CURRICULAR PERCEPTIONS AND PEDAGOGICAL OREINTATION OF SCHOOL

TEACHERS

By

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Abstract

The main purpose of this study was to find out the perceptions of school teachers on different aspects of curriculum such as concept of curriculum, local curriculum, textbooks, learners, classroom activities, evaluation and co-curricular activities and the interrelationship between teachers' curricular perceptions and pedagogical activities. This study also tried to analyze how far the teachers' orientation influenced their pedagogical processes.

This study followed qualitative research methodology. Kavre district was the field for this study. Secondary school teachers of three major subject areas: language, mathematics and social studies and students of that level were the research participants. Phenomenological research approach was used to collect the lived experiences of the research participants. The collected information was triangulated and interpreted linking with different theories.

The findings indicate that school teachers perceived curriculum as a guiding document for teaching learning process designed by the experts. Teachers' pedagogical actions were guided based on their own curricular understanding and they were in transforming phase from traditional to modern approaches of teaching learning system. Despite this, there was gap between the existing learning opportunities provided to students and the changing context. In this context, as teachers are the pillars to deliver the curriculum, they should be given some responsibilities for developing curriculum so that they can internalize and implement it effectively.

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List of Contents

Chapter-I

Introducing the Context

Curriculum and instruction are the fundamentals of schooling. In fact, the school curriculum is a tool to bring the desired change in children. In other words, it is the substance of schooling. It is composed of what we expect students to learn and what they actually do learn as a result of spending a major portion of their lives at schools. One major aspect of the curriculum is what students are expected to learn/ experience in their school life.

In Nepalese context, the school curriculum was introduced in 1948 when Department of Education published a syllabus for all levels of schools for the first time (Research Centre for Educational Innovations and Development [CERID], 1985)**.** Before that, and even till 1950s or 1960s the concept of curriculum was the usual practice to prescribe just the contents that had to be taught in a particular subject not caring much to other aspects like skill development, attitudinal changes, teaching techniques and evaluation methods as directions to the respective teachers (CERID, 1985). It was only in 1971 that a permanent mechanism for planning, developing and improving the school curriculum was introduced when the Curriculum Development Centre (CDC) was established under the Ministry of Education. Since the establishment of CDC in 1971, all schools of our country are following the national curriculum and the textbooks. But how the school teachers have perceived the curriculum and whether the curriculum guides them to select the teaching learning strategies to educate their students to meet the objectives of curriculum are some of the concerns of the study. In most schools of developing countries like Nepal, textbooks are often the only educational material available. Textbooks are the most visible and tangible form of educational programs for parents, teachers, and students. For teachers and students they are the authentic sources of knowledge. So, for many teachers,

textbook is the curriculum (BEP Master plan, 1991:237). According to Lockheed (1993) "Official intended curriculum only establishes broad guidelines for instruction. Actual curriculum implementation is carried out by teachers using instructional materials principally textbooks" (Lockheed, 1993:21).

In fact, there are so many areas and activities beyond the textbooks which are directly linked with the objectives of the curriculum and should be carried out systematically in the school premises to enhance the students learning and to fulfil the objectives. But this is the fact that in the absence of other teaching materials, textbooks can play a very dominant role in the educational process in schools. Despite numerous advantages, textbooks can become unproductive and educationally non-functional if the intended (official) curriculum is not adequately and appropriately followed. In this regard the teachers' perception about curriculum and the selection of teaching learning strategies for effective delivery of the curriculum are crucial concerns to explore.

Statement of the Problem

Curriculum can be thought into three stages: intended, implemented and achieved. The intended curriculum is the result of the planning phase of curriculum development cycle and reflects the hopes, aims and expectations of different strata of people for what should happen to the students during the time they spend in school. Teachers are the actual operators of the intended curriculum in the schools. They can play a vital role in providing the opportunity of live experiences to the students; for this purposes they adopt different teaching learning strategies. Selections of such strategies may be guided by different factors like teachers' orientation and training, experiences of their schooling, their perception about curriculum and so on. In this

regard, to find out the reasons how the pedagogic processes of the teachers are interrelated with different aspects of their life experiences (orientations) is the major concern**s** of this study. Thus, to examine the relationship between the perceptions about curriculum and the pedagogical orientation of the school teachers is considered as the problem for the study. In this regard the statement of the study is stated as 'Curricular Perceptions and Pedagogical Orientation of School Teachers'.

Although there are several areas of study in curriculum, two reasons/factors have influenced me to select this topic. First, I am also a school teacher. One day, an interesting event happened in my school. All of our teaching staff including me received personal letters (from the nearby post office) which were written by the students of grade seven of our school. In the letters the students had written about their study, progress, limitations and further expectations from their subject teachers. A language teacher disclosed the secret that it was the project work assigned by him to the students and he requested us to check their writings and suggest them individually. Although, it was a kind of teaching strategy, it provided the teachers and the students with the opportunity to learn the real life experience. This stuck my mind to think how the language teacher perceived curriculum, what influenced him to select such teaching learning strategy which provides equal opportunity of life experiences?

The second event is linked to my daughter's school teacher. One day I was visiting her school to discuss about the teaching learning activities which her teacher (Miss Durga Rai) was applying in the classroom. During the discussion, I found that the teacher had a wonderful perception about curriculum and reflection of her school life experience in her profession. Her perception and reflection about curriculum were:

In classroom my concern is not to teach them their textbooks, my concern is to

provide learners the opportunity of life experiences through leadership, celebrating

the events, expressing the views, participation in different social activities and

many more without any discrimination among them. It may be the reflection of

my school life that I am a witness of social discrimination in that period. So, I want

my students not to have any discriminating experiences in school in terms of their

caste, race and social status. For this purpose we celebrate different festivals

collectively and organize picnics, excursions and many other activities here in the

school. In my view the documented curriculum and the textbooks are only the

guidelines for us. The differentiated teaching learning strategies are required for its

proper implementation which we are trying in our classrooms (personal

communication, November 3, 2008).

I found her curricular perception critical and similar to Pinar's (1995) view to some

extent that he advocated about the opportunity of life experiences of the learners through

curriculum.

Besides these events, I went through the literatures where the views of two

educationists influenced me more. First, I found Pinar (1995) critical about the meaning

and the role of curriculum for the overall development of the students. He had advocated

that the curriculum should respect and provide the opportunity of life experiences of all

learners. At this point my understanding was that to respect the children's dignity and to

provide the opportunity of life experiences equally to all the students, teachers must be

impartial and free from any prejudice. Teachers' perception and orientation may influence his/ her actions to a great extent.

Secondly, I found Cornbleth (1990) saying our curricular conceptions, ways of reasoning and practice can not be value free or neutral. In his words:

> How we conceive of curriculum and curriculum making is important because our conceptions and ways of reasoning about curriculum reflect and shape how we see, think and talk about, study and act on the education made available to students. Our curriculum conceptions, ways of reasoning and practice can not be value free or neutral. They necessarily reflect our assumptions about the world, even if those assumptions remain implicit and unexamined. Further, concern with conceptions is not 'merely theoretical'. Conceptions emerge and enter into practice"(Cornbleth, 1990, P. 3).

Thus, at this point, I felt that my experiences and available literature can support me to conduct research in this topic. It also provided me a base to develop preconception that the pedagogical orientation of the teachers must be interrelated with their curricular perception to some degree. So, I decided to quest the interrelationship between the curricular perception and teaching learning activities of teachers to provide the opportunity of life experiences to their students. Later, I requested both of these teachers (as above mentioned) to be the participants in my research work.

Rationale of the Study

Curriculum practice in the schools is more than the teaching of prescribed syllabus within classrooms and to test the students' performance. It should be related to the students' life experiences and their overall personality development. Teachers are the key persons to bring expected changes in the students. They can play vital role to provide opportunities for the life experiences to the students. For this purpose the teachers should be trained and they must have the clear vision (understanding) about the objectives of the curriculum. But the individuals' (teachers') perceptions are subjective, and their professional acts are some how guided by their perceptions. In this line, this study intends to identify how the teachers perceive curriculum and how they are influenced by their perceptions to carry out their professional acts. Similarly, the debate of global and local curriculum is one of the emerging issues in the field of school curriculum. Nepal has also forwarding the steps towards the development and implementation of local based school curriculum. The National Curriculum Framework (2063 B.S.) has clearly raised   the issue of local curriculum: its development and implementation. In such situation this study also intends to reveal teachers' perception about these issues.

Though, teachers' training and the teachers' guides (manuals) help teachers to understand and implement the curriculum as its intention, other different factors like teachers' socio-political orientation, school life reflection, family culture etc may influence them to carry out their professional acts. In such situation the study about the relationship between the teachers' curricular perception and their pedagogical orientation provide insights that how the teachers are influenced by different orientations. Although the result of the study can not be generalized (due to the qualitative nature of the study), this study is important to reveal the cases that how the teachers perceptions (understanding) of curriculum and their pedagogical orientations are

interrelated. In this regard, I believe that the findings of this study will be beneficial to the

educational planners, curriculum designers, and curriculum implementers and to the teacher

training providers. Besides, I believe that, this study can contribute as a literature regarding the

curricular perception and its influence in the daily classroom activities of the teachers.

Particularly, this study is significant to know how the school teachers perceive

curriculum and its different aspects like textbook, learners, classroom activities, evaluation, co-

curricular activities etc; how are the teachers' perceptions interrelated with their pedagogical

practices and how the teachers' lived experiences influence their professional acts.

Research Questions

The research questions for the study were formulated as follows:

- How do the school-teachers perceive (local and national) curriculum?

- How do the teachers link their curricular perceptions to their pedagogic process?

- How do the lived experiences of the teachers influence their pedagogic process?

Delimitations

Due to the lack of sufficient time, economic resources and the rigorous time schedule of

the M. Phil. program, the present study is limited only within the selected teachers of

community-based schools of Kavre district. Though there are different subjects and areas of

teaching in school level, this study has focused only on the pedagogical orientation of teachers of

three major subjects i.e. language, mathematics and social studies comparing with their

curricular perceptions. Besides, this study is based on the information obtained from the research participants, limited observations of their school activities, reflections/experiences of the research participants and researcher about the curriculum and pedagogical processes and the selected literatures consisting of different curriculum theories.

Chapter-II

Perceptions on Curriculum: Literature Review Part I

Meaning of Curriculum

The idea of curriculum has its roots in the Latin word "curerre" for a race course and it refers to a set of course and experiences to achieve a predetermined educational goal. In formal education, a curriculum is the set of courses and their content, offered at the educational institution. In 1918, John Franklin Bobbitt published a book called 'The Curriculum' and explained curriculum as the course of deeds and experiences in which children become the adults that they should be, for success in adult society. In 1949, Tyler explained curriculum as planning for instruction. Similarly Hilda Taba (1962), another renowned educationist, explained curriculum as plan of learning. Thus the curriculum can be considered as the set of all plans developed for the learning opportunities of the students.

Some more definitions (statements about curriculum) presented by different educationalists are as following:

"Curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounters when it is implemented" (Print, 1988, P.9). This definition of the curriculum seems a bit mechanical and conventional that it focuses only on the planned activities of the schools to provide the learning opportunities to the students. In my understanding curriculum is more than documented plan.

"By 'curriculum' we mean the planned experiences offered to the learner under the guidance of the school" (Wheeler, 1967, P. 11). In this definition Wheeler seems a little more

different from Print that he has focused on the opportunity of experiences of the learners under

the guidance of the school. But still it is limited to the student's experiences within the school

premises. Besides, the learners' needs and the interests are undermined or ignored in by this

definition.

"The curriculum or a course of a school or a classroom can be conceived as a series of

planned events that are intended to have educational consequences for one or more students"

(Eisner, 1979, P. iv). This definition has covered wider range of areas than by previous

definitions that it considers the consequences of educational events as the concern of curriculum.

"We define curriculum as plan for providing sets of learning opportunities for the persons

to be educated" (Saylor & Lewis, 1981, P. 6). This definition as well has widened the range of

curriculum from school premises that the learning opportunity provided to the learner (from

anywhere) can also be considered as curriculum.

According to (Glatthorn, 1987), "The curriculum is the plans made for guiding learning

in schools, usually represented in retrievable documents of several levels of generality, and the

actualization of those plans in the classroom, as experienced by the learners and as recorded by

an observer; those experiences take place in a learning environment which also influence what is

learned"(Cited by Print, 1988, P. 8). This definition has elaborated the concept of curriculum

more widely that it has given emphasis equally to the learning environment and the educational

outcomes with the planning.

"The curriculum is a goal or set of values which are activated through a development

process culminating in classroom experiences for students. The degree to which those

experiences are a true representation of the envisioned goal or goals is a direct function of the

effectiveness of the curriculum development efforts" (Wiles & Bondi, 1989, P. 10). This

definition has considered curriculum as developmental planning which is a ongoing process and

it has considered curriculum as a flexible phenomena that it is more than the definite plan.

"Working with the curriculum is an integral part of all teachers' daily lives. When the

teachers and students talk in the classroom about the rules of good conduct on the playground,

which is a part of the curriculum, when the teachers plan their year's work, decide that their goals

for the year will be; what content they will cover, how much they will emphasize different topics,

and in what sequence they will present them, they are designing curriculum" (Walker, 1997. p. 1).

Walker's this view about the curriculum has elaborated the meaning of curriculum as the

collaborative planning and the actions followed by the planning to achieve the predetermined

educational goals. This concept has emphasized the learners as an important component of the

curriculum planning that the student centered learning activities; their interests and needs must

be addressed by the curriculum.

"The curriculum (intended curriculum) is what students are expected to learn; it is

instruction that is deliberately and intentionally planned for the students. The intended

curriculum is the result of planning phase of the curriculum development cycle and reflects the

hopes, aims and expectations of many different people for what should happen for students

during the time they spend in school" (Klein, 1989. P. 13). This definition as well focuses on the

planning, implementation and the result of the actions to achieve the educational aims and

expectations. And it is, however, silent about the implemented and achieved curriculum.

These different definitions of the curriculum provide range (from narrow to wide) of meanings of curriculum, so defining curriculum is a difficult task. Its meaning includes different viewpoints like curriculum as content to be taught; curriculum as syllabus; some permanent and important subjects to be taught; all planned and unplanned learning in the schools; all the experiences learners have under the guidance of school; all the experiences that learners have in the course of learning etc. (Willis and Marsh, 1999: p. 9). Many diverse values are implicit in such definitions of the curriculum. However, the definitions of the curriculum have focused on the goals/purposes, planning, implementation, participation and the learning opportunities provided to the learners. In narrow sense the curriculum is considered as the planned documentation to achieve the educational goals as it is desired; but in broad sense the curriculum deals with the learning opportunity and the experience of the learner within and outside the school. To me as well, the concern of curriculum should be the opportunities provided for the learning and to have the experience of each and every moment of life. In this study also my concerns about the curriculum are how the students are provided learning opportunities within and outside the school and how these actions are guided by the teachers' perception about the curriculum.

Paradigm Shift in Curriculum

The nature and meaning of curriculum has not remained the same in the journey of its development. While observing its development processes, one can find that the concept of curriculum has included the following four paradigms, which have adopted the changed meaning and process. The four paradigms of curriculum are: Curriculum as a body of knowledge to be transmitted; Curriculum as a product: Curriculum as process; and Curriculum as praxis (Smith, 1996)

Curriculum as a body of knowledge to be transmitted. This concept of curriculum is connected with the traditional view of curriculum, which gives more emphasis on the acquisition of the pre-established body of knowledge, which has been developed through the accumulation of human experiences in the voyage of the progress of human civilization. Many people still equate a curriculum with a syllabus (Smith, 2000). Basically it means a concise statement or table of the heads of the discourse, the contents of treaties, and the subject of a series of lecturers. It believes that all these knowledge are assets of human civilizations and they should be imparted to future citizens for their betterment. This view is more dominated by the emphasis on the acquisition of structured knowledge rather than the needs of learners. The teachers, who still equate curriculum with a syllabus, are likely to limit their planning to a consideration to the content or the body of knowledge that they wish to transmit. It is also because this view of curriculum has been adopted by many teachers in schools. Kelly (1985) claims that many school teachers have regarded the issues of curriculum as of no concern to them, since they have not regarded their task as being to transmit bodies of knowledge in this manner (cited by Smith, 2000).

Curriculum as product. The dominant mode of describing and managing curriculum today is embedded in the productive form. Curriculum is most often seen as technical exercise. Objectives are set, a plan drawn up, then applied and the outcomes (products) are measured (Rana, 2008). It is a way of thinking about curriculum that has grown in influence in the work of three writers Franklin Bobbitt (1918, 1928), Tyler (1949) and Taba (1962) that dominated theory and practice with in this tradition. In his book 'The Curriculum' Bobbitt (1918) writes curriculum as the deeds and experiences in which children become the adults that they should be, for success in adult society. Bobbitt considers curriculum as an arena for social engineering.

The Progressive movement lost much of its momentum in the late 1940s in the United States and from that period the work of Ralph W. Tyler, in particular, has made a lasting impression on curriculum theory and practice (Smith, 2000). He shared Bobbitt's emphasis on rationality and relative simplicity. His theory was based on four fundamental questions:

- What educational purposes should the school seek to attain?

- What educational experiences can be provided that is likely to attain these purposes?

- How can these educational experiences be effectively organized?

- How can we determine whether these purposes are being attained? (Tyler 1949: 1)

Like Bobbitt, he also emphasised on the formulation of behavioural objectives.

Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students' pattern of behaviours, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students (Tyler 1949: 44).

We can see how these concerns translate into a nicely-ordered procedure: one that is very similar to the technical or productive thinking set out below.

Step 1: Diagnosis of need

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organization of content

Step 5: Selection of learning experiences

Step 6: Organization of learning experiences

Step 7: Determination of what to evaluate and of the ways and means of doing it. (Taba,

1962)

The attraction of this way of approaching curriculum theory and practice is that it is
systematic and has considerable organizing power. Central to the approach is the formulation of
behavioural objectives - providing a clear notion of outcome so that content and method may be
organized and the results are evaluated.

Curriculum as process. We have seen that the curriculum as product model is heavily
dependent on the setting of behavioural objectives. The curriculum, essentially, is a set of
documents for implementation. Another way of looking at curriculum theory and practice is via
process. In this sense curriculum is not a physical thing, but rather the interaction of teachers,
students and knowledge. In other words, curriculum is what actually happens in the classroom
and what people do to prepare and evaluate. What we have in this model is a number of
elements in constant interaction. Curriculum is described as entering the situation with a proposal
for action which sets out essential principles and features of the educational encounter (Smith,
2000).

This form of words echoes in those of Lawrence Stenhouse (1975) who produced one of
the best-known explorations of a process model of curriculum theory and practice. He defined
curriculum tentatively: 'A curriculum is an attempt to communicate the essential principles and

features of an educational proposal in such a form that it is open to critical scrutiny and capable

of effective translation into practice'. He suggests that a curriculum is rather like a recipe in

cookery. Stenhouse shifted the ground a little bit here. He is not saying that curriculum is the

process, but it is rather the means by which the experience of attempting to put an educational

proposal into practice is made available. In fact, this model of curriculum focuses on the

interaction where the attention shifts from teaching to learning.

Curriculum as praxis. Curriculum as praxis is, in many respects, a development of the

process model. While the process model is driven by general principles and it places an

emphasis on judgment and meaning making, it does not make explicit statements about the

interests it serves.   It may, for example, be used in such a way that does not make continual

reference to collective human well-being and to the emancipation of the human spirit. The

praxis model of curriculum theory and practice brings these to the centre of the process and

makes an explicit commitment to emancipation.   Thus action is not simply informed, it is also

committed.

> Critical pedagogy goes beyond situating the learning experience within the
>
> experience of the learner: it is a process which takes the experiences of both the
>
> learner and the teacher and, through dialogue and negotiation, recognizes them
>
> both as problematic.... [It] allows, indeed encourages, students and teachers
>
> together to confront the real problems of their existence and relationships.... When
>
> students confront the real problems of their existence they will soon also be faced
>
> with their own oppression. (Grundy 1987: 105)

In this approach the curriculum itself develops through the dynamic interaction of action and reflection. 'That is, the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process' (Grundy 1987: 115). At its centre is praxis: informed, committed action.

Approaches of Curriculum

A curriculum approach reflects a holistic position, encompassing the foundations of curriculum, domains of curriculum, and the theoretical and practical principles of curriculum. We can see the different approaches of curriculum described by different educationists.

Ornstein and Hunkins (2004) have described five approaches (viewpoints) of curriculum as behavioural- rational approach; system-managerial approach; intellectual- academic approach; humanistic- aesthetic approach and re-conceptual approach.

Behavioural- rational approach: Relies on technical and scientific principles; includes paradigms, model, and step by step strategies; goals and objectives are specified; content and activities are sequenced based on objectives; learning outcomes are evaluated based on goals and objectives.

System-managerial approach: Curriculum is planned in terms of programs, schedules, place, resources and equipment, and personnel; group process, human relations, leadership styles and methods, and decision making are considered; influenced by system theory and system analysis; brings together components of planning, programming and budgeting; relies on a plan, relational principles, logical steps; focuses on supervisory and administrative aspects of curriculum.

Intellectual- academic approach: Referred to as the traditional, encyclopaedic, synoptic, intellectual and knowledge oriented; tends to be historical or philosophical and social to some degree; concerned with the board aspects of schooling, including a historical approach to education.

Humanistic- aesthetic approach: Rooted in progressive philosophy- child centred; curriculum activities are concerned with life experiences, group games, group projects, learning and interest centres, creative problem solving, and active learning.

Re-conceptual approach: Focuses on larger ideological and moral issue of education; more of a political philosophy than a curriculum approach; school is seen as an extension of society; purpose of curriculum ought to be emancipatory but is really controlling and preserving the existing order.

Posner (1998) has categorized the approaches of curriculum as Procedural (Technical production) approach of Tyler, Taba & Schwab; Descriptive (Events and decision making) approach of Walker (1971); Conceptual (Levels of planning) approach and Critical approach (Emancipation, critical reflection).

Crower (1997) has considered the two models Classical (rational) model and Participatory (interactive) model/approaches of curriculum as contrasting. The classical/rational approach of curriculum development follows an "objectivist", product oriented paradigm. The participatory/interactive approach follows "subjectivist", process oriented paradigm. In between these two extremes of curriculum development models Print (1993) has incorporated cyclical model as continuum of models. In addition, in the context of raising the issue of globalization

and localization, Cheng (2004) has added another approach of curriculum i.e. individualization of curriculum/education. Hence he symbolizes Triplization (globalization, localization and individualization) as the new paradigm shift in education in the new century. By recognizing the philosophical frameworks, internal and external demands that influence the curriculum development process, Crower (1997) has described the participatory approach and systematic approach as new approaches of curriculum.

Participatory approach: This approach emphasizes the participatory mode of action based on an inventory of stakeholder groups and the nature of their interests and interactive manner elicits their input to the curriculum. It recognizes the need for concrete participation by curriculum stakeholders and makes provisions for their ongoing involvement in curriculum innovation. It also recognizes the key role of teachers and the need to develop their skills to carry out curriculum development to evaluate/ monitor the outcomes.

Systematic approach: It follows a systematic planning approach and structure for decision making and action as well as a logical sequencing of curriculum development phase without being rigid. This includes the systematic sharing of knowledge and information among the stakeholders. It also includes the preparation of the curriculum by the curriculum development team of an action plan for managing the curriculum process which identifies the human and financial resources available and needed to carry out the plan.

Similarly, Marsh and Willis (1999) have described the three curriculum approaches as the leading approaches in the field of curriculum development, which are Tyler's Rational-Linear Approach; Walker's Deliberative Approach and Eisner's Artistic Approach.

Tyler's rational-linear approach: Tyler presented his rational model of curriculum development in 1949. His approach to the curriculum process emphasizes the fixed sequence of curriculum elements, beginning with objectives and following a sequential pattern from objectives to content, method and finally to evaluation. In this pattern, objectives serve as a basis for devising subsequent elements, with evaluation indicating the degree of achievement of those objectives. His rational model has made advances in the major focusing areas of curriculum process by providing the framework for the fundamental questions of curriculum he has raised.

Advances made by Tyler's (1949) rational*

Purpose of the instruction	Specific statements about students' behaviours to be used to bring about certain ends.
Selection of topics	Statements about learning experiences needed to achieve objectives.
Organization of Teaching	Support for teacher directed methods but emphasis on concept development, vertical and horizontal integration of concepts, student awareness of the purpose of learning activities.
Methods of assessment/evaluation	Tests to be based upon course objectives; informal and formal methods of evaluation to be used; evaluation occur through out the teaching of a unit.

*Adopted from Colin J. Marsh and George Willis, p.30

In my viewpoint, Tyler's rational approach is more structural, it emphasizes the systematic and procedural steps of learning which may not be fit to all types of learners of changing context. Despite its domination in the field of curriculum development until 1970s, this approach is silent about political and social influences in the curriculum implementation.

Walker's deliberative approach: This approach of curriculum provides an alternative to the Tyler's rational model. Tyler's starting point was identifying the linear logic of rational planning, he assumes that better curricula will result when those engaged in it follow the somewhat rarefied logic he identifies; but Walker's major concern is to study what people actually do in developing curriculum. He assumes that better curricula will result when those engaged in it understand the complexity of the process (Marsh and Willis, p.30). In 1971 Walker developed a naturalistic model of curriculum process. In his model basically, he has described how curriculum decision making takes place in practice. He has used three basic terms as platform, deliberation and design to describe the model.

The first phase, platform, is to get everyone to join in to talk, to discuss, and even to argue about beliefs about what should be. Platform typically consists of various conceptions, theories and aims that ordinarily are relatively well formulated and thought out. In second phase, 'deliberation' the attentions turn away from beliefs themselves and towards how they are used in assessing actual state of affairs and possible course of action. This model specifies that the process of deliberation includes identifying relevant facts, generating alternative course of action in light of precedents, concerning the cost and consequences of all alternatives, and choosing the most defensible alternative. Finally, deliberation leads to some decisions for action, which is the phase of design; when a group has achieved sufficient consensus about beliefs, problematic circumstances and potential solutions so that particular course of action can be taken without consideration of alternatives. The culminating activity for the design phase is the creating of curriculum, which may include whatever specific subjects, instructions, teaching materials, or activities that the group believes advisable.

In conclusion, I think, Walker's Deliberative approach does not follow a linear path. It emphasizes the involvement of various people in the development of curriculum; it seems like a development process of curriculum rather than curriculum approach.

Eisner's artistic approach*:* Eisner has presented his curriculum approach, called artistic approach, in 1979. In his approach he has elaborated the details of artistry of teaching and helping teachers to develop those arts. In his approach Eisner has suggested the following seven steps:

1. Goals and their priorities: The need to consider less well defined objectives (expressive objectives) as well as explicit ones; the need for deliberation in talking through priorities.

2. Content of the curriculum: Options to consider in selecting curriculum; caveats about the null curriculum.

3. Types of learning opportunities: Emphasis on transforming goals and content into learning events that will be significance to students.

4. Organization of learning opportunities: Emphasis on non linear approach in order to encourage diverse student outcomes.

5. Organization of content areas: Emphasis on cross-curricula organization of content.

6. Mode of presentation and mode of response: Use of number of modes of communication to widen educational opportunities for students.

7. Types of evaluation procedures: Use of comprehensive range of procedures at different stage of the process of curriculum development.

At first glance this approach seems very similar to Tyler's rational model but the underlying rationality and the particular emphasis, especially the mode of presentation and the evaluation procedures that Eisner suggests are quite different. Eisner's artistic approach, to me, seems more practical than of previous two approaches.

The approaches to creating curriculum mentioned by Tyler, Walker and Eisner in the text cater all three needs in various times of history. What many educators fail to recognize is that time changes, and so do the expectations of parents and students.

Tyler's procedural approach to curriculum makes quite easy for administrators to follow the rules and lay down a roadmap. Everyone knows what they should do in the time frame. The problem with this approach is the fact that introducing new methodologies, texts, and technology is very difficult. As teachers become older, the motivation to learn new things is replaced with remembering old things. In this changing context, dynamic thought of teaching learning is needed according to the demand of time. How can teachers address the horizon of knowledge in this structural boundary of curricular framework?

Walker's deliberative approach shows us that being open to change and yet keeping a schedule, it gives us more flexibility. But he doesn't mention how deliberate it is. The belief that community driven curricula will bring about new ideas is good, however assigning accountability is difficult. Eisner's artistic approach, although closest to my opinion, allows for the creativity and flexibility amongst key members, but does not address the complexity of planning, testing and maintenance that are so critical.

Critical approaches. Beside the above mentioned approaches of curriculum some educationists have analyzed it through critical eyes. The critical approaches of curriculum oppose to some or all the basic assumptions implicit in more conventional approaches because they are characterized by various ideological questions concerned with social enquiry and personal freedom. Apple (2004) considers curriculum as an ideological phenomenon. In his book ' Curriculum and Ideology' he has stated:

> As people are concerned with education, we need to answer them with relation to one major institution, the school. Thus, we most rigorously scrutinize the form and content of the curriculum, the social relations with in the classroom, and the ways we currently conceptualize these things, as cultural expressions of particular groups in particular institutions at particular times. It is important to realize that while our educational institutions do function to distribute ideological values and knowledge, this is not all they do. As a system of institutions, they also ultimately help produce the type of knowledge (as a kind of commodity) that is needed to maintain the dominant economic, political and cultural arrangements that now exist. I call this technical knowledge. It is the tension between distribution and production that partly accounts for some of the ways schools act to legitimate the existing distribution of economic and cultural power (p. xxii).

Paulo Freire, as a critical thinker, advocates about the emancipation of people from the oppression by means of education. In his book 'Pedagogy of the Oppressed' (1970), he has pointed out the limitations of the education system. The existing education system, banking system, can not make people creative and conscious about their oppression. Thus the education

(curriculum) should be reformed as the means of emancipation from oppression. In his

emancipatory approach of curriculum both students and teacher are co-investigators undertaking

critical reflection of political situation.

Slattery (1995), as postmodern curriculum theorizer, denies the single and systematic

approach of curriculum. It not only authorized official methodologies of instruction. He

considered curriculum as multiple texts like political, cultural, social, theological text etc. rather

than academic text. To him, curriculum development is a process of meaning making and a

curriculum is bold invitation to students to 'enter history rather than simply observe history from

a distance' to become participants in a quest for meaning on which the survival and emancipation

of the species depends.

Bourdieu does not see schools as neutral sites. His concern, as critical thinker, is towards

the hidden sides of schooling. He argues about the cultural capital of the schools and sees

curriculum as the tools of cultural reproduction. According to the theory of cultural reproduction

(Bourdieu and Passeron, 1977), the schools reproduce the value and content of the cultural

capital of elite groups and also impose symbolic violence on non elite students. The school as

social and political institution recognizes the elite tests, consumption patterns, skills, manners

and actions as intelligence.

Pinar, as curriculum re-conceptualist argues about the metaphor of educational journey

for each individual and suggests that autobiographical accounts are extremely useful for

attending to, and reflecting on, lived experience of the world. Each person must elucidate his or

her journey and cultivate an awareness of his or her extensible freedom.

In Pinar's (1980) words "One experiences intellectual and biographical movement ….
Such a capacity to risk… intellectually, biographically… is a capacity we are obliged to
develop"(p 11). According to him the curriculum should foster this journey. Thus, to Pinar, the
course of individual experience is the curriculum.

Like the views of different critical curriculum theorizer like Pinar, Slattery, Bourdue,
Apple, Freire etc, I agree on the issues what they have raised but, in my opinion, without the
effective implementation of curriculum it cannot work as the means of emancipation.. Teachers
are the key persons of curriculum implementation in the classrooms; until they are clear about
the essence of curriculum, they won't be able to provide educational opportunity to the learners
as it is expected. Thus I locate myself as practical rather than theoretical and prefer to analyze
how teachers perceive and practise the curriculum i.e. my concern is the praxis of curriculum. In
the changing context of the meaning of education and its role in a society, I prefer to perceive
curriculum as 'an interrelated set of plans and experiences that a student undertakes under the
guidance of school/ teachers'. Necessarily a curriculum involves some planning and which in
turn will be reflected in what students actually learn. This does not, however, suggest that all
plans will be achieved. But every teacher has to be contending with the reality that many
unexpected, unplanned events will occur in the classrooms which they have to deal wisely.

Theoretical Understanding of Curriculum

Theoretical review provides deeper understanding about the related field. It also provides
insight and alternative ideas about the fact. In the field of curriculum development and
implementation, there are different theoretical approaches, which provide the conventional to
post-modern view of the curriculum and its role in the society.

The traditional curriculum workers like Tyler (1949), Taba (1962), Schwab (1970) etc consider curriculum as ends and means of education. They focus on the systematic development and application of curriculum. Tyler's Rational Linear Model of curriculum development provides a way of curriculum development and its effective implementation. He believes on the proper planning and activities to bring the desired change in the students (Marsh & Willis, 1999).

Some curriculum theorizers like Eisner (1974), Walker (1971) and Schwab (1983) focus on the decision making process in schools. They are also concerned with meaning and choices of the educational activities. They particularly emphasize in the interaction between the enacted and the experienced curriculum.

Critical curricular theorizers like Young (1971), Althusser (1971), Bourdieu (1977), Apple (1979) and Giroux (1982) criticize the exiting curriculum practices and the school culture and they try to search alternative ways to implement the curriculum ensuring social justice. They explore the negative (hidden) sides of existing curriculum practices using the terms like hegemony, cultural capital, cultural reproduction etc.

According to the review made by Marsh and Willis (1999) the postmodernists/ poststructuralists curriculum thinkers like Doll (1987), Giroux (1992) and Slattery (1995) and Psychoanalytic like Pinar (1980), Greene (1975) and Miller (1992) emphasize a personal approach of learning. They are chiefly concerned about people rather than ideas as the basis for action. They locate the value of curriculum in the experienced curriculum, not in the planned curriculum. McDonald (1981) goes about the task by considering the issues of human liberation through the appropriate practice of curriculum. Pinar (1980) does not believe curricula should have predetermined goals towards which all decisions are directed. He criticizes the idea of

curriculum design in terms of the terminology of designing educational experiences for others. He makes this argument:

> One cannot predict human response, except in trivial matters and in artificially circumscribed circumstances, as necessary for experiments. Classrooms, while certainly artificially limited, are not sufficiently limited for the teachers to know with much certainty the response his or her lesson will receive. (Pinar, 1980, p.75)

To him, planning for curriculum should remain as personal, individual, and informal as possible. He does espouse two general principles that teachers should keep in mind when deciding what to teach and how to teach it: first, that teachers must analyze and reflect upon their personal biases, values, and behaviour before intervening in the lived worlds of students; and second, that teachers must, through their conversations with each students, draw out qualities of clarity, self honesty, and creativity, both in their students and in themselves (Feinberg, 1985)

Thus in the changing concept of curriculum, as Pinar (1995) says the era of curriculum development is past, the understanding of curriculum is more important. In fact the teachers' activities are strongly guided by their orientation and understanding about the curriculum.

Thus, how teachers perceive the curriculum is equally important as how they practise it, which means how they select and organize the teaching learning strategies to educate their students.

Concerns about curriculum are not new, today's curricular issues and fads are related enduring educational concerns that have long been debated. Different curriculum ideologies help

to understand and practice curriculum. The major ideologies of curriculum can be classified into four major categories that are Scholar Academic Ideology, Social Efficiency Ideology, Learner Centred Ideology and Social Reconstruction Ideology (Schiro, 2008). Scholar Academics believes that the accumulated knowledge over centuries in our society is important and education should help to learn such knowledge (academic discipline). The teachers should be mini – scholars who have a deep understanding of their discipline and can clearly present it to children. The Social Efficiency Ideology advocates beliefs that the purpose of schooling is to effectively meet the needs of society by training youth to function as future mature contributing members of society. They also believe the essence of learners lies in their competencies and activities they are capable of performing.

The Learner Centred proponents focus on the concerns of individuals. They believe school should be enjoyable place where people develop naturally according to their own innate natures. They also believe people contain their own capabilities for growth, and are essentially good in nature. In addition, people are viewed as the source of content for curriculum; their ends are considered to be the appropriate ends for the curriculum. Similarly, Social Re-constructionists view curriculum from social perspective. They assume that the purpose of education is to facilitate the construction of a new and more just society that offers maximum satisfaction to all of its members. They consider human experience to be shaped most powerfully by cultural factors and assume that meaning in people's lives is determined by their social experiences. They believe that truth and knowledge are based in and defined by cultural assumptions. This view considers the teacher as a colleague whom students can look to rather than as an authority who has control over them.

In this way diverse viewpoints of curriculum reflect a general broadening of what the curriculum is seen to include: from academic knowledge alone to more general knowledge; from unchanging knowledge to chaining knowledge; from intellectual skills to practical skills; from emphasis on the course of studies to emphasis on the student; from planned activities to unplanned experience; And from guidance by the schools to choices made by individual learners. Thus learning experience of the students is subject to such viewpoints of the teachers that how they locate themselves and perceive curriculum.

Chapter-III

Studies on Curriculum: Literature Review Part II

Different studies have been conducted about curriculum intention, its implementation and the role of teachers both in national and international levels. The themes of some of such researches are briefly discussed below.

Curriculum Studies at the National Level

Parajuli (1999) had studied about the relevance of primary school curriculum in Nepal. The finding of the study has clearly envisaged the relevance of existing curriculum, but in the implementation side the curriculum has not been effectively delivered due to the lack of instructional resources, trained teachers and dearth of seriousness in its implementation. In some cases there was apparent lack of concern in syllabus and teachers guides for proper educational context. This implies that the clear vision/understanding of the essence of curriculum and its components help the teachers in its proper implementation. Thus, I think, the teachers curricular perceptions play a significant role in its implementation.

Similarly, the Centre for Educational Research and Social Development (CERSOD, 2002) has conducted a study about the effectiveness of primary education curriculum. And some of its findings were the following:

Though the learning outcomes of primary school curriculum are found to have reflected, more often than not, the objectives of primary education, some gap between them was noticed in Nepali, Social Studies, Physical education, Creative and expressive arts and in English curriculum. (P. ii).

The recent study conducted to find out the assessment practices in schools of Kathmandu valley (CERID 2004), has found the following results:

- About 90% of the observed schools were based on half yearly and yearly examination for summative evaluation and only about 20% of the schools had properly conducted the system of daily homework checking and feedback to the students.

- Teachers interacted only with talented students during the teaching learning process and very few teachers, only about 12% , had the culture of praising the students' work which is very essential to create the friendly environment and the cooperative culture in the classroom.

- The modern concept of teaching like child-centred education, continuous evaluation system, individual learning etc. were highlighted in hypothetical level rather than in application level.

The educational study report of Department of Education (DOE, 2061BS), has mentioned the following facts about curriculum and teaching:

Only 64% of the teachers had studied the school curriculum and about 30% of the teachers responded that they had never seen the curriculum.

About 98% of the teachers were teaching without daily lesson plans and only about one third of the teachers used black board, textbooks and other educational materials.

More than 71% of the teachers had adopted very few varieties of teaching learning strategies during the classroom activities.

On the basis of above reviewed literatures, it can be concluded that several factors hinder in effective implementation of curriculum as it is intended. In my assumption one of the factors is curricular perception of the teachers. In this context I found a considerable gap in existing literatures describing how the teachers' curricular perceptions are interrelated with their day to day pedagogical process which ultimately matters in the national context. Thus, I think, it signifies the rational of this study.

Curriculum Studies at the International Level

In a research based book ' Curriculum and Reality in African Primary Schools' Hawes, H. (1979) has tried to dig out the ground reality of the curriculum of primary school and its real implementation in different English speaking African countries. On the basis of his research, he has mentioned the long gap between official and actual (practiced) curriculum in those countries. He has analyzed the relevance of primary school curriculum in different contexts like political, economic, social, teachers, administrative, materials and historical aspects. Beside this, it has analyzed the influencing factors in the implications of curriculum, as he mentioned some of such factors are: indignity, religion and mission, pattern of colonial education, borrowing concepts from foreign countries like Britain, and traditional perceptions of the teachers. Such evidences support us to draw conclusion that the curriculum is not value free or neutral, but it is contextual and its implication depends on the understanding of the implementers like teachers.

In the same book Mr. Hawes has mentioned, with evidence, some of the proposals to be practiced to achieve the goals (targets) of school curriculum. Some of such proposals are: teachers' education including pre-service and in-service trainings, mobilization of local educational agents, right people in right place, effective textbooks and alternative teaching

materials etc. Similarly, he has mentioned the new directions in the development of curriculum which includes the clear policies and purpose, widening the circle of participation in curriculum planning, establishment and maintenance of local facilities for curriculum planning, exploration of alternative paths and methodologies, development of teachers training schemes etc. Thus this research-based book has provided the evidences to prove the existence of multiple realities behind curriculum and its implementation, which ultimately supports the interrelation of teachers' perceptions and their influence in their profession.

Fontana & Apostolidou (2001) had studied about the major areas of a good health education curriculum in Cyprus schools. They have indicated that although teachers are conscious about the importance of these they are less aware of the role played by others. This lack of awareness is most noticeable in younger teachers, which suggests that much of the knowledge enjoyed by teachers comes from actual classroom experience rather than from initial training.

Hill (2006) has reported in his study report about the 'student types, school types and their combined influence on the development of intercultural understanding' that the cultural exposure from a student's perspective in the typology of national and international schools depicts according to whether they offer a national or international program and the external cultural context in which they are located. It is understood that the educational program types represent the extremes of a continuum which could include a national program with the addition of international perspectives, or a national program with a multicultural element addressing intercultural understanding intended to facilitate the integration of immigrant children into the

culture of their newly adopted country and to develop cultural empathy on the part of the national students towards the new arrivals.

A study conducted by Lee, Wehmeyer, Palmer, Soukup & Little in 2008, has examined the impact of promoting self-determination as an instructional strategy to examine (a) the relationship between self-determination and access to the general education curriculum and (b) the impact of promoting self-determination as a curriculum augmentation on access to the general education curriculum for high school students with disabilities. In their study report they have mentioned that 'Student self-determination and self-regulation positively predicted student engagement and negatively correlated with competing behaviour'. Importantly, the study has confirmed that students with disabilities can achieve educational goals linked to the general education curriculum through instruction to promote self-determination and student-directed learning. It is also obvious, though, that training and support for teachers is needed to increase the possibility that strategies to promote self-determination and student directed learning will, in fact, be implemented.

As revealed in this study, student access was affected more by instructional decisions or actions of the teacher than anything the student did, and the curriculum modifications and accommodations. It is also mentioned in the study that general education teachers were primarily responsible for academic instruction. It is critical to provide general and special education teachers with extensive training on curriculum modifications and classroom accommodations. This is equally true for Para-professionals, who provide support for students as an accommodation. In addition, teachers need to consider and implement a wider array of accommodations that are linked to student access.

An article ' Preparing Culturally Responsible Teachers: Rethinking the curriculum'

Villegas and Lucas (2002) have mentioned a vision about the culturally responsive teachers that

can serve as the starting point for conversations among teacher educators. In this vision,

culturally responsive teachers (a) are socio culturally conscious, (b) have affirming views of

students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing

about change to make schools more equitable, (d) understand how learners construct knowledge

and are capable of promoting knowledge construction, (e) know about the lives of their students,

and (f) design instruction that builds on what their students already know while stretching them

beyond the familiar.

In this article, they have argued that to prepare teachers in a multicultural society, those

responsible for preparing them must first articulate a vision of teaching and learning in a diverse

society.

This vision, we think, is needed to give conceptual coherence to the preparation of

teachers for diversity. The image we have advanced is that of a culturally

responsive teacher, defined by six salient characteristics. These six qualities serve

as the organizing framework for infusing attention to diversity throughout the

teacher education curriculum. They represent the conceptual strands to be woven

throughout the learning experiences of pre service teachers in coursework and

fieldwork so that, collectively, those experiences cultivate the qualities of

culturally responsive teachers. (Villegas Lucas, 2002)

In a research based article 'The Narrowing of Curriculum and Pedagogy in the

Age of Accountability: Urban Educators Speak Out', Crocco, & Costigan (2007) have

argued about motivating factors of the in-service teachers. As argued in the article,

teachers leave city schools seeking an opportunity to develop their teaching in settings

that provide greater scope for creating curriculum and pedagogy that are more satisfying

and that stimulate meaningful educational achievement in their students. Such schools are

typically ones in which the stakes are not so high in terms of student failure on

standardized tests. These settings offer teachers more manageable goals in achieving

what the accountability movement currently considers "success" while not detracting

from their ability to exercise a measure of autonomy and control in their professional

lives. Highly qualified new teachers chafe at the diminished control they have over their

classrooms, which erodes the only arena in which they experience opportunities for

decision making in a field in which teachers have little control. Those who face mandated

curriculum and narrowed pedagogical options become most frustrated by their lack of

control, especially when they work in schools with high degrees of failure on the Regents

tests. In conclusion, it has emphasized the role played by working conditions, especially

the narrowing of curriculum and pedagogy as a result of the high stakes testing

movement, in undermining the autonomy and creativity of teachers, their ability to forge

positive relationships with their students, and their personal and professional

development.

The above mentioned discussions clearly show that, there are several factors that hinder

the attainment of the objectives of curriculum as it has intended. Effective delivery is a core

component of educational process. There should be mutual combination of the text, teacher and

delivery for the effectiveness of education system. In this regard, it is crucial to identify the

interrelation of the text (curriculum), teacher and educational delivery. As the teachers are the

key actors for the educational delivery, the study about the interrelation between the perceptions

of the teachers and the teaching learning strategies adopted by them seem justifiable in the field

of curriculum research. The findings of the study may provide insights about teacher and factors

affecting effective educational delivery.

Chapter-IV

Methodology of the Study

Design of the Study

The nature of this study is completely qualitative. In general, in qualitative research the researcher relies on text data rather than numerical data, analyzes those data in their textual form rather than converting them to numbers for analysis, aims to understand the meaning of human action (Schwandt, 2001). My study has also followed the requirements of qualitative data as mentioned by Schwandt. As my research topic is concerned with the teachers' perceptions and pedagogic orientation, I have gathered the qualitative information through phenomenological approach that is study of popular literatures, experiences of the research participants and own experiences.

Phenomenology: As Study Design

Phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions. Phenomenology as a discipline is distinct in form but related to other key disciplines in philosophy, such as ontology, epistemology, logic, and ethics (Wikipedia, 2010). Phenomenology rejects scientific realism and the view of empirical sciences has a privileged position in identifying and explaining any phenomenon in the world (Stanford Encyclopaedia of Philosophy).This philosophy refocuses inquiry, concentrating not on

descriptions of worldly objects but on descriptions of experience. The phenomenological perspective encourages careful description of ordinary conscious experience of everyday life which includes perception, believing, remembering, deciding, feelings, judging, and evaluating (Wikipedia, 2010). In deciding to adopt a qualitative research design and methodology, my intention in particular was to conduct a phenomenological investigation into the experiences of school teachers. Van Manen (1990) uses phenomenological approach to question people about the root character of their experiences. He has argued that phenomenology helps people to reflect on their actual consciousness of situations rather than on public expressions of them. It is a means by which they get to know themselves and can be achieved only by examining concrete situation, such as teaching. Phenomenology is not to test hypothesis but getting individuals to reflect thoughtfully about what they see, feel, believe; it involves teachers constantly seeking out the essence of the experience of teaching. I planned, therefore, to establish a link with the phenomenon of school teachers, describe the experience, derive the core themes by considering possible meanings and arrive at an understanding of the essence of the experience.

Phenomenology asks for the very nature of a phenomenon, for that which a "thing" is what it is and without which it could not be what it is (Merleau-Ponty, 1962). By phenomenology Husserl (1859-1938) meant the study of how people describe things and experience them through their senses. His most basic philosophical assumption was that we can only know what we experience. Thus, phenomenologist focuses on how individuals put together the phenomena they experience in such a way as to make sense of the world and, in so doing, develop a worldview. There is no separate or objective reality for people. There is only what they know their experience is and means. The subjective experience incorporates the objective thing and a person's reality (Moustakas, 1994).

Another important dimension of a phenomenological approach is the assumption that there is an essence to shared experience. According to Patton (1990), these essences are the core meanings mutually understood through a phenomenon commonly experienced. The experiences of different people are bracketed, analyzed and compared to identify the essence of the phenomenon, for example, the essence of loneliness, the essence of being a mother or the essence of being bullied. A phenomenologist thus assumes a commonality in human experiences and uses the method of bracketing to search for these commonalities. This was, therefore, the technique I adopted in searching for the meaning of the experience of school teachers.

Unlike descriptions that depict things and happenings as they exist independently of a person's experience of them, phenomenological research requires descriptions of experience as it actually appears in a person's consciousness. This further requires the researcher to redirect a person's awareness towards their own experiencing. According to Polkinghorne (1989), the problem with such requirements is that consciousness being an activity is in a state of continuous flux and therefore differs from natural objects. Consciousness is moreover an integration of perception, memory and imagination. Access to consciousness is also problematic because the data a researcher collects are several times removed from the actual event. Furthermore, we have direct awareness of only one consciousness, our own. Therefore as a phenomenological researcher, I was committed to being careful and cautious while describing and interpreting others' experiences.

According to Polkinghorne (1989), the general format for a phenomenological study entails: (a) gathering a number of descriptions from people who are having or have had the experience under investigation, (b) analyzing these descriptions so as to get a grasp of the

constituents that make the experience what it is and (c) producing a report that gives an accurate and articulate description of the experience. The aim of such a procedure was to ensure that a reader of the report could come away with the feeling that he or she had understood better what it was like for someone to undergo that particular experience. Thus the major obstacle seemed to be not the first hand descriptions supplied by the research participants but the post-descriptive analysis that the researcher developed using a qualitative perspective. According to Giorgi (1985), although there are no universally accepted models for such analyses, the bottom line is that the analysis should seem credible.

Although phenomenological philosophy has been mainly used in psychological studies, educational issues have also applied the same principles. Phenomenological perspectives have been effectively used to studying issues like teachers' attitudes towards gifted children or the experience of handicapped children in coping with normal school activities (Cohen & Omery, 1994). With the same token, I considered a similar perspective to be particularly suitable for studying the perceptions and the experiences of school teachers who are working with different children from long period. Since curricular issue is an important educational issue, I believed that investigations in this area would do well to apply the principles of a phenomenological research method.

Research methods are plans used in the quest of knowledge. Unlike traditional research methods which imply that knowledge is a description of natural objects as they exist in themselves. Phenomenological research methods are grounded in human awareness and assert that research journeys need to attend to aspects of human experience before moving on to assumptions about independent natural objects. According to Polkinghorne (1989), "because the

descriptions of natural objects are derived from experience, experience itself must be clearly understood before a firm foundation can be established for the sciences studying the natural world" (p. 41).

The particular research methods used in this study summarize procedures according to the belief of a phenomenological inquiry conducted under the broad framework of qualitative research. Such methods were appropriate for studying the ways in which the research participants in my study perceived the curriculum and the ways in which they attached meanings to their experience. Particular choices regarding the study group and location, data gathering methods and process of data analysis were made according to the norms of a phenomenological inquiry.

Selection of the Location

I chose Kavre district as location for study because it is very suitable place for me as I have been working as a teacher since last one decade here. In the words of Marshal and Rossman (1989, P. 54), it is better to choose that place where anyone can enter easily. Or it should be the place where it is possible for any to enter. Next, my research participants were the school teachers. Thus, in this location I could visit my research participants easily so that I could capture the reality of the field.

Selection of the Research Participants

Secondary level school teachers and the students of same level were the respondents (research participants) for this study. I used purposive sampling method to select them. I-e I select the respondents purposively those who were in my contact and were suitable for my study.

While selecting the school teachers I gave priority to those who were trained (either having B.Ed. or involved in teacher training program) and had long experience (not less than ten years) in this (teaching) field so that they could have better experience and concrete perceptions about the different aspects of school curriculum. In this process, firstly, I informed and requested different experienced teachers of different schools to be the participants in my research. In this step I found some teachers interested to be the research participants and some refused this offer. Finally, I decided to assign five teachers as the participants of my research work. The basis for the selection was our professional relation, their acceptance, and their interest to be the research participant. While selecting the research participants I considered the teachers teaching three subject areas Language (Nepali & English), Social Studies and Mathematics, to explore their curricular perceptions and pedagogical orientations. As the purpose of my study was to quest the interrelationship between curricular perceptions and the pedagogical process of the teachers, I think these three subject areas cover the four basic aspects of education like skills of expression, computation, logic and societal knowledge.

Besides the above mentioned research participants (school teachers), I chose seven secondary level students (studying in grade nine and ten) from the schools, where the research participant teachers taught, for the focused group discussion. I took help from the respective teachers to select the students for focused group discussion. While selecting the students I gave priority to those who were more expressive and interested to be participant in discussion. The purpose of this FGD was to explore their perceptions, experiences and learning opportunities provided by their teachers in different subject areas which also helped to triangulate the teachers' perceptions. The details about the research participants are presented in annex A.

Research Tools

As this study has applied phenomenological approach of research, I used the methodology which fit in this approach. As the research tools I had used in- depth interview guideline for the respondent teachers and focus group discussion guideline for school students. The details about tools used for this study are presented below:

In-depth interview guidelines for school teachers. The major objective of this study was to explore the curricular perceptions of the teachers and its influences in their pedagogic actions. In order to accomplish this objective, the qualitative data (information) regarding perceptions and the lived experiences the teachers about different aspects of curriculum like meaning of curriculum, concept about the textbooks, learners, classroom activities, student evaluation and the influences of different factors like socio-political orientation, school life reflection, familial influences etc to their pedagogic actions were required. So, to obtain required qualitative information, I formulated the interview guideline for the teachers to explore their perceptions and lived experiences in these different aspects. The detail about the interview guideline is presented in Annex A.

Focus group discussion guideline for the students. A group discussion is essentially a qualitative data gathering technique that relies on the systematic questioning with individuals simultaneously in formal and informal settings. In this respect, focus group guideline were prepared for school students to know their perceptions, experiences and learning opportunities provided by their teachers in three subject areas i.e. language (Nepali & English), social studies and mathematics. The guidelines developed for interview and FGD are presented in Annex B.

To ensure the reliability and the validity of the prepared guidelines for in-depth interview and FGD following steps were followed. The prepared schedules were revised by the supervisor. After incorporating the suggestions and insights of the supervisor the schedules were finalized. Before conducting the final interview, the model interview was conducted with one of the participant and its result was analyzed with the help of supervisor.

Data Collection Procedure

As this study is of qualitative nature, I conducted three different sessions formally to collect the information from my research participants. First, I developed and distributed a schedule of interview guideline (guiding questionnaire) to my research participants and requested them to read the questions and be prepared for our next session that was in depth interview. This step was just to introduce my research area among them. Second, we (research participants and me) managed our time and held the interview session individually. In this phase I tried to reveal the lived experiences of my research participants as far as possible spending more than two hours with each individual. Most of the interviews were conducted in their respective offices and some in the residences. Third, I continued conversations with my research participants directly and indirectly by telephone contact to uncover their pedagogical orientation and the interrelationship between their curricular perceptions and pedagogic orientation. Besides this, I tried to find out many more realities which they had experienced in their life and their impact in professional life informally. During the process of interaction sometimes I noted down the theme of the conversation and sometimes I managed the recording device to record the information.

Primarily I had focused on the teachers' perceptions about Meaning of Curriculum, Text-books, Content of Subject, Classroom and co-curricular activities, Student Assessment and learners; how they link their perceptions in pedagogical process; and impact of their life experiences (including their social orientation) in their professional acts of the teachers of three subject areas i.e. language (Nepali & English), social studies and mathematics.

Similarly I conducted a Focus Group Discussion with selected school students to know their views, experiences and the learning opportunities in different subject areas. In this process one of my assistants was helping me to note down the information obtained from the students. This session was continued about one and half hour discussing on different topics like students' perceptions about learning/ schooling, experiences, provided learning opportunities in different subject areas, expectations, areas of satisfaction and dissatisfaction, utilization of learned knowledge etc.

Process of Data Analysis

The information collected through interactive meetings, interviews and secondary sources were compiled and analyzed qualitatively. Data analysis process is more tactful work than data gathering. I was very patient and dedicated in the time of data gathering. While preparing to analyze the data, I read and scrutinized the transcripts of interviews to seek for the meaning. As 'situation plays a vital role in giving meaning to their voices' (Marshall & Rossman, 2006), after observing the data I paid my attention to what and in which situations the research participant said. In this way, the collected data were analyzed and interpreted linking them with possible theories and related literatures to interpret them. After data interpretation, the study proceeded further for the findings and implications parts.

Theoretical Framework

In this study, I have considered the curricular perceptions and the pedagogical actions of the teachers to provide the educational (life) experiences to their students are the core of study. My major concern is to see how the teachers perceive the curriculum and link their perceptions in pedagogic process and to what degree their orientation and life experiences influence them to act in such process. For this purpose I have triangulated the teachers' curricular perceptions with appropriate theoretical backgrounds of the curriculum. Besides this, I have considered appropriate sociological theories to triangulate the teachers' social orientations and their pedagogic activities.

Basically, I have considered the major four curriculum approaches like System Approach (Tyler, 1949; Taba, 1962), Deliberative approach (Eisner, 1974; Walker, 1971), Critical Approach (Althusser, 1971; Apple, 1979) and the Re-conceptual Approach (Slattery, 1995; Pinar 1980) as the fundamental theories to analyze the teachers' perceptions about the curriculum. Here the study has focused on the teachers' perceptions about curriculum and different components like objectives of curriculum, content, learner's interest and need, teaching plan, experiences of the learner, students' evaluation, classroom activities etc. Similarly, the sociological theories such as cultural reproduction and cultural capital (Bourdieu) have been adopted to analyze the teachers' orientation and their pedagogic actions.

Credibility Issues

Researchers need to record all the interviews very carefully and transcribe them to prevent any invalid interpretation (Bogdan & Biklen 1998). I did my best to focus in my study. I

did not make any meaning of the information I gathered from my personal perspectives rather to my research participants and gave meaning as they would love to. I created the easy environment to my respondents to open their world view about the curriculum as well as their social orientation. I did this to avoid any biases or prejudices. I did try my best to translate their description so that the statement would give the intended meaning.

Ethical Consideration

Researcher in qualitative research should be careful about the participants and their concerns before beginning it. A researcher must make his/her research goals clear to the members of the community where, he/ she undertake his/ her research and collect the informed consent of their consultant to the research beforehand (Speziale & Carpenter, 2006). Researcher must be sure that research does not harm and exploit the respondents with whom the research is done. Being a qualitative researcher, my participants were clearly informed for research purpose which is directly related to academic work and it was not my business from where I can earn capital. I explained the objective of my study, got the consent beforehand, and talked to them as this research does not hamper them immediately in their lives. I explained them that the research was for academic purpose; I made them clear that I was unable to pay for their help. In response to it they shared their happiness spontaneously that they were very happy with this work and they permitted me to keep their real name in my research. I had comfortable time with them while sharing our views. So all the information I received with them through their consent.

Chapter-V

Teachers' Curricular Perceptions and Pedagogy

My research was for the quest of interrelationship between the curricular perceptions and its reflection in their pedagogic process of the school teachers. For this purpose I selected five secondary school teachers and seven students of same level purposively as my research participants. I used in depth interview and focus group discussion as research tools to collect qualitative data (information) from the respondents and tried to explore their lived experiences which they had experienced in their professional life. In this chapter, I have presented the perceptions of the teachers in different aspects of curriculum and its implementation i.e. about curriculum (national and local), Textbook, Classroom activities and student evaluation, Co-curricular activities and learners linking with different theoretical backgrounds and literature. Beside this, orientations of the teachers and their influences in pedagogical process are also presented in this chapter.

Perceptions on Curriculum

To know the views and lived experiences of the teachers, I shared the knowledge individually with them. In our knowledge sharing process one of my research participants Chandramani Sharma (English language teacher), who was 40 years old and had been teaching English language subject for last 15 years, said:

> I consider curriculum as a master plan of school education prepared by experts
> which consists knowledge (what and how) to provide to the learners. It provides
> the guideline for the writers to write textbooks and teachers to teach their students
> accordingly to fulfill its objectives (personal communication, April 13, 2009).

Regarding the perception about local curriculum he added:

Local knowledge is very essential for the children to learn and develop language, culture, religion and social phenomenon of their society where they live. In my perception, until and unless a teacher is able in the local knowledge (especially in language) students can't be benefited from the teachers' knowledge. So, I think the local knowledge should be incorporated in our school curriculum as far as possible and the teachers should be trained accordingly to implement such curriculum effectively in the schools (personal communication, April 13, 2009).

Following the teacher's view about the school curriculum I got the knowledge that teacher viewed curriculum within a structural framework designed by subject experts to achieve the educational goals. This implies that teacher views the curriculum as a document for study. In broader perspective, it is not only a document for the study; it is also the learning of the students. According to Tyler (1949) curriculum is all the learning of students which is planned by and directed by the schools to achieve educational goals. The view of teacher gave me the insight that the curriculum is a document or is a guideline to generate knowledge in the students. From this lens students are parroted from the banking system of education in the schools (Freire, 1970). However, the teachers focus local knowledge (cosmology) of language as an important part for the children to understand themselves and their values in their society.

Similarly, my next research participant Durga Rai was asked to give her opinion on the same topic. Her opinions were:

I consider curriculum as a set of all the teaching learning activities designed to

achieve the educational goals. It is a specific plan which contains different

elements like objectives, areas of subject matter to be taught, teaching procedure,

evaluation process etc. As it is a broad plan of teaching learning process; its proper

implementation depends upon the understanding and conception of its implementer

(teacher). To me curriculum is more than the documented curriculum; I consider

all the learning opportunities provided to the learners according to their needs and

learning capacity as curriculum (personal communication, May 9, 2009).

Regarding the perception about local curriculum she added:

Students should have the knowledge about their society, cultures,   and their

position in their society. For these purpose the local knowledge (value system)

should also be incorporated in school curriculum. Similarly the learning

opportunities provided to the students should also be compatible with national and

global context (personal communication, May 9, 2009).

From her saying, I learnt that teacher's view regarding curriculum is not bounded within

a structural framework designed by the experts. Her emphasis seems towards the learning

opportunities provided to the students according to their needs and capacity.

Murray Print (1988, 1993) considers curriculum as 'all the planned learning opportunities

offered to learners by the educational institution and the experiences learner's encounters when it

is implemented'. This definition has emphasized the learning opportunities provided to the

learners to achieve the educational goals. Here, the teacher's view seems more or less identical

with this definition. It indicates that the teacher has wider conceptions of curriculum than the documented curriculum. From this lens the learning of the children can be systematized from anywhere under the proper planning and the guidance of the adults.

Likewise, in our knowledge sharing process, my next research participant Tanka Bahadur Thapa (mathematics teacher) expressed his perception about the school curriculum as follows:

> I consider curriculum as a written documentation prepared by the experts to fulfill the objectives of education. The curriculum of each subject area includes the objectives, content, teaching learning process and evaluation scheme. It is the foundation for the textbook writers and an instrument for teachers to teach their students (personal communication, May 25, 2009).

This view of the mathematics teacher about the school curriculum implies that the teacher views curriculum within a structural framework designed by subject experts to achieve the educational goals. This view of curriculum is very identical with the concept of curriculum that Hilda Taba (1962) mentioned curriculum as the plan for learning. This concept of curriculum can not incorporate the undocumented activities and the opportunities provided to the students to experience different societal phenomenon as curriculum.

Regarding the perception about localization of curriculum in mathematics education, the teacher mentioned: "I don't think the curriculum should be localized. I think this concept will not be practical to include local mathematical knowledge (ethno mathematics) in our curriculum. I don't think it is practical in our context (personal communication, May 25, 2009)."

Mr. Thapa gave me traditional view about localization of curriculum. He didn't focus much in localized concept of school curriculum as a mathematics teacher. In other words, it can be said that he had not adapted any ethno mathematical approaches in his teaching learning process. That is, he has rejected the importance of ethno mathematical knowledge in his classes to give mathematical concepts to his students. This contradicts with the notion of mathematical concepts that co-exists with culture. As Hammond has mentioned mathematics is constantly evolving and co-existing with and around culture (Hammond, 2000, p. 54).

The above conception of teacher indicates that the teacher does not apply local knowledge in teaching learning process. Here the teacher's opinions are not linked with the modern concept of knowledge generation. The teacher gave me rigid perspective that the school students should not be facilitated in their own local knowledge system. Indigenous/local knowledge is dynamic and based on innovation, adaptation, and experimentation (United Nations Educational and Social Cultural Organization [UNESCO], 2007). Although indigenous knowledge is oral and rural in nature, there is a great significance of such knowledge in the field of education. It can be blended with school pedagogy or with the western approaches of knowledge transformation. In this regard Mr. Thapa's perception about local curriculum seems very narrow and traditional.

In our conversation, I found almost the similar perceptions of the rest of the respondent teachers about the meaning of curriculum. In general they viewed the curriculum as a broader frame/ guideline for instruction specifying the subject area, contents and the activities to be performed.

Perceptions on Textbooks

Textbooks are the most important and available material in school education. For teachers and students it is authentic sources of knowledge. In this regard, the perception of one of my research participant, Narendra Poudel (a Nepali language teacher), was as following:

Textbooks are most essential materials for the teachers and students in teaching and learning. In my view it helps to fulfill about 60 to70 percentage objectives of curriculum, if the teachers entirely depend on only in textbooks, and the remaining 30 to 40 percentage objectives of language learning depends upon the expertise of the teachers and the pedagogical discourse (personal communication, April 13, 2009).

The above mentioned view of language teacher implies textbook as a core component of school curriculum. As told by the teacher, single textbook is not sufficient to fulfill the objectives of the curriculum. He opened up the need for additional resources and creativity of the teacher to fulfill the ultimate goals of learning. Eisner (1979) considers school curriculum as a series of planned events that are intended to have educational consequences for one or more students. In this regard only textbooks are not sufficient to provide the educational opportunities to fulfill the needs of learners. The teacher perception about the textbook also supported the Eisner's view. In this context, alternative learning resources should also be explored to provide better learning opportunities to the students. There are multiple rooms for the learning of children from the different alternative sources (open field, community resources etc).

Similarly while asking the question related to the textbook and its importance in school teaching next research participant Durga Rai (a social studies teacher) viewed:

I consider textbooks as supplementary material for teaching learning. It is important reading material for the students but for the teachers it should be considered only as guideline for instruction. In my view, teachers' expertise play a vital role, rather than textbooks, to fulfil the objectives of curriculum because how and what types of learning opportunities to be provided to the students depends on the teacher. (personal communication, May 9, 2009).

The teacher views textbook as only supplementary material of school curriculum. As she told, only textbooks are not sufficient to fulfill the objectives of learning. She opened the alternative world view of textbook that it is not sufficient enough to fulfill the ultimate goals of learning. Pinar (1995) views curriculum as the course of individual experience Following his view, curriculum is a set of learning opportunities provided to the children to experience their worldviews. In this regard the textbooks can not provide all of such experiences to the children, only the proper pedagogical discourse help to provide better learning opportunities to the children. In this regard the textbooks should not be static but it should be dynamic. The teacher expressed the similar opinion that the curriculum should be flexible to provide better learning opportunities to the students. This view matches with the view of Pinar to some extent.

Research participant's view made me know that textbooks as such are not sufficient to get knowledge about society and the world. There are multiple rooms for the children to learn from different alternative sources. Textbooks provide students a set of design which is traditional way of learning.

Similarly, in the process of interaction about the textbook and its importance in mathematics teaching the teacher (Tanka Bahadur Thapa) said:

Textbooks are most essential material for both teachers and students in school level. In my view, textbooks are prepared according the curriculum, so it helps to fulfill about 80 to 90 percentage objectives of curriculum if used properly. The effect of the use of textbooks can be extended by the help of teachers guide. I think, there is the equal importance of mathematics practice books and other supportive materials to fulfill the objectives of mathematics curriculum (personal communication, May 25, 2009).

The above view gave me the idea to understand textbooks as a whole teaching tool for the teachers and learning tool for the students. Mr. Thapa has a very traditional way of understanding the textbooks, as a content and knowledge generation in pedagogical discourse. His view corresponds with the view of teachers of developing countries of the world. In this regard Lockheed (1991) has mentioned in his book Improving Primary Education in Developing Countries that 'in developing country textbook is the curriculum'. His dogmatic thought also narrowed down the constructive process of knowledge generation. As constructivism describes learning happen through the processes of accommodation and assimilation and individuals construct new knowledge from their experiences (Hein, 1991). Constructivism as a description of human cognition is often associated with pedagogic approaches that promote active learning. In this regard Mr. Thapa's perception about the textbook to teach mathematics does not fit with the constructivist approach of learning. Only practicing the textbooks or other mathematics practice books does not help children to build the mathematical concept, it is just the exam oriented practice approach. He did not raise the role of parents, society and children surrounding in knowledge generation. Since the learners are the product of society, knowledge is very

subjective phenomenon of individual being where they like. Society is the empirical reality to get and shape the knowledge system.

At this point, I got the perceptions of three, as above mentioned, school teachers about the textbooks more or less identical. For them textbooks were most essential but not sufficient enough materials in teaching process. Rest of the research participants had also the similar views on textbooks.

Perceptions on Classroom Activities and Evaluation

Classroom activities and evaluation of students' achievement both can be considered as important elements of pedagogy. According to the modern concept of education, diverse and child centric classroom activities help to promote students learning/ achievement. Similarly the evaluation validates the educational achievements of the learners. In this regard, I was keen to dig out the school teachers' perceptions about the student evaluation along with classroom activities. During our discussion one of my research participants Mr. Chandramani Sharma expressed his views as:

> Classroom activities are the collaborative and interactive set of actions between
> teachers and learners, so, it should be multi dynamic process to address the
> solutions of the problems of the learners. Participatory learning helps to extend
> learning opportunities to the learners. Thus this process should be democratic and
> child centric (personal communication, April 13, 2009).

Similarly, regarding the student evaluation he expressed:

To me, student evaluation is a continuous and ongoing process which can place

the learners in their position. It is equally important to provide necessary

feedback to the learners and to the teachers as well to systematize the teaching

learning process. Thus, I think, different alternative measures (other than

examinations) should be used to evaluate the knowledge/learning of the students.

These views of my research participant gave me new ideas about both the teaching

learning activities and evaluation system. Regarding, teaching learning activities the teacher

illustrated classroom as the main formal place in term of knowledge generation classrooms

activities should be democratic, interactive, dynamic and inclusive. In democratic classes

learners can learn in open environment. Multidimensional approaches can address the learners to

value their self. According to Banks (2005, p. 121) 'multicultural approaches of teaching and

learning help to students learn how to function more effectively within their own community

culture, within other cultural communities, within the national and global communities'. In this

regard the teacher's views are closer with Banks's philosophy of democratic and inclusive

education system. In this modern time all the learners of diverse community gather in the school

to get education. To address the different values of diverse children, teachers' democratic

attitude and school's pluralistic management is the milestone in democratic inclusive society

Likewise the teacher's view about the student evaluation is the justification of their

academic position. The English language teacher focused that evaluation is a continuous process

to get the feedback of the students' learning as well as it is a key to improve the professional

career of the teachers. His view gave me insight about the modern thought for student evaluation

that he emphasized the importance of both formative and summative types of evaluation.

According to the modern concept evaluation techniques should be used for the betterment of teaching learning process. It is not only a tool to judge the students performance, it should help students to overcome their learning difficulties by providing necessary feedback and encouragement. Here, the teacher has observed evaluation as a tool to improve both teachers and students. In fact, teachers should know their own and students position in teaching and learning process.

Regarding this issue my well experienced research participant Mr. Sanjaya Ale, who had been working about one decade as a social studies teacher in different schools of the district, responded:

> To me, classrooms are the formal place to generate the knowledge. Classroom activities are not sufficient to provide the societal knowledge to the learners. Classroom activities should be dynamic, interactive and democratic where the pupils should get the opportunity to express their feeling and ideas in a friendly environment. In my view, in such environment students can generate the new knowledge and justify it. Thus, to provide such environment within the classrooms, teachers themselves should be democratic and should apply the diversified and multidimensional teaching learning strategies. In my case, by its very nature, I equally give emphasis to indoor and outdoor social activities. I think, both indoor and outdoor social activities provide opportunities to have experience of different social activities to the students (personal communication, May 15, 2009).

Similarly, he expressed the view about the student evaluation as:

Student evaluation is continuous and ongoing process in teaching learning.

Evaluation is the major step to know the real academic status of the learners and

teachers both. It provides the opportunities to improve drawbacks of the children

as well of teachers (personal communication, April 13, 2009).

These views of my research participant gave me two schools of thought (a) classroom activities as collaborative learning of teachers and of students and (b) evaluation as an instrument of improving the academic skills of both learners and teachers. The first school of thought gave me insight that in teaching and learning process classroom activities should apply collaborative learning theory so that learning can be meaningful and improved. Interaction is concerned with the actors of individuals, it follows the meaning which actors give to their activities (Haralambus , 2005, p.16-18). Following the view of Haralombus, the collaborative actions help to each other to develop a set of concept. It is important consequence since the individuals tends to act in terms of his/her definition of self. Understating the concept of meaning and self concepts involves and appreciation of the way actors interpret the process of interaction. In this way the learners can generate the knowledge and negotiate with each other for clear conception.

Likewise, the second school of thought gave me vision of improving the pedagogic skills of teachers and performance of the students through the proper evaluation process. Evaluation can play a vital role in improving the standard and quality of individuals' learning. Evaluation also helps to promote and place the individual students according to their skills and performance. In fact, evaluation is the key to measure, suggest and improve teaching and learning

Similarly, in the knowledge sharing process with the mathematics teacher, he expressed his perceptions regarding the classroom activities as:

Classroom is the place where the students get the opportunity to interact and sharpen their creativity under the guidance of teacher. Classroom activities should be directed towards solving the problems, where the teachers should play the role of facilitator to the students. Regular interaction with the students, practicing the mathematical problems, brain storming etc. should be given priority within the classroom activities (personal communication, May 25, 2009).

Similarly, he expressed his view about the student evaluation as:

Student evaluation is continuous and ongoing process in teaching learning process. Evaluation is the major task in order to know the real academic status of the learners and to know the effectiveness of teachers. It provides the opportunities to improve learning of the students. For these purpose different periodic tests, oral tests, assignments, and observation of student should be carried out regularly (personal communication, May 25, 2009).

Above statement of the teacher gave me the knowledge that the classroom activities are very important in teaching learning process. This is the central place for the learners in their learning process. Classroom activities can be carried out by interacting, discussing and participating in group work under the guidance of the teacher. Regarding his view, the learners should get opportunities to explore knowledge from the constructive way of knowledge generation. Constructivists view learning as an active process where learners should learn to

discover principles, concepts and facts for themselves, hence there is the importance of encouraging guesswork and intuitive thinking in learners (Brown et al.1989; Ackerman 1996). Vygotskian's notion that has significant implications for peer collaboration is that of the zone of proximal development, defined as the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult's guidance or in collaboration with more capable peers. Through a process of 'scaffolding' learning can be extended beyond the limitations of physical maturation to the extent that the development process lags behind the learning process (Vygotsky, 1978).

The teacher's view has supported the Vigotsky's notion of code switching method to address the problems of the learners. I found the teacher had supported the multi source of getting and making the knowledge in the classroom. But at the same time the mathematics teacher's perception seems contradictory in this point that he has emphasized the importance of textbooks and other reference books for the practice of mathematics. Although textbooks are also equally important material for classroom teaching, the teachers should have knowledge how much priority to give and how to interlink it with other different sources of teaching learning materials.

Perceptions on Co-curricular Activities

In modern concept of education, great emphasis has been given to different teaching methods and approaches like co-curricular activities. Co-curricular activities provide the opportunities to the students to foster their inherent intelligences and skills. Regarding the

perception about co-curricular activities, the views of a language teacher (Mr. Narendra Poudel), were as following:

> In language teaching co-curricular activities do have the importance to improve the
>
> main skills of learners e.g. listening, speaking, reading, writing and expressing
>
> their views. In our context, we, school teachers mostly teach the students applying
>
> the traditional methods of teaching. I think it is very important to apply in the
>
> teaching learning process to foster the multiple skills of the learners. In my view
>
> co- curricular activities are not fully used in pedagogical process even as per
>
> demand of textbooks. But it is very important component of modern teaching
>
> learning process (personal communication, April 15, 2009).

The view of Mr. Poudel on co-curricular activities shows a new paradigm in the schools. In this modern context, teachers' philosophy for delivering their curriculum in the classrooms has also changed from traditional approach to modern multiple approaches. Such multiple learning approaches help to foster the multiple intelligences (Gardner, 1999) of the students which are hidden within them. According to the theory of Multiple Intelligence, every human being possesses different kinds of intelligence[1]. This theory suggests that rather than relying on uniform curriculum, schools should offer multiple and student centred learning approaches to excel such intelligence.

Following these opinions, children do have multiple intelligences within only they need appropriate learning opportunities to explore their inherent talents. The multiple teaching

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[1] As categorized by Gardner the eight forms of intelligences are Bodily- Kinesthetic, Interpersonal, Verbal-Linguistic, Logical-Mathematical, Naturalistic, Interpersonal, Spatial and Musical.

approaches can help to foster their implicit intelligence. The co-curricular activities can work as

a key of multiple dimensions in teaching learning. Above information gave me insight that

knowledge formation of the teachers is shifting from limited boundary to expanding horizon.

They looked radical rather than traditional in knowledge generating to address the demand of the

students. This concept of the teachers based on the essence of multiple intelligences can foster

the world view of the children and their hidden talents.

Similarly, regarding co-curricular activities, Miss Durga Rai (a social studies teacher) viewed:

> By the nature and the components of the subject, the Social Studies
>
> teaching is itself like a co-curricular activities. To give the knowledge
>
> about the society, civic education, societal norms, values and practices,
>
> and about different national and international affairs co-curricular
>
> activities are most essential. In my case, except the classroom activities, I
>
> give priority to different co-curricular activities such as library study, mini
>
> election procedure, story telling to teach history, field visit and report
>
> writing, surfing the internet etc while teaching social studies (personal
>
> communication, May 18, 2009).

The views of Miss Rai opened me to the new paradigm in teaching social studies.

According to him co-curricular activities are very essential part of teaching. Social science

explores the knowledge to the learners in many fields such as civic education, societal norms,

values and practices, and about different national and international affairs. The development of

social participation skills and activities should be major goals of school curriculum in

democratic and multicultural nations. Students should be provided with the opportunities for

social participation whereby they can take action on issues and problems that are consistent with democratic values. Civic education and social participation activities are integral parts of sound school curriculum (Banks & Banks, 1999, p.31). In this context, the view of social studies teacher about co-curricular activities agrees with Banks' view. The democratic value based curriculum provides the civic education to the students which can enable the citizens to be social and liberal.

Likewise, regarding perceptions about co-curricular activities, Mr. Tanka Bahadur Thapa (a mathematics teacher) viewed: "I think co-curricular activities can play vital role in mathematics learning. Different mathematical puzzles, games and the projects help to develop mathematics as an interesting subject from the beginning of school education" (personal communication, May 25, 2009).

The above saying yields that co-curricular activities are important in learning mathematics. Co-curricular activities promote the knowledge of students, and strengthen the mathematical concepts. Mr. Thapa focused on the importance of practicing co-curricular activities such as mathematical games, puzzles, projects etc. The crucial action of constructing meaning is mental (John Dewey). It happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities which engage the mind as well as the hands which Dewey called reflective activity (Warde, 1960). The mathematics teacher's view matches with the view of Dewey. Co-curricular activities support in the construction and building of the perception and understanding.

At this point, I got the perceptions of three school teachers, as mentioned above, about the need and importance of co-curricular activities in teaching learning process. Although the

level of practice might not the same, the perceptions of the respondent teachers were identical that they all accepted the importance of co-curricular activities for the teaching of language, social studies and mathematics. The similar perceptions were of the rest two research participants (Mr. Sharma and Mr. Ale) regarding co-curricular activities.

Perceptions on Learners

Learners are at the core of teaching learning process. The success of the education system depend op on their success. Society and the parents have great expectations from them. In this regard, I had explored the perceptions of school teachers about learners i.e. how they perceive the learner was my interest. The view of one my research participant Narendra Poudel about the learners was as following:

> To me learners are centre of learning process. They are the innovative beings. They
> do have intent potentialities and learning power within. The learners can generate
> and use their knowledge in their life. Therefore, teaching learning strategies should
> be focused on them. To systematize and establish the knowledge of students, the
> teacher can play a vital role on the basis of their need and interest (personal
> communication, April 15, 2009).

The view expressed by the teacher informed me that in teaching learning process learners are the main pillar of knowledge generation. To flow the knowledge teachers are the model in teaching learning process who can initiate the learners to open the door of knowledge system. Learners learn through observation and modelling (Bandura, 1977). In Bandura's view children learn through the teachers' (adults') behaviours. So the teachers are the role players, model designer and inspirer beings for the learners. The knowledge of learner is not confined with the

textbook contents but it is the product of the environment surrounding them and the actors (teachers) model. The instructors play the vital role to design, shape and architect the learner.

Similarly, in a question related to learner, my next research participant Sanjaya Ale had expressed the following views:

> I consider my students as social being and potential candidates who can contribute to our society. But, I think, proper motivation is needed to understand them and to foster their potentiality. Teachers can play such vital role to transform their interest towards their society and current societal phenomenon. In my opinion, we are acting as a textbook instructor where as the teachers should act as social hero, social leader and social partner of the learner (personal communication, May 15, 2009).

The views expressed by the research participant, informed me that the learners are the potential beings. They can learn from the local cosmologies where they are grown up. Social fields are the real knowledge generating area for the learners. According to Bourdieu (1990) the field is a relational concept. His fields are the specific social contexts within which individuals act (Thompson, 1991). In this regard, I found the concept of teacher is also identical with the Bourdieu's concept. The learners are the social actors in different social fields that they acquired the knowledge from the social contexts or fields of action. In teaching learning process social field and actions are the main sources of knowledge generation. To flow the knowledge teachers are the social leaders to generate and transfer the knowledge to the learners. As the social studies teacher told me that teachers are using textbooks as a source of knowledge in teaching learning process, he claimed that most of the teachers take textbooks as the main tool of exploring knowledge for the learners instead of emphasizing the social knowledge construction. In this

regard the participant teacher seems more creative than the general teachers. The participant teacher considers society and its periphery as the sources of knowledge.

Likewise, in our knowledge sharing process I asked Mr. Thapa (a mathematics teacher), a question about learners. Regarding learners his perceptions were:

Although learners are centre part of learning process and they should be curious and creative, I don't find such enthusiasm in majority of the school students. It may be due to different factors like social, cultural, economic etc. they don't have interest in learning, they seems not more laborious and curious to learn mathematics. Although our duty is to support learners, the achievement and result of the learners depend upon themselves. It has been very difficult to motivate students in their learning. For the motivation of students, only efforts from the teachers and schools are not sufficient. Students themselves and parents as well should be aware in this concern (personal communication, May 25, 2009).

The above perception of the teacher regards learners as dependent beings. According to the teacher, learners do not have interest in learning and making new knowledge. He saw the learners less curious and less laborious while learning mathematics. In this regard, I see incomplete thought of the teacher about learners' motivation. He wanted to put the teacher and school in the safe position and emphasized the role of society, parents and learners for the motivation of learners. However, he gave importance to the role of society and that of the parents towards motivating learners. John Dewey (1858-1952) considers learners as the part of society. According to him, learning is a social activity. Much of traditional education, as Dewey pointed out, is directed towards isolating the learner from all social interaction, and towards

seeing education as a one-one relationship between the learner and the objective material to be

learned (Warde, 1960)**.** According to Dewey the students are the part of society. They acquire

knowledge and make their world view according to the different social components as well as

field.

Regarding the above mentioned views of three school teachers, I found their positive

perceptions about the learners. They all agreed that the learners are at the centre of teaching

learning process. Proper motivation and learning activities are required to address their need and

potentiality. I had found the similar opinions of the rest two research participants (Miss Durga

Rai and Chandramani sharma) regarding the learners.

Students' Perceptions on Curriculum

During the data (information) collection process I did focus group discussion with school

students in order to explore their knowledge, understanding and experiences on schooling. In

focus group discussion I tried to see the connection of pedagogical processes of school teachers

and students' learning opportunities in Language, Social Studies and Mathematics subject areas.

During the discussion, students expressed their satisfactions, areas of dissatisfactions, and the

areas to be improved in teaching learning process. Relating to language learning, they claimed

that language teaching learning process was theoretical based rather than practical based in their

classes. Language learning should be practical, expressive and applicable which is lacking in our

context. During discussion one of the student Mr. Deepak Gautam of class ten said,

Language is powerful means of expressing the views and ideas of individuals. It is very

important to the students to involve in different language activities such as debate, speech,

article writing, interaction programs, one act plays, drama etc. to flourish the language

skills. There are a few academic activities organized by our school and teachers which

are helping us to develop our language power. Despite such activities in schools all

students are not getting equal opportunities to involve in such different activities

(personal communication, August 5, 2009).

According to the view of the student, they are not satisfied enough about the existing

language learning process. They demand more alternative ways to involve in language activities

for developing their language skills. It also shows that the school and teachers need to provide

language learning opportunities equally to all the students. At this point, it seems that despite of

modern thinking and perceptions of the language teachers they were still unable to provide

learning opportunities to their students as their demand.

Likewise in the discussion about the learning process of Social Studies the students

explored their views. According to them, the Social Studies textbook and its content were not

sufficient enough for them to gain the shared knowledge of changing society. Social Studies are

source of knowledge relating to culture, social norms, civic knowledge, geography and history as

a complied textbook. They said that all knowledge area was not covered by classroom activities.

Different aspects like co-curricular activities, project works, involvement in social activities and

participatory actions are needed to fulfill the required knowledge of social studies. In our context,

students got limited opportunities to involve in interschool activities which are not enough to

acquire the knowledge of multiple dimension of society. Regarding the same context one of the

participants Miss Aahistha Shrestha expressed her views as: "Despite limited activities exercised

in the school, multi dimensional social knowledge is lacking in our learning process. As far as I

feel, we are a bit back to know our national politics, constitutional knowledge, human rights concerns etc (personal communication, August 5, 2009)."

Regarding the views of the student they should also be able and willing to participate in the construction of national civic culture. The national community should embody democratic ideas and values such as human rights, the declaration of independence, the constitution, and the bill of rights. Students also need to acquire the knowledge and skills required to become effective citizens in the national community (Banks 2005. p.25). In this regard students should have opportunities to learn about the national civic knowledge through the school curriculum.

Similarly, in our discussion students explored their views related to the mathematical knowledge and teaching learning process. According to the students, further application of mathematics is not clear for them. They looked confused whether mathematical knowledge is theoretical or practical in their future life. In this line one of the participants Mr. Kamal Hamal expressed his views as:

> We are learning mathematics in the classrooms; we solve the mathematical problems
>
> under the guidance of our teachers and secure even good marks in examination. But we
>
> are quite confused about its practical application and advantages in our life. So,
>
> sometimes our keen desire does not push us to learn mathematics (personal
>
> communication, August 5, 2009).

The quote above shows that students are not clear about the importance of mathematics and are not very much motivated to learn mathematics from their innate desire. In another words, students are taught from the theoretical base rather than applicable way. It implies that

mathematics teaching learning process should be contextualized from the basic level of schooling which help to make mathematics learning interesting and practical. Here, the approach of mathematics teacher in teaching learning process has been seen not much practical to address the need of the students.

The views of the students, mentioned above, clearly show that they were not fully satisfied with the learning opportunities provided by their teachers in different subject areas. Although, the students did not blame directly to anyone, they expressed their dissatisfactions regarding the learning opportunities which they had got in school. Despite of teachers positive views regarding the learner and their needs, still there were some gaps between the students' academic demands and the teachers' pedagogy.

Pedagogical Orientations of School Teachers

Another part of my research was to know the reflection of the teachers (the same research participants) in their pedagogical process. I intended to know how the different factors such as teacher training, professional experience, schooling and socio-cultural orientation influenced in teaching learning process of the teachers. For this purpose, I discussed with the teachers about their experiences regarding above mentioned issues. In this regard Mr. Chandramani Sharma explained his views in the following words:

> To me, teacher training has been a milestone to strengthen my professional career.
> It was more important for me because it was not my first profession; I shifted from
> another profession (medical representative) to this field. Now I realize that I had a
> dogmatic lens before taking the trainings. Teacher training shifted me from

traditional dogmatic teacher to modern democratic instructor. I think, we get

academic qualification from the campus/universities but while we enter in our

work field, only back knowledge can not help enough for good teaching architect.

My experience of trainings provided me the opportunities to share knowledge with

experts, to develop supportive teaching materials, and to promote teaching learning

(personal communication, July 21, 2009).

He further added:

There may be impact of multiple factors in teaching. In my view it is very

subjective. In my case, I reflect that I was able to be expert in my profession by the

teacher training and professional experience. For me, teacher training provided the

knowledge and skills to deliver the subject effectively by maintaining the

democratic and child centric environment in the classrooms. Similarly, my

professional experience helped me a lot to understand students and their problems

(personal communication, July 21, 2009).

The statement made by the teacher gave me insight that training can transform a teacher

to a professional enabling to know students' problems and to solve it accordingly. Sustaining

someone in other's problem is one of the ways to capture other's sentiment. I also got a set of

knowledge that the teachers without training are traditional and self-centric. In the same context

Cronoy (1984) says 'I am internal colonizer', who deposits his/her knowledge to the students

(Freire, 1970). In this regard untrained teachers are the colonizer in the classroom teaching. In

this way training and teacher's professional skills are very important to develop child centric

teaching and learning process. According to Mr. Sharma the professional trainings and his

experiences had changed him from traditional teacher to professional instructor. The next

language teacher Mr. Narendra poudel had also expressed the similar views regarding

influencing factors in his profession. He agreed that teacher training and his own experiences

had helped him to transfer himself form traditional concept to modern thought of instruction.

Likewise, social studies teacher Miss Rai expressed her feelings as:

> Teaching was the area of interest to me from the beginning. Mainly the respect and
>
> social status of the teachers in my school life influenced me to be a teacher. In my
>
> schooling time, teachers used to deliver their pedagogy with 'self-centric lens' so
>
> that our diversity could not be addressed. Teachers were biased in terms of gender,
>
> caste etc. of the students. Unknowingly it made our learning monotonous and
>
> boring in the classrooms the whole day. In some cases, I was also the victim of
>
> biased treatment. So, my experience made me to be conscious about such issues.
>
> Hence, in my classroom, I focus on different social activities, collective games and
>
> projects through which the students can experience joyful and equal learning
>
> opportunities. Besides this, we frequently celebrate different festivals collectively
>
> and organize picnics, excursions and many other activities involving all students.
>
> Such activities, I think, help students to accept and enjoy the pluralistic culture
>
> existing in our society from the very beginning of their social life (personal
>
> communication, July 22, 2009).

Above statements of the teacher imply that the childhood experiences in the school and

the environment therein motivated her to come in teaching profession. I found the school

experiences helpful in arousing intrinsic and extrinsic motivation in choosing the teaching

profession. In general, the motives for teacher trainees to choose teaching can be categorized as - extrinsic (matters such as remuneration and other benefits), intrinsic (the enjoyment of teaching and the school environment) and altruistic (making a difference to young lives) (Yong, 1995). It taught me that some inspiring turning point of life of individual determines the way at work. Similarly, as the teacher told, in the classroom of her schooling time, she used to be marginalized knowingly or unknowingly in teaching learning process. Ethnocentric teaching of her teachers and oppressive school culture made her indirectly prepared to be a teacher in future as a plural leader in the classroom where no students would be marginalized. In Derridean sense, social structure has a binary opposition centre and decentre. The centre part always ignores, represses and marginalizes the decentre. According to Derrida, oppressors dominate the oppressed group and they become central and oppressed turns into decentre (Powell, 2003: 23).

Perhaps she did not know the Derridean philosophy; she used to think to be decentred in her school life. This decentring thought made her critical being so that she had deep reflection to be the 'we centric' teacher in the classroom. She had a future dream to address the diversity in the classrooms. Above discussion gave me the view of teacher in contextualized situation of classroom. Schooling colonizing environment made the teacher democratic and multicultural.

Similarly, regarding the same issue, my next research participant Mr. Sanjaya Ale shared his lived experience as:

In my view, home environment and neighboring cosmology play vital role in our

life journey. In my case, I was born in 'Lahhore' family (army family). My

childhood was entirely spent in regimented home environment. This reflection is

working with me even today knowingly or unknowingly, so cultural reflection is

one of the vital factors influencing in my professional career (personal

communication, July 25, 2009).

He paused for a while and added:

My schooling was in high class Brahmin cultural domination and I used to feel

marginalized and disadvantaged in the community. Now, I, sometimes, feel that

cultural background has bracketed me in narrow way of thinking to address the

diversity in my teaching learning (personal communication, July 21, 2009).

From the second research participant (Mr. Ale) I understood the new knowledge about the

life reflection in professional field. Mr. Ale by cultural orientation was from 'Lahhore' home

culture'. He was grown up in a very strict disciplined home environment in his childhood. This

cultural field reflected in his profession to make his students well structured/ disciplined. In

Bourdieu's view the cultural fields are the specific social contexts with which individuals act. The

specific social contexts and structural factors are the determining factors to bring about changes in

field situation (Bourdieu, 1990). The cultural field of human being is knowingly or unknowingly

embedded in their working field as well. As Mr. Ale explored his life reality of his history that he

accepted the so called Brahmin culture had colonized him in his student life. So, he wanted not to

be internal colonizer to his students. But, knowingly or unknowingly, his own cultural capital has

made him as a dogmatic being who wants to impose own culture to others.

From the lived interaction with my research participants, I learned that the cultural field

of human being is very powerful guideline. It plays a vital role in human life to be traditional

leader as per knowledge generation. It controls awareness, sensitivity and inclusiveness in a

continuum of diversity management. Regarding the same issue, my next research participant Mr.

Tanka Bahadur Thapa revealed his empirical reality as:

> My economic condition forced me to enter in this profession when I was a B.Sc.
>
> student 15 years ago. At that time, I had no idea about curriculum, child
>
> psychology and any other key concepts of education. To me, textbooks were
>
> everything for teaching, drilling being the only method of teaching, and
>
> punishment the only way of disciplining students. To me, good score in exam was
>
> the only indicator of better learning of the students. But while I was working in
>
> this profession, I got several opportunities to participate in different teacher
>
> training programs. Working in the school, I continued my B.SC and completed B.
>
> Ed. as well. In my case, teacher trainings and teacher education (B. Ed. Degree)
>
> have played an important role in my professional career. As a result, I have been
>
> gradually transforming myself as a professional (personal communication, July 25,
>
> 2009).

Reflecting on his school life and social orientation he added:

> I completed school education from different schools of different places shifting
>
> from one place to another with parents, so I do not have impression of any
>
> particular social culture in my life. But the experience of different places has
>
> helped me to tolerate the diversities existing in school (personal communication,
>
> July 25, 2009).

From afore mentioned view of the teacher, I got two schools of thoughts. a) Teacher education changes the professional quality and b) Living in diverse culture helps in assimilation process

The first school thought in-sighted me that teacher education has been a powerful tool for making an individual professional. The math teacher had no idea and skills of teaching while he was a science student in the college. He had limited knowledge about child psychology and pedagogy. For him teaching was a means of transmitting bookish knowledge to the students. After shifting from science to education stream, he got knowledge about different teaching approaches. As a result, his ideas on education and pedagogy have changed. From this I got the knowledge that different academic orientations could change a person from the bracketing ideas to multidimensional areas. In the context of schools teachers can act as change agents (Dalin, 1998). Teachers' qualification and professional motivation play vital role for change. As suggested by Yarger (1980), a good teacher training program must include the typologies: classroom training (job embedded); academic courses; qualifying courses; and personal development (cited by Dalin 1998, P. 155). Thus professional development is one of the essential components for teaching profession.

Likewise, the second school of thought opened the idea that living in diverse culture helps an individual to become a plural being. The math teacher's social discourse with multicultural people made him easy to assimilate with students having diverse culture. Above mentioned characteristics developed in the teacher implies that if a person is brought up in diverse culture, he or she becomes tolerant and democratic. In other words, to address the problem of diversity in the classroom, a person needs multicultural orientation in their life.

According to Banks (2005) 'acculturation should be the school goal to address/value the cultural identities of diverse groups existing in the society. When the student assimilates elements of teacher's culture and the teacher assimilates elements of the student's culture, the school culture becomes a synthesized cultural system that reflects the cultures of all its participants (Banks, 2005. p. 107)'. In this regard, the view of teacher gave me the insight that the school culture should be inclusive to address the value such as culture, language, ethnicity etc. of others so that the students will have opportunities to know others' values and to assimilate him or herself in changing dimension of the society. Similarly, interaction with the teacher gave me the idea to address the diversity existing in Nepalese schools. The pupils should have the opportunities to value the diversities to be a democratic being in the future.

Multiple factors influence the teachers to utilize their knowledge and experiences in pedagogic actions. Different factors play role to resist in proper utilization of teacher's knowledge in their profession. According to Ornstin & Hunkins (2004) lack of ownership, lack of benefit, increased burdens, lack of administrative support etc. are some of such obstacles to getting people involved in change (p.310). In this line, the view of Tanka Bahadur Thapa (a mathematics teacher) was as following:

> Theoretically, I have got knowledge and modern techniques of mathematics
> teaching from different types of trainings, but truly speaking, I have rarely applied
> such methodologies while teaching mathematics in the classroom. In my view
> there are many difficulties in our context to apply theoretical knowledge in to
> practices. I personally consider the size of our classrooms, number of students,
> available materials in our schools, culture of our schools, nature of our students

and teachers ourselves are responsible for not using such strategies to make

mathematics interesting subject from very beginning of school education

(personal communication, July 25, 2009).

The real experience of the mathematics teacher, as mentioned above, opened the new

field of existing reality in pedagogical discourse. I saw the frustration of the teacher in not being

able to use all these things in the classrooms because of different factors. As mentioned by

Southwest Educational Development Laboratory U.S.A. (1992) 'School culture, teacher's

attitude and beliefs towards schooling and change etc act as either a barrier or as facilitator of

change.' Even more disturbing, according to Deal (1990), is the impact of constant change on

the culture of schools and the attitudes of educators. In this regard, the teacher was resisting the

embedded cultural phenomenon to transform existing traditional orientation to modern approach

of professional activities.

From the above discussed viewpoints of the research participants (school teachers), I got

the knowledge that the teaching is not value free. Multiple factors influence the teachers in their

profession activities. Teachers' orientation and experiences help to develop their perceptions

about different aspects of curriculum, and the pedagogic actions of the teachers are guided by

their perceptions.

Chapter VI

Findings, Discussions and Implications

In this chapter, I have presented findings of the study, discussions with my reflections and the educational implications of the study on the basis of the empirical information, my own experiences and the analysis made in previous chapter.

Findings

Knowledge is a stock of experience of life. Teachers' experience plays key role to constructing and implementing the knowledge in related field. The philosophy of an individual teacher directs their perceptions and the choices of pedagogical processes. On the basis of the analysis made in previous chapter, the major findings of the study are as following.

Findings Related to Curricular Perceptions

For teachers' curriculum is written documentation prepared by experts which help to fulfil the major objectives of education. They perceived curriculum as an area of instruction where the objectives, content, teaching learning process, and evaluation process are incorporated as a guideline.

Regarding the perception about local curriculum, I got different views of the teachers. The school teachers were seen unclear about the local based school curriculum because some of them emphasized the importance of local based knowledge and some teachers failed to recognize its importance. Here, I would like to conclude the above mentioned findings that the perceptions of the teachers about curriculum could not be seen flexible, which cannot play the vital role to fulfil the goals of education. Teachers are the model and knowledge generating beings as well

but they didn't see themselves as a new knowledge generator. In other words, they looked unable to find their own role in the development of teachers made curriculum in teaching learning.

I found teachers dependent on textbooks and content limited knowledge to perceive curriculum. They are bracketed in limited understanding about the actual meaning of school curriculum. Similarly, I could not see radical thought of teachers to implement the curriculum in teaching learning process by generating own knowledge, social cosmology and even the contemporary epistemology of the educational field. I found school teachers' pedagogic actins guided by textbooks contents, and their own understanding of curriculum.

For the teachers, classroom activities were the democratic and dynamic process to exchange/ share knowledge among the students. All the respondent teachers agreed that they should play democratic/ inclusive role in the classrooms to capture the demand of diversities existing in the classroom.

I found the teachers conscious of building participatory approach in teaching in order to foster students' skills and knowledge. Similarly the teachers perceived co-curricular activities as essential teaching learning methods which play the vital role in developing social actions, democratic attitude, plural thought and constructive ideas among the students.

For teachers evaluation is an ongoing process which helps in identifying the learning status of the students. Evaluation is also a key to find out the effectiveness of the teaching learning process. It also provides feedback to the teachers to improve their pedagogical process.

As I found, teachers perceived the learners as the central part in the teaching learning processes and are innovative beings. They viewed students as potential beings that they have the

subjective talents to conceive and perceive knowledge. I found identical views of the teachers to place the students as a core part teaching learning field. They focused on the need of proper motivation and inspiration to be given to the learners in order to enhance their learning.

On the basis of above findings I came to know those teachers' views about curriculum, teaching learning activities, evaluation processes and the learners are, in most of the cases, appropriate. However, their perceptions were not properly implemented accordingly to their understanding. According to students, teachers were mostly limiting their teaching learning activities in bookish content and limited activities which are not enough to cater the need of the students. But the teaching learning process should not be delimited only in delivering the content through limited activities. There should be link with different knowledge generating activities within the teaching learning process in order to make students active and creative.

Findings Related to Pedagogical Orientations

As this study found, the school teachers were oriented by different activities in their profession. According to the teachers, teacher education and teacher training programs was milestone to strengthen their professional career. Teacher training programs helped them to systematize the teaching learning process, to conceive modern thoughts of education and understand child psychology. Similarly, the teachers were reflected by their homely environment, school life experiences and existing school culture. Teachers' school life experiences helped them to identify the students' needs and problems. Homely environment and neighboring cosmology of the teachers guided their professional activities. Thus, I found teachers reflecting on knowledge production in turning points from dogmatic to modern approach on the basis of their experience, trainings, teacher education etc.

Despite such production of knowledge and pedagogical practices, I found the teachers'
activities being dominated by their reproduced knowledge. Teachers were carrying their home
cosmology knowingly or unknowingly in their teaching strategies. The traditional teaching
approach was teacher and content (textbook) centric in Nepal. As my research participants were
also oriented in the same school culture, I found the same reproductive reflection on the teachers
in some cases.

In conclusion, I found the teachers in transforming phase from traditional to modern
approach of education. Although theoretical knowledge of the teachers was found to be
satisfactory, their knowledge was not fully transformed in to the practice. There was some gap
between students' expectations and the teachers' pedagogic discourse. Thus the students were not
satisfied enough with the learning opportunities which they had got in their school life. As
experienced by the students there was more focus on exam orientated learning in their classes
and they got the opportunities to be participated in limited number of co-curricular activities in
their schooling. In such situation, I think, proper motivation of the teachers and supportive
working culture in the schools can help to fully utilize the knowledge and experiences of the
teachers in teaching learning process.

Discussions

In this research, I analyzed the secondary and empirical information regarding the
teachers' perceptions about different components of the curriculum with different suitable
theoretical approaches. In this study, I tried to dig out the curricular perceptions of the school
teachers and its reflection in their pedagogical process. I also tried my best to understand the
pedagogical orientation of the school teachers that is how their social, cultural, religious,

schooling background has determined their pedagogical beliefs and processes. Similarly I tried to triangulate the information obtained from my research participants with some suitable sociological and educational theories to put up my own understanding about the focused areas. I interacted and remained in contact for a long period (more than a year) with my research participants (co-researchers) and tried to perceive their strong beliefs (habitus), understandings and emphasis in their professional career.

As a qualitative researcher, I was fully conscious about ethics of my research sources during my research period. It was really insightful for me, while I had been interacting with my research participants and they helped me by exploring their lived experiences as school teacher and different actors in their society. I was inspired by the understanding and knowledge system of my research participants during the journey of my research.

During the data analysis of my research, I got different perspectives about the curricular understanding and its link in pedagogical process. The school teachers perceived curriculum as a documented text describing the objectives, content, methods and evaluation process prepared by the experts. And the teachers were guided by their own understanding in teaching learning activities. Teachers' understanding about curriculum was not wider much and were in shifting phase from traditional to modern approaches of teaching learning process. Although theoretical knowledge of the teachers was found to be satisfactory, their knowledge was not fully transformed accordingly to address the desire of the students.

Multiple factors play roles to resist for change such as lack of ownership, lack of benefit, increased burdens, lack of administrative support etc. are some of the obstacles to getting people involved in change (Ornstin & Hunkins, p.310). According to House (1996) teachers face

technical, political and cultural problems to persist curriculum. As technical problem, teachers face such as lack of time and expertise. Similarly according to Mc Laughlin (1987) the success of curriculum implementation depends on local capacity, motivation and commitment, internal instructional conditions and balance between pressure and support. In this context, it is difficult to bring change in school system without collective efforts. Thus the nation state or related institutions should develop different schools of thoughts to create the environment for maintaining the collaborative working culture and optimum utilization of the teachers' knowledge in teaching learning process.

In my research, the participants said that their own life reflections based on culture, schooling and experiences do have impact in their profession. In this regard, teacher's biography may play key role to motivate and inspire the students in pedagogic discourse. Regarding the theoretical understanding of my research participants (teachers), their views were found more or less close to the Tyler Rational linear approach of curriculum (Tyler, Taba), which focuses on systematic development and application of curriculum. Likewise, teachers' views were close in a few level of degree to critical approaches of curriculum (Young, Apple) which criticizes the exiting school cultures and try to ensure the social justice in education system. But I could not find re-conceptual thoughts of the teachers regarding curricular understanding which refer to search the alternative ways of curriculum implementation. The re-conceptualists (like Pinar, Slattery) emphasize on experienced curriculum, personal approach of learning and human liberation through the appropriate practice of curriculum rather than planning of curriculum. As I found there was a gap between students' desire and teachers' pedagogical discourse, which, I think, can be minimized through re-conceptual approach of curriculum.

In this line, while I examined the theoretical understanding of school teachers, I understood that the traditional approaches of curriculum like Tyler's Rational Linear approach, Eisner's Deliberative approach) have been seen contextual in teaching learning process. But the radical and re-conceptual post modern concepts of curriculum have not been seen within school teachers.

Implications

As this study found that the teachers perceived the curriculum as a formal documentation designed by the experts. This concept seems narrow and traditional rather than broader concept of curriculum. Only the written documentation, educational planning or content to be taught do not cover the essence of curriculum, it is more important to conceive curriculum linking with classroom practices and learning of the students. It implies that the notion of curriculum should be considered in a broader arena of education. The teachers should internalize the essence of curriculum and they should have the feeling of ownership then only they can fully use their knowledge and skills in teaching learning activities. To develop such understanding the teachers' involvement should be insured in the development process of curriculum and the government should give specific role to the teachers while developing the curriculum.

As this study found, in some cases, teachers were resisting applying their theoretical knowledge in practical field (teaching learning activities) because of unsupportive school culture for change. Administrative support, colleagues' attitudes, availability of the resources, encouragement for change etc are most essential factors to bring change in school system. To resolve such problems school administration should play the leadership role. There should be discussions among the colleagues to bring change in system. There should be focused on

teacher's motivation and encouragement for change. The school culture should be learner friendly, innovative and supportive for change. The government should bring the policy and plan to insure the effectiveness teacher training, school administrative and supportive school environment for change. It demands the reward and punishment system to the curriculum deliverers on the basis of the effectiveness of their performance.

Teachers' knowledge and reflection influence their professional activities. Teachers are found to be hardcore implementer of curriculum based of their past knowledge. This study found the teachers' pedagogical practices not sufficient enough as the demand of learners in changing paradigm of pedagogical approaches. Similarly, in some cases, students were found colonized by the teacher's reproductive knowledge. It implies that the teachers should be updated in modern approaches of education. For this purpose different professional development programmes should be carried out for the teachers. Good teacher education programmes, teacher training programmes, field visits, different refreshment programmes etc help to develop professionalism and motivation among the teachers.

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Appendix A

Profile of Research Participants

a) School Teachers

1. Name: Chandramani Sharma

   Age: 40

   Subject /area of teaching: English language

   Ethnic roots: Brahmin

   Qualification: Master's degree

   Teaching experience: 15 Years as an English Language teacher

   Trainings: -   Modular training for secondary level English language teachers provided
               by the government of Nepal
               (Module 1 + module 2 + module 3, total duration of 10 months)

   Current Working School: Indreshwor Higher Secondary School, Panauti

2. Name: Narendra Poudel

   Age: 32 Years

   Subject /area of teaching: Nepali language

   Ethnic roots: Brahmin

   Qualification: Master's degree

   Teaching experience: 10 Years as a Nepali Language teacher

   Trainings:

        - One Year B. Ed.

         - One week's Nepali Language teaching training organized by Kathmandu
            PABSON

        - One week's Nepali language teachers' training provided by SOS National
            Training Centre Kavre

   Currently Working School: SOS Hermann Gmeiner Higher Secondary School Kavre,
        Panauti

3. Name: Durga Rai (Kindergarten teacher)

    Age: 35Years

    Ethnic roots: Kirati (Rai)

    Subject /area of teaching: Social Studies, Language

    Qualification: Bachelor's degree

    Teaching experience: 11 years (3 Years as a Kindergarten teacher and 8 years as a Social
    Studies teacher)

    Trainings:

    - Three Years B. Ed

    - One week's Redressers Teacher Training provided by TITI

    - One week's Grade Teachers' Training organized by SOS National Training
    Centre (NTC) Kavre.

    Currently Working School: SOS Hermann Gmeiner Higher Secondary School Kavre

4. Name: Tank Bahadur Thapa

    Age: 36

    Subject /area of teaching: Mathematics

    Ethnic roots: Chettri

    Qualification: Master's degree

    Teaching experience: 12 Years as Mathematics teacher

    Trainings:

    - One Year B. Ed

    - One month's Mathematics teacher training provided by SEDU

Currently Working School: Bhaleshwor Secondary School Panauti

5. Name: Sanjaya Ale

    Age: 29 Years

    Subject /area of teaching: Social studies

    Ethnic roots: Magar

    Qualification: Master's degree

Teaching experience: 10 years (6 years as Social Studies teacher and 4 years as a Health
Population and Environment teacher)

Trainings:

- Three Years B. Ed

- One year's Teacher Training jointly organized by Tribhuvan University Nepal
and Barzelona University spainin Kathmandu.

-   One week's Secondary level Social Studies teacher training organized by
Satyal Publication in Kavre

Currently Working School: Azad Higher Secondary School Banepa

b) School Students Participated in Focused Group Discussion

Name of the student	Class/ Grade
Kamal Hamal	10
Deepak Gautam	10
Aahistha Shrestha	10
Utsav Aryal	10
Bibek Shrestha	9
Oshan Thapa	9
Sonali K.C.	9

Appendix B

Guiding Questionnaire for Research Participants

A. Interview guidelines for the teachers

1. Meaning / concept of curriculum (What is curriculum for you? / How do you perceive school curriculum?

2. Concept about local curriculum (meaning, importance, possibility)

3. Perception about the learners

4. Perception about text-book and its use in teaching learning process. (How do you use textbooks in teaching learning process?

5. Perception about Co-curricular activities (Importance, emphasis, participation, use in teaching learning process) (How do you consider co-curricular activities?

6. Classroom activities (What types of classroom activities do you prefer and why?

7. Student evaluation (meaning, type, role to enhance learning) (How do you perceive student evaluation?

8. Influencing factors in pedagogic process (What are the factors influencing you in pedagogic process? / How the following factors are influencing your pedagogic process?
    a. Family orientation
    b. Social orientation
    c. Professional trainings
    d. Own school life reflection

B. Guideline for Focused Group Discussion with Students

- Interaction inside classroom / classroom activities

- Exercises related to textbooks and other reference materials

- Co-curricular activities (nature, participation, effectiveness, opportunities and problems)

- Learning opportunities provided by the teachers in language, social studies and mathematics classes.

- Use of learned/ experienced knowledge in real/ practical life

- Expected but not gained learning opportunities in different subject areas

- Expected cooperation from the teachers in learning