varieties of materials including locally made to modern technology e.g. newspapers to audiovisual materials. Curriculum, teacher guides, black board and locally made materials are easily available materials. During my observation, I found that blackboard and the textbooks were mainly used materials. While literature says textbook is for the student (Koirala, 2008). The research from CERID, (1998) supports my finding. It spelled that teacher made materials were not found in the classroom practices. I didn't find the connection and influence of the curriculum, reference materials and the teachers guide in the classroom teaching. It clarified me that no teacher used curriculum, reference materials and teachers guides. The research findings support my findings. Rimal (2005) and CERID (2004) research have also found the same situation. CERID (1990) had contradicted to the field finding and the above-discussed literature. It found that the trained teachers used more teaching materials, which I found that black board had mostly used for writing the date and subject and books for delivering the content.

A serious case I found that one of the students in every class loses their own book for the teacher. It is injustice to the student. While the entire teacher issued textbook from the library. It means that teacher kept textbook at home and used the student's book in the classroom. None of the teachers were issued curriculum from the library. As HTs noted, they got it from the school administration in the beginning of the academic year. The HT (school A) was not satisfied with teachers' habit in using

the curriculum and noted that no teacher used the curriculum in the classroom teaching purpose. He realized that school administration could not monitor and support the teacher in this regard while two assistant teachers were appointed. I realize that teachers were clear on contents but they were not able to internalize the essence of the curriculum and established the relation between content, curriculum and the context.

Different respondents' had different interests in using the teaching materials in the classroom. The interviewed students said that they liked more materials in the classroom. Teacher wants more teaching materials and blamed school administration for not being serious on the availability of the teaching materials. They claimed that they were ready to use the materials on its availability and the enabling classroom environment. Both of the HTs were realized on the insufficiency of materials. They further shared me that teacher didn't use their potentialities with giving the examples of using curriculum. My observed facts support HT's concept. As I observed that teacher didn't utilize the black board properly and used textbook for delivering the content. It is also possible to use the local materials e.g. newspaper, stone etc. if they were clear about concept and intention. In this point, it is clear that either teacher were not clear in using the teaching materials or they didn't like to use it and showed the weaknesses of the school administration. It clarified that most of the teachers were not clear in terms of teaching materials and their uses.

All of the interviewed students had the same interests in preparing enabling environment for better learning. In the same time, I found different interests between them. Teachers wanted more physical facilities, students wanted more lively classrooms and school administration wanted to use the teacher's potentialities through managing and using the available materials. I realized that the present classroom environment was not satisfactory.

The best classroom provides an evidence that teacher could do better through utilizing the available materials and the environment. Through the above discussion, it is also revealed that there are many factors on effective classroom interaction. Among them, availability of the sufficient materials is one of them.

### *Motivation*

Learner's readiness for learning is the most important factor for effective learning. Different literatures suggest teachers in motivating students for creating effective learning environment. The irrelevant content, devaluations of students' needs could not create the readiness to the learner (Hayes, 2008). Barrer & Dreeben, (1989, P.109) suggest for more attention to students' needs, which could create readiness for learning. Cheerful face (Chandra, 2004), loyalty (Jackson, 1990), identifying individual difference and needs and solving the problem could create motivational environment (Ibid). As a manager, teacher has to bear important roles and responsibility for classroom management. Regarding teacher's role, Rogers (2006) realized the challenges of the teacher in the classroom life. He noted that teacher has to solve physical as well as psychological problems, which have been invented in the classroom.

During the observation, I found that the entire teachers called students by name, especially in the process of asking the questions. It was also found that teachers were addressing student's queries in the teaching process. Of the observed classes, some teachers succeeded in creating more friendly and lively classroom. However, helping children on their personal problem, encouragement, response in changing environment and offering support for writing task were very weak. Teachers with positive attitudes had adopted student-centered method to encourage and motivate students on classroom learning but the number



was low. The rest of the respondent teachers agreed to the fact that they were not able to motivate the students for learning. In terms of its causes, they added the present socio-political environment; family background and available school environment as the major affecting factors for this situation. The interviewed students and HTs also agreed to the teacher's version. In this point, students were more eager to get better environment in the school. But the teachers were not able to internalize the students' needs and motivate them for learning.

With regard to motivation, there certain factors such as language, speech pattern and movement, which could play an important role. However, it was not found in practice as teachers used them differently. Fortunately, the teachers used to respect the student's identity and used the respectable word "Tapai" (honorific term) in the beginning of the class. But while they felt stressed, the student's activity and warn student's negative action, they use 'Timi' (less honorific) and 'Ta' (non-honorific term). It gives me an insight that they could not internalize students' learning and identity in depth. The interviewed students shared me that they were more encouraged for the use of respectable words. Teachers in this respect said that mostly the teachers used respectable words but sometimes they used the stressed words to control the class. Teachers also claimed that most of the students came from 'Sahuiji's (house owner) home so that they have to use such kinds of words. It means that people from the low socio economic status have weak language exposure. The teachers also claimed that they don't like to use those kinds of languages but they have to. As I observed that one of the teacher said "*Dhari Thutuno Chalauni Hoina*"(don't speak too much), which is negligible sentence in our culture. The actual classroom behavior

goes against Rogers (2006), Dixie (2008), and Hayes (2008) ideas that said that teachers should use respectable and motivational language with the students. From the above discussion, I came to conclude that addressing the problems, needs and interests of students is the best way of motivating the students in the classroom activities.

### *Evaluation and Feedback*

Classroom evaluation helps teachers for the verification of learning. It helps teacher to provide suggestion to the student and to prepare plan and further strategies on better teaching learning activity. Hayes (2008) in this respect spells on the objective of the evaluation as to provide feedback. In this process, students are tested many times in their life (Jackson, 1990).

With regard to the classroom teaching learning process, there are different ways of evaluation system. Teachers mostly evaluate the students through class work, homework, and questions on the classroom. Likewise, observation, monitoring, interaction are the informal means of evaluation. Mostly questions were asked verbally during content delivery process. Here, the finding of the research from CERID (2004) supports my observation.

About questioning technique, mostly teachers ask questions in group and get the answers individually with pointing the students by name. It was also found that most of the teachers asked the questions to weak students at first and the talent ones at last. When the first student could not answer the question, teacher asked the same question to the next student. This process had continued till teacher could not get the expected answer. There was an established culture of standing up to answer the question and the wrong responder would not sit down till the teacher did not give them

permission. The students standing in the classroom felt guilty and de-motivated for learning.

Providing the feedback to student's work was weak in classroom practices. In this process, a few teachers provided the feedback to the students to correct their works. This reminded me Overall & Singester's (2008) concept. They have noted that feedback provides student with what they have achieved. Students also knew how well they have done and the work currently through feedback. Hayes (2008) has also supported this view of feedback giving, which is important for student's motivation and better performance.

I found that class work and homework checking by the teachers was most often adopted method in both of the schools. Sometimes, teachers laid emphasis on students' response. One of the female teachers gave unnecessary pressure to a student when he could not answer the question like "*Hajur kun duniyama hunuhunthyo, la yata dhyan dheiane*" (What are you thinking in this period?). Teacher's verbal language was good but her gesture showed that she ignored students' motivation for learning. I found that she didn't use encouragement in this process. Regarding this case, Rao & Kumar, (2005) suggest teachers to encourage students to solve the problem and respond their works positively. Likewise, Hayes (2008) emphasizes on to build up the confidence of the students to ask the questions. The box 4. 7 shows glimpse of how teacher evaluates the students and responds them.

#### Box 4. 7: Evaluation and Encouragement

At the end of the class, teacher asked a question to the whole class. The question was like: Did you get my point? Students respond in their loud voice, Yes, Miss. Then, she asked another question relating to content. In this time, student's voice was very thin. Teacher asked a question to one of the girls but she could not answer it. Teacher immediately reacted and said '*Ahaile Padako Kura ta Audaina*' (You did not remember the contents that I taught you right now). The teacher did not try to know about the reason. Thus, it clearly depicts that teachers were neglecting the students' responses and their problems.

(Observation date: 2066/4/ 20, grade 6, school A)

The head teacher told me that he suggested teachers to check the work of weak students. For this purpose, teachers checked a sample exercise copy of students. In this regard, the students told that some of the teachers adopted a technique of checking class work targeting weak students' model exercise copies. The facts that I observed also support this notion. In this point, they adopted different models in checking students' homework. Some of them were presentation, sample checking, and problem solving and checking home assignments at office as well. Moreover, teacher gave homework and checked it in-group in the classroom. From my observation, I noticed that there were some students who didn't do their assignments, and teacher in this case did not pay any attention to them. This situation definitely requires positive encouragement and feedback for their works. Even students I interviewed revealed that they need regular and more feedbacks from teachers in the classroom. They further told me that feedback encouraged and provided them with guidelines for better performance. They also realized the teachers' less attention to weak students. As Rogers (2006) noted here that while providing the feedback to students about

their home assignments, teacher's positive encouragement creates positive learning atmosphere and supports to maintain long-term positive behavior i.e. well done, good, etc.

The teachers shared with me that they didn't treat students individually due to overcrowded classes and too much workload. This case was found in school A while in school B there was not the same situation but the classroom activities were the same. It again helps me to infer that the number of students was a sole problem. In this point, teacher showed the problem to keep hide their weaknesses. The facts that I observed showed that HTs and students agreed to the number of students and physical facilities. In this time, it was also found that the teacher could pay attention to weak students. It gave me an insight that they could practice working in teams in order to provide help to weak students through proper coordination between good achievers and weak students.

It is interesting to note that the present classroom evaluation system only engaged students in doing their work in the classroom. It was not instrumental in solving students' problem. The students who required real help were not satisfied with this system. Here, I found that the students who were talent needed more feedbacks and weak ones required more meaningful support. In this situation, teachers didn't present themselves as a supporter and helper. Thus, the classroom context was against the cooperative environment and the interest of the child.

### *Reward and Punishment*

Some theories and literatures recognize school as a place of reward and punishment. Teacher's behavior, activity, expression, movement and body activity could play a role in providing reward and punishment to students. Reward develops positive feelings and punishment negative feelings (Jackson, 1990).

With regard to my classroom observation, I saw that the active students get rewards fluently and more motivated in the classroom activity. For example, teacher used the word "thank you", good, and excellence for good achievers. However, the same response was not given to low achievers. It means teachers could not encourage the slow learners. While the literatures and theories (Hayes, 2008) suggest teachers for reward and encouragement for good achievers and the slow learners respectively. It was also found that teacher harassed the low achievers and spells the word "*Hajur Kaha Hunuhunthyo?*" (Where were you?), and student responded incorrectly. In this point, I saw that teacher used respectable word but student didn't motivate and involve in further activities. However, I found that students were more sensitive in this case. Hayes (2008) also supports this idea, who further adds that children are extremely sensitive towards mood and atmosphere.

Dixie (2008) spells that reward system is very useful for better classroom management. So, teacher needs to use respectable word. But my classroom observation showed that students wanted inspiration and the honor of their work. The students shared with me that they liked more responses in their work. Prize for such students inspires them for their better performance. The teacher had also the same experience. For this, teachers' eye contact, gesture, facial expression, smile, body position, seating position, attention to the students, voice etc. are useful for meaningful involvement of all pupils in the classroom activity (Dixie, 2008; Hayes, 2008). In this connection, the respondent teacher shared with me that the talented students wanted their teachers check their homework and give necessary suggestions.

Regarding the observation, I found that all teachers had loud voice with sufficient pitch. These teachers preferred it because loud voice could be useful to draw the attention of

students. As a result, classes could be controlled well. Students, on the other hand, shared that less efficient teachers mostly used loud voice, negative gesture for the wrong responses and sometimes they got negative response. Here, this paradox helped me to draw a lesson that teacher centered classroom methodology needs loud voice and punishment. In order to triangulate this understanding, I observed students and found that in every class the students (3-4 students) were involved in the side talk. Teachers also pointed it out and asked them questions to minimize the disturbance of the classroom. Those students mostly could not answer the question. Teachers also spelt out the negative words like *"Padhey po Authyo"* (you didn't read). Sometimes, teachers warned them for not repeating the same activity saying that if they did not do it, they would be punished. Thus, it can be said that labeling students occurred here.

Students were punished during the process of evaluating their class achievement. Sometimes, the teacher pointed the students who had been labeled as weak students. In this process, teacher didn't ask the people who raised the hands and directly said *"Katile Napadhi Ako Chhan Karbhai Pani Garnu Paro Ni"* (Student's who are prepared for learning should be punished). It shows that students were punished on the basis of their performance. Kesici (2008) and UNESCO (2006) clearly suggest for non-violence, democratic, safe and child friendly classroom.

Despite my inability of observing the status of corporal punishment in the school where I visited, I realized that it existed there. For example, the teacher warned students that he would be punished if he did such wrong acts *"Taile Tauko Thokis Bhane Ma Tero Tauko Thokdinchhu"* (If you would hit your head in the wall, I would also hit your head in the wall).

Actually the classroom interaction is in opposite of child interests. Literature (DoE & SCA, 2062 B.S.) emphasizes on child centered learning activities with new technology, methods and pedagogy. Students in this situation want more responses and positive encouragement. But in the case of sampled schools, teachers didn't respond the student's personal needs and their achievements. The weak students, on the other hand, were treated negatively while they needed more support and encouragement. This means the reward and punishment system were very weak in the present classroom practices. It has also been found that students want more learning friendly environment. But teachers could not change their attitudes and make the classroom student friendly. In other words, teachers resisted to change environment and tried to employ the cultural baggage what they had already carried.

#### Encountered Problems and Adopted Solutions

##### *Teachers*

##### *Faced Problem*

Teachers of the observed classroom faced different problems. The available physical facilities were not sufficient to initiate effective teaching learning activities to address the individual needs of the diverse and large (50-60) number students and the workload as well. Likewise, less supportive home environment for the students and the teachers was another problem of the teachers. Sometimes, teacher tried to consult the parents to discuss the students' achievements but parents didn't support them.

Use of corporal punishment was another crucial problem in the school. Teacher clearly shared the fact that sometimes they have to use corporal punishment to maintain the discipline. But they didn't stick to the classroom. Diversities in terms of geography, religion, culture, tradition, and language and family background were also termed as problems for the



teachers. These diversities were not supporting them to make their classroom child friendly. Because students from low social status were habituated in using low level of language and in the same way, facing more corporal punishment from their parents. As teacher shared with me that students' from those social groups had not feelings of sincerity and more obligation with their senior. So, teachers have to deal with the student from middle class differently.

#### *Ways for Solutions*

Teachers used different approaches to address the problems. They shared with me that they discussed with their groups about disciplinary cases, and solved the problems through group decision making. Sometimes, they succeeded in discussing with the parents about their student's achievement. The discussion with the administration on the viability of the resources, sometimes, solves the problem.

#### *Head Teachers*

#### *Faced Problem*

As I found that, HT's main intention was to utilize the teachers' potentialities and the available resources fully. In this process, HTs were not able to succeed. School administration could not prepare teachers to use their full potentialities. Managing sufficient teaching materials, school physical facility, classroom environment and managing large student number were the problems of administration. Majority of the teachers were not motivated or prepared in this spirit.

Lack of professionalism among the teachers was another problem of administration. I found that teacher didn't discuss about the classroom teaching and

the problems in the teacher's room at their leisure time. They usually discussed about personal business and politics. None of the teachers prepared the class work before entering the classroom. The teachers said that they discussed with their colleagues.

#### *Ways for Solution*

Head Teachers used different approaches to solve problems. In this process, they mostly organized the staff meetings to discuss the problems and suggestions that come from the teachers. In this time, teacher seriously helped HTs as they felt these problems common to all. I found that both of the school had these practices. There are two assistant HTs (school A) responsible to manage instructional management and the daily administration. The assistant head teachers had full authority to exercise it with the consultation of other teachers. The HTs responsibility was to coordinate the overall programs of the school and the other people and offices.

Likewise, transparency, cooperative and coordinative processes among the stakeholders in every aspect of the school activity was another way of solving the problem. It creates ownership for their work and in turn creates environment for better support. It was more effective in school A. This school practiced to manage the meetings and co-ordination practices between different stakeholders. For example, it managed SMC meetings, parents meeting, etc. In this process, this school (school A), specially discussed the problems related to teaching learning activities with requesting necessary support. For example, the development of the education quality, students' regularity, physical facility, financial sustainability and other related works.

#### *Students*

##### *Faced Problem*

They have been facing different problems in the process of classroom activity. Teacher's concept of student's active involvement has not changed yet. The traditional ways of teaching methodology was the main problems of the students. Lack of democratic environment, child friendly classroom, classroom equality, equity and justice were main problems. They were treated as an active listener and the passive workers. Most of the teachers liked pin drop silence in the classroom. Mostly, they could not show their active participation in learning process. Sometimes, they were treated very roughly. The discrimination among the students is a common fact. Mostly, the teachers treat students equally. The blanket treatment approach didn't solve weak students' problem.

Teacher mostly used textbooks and blackboards as teaching materials. The modern methods and the contents need more materials and technology for global competition. Lack of sufficient materials, teachers' competencies in terms of its use and teachers' motives in using the materials was a problem. As I find that students' didn't adopted any ways of resolving the solution. They tried to resist teachers' activities. Sometimes, they avoid teachers' order.

### Chapter Summary

In this section, I have summarized all the information discussed above. At first, I have prepared a summary table and then I tried to discuss the matter in brief. The Table 2 presents major findings and conclusions based on the study objectives, i.e., about delivery process, stakeholders' perceptions and gaps and problems encountered.

Table 4. 1

Summary Table

Research objectives	Findings	Conclusion
1. Teaching culture and pedagogy	<ul style="list-style-type: none"> <li>• Culturally rooted, traditional</li> <li>• Mostly teacher centered</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers did not use modern teaching and pedagogy</li> </ul>
2. Teacher's perceptions on classroom practices	<ul style="list-style-type: none"> <li>• Teachers perceived themselves as knowledgeable, authoritative person and students as a receiver and follower</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher did not internalize the students' potentialities, identities, and interests.</li> <li>• Most of the teachers were not positive on modern concepts and ideas</li> </ul>
3. Gaps on perceptions and practices	<ul style="list-style-type: none"> <li>• Contradiction between concept and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers did not contextualize their contents</li> </ul>
4. Faced problems and management	<ul style="list-style-type: none"> <li>• Physical, psychological and social problems.</li> <li>• Tried to manage the problems</li> </ul>	<ul style="list-style-type: none"> <li>• They didn't internalize the problems and tried to solve it seriously.</li> </ul>

From the above discussion, I found that the classroom practice was traditionally rooted. Teacher mostly reproduced the classroom practices. Teacher during the process of classroom discourse adopted certain activities. In this process, I came to conclusion that classroom effectiveness depends on teacher's professional commitment. It has also found that few teachers had fulfilled their responsibilities and used their potentialities in line with their true professional spirit and commitment.

Teachers were facing different problems. Among them, the main problems were: inadequate classroom physical facility, socio- physical environment, students' number, time, school administration, students' different needs, etc. I found that teachers with positive

attitudes were able to manage the problem. Teachers with positive attitudes were mostly supportive and friendlier to the students' problems and needs. But less efficient teachers were showing different causes for their better performance. It means they are facing the problems of confidence, inadequate skills, less motivation for their professional growth, and lack of professional commitment. They claimed that they were competent in terms of contents but they argued that they could not use their capacities because of insufficiency of present classroom physical facilities. They didn't prepare educational plan. At the same time, it was also found that the teacher could do better than this time if they intend.

Students were not enjoying the democratic environment in the classroom activities nor had their problems been solved. Teacher didn't honor student's potentialities and showed their power against the children's' interests. Teacher addressed the whole class rather than identifying the student's personal needs. It is obvious that teacher could not solve the interests of the diverse groups of students but he/ she could try to manage it whatever they can. Teacher did not present themselves as a student's supporter in the actual field. Students were not satisfied with less efficient teacher's behavior. Thus, the classroom interaction was more equal rather than equity and justice.

The reward and encouragement environment was very weak. Students wanted more students centered, problem oriented, motivated classroom environment. Weak students were facing negative responses instead of encouragement and special support. Different groups of people had different interests and showed their needs. Teacher wanted more facilities, student more lively classroom and HTs maximum utilization of the teacher's potentialities and the materials. It is clear that all of these three groups were not satisfied with the present environment and the quality. Though they tried to

solve the problem, they could not internalize it and find the real solution. Finding the students needs and interests and solve it is the best way of flourishing their potentialities. Consultation with different stakeholders addresses their problems. Building mutual trust is the next way of solving the problem. They tried it in some cases but could not succeed.

## CHAPTER FIVE

### GAP BETWEEN TEACHERS' PERSPECTIVES AND PEDAGOGICAL PRACTICES

In the previous chapter I analyzed classroom culture in relation to the available literature/ theories and the perceptions of the stakeholders (Teacher, student & HTs). In this chapter I have tried to explore teacher's perceptions and consequent gaps with regard to the existing classroom practices. In this process I have tried to discuss and interpret the perception and the gap mainly into four main areas: teaching learning activities, delivery process, evaluation and student support. I have divided teacher into two groups on efficient and less efficient on the base of their observed classroom performance. The teacher who could conduct their class more lively were named as efficient and the next group as a less efficient. The analysis was mainly based on the information-collected from the efficient and less-efficient groups of the teachers' classroom. The paragraphs below display them in details.

#### Efficient Teachers' Perceptions/ Practices and Gap

The competent teacher conducted classroom activities efficiently and perceived teaching learning activities as a regular work and their duty. They were positive in respect of classroom teaching. They shared with me that they were intended to have the better student achievement. They were experienced and trained with adequate contents and teaching pedagogy. They had clear idea on modern approaches of teaching.

### *Teaching Learning Activities*

This group of teachers had positive perceptions towards classroom democracy, teacher student relation, motivation; use of materials, child friendly classroom, and child centered learning and other different methodologies. They usually tried to establish better relation with students and addressed students' problem, which encouraged and motivated them for their work. Maximum utilization of available resources and their potentialities made classroom livelier. They were eager and had an idea about the importance of these facts. They further shared with me that they were aware of the importance of planning, use of curriculum and teaching materials and cooperative environment for effective learning. They claimed that they had tried to utilize their efficiency and available materials. They were positive towards their profession and have shown their obligation to fulfill their duty. Students' needs and individual differences were known and teachers tried to involve more students in the classroom activities. But this process was weak and yet they tried. The table given below (table no 3) has shown the observed classroom teaching learning activities.

Table no. 5.1

#### Classroom Teaching-Learning Activities

Subject	Teaching activities	Learning activities
English	<ul style="list-style-type: none"><li>• More students' involvement.</li></ul>	<ul style="list-style-type: none"><li>• Encouraged and Participated</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Student centered, problem solving method</li></ul>	<ul style="list-style-type: none"><li>• Students solved the problem</li></ul>
Social study	<ul style="list-style-type: none"><li>• Involving and support students on</li></ul>	<ul style="list-style-type: none"><li>• Students play role</li></ul>



	role play method	
--	------------------	--

The English teachers were able to include all students in the classroom activities. He involved students in the class activities. Students were ready for their involvement. He honored students' performance and used encouraging words, for example, good, excellent, etc. Furthermore, role-playing method was used in the social study class. The teacher supported the students on their works. Students played roles and teacher suggested them positively. They were encouraged and motivated. Teacher praised, inspired and supported them on their performance. Likewise, a math teacher totally involved students in solving the problem. Students solved the problem with the support of their friends and the teacher. It shows that involving the student in the activity creates the alertness and more preparation for their works. It clarified that the classroom activity has depended on teacher's motivation, capacity and the readiness.

The table above reminded me Dewey's (1916) idea of "democracy and education" in which he has noted that education is the social function (94). He also says that every society has endless varieties of people (e.g. politician, businessmen etc.) and diversity of populations. These groups of people have common interests and common grounds at least to educate people. He further says that more interaction between the groups could be more beneficial for both the students and the teachers. In doing so, each group must have equal opportunity to receive and take from others (P. 97). Dewey further noted that educational democracy is a means rather than an end in itself. He believed democracy as a touch stone (<http://en.wikipedia.org/wiki>) to flourish the potentialities of the people.

After analyzing the perceptions, field, and theoretical understanding of John Dewey, I conclude that the classroom could be livelier if the teachers have competency of contextualizing their knowledge in the classroom delivery. Here I realized that teacher's commitment and positive attitudes are the most crucial factors for child friendly classroom. As I found that teachers who were able to conduct efficient classroom activities, and they were clear about the classroom activities, they were confident on subject matters and they were ready to perform their duties and responsibilities. They tried to conceptualize the

context and also tried to maximize the utilization of their knowledge and skills. They could not fully use their knowledge and the skills but they had tried to minimize the gap in their concept and the practice.

In delivery process, the competent teachers argued that child centered classroom activities were better than teacher centered. They further believed that the fully child centered and democratic classroom could not be conducted in the present classroom situation. In this context, I found that efficient teachers tried to apply their knowledge and skills as far as they could. Amidst this, I reflected Dewey's (1916) democratic theory. As theory says the classroom environment should be child centered and should address the students' needs (Dewey, 1916). Literatures (Hayes, 2008) also suggest that teachers should be facilitators instead of being a powerful decision maker. Linking this understanding and the perceptions of the teachers I reviewed the observed classroom interaction.

In this context, Rawel's (1999) theory of justice seemed relevant. For him, fundamental human rights like freedom of speech, property rights, voting rights etc. are the basic rights on justice and equality. This theory further suggests on the model of a fair choice situation. He further noted that people have rights and duties, which should have been regulated the distribution of social and economic advantages across the society. He also argued that each member of the society has an equal claim on their society's goods (<http://en.wikipedia.org>). In the actual classroom practice as well, I found that the efficient teachers were trying to create the participatory environment to the children in the classroom activities. This means teachers were positive to use their potentialities but the context could not support them.

From the above discussion, here I would like to conclude that effective teachers carried out positive attitudes on classroom teaching learning activities. They also tried to utilize their potentialities as far as they could. In this point, I found that the teacher who could manage their skills and ideas that could help them conduct the classroom more effectively. And yet there was a gap between the training contents and the approach used by the teachers' e.g teacher centric etc. in the delivery process.

Efficient teachers were more positive on students' involvement and their interaction. They claimed that they encouraged students' participation and corrected their response positively. Students also shared their ideas and skills; teacher and other friends supported their works. Because of these efforts, it was possible to make the friendlier environment to which these teachers were instrumental. In this process, they equally treated the student and tried to provide justice to all of them. The classroom scenario that I have presented in the chapter four (box no 5) further justifies the idea.

#### *Support to the Student*

The reward system encourages and motivates students on their work. In addressing the student's individual needs and support on their work, the efficient teacher clarified that they knew student's problem and tried to support their needs immediately. It had helped teachers create more equality and equitable classroom. This situation had also addressed personal inquiry of the students as well. The way that the teachers and students interacted even at the personal inquiry reminded me Adams' (1965) equity theory. This theory believes that people value fair treatment, which causes them to be motivated to keep the fairness, maintained within the relationships of the concerned people. This theory also seeks to have the equal benefit to all people. It believes that equality could not address the people's entire

problem. It also suggests people to provide equity for less benefited people to uplift their position. Keeping this backstop in mind I reviewed the classroom observation that I made with some teachers. This reflection gave me idea that all the students were not getting equal benefit from the teachers because the group of students was diverse. The diversity demanded teacher research on students' personal needs. My realization pushed me to promote affirmative action even in teaching. The reason was that the equity theory is to address the personal needs of the people. Here I found that the efficient teacher tried to provide equitable environment on classroom teaching learning activities. But it was not so with the less-competent teachers. For them, it was not easy to address the diverse needs of the students. The field information, the observation and the classroom case studies that I have presented and discussed in chapter four (box no 2& 5) further clarify the idea.

### Student Evaluation

In the evaluation process, the efficient teacher's perception was very positive. They mostly observed the student's activities and encouraged them on their work. They also observed their activities and evaluate their work and inspire them on their work daily. Because of these, the students were inculcating the power of "yes, I can do". The teachers also realized that the evaluation provides them feedback on students, and ensures betterment in teaching learning process. In this point, I found that the evaluation results had not been used seriously for further improvement of the classroom practices. In other words, even the competent teachers were carrying the traditional ways of evaluation process and reproducing the same knowledge, which they had known in the past. At this point, I remembered Bourdieu's (1977) cultural reproduction theory.

Bourdieu (1977) in his cultural reproduction theory explains about how people reproduce an idea rather than producing new knowledge. While explaining the reproduction process.

Bourdieu used three terms as 'cultural property', 'Habitus' and 'field'. In linking with the above discussion, teacher knew about the traditional ways of evaluation system and reproduces it in the present context as cultural property. According to this theory, people used their knowledge wherever it needed as a cultural property like the observed teachers of their actual classrooms. Habitus, on the other hand, is the knowledge, perception, which people gains and perceive in their life and keeps in their mind. It has carried by the people and implied it wherever it needed. In my context, the teachers used their knowledge in the classroom, which they had been carrying in the form of their cultural baggage. These teachers had their own 'Habitus' and they had used it as the cultural property in the classroom, in Bourdieu's term "the field". This means that in the observed classroom, teachers were cultural reproduction process. This process helped me understand that teachers were not internalizing the intent of evaluation system for the students of diverse needs and abilities.

*Perception and the Gap:*

The efficient teacher's were clear about contents and modern teaching methodologies. They were serious on their duty. They intended to maximize the utilization of the available resources for better classroom interaction. They had already known the value of classroom interaction, motivation, evaluation, classroom democracy and child centered classroom interaction. But in practice they could not apply their full knowledge and skills. The reason was that the present classroom's enabling condition is not favorable for them. By being favorable they meant availability of the teaching materials, physical facility, student's number, workload, and the school administration etc.

I also found that the teachers were facing difficulties in using the theory in real classroom practice. These difficulties occurred because of physical and mental support from the related stakeholders. The following table (table no 4) has shown the glimpse of the classroom scenario of the efficient teachers, whom I observed.

Table 5.2.

Efficient Teacher's Perception, Practices, and Gap

Areas	Teacher's perception	Practices	Gap
Teaching culture	<ul style="list-style-type: none"> <li>• Positive attitudes and clarity of contents and concepts.</li> <li>• Positive in using their capacity to the maximum extent</li> </ul>	<ul style="list-style-type: none"> <li>• Use mixed method i.e. involve students more, but teacher's role is major</li> <li>• Teacher tried to use their ability but not sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties in using the theory in real classroom practice</li> <li>• Student's background and classroom context don't support them.</li> </ul>
Delivery process	<ul style="list-style-type: none"> <li>• Intends to involve students all the times</li> </ul>	<ul style="list-style-type: none"> <li>• They mostly tried to involve the students in learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Problems of translating the theory into practice</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Habituated on traditional evaluation method.</li> <li>• Clear only on cultural way of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Used only cultural method e.g. question answer, homework etc.</li> </ul>	<ul style="list-style-type: none"> <li>• No clear idea and confidence on new system of evaluation such as continuous assessment, observation, etc.</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Positive on student's individual needs and intends to support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Helped in achieving student's general needs as far as they can.</li> </ul>	<ul style="list-style-type: none"> <li>• No clear idea on identifying the special needs and support.</li> </ul>

After discussing the above paragraph on the basis of the field reality and linking with different literatures and the theories, I can argue that the efficient teacher was comfortable with the modern knowledge and the methodology. They had followed democratic classroom practices, equality, and equity principles. They were also eager about the use of their

knowledge. But they were not able to use their full potentialities because of their time and the available environment. In some cases, they were not able to fully contextualize their knowledge in the present situation. So, their actual classrooms were not effective in comparison with their commitment and the knowledge. This is the gap between their perception and practices.

#### Less - Efficient Teachers' Perception, Practices and Gap

I found that less-efficient teachers were not positive towards modern thought and teaching methods. They mostly grumbled against the authorities and also were reluctant to apply their knowledge and ideas on classroom activities. They were not ready to accept the situation and contextualize their knowledge in the classroom activity.

The less-efficient teachers were more authoritative and with power. They often neglected child interests. Their ways of doing in the classroom enabled me to go through different literatures and the modern thoughts. These literatures and the thoughts lay emphasis on child centered learning activities with new technology (DoE & SCA, 2062 B.S.; Freire, 1973; Hayes, 2008; Aggrawal, 2000) methods, and pedagogy.

Less efficient teachers didn't care about modern idea and wanted to imply their own knowledge, which they had carried out conventionally. They were reproducing traditional methods of teaching and the classroom activities. As Bourdieu (1977) described they were using their cultural property, Habitus and field but they were ignoring the same of their students. This means they were less interested in students' needs and abilities. In other words, the less efficient teachers didn't respond the student's personal needs and their

achievement. The table no 5 gives the picture of the less effective teachers' classroom delivery practices.

Table No: 5.3

Less-efficient Teacher's Perception Practices and Gap

Areas	Teachers' perception	Practices	Gap
Teaching culture	<ul style="list-style-type: none"> <li>• Negative attitudes towards student's ability.</li> <li>• Perceived them selves as powerful person.</li> </ul>	<ul style="list-style-type: none"> <li>• No new concept, traditionally routed. Shows themselves as an authoritative, knower and powerful person.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of seriousness on their duty and professionalism.</li> <li>• Lack of confidence in contextualizing the contents.</li> </ul>
Delivery process	<ul style="list-style-type: none"> <li>• Clear about benefits of students' involvement.</li> <li>• Resistance to change &amp; creative thinking</li> <li>• New thoughts were not applicable in our context.</li> </ul>	<ul style="list-style-type: none"> <li>• Use teacher centered method</li> <li>• Student's interaction negligible.</li> <li>• Intends to use traditional pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Problems of translating the theory into the practice</li> <li>• They were not prepared.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Clear about only cultural way of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Used only cultural method (grouped question- answer)</li> </ul>	<ul style="list-style-type: none"> <li>• No clear idea and confidence on new evaluation system.</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Negative towards individual needs &amp; support system</li> </ul>	<ul style="list-style-type: none"> <li>• Used blanket approach.</li> <li>• Show student's weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Not clear idea on identifying the students' needs and support.</li> </ul>

### *Teaching Learning Activities*

Theoretically, teacher perceived that child centered methods are beneficial. They further noted that they have clear idea about the student centered method and the content. But in practice, they didn't use it in the field. They claimed that it could not be possible in the context of the availability of the present facility and the situation.



Teacher further claimed that student centered method needs more time which affects completing of the course of study in time.

Teacher perceived that they have authority to choose the content and method. So, they used it in classroom whichever they like without consulting students. It shows that teacher treated students only the receiver of knowledge like a machine rather than a creative beings. According to Frerie's (1973) term, teacher presents them as a subject and the student as an object. In doing so, they neglected the student's potentialities. This means teachers showed their position as a leader. In this point, Frerie's (1973) banking concept of education was applied in the actual classroom where I observed.

The observed teachers presented them as a knower and the knowledge provider. Teachers also expected that students' behavior resembled to a machine and their mind as a container. Freire (1973) termed this process as "Banking concept of education". According to this concept, teacher deposits the contents on students as depositories. At this time, student does not get opportunity for communicating and sharing their ideas with the teacher and colleague. These students were expected as far as receiving, filling and storing the deposits. Because of the one-way communication, students develop what Freire calls "*narrative sickness*". According to this concept, student's position is only to receive the contents which teacher decides himself or herself for the student. In this narrative sickness process, students develop the 'culture of silence'. My classroom observation also reiterated Frerie's banking concept of education. As a result, the students were found as oppressed (Freire, 1973). The classroom scenario that I have presented in chapter 4 (box no 4.1) further supported

the idea of the existence of traditional, teacher-centered and banking pedagogy in the real classroom practices.

In the observed classroom, I found that the teachers intend to conduct their classroom in a 'pin drop silence' mode. They treated students as a content listener and a peasant listener. They didn't recognize the student's identity and the potentialities in practice though they were aware of student centered learning. I also found that teacher as a powerful person had prepared well-defined rules for less voiced people i.e. students (Jackson, 1990). The reason was that teachers perceived that student's duty is to obey the teachers.

As I found, the teacher who could not conduct the class effectively presented him/her as a content deliverer. They shared me that theoretically they had an idea on student centered, democratic classroom activity, using more teaching materials and co-operative environment is more beneficial for sustainable learning. But they ignored the student's participation in classroom activity, materials and methods. They argued that they could not control the classroom if they gave more freedom to the students. This means they didn't like to take change their cultural ways of teaching practices. They followed the certain structure in terms of the classroom teaching process. The way that less efficient teachers worked reminded me structuralism theory. This can be linked with Gidden's (1977) structural role theory. Taking this theory in mind, I tried to reflect my observed classroom.

In this theory, Gidden (1977) believes that every people have certain rules and obligation to be played. In this process, the superior and the inferior emerges. The superior has obligation to monitor the works of the inferior people (Turner, 1999).

This theory believes that structure and actions are two sides of a coin. He has further noted that social actions create structure, which produce and reproduce different actions. According to structuralism, each and every individual creates structure. The structure has certain rules for its functioning like the grammar in language. The social system has certain rules and functions over a period by producing and reproducing the knowledge in the structure. The theory believes that structure effect on people's behavior because of the knowledge that agents have about their society. There is a large stock of ' mutual knowledge' of ' how to go on' or 'how to get this done' (Haralambos and Holborn, 1995, P.905). Keeping this structural knowing in mind, I realized that my observed classroom life had also posited a certain structure with rules e.g. raises the hands to ask the question (Jackson, 1990). In this situation, the teachers were habituated in reproducing the same acts rather than producing the new knowledge in the classroom activities as they tried to continue the traditional teaching learning structure.

In delivery process, less-efficient teachers were conceptually clear on modern methods of classroom interaction. They were theoretically clear on student centered, participatory, child friendly and democratic classroom. But in practice, they couldn't apply it in the actual classroom. They perceived that student-centered classroom could not be managed in the present context. Thus, they used to address the whole class, which could not address the personal problems of the students. This means teachers didn't notice every student's activities and their problems. In this scenario, thus students' personal needs and the interests had not been solved.

From the above discussion, I can draw that students were facing problems. Teachers have followed equality while some students needed special treatment and equity. This finding helped me to see the connection between the theory and the classroom practices. As I found the classroom was an, 'oppressive venue' (Freire, 1973) undemocratic place (Dewey, 1916), and inequitable situation (Adom, 1965). These theories focused on the intent of the equity theory, which always tries to attempt justice. It explains about the fair / unfair behavior of the people. It believes that all people have not equal ability and necessity and hence it looks for individual treatment. Going through this conceptual understanding I reflected my class observation report.

Teachers have perceived that classroom motivation demands disciplinary action. They also thought that some students were neglecting classroom activities and others had done punishable activities. They also internalized that their self is an authoritative person rather than as a facilitator and the supporter (Aggrawal, 2000). This realization as I found was discouraging students on their creative learning. In other words teacher's teaching activity showed power and authority, which directly affect on teachers classroom activity. On power and authority Haralambos & Holborn (1995) describes Weberian concept. According to this concept they noted that teachers' have mainly three categories as charismatic, traditional and rational and legal. On charismatic authority teacher have the absolute rights and extraordinary ability. The role of the traditional authority is to use the power, which has been provided and used as culturally. Rational and legal authority has based on the rational and on the legal ground. In our context, teacher used mix of traditional and rational authority. Weber asserts that individual or groups who seek to influence the policy,

actions and works influences on decision-making (Haralambos& Halborn, 1995). The classroom, which I have visited, has shown that teachers are taking all decisions related to students.

In the process of observing the classes, I found that teachers were neither serious in developing culture of collaboration (Wiske, n.d.) nor they could prepare plans before classroom. I had also observed that they didn't discuss the problems faced in the classroom with their colleagues. They could not get support from their friends through discussion, demonstration, and observation. Here I found Bourdieu's (1977) cultural reproduction theory aptly fitting with the observed classroom. However, literature suggests that teachers must go for collaborative culture (Wiske, n.d.). It is where I noticed the gap between theory and practice with regard to teaching learning process.

### **Student Evaluation**

Classroom evaluation system in my sample schools was more traditional. Teacher perceived that evaluation system as a means of rating the people and punishing them or a means of maintaining classroom discipline. The total evaluation process did not focus on identifying and resolving the students' problems, which could not ensure the quality education.

In the process of evaluation as well, teachers were using the concept of labeling. They gave more attention to the talented children rather than the weaker students. It had discouraged the weak students and also their further development.

Students, on the contrary, intend to have equal treatment and support from the teachers to resolve their problems, whereas teachers mostly gave priorities to the active and talented students. The students from the last bench said that "Aja Pani Agadi Bata" (today is also from the front side). It means that the teacher always involve students from the first bench. It makes obvious about the scenario of the teacher's classroom coverage, equity and justice.

Teachers used the humiliating words for student's low performance e.g. "*Padheko Bhaya Po Authyo*" (you didn't read so you couldn't answer). In Freire's terms, they dehumanized the student's identity. This also meant that they gave emphasis on punishment rather than encouraging the students. This reminded me Becker's (1960- 1970) labeling theory.

Becker (1960) describes how majority of people negatively label minorities. He also says that people were judged and labeled by the other people on the basis of their past acts. In my classroom observation, I found that teachers had labeled the student both positively and negatively. For instance, the first and the talent student were positively labeled while the slow learner was negatively (<http://en.wikipedia.org>). About labeling, Howard (n.d.) has noted that to be labeled, a violator one need only commit a single activities and this is all he turn formally refers to. He sees that labeling has been happened after the acts of the people. The powerful people usually label the weak one after he/ she breaks the rules.

### *Support to the Student*

The less-efficient teachers were also clear about cooperative environment but they didn't apply it in their classroom. They didn't support the students to fulfill their needs. As I found the students were more eager to have a positive response to their works and their identity. They also sought opportunity to address the problem through the teacher's support. But the less-efficient teacher didn't pay attention to this fact. This made me interested to re-read Freire (1973) who suggested that teacher should establish teacher student relationship like parent-child relationship (<http://en.wikipedia.org>). But there I found that the teachers were not establishing such relations.

Regarding teaching learning activities, teachers carried out negative attitude while they have clear on content and clear on the benefit in involving the student. They mostly resist change and use cultural pedagogy. These groups of people were not clear about modern ways of the evaluation process and didn't care about students' needs.

In the actual classroom practices, teacher used teacher centered cultural methods. In this processes, students' interactions were negligible. Teacher used the same treatment for all students. With regard to gap, teacher were not serious about their works and could not conceptualize the contents in the context. They had problems of translating the theory into the practice. They were culturally rooted. They have not clear idea on student evaluation and support.

#### Chapter Summary

In line with the discussion above, I came to the conclusion that the efficient teachers were more positive during classroom interactions in comparison to the less efficient teachers. Teachers with positive attitudes mostly tried to utilize their potentialities and resources as far as they could. These groups of teachers were more supportive and encouraged students for better performance, whereas less efficient teachers neglected the supportive and encouraging environment and showed the problems for better classroom interaction.

In terms of finding the students' problems and addressing their needs, as far as they can, was the most effective strategy adopted by the efficient teacher. They were more positive towards students' problems and help them. These groups of teachers provided feedback, encouragement and inspired students for better performance. They mostly

followed the democratic procedure keeping equality, equity and justice in mind. While less efficient teachers could not internalize the situation and followed the works and adopted blanket approach. They were presented mostly as an authoritative person. There is a gap between teacher's perceptions and practices. Teachers were not able to use their content and theory in the actual field. In evaluation system, both groups of the teachers had no significant differences.



## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSIONS AND IMPLICATIONS

I have discussed on field information in the Chapter Four and Five. In this chapter, firstly, I tried to summarize the discussed findings. Secondly, I have presented my conclusion regarding study. Finally, I have discussed about the implication of the research findings.

#### Findings

The findings of the study have been grouped thematically on the basis of research objectives and the questions. The findings of my research are given as follows:

##### *Findings Related to Pedagogy*

##### *Classroom and Teaching Learning Culture*

1. Teachers have the framed mindset i.e. they were more ritualized, structured and rooted with the traditional frame of teaching learning. This mindset has pushed them to follow the traditional way of teaching learning activities rather than to be creative, imaginative, and facilitative in pedagogical discourse.
2. Teachers had the problem in respect of contextualizing their theoretical knowledge into the pedagogical practices. This has further contributed to the reproduction of teacher-centered classroom culture.
3. Teachers' competencies, willingness, and readiness are major elements which play crucial roles in making classroom culture more child- friendly. In this regard, the competent teachers have already started the child-centered teaching learning process.

4. The professionally committed, dutiful and serious teachers were using their potentialities in designing the teaching learning practices with reconstructing their knowledge.
5. Teachers were not ready to internalize their own weaknesses and to correct them strategically. They liked to blame each other instead of reflecting themselves, and being responsible and accountable in teaching learning process. The teachers had internalized their duties and responsibilities and yet they were reproducing the traditional teaching.
6. Teacher-centered method used loud voice and punishment than the student centered. They tried to maintain hard discipline. In this process, the teachers warn students, compel them to adopt any other disciplinary activity. Similarly, I found that teacher centered method used many more disciplinary rules. It was also found that the teacher had confident voice tone.
7. Teacher attention to students was dispersed and very weak. They mostly noticed students' movement from those who used to create problem. One of the strategies adopted by teachers was asking the questions to those students who were involved in the side talk, and those students were warned not to repeat the same activity again.
8. Most of the teachers were not positive in utilizing the resources and teachers' potentialities. Teachers perceived that the curriculum is overloaded and the participatory method seeks more resourceful classroom, more time, which impact on finishing the course in time.

#### *Teacher Student Relationship and Cooperation*

9. The classroom had variations. Teachers with high positive attitude adopted child-centered method and were more co-operative. Teachers' relation with high achievers was better than the weak ones. The main problem was that the teachers were clear on the concept of cooperative environment but they didn't apply in real classroom delivery process.
10. Informal talk with students was another best way of establishing good relation with them. It encouraged students to share their needs with teachers. It was revealed that very few teachers established the personal relation with students. Generally, the relation with active students was better than the weak ones. Students were also interested to talk with teachers and share their ideas. They also liked to those teacher who were friendly to them and took part in informal talk with children.

#### Classroom Democracy, Equity, Equality and Justice

11. Students were facing the problem of classroom democracy, equity and justice. The students liked their involvement while teacher expected definite role on the part of students. Teachers perceived and presented as a powerful authoritative person. They could make rules and decide the activities whatever they liked. Students listen and do as teacher addressed them.
12. The classroom environment was more equality based. Teacher mostly addressed the whole class. These teachers didn't pay special attention to students' interests and needs. The individual needs of students were neglected.
13. Teacher centered with focus on content describing method was mostly adopted method. In the same way, the other used methods were class work, problem solving and role-play. The classes observed were teacher centered and they did not address students' problem.

14. The students wanted more democratic classroom activities. They wanted learning friendly environment and more involvement while teacher resisted, and used the same methods, which they had culturally used. The teachers could not internalize the needs of students and motivate them for learning activity. The teacher tried to solve the common people's problem during the classroom teaching learning process. Teachers who posited the teaching learning competencies along with positive attitude succeeded in creating students' participation effectively.
15. The collaborative culture had not been adopted. No teacher discussed about the classroom activities and faced problem before and after the classroom teaching. I observed that the teachers used to discuss on personal business, new events/ news and politics.

#### Evaluation

16. The evaluation system was culturally rooted. The mostly adopted methods were question answer, class work and homework. Besides this teachers with democratic culture were actively encouraging student's participations in the classroom delivery based up on their performances.
17. In questioning technique, mostly teachers used to ask questions in a group and got the answers individually by pointing students by name. Teachers with power centric attitudes used to ask the questions to weak students at first and the talent ones in the last. They asked the questions in turn. This process was practiced till teacher would not satisfy about the answers.
18. The perception of students is that the present classroom evaluation system could only engage them on given work. It didn't support students to solve their problems. The students were not satisfied in such a system, especially the needy ones. I found that talented students wanted more feedback while weak ones needed more support.

## Motivation

19. Calling students' name in the classroom while interacting was the most positive work done in the classroom interaction. Only the efficient teacher adopted the activities of helping children in terms of their personal problem, encouragement and offering support for writing task.
20. The motivation discourse was very weak. Teachers provided less attention to motivating students. They were less responsive and used un-respectful languages and neglected words with students. Likewise, they were weak to identify the problems and provide feedback to them. They further acted as a controller of knowledge rather than facilitator. However, children were demanding supportive facilitation to resolve their needs. They used to seek respect and expect non-discriminatory behavior and guidance.
21. Very few teachers tried to create more friendly and lively classroom environment. They encouraged students for their work. It was also found that student centered classroom was easier to encourage students for their works than that of teacher centered method.
22. Teachers tried to respect students' identity and used respectable words "*Tapai*" (honorific term) in the beginning of the class. Nevertheless, they felt to stress on the students' activity and warn students' negative action, they use '*Timi*' (less honorific term) and lastly '*Ta*' (non-honorific term).
23. Discriminatory behavior with students was common in practice. Most of the teachers encouraged students for their correct responses. In this process, they used the words of encouragement such as good, try again, excellent, etc. They helped and support in students' work. At the same point, the weak students didn't get the same treatment for their response, which discourages them for learning.

### *Reward and Punishment*

24. The active students were inspired, motivated and rewarded frequently in the classroom activity and response e.g. thanks, well, and excellence etc. However, the low achievers are not getting the same. They rather depressed the low achievers and spell the word “*Padhey po Authyo*” (you didn't read)” on their in-correct response. There was lack of special treatment for low achievers.
25. The system of reward and punishment was very weak. Students wanted more responses and the honor of their work. The other ways of inspiration like body language, eye contact, facial expression, etc. were not observed in the research. Sometimes teachers used negative gesture for the incorrect response.

### *Physical Facility*

26. Schools were facing the problems of availability of sufficient physical facilities for effective classroom interaction. The available physical facilities like class size, furniture, and materials etc. could not meet the needs of the students' number and the child centered learning.

### *Planning*

27. The teachers were aware of the importance of instructional planning. But in classroom practice none of the teachers had prepared and used planning except class routine. Teachers used class routine prepared by the administration. One teacher claimed that he prepared and used mind map for classroom activities. It was also found that the mind map could be efficient if the teacher had competencies and readiness.

### *Use of Curriculum and Teaching Materials:*

28. Textbook and black/ white board ware mainly used teaching materials. Teacher used student's textbook while they had issued from the library. While, students liked more

materials used classroom. It was also found that not a single observed teacher used curriculum and reference materials.

*Finding Related to Teacher's Perception and Student's Need:*

29. There was a mismatch between the teachers' perceptions and the student's interests.

As I found that teachers' perceived themselves as the most powerful persons, controller of the knowledge. Likewise for them, children must follow their order and the classroom discipline. Whereas the students expressed that teachers must be democratic, friendly and should promote equity in the classroom. Such mismatch has created several problems in creating the child-friendly and democratic classroom teaching culture.

31. Teachers were also perceived that it was not possible to follow the modern methodology in our context. The thought of child centered, democratic classroom, and equity were not applied in the diverse socio- cultural context of the observed schools and the subjects.

32. The further perception of the student is that they have to follow the certain rules and disciplinary activities for learning. So they have internalized that some of the students should have punished for to maintain the classroom discipline.

33. Students wanted for to address their needs on the teaching learning process. They perceived that their involvement on classroom activities gave them exposure for further learning.

*Finding Related to Gap Between Teachers' Perception and Practices*

34. There was clear gap between students' interest and the teacher's work. Theoretically they were in a same line with regard to better student-teacher relations, child-friendly

classroom teaching etc. However in practice, students liked more cooperative and friendly classroom teaching whereas teachers practiced more disciplinary classroom teaching. Besides, teacher even labeled the student based upon their class performance. This means teachers were not able to transform their knowledge into practice.

35. There was a difference on perception between teachers' with positive attitude and less positive. Positive teacher were tried to use their potentialities and the available materials and methodology as far as they can. While, they felt difficulty in using the theory in real classroom practices because of the student's background and classroom context. They were realizing the difficulties and appreciate the situation. While, less efficient teachers' were not positive in modern methods and less serious on their duty and profession. They were facing the problem of confidency on to contixtualize the content.

36. In evaluation and identifying the students' need, both groups of the teachers' had the gap on practicing the theory in the field. Less efficient teachers were also feeling gap and confidency on using modern method and concept.

### *Findings Related to Encountered Problem and Ways of Solution*

#### *Teachers'*

36. Lack of physical facilities, students' number and enabling environment was the main problem faced by the teachers. They perceived that the present classroom environment and the classroom context were the main problems to imply their knowledge in the classroom teaching.

37. Consultation and the cooperation with the stakeholders (like- parents, student, teacher, SMC etc.) was the second major problem faced by the teacher. Parents from the low



- social groups didn't like to consult and support the teacher on students' problem and better learning.
38. Maintaining the discipline in class work and identifying and fulfilling the needs of the diverse groups of the people was another faced problem of the teacher. The students from the low social status and the house workers were less achiever and they were not serious on learning and tried to avoid the school rules.
  39. Managing the difference between school and home culture was another faced problem of the teacher. They argued that some of the students had opposite culture from the school culture.
  40. Teachers with positive, consultative and co-operative background tried to solve the problem by themselves in the classroom. Sometimes they had consulted with their colleague and the school administration on shivered case. They also tried to call parents and solved the problem. Sometimes they used corporal punishment for it.

*HTs*

41. Maximum utilization of the teacher's potentialities and the available materials and environment was the main problem faced by the school administration.
42. Managing sufficient teaching materials, school physical facility, classroom environment and managing huge student number are main faced problem of the administration.
43. Transmitting the teacher's ability into the professional activities was another faced problem of the administration. Organizing and fulfilling the diverse groups of people was the problems and the faced problems of the HTs.
44. Coordination between different stakeholders and the consultation on the decision are the main methods adopted by the school administration. Transparency and the consultation with the parents helped on to solve their problem.

*Students'*

45. Cultural ways of classroom activities and the methods were the main faced problems of the students. Teachers mostly adopted the teacher centered teaching methodology. The classroom democracy, equity, justice, use of teaching materials, cooperative environment, using modern teaching pedagogies were the main problems faced by the students. Their needs have not been solved. They were neglected, oppressed and dehumanized, mostly.

47. Problems along with the solutions are given in the table below:

Table no: 6.1

Faced Problems and the Emerged Solutions

Social agent	Faced problem	Solution
Head Teacher	<ul style="list-style-type: none"><li>• Utilization of teachers potentials in the fullest sense</li><li>• Utilization of available resources</li><li>• Creating professional culture</li><li>• Coordination and consultation with the parents</li></ul>	<ul style="list-style-type: none"><li>• Identifying the problems</li><li>• Involve teacher on every decision</li><li>• Honor teacher's identity and prized their work</li><li>• Promote cooperative, transparent and consultative environment.</li></ul>

Teacher	<ul style="list-style-type: none"> <li>• Crowded classroom, insufficient physical facilities.</li> <li>• Less interaction cooperation with the parents and the community members</li> <li>• Maintaining classroom discipline</li> <li>• Managing school and home culture</li> <li>• Students less motivated.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed the problem with administration and help management.</li> <li>• Identify parents / student problem, consult and shared with them.</li> </ul> <p>Adopt student centered, child needs program.</p>
Student	<ul style="list-style-type: none"> <li>• Use of cultural pedagogy</li> <li>• Classroom against their interest</li> <li>• Lack of their involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Trained teacher on classroom context,</li> <li>• Create motivational and enabling environment.</li> </ul>

### Conclusions

Nepalese government has been initiated different program intervention especially in school level but people are not satisfied on its efficiency. Classroom is the main delivery point of the formal education system. In classroom interaction teacher and the student have directly related human being. In this point teachers' role is very crucial. In such a context I tried to reveal the real classroom practices, with relating the gap on teacher's perception and student's need. I believe it could be one of the major causes of the quality education.

Teachers are less attentive towards identifying and resolving the student's problem. It is because the teachers were used for sink and swims as well as planned assimilation through the traditional classroom practice instead of child friendly and the democratic practice.

The analysis of the classroom practices also shows that teachers had a definite mindset. They were framed, rooted with traditional ways of teaching culture. Although they

were clear on modern theory and content but they were being unable to use their knowledge in the real classroom practices. They rather were habituated in using the traditional teaching. So they were reproducing the same ideas rather than producing the new idea and innovation.

Teacher with positive attitude tried to use their potentialities and the resources. They managed themselves as possible as they could. The less efficient teachers were blaming the other people and showing the difficulties instead of managing the problem. These groups of teachers were not contextualizing the content.

On democratic classroom teacher has to establish democratic culture, equality and equitable teaching learning environment. It has also assumed that classroom democracy provides freedom to ask question, critique the idea with reason and show the difference in view point. It provides opportunities to involve the student without any kinds of discrimination.

While students were seeking response on their works and intended more support to them from the teachers. Whereas teachers were not paying more attention to student's needs. This means student's needs were neglected mostly. Sometimes teachers threw humiliating words against students.

The participatory and cooperative learning process always provides an opportunity on expressing students' ideas through co-operative classrooms. In actual classroom, collaborative environment was very weak. Teachers with positive attitudes tried to establish participatory, consultative and co-operative relations with the students and their colleague but in the case of less efficient teachers it had not happened.

Teaching method is another dimension where my study has found problematic in creating the child friendly classroom culture. Similar to other researches I found that mostly adopted method of classroom delivery was teacher centered. This method had denied student's participation. On the process teacher addressed the whole class without any kinds of instructional plan and materials. On this point teacher intended that students have the duty of performing the roles as teacher assigned to them. Teacher intends that student should play the role of passive learner.

There are basically two kinds of problems in the school. Some problems could not to solve on teacher's efforts eg. Physical facility. But there are some factors, which could be managed more or less on teachers' efforts. These were mainly preparing the educational planning, establishing teacher student relationship, applying classroom democracy equity and justice, classroom evaluation and motivation, reward and punishment etc. As I found that most of our teachers who had been leveled as less efficient were not initiated and applied it in the classroom, which could be a causes of the in effective classroom.

Thus the above discussion showed the classroom context. In conclusion we could say that majority of our teacher were not taking responsibility on classroom teaching. They take teaching profession as a job rather than responsible work. Although there were many problems before their profession but they could not tried to use their capacities in the classroom as far as they can. While, some of the teacher on the same condition had done well. They were positive on their work and the students were also satisfied on their activity. This showed that less efficient teachers were not serious on their work and responsible on their profession. On this position our students problems and interest were neglected, oppressed and dehumanize.

## Implication

The study tried to reveal the present classroom context and the environment. Though it could not be generalized to other class and the school. The finding could show the glimpse of the present situation which could be useful for internalize the situation. On implication process I find that different stakeholders have to take indication. Though, teachers have to take more indication on this area. Here I have tried to mansion the works have to indicate from different on areas of these groups e.g. teacher, HTs, student, parents, governmental organizations.

### *Teachers*

Teacher should recognize the student's needs, their potentialities and adopt the democratic environment. It is not easy task in our classroom context. To recognize the student's personal capacities the teacher should know the students clearly. For this the affecting factors eg. Family background, socio economic status, society, home environment, peer groups plays major roles. The teacher provides free and fearless democratic environment, which could provide an opportunity to show their personal ability. On this process the teacher should observe the students minutely so that he/ she easily find out the special ability and the problems of the students and provide the appropriate guidance. This process supports the teacher to find out the special character of the students and treat accordingly.

The modern methods and the materials need to be used as far as possible. The more important point is the maximum utilization of the teacher's capacities and the materials. On this point teacher present themselves as supporter rather than knowledge providers. The cooperative and consultative environment develops the mutual understanding among the stakeholder and learner friendly environment.

### *HTs Initiation*

On preparing the consultative and mutual co-operative environment the school administration should motivate the teacher on their professional works. The reward, praise and encouragement system always inspire the teacher on their works. Involving the teacher on planning, management, evaluation and decision making system develop the ownership on the program. On this process school should develop the participatory co-operative environment among the stakeholder. The teacher should take full authority and responsibility on their own subject. HTs as a coordinator and an academic administrator, has played a coordination role and creating enabling environment with maintaining minimum requirement of the school.

### *Parents and Students*

Consulting the school administration, teacher and solving their faced problems and the students' improvement is the prime responsibility of the parent and students. On this process parents' support especially on creating the school discipline, student's needs and availability of the resources and physical facility could be more useful.

### *SMC*

As a managing authority, the SMC have great responsibility on creating, coordinating and managing the available resources from different people, organization and authority. This work could be done on the collaborative way. On this process this committee has to take overall responsibility relating the school management e.g. managing the physical facilities, teacher management, resources (man, money and materials), school regulation etc.

### *Government*

On this process we should prepare teacher to bear these responsibilities. For this the need based practical training program should be provided. On training the teacher should be supported on their field with relating their actual fields' problem rather than theoretical concept only.

Creating the overall motivative environment in the school is the main responsibility of the government. For this government have to take an initiation on creating the enabling environment through policy level. We could expect more from the equipped and motivated teacher. Basically, minimum classroom physical facility, teaching materials and teachers' independency on academic work should be available. Likewise, the government has to revisit on educational policies, rules and regulations, teacher incentives and other motivative factors towards the teacher. The governmental financial grants together with creating the responsibility on school management could be more effective.

Through the above discussion I came on conclusion that the major findings and implications could be drawn as below.

Table no 6.2

Major Findings and Implication

Objective areas	Research findings	Implication	Main Responsibility
1. Classroom culture	More culturally rooted, routinized, more traditional.	<ul style="list-style-type: none"> <li>Recognize student's identity,</li> <li>Adopt democratic way</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Teacher</li> </ul>
2. Pedagogical process	More teachers centric, student's role as a passive and	<ul style="list-style-type: none"> <li>Promote student centric, child friendly, democratic and</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> </ul>



<p>&amp; gap</p>	<p>obedient listener.</p> <ul style="list-style-type: none"> <li>• Teachers with positive attitude had conducted more effective classroom.</li> <li>• The competent and positive teacher does not need written plan. A mind map could be sufficient for them.</li> <li>• Students wants their involvement teacher control them</li> <li>• Teachers were not contextualize the content in their work field.</li> </ul>	<p>equitable classroom activity,</p> <ul style="list-style-type: none"> <li>• Develop teacher's positive attitude and use their competencies</li> <li>• Honor and respect teachers work, motivation, formulate policies and provide independency on academic work.</li> <li>• Prepare teacher for identifying student's problem and address them.</li> <li>• Provide field based training.</li> <li>• Minimize the gap on theory and practices</li> </ul>	<ul style="list-style-type: none"> <li>• HTs, SMC, Teacher, Government,</li> <li>• HTs, SMC, Student, Parents, Government</li> <li>• HTs, Teachers, Government</li> <li>• Government, HTs</li> </ul>
<p>3. Teacher's perception</p>	<p>Teacher as a knower, powerful, knowledge provider.</p>	<ul style="list-style-type: none"> <li>• Identify student's potentialities. Teacher as a supporter, helper, guide</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>
<p>4. Encountered problem and adopted ways on solution</p>	<p>Absence of enabling environment (effective learning pedagogy, disciplinary, physical facility etc.)</p>	<ul style="list-style-type: none"> <li>• Promote coordinate, cooperative, transparency and consultative environment.</li> <li>• Support teacher on their problem and work.</li> </ul>	<ul style="list-style-type: none"> <li>• HTs, Teachers, SMCs.</li> <li>• HTs, SMCs, Students, Parents, Government</li> </ul>

n			
---	--	--	--

## REFERERNCES

- Alexander, R. (2000). *Culture and pedagogy, international comparisons in primary education*. UK/USA: Blackwell publications.
- Ball, A.F., (n.d.), *three decades on research on classroom life*, (A research paper), USA: Stand ford University.
- Bangi,(2006). *Classroom discourse of Malayan language lesson a critical analysis*, (A Journal) from [http://eprints.ukm.my/18/1/Idris\\_Rosniah-edited.pdf](http://eprints.ukm.my/18/1/Idris_Rosniah-edited.pdf).
- Barr, R. & Dreeben, R.(1989). *How school works* ( A article) collected by Anderson L. W. , On the effective teaching, 1989, McGraw Hill International editors.
- Barr, R. & Dreeben, R. (1989). *How school works*. UK: McGRAW hill international editors
- Bhatia and Bhatia (1995). Delhi: *Theory and principles of education*. Doaba House.
- Capbell, H. R. & et.al. (2004). *Starting to teach in the secondary school*( 2<sup>nd</sup> ed.). USA & Canada: Routledge Flamer.
- CERID (1990). *Adharbhoot Prathamik Shikshyak Talimko Prabhavkrita (Effectiveness of Basic primary Teacher Training Program'* Kathmandu
- CERID (1998). *Teacher's Training and its Implications in Classroom Practices; A Comperative study of Public and Private School*, Kathmandu
- CERID (1998). *Teacher's Training and its Implications in Classroom Practices; A Comperative study of Public and Private School*, Kathmandu
- CERID (1998). *Teacher's Training and its Implications in Classroom Practices; A Comperative study of Public and Private School*, Kathmandu

- CERID, (2004). *Effective classroom teaching learning (PhaseIII) school based management*. Kathmandu: TU.
- Chandha, D.S. (2004). *Classroom teaching and management*. New Delhi: Mittle publication.
- Colby, R. S. (2006). *Resistance and Negotiation: Strategies and Tactics for Redefining power Relationship in the Composition Classroom*. Unpublished P.HD thesis on graduate college of Bowling Green State University.
- COOPER, P. & McINTYRE, D. (1998). *Effective teaching and learning teacher's and students prospective*. USA: Open university press.
- Curriculum Development Centre, (2007). *National curriculum framework for school education in Nepal*. Kathmandu: MOEs.
- Dalin, P. (1995). *Changing the School Culture*. New work: Redwood Books.
- Darder, A. (1991). *Culture and power in the classroom*. London: Bergin & Garvey
- Denzin, N. K. & Lincoln, Y. S. (2005). *Qualitative research part A and B*. Thousand Oaks: Sage publication.
- Department of Education (DoE), (2065/66 BS.). *Annual Plan*. Kathmandu: Ministry of education.
- Department of education (DOE). (2008-9). *Flash 1<sup>st</sup> report*. Kathmandu: Author.
- Dewey, J. (1916). *Democracy and Education*. New York: Mechillian Company.
- Dhakal, G.P. (2009). *Classroom against the child, a seminar paper*. Unpublished seminar paper on TU, M. Phil program, Kathmandu.
- Dierangelo, R. & Guiliani, G. (2008). *Classroom management techniques for students with ADH*. New Delhi: Sage.
- Dixie, G. (2008). *Managing your classroom (2<sup>nd</sup> ed.)*. New York & London: Continuum International Publishing Group.

- DoE & save the children, (2062 B.S.). *Child friendly schooling teacher's training manual*.  
Kathmandu: DoE & Save the children alliance.
- DoE, (2006). *A study on Effectiveness of Primary Teacher Training in Nepal*. Kathmandu:  
Ministry of education.
- Eggleston, J. (1992). *The challenges for teacher*. UK: British library cataloguing- in-  
publication data.
- Freire, P. (1973). *Pedagogy of oppressed*. New York: the Seabury press.
- Gagnon, G.W. & Collay, M. (2001). *Designing for learning, six elements in  
constructivist classroom*. Delhi: Sage publication.
- Giddens, A. (1997). *The construction of society*. UK: Backwell publication.
- Giddens, A. (1998). *Sociology (3rd ed.)*. UK: Policy press, continuum international  
publishing group.
- Grenfel. M., James. D., Hodkinson. P., Reay. D., Robbin. D., *Bourdieu and Education*,
- Government of Nepal, (2063). *Interim constitution (2063)*. Kathmandu: Author.
- HMG / DANIDA/ World Bank. ( 2002). *Secondary Education Support Program, core  
document*. Nepal. MOEs.
- Hargreaves, A. & Fullen, M. (1992). London: *Understanding teacher development*.  
Cassell.
- Haralambos and Holborn (1995). *Sociology themes and perspectives*, London: Harper  
Collins publishers.
- Hayas, D. (2008). *Foundations of primary teaching (4th ed.)*. USA: David Fulton.
- International Institute for Educational Planning (IIEP), (1999). *Decentralization of  
education: Why, When, What and How?* Paris: UNESCO

- International Institute of Educational Planning, (IIEP, 2007). *Research Methodology, advance training program*. Paris: UNESCO.
- Jackson, P.W. (1990). *Life in Classroom*. New York & London: Teacher's college, Columbia University press.
- Johnson, A.G. (2000). *The Blackwell dictionary of sociology*. UK/ USA: Blackwell publishers.
- Khanaya, T. R. (2007). *New horizons in education in Nepal*. Kathmandu: Kisor Khaniya.
- Koirala, B.N.(2008). *Educational justice for diversified Nepali children*, (an article) Kathmndu: Kathmandu University School of education on Education and research (a journal).
- Koul, L. (1997). *Methodology of educational research*. New Delhi: Vikas Publishing House PVT.Ltd.
- Koul, L. (2002). *Mythology of educational research*. New Delhi: Vikas publishing house Private Limited.
- Ministry of Education and Sports (MOES), (2001). *Education for All National Plan of Action*. Nepal: Author.
- Ministry of Education, (2009). *School Sector Reform Plan (SSR, 2009-2015)*. Kathmandu: Author.
- MOES. (2007). *National Curriculum Framework for School Education in Nepal*. Kathmandu: MOEs: curriculum development centre.
- National planning commission, (2002- 2007). *10th 5 year plans*. Kathmandu: Government of Nepal.
- National planning commission, (2007). *3 year plan*. Kathmandu: Government of Nepal.
- His Majesty's Government, (2004), *Million-Development Goal*, Kathmandu.
- NCED (1999). *Monitoring the Performance of Trained Teachers*, Kathmandu
- NCED (2006). *Effectiveness study of Primary Teacher Training in Nepal*, Kathmandu

- Nichmias, C.F. & Nichmias, D. (1994). *Research method in the social science*.
- Overall, L. & Singester, M. (2008). *Secondary teacher's handbook (2nd ed.)*.
- Oxford advanced learner dictionary, (1993). Calcutta: Oxford University Press.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Method*. London: Sage Publication.
- Pojman, L.P. (2003). *Classics of philosophy (2<sup>nd</sup> ed.)*. New York: Oxford university press.
- Pradhnang, D. (2001). *Construction of knowledge in the early year Nepalese children's learning*. Unpublished Master of Philosophy thesis on education, Danish University. Kopenhegen.
- Rana, N. (2008). *School bullying: introducing the issue*, Kathmndu: Kathmandu University School of education on Education and research (a journal).
- Rao, D.B. (2004). *Educational practices research and recommendations*. New Delhi: Discovery publishing house.
- Rao, D.B. & Kumar, D.N. (2005). *Schoolteacher effectiveness*. New Delhi: discovery publishing house.
- Rimal, D.R.(2005). *Classroom pluralism management in public school*. Unpublished Master of Philosophy thesis on education, Kathmandu Universisty, Kathmandu.
- Robson, C. (1999). *Real world research: A research for social scientists and practitioner-researcher*. Oxford: BACKWELL.
- Rogers, B. (2006). *Classroom behavior, A practical guide to effective teaching, behavior management and colleague support (2nd ed.)*. Delhi: sage.
- Sharma, S.R. (2003). *Effective classroom teaching*. India: Mangal Deep Publication.
- Sindu, K. S. (2001). *Methodology of research in education*. New Delhi: Sterling publishers Private limited.
- The World Bank. (1996). *Decentralization of education*. Washington D.C.: Mark Bray.

Trochim, W.M.K. (2008). *Research methods knowledge base*. Retrieved March 13, 2008 from <http://www.Socialresearchmethods.net/kb/on>.

Turner, J.H. (1999). *The structure of sociological theory*. India: Rawat publication.

UNESCO. (2000). *Dakar Framework of Action*. Paris: Author.

UNESCO. (2006). *Positive discipline in the inclusive, learning friendly classroom: A guide for teachers and teacher educators*. Bangkok: Author.

UNESCO, (2009). *EFA global monitoring report, overcoming inequality: why governance matters*. Paris: Auther.

Equity theory, Retrived on Shrawan 10, 2066, from Wikipedia, the free encyclopedia.

Kurt B. (nd). Retrieved on Shrawan 10, 2066, from <http://peabody.vanderbilt.edu>.

Labeling\_theory, Retrived on shrawan,10, 2066, from <http://en.wikipedia.org/wiki/>

Paulo\_Freire. Retrived on Shrawan 16, 2066 from <http://en.wikipedia.org/wiki>

Theory\_of\_Justice. Retrived on Bhadra, 8, 2066 from <http://en.wikipedia.org/wiki>

Wiske. S.(n.d.). A new culture of teaching for the 21 st centenary Retrived on Shrawan 8, 2066, from [http://learnweb.harvard.edu/ent/library/teaching\\_culture\\_.pdf](http://learnweb.harvard.edu/ent/library/teaching_culture_.pdf)

William, M.K.T. (2008). *Research method knowledge base*. Research framework on Mathematics Teacher Behavior: Koehler and Grouws' Framework Revisited. Retrieved 2066/ 4/10 B.S. from <http://www.ejmste.com>.

Kurt Brobeck, (nd).Retrieved on Shrawan 10, 2066, from <http://peabody.vanderbilt.edu>.



## APPENDIX A

### Guideline for Observation and Interview

#### Classroom observation and interview guideline

1. The learning context
  - Classroom environment / The physical environment (management, setting, access, availability of materials)
  - Creating classroom security
  - Group size
2. Enhancing learning
  - Valuing people's capacity
  - Delivering curriculum
  - Promoting active learning
3. Motivation for learning
  - Re-enforcing learning
  - Help children on the promoting children's learning
  - Response to the children
  - Convince children that they can be successful
  - Respond changing environment /circumstances
  - Offering support for writing task
  - Freedom, fairness, equality, equity and child friendly
4. Planning
  - Planning, purpose, context, knowledge, concepts, skills etc
  - Link with previous lessons
  - Use of resources
  - Assessment
  - Lesson review
5. Pedagogy
  - Teaching methods
  - Addressing the whole classes
  - Promoting students involvement

- Delivery process (presentation, interaction, participation, discussion, sharing, articulation, lively manner, intervening)
- Decision making (participatory)

#### *Use of materials*

- Curriculum
- Textbook, Teacher's guide, locally available materials
- Newspaper, articles and other related materials
- Audiovisual materials

#### **Body language**

- Speech patterns
- Head position
- Eye movement
- Pauses

#### *Classroom evaluation*

- Verification of learning
- Asking question,
- Giving class work,
- Giving homework,
- Providing suggestion and support

#### 6. Teacher's role:

- Teacher student relation
- Teacher as a Dictator
- Teacher as a Facilitator
- Teacher as a Collaborator
- Teacher as a Co- learner

#### *7. Faced problems and adopted ways in solution*

- Teacher
- HTs
- Students