

EXPLORATION OF TEACHERS' PRACTICES OF TEACHING WITH/OUT
TEXTBOOKS IN COMMUNITY SCHOOLS IN DHADING

Naba Raj Gautam

A Dissertation

Submitted to

School of Education

In Partial Fulfillment of the Requirements for the Degree of Master of
Philosophy in Curriculum and Instruction

Kathmandu University

Hattiban, Lalitpur

January 2022

APPROVED

This dissertation entitled “*Exploration of Teachers’ Practices of Teaching With/out Textbooks in Community Schools in Dhading*” by *Naba Raj Gautam* was submitted on 28 January 2022.

Approved by

..... 28 January 2022
Rebat Kumar Dhakal, PhD
Dissertation Supervisor

..... 28 January 2022
Lekha Nath Poudel, PhD
External Examiner

..... 28 January 2022
Prof. Bal Chandra Luitel, PhD
Dean/Chair of Research Committee

I understand that my dissertation will be a part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request.

..... 28 January 2022
Naba Raj Gautam

© Copyright by Naba Raj Gautam

2021

All rights reserved

DECLARATION

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

.....

28 January 2022

Naba Raj Gautam

Degree Candidate

ABSTRACT

An abstract of the dissertation of Naba Raj Gautam for the degree of *Doctor of Philosophy in Education* was presented on 28 January 2022

Title: *Exploration of Teachers' Practices of Teaching With/out Textbooks in Community Schools in Dhading*

Abstract Approved.....

Rebat Kumar Dhakal, PhD

Dissertation Supervisor

This study examines the current context of teachers' perception of the use of textbooks and the challenges that teachers face due to the unavailability of textbooks in classroom practices. It primarily reflects the voices of participants along with my own experiences. It incorporates related literature, classroom observation, and formal and informal conversations with the participants.

The study has centered on three major questions: teacher perception of textbooks in classroom instruction, coping strategies in the unavailability of textbooks, and a comparison of the scenario back in 2015 and 2021. With these questions, I tried to find out the teachers' perception of textbooks and the use of alternative materials in classroom practice. In order to accomplish the study, I used the interpretive inquiry method that involved interviews and classroom observations with six participant teachers in Dhading district. By analyzing the data obtained from the interview, classroom observation, and field notes, I developed three major themes: teacher perception of textbooks, challenges and coping strategies during unavailability of textbooks, and comparative scenario analysis between 2015 and 2021 regarding teacher perceptions and practices of using textbooks in classroom instructions.

Through the interpretation and discussion of the data, the study concluded that teacher perception of textbook use was different from each other. It was found that the teachers who have participated in the training, workshops, and conferences have understood more about the modern techniques of classroom instruction, and they have performed the instructional practice well even in the absence of a textbook. Those who have not got the opportunity to participate in teacher development programs were poor in the use of alternative materials rather than textbooks.

The study exposed that there was inconsistency between what they had expressed in the interview and what they were practising in the classroom. The study implies that teachers need to develop the basic norms of the teaching profession and gradually initiate and develop the habit of using alternative materials to deal with the challenges that arise due to the lack of textbooks. To handle these situations, schools have to arrange teacher development programmes such as curriculum dissemination programmes, training, workshop, and related conferences to update teachers with new ideas and skills.

.....

28 January 2022

Naba Raj Gautam

Degree Candidate

ACKNOWLEDGEMENTS

Firstly, I thank the research participants for giving their time and for sharing their experiences, thoughts, and insights with me. Without their support, I could not complete my research. So I am grateful to the teachers and students of the selected schools.

Proper guidance and inspiration are invaluable things that cannot be acknowledged properly in words. I would like to thank my thesis advisor and former Dean, Prof. Dr. Mana Prasad Wagley, HOD Dr. Prakash Chandra Bhattarai, and supervisor Dr. Rebat Kumar Dhakal for their warm and cooperative support in my research. I have benefitted greatly from their constructive feedback and regular guidance throughout this entire dissertation journey. Similarly, I would like to thank the former Dean, Prof. Dr. Mahesh Nath Parajuli, and the Dean of the School of Education, Prof. Dr. Bal Chandra Luitel, for their invaluable support, encouragement, and insights.

I thank my friends and colleagues for encouraging me and for their support. Finally, I thank my family members for their help and encouragement. I am thankful to Resham Adhikari for his support in editing the English language and formatting the dissertation in APA style.

Naba Raj Gautam, Degree Candidate

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	I
TABLE OF CONTENTS.....	II
CHAPTER I	1
INTRODUCTION.....	1
Personal Background and Interest	1
Wider Context of the Study.....	4
Statement of the Problem.....	7
Research Questions.....	9
Significance of the Study	9
(De)Limitations of the Study.....	11
Organization of the Dissertation.....	11
Comparative Analysis: Then and Now	12
Insights, Implications and Reflection	12
CHAPTER II.....	13
LITERATURE REVIEW	13
Classroom Instruction	13
Philosophical Views on Instruction	14
Learning Theories and Instructional Approaches.....	16
Relationship Between Instruction and Textbooks.....	17
Trend in Using Textbooks.....	18

Limitations of Textbooks	19
Views on the Use of Curriculum and Textbooks in Classroom Instruction	20
Philosophical Views.....	20
Sociological View.....	21
Policy Review.....	25
Empirical Review	27
Research Gap.....	28
Conceptual Framework of the Study	30
CHAPTER III.....	31
RESEARCH METHODOLOGY	31
Philosophical Considerations	32
Ontology.....	32
Epistemology.....	33
Axiological Considerations	33
Methodology	34
Research Site	36
Participants Selection.....	37
Participants' Profile	37
Tool and Technique of Data Collection.....	40
Data Collection Procedure	40
Data Analysis and Interpretation	42

Quality Standard of My Research	43
Ethical Considerations	44
CHAPTER IV	45
TEACHING WITH/OUT TEXTBOOKS: UNDERSTANDING, CHALLENGES, AND COPING STRATEGIES	45
Perceptions on Curriculum.....	45
Situating Textbooks: Inevitable for Instruction.....	50
Textbook as Curriculum Implementation Tool	53
Textbook as Sources and Series of Subject Matter	56
Textbook is a Learning Tool for Students.....	58
Strengths and Weakness of Using Textbooks	62
Experience Due to Unavailability of Textbooks	68
Issues in Using Textbooks	72
Coping With the Challenges of Unavailability of Textbooks.....	75
Textbook as a Guiding Tool.....	75
Use of Instructional Materials Other Than Textbooks	79
Contemporary Discourse Supporting Teacher Pedagogical Practices.....	81
Chapter Summary	88
CHAPTER V	90
COMPARATIVE ANALYSIS: THEN AND NOW	90
CHAPTER VI	96
INSIGHTS, IMPLICATIONS AND REFLECTION.....	96

Responding to My Research Questions	96
Implications	100
Reflection	101
REFERENCES.....	106
ANNEX	114

CHAPTER I

INTRODUCTION

This chapter sets the scene of the research and further raises issues and problems related to teachers' overreliance on textbooks in contemporary Nepali school teaching practices.

Personal Background and Interest

In this chapter, I have expressed my views on why I became interested in this research study. Several events and memories interplayed in my mind while thinking about an issue for my research. In my learning journey, as a student, I have used textbooks extensively and could hardly imagine whether teaching is possible without textbooks. Against this backdrop, I thought that it would be worth it if I could explore the (non)use of textbooks in classroom instruction - a new additional contribution to academic research. To begin with, I would like to share a brief glimpse of my journey from my childhood to the present day, which I believe would pave the way for understanding how and why I picked this particular area for exploration.

I was born in 2033B.S. at Khidim Village Development Committee, Ward No. 2 of Arghakhanchi district, a rural area in the hilly region (according to the recent state restructure, it lies in Lumbini Province). My father was an educated person who had passed the School Leaving Certificate (SLC) in 2020 B.S. and was conscious of providing education to his children. So, he tried to arrange locally available resources for our study. I was the youngest child in the family, so I got the privilege to study more than my other siblings. I started my school life at Shree Sadhanbuta Primary School when I was five years old. I do remember much about the events before I was five years, but I remember a few educational activities and my learning processes.

When I was in class one, most of our teachers had a habit of giving corporal punishment to those students who would not submit homework and class work in time.

Here, I want to remember one event when I was in grade four. One day, our class teacher suddenly started checking our bags, and he did not find his subject's textbook in my bag. As a result, he punished me physically. Next week also, the teacher checked our bags, and I was again punished because I had forgotten to bring the book. Talking about the instructional activities, most of the teachers would give us rote learning assignments. All the students had to completely learn all home assignments by heart and reproduce them in front of the teacher every day. If we did not do homework, then we would get corporal punishment. I remember that all the teachers would hold their respective textbooks while entering the class and use the same textbook as the supreme tool for teaching. At that time, rote learning was in practice for classroom instruction in our locality. All the instructional activities were centered on the textbook and final examinations. We were very much afraid of final and terminal examinations.

For the lower secondary and secondary level education, I joined another school that was quite farther than my previous school. It would take around two hours to reach the school from my house. So, daily four hours of the walk was a tiring job for me. I passed lower secondary and secondary level education as a mediocre student. Talking about the instructional materials besides the textbook, no other materials were there. We could get no newspaper or other reference materials. As such, textbooks played a key role in our study. We used to buy textbooks at the beginning of the session. There was no library and no other materials. We entirely depended upon teachers and the textbook.

After completing my school education, I went to India to join the intermediate level, but I could not get success there. Then I came to Kathmandu and got admission for the intermediate degree in the education faculty. Furthermore, I completed my Master's level in education faculty. When I joined the campus and started taking classes, I saw the library, science lab, newspapers, and magazines for the first time. Teachers were using other reference materials as well. I also borrowed books from the library.

After completing my Master's degree, I got an opportunity to run a school. I got four years of experience in private school teaching. In the meantime, I saw a notice for MPhil programme at Kathmandu University. Then, I decided to join it. When I joined this programme, I never saw a textbook in a professor's hand. They taught us without textbooks. They prescribed text and reference books but more than that; they provided us with other supplementary materials. A lot of references, books, related journals, handouts, teacher's notes, and PowerPoint slides were provided to us. The professors used the smart multimedia board to instruct our class every day. Group discussions, group division, content and topic exchange to each other, presentation, group presentation, and instruction through instructional modules were used as teaching and learning methodology.

While writing this dissertation, I lost my mother. I had to look after her very closely for eight months staying with her. When we knew she was suffering from a lung tumor, I had to get engaged each and every time in her chemo treatment. She was not informed about her actual disease. So, we maintained secrecy and delicately dealt with her disease. I felt a kind of absent-mindedness because of my mother's condition, and I was not able to focus on my research work. But the Dean and my supervisor encouraged me to continue the task. With their constant encouragement, I

have been able to submit my final dissertation. Overall, during my MPhil journey, I have expanded my knowledge and skill in the field of Curriculum and Research.

Wider Context of the Study

Curriculum specialists must understand that school should be a place where students are not afraid of asking questions, not afraid of being wrong, not afraid of not pleasing their teachers, and not afraid of taking cognitive risks and playing with ideas. (Ornstein & Hunkins, 2004, p. 124)

Textbooks are the most familiar teaching-learning tools in the classroom (Heyneman, 2006). Although textbook-based teaching is characterized as a traditional method, it is very popular in our country. A textbook is a common instructional material for delivering a lesson in the classroom. Most of the teachers feel comfortable using textbooks in the classroom. It is believed that the mere use of textbooks in reading and teaching fails to facilitate sufficiently in learning. Most educationists agree that teaching and learning are two different components, and only teaching cannot assure student learning. In recent years, the role of textbooks in the classroom has been diminishing, with student activities, discussions, and alternative forms of teaching replacing them (Miguel, 2015). It suggests that textbooks are not the sole tool for instructional delivery; other materials should supplement teaching.

Teachers love textbooks because these help them teach students and also, these make it easier for the teachers to pass information to the students (Nilsson, 2006). It is said that textbook teaching habit reduces the creativity of both teachers and students. It encourages rote learning. If a teacher depends fully on a textbook, it casts a shadow over classroom discussions and activities. As a consequence, textbooks will control teaching and learning in the classroom (Richard, 2001, as cited in Nilsson, 2006). Moreover, teachers who rely largely on textbooks while teaching

may gradually become unskilled. Besides, teachers' creativity is also reduced by presenting only what others have written.

Undoubtedly, a textbook has been taken as a primary source of information in the classroom. Teachers find it a handy tool to use in class and for the students also to use at home. These days, textbook dependency has sharply and meaningfully increased. Running a school without textbooks seems almost impossible. Every year, we also hear news reports on textbooks not reaching school in time. The *Nagarik Daily* (2012, December 10) wrote: *Students did not get textbooks even by the completion of the academic session.* More recently, Lama (2021) reported that high airfare and road network disruption had delayed textbooks' transportation to rural Karnali. Similarly, Shahi and Lama (2021) reported that schools in Mugu and Humla had not received textbooks due to the disruption of roads. Especially, from the beginning of every new academic session, almost all media cover the lack of timely delivery of textbooks.

Nepali school teachers have been relying largely on textbooks (Dahal, 2022; Joshi & Dangal, 2020), and thus their overall perspective "has not moved beyond information providers, which aligns with the banking system that Freire criticizes" (Rajbanshi et al., 2021, p. 3554). Textbook-based teaching has created huge problems in our school education (Giri, 2013). Emphasizing those, other alternatives should be opened. Giri (2013) suggests that teaching should be based on curriculum and that textbooks kill students' creativity. Educationists have emphasized the alternatives to textbooks. We have developed the system of textbook teaching. In the absence of textbooks, neither a teacher enters the classroom nor do students come to school. It means the unavailability of textbooks closes the door of the classroom.

It is also blamed that teachers never use their skills (learned through training) in the classroom. It means training transfer is very poor in the Nepali community school context (Gautam, 2016; Thapa, 2012). They take training for training's sake, and as a result, students are rarely engaged in the classroom and thus are very weak in terms of learning (Poudel, 2013). This shows that, as Poudel (2013) further asserts, generally, teachers in community schools in Nepal are not accountable to their students and the poor result in SLC is a reflection of it. More so, it also reflects that teachers do not have the capacity to teach based on the curriculum. Poudel has described that our teaching and learning system is fragile, and the examination system is not based on the curriculum. If a teacher fails to lead a group discussion or engage students in the instruction, the students will only memorize facts instead of actually learning. These all indicate that teachers who only depend on textbooks cannot facilitate student learning effectively.

Now, it is time to think and rethink the necessity of alternatives to purely textbook-based teaching. Only textbook-based teaching has not enhanced the capacity of teachers (Heyneman, 2006). In the absence of textbooks, teachers search for additional information regarding their lessons and topics. It encourages them to be active, reactive, and constructive. When the teachers are engaged and attempt to prepare their lessons, the classroom environment will be entirely different. One of the most common problems with textbooks is that they are designed to be used by the whole class (Fredericks, 2005). As such, I understand that only textbook-based education does not take into consideration the fact that many students in the same grade have different reading levels (Acharya, 2015). When teachers rely much on textbooks, the creative faculty of the students may not get fostered. Therefore,

teachers are to be more dynamic and not limit their instructional plan just to cover the textbook.

Statement of the Problem

The use of textbooks, especially in rural areas, is still high in our schools (Joshi, 2018). Every year, the discussion of textbooks reaching rural Nepali community schools has been a hot issue at the beginning of a new academic year. The users of the textbook are conditioned with the textbook to teach a subject in most Nepali schools. The situation is that classroom instruction becomes paralyzed, and the school's activities may come to a halt. Most newspapers and media highlight the issues of the textbook every year. In my observation and experience, despite the fact that our school system is heavily based on textbook teaching, we frequently hear about the unavailability of textbooks every year. Such news items often get the social media till the mid-academic session meaning that many rural schools run without textbooks (Bhusal, 2017). This, in turn, also means that teaching-learning activities are severely affected in those schools. Teachers have been raising the question of the unavailability of textbooks with the District Education Office (DEO) and other Government agencies.

The text-books are supposed as the key instruction tool. Possibly, the notion and practice of using text-books as only the source of learning have limited the learning under its confinement. The practices are likely to hinder the unlimited learning of the students. As such, textbooks are a study tool for students, but the situation seems quite different, meaning that it has been used as the primary instruction tool for teachers (Lenon, 2015). In reality, why doesn't it become so? Why do teachers take the textbook as the main weapon of classroom instruction? Are classroom instructions not possible without a textbook? It can easily be inferred that

teaching without a textbook means more preparation time and practice on the part of teachers to engage students. Are our instructional foundations so weak? Are our instructional pedagogies so skinny? Are our teachers unable to stand in front of students without a textbook? Does our teachers' academic capacity depend on textbook-based teaching only? Is it not possible to run the class for a while without the use of a textbook? How can teachers rely on curriculum as an instructional or guiding material and teach when textbooks are not available to students? Such questions are raised in the notion of classroom instruction in our country.

It has really raised a sort of dilemma of the use of textbooks in classroom instruction. Is a textbook mandatory for classroom instruction? These are the unanswered issues in the notion of classroom instruction. Can't our pedagogy and instructional practices support student learning? Does our instructional practice really help student learning? Are our teachers really understanding such issues and following the adequate method and technique for classroom instruction? Are our teachers knowledgeable or capable of instructing the classroom by applying instructional technology?

In fact, textbooks should be used as the facilitative tool for achieving the curricular goals and objectives rather than the ultimate and authoritative sources. Scholars like Lisciandrello (2019), Scott and Husain (2021), Boyd and Chapel (2021) advocate that classroom instruction should be based on curriculum and not textbooks. On the one hand, many teachers are not aware of the curriculum, and they fully depend on textbooks. On the other hand, our geographical circumstances are not favorable for making even textbooks available in all difficult locations across the country. In that condition, are our teachers capable of instructing without textbooks? Why are such issues raised repeatedly every year? Why is the education policy unable

to address this issue? Is there not any policy formation that can address this problem? Are our teachers not prepared to move this? Therefore, either the whole school system is focused on only textbooks, or all the schools are accepting the system of textbook teaching. It may be the valid reason that it is impossible to teach without a textbook. However, some school teachers are effectively instructing the classroom without a textbook. In this regard, Ruth (2005) argues that without the textbook, teachers can create a curriculum that engages students by relating the subjects to their everyday lives. This also gives rise to the issue of effective use of textbooks in classroom instruction on the one hand and comparing classroom instruction with/without textbooks on the other hand. These questions prompted me to conduct this study.

Research Questions

I formulated the three main research questions. These are:

- a. How do teachers perceive the use of textbooks in classroom instruction?
- b. How are teachers coping with the unavailability of textbooks?
- c. How have teachers' perceptions been regarding teaching with/out textbooks back in 2015 and now (2021)?

Significance of the Study

In Nepal, the education system is almost always in constant change. The use of multimedia in classroom instruction, management of inclusive classrooms, and adaptation of different pedagogies are examples of some educational changes. The change has required teachers to understand instructional approaches in school. People are demanding the necessity of understanding instruction from different sectors and research reports.

In response to why it is important to understand classroom instruction, Pinar et al. (1995) clarify that teachers and students should understand instructional

approaches to realize how the study of classroom instruction empowers persons through the acquisition of greater intellectual, personal and professional power to affect teachers, students, schools and society. If teachers really understand the instructional approaches, they do not need textbooks anymore. They can explain the content through instructional materials. Instructional materials are the implementation tools of the curriculum. Content refers to facts, concepts, principles, theories and generalizations (Apple, 1996). Schubert (1986) formulated the following multiple images of curriculum: curriculum as content or subject matter, curriculum as a program of plan activities, curriculum as intended learning outcomes, curriculum as cultural reproduction, curriculum as experience, curriculum as discrete task and concept, curriculum as an agenda item for social reconstruction, and curriculum as *currere*. Besides the general outline of the courses, time and weights, scope and sequence, appropriate and possible methodologies are included in the curriculum.

Understanding the instructional approaches is an integral and insightful part of education and is a phenomenon critical to education and justified examinations (Berman, 2007). It means understanding the instructional approaches and use of instructional materials is an insightful as well as a technical task. To understand classroom instruction, teachers need to know the wholeness created by form, structure, and perceptual thought. Instructional approaches are significant to find the experience and meaning, pedagogy, concreteness, complexity, and connections between curriculum and teaching persons as well as community (Pinar & Irwin, 2005).

Studying this phenomenon through the voices of the teachers, who are engaged in understanding instructional approaches and the use of instructional materials, is highly significant. It may provide alternative feedback to concerned

bodies that they make the best policy in the days to come. So, this study might be helpful to CDC, NCED, MOE, DOE, teachers, educators, and researchers. I hope this study will help increase the quality of future activities regarding meaningful instruction.

(De)Limitations of the Study

This study focused on exploring the ideas and perceptions of teachers on classroom instruction with or without textbooks in the community school context in Nepal. I tried to explore the existing classroom instructional practices driven by both textbooks and the lack of them. Here, the use of instructional materials is limited to textbooks and curriculum. In this sense, when textbooks are not available, teachers have covered how to use the curriculum as instructional material. The use of other instructional materials has not been covered.

The fieldwork of this study was conducted in 2015 AD. However, due to different family and personal circumstances, I could not finalize the report well in time. Nevertheless, some updates in the data were made through telephonic conversation with a few teachers of the same sample schools in 2021. Thus, the context of this study can largely be understood as that of 2015 being partially validated with some recent data.

Organization of the Dissertation

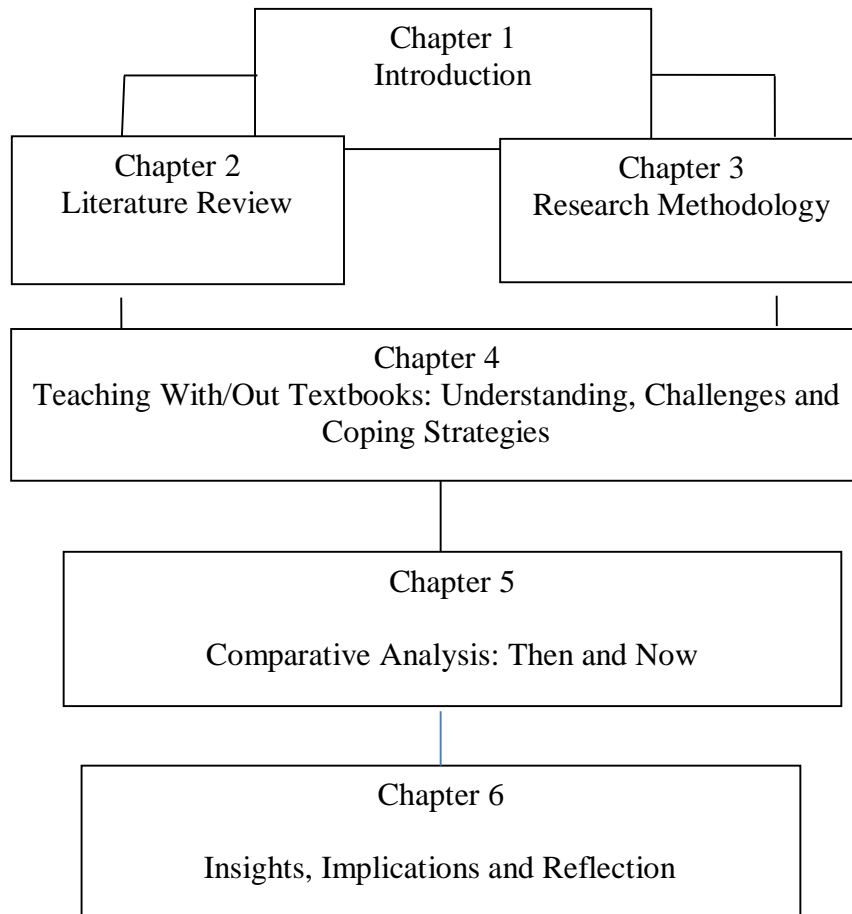
This dissertation consists of eight chapters. The first three chapters focus on the introduction to the study, literature review, and methodological and paradigmatic considerations. The first three chapters lay the foundation of my study directing further discussions and guiding the whole study. The participants' feelings and understanding are discussed and analyzed in the fourth through seventh chapters, using empirical data directly derived from the fieldwork. The final chapter includes a

reflection and conclusion of the overall process and a discussion of the outcomes.

Figure 1 outlines the chapter organization in this thesis.

Figure 1

Outline of the Dissertation



CHAPTER II

LITERATURE REVIEW

In Chapter I, I discussed the issue of inquiry and generated the problem demonstrating the gap of knowledge on the use of text-books, particularly in schools of Nepal. Further, I formulated the purpose and research questions based on the problem. In this chapter, I have sufficiently dealt with a review of the related literature. It is important to understand the possibilities and impossibilities of classroom instruction without textbooks. To clarify the concept of classroom instruction without textbooks, I have briefly discussed the definition, philosophical review, instructional approaches, and development of in-depth ideas about instruction, the relationship between instruction and textbooks, the limitation of textbooks, and the trend of using the textbook. Moreover, I have presented multiple views on instructional materials (curriculum) and learning theories. Then, the previous research studies are reviewed.

Classroom Instruction

Classroom instruction is a complex task. It involves a multitude of planning, activities, practices, and choices a teacher makes. One of the choices is whether to teach with textbooks or without them (Hinchman, 1992). This study aims to find out the teachers' perceptions and practices on classroom instruction with and without textbooks. The study helps us know both the strengths and weaknesses of teaching with/out textbooks.

As per Nilsson (2006), teachers are somehow adept at using textbooks; however, they need some direction for teaching without a textbook. Teachers should have plenty of information on their subject matter or content. Next, the teacher should have

aware of modern pedagogy. To get the information and pedagogy, a teacher needs reference materials, teachers' guides, a curriculum, and internet service. Then only teachers can develop confidence in classroom instruction. A skillful, resourceful, and confident teacher only can teach the classroom without textbooks. Skill teachers only can know their students' satisfactory level, and they can manage their instruction module in the light of student level. A resourceful teacher can also motivate their students, and they flow the positive aspects in the learner's journey. In reference to the syllabus for upper secondary English in Sweden, Nilsson (2006) reported that "students are to deepen their ability to read, understand and reflect critically over non-fiction and specialist texts within their area of interest and competence or studies" (p. 1). Moreover, the risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material.

Philosophical Views on Instruction

Rousseau stood against lecture-based theoretical teaching methods and thereby, he also established the theory of naturalism and experimented with the 'Emile' in light of his theory (as cited in Kumar, 2004). Moreover, Harmer (1998) also recommended the play-way method of teaching-learning, stressing (i) learning through self-experience and (ii) learning by doing (as cited in Kumar, 2004). This shows that teaching and learning are not bound by the prescribed textbooks. On the other hand, some scholars (e.g., Lisciandrello, 2019; Luitel, 2018; Ratnavadivel et al., 2014) claim that their needs be some sort of curricular framework.

For Cohen (1999), the aim of education should be to stimulate each child's latent potential and foster social morality. In light of idealism, teaching methods focus on handling ideas through lectures, discussions, and dialogues (Dalvi, 2014). So the meaning of classroom instruction is to develop the consciousness of students rather

than passiveness. To develop the consciousness and activeness of students, a teacher should engage learners in different activities. The realist philosophy emphasizes that the curriculum should be scientifically approached, standardized, and distinct-discipline-based (Cohen, 1999).

The pragmatic philosophy as the contribution of John Dewey was a radical departure from teacher-centric instruction to student-centered teaching-learning practices. Dewey (1952) favored promoting freedom of learning for students by allowing them to engage in real-world contexts. He focused on learning by doing through hands-on experiences. He says the text –books are just the means but not the ends. Moreover, pragmatist philosophy advocates the strong connection between knowledge and experience and reflective thinking among the students for classroom instruction. According to John Dewey (1952), learners must adapt to each other and their environment, and he claims that schools should be emphasized the subject matter of social experience and all learning is dependent on the context of place, time, and circumstance (as cited in Kumar, 2004). Moreover, progressivism believes that education, rather than focusing on content and teacher-led activities, education needs to work on developing a whole child (Cohen, 1999). Learning should be active. Teachers are to provide learning experiences, events, incidents, and problems regarding classroom instruction so that students can learn by doing, observing, and experimenting. Curriculum content is initiated from student interests and questions. Students make a decision, teachers make planning with students, and the student-selected topics are given priority. Textbooks are only tools rather than authority.

Likewise, existentialism claims that the classroom subject matter should be a matter of personal choice, and the learner is to be viewed as a social entity (Cohen,

1999). It means the instruction starts with the student rather than with the curriculum content.

Learning Theories and Instructional Approaches

During my academic journey, I learned that there are two different instructional approaches to teaching and learning: the objectivist approach and the constructivist approach. For me, the objectivist approach is grounded primarily on behaviorist learning theory. It is also called the directed instruction approach in the notion of classroom instruction. The two instructional approaches are briefly discussed below.

Some of the traditional learning theories reflect the transmission of knowledge. It means knowledge is stored in a learner's mind like a textbook, and it occurs when it is necessary. According to the objectivist view, teaching is teacher-directed, systemic, and structured, where the teacher is the transmitter of knowledge and director of skills. The view is in favor of promoting rigid and structured processes of teaching-learning activities based on the basics of textbooks. In light of this view, students receive information, and all the students learn the same materials. This means teachers develop the materials for instruction, and students get the information through that material at the same time. Lecture, demonstration, discussion, etc., are the activities in the objectivist approach (Roblyer, 2003).

According to constructivist theory, learners construct knowledge by engaging themselves in experiences. Teaching should let students participate in activities that are meaningful so they can generate their own knowledge. The teacher plays the role of a facilitator as students generate their own knowledge. Students collaborate with others; they learn different materials. Under this approach, social learning theory, social cognitive theory, Piaget's cognitive theory, and Bandura's cognitive theory are

included. Group projects, product development, etc. are the recommended activities (Roblyer, 2003).

This philosophy rests on the belief that the learners construct their understanding of reality through connections with people and the environment and by reflecting on these interactions (Cohen, 1999). Cohen (1999) says that reconstructionists focus on social reform through education. To deal with controversial issues (particularly in social studies and literature), inquiry, dialogue, and multiple perspectives are the strategies. According to this theory, community-based learning and bringing the world into the classroom are also instructional strategies.

In our practice, both of the theories are practised. Due to the demand of the educational market, both of them are applied in classroom instruction. It is called the blending approach of instruction.

Relationship Between Instruction and Textbooks

Studies that explore the instruction - textbooks relationships have shown that teachers' use of textbooks varies considerably (Sun, 2009). The activities-based instruction engages the students. Engagement increases students' attention to their learning. Teachers can engage the student if they do not have a textbook by providing a free topic for discussion, allowing weaving and sharing of daily life activities. So, teachers should not worry if they have no textbook for instruction.

While in the classroom, instruction teacher motivates their student by providing interesting content relevant to students' daily lives. Resourceful teachers or educators do not prefer to use textbooks. Regarding where and when to use textbooks, Klymkowsky (2007) said that often textbooks are not on par with the contemporary needs and emerging best pedagogical practices. Active participation, interactive

learning, and collaborative learning reduce textbook teaching. Such field trip, discovery, and experimental method minimizes the book teaching in the classroom teaching.

Sun (2009) states that all teachers who are successful in developing ideas in depth assign students to work in cooperative learning groups followed by whole-class discussions. Then, there is no necessity for the textbook. Here, textbooks may be important, but they are not a curriculum, nor should they be used instead of good teaching.

Trend in Using Textbooks

The use of textbooks in schools has been initiated from the very beginning of formal education in Nepal. Few schools in Rana Regime also used the text-books getting from India. Like many professions, teachers become habituated to using a single tool if they rely heavily on it. Therefore, teachers should be encouraged to search related reference materials, related journals, teachers' guides, etc., to instruct the classroom. Regarding modern classroom instruction, Eisner (1996) states, "Most of the students enjoy and learn from the project, and they like not having to memorize facts and appreciate having a choice in the evaluation and an opportunity to express their own ideas and feelings" (p. 14).

In the Indian context, Kumar (2004) has found that the textbook dominates the curriculum and the teachers are to use the textbook as the authorities prescribe it. Moreover, he adds that every learner is expected to carry their own textbook for each prescribed subject. In our teaching culture, the teacher spends most of the class time simplifying or interpreting the textbook and familiarizing students with its content to the point where it can be easily memorized. Moreover different subjects and at different levels, the textbook is used for class routines like loud reading, silent

reading, comprehension exercises, recapitulation, homework, and tests. It is practised at all levels of school education, and the textbook acts as a substitute syllabus or rather as the operative part of the syllabus.

Limitations of Textbooks

Usually, teachers and learners do not have a voice in selecting and approving a textbook for them. In our practice, the textbook publication takes consent from the Curriculum Development Center, and the teachers and students use them as end-users. When they are not involved in the decision regarding which books and what kinds of materials are to be presented, they normally lose interest in actively using them (Grönlund et al., 2018; Lent, 2012). Moreover, regular updates are also somehow lacking in the Nepali textbooks publications – though lately, with the change in curriculum, textbooks are being updated. Harmer (1998) said that they claim that there is little creational variation in textbooks, which makes teaching and learning unhappy. It means textbook lacks the creative part that teachers play a role in fulfilling. The risk factor of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. Whether teachers ignore the other alternative materials for their convenience, the textbook will control the teaching and learning in the classroom (Harmer, 1998, as cited in Nillson, 2006).

This means if the teachers are conditioned to use only one textbook, they lose their searching ability from the other sources. It indicates that teachers with a formed habit of textbook-based teaching lose their skills. So, teachers should not be habituated to textbook teaching. Besides, the textbook contents are not always valid, factual, and genuine. Moreover, textbooks are sometimes promoting discrimination.

Chand and Shrestha (2021) observed that women are depicted in a way that discriminates or are not well represented in Nepali textbooks.

Views on the Use of Curriculum and Textbooks in Classroom Instruction

There are many views on the use of curriculum and textbooks. They claim that classroom instruction can be possible without textbooks if the teacher knows the curriculum and classroom instruction. Under this, philosophical view on curriculum, historical view on curriculum, psychological view on social view on curriculum, theoretical view on curriculum, technical and scientific views of curriculum, nontechnical and nonscientific views on curriculum, and finally, postmodern or post-positivist views on curriculum are discussed.

Philosophical Views

Philosophy is one of the main sources of the curriculum. Philosophy guides the curriculum in selecting content, its scope, and its sequence. Philosophy generates knowledge and curriculum support to implement it in the classroom. Philosophy is important in determining curriculum (Hopkins, 2000, as cited in Anderson, 2004). Ornstein and Hunkins (2004) state that learners are involved in critical dialogue with one another and also reflect on the changing curriculum. This view advocates that old criteria cannot be employed to critique new curricula. The world is governed by a certain fundamental law.

Apple (1996) says, “Ends are transformed into new beginnings” (p. 65). According to this view, nothing in the universe is rigid, and everything is changeable. Change depends on the people who use it. Teachers also make themselves change agents. Understanding the changing concept, teachers explain the subject matter. There is not a single voice on the matter of explanations and interactions. The exact nature of interactions is uncertain. There is no one set pattern for arranging the

contents and experiences of the curriculum. We must value the interplay of individuals and groups (Beyer & Liston, 1996). This view suggests that teachers should gather with fellow -teachers and curriculum persons and begin talking. It means there is no pattern; there is no pre-established procedure to direct action. The curriculum content reflects or needs to reflect that continent of culture.

Sociological View

Society is a source of the curriculum. The curriculum is meaningless if it does not address the issue of society. In other words, society and curriculum are the two sides of the same coin. Without society and social aspects, the curriculum cannot take place. Schools exist within, not apart from, social context. Anderson (2004) says that through the curriculum and the school cultures within which curricula are experienced, schools influence the cultures of the people that the school serves. According to this view, society and culture affect the schools' shape and curricula. It suggests that school and culture are mutually impacting systems, each giving the other various cultural scripts to follow or at least consider.

Ornstein and Hunkins (2004) describe society as an agent of change and curriculum as an active agent of education. They add that we must have schools that teach skills and information and develop the attitudes requisite for success in a knowledge society. According to this view, we need curricula that go away from simply having us well informed; we need an education that contributes to the further development of our consciousness, a consciousness that will enable us to think, imagine, appreciate, and emphasize. Beyer and Liston (1996) state social forces have always had a major influence on school and turn on curriculum understanding (p. 134). Curriculum workers play an active role in accomplishing the goals of society.

Society and its culture give plenty of information, whereas the teacher can easily explain it in classroom instruction.

Constructivism is believed to have brought a radical departure in teaching-learning activities that stresses promoting sense-making as opportunities provided for students to think reflectively. Vygotsky (1978) viewed that learners are normally at the zone of proximal development; thus, teachers need to provide some support by scaffolding in the learning process. Teachers' scaffolding may be called discourse, discussion, reflective thinking, probing, and guiding questions.

Theoretical Review

I have followed the conversational theory of the curriculum. According to this theory, if we accept that curriculum represents a particular type of conversation, it makes sense to employ somewhat stylized yet flexible conversation to create knowledge. Looking at curriculum creation as conversational activity enables those involved to appreciate that curriculum development is essentially a social activity with a moral and political aspect. Significant concepts in the conversational model are ideology, beliefs, values, empowerment, power, and consensus. Participants realize that numerous conversations are necessary to create the arenas in which education will occur. There exist new ways of knowing, doing, relating, and conversing. The conversation focuses that evolves from the initiating dialogue. These guidelines are just that; they are not steps to be followed religiously but stages, phases, or junctures at which people engage in curricular talk (Ornstein & Hunkins, 2004).

The following phases of the conversational approach are adapted from a questioning strategy developed by Hunkins. This makes sense in that questions are integral to the conversation. The phases adapted to curriculum creation are (1) free association, (2) clustering interests, (3) formulating questions or curricular focuses,

(4) sequencing questions or curricular focuses, and (5) constructing contexts for the focuses.

Free Association. Too often, people come to curricular conversations with their minds made up as to what should be taught. They accept the knowledge traditions of science, mathematics, and the humanities. Although one can draw from the traditional division of knowledge, one needs to remain somewhat open as to the particulars that need to be taught or learned. Individuals responsible for curriculum gather to let their minds wander over whatever information is at hand. This is the type of cognitive browsing that touches on various topics and ideas that come to mind, allowing oneself the luxury of reflecting on possible connections and the potential networking of various knowledge domains (Ornstein & Hunkins, 2004).

Clustering Interests. People conversing together soon realize that as they talk, certain interests, concerns, wishes, desires, and preferences seem to jump out. These interests indicate when the conversant consider potentially important, who then shares why they believe this topic of interest is valuable to the education process. People listening to their own and others' talk soon realize emergent patterns. One can link these points in the conversation. These interests can then be collapsed into one large interest (Ornstein & Hunkins, 2004).

Formulating Questions or Curricular Focuses. Participants reflect on named interests and clusters of interests and interrogate themselves and their colleagues. What do I or others want to know about these interests? What questions are essential for individuals to raise to gain command of implied information? What conversations matter in the engagement and betterment of contemporary civilization? (Ornstein & Hunkins, 2004).

Sequencing Questions or Curricular Focuses. After determining significant curricular focuses and answering related questions, one determines how to orchestrate these topics in ways that will engage students in these conversations. Are there suggested avenues that one might travel when dealing with curricular focuses? At this stage, participants consider how they can arrange curricula so that when students become engaged, their conversations will be carried forward (Ornstein & Hunkins, 2004).

Constructing Contexts for the Focuses. The conversation does not occur in a vacuum. Neither should the curriculum created by this approach be considered separate from a social and educational context. Here conversationalists add flesh to the curriculum. Participants consider the type of environments necessary for engaging students in conversation about the material. Now those who have been engaged in this curricular conversation have notions about what students ought to learn and ought to know and how they ought to behave; they even have some sense as to how and about what they ought to think (Ornstein & Hunkins, 2004).

Moreover, deriving from the cultural-historical theory of Vygotsky, textbooks are considered cultural-supportive tools which “are representative of a culture” (Plut & Pesic, 2003, p. 503). According to this perspective, the textbook has a clear educational purpose based on the explanation of culturally recognized educational goals, commonly known as meaningful and active learning. In principle, textbooks as supportive cultural tools are expected to provide relevant knowledge and experience that can serve as an “anchoring” base for new learning (p. 507). However, not all textbooks in practice do that, and this theory considers them ‘bad textbooks.’ Having said that, this perspective also makes us critically question whether there exist both good and bad cultural tools. With an understanding that there exist both better and

worse cultural tools (e.g., textbooks), one should also be mindful of how lousy textbook functions and what their developmental effects will be on the learners. This critical perspective also leads us somehow to take refuse the curriculum rather than the textbook, yet also being aware of the possibility of a ‘good’ and ‘bad curriculum.’ Importantly, to avoid the negative effects of the ‘bad’ textbooks, we should also go for alternative materials.

Policy Review

The National Curriculum Framework (NCF, 2064) presents the elements which are fundamental to the development of a relevant curriculum for school education in Nepal. The framework has set out the foundation policy for teaching, learning, and assessment in schools in Nepal. It has identified learning areas and key skills for the development of knowledge, understanding, and skills in all students. The framework also emphasizes the development of values and attitudes among students through the school curriculum. More importantly, it emphasizes an inclusive curriculum for all students, irrespective of gender, ethnicity, culture, religion, caste, ethnicity, abilities and disabilities, socio-economic conditions, and geographical conditions. Such a curriculum will address diverse curricular concerns through integration and follow a child-centered developmental approach as a guiding principle. Similarly, the curriculum will recognize the mother language in teaching and learning and will provide an opportunity for local need-based learning. Moreover, curriculum development will follow a collaborative approach, and it will also recognize alternative learning. These are some of the guiding principles of curriculum development as envisioned by the National Curriculum Framework.

Likewise, CDC (2002) draws on the recommendations given by education commissions formed at the national level to develop a new curriculum. Similarly, it also

uses suggestions provided by curriculum users, teachers, guardians, social workers, and intellectuals while developing the curricula. Likewise, the curricula are updated promptly based on the changing state policies and programs.

Regarding the curriculum and textbook of the school, the *Education Rules 2059* provisions that the school shall be required to implement the curriculum and text-book as approved by the Government of Nepal. Here, the role of the CDC becomes crucial in designing the curriculum and approving the textbooks. *National Curriculum Framework 2076* is a guiding document about school curricula. It has clearly laid out the roles of federal, provincial, and local governments regarding the curriculum and examination-related rights. Moreover, it has also indicated the language of instructions for the learning facilitation process. According to this, the mother tongue or Nepali language is to be used at the basic level, with an option to use English also for most subjects except for social studies, moral education, Nepali arts, culture, and original identity-related contents. At the secondary level, the medium of instruction can be in Nepali and English, where Nepali is to be used in teaching social studies, moral education and cultural content. The language subject textbooks will be published in the same language (Nepali textbook in Nepali language, English textbook in the English language). This framework has given priority to making the textbooks child-friendly by making producing them in colour. The CDC is responsible for making the Print Ready Copy (PRC) of the textbooks, which will then be printed and distributed by Janak Education Materials Center Limited. Above all, the quality, relevance, and standards of the textbooks are assessed and maintained by the CDC. As per the provision, the focus is given to the use of workbooks in early grades, which seems implemented with the implementation of the integrated curriculum, at least in Grades 1, 2, and 3. The framework has also indicated that a National Book Policy will be prepared and

implemented for clear policy provisions regarding textbooks. However, the policy has not yet come out.

Empirical Review

Oakes (2001) stated in his research that national and international research had established the overall educational importance of textbooks and instructional materials. According to him, in California, textbooks and instructional materials are particularly important, but they are sufficient, and they may not cover the scope of the text and curriculum. Likewise, Nilsson (2006) conducted a study on “textbooks and alternative materials,” where he prefers using alternative materials rather than a textbook in the instruction process. His study found that teachers can use a multitude of alternative material which is current; it can be related to current events that have taken place the day before class.

Dorenbusch (1990) stated that teaching without a textbook did not eliminate my need for resource material; in fact, it probably demanded more, but at the same time, it stimulated my imagination and rejuvenated my enthusiasm for teaching. In addition to adopting the journal procedure as outlined in Sullivan's article, I retained the two basic principles derived from work: the phonates of my poetry assignments and the idea of publishing student texts.

Molværsmyr (2017) studied teachers' use of English textbooks in the Norwegian context by adopting a mixed methods approach. The study revealed that their use of the textbook was critical in that they could see the potential value of the textbook in some cases. On the other hand, they acknowledged that the textbook highly influenced their work. Furthermore, the newly qualified teachers saw similarities in the themes presented in their curriculum and the textbooks used. So the textbooks were fully aligned with the curriculum. Moreover, they found that the

textbook provided them with structure and texts that were more comprehensible than other texts for their pupils. That is why they were fond of using textbooks. One important finding was also drawn which was related to the larger community expectation of schools to use textbooks for teaching. These findings seem very relevant to our context as well. However, this study did not talk about the unavailability of textbooks.

Through hermeneutic discussions with secondary teachers and students from community schools of Nepal, Joshi and Dangal (2020) establish the rationale of textbooks for effective classroom instructions. Textbooks are not only essential for students but equally for teachers since teachers largely rely on the same textbooks. They highlight that the availability and use of textbooks are not the same and they suggest that government should make every effort possible, including allocating a sufficient budget, to provide textbooks timely to the school-going students. However, their study does not touch upon how teachers can teach without textbooks when textbooks are unavailable.

My overall understanding is that discussion on the relative strength of textbook using in the classroom, teachers should be able to run a class without a textbook. To enliven the class, teachers should also use additional teaching materials to engage students in various contemporary issues of society.

Research Gap

I went through many related literature and theses about classroom instruction without textbook teacher's perception and practice. I found that only a few studies have been carried out about classroom instruction without a textbook and the state of teacher perception in it. Although there are many documents and studies about instruction related-research literature, I did not find the research work related to

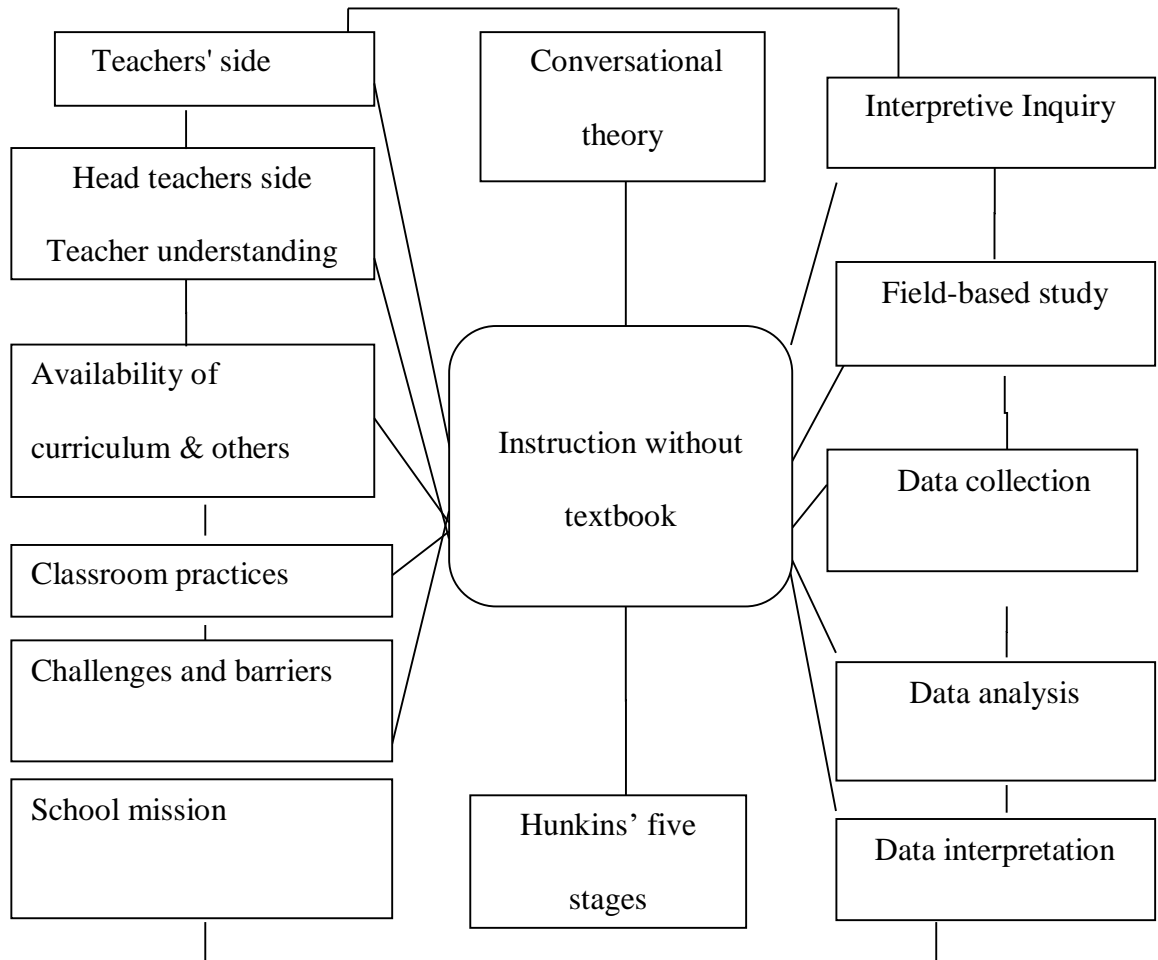
classroom instruction without a textbook in Nepal (though my supervisor indicated one such work by Dr. Kedar Nath Shrestha in the 1970s, I could not trace that material; for which I even visited the Faculty of Education library and TU Central Library). My research study tried to explore the existing situation of instruction without a textbook. Indeed, there is still a need the research work related to instruction without textbooks and teacher perception from a Nepalese perspective. I decided to do this research study after consulting different literature and resource persons as well.

Moreover, as the above review suggests, study into the practice of teaching without a textbook, especially in rural Nepali community school context, has not been explored. More so, the debate on teachers' use and non-use of textbooks in the classroom has been an unceasing debate. Though having a textbook is not mandatory for learners, teachers teaching, especially in primary grades, prefer having a textbook. However, despite efforts of the government (through Janak Educational Materials Center) to send textbooks to all schools at the beginning of each session, many school children are deprived of having a textbook. Given this context, the discourse of teaching without a textbook becomes prominent. As such, this study has been designed to unearth the teachers' perceptions and practice of teaching with and without a textbook in rural community schools set up in Nepal.

Conceptual Framework of the Study

Figure 2

Conceptual Framework of the Study



This is a conceptual framework of my research. It gives brief information about my study. Here, I mentioned factors, methodological processes and theories related to my study.

CHAPTER III

RESEARCH METHODOLOGY

I presented the review of relevant literature in Chapter II, identifying the deficiency of knowledge. In this Chapter, I have articulated my philosophical and theoretical lenses for explaining my research agenda. Here, I have given the detailed procedures of the study. This chapter begins with the reasons for adopting the qualitative method in the study. I have employed interpretative inquiry as a research method. In this research, I took the side of subjective and multiple realities. I believe that knowledge is created and recreated through the discourse with the researcher and respondents. Research methodology is the way of conducting a study to build new knowledge. Silverman (1993) states that a methodology is a general approach to studying research topics. Fundamentally, research can employ one of the three methods of inquiry: quantitative, qualitative and mixed methods. I applied the qualitative method. I was interested in making meaning of the situation by observing or becoming part of the research environment in the natural setting and learning about what happens in the environment from his/her subjective point of view.

One of the goals of qualitative research is to understand the complex world of lived experience from the point of view of those who live in it, which means that meaning is embedded in people's experiences and how they perceive their experiences (Anderson, 2004). Qualitative research tells personal stories and behaviours as well as stories about organizational life and social relationships (Strauss & Corbin, 1990, as cited in Koirala, 2010).

Philosophical Considerations

While designing research, we consider three factors: knowledge claim, strategies of inquiry, and methods. In this qualitative research, I had a constructivist knowledge claim, interpretive strategy, and interview and observation methods. Overall, I was guided by interpretive tradition, which enabled me to immerse in natural settings and understand pain and pleasure from the inside (Taylor & Medina, 2013). Interpretive researchers start out with the assumption that access to reality (given or socially constructed) is only through social constructions such as language, consciousness and shared meanings (Marshall & Rossman, 2014). The three basic philosophical questions are related to ontology, epistemology, and methodology, which I have discussed along the following lines.

Ontology

According to Somekh and Lewin (2005), ontology refers to the philosophical question relating to the nature of being and the purpose of existence. Ontology is about how philosophy defines the nature and shape of reality. Reality depends on how a person views the world. Ontological issues are related to the nature of reality and its characteristics. When researcher conducts qualitative research, they embrace the ideas of multiple realities. My research was based on the humanistic model. This model assumes multiple and conflicting realities that are constructions of human interactions. Society constructs reality. Reality is subjective and multiple, as seen by participants in the study. I tried to understand why teachers explain the phenomena of the use of text-books in their curricular practices. Indeed, interpretive research is of practical interest that helped me explore teachers' varied understandings of the question of the use or nonuse of curriculum, textbooks, and alternative materials in classroom instruction. I have tried to interpret the participants' life experiences by

exploring their inner beliefs about teaching with/without textbooks. Therefore, my ontological assumption was based on the essence of teachers' understanding and practices of teaching with/without textbooks.

Epistemology

Somekh and Lewin (2005) explain that epistemology refers to a philosophical question relating to the nature of knowledge and truth. With prolonged engagement in the field, qualitative researchers “know what they know” from first-hand information (Creswell, 2007, p. 18). I understand that individuals make meanings differently as they perceive things differently. At this point, knowledge is created and recreated as the dealings between the researcher and the respondents proceed in a dialectical manner. The dialogical process gave way to constant, active communication and engagement (Karimova, 2014) between me as a researcher and the community school teachers as participants. I believe that knowledge and understanding are embedded in our everyday world, and thus, understanding and knowledge can emerge from my participant teachers' life experiences of teaching. I tried to understand my participants' subjective views through meaningful interaction with them for an extended period of time through information conversation and observation.

Axiological Considerations

I valued the thought of my research participants as their own values. In this study, different participants had different values and views toward their teaching contexts, especially concerning the availability or unavailability of textbooks. As Klenke (2016) argued, axiology for me also means the roles of values and ethics of the researcher and the participants. In my research, axiology was associated with the value related to the teachers' teaching using or without using textbooks. So, I

respected all my participants' views, understanding, and perceptions of their world of teaching, using or without using textbooks.

Methodology

Methodology questions what the process of research is. It is concerned with knowing this world and staying within the basic premises of ontology and epistemology. In my research, there were close interactions between the researcher and respondents. Interpretive inquiry was employed as a method of study in this research.

Interpretive inquiry is a qualitative design that entails an assumption that an event has multiple realities as there is no single reality because reality is socially constructed (Merriam, 2009). Given (2008) argues that through interpretative inquiry, we can understand the “meanings, purposes and intentions people give to their own actions and interactions with others” (p. 459). Therefore, as an interpretive researcher, I tried my best to study the perceptions and practices of my participants (community school teachers from Dhading) being a part of their community through observation and interaction. I looked at things from their perspectives, standing in their shoes like a fisherman who tries to swim along with the fishes in the river in order to understand their lived experiences (Taylor & Medina, 2013) regarding my research topic. This design provided a way of studying teacher beliefs and practices by extended field work. Interpretive research helps to catch the flow of events as well as day-to-day activities in a natural, social and cultural setting. This orientation enabled me to develop an empathic understanding (Bryman, 2012) of my participants’ understanding and their practices of teaching with/out textbooks. Moreover, it helped me to study the meaning of participants’ behaviour, language, and interaction. Fieldwork involved documenting people’s beliefs and practices from the people’s

own perspectives. As this study was exploratory in nature, the interpretive inquiry was suitable because it used context, the participants' experiences, and subjective interpretations.

I adopted interpretive inquiry as a research method in my study. I participated myself in my participant's daily life for an extended period. I watched in my field what happened and listened to what the participants said. I collected data through familiar talks in the participant's home and office as well as walking on the school ground. I also looked at the classrooms where students were but did not go there for observation. I went to observe the library in a school but could not find it. I spent time talking to students. I studied my participants' actions and accounts in everyday contexts. I studied the real-life behaviour of my participant teachers and gained a unique understanding of the issues in the existing setting.

I looked at understanding the meaning of my issues from the participants' perspective. Without active and appropriate participants, my study would not have reached a meaningful conclusion. Thus, it was really important for me to select participants who could provide rich information and relevant data to answer my research questions. Keeping this concept in mind, I selected my participants purposefully according to the nature of the study and my research questions.

In fact, the selection of participants in qualitative research is a crucial task, although there are no specific criteria for selecting respondents. The general trend is to consider small samples in qualitative research, so I followed the same technique. In qualitative research, a sample is guided by research purposes. According to Patton (2014), "sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 184).

I introduced the schools as well as participants to shed light on the research setting as well as the context that will help to understand readers. Although it is short, it, of course, sheds light on the types of schools chosen as well as who the informants are. For confidentiality, I did not disclose the names of the schools and informants. The schools are represented as S1, S2, S3, S4, S5, and S6. Likewise, the teachers who served as informants in this research are mentioned as P1, P2, P3, P4, P5, and P6. These do not represent the order of the interview and informants and has been mixed purposefully to minimize possible clue about the identity of schools and informants.

Research Site

I chose my research site as Dhading district, where I had stayed for a long time. The reason for this selection had two rationales: a) somehow familiarity with the research site; b) not so far from Kathmandu, where I was residing during the fieldwork (I am still residing in Kathmandu), allowing me to balance my study and family roles. Further, I set the criteria for selecting schools. I set the criteria of resourcefulness and resource constraints to better understand the issue. The DEO gave me the names of the resource centers of the schools. Among these schools, some have quite good infrastructures and facilities for teachers and students.

I selected two schools in three different resource centres, each one representing a somehow resourceful and resource constraint. So, altogether, I selected six schools, where three had good resources, and three were under-resourced. I was somehow familiar with the condition of the schools in the district. I decided that I would be able to conduct my study without any problem. They are located in an accessible location. There are more than a hundred students in each class. And it was difficult to manage the classes, especially when there were no textbooks. So, I was

interested in knowing how teachers understood curriculum and textbooks and what the instructional practices in the classroom were.

Participants Selection

According to Patton (2008), sample size depends on the purpose of our inquiry, usefulness of the information, and availability of time and resources. In my research, teachers were vital. To conduct my research, I adapted a purposeful selection approach. I expected the participants to have a sound knowledge and better understanding of teaching and learning regarding secondary level school in Nepal. Therefore, I selected the participants who had some substantial experience, i.e., teaching for more than ten years. I selected the participants based on my research purpose and the research questions. Initially, I selected three participants and interviewed them. While going through the data, I realized that the three participant's experiences would not cover much of the discourse on teaching with textbooks vis-à-vis teaching without a textbook. Therefore, I went on to interview three more participants later. This way, I selected six participants for my research study. I believed that the information from the six participants would be rich and thick regarding my research topic. All of the participants were secondary-level teachers. All of the teachers had more than ten years of teaching experience at the secondary level in Nepali community schools. They had got information on my research topic, and they paid active attention to my research queries as well. The interactive attention of my participants has meaningfully encouraged me to go ahead with my research study.

Participants' Profile

Here, I have presented a brief profile of the research participants, which gives a sense of who they are, their socio-cultural norms, and how their situations have shaped their understandings and practices.

P1

The first participant was forty years old and got experience fifteen years of teaching at the secondary level and has got more than eight years' experience in teaching at the college level as a part-time teacher. He finished his schooling in his village. After his schooling, he came to Kathmandu for higher studies. He has completed his M. Ed. in English from Tribhuvan University and started his teaching career as a secondary-level English teacher. He was teaching at S1, located in an urban area, during the fieldwork of this study.

P2

The second participant was forty-five years old. She has done her M. Ed in English from Tribhuvan University and started her teaching career. First, she taught in Tanahu for five years. Then she came to Kathmandu for higher studies. After pursuing her Master's degree, she started her teaching career at the secondary level. During the fieldwork of this study, she had taught for more than six years at the Lower Secondary School and ten years at the Secondary School. She was teaching at S2, located in an urban area, during the fieldwork of this study.

P3

The third participant was from S3 located in an urban area. He was in his mid-fifties. He has done up to an intermediate degree from Ilam district. He taught for five years at a Primary school in his village in Panchthar district. Then, he came to Kathmandu for his Bachelor's degree (B.Ed). After doing his B.Ed., he started to teach in a private school. Then he joined a government job as a science curriculum expert. Being a science subject expert, he has been involved in science curriculum improvement activities such as revising and developing curriculum. He has participated in many workshops, seminars, and project work on science education.

P4

The age of my fourth participant is forty-eight. Originally, he was from Chitawan district. He initially started his teaching career at a primary school in rural Dhading. Later, in 2063 BS, he became a permanent secondary level Social Studies teacher in the same school. His academic qualification was M. A. in Population Studies; he had done B. Ed. in Population Education earlier. He had completed his Master's degree from Tribhuvan University, Kathmandu. Actually, he was more passionate about the teaching profession. He was proud of being a teacher. He believed that teaching is an honest and moral profession. During the fieldwork of this study, he was teaching at S4, located in a rural area.

P5

My fifth participant was quite mature. She was in her mid-fifties. Originally, she was from Makawanpur district. She initially started her teaching career at a preprimary school. Then she was selected as a secondary-level Mathematics teacher in 2051 BS. Her academic qualification was B. Ed. with a specialization in Mathematics. She had completed her Bachelor's level from Mahendra Ratna Campus, Tahachal Kathmandu. Actually, she did not like the teaching profession. Unexpectedly, she joined the teaching profession. She expressed in her own voice; that the teaching profession is the least preferable profession as compared to other professions'. During the fieldwork of this study, she was teaching at S5, located in a rural area.

P6

My sixth participant was the youngest one. She was just twenty-nine. She initially started her teaching career at a lower secondary school. Then she was promoted to secondary level Nepali teacher, competing for the vacancy opened by

Teacher Service Commission in 2071 BS. Her academic qualification was M. Ed. with a specialization in Nepali. She had completed her Bachelor's level from Mahendra Ratna Campus, Tahachal, Kathmandu and her Master's degree from Kirtipur Campus. Actually, she enjoyed her teaching job, so she joined the teaching profession. She expressed in her own voice that the teaching profession was the greatest profession. During the fieldwork of this study, she was teaching at S6, located in a rural area. The rest of the five participants responded by virtual communication, and they were indicated here P7, P8, P9, P10 and P11. Among them, three participants were female, and two were male.

Tool and Technique of Data Collection

Many tools and techniques exist in qualitative research. Among them, I selected interview and field notes for data collection in my study. Through the in-depth interview, I tried to gather my participants' understanding and experiences with classroom instruction practices. Cohen et al. (2011) emphasize that interview is the process of interchanging views with one another. It is a flexible tool for data collection, enabling the multi-sensory channel to be used; verbal, non-verbal, spoken and heard (p. 3490). Using an interview guide, I conducted the interview considering the participants' interests and backgrounds. Furthermore, I encouraged my participants to answer my question naturally as far as possible.

Data Collection Procedure

“Data collection offers one more instance for assessing research design within each approach to inquiry” (Creswell, 2007, p. 117). I used the qualitative approach as my field work procedure for data collection. I tried to gain in-depth, detailed and rich information from my respondents. I recorded their stories. I tried to build a good rapport with my respondents. I gained access to the site and the participants after the

informed consent. In a qualitative study, various sources of data are acceptable. So, in my research, I applied for primary and secondary sources. I collected primary sources of data through classroom observation, guided interviews, and formal and informal conversations, as well as secondary sources of data through document study, related journals, newsletters, daily newspapers, magazines, etc.

In the process of data collection, first (during the month of March 2015), I went to the district education office with the consent letter of the University. The District Education Officer read my letter, and then he called his assistance, then he told him to provide the school data of the district. He was an officer of the school administrative section. Then, I went with him to get the school data. He searched the school's file and gave me the list of schools with their address. He gave me the consent letter for the school visit. Then, I selected the six schools by purposive sampling method.

I went to the first school (S1) in the month of July (after the summer vacation) and met the head teacher, and he discussed with his faculties my interest in visiting their school. We had a short discussion regarding the purpose of my visit, and generally, one teacher appeared willing to volunteer to participate. With this initial discussion with all teachers, including the headteacher, I could develop a good rapport with the school teachers. On the third day, we arranged the time for the interview and classroom observation. We discussed formally and informally my research topic.

I went to the other schools with the same process. In two schools, two teachers also appeared willing, and I talked to both of them initially, but one of them in both schools slowly quit their active engagement. I interviewed the participants two to three times besides observing their classrooms.

My initial school visit for site selection was completed within March. From April to December 2015, I visited the sample schools frequently and held rounds of conversations with the teachers. After talking to the participant each evening, I prepared the field notes in my diary. I recorded the video of the interview with some of my participants, obtaining their consent. But I could not succeed in recording videos with all participants since they did not prefer to be videoed, recorded, or even photographed. I used probing questions while conducting the interview.

Data Analysis and Interpretation

With regard to data analysis and interpretation, Richards (2003) stated, “Analysis is neither a distinct stage nor a discrete process; it is something that is happening, in one from another, through the whole research process” (p. 268). Data is evidence of any research.

Data analysis in my research context consisted of “preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or a discussion” (Creswell, 2007, p. 148). This sequential process was not so rigid for me to guide the data analysis and interpretation; instead, I unpacked my understanding of the field as reflective views.

I analyzed and interpreted my data according to my research purpose and questions. I collected and organized the data and interpreted them by describing the stories and developing the essence. In fact, the collected data were transcribed and printed out. The transcriptions were read multiple times, highlighting answers to specific research questions. As Dhakal (2013) said, “I read and re-read each transcript to get a general sense of the nature of the participants’ accounts of their perceptions and experiences” (p. 84). The highlighted sections were then sorted according to the

research questions. From that compilation, I re-read the texts, stories and my reflective notes, from where some themes emerged.

As per the emergent themes, the data were presented followed by my meaning attached to them as well as linking them with some relevant literature and theory wherever appropriate.

Quality Standard of My Research

According to Flick (2009), a basic problem in assessing the validity of qualitative research is how to specify the link between the relations that are studied and the version of them provided by the researcher. To set up the trustworthiness of the qualitative research, I followed the following measures:

1. I had prolonged engagement with the participants and persistent observations in the field include building trust with participants. I made a good relationship with the teachers so as to encourage them to share their experiences.
2. I attempted to present the participants' ideas as accurately as possible. In my understanding, I maintained the credibility of my research by presenting a vivid account of the participants and, likewise, meaning-making engaging with the participants. For this, I also asked the participants to check whether the transcripts reflected their meaning.
3. I used multiple and different sources, methods, investigations, and theories to provide corroborating evidence. I have offered a detailed, thick description of the participants' contexts and experiences, adding my interpretation. As a qualitative researcher, I have tried to enhance its transferability (Denzin & Lincoln, 2018) by clearly describing the research context. I have also clearly described the research methodology that I have undertaken.

4. I have also reflected on my experience and offered critical introspection (Denzin & Lincoln, 2018) to enhance reflexivity and criticality further.
5. Overall, I tried to enhance the study's trustworthiness by adopting rigorous techniques and methods of collecting and interpreting the in-depth data.

Ethical Considerations

According to Flick (2009), ethics is an important issue in planning and doing research. Finding easy and very general solutions to problems and dilemmas is often impossible. Ethical dilemmas, however, should not prevent the researcher from doing research, but they should help them do it more reflectively. I tried to consider the participants' thoughts from their perspectives.

A qualitative researcher faces many ethical issues that surface during data collection in the field and the analysis and dissemination of qualitative reports. I adopted some basic ethical considerations adopted by the community of practice that involves informed consent of the participants to partake in this study, doing no harm to the participants, maintaining the confidentiality of the participants, and respecting the participants' autonomy to quit.

I went to the field and told the participants about my research. I kept the respondents' names secret. I conducted the in-depth interview, focusing on my research questions.

CHAPTER IV

TEACHING WITH/OUT TEXTBOOKS: UNDERSTANDING, CHALLENGES, AND COPING STRATEGIES

In the earlier Chapter, I discussed the methodology and methods of my research, including the interpretive inquiry approach of delving into the field through observation and interviews to understand the cultural perspectives of my research participants. This chapter has presented the data gathered through interviews with the participants and my observation and field notes. This chapter begins with an understanding of the curriculum and then presents the data thematically, where I have tried to link my experience and literature to substantiate my participants' understandings. Moving on, the second theme on challenges of teaching with/out textbooks has been discussed. And finally, how the teachers are dealing with the unavailability of textbooks, though temporarily, has been discussed.

Understanding of Curriculum and Textbooks in Classroom Instruction

This thematic heading has emerged from research question one: how do teachers perceive the use of textbooks in classroom instruction? Under this section, five major themes have emerged: a) Perceptions on Curriculum, b) Situating Textbooks, c) Textbook as Sources and Series of Subject Matter, d) Textbook is a Learning Tool for Students, and e) Strengths and Weakness of Using Textbooks; which are discussed along the following subthemes.

Perceptions on Curriculum

Literature has defined the curriculum from various angles. As demanded by my research question, I have mentioned the literature review and respondents' views on curriculum and textbooks. Simultaneously, I have tried to know the availability of

curriculum and textbooks from their perspective. According to Schubert (1986), the curriculum is taken as content or subject matter, intended learning outcomes, a program of planned activity, experience, discrete tasks and concepts, agenda for social reconstruction, and “currere”. I think Schubert's eight images of the curriculum cover and link the whole universe of the curriculum. Another famous educationist, Habermas (1972), has said that curriculum has three interests: practical interest, technical interest, and emancipatory interest. Besides this, there is another powerful ethos of curriculum: curriculum as a process, curriculum as product, curriculum as montage, and curriculum as language games. However, teachers, educators, school supervisors and schools should have a curriculum. Participant P6 said:

The curriculum is a runway, path, a guideline to tell us what to teach and what not to teach. It is a master material to teach the goal of education.

Furthermore, it is instructional material for the teacher.

It means the curriculum is an instructional material that guides the whole teaching and learning process. This view keeps the proximity on “currere” that is developed by a prominent curricularist, Schubert. Participant P5 said:

The curriculum is the main line, the main way to go along different ways. The teacher has to apply different types of strategies, use different skills, and be updated with subject matters. Then it is possible if we consult and study the curriculum.

It means all the educational activities are covered and controlled by the curriculum. Mckernan (2013) says, “A curriculum is more like a musician's folio than an engineer's blueprint” (p. 7). Field trips, project works, and school-planned activities, such as societies and sports, are directed by the curriculum. All of them take place within a specific system, and are subject to continuous evaluation. It aims

to accompany the child to adulthood so that he/she can be a useful citizen within a community (Carl, 2009). In this way, the curriculum is identified in different ways in different periods. The curriculum has been perceived as a list of subjects to be studied in the classroom. On the other hand, it is taken as whole course content. Others have perceived it as a set of planned learning activities.

Participant P3 said:

Actually, the curriculum focuses on a detailed plan of action where teachers and students move around it. The curriculum is implemented in schools by its operators. Teachers, educators, and students are the main operators of the curriculum.

We can say that any learning activities conducted in educational institutions are included in the curriculum. Learners, educational leaders, educational planners, teachers, institutions, and all the classrooms are followers of the curriculum. The curriculum is broad. I want to relate it again to Shubert's images of the curriculum. The curriculum is affected by its users. It is also affected by the experiences of the learners, the experiences of the teachers, contemporary society, and the educational goals of the nation. This is a multi-layer way of understanding and defining the curriculum. Participant P1 explained:

Understanding the curriculum means not only the subject matter. Rather it is a montage of subject matters. Traditionally, people thought of a curriculum as a list of contents, textbooks, etc. It consists of the whole body of contents to be taught in the classroom. I do not have the idea of the universally accepted definition of curriculum. It depends on the users. It depends on the educational goals of the nation. Defining curriculum as a program and the plans of activities are practicable in our context. It focuses on all the activities that are

planned by the teachers and it is a sort of experience we acquire in the field. The stakeholders of the curriculum have been collecting numerous experiences. These experiences help us to plan every activity that we face in the field. So I want to say the curriculum is a collection of experiences. Experiences through the instruction are highly significant in understanding the curriculum.

As a curriculum researcher, I view curriculum as an intended learning outcome. It supports the needs of learners, society and parents. Those who have invested their time, effort and money in education support the image of curriculum as intended learning outcome. It is quite close to the theory of means and ends. Talking about the curriculum as *currere*, it reflects the race of learners and focuses on the individual's life story. Curriculum as cultural reproduction (Schubert, 1986) means curriculum should not reflect only the culture of a learner's society rather than a society of education. The role of the curriculum here is to pass the knowledge from one generation to another generation through the process of the culture of sharing skills with individuals.

It is said that curriculum is the ground of the instructional process. It guides us on what to teach and how to teach. It also gives us the scope and the sequence of subject matters. Regarding the availability of curriculum, participant P1 said:

I have the old one. I have not got the current curriculum for grades 9 and 10. So I am teaching here according to the old curriculum. By using the old curriculum, I am unaware of the new information the CDC has included. It is necessary to have the current curriculum for classroom instruction. When the teacher has not got the updated curriculum, how can they provide the students with new or updated knowledge?

According to him, teachers need the curriculum to provide new information or updated subject matter. On availability of instructional materials, P2 said:

I have not got the textbook. Without the textbook, how can we teach our students? Besides the textbooks, neither we have reference books nor a library and Internet facility.

From the views of my research participants, I came to know that the

curriculum was not available for them. Thus, they have developed an image of the curriculum. If we go through Schubert's eight images of curriculum and if we understand these images, teachers do not need textbooks to instruct. One of the images is curriculum as content or subject matter. It focuses on the subject matter. This is a

Textbook: A Handy Tool

The textbook guides teachers in organizing the teaching process in the classroom, making lesson plans, and choosing a teaching strategy. It covers the experiences of teachers, knowledge of experts, views of national and international figures, and many more. Textbooks make it easier for teachers to teach and for students to read. It is developed by subject experts based on theories and principles. Some textbooks such as Mathematics, Science, English, and Economics are essential for instruction. If teachers have not got textbooks, how can they teach?

(First Participant , Interview, June 23,2015)

traditional view. Schubert (1986) has described seven liberal arts, usually divided into the trivium (grammar, rhetoric, and dialectic) and the quadrivium (arithmetic, geometry, astronomy, and music). According to him, the curriculum is equated with the subjects to be taught. Needs may be defined by programmatic labels such as college preparatory, commercial curriculum and general studies. It should not take only content.

Situating Textbooks: Inevitable for Instruction

I tried to explore the understanding of the teachers on the use of textbooks as a tool for teaching-learning activities. In so doing, I interviewed teachers. It is said that teaching can be done without textbooks if the teacher properly understands the instructional materials. I attempted to collect my participants' perceptions of the use of textbooks. Different participants had different responses. Regarding the textbook-based teaching, P1 said:

A textbook is a reference material to meet the goal of the curriculum. It is instructional material for the teacher as well. It is used every time. It is a common material. It includes the lessons organized knowledge with suitable examples. (P1 Interview, April 12, 2015)

According to this respondent, a textbook is a key weapon in classroom instruction. Without the textbook, teachers cannot go ahead. On the availability of textbooks, P4 said:

The responsible textbook providing agencies have not distributed the textbook at the beginning of the academic session. Please try to understand me. We are not so far from the centre. Even then, textbooks are not available on time, let alone other materials. (P4, Interview, May 25, 2015)

Another participant P5 shared her experience, highlighting that textbook is essential for teachers. She said:

Once when the textbooks had not arrived in school and I was not aware of the curriculum, I taught a topic to grade eight students, thinking that it was in their textbook. But later, when the textbooks arrived, I found that the topic was not in the textbook, rather, the topic was in grade nine. Since then, I have been careful about which units are there in each grade at least in the

first few chapters. I know this kind of experience is a common experience of many teachers like me who have to teach without a textbook, and they are not aware of the curriculum. (P5, Interview, August 3, 2015)

Another participant P6 seemed somewhat aware of the curriculum and she said that she was teaching the grammar portion when the textbooks have not arrived. But she said that textbooks are essential for teaching the texts, including poems, essays, stories, etc. contained in the Nepali textbook. She said:

I know having a textbook is important in all subjects. In my subject as well, I prefer that all students have textbooks so that they can read at home or can read in class before we discuss the text. Though in grammar and writing sections, I can teach without a textbook, teaching other comprehension sections without a

textbook is not only difficult but almost impossible. (P6, Interview, November 28, 2015)

No Textbook, No Class!

On a warm Sunday morning, I went to the school. The teachers were all sitting on the ground, and the children were playing. It was already 10:30, but I did not see any sign of at least two or three classes of students getting into their classes. As I observed and even asked some students, I found that they hadn't got their books yet, and therefore, they did not have their classes. I knew that teachers only took the classes if the textbooks were available. If the textbooks were not available, they would not run the classes.

(June 15, 2015)

There is no doubt that textbooks are essential materials for teachers. If other supplementary materials are not available, textbooks are vital for classroom instruction (Moulton, 1994; Ojha, 2010). According to my first participant "Sikaunu bhaneko nai kitab padhaunu ho", meaning learning is only reading the textbook. I think although textbooks are essential materials for teachers, they are not sufficient to

create a meaningful environment. The lessons given in the textbook may not be complete or sufficient.

As I observed the school, I found that teachers were not going to their classes on time, and the students were playing on the ground even after their class time had started. From my observation, I found that teachers were reluctant to go to the class and teach if the students did not have textbooks. My observation was further confirmed when I talked to a teacher and asked about the scenario. The teacher (P2) expressed, “*how can you teach students without using a textbook?*” This shows that teachers were not willing to teach if there were no textbooks. However, as constructivism suggests, teaching involves a fundamental shift in thinking about instructional planning, moving from planning for instruction to planning for learning. It involves a shift from planning what the teacher will do (teacher-focused instruction) to planning for what students will do (student-focused instruction) (Engelbrecht, 2011, p. 4).

Textbooks may not cover and reach the depth of the subject matter. On the other hand, if teachers fully depend on textbooks, it kills their creativity and insight. It makes them passive and lazy. About the need for textbooks for classroom instruction, the next participant P2 said:

A textbook is designed to fulfill the instructional objectives and to provide knowledge and skills to students. Materials are put in the textbook according to the grade level. A textbook is material to transfer knowledge and skills to the students. Students can obtain subject knowledge through textbooks. (P2, Interview, August 23, 2015)

According to him, a textbook is necessary for a teacher to fulfill the proposed instructional objectives. Textbooks have knowledge and skills that the teacher

delivers to students. Summer (2011) says, “The textbook is a traditional instructional medium that has, despite the development of electronic media and the Internet, remained a significant and influential tool in the classroom today” (as cited in Askeland, 2013). In the upper secondary school, all pupils are provided with computers and can more easily access instructional materials from the Internet.

Textbook as Curriculum Implementation Tool

A textbook is a supplementary tool of the curriculum in the teaching-learning process. It is based on the curriculum. Textbooks, course books, reference books, and other instructional materials are constructed by the curriculum. The curriculum is the source of textbooks and textbooks are applying the curriculum in the classroom. Teachers deliver lessons from textbooks. Textbooks and curricula are closely related. It has a series of contents. However, the textbook, as a curriculum-applying tool, P1 said:

Teaching cannot be possible without textbooks because all the teachers are not well trained and competent, and also because all the schools are not provided with instructional materials. (P1, Interview, December 12, 2015)

It means other materials like reference books, e-mail, the Internet, e-books, etc., are not available in schools. In this situation, classroom instructions are impossible without textbooks. To me, textbooks inform the teachers what to teach as well as contents are clearly mentioned textbooks.

Responding to the same question, P2 said:

Textbook helps students practice their class work and home work. It helps to complete daily home assignments. As well as it helps a teacher to provide information and to select the content. Mostly it covers the content the teacher

taught in the classroom. Exercises are given in the textbook with pictorial examples according to the grade level.

A textbook is material to transfer knowledge and skills to the students.

Students can obtain subject knowledge through textbooks. It is the material where teaching topics and contents are clear and orderly mentioned. It includes essential ideas and concepts articulated by particular author/s. However, it is possibly difficult

to provide the way that the curriculum intends to make students. For participant P4, the curriculum is the directing framework of studies, which is made possible through textbooks.

He said:

Textbooks emerge from the curriculum, keeping in view the major learning objectives. As such, textbooks appear to be the curriculum implementation tools. For me, the curriculum is more abstract, whereas textbooks

concretely present whatever specific content is to be taught and learned. (P4, Interview, June 15, 2015)

For participant P5, the textbook is the only tool that is in hand in teachers and students, which makes classroom teaching and learning possible. She said:

Textbook as a Panacea

When I interviewed the participant for the second time or observed her workplace, I felt that in the absence of textbooks teachers do not want to forward the lesson. Teachers are telling a story, encouraging students to sing a song, allowing playing the game, involving quiz contests to their students.

Moreover, I also reflected that textbook is really supportive to teachers and teachers are much dependent on the textbook. It gave me a message/lesson that the textbook is overtaken the curriculum.

Teachers are conditioned with a textbook, like a learner in Pavlov's classical conditioning theory.

(Field Note, May 24, 2015)

If there were no textbooks, we would be lost about what to teach. Now I have come to know that curriculum guides us on what to teach, but again there are no texts as such which should be taught. Therefore, other materials like curriculum, and reference books may not replace textbooks. I find it very comfortable to teach with a textbook. In this way, I would like to term textbooks as curriculum-in-practice. (Sabina, Interview, September 3, 2015)

According to P2, textbooks guide the teachers about instructional content and they are as helpful to students as to the teachers. P2:

Students, rather than teachers, need textbooks. For example, while teaching a poem and a drama, what will they be doing in the absence of textbooks? What will the teacher give if the students do not have textbooks? It is the material where teaching topics and contents are clearly mentioned in order. It includes four skills listening, speaking, reading and writing. In the context of Nepal, understanding the textbook includes a list of subject matters to be taught. Textbooks are the guidelines in teaching. In the subjects like Math, Science and Geography, textbooks are very essential for classroom instruction. In the context of Nepal, textbook is the bottom line of teaching. Most of the teachers have no access to their reference materials. Some textbooks help teachers increase confidence in such a way that even in the absence of a curriculum, we can teach. If the teachers forget the content, then textbooks can help them to remember. How can the teachers update themselves with the contents if they have no textbooks? The educational authorities have not played an adequate role in helping the teachers update their knowledge. (P2, Interview, September 13, 2015)

From the point of view of P2, a textbook is the main weapon for classroom instruction. When the state is not able to provide teacher training, teacher guides, curriculum, IT technology, educational software, and other materials, the teachers have no options other than textbooks. The teachers who have no access to any alternative textbooks become happy when they get the textbooks.

Textbook as Sources and Series of Subject Matter

Kumar (2006) says that textbooks contain a series of subject matters. This view presents the essence of textbooks. In my view, the textbook is not only the tool to be used in classroom instruction. A textbook is prepared by different subject experts. They present their views about the same topic or about different topics. Students also get the knowledge of the experts through textbooks. Contents are presented in sequential order, according to the curriculum, in the textbook. Similarly, a textbook is a mirror for students. They get a plethora of information from a textbook. According to P2:

Students are the primary beneficiary of textbooks. They get knowledge and information from textbooks. They also get different authors 'views on different topics. Textbooks consist of sequential lessons according to the demand of the curriculum. They help us understand and memorize the lessons. It is also said that a textbook is a learning tool for students. Generally, extra-curricular activities are not covered in the textbook. Teachers arrange such activities themselves. (Field note: May 7th 2015)

P1 said with hesitation:

Yes, depending fully on textbooks is not a teaching strategy, but if the curriculum, teacher guides and other materials are not available, textbooks

are the main documents and directories for teaching and learning. However, this does not mean that we do not use other materials or activities. I always give importance to co-and extra-curricular activities and the use of local materials.

Textbook Is Vital

On a warm Sunday morning, I went to this participant. He was studying the old textbook. On the base of an old textbook, the teacher is preparing his lesson. He is making sort note for classroom instruction. He is trying to memorize the back-dated information due to the unavailability of the textbook. Through this situation, I felt textbooks minimize the role of other materials.

(Observation of participant first, May 24 2015)

For another participant, a textbook is a major source of learning materials. She said:

I know that teaching without a textbook is possible; however, it is very difficult due to the lack of other supporting materials. Therefore, textbooks are a must for us when we do not have supplementary materials to support them.

Textbooks also provide key learning exercises for students to practice, and they can do so by reading and re-reading the prescribed texts in the textbook.

In this sense, a textbook is a major source of teaching-learning material. In fact, this is the only material most Nepali schools, teachers, and students have to rely upon. (P6, Interview, May 8, 2015)

It indicates that teachers use textbooks due to the shortage or unavailability of other materials. As I observed the participants' classroom, I understood that teachers feel quite uncomfortable without a textbook. The face of the teacher expressed some sort of uneasiness. Something is lacking and something is remaining. From my

observation, I learned that the role of the textbook is vital in our context. Textbooks stimulate the teachers as well as their classroom instruction. Likewise, when we walked out of the classroom, the participant also said, “*We need a textbook rather than other materials*”. This shows that the entire school instruction system is governed by textbooks. Contrarily, Nepali media have highlighted the unavailability of textbooks in several districts. They say that due to the shortage of textbooks, schools are forced to remain closed. Participant P1 said:

Without textbooks, we, as teachers, are unable to run the class. Training and instruction correlate with each other. Instructional training skill minimizes the power of a textbook. In English, reading tasks are especially hampered if textbooks are not available.

However, another respondent P2 said:

A textbook is material to transfer knowledge and skills to the students. Students can obtain subject knowledge through textbooks. It is the material where teaching topics and contents are clear and orderly mentioned. It includes four skills - listening, speaking, reading and writing. The content of the textbook and the curriculum should be closely related.

Textbook is a Learning Tool for Students

Textbooks are essential for school teachers, but they are not sufficient to provide the information. Also, text books create a meaningful learning environment in school. There is no doubt that textbooks provide basic ideas, knowledge, and skills with examples. Actually, if the classroom teaching is detached from local plants, animals, and environmental aspects of science, our daily activities and materials in mathematics are meaningless. Most teachers are dependent on textbooks, and they

usually use only textbooks in classroom teaching (Karki, 2014). My concern is how to use textbooks effectively in classroom instruction.

During my observation in the classroom, teachers searched for textbooks, read the textbook, and complained about the unavailability of the textbook. I found that teachers were fully reliant on textbooks, and they were asking each student to make sure that they bring their books regularly to the classroom. As illustrated in the box alongside, some teachers, even head teachers, are not trying to get the newspaper. In the meantime, the Government is celebrating Climate Change day. So, much-updated information is given in the daily newspaper. From my observation, I learned that

Textbook as a Tool for Passiveness

One day, I visited a school. Students are sitting on the ground. They are waiting for their teacher. The purpose of waiting was not teaching. Teacher plan to give the information to the student by using one outdated book on the topic of “Climate Change”. On the occasion of climate change, day electronic media and newspapers are given updated information, but the teachers are using outdated books. It seems teachers are not active in searching and collecting the updated information.

(Observation of participant first 3rd July, 2015)

textbook makes the teacher passive. This also meant that teachers should be informative. Subject matters are getting through daily broadcast news, newspapers, news-letter, etc. Griggs et al. (n.d.) said that adapting a core text is an effective, low-cost way or introductory teachers who do not use a standard textbook to give students exposure to the basic course contents; there are some caveats.

Our teachers have long experience and practice in handling textbooks.

Teachers are not doing as they are talking. The concerned government agencies have not strongly taken the initiative to minimize

What Is Experience?

When I interviewed the first participant for the second time, I felt that teachers were mostly

textbook-dominated teaching. I have a doubt that our schools may be practising the rigid structure of classroom instruction, and we have not emphasized linking the local knowledge and skills with the textbook knowledge and examples. There may be very little interaction with students in

experienced in terms of the number of years they have been engaged in this job. However, their experience was not reflected in the work they have been doing. As a general norm, when we have some years of experience doing the same job, the job becomes so automatic that we don't even think of getting any external tools (e.g. book or curriculum to teach) to carry out the job. When I looked into the practices of teachers and thought deeply about their understanding, a question often hover my head: What is experience? Were those teachers really experienced who could not teach even some lessons without a textbook?(*Field Note, 25THAugust 13,2015*)

the classroom. What is in the textbook is the teaching material for teachers. The structure of the classroom instruction is fixed. It is fully overloaded by structured and accumulated knowledge. We have a tradition that teachers are supreme knowers. In this situation, school teachers, students, and parents may give more importance to bookish knowledge. However, some scholars claim that without a textbook, we can create a curriculum that engages students by relating their subjects to their everyday lives. In addition, students learn particularly well when they work together to discover ideas and apply them to new situations (Ruth, 2005). Therefore, we need to engage students in subject-related activities and promote collaborative discovery of ideas, which requires no textbooks.

Our school knowledge may create more proof-based, number-cramming problems and bookish knowledge for students. Most schools practice giving students homework assignments. Consequently, textbook teaching makes teachers and students

dependent on textbooks. Our school culture has detached teaching from daily life activities, experiences, and examples.

Regarding the textbook teaching, P3 said:

Here, we have only the textbook teaching tradition. I also taught using textbooks. At that time, there was no textbook. Curriculum, not textbook, should be taught. Teachers are conditioned to practice only textbook teaching. They look at a textbook and read it thoroughly and loudly from the top of the page to the bottom. That was not a good practice. Now, we think that we should instruct the curriculum. Textbooks are only for those schools where the curriculum is not available. The instruction should be based on a curriculum. The curriculum clearly mentions the objectives, instruction methods, educational materials, and evaluation techniques. The curriculum guides how the objectives are fulfilled. Nevertheless, the trend is quite different now. Teachers have been getting training from NCED. Universities are conducting academic training. Even then, our teachers are not reflecting. It may be their attitudes. It may be a lack of confidence, competence, or job satisfaction. I think due to the attitude of our teachers, they are not reflecting on their teaching.

For P4, the textbook is a necessary material for students, if not for teachers. P4 commented:

Since we have been brought up with textbook-based teaching, it is difficult for teachers, too, to come out of this cycle. However, for students, the textbook is the only material to rely on since almost all of the classroom activities are guided by and conducted within the scope of the textbooks. Moreover, the homework we assign is also from the textbook. Therefore, students need to

have a copy of their textbook, without which their learning becomes paralyzed. (P4, Interview, April 18, 2015)

Having discussed the above perceptions and experiences of the participants, I also relate their understanding of linking textbooks as a learning material with the idea of the textbook as cultural-supportive tools whereby learners learn about their culture, and the textbooks help transfer culture (Plut & Pesic, 2003). In essence, textbooks as supportive cultural tools also provide relevant knowledge and experience that can create a foundation for new learning.

Strengths and Weakness of Using Textbooks

Regarding the use of textbooks in classroom instruction, P1 said:

When there is not a textbook in front of me, I feel there is something wrong or I have missed something today. When I have a textbook, I do not feel so. You easily know-how necessary a textbook is in classroom instruction. A textbook helps me decide what to teach before I go to the classroom.

It means teachers need not prepare before going to the classroom if they have textbooks. Further, it is not necessary to make questions for evaluation because the questions are already there in the textbook. For P1, textbooks are like readymade food for teachers. The author of a textbook generally develops exercises in the text that focuses on the students. In real practice and tradition seems teachers are more users and beneficiaries of a textbook than the student (Philip, 2011). Moreover, there are fewer presented alternative words or exercises for the development of the creativity of students. I asked the same question to P2. He expressed:

We are villagers. We have a farm, and we care about cows and buffalo; we sell milk, and only then we survive here. Otherwise, we can't stay here. Only

teachers' (job's) income, we can't survive. So we do not have much time to consult other materials.

The teachers have a perception that the textbook saves time and energy. A textbook develops their confidence in teaching in the classroom. Textbooks keep them engaged. Otherwise, we would have to go and consult dictionaries. They would have to go to the library and search for other materials. Textbooks save both teachers' and students' time. In response to the same query, P2 explained:

Textbooks are more useful for those students who have difficulty in reading and writing and who have hearing problems. Weak students need to be carefully guided on where to start and where to stop; otherwise, they become really insecure. Another aspect is that when students finish one level of education and go to the upper level, they work with the last year's textbook and know how this year's textbook is structured and what is expected from them. So, it helps the teachers to plan according to the students' prior knowledge. Textbooks save a lot of instructional time. Moreover, the textbooks do not have difficult texts in terms of the age level of the students.

Regarding the use of textbooks, P3 had a different opinion:

Teachers who are not aware of the curriculum may prefer textbook teaching. For the teachers who are familiar with the curriculum, I do not think that everything is in the textbook; we have to go beyond the textbook.

As I observed the participants' classrooms, I found that teachers feel more comfortable in front of a textbook. From my observation, I learned

Textbook as an Easy Tool

On a warm Sunday morning, I went to this participant. She was writing questions through the textbook for student homework. Then she quickly went to the classroom, and she, read

that due to the consuming extra time, teachers do not want to search and think of alternative

these questions and instructed students to copy them as their homework for tomorrow.
(*Observation of participant 2 May 2nd 2015*)

materials. They believe that the textbook offers everything information and knowledge and guides them in acquiring knowledge from different sources to master what their students want to learn (UNESCO, 2018). The way it is conceived as a textbook is central to acquiring knowledge and skills. When we walked out of the class, the participant also expressed the same. For participant P6, a textbook is good material for both teachers and students. She said:

Having a textbook is a good thing. It is easier to conduct classroom activities, including teaching, reading, and asking students to do class work with the help of textbooks. However, relying too much on textbooks has made us lazy, and when we do not get the textbooks at the beginning of the session, around a month or so would largely be wasted, and students are denied their right to education. I wish we could develop some competencies in using the curriculum in teaching so that classes would not be hampered even in the absence of textbooks. (P6, Interview, August 14, 2015)

On the other hand, textbooks make students depend so much on them. They may consider the textbook as the curriculum. When, sometimes, the teacher goes out of the textbook, it may create a dilemma. Meanwhile, students may also become confused, which situation requires students to refer back to the book. Most of the teachers state that they sometimes become locked in the textbook and conduct textbook-based evaluations. *"It was worse before than now,"* he said, adding, *"I could never leave the textbook behind and work with alternative materials."*

P3 said:

Students may feel tired and more structured if they work only with the textbook, which results in a low level of learning. Uninteresting textbooks may

Head Over Heels in Textbooks

The more I engaged with my participants talking about their practices and experiences, the more I understood that they were so much in love with textbooks that they hardly think about curriculum. Most of the teachers did not want to study curriculum if textbooks are available. However, I found them to blame others for not making textbooks available in time, and not themselves for not following the curriculum, if textbooks were not at hand. If the teachers followed the curriculum (which they could easily have a copy in the school), they could teach the minimum of the required contents and engage students in some meaningful tasks and fulfill the curricular objectives. However, it is found that teachers even did not bother to get a copy of curriculum in school. It showed they were fully dependent on textbooks.

(Field Note, 28 August 2015)

distract the student attention in the classroom. If teachers use alternative materials, students pay much attention to them.

Regarding classroom instruction with other materials rather than the textbook,

P1 said:

The same classroom instruction does not work or is not important when it comes to teaching without the textbook. When the students are unable to find instructional materials, teachers are supposed to facilitate them. There is not chance to choose instructional materials from other sources when teachers are conditioned with the use of textbooks only. If teachers know the students' interests, it is easier than teaching the students and working with them. Learning becomes magically high if the students are motivated by the teachers' use of new, current and interesting materials, except the textbook. Moreover, working with alternative materials is much more stimulating for teachers and students.

When asked the same question, P2 said:

It will be very exciting if we get other materials, but we do not have any other options. It may be an excellent class if the students themselves bring teaching topics of

Textbook as Junk Food

Due to the time-consuming factor, teachers are not trying to search for alternative materials. I found that teachers want to save time besides school time. Study the curriculum and consult to other materials consume more time. Teachers do not want to spend time besides 10.00 am to 4.00 pm. They are planning to spend their time in their personal work like farming corps, business etc.

(Observation, May 10, 2015)

their choice to study in the classroom. However, we are in a state where if textbooks are not available, classroom teaching does not take place. It is

necessary to apply in our schools. It is not a matter of politics and any other things. The government has to think about it. This may be the topic of discussion when policies are being formulated. In the context of Nepal, thinking about alternative instructional materials is a bitter fact at a time when schools are not getting curriculum and teacher guides. You know Sir Schools do not get textbooks until the middle of the academic session. There is no reference book for us, let alone the library.

The response is very critical. The geographical factor may play an unfavourable role. So the government seems to have been inactive. Only literature and media spread the news of student-friendly instruction. Kumar (2004) said that in ordinary Indian schools, the textbook dominates the curriculum. Teachers are bound by the textbook, and students have to carry their own textbooks for each assigned subject for the day. The teachers could not conceive that textbooks are just the means but not the ends of learning (Talissee, 2000). The practices were likely to limit the experiential learning of students in the context of hands-on activities and projects (Talissee, 2000). Participant P2 emphasized the positive side of the alternative materials again. She said:

If teachers had access to alternative materials like the Internet, eBook, and website, things would be different.

Nilson (2006) says that there is not so much in English textbooks used for classroom instruction, and it will help to stimulate the students. He adds that students have the freedom to choose whatever materials they like. P3 had a different view about using textbooks in classroom instruction. He said:

Textbooks may not have wider coverage, may not give sufficient exercises, and may have unnecessary content. Textbooks make the students passive.

They only listen to the teacher telling them the contents. Obviously, the time of the teacher is consumed while creating materials for everyday instruction. The teacher's role is constructive rather than directive. So they must use alternative materials in the classroom instruction. Furthermore, lengthy, very easy, and very difficult chapters make students irritated, and they may kill their interest. If the authors do not update the information, students cannot get updated knowledge. As a result, students are stuffed with outdated knowledge.

It means if the textbook does not include the topics of recent events, students cannot know about them. So, we have to think twice before using the textbook only. Participant P3 again said:

The textbook teaching does not motivate students and does not emphasize students' age level, need, and interest. So, using textbooks is meaningless.

Experience Due to Unavailability of Textbooks

The government of Nepal has made a provision to provide free textbooks to children up to grade eight and girls up to grade ten (Ministry of Education, 2014). Teachers have realized that government decision has helped in creating a reading environment in schools. They believe that this provision has given hope that teaching-learning activities can be smoothened. However, the dark side of it is that many school children do not receive their textbooks (even do any find to buy) until mid-session (Giri, 2013). In this context, it is a timely question to inquire what kind of problems teachers face due to the unavailability of textbooks.

Regarding what kinds of challenges the teachers are facing due to the lack of textbooks in their classroom instructions, a variety of responses came from the

participants. Mostly, they highlighted that the entire classroom discussion would be dependent on the teachers' competence and that the students could not achieve the curricular objectives. It is because teachers also lacked a curriculum. Surprisingly, most of the teachers were taking curriculum and a textbook interchangeably or sometimes they even considered curriculum as a table of contents in the book – the units in a book that are to be covered in an academic year.

Regarding the challenges due to the unavailability of textbooks, P1 expressed:

Mainly, a textbook is used every time. It is a common material. We cannot go ahead without a textbook because all the teachers are not trained well to teach

without textbooks. I

usually do not teach any

specific content when

there is no textbook.

Rather, I just engage

students in the

classroom.

Participant P1 gives the overall picture of how teachers handle the classrooms and what they teach when they do not

have textbooks. The teacher shared that he always relies on textbooks and when the textbooks are unavailable, he cannot teach. He said:

Students need textbooks rather than a teacher. For example, how will the teacher teach a poem or a drama without a textbook?

Neither Class Work nor Homework

In the absence of textbook we teachers feel a sort burden. Because we do not have other matters to assign class work and home work. Suppose, while I teach poem then how can I explain, what do I demonstrate to student, how do I memorize the text if I do not have textbook? Indicating to me the participant said they say jokes, sing songs, and tell the story. They become like jobless and they become similar to students. When students do not have a textbook what do they do while we are teaching; how do they do the home work?(P 2, Interview, May 15, 2015)

Another participant (P5), a mathematics teacher who had a textbook with her but the students lacked the textbooks, shared her experience this way:

Especially in Science and Maths, it is very difficult to teach and carry forward any class without textbooks because we cannot ask students to do some exercise or read a lesson if they do not have textbooks. Though I teach the students some exercises through my textbook and give them some exercises from this book, students cannot do it at home. So my teaching will be limited to classroom time only. Students do not get homework. When I sometimes give them homework copying the exercise from my book, they will come the next day saying that they do not have a book and cannot see any examples either. So, I asked them to practice limited exercises in the classroom, which means I had to compromise time to cover the whole book. (P5, Interview, 12 June 2015)

Participant P2 also highlighted the challenges like lack of practice on exercises, compromising the time to complete the book, meaning that she cannot cover the whole book, and assigning homework.

Reflecting on the ideas I learned while in my M. Phil in curriculum and instruction. Study and my beliefs that teaching without a textbook is

Know the Teachers' Concerns

The government, the Ministry of education, and concerned entities of education should not avoid the teachers' concerns. They try to know teachers' problems, address teachers' genuine issues, and motivate the teaching profession. Then only teachers instruct the classroom by opening their hearts and soul.

(Field Note, May 21, 2015)

possible, I asked the teachers whether they really needed a textbook to teach.

Participant P3 responded:

How can we finish the course without a textbook? How do we know what to teach? How do we know what to ask in the exam? Without a textbook, we cannot teach. If we teach, we may be teaching anything, not necessarily the prescribed contents, to a particular class or level. And if we teach anything just to engage students, they will not learn the required things. And in the exam, they cannot write. This is one of the reasons why students fail in our schools – no textbooks, no teaching, and no good marks. How does a teacher know what things to teach if they don't have a textbook? (P3, 18 July 2015)

Another teacher had similar ideas. She shared:

I definitely need a textbook to teach better and cover the learning units.

Without a textbook, how do I know what to teach? I may be teaching units that are not of their level. For example, I may be teaching the contents of class two to class three or four; or I may be teaching the contents of class five or six to class four children. So, at least I should have a textbook, and looking at that, I can teach them the appropriate lessons. (P5, 10 June 2015)

The respondent's views make it clear that most of the teachers were almost paralyzed without a textbook and that they could not run a class without having at least one textbook in class. This shows that teachers would take the textbook as the only material without which entire teaching-learning activities would be halted, and the curricular objectives could not be fulfilled. It made me think that teachers really need to be familiar with the curriculum and be trained in curriculum-based teaching (Ornstein & Hunkins, 2004) so that lack of textbooks would not be as much of a problem as it was seen.

Issues in Using Textbooks

Unlike the challenges due to the unavailability of textbooks, the challenges with the textbooks are not that serious – as much as the level of halting regular class activities and not fulfilling the course requirements leading to students' failure and grade retention. However, some teachers found that just having the textbook is also not sufficient for them. For example, a teacher expressed:

I have the textbooks, students have the textbooks, and we can have regular classes, but we lack the necessary materials and a learning environment, due to which the classroom instruction fails. In our school, there are not adequate teaching materials – even chalk and duster are sometimes hard to find. Even though we report to the head teacher, he says that there is no budget this month. We cannot think of buying some materials in such a situation. I know from the bottom of my heart that teaching without materials is not effective.

(P6, Interview, 10 Nov 2015)

The teacher highlighted that having textbooks is insufficient for teachers and students. They need something more – teaching materials and a good environment. It is true that besides textbooks, there are different reference materials and demonstration materials to be used in and out of school. Likewise, we need a conducive environment where teachers and students have friendly relations; teachers are supported regularly by the administration, and no political meddling can guarantee better teaching and learning (Kumar, 2004).

Sharing her experience of teaching with a textbook that contains a lot of errors, the participant P5 said:

I do not have many problems as long as we have enough textbooks. However, sometimes the answers given at the back of the book are wrong, and students

struggle trying to find the same answer as in the book. We tend to think that whatever is written in the book is correct. Therefore, students sometimes do not believe me if the answer I derive and the one in the book differ. I wish the book did not have answers at the back. (P5, 2 September 2015)

The view of teachers regarding the problems with the textbooks is that sometimes the textbooks, especially mathematics, have wrong answers typed at the end of the book. Sabina further said:

It is challenging to convince the students that the answers sometimes would be something different from the textbook and that the textbooks are not error-free.

Participant P3 had a different problem. He highlighted that the textbook is not adequate to impart necessary content knowledge to the students. He said:

It (a science book) does not have lessons in detail, and only limited

activities are given in the textbook. That's why we have to consult other reference books, and we need other teaching materials as well.

For a Nepali teacher, the book has many spelling (*hijjes*) errors, and sometimes correcting students' answers may cause a problem – they compare the answers with the ones given in the textbook. Participant P6 said:

Delivering Dilemma

Due to the dependency on textbooks, teachers failed to differentiate the error matters because no textbook is sufficient for the scope and sequence of contents. Due to the editing mistakes, teachers are compelled to deliver the lesson with so many errors, such as spelling errors, irrelevant context, and outdated information. Lacking the ability to correct the content given in the textbook, students are compelled to receive wrong information. (*Fiend Note, August 15, 2015*)

Besides spelling errors, some texts are not very much relevant to the age group of students, and teaching them such concepts would be difficult. (P5, Interview, August 22, 2015)

The Science teacher (P3) also had a similar voice. He said:

Some science concepts, especially chemistry and astrology, are much beyond students' level, and teaching them such concepts is very challenging. If I were the book writer, I would first survey the real teachers and students to determine what kind of content in the science books is difficult and not relevant and design the course accordingly. (Science, Interview, July 13, 2015)

The science teacher pointed to the problem of expert-made curriculum and textbooks and blamed that they have not taken much care of the learners' interests and level, and also the capacity and skills of the teachers in the Nepali context. For me as well, this holds true in the Nepali context because while I was a student at the lower secondary level, I could never understand geometry, and at the secondary level, geography was a bit challenging. I, however, also agree that it depends on the teachers' knowledge and skills as well. Some teachers can make the same/difficult concepts easier than other teachers.

Based on the interactions with the teachers, I could draw out several advantages of textbooks:

- Textbooks are especially helpful for novice teachers. They have everything in them that has to be covered in the course of study.
- Textbooks are ready-made materials with specified contents organized across units and activities.
- Textbooks have exercises that save teachers' time in designing them.

- A textbook series provides a balanced, chronological presentation of information.
- Textbooks are a detailed sequence of procedures that tell you what to do and when to do it. There is no ambiguity; everything is carefully spelled out.

It is normally based on contemporary issues and follows modern teaching methods since it is updated time and again, or at least when the curriculum changes.

Coping With the Challenges of Unavailability of Textbooks

In this section, I have explored teachers' perceptions and practices in handling the challenges of the unavailability of textbooks. In this chapter, I have tried to address my third research question, "How are teachers coping with the challenges of the unavailability of textbooks?"

Textbook as a Guiding Tool

When I interviewed the teachers, they heavily relied on textbooks and could hardly imagine their job without a textbook. It is important to revisit what the teachers say about the role of textbooks. Participant P2 said:

A teacher needs the textbook to make lesson plans and know how and what to teach. More importantly, we need the textbook to complete the course on time. A textbook is also a tool in classroom instruction because different activities are given in the textbook. A textbook makes it easier to teach and complete the course in time.

The importance of a textbook cannot be undermined. However, taking a textbook as the ultimate resource in classroom teaching may not always be good, especially in the context where textbooks are unavailable. From their perception of the role of textbooks, I found that the teachers were in favour of having at least a copy of the textbook for them and a copy for each student in the class.

The teachers expressed the challenges with the textbooks were not so serious in comparison with the challenges with the unavailability of textbooks. Let me discuss how the teachers are coping with the challenges with the textbooks. P1 said:

I use my teacher's copy (fortunately, I have one). I copy the questions on the board and ask them to copy them on their notebook and practice at home.

It indicates the teachers' resilient behaviour in their work setting. In today's context, we have various sources of content related to the curriculum. As suggested by the Lin (2019), a teacher may use the alternative open educational resources (OER) to support their students

However, Participant P3 had a different response. He said:

I use my own prior knowledge of the subject matter in each grade. Sometimes, the concepts overlap, and I teach them with some degree of advanced knowledge each next grade.

Participant P3 also expressed a similar view:

Sometimes, I tell them stories. Sometimes, I ask them to practice one or two-page handwriting. Sometimes, I allow them to go to the ground and play. When the exams

Way to Cope With the Challenge

Sometimes we engage the student in practising ECA activities like different outdoor and indoor games, quiz context, spelling context, poem and sing competition, telling a story, practising good handwriting, sometimes quiz context, playing the game, sometimes involving them in social awareness programs like vaccine day, maintain personal hygiene, avoid drug addiction program, nature conservation program, aware them the effect of climate change, etc. (Participant 2, Interview, May 15, 2015)

come, I use my memory of the contents in my subject and teach them some

units, at least two units in a single class. I just give them some basic concepts with examples.

It indicates that the teacher himself/herself is a great resource. S/he can fulfill the need of the textbook by using their prior knowledge and experiences

Participant P6 suggested some ways to cope with the problem of the unavailability of textbooks:

All teachers should be given ample training and thus be equipped with the necessary content knowledge. They should also be trained in using teaching materials. The school should provide materials for classroom teaching. If the school can manage only the curriculum, we can go on teaching without a textbook as well.

Participant P2 saw the conditional possibility of teaching without a textbook.

She said:

It can be possible to teach without textbooks when all the teachers are well trained and if they develop the necessary competence.

Moreover, if the school can manage

necessary instructional materials for the teachers, it can be possible.

Coming to participant P4, I asked him whether teaching with textbooks was sufficient and how satisfied his students were with his teaching. He said:

Developing Alternative Thoughts

When I was a teacher, I felt textbooks were everything. I read the textbooks from top to bottom. In this way, I taught. At that time, I had thought the first weapon of a teacher was a textbook. Later, I knew that I was wrong. Now we say that to improve our examination system, we should be curriculum-based; we should focus on curriculum; the use of textbooks should be reduced through reference materials; we must activate the teacher's creativity and adopt modern technology. (Interview, P3, August 25, 2015)

For most of the students, teaching with the textbook is sufficient, but for a few talented students, we need to give ample exercises from some reference books. I think most of the students are satisfied because I follow task-based teaching. I always encourage my students. Some weak students are not satisfied because they are not willing to express their opinions. Good students are always satisfied, and they secure good marks in my subject.

This teacher suggested the use of reference materials and the task-based approach in teaching. On the one hand, this is a way of coping with the challenges of the unavailability of textbooks. On the other hand, it makes us resourceful and updated. About maintaining the quality of the textbook, participant P1 said:

I think the government should revise the course every five years and correct the minor mistakes every year; otherwise, it bores teachers and students.

Based on the ideas and opinions about what the participants were doing and how they were coping with the challenges of unavailability of textbooks, I found that most of the teachers found it really difficult to teach without textbooks. However, they were also using some techniques to deal with such situations – some were found to be teaching preliminary concepts based on their ideas of the curriculum, some used reference books available, and some used the task-based approach in teaching. However, they were not happy with how they were teaching without textbooks. This shows that teaching without textbooks is challenging, but it is not impossible. In this regard, Engelbrecht (2011) says, “Teaching without textbook helps my students make their own meaning, not conform to the meaning some textbook or myself puts into their heads” (para. 3).

Yet, a lot has to be done to prepare teachers to teach without textbooks – including training them with content knowledge, helping them to use teaching

materials, equipping them with necessary skills, and creating a good teaching-learning environment in school. One important strategy might be the involvement of the teachers in professional learning communities where s/he can get much support in a difficult situation.

Use of Instructional Materials Other Than Textbooks

Instructional materials are the key instrument of classroom instruction. Instruction without instructional materials is meaningless. It is said that the magnitude of learning through interaction with teachers and students is highly powerful. Rief (1993) discusses the role of materials in classroom interaction based on how much they retain:

- 10 percent of what they read
- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they see and hear
- 70 percent of what they say
- 90 percent of what they say and do (as cited in Voltz et al., n.d.)

There is no homogeneous concept of instructional materials. It depends on the subject matter, environment, culture, ethos, teachers, educators, and nations. It helps the learner to make a concrete image of a subject matter. According to Tylor et al. (2007), classroom instruction must have the following features:

- Instruction should be organized around meaningful problems and goals.
- Instruction must provide scaffolds for solving problems and supporting learning for understanding.
- Instruction must provide opportunities for practice with feedback, revision, and reflection.

- The social arrangements of instruction must provide collaborative distributed expertise as well as independent learning.

The instruction qualities mentioned above can make the classroom resourceful. Making a classroom resourceful is possible only when we use sufficient instructional materials. So it is essential to use materials in classroom instruction. My respondent P3 said about the need for teaching materials this way:

If No Textbooks, Then What?

Textbooks are only for students not for teachers. In some textbooks, even the objectives are not given. Then, how do the teachers know what to teach and how to teach? Our tradition has made our teachers unable to instruct without textbooks. Ideally, instruction should be based on curriculum, teacher guides and other reference materials. Where curriculum is followed, students easily understand classroom instructions.

(Interview, P3, August 20, 2015)

Teaching materials are necessary tools for classroom instruction. They help us know the students. In the absence of instructional materials, neither classroom instruction runs effectively, nor learning takes place. Classroom instruction is not like narrating the story of Ramayan and Mahabharat.

In our culture, students generally learn from textbooks, workbooks, project work, field trips, social work, the environment, etc. Some schools have used modern instructional devices like the Internet, instructional software, websites, and online materials. Rhymes, songs, and games are also taken as instruction materials.

Matthew and Grover (2012) state that instructional materials have a large effect on student learning. Through the use of instructional materials the quality of classroom instruction and teachers' professional development simultaneously occur. Instruction through the alternative materials makes the lesson easy and engages the student meaningfully.

Contemporary Discourse Supporting Teacher Pedagogical Practices

In this section, I have analyzed and discussed some of the key ideas and contemporary discourse that support teacher pedagogical practices. This section is more retrospective in nature – teachers reflecting on what works in instructional pedagogy and how the community of practice benefits from this discourse.

Technologies, knowledge, and skills, language, and teacher motivation are some of the key thoughts teachers have that influence classroom practice with/out textbooks.

Technologies

The use of technology is the application of scientific knowledge for the practical purpose of any discipline. In the diversification global society, we all human beings are introduced to technology and its devices. Otherwise, the latest and updated information will leave us. In this modern context, updated information makes the person lead the notion of education. So, teachers who are involved in classroom instruction should be updated with modern technology. Regarding technology, P4 said,

“If the teacher has sufficient knowledge on the use of technologies (e-mail, Internet, and website,) then he/she can instruct students without a textbook. So teachers should have sufficient knowledge of the technologies for effective teaching. Teachers should be able to manage their classrooms if the textbook is not available. In our schools, I don’t think technology access will be available for teachers. Many facts are hindering the access of instructional technology to our education. The hindering factors may be geographical, financial, political, institutional, and attitudinal.

Sabina also shared her ideas this way:

New knowledge is being sprouted day by day, and recent innovations in the field of teaching and learning are emerging. However, due to a lack of technological know-how, we are short of access to information. This has in some sense, made teachers fall behind many students who have access to some technology, especially the internet and computer. (P5, Interview, October 23, 2015)

P10 also shared the recent ideas this way:

In recent back three years, we faced many natural disasters and pandemics as well. After these days, we teachers think and rethink classroom instruction. If the teachers are familiar with the modern technology of instruction, then they can reduce the static classroom activity and increase the dynamic and interactive activities. We can use digital flashcards, self-made quizzes, and other online study tools. Thus, the importance and need of textbooks exist due to our instruction culture. (Interview, February 10, 2022)

From the above information, I came to know that the unavailability and inaccessibility of modern technologies for teachers is one of the key barriers to promoting teaching-learning activities without textbooks. It might be due to the insensitivity of government that the teachers are in such a context with less knowledge and skills of the twenty-first century. However, with the access and use of technology, teachers will be in a better place to respond to broader classroom needs, including teaching without textbooks.

Knowledge and Skill

In the profession of teaching, the actor of classroom instruction should have sufficient knowledge and skills on content. Without proper knowledge and skills, instruction cannot be possible. Participant P2 said,

If teachers do not have fluency in instructional skills and knowledge of the subject matter, then it limits their professional skills in classroom instruction.

In this context, teachers cannot lead the classroom. Only entering the classroom and presenting the lecture can't assure the student's learning. (P2, Interview, April 18, 2015) likewise

Participant P9 said,

Nowadays, teachers are motivated to learn proper knowledge and skills. We are aware of the implication of multiple insights and emerging consensus about learning practices. But we have not got to grasp the resources regarding the skills of the twenty-first century. Our concern is that we teachers are attending to our ministry to increase the budget for alternative materials besides textbooks.

(Interview, February 7, 2022)

In light of this view, if teachers do not know instruction, they cannot perform well in the classroom. Teaching can be possible without textbooks if the teachers have knowledge and skill in the subject matter (Marzano, 2007; Weimer, 2014). Teachers should be committed to using available alternative materials. Only skillful persons can apply the different pedagogies and can develop the student's capacity to learn following the curriculum rather than the textbook. Moreover, the knowledge of pedagogy will be a valuable asset for teachers who can deal with a wide range of teaching issues.

Qualification

Participant P3 described that different barriers occur in classroom instruction while instructing. Among them, the academic qualification of the teacher is one of the key factors that play a vital role in classroom instruction. About the qualification factor, P3 said:

In my understanding, teachers and their classroom instruction process is highly affected by academic qualification. I did not feel any problem with my qualification because I have the qualification of education stream. But during the school supervision, I realized that when teachers were delivering the lesson to the students, their performance seemed to be weak due to the lack of proper academic qualifications. Teachers are not performing well on the subject matter. Despite that, I also don't have different instructional strategies and methods for instruction. But as I know and understand, we educators and teachers should have the optimum level of qualification.

Another participant added:

Our Ministry of Education has determined the minimum level of academic qualification of teachers by the act and regulation. My experience in classroom teaching taught me that the lack of proper academic qualifications, teachers are unable to perform well. (P6, interview, June 8, 2015)

Another participant P11 responded that:

Without the needed qualification, teachers are unable to handle the classroom. Having a required qualification gives teachers the confidence to go to the class. Once in my earlier job had to go to handle a grade 9, but I was a lower secondary teacher by qualification. I had a fear of entering the class. I think a teacher's qualification reciprocally affects classroom instruction. Unqualified teachers neither facilitate and express subject matter nor solve the problem of the subject. (Interview, February 11, 2022)

As such, academic qualification is one of the aspects in determining the extent of teachers' willingness and confidence in dealing with students. Concerning the association between instruction and academic qualification, Endeshaw (2003)

remarked that there is a positive relationship between qualification and teachers' participation in the curriculum development process (as cited in Bhushal, 2014).

Language

Language is one of the tools of classroom instruction. Language makes it possible to exchange ideas, knowledge, belief, and attitude from person to person. Clearly, such practices are needed while using the curriculum and other materials. So, language plays an important role in classroom instruction. Participant P2 trusted that:

Different languages are adapted in teaching nowadays. It is necessary to speak the national language to teach students coming from different community backgrounds. Sometimes I have to cope with languages spoken by different Janjati people, Newari and Hindi tones. When people listen to them communicating in the Janjati language, they have a different perception than that of the people of Newari. (P2, Interview, July 18, 2015)

Likewise, participant P6 said:

There are lots of confusion in teaching Barnabinyas, Lekhan, Uchharanand Baykaran. Recently there has been an upsurge of debate about the spelling (hijje) of Nepali vocabulary. When the existing problem of teaching Nepali in a multicultural and multilingual class was a challenge, now extra challenges have been added to the Nepali system. (P6, Interview, August 22, 2015)

Likewise, another participant P7 responded that:

While classroom teaching, language is a vital component. Speaking in multilingual is essential for those students who come from different classes and castes. Teachers who were in local and know the local languages can deliver their lessons in the local language and their students can understand the lesson easily. (Interview, February 13, 2022).

Gan (2021) said that languages help teacher-students to develop the proximal relationship. For mathematics and science teachers, making students clear about the instructions is often a problem. P3 shared that most of the terms in science are in English, and making students understand those concepts in Nepali is a challenge. The learning is more difficult for those students who are from linguistic minority groups as the language spoken by teachers and their language is different. The communication is less meaningful in such as context. Learning without a textbook is more difficult for those students. For P5, mathematical instructions are also difficult to comprehend. Students often make mistakes not because they do not know the process of doing the solution but because of the inherent difficulty in understanding the question.

Training

In the Nepali educational context, training for teachers is assumed as one of the key approaches to their professional development. It is said that almost all teachers are trained in Nepal. Teacher training is one factor affecting classroom instruction. Teachers often talk about the need for appropriate training. Though the government of Nepal has provided them with training, teachers often talk about those training being too theoretical and not relevant. P3 shared:

There are no teachers in the community schools who are not trained unless they are the new ones. However, the training we received is too theoretical and lacks practical value. Training events should have been needs-based; we wanted training events in using the local resources in teaching science, but the trainers talked about how to teach science and told us to use local materials...they never taught us about what local materials can be used and how. (P3, Interview, April 23, 2015)

For math teachers, giving clear instructions is a problem. Sabina said:

We need training in question writing (item writing), which, though we had told the head teacher and the RP, we have not received any training about that.

The above evidence suggests that if the teachers are trained, then they know how to instruct effectively in the classroom. The trained teachers can only manage and handle the classroom without a textbook. They can follow different approaches, methods, techniques, and materials in classroom instruction.

Motivation

Motivation is an internal state that drives people to take up certain activities. In the case of teachers, whatever drives them to perform better in school can be called teacher motivation. Khanal and Phyak (2021) summarized that “teacher motivation refers to teachers’ attraction towards the teaching profession and their long-term concentration and commitment in the profession” (p. 26). If the teachers are not motivating in instruction, then learning cannot happen. We need to create motivation for the teacher. Teachers need to be motivated by instruction. Reinforcement helps to be motivated to learn. Participant P3 said,

To motivate teachers, the school should provide reinforcement (reward) for a teacher who instructs well. This satisfies teachers, and they do better in the hope of rewards. If the teachers are not motivated in instruction, then teaching will not happen.

Other teachers also reiterated the importance of some incentives or rewards for dedicated and best-performing teachers. They said that motivated teachers, in turn, can help the school achieve better outcomes. This shows that a regular reward and incentive system in place would encourage teachers to teach more effectively. This also increases

teachers' readiness in putting their best efforts, as Thorndike's (1930) law of readiness suggests (as cited in Gredler, 2009).

Participant P1 said:

If the teachers have no readiness, then how can they instruct their students in the classroom? So readiness is one factor for effective classroom instruction.

Likewise, another participant P7 responded that:

It is said that motivation increases the initiation and persistence of activities. Without motivation, students do not show the desired activities of learning. To expose the students' performance motivation is essential. It supports increasing student self-determination, deeper engagement and a fixed mindset. As well as motivation help teachers' self-regulation and attention and enhance teacher-student relation. Motivation drives the interest and increases the range of cognitive capacity of the teacher. (Interview, February 13, 2022)

When the teachers are prepared to do some work, the act of doing it is satisfying, and not doing it is annoying. Conversely, when the teachers are ready to teach in the classroom, then only classroom instruction is possible. When they are not ready for classroom instruction, the instruction process can't be successful or complete.

Chapter Summary

Teacher reflections based on their practices showed that they heavily relied on the textbook (as a guiding tool, as the key tool of the teacher), and when they had to teach without a textbook, the classroom instruction would go beyond thematic or pedagogical content teaching. The teachers would rather engage students in other ECA activities or in the social awareness programme. It showed that there was a very

weak culture of using other instructional materials, including the curriculum, in teaching when textbooks were not available.

CHAPTER V

COMPARATIVE ANALYSIS: THEN AND NOW

I assumed that the scenario of the unavailability of textbooks back in 2015 should have drastically changed arriving in 2021. And found that, yes, it has largely changed. Yet, some traces of textbooks and other reference materials not reaching students and teachers in time still prevail in some remote areas. For example, Dhungana (2018) reported, “The school academic session of this year is well into its third month, but the children in rural parts of Achham district are still without textbooks” (para. 1). More recently, Nepali Headlines (2021) reported a similar case in Myagdi. It reads, “More than two months after the beginning of a new academic session, students of some schools in Myagdi district are yet to get the textbooks” (para. 1). It cites the reasons for the unavailability of textbooks as delay in printing, transportation, and distribution. Similarly, Jha (2021) reported a case of more than 4,000 students of several community schools in Chhinnamasta Rural Municipality of Saptari district not getting textbooks due to disputes among the people’s representatives regarding budget distribution. Dangal et al. (2021) reported that during the COVID-19-induced lockdown and immediately after (in 2021), many school teachers in Achham, Baglung, Parsa and Rasuwa had not received the integrated curriculum and teacher guides for different subjects in Grade 1-3.

As a novice researcher, I considered this scenario shift as naturally given the access (transportation of materials) and technology (for massive printing) in recent years. Therefore, I thought the information collected in 2015 might not be relevant to 2021. Therefore, I tried to update the scenario by holding telephonic conversations with three teachers from each school. The conversations took place in the months of

September and October 2021. One teacher was the same as the earlier participant (P2) from an urban school. Two other teachers were different though from the same schools. The newly added teachers were coded as P7 from S4 and P8 from S6 – both rural schools. P7 was a Basic Level teacher (primary level) who had four years of teaching experience at a private school before joining S4 (in 2016) as a permanent teacher. Likewise, P8 was from S6, who was also a teacher during my earlier fieldwork in the same school. Now, he has been promoted to the post of Headteacher (since 2019). P8 was also involved as an active member of the local curriculum development team (2021).

Here, I have tried to capture the recent scenario and analysed how it has changed since 2015.

According to P2, the scenario is more or less similar, though, for some years, textbooks could be available in time. She further asserted that though most of the textbooks are now available in time, one or two subject textbooks are still not available every year.

Below, I present a succinct comparative matrix highlighting the then (2015) and now (2021) scenarios of teaching with/out textbooks in some community schools in Dhading.

Then (2015)	Now (2021)	Remarks
"In our context, textbooks are the only tools available to us, and thus it is easier to work with textbooks. Students also have textbooks and thus we cannot go beyond textbooks." (P4, S4)	"Though we largely rely on textbooks, these days, other resources are also being utilized with the growing use of ICT. Earlier, without textbooks, we could not run a class; now this situation has changed; we don't shut the classroom	From these participants, it can be understood that the rationale of textbooks has not been outdated yet, though the inevitability of it in the past has reduced with teachers being somehow competent in using recent ICTs.
"We might use a curriculum when textbooks are not		

<p>available, but there was hardly any access to the curriculum in the school." (P6, S6)</p>	<p>door due to unavailability of textbooks." (P8, S6)</p> <p>"We now have access to curriculum, at least on our mobile, and thus even when there is no textbook, we can teach using the curriculum. Yet, the importance of textbooks is still high since with textbooks it is easier to ask students to do certain reading or exercise from the book." (P7, S4)</p>	
<p>"Unavailability of the textbook I feel uncomfortable, uneasy and unsafe. We do not have alternative materials except textbooks. If the students ask questions about the subject matter, it is difficult to answer. Actually, the textbook gives the guideline for the length of answering the question. One thing is that if there is a textbook, no fear has come and if there are no textbooks, a sort of fear comes." (P2, S2)</p> <p>"Due to the internet facility, ICT friendly students are more active and they frequently use ICT application in the classroom teaching in the respective subject and matter. Most of the students are ICT friendly than the teacher." (P5, S5)</p>	<p>"Compared to the past, nowadays, I feel more comfortable teaching without a textbook. We have a teacher guide, curriculum, other reference materials, and eLearning materials. Even through the importance of textbook is still there, the development of ICT material have facilitated us. Actually, due to lack of training of e- material we have not been able to get more advantage of it." (P2, S2)</p> <p>"Due to the pandemic, we gradually moved on the use of ICT application. Curriculum Development Center and CHIRD also ran the demonstration classes. We learned how to use e-learning material available on Google. But these e-materials are</p>	<p>The challenges are still the same, yet, some provisional measures are being taken. Though they talk about e-resources, they indicate problems and wish they could rely on textbooks. It shows that textbooks are still considered an essential tool for classroom instruction. Again, with some further practice and capacity building on using ICT and using e-resources in the classrooms, teachers can gradually get away from the traditional way of relying too heavily on textbooks. They have at least realized that alternatives to textbooks do exist, and it is possible to have classes when at least they have the curriculum.</p>

	difficult to understand compared with the textbook. " (P8, S6)	
<p>"Discussion with a peer, consult senior teacher, teacher guide." (P6, S6)</p> <p>"We are doing more practice and labor on the subject matter before and after the school time." (P2, S2)</p>	<p>"Uses e-learning materials, Google service, online application, newspapers, reference materials etc. . ." (P3, S3)</p> <p>"Curriculum Development Center, CHIRD distance mode learning section has provided the online materials and model e-class. We have got benefit from those classes. " (P8, S6)</p> <p>"We have started implementing the local curriculum (I was also in the curriculum design team), and we have no textbook for that. Many teachers are complaining to the Palika that they need textbooks. Otherwise, they will not teach. But we are using the curriculum as a guide and teachers are teaching the local curriculum. In fact, I have found our basic level teachers enjoying teaching the local curriculum with different people inviting in their classes as local, knowledgeable people and also by taking students to field visit." (P8, S6)</p>	<p>It is considered that having textbooks would be easier for teachers to deliver instructions and students to do follow-up reading and exercises at home. However, if textbooks when not available for certain subjects, teachers use some online materials and teachers are also aware of CEHRD-produced audio-visual (virtual) class materials for different subjects.</p> <p>Also at least in local curriculum-based subject area, teachers are using local people (e.g. farmers, police officers, bankers) as thematic experts and engaging them in the class – which has given authentic knowledge to the students.</p>

<p>“In the initial phase, we have taken textbooks as the key weapons, key materials of a teacher.” (P9, S8)</p>	<p>“At the movement, we came to know textbook is one material. Beside the textbook, we can run the class”. (P8, S11)</p>
<p>“Previously, we often do not concentrate and search for alternative material besides the textbook. We catch the textbook in our hands and we read the passage very loudly and the students just listen to our loud sound. The student stayed as a passive learner. They do not want to interact with the teacher and their friend”.(P8,S7)</p>	<p>“Nowadays, we teachers are searching the alternative materials. We suffer from the internet, library, eBooks and articles related to the curriculum. We learned to conduct a virtual class and interact with the student. Due to the pandemic, we have got the opportunity to play the ICT. We connect with the global school society by the internet”. (P8,S9)</p>
<p>“Before the earth quick, we did not use motivation tips during classroom instruction. We do not have the skill of ICT. We were not ICT friendly and did not know how to search the essential material using the internet.” (P10, S11).</p>	<p>“After the pandemic actually such situation is created we teacher must be familiar with the ICT because we have to do teaching-learning activities by using ICT. All our students were in our class. If we do not teach them, they may be unknown; they couldn’t know anything. So we try to learn ICT technology, and then we can use it.” (P11,S10)</p>

Comparing both the data sets, I could make out that the overall scenario has slightly changed in terms of textbooks being available though some specific subjects’ textbooks would still be unavailable in time. However, teacher practice has much

improved; they are being more active and trying out different resources and techniques to engage students in the lessons. They are now aware of the curriculum and can get access to it even on their mobile. They are also somehow using some ICT tools and online materials through capacity building in this respect is still needed. As such, the idea of curriculum as conversation makes sense, as Ornstein and Hunkins (2004) stated that curriculum represents a particular type of conversation.

A point to be noted here is that though the COVID-19 pandemic has somehow prepared teachers to access and use digital resources and also somehow conduct virtual classes, this has also widened inequality in access to education since many students and parents in our community schools cannot afford to get good mobile devices as well as internet connectivity. Dawadi et al. (2020) also endorsed this idea stating that the digital divide and the uneven access to e-learning and e-resources is a reality, and this “increases the gaps even further by widening the inequalities between the advantaged and disadvantaged children” (p. 4).

In the past, when there were no textbooks, classes would be hampered. Now, the situation has changed; yet, the rationale of having textbooks and teachers being textbook centric has not changed. If circumstances arise, they may try different resources, though. Recently, when the local curriculum is designed and used, teachers are finding ways to implement the curriculum without a textbook and thus creatively using local experts (community people) in the classrooms or engaging students in fieldworks/site observations. Therefore, as Dhakal (2021) said, “community in the classroom,” “social interaction and observation-based learning,” and “place-based learning” (slide#4) are getting more space in implementing the local curriculum.

CHAPTER VI

INSIGHTS, IMPLICATIONS AND REFLECTION

Teachers are vital actors in classroom instruction. The role of the teacher is influential in the instructional process. Besides delivering the lesson, their role should be concentrated on how we can make a concrete image of the student learning. I believe that learning is meaningless if the learner cannot apply their skill in their daily life. So for meaningful learning, instructional approaches must be strong and resourceful. It is said that only textbook teaching doesn't support real learning. To support meaningful learning, teaching should be followed and introduced different instructional approaches. For that, teachers need to have the ability of creative, resourceful, and cooperative as well as collaborative. Keeping this in mind, I attempted to know the teacher's perception of textbooks and the use of alternative material. So, I have highlighted my research agenda here - teacher perception on the textbook and the challenges of classroom instruction without a textbook and coping with the challenges with or without a textbook in the classroom practice.

Responding to My Research Questions

I have collected the data for my research through the tool of interviews and observations. I took the interview and participated in an informal conversation with my participants based on interview questions and guidelines. During the fieldwork, I got numerous information from my participants. I visited my respondent three times and collected data as a researcher.

Teacher's Perception of Textbook

Through this research study, I learned that most school teachers have accepted textbook that provides a way of classroom instruction. The majority of my participants said that textbook is the key material for classroom instruction. In addition, some teachers are confused about the use of textbooks in classroom instruction. Participants neither declared against the use of textbooks nor declared for the use of the textbook. But all the participants prefer textbooks for classroom instruction. All participants accepted the basic material for classroom instruction. It saves time for the teacher. In the absence of a textbook, the teacher pays the extra time to search material for instruction. Through the classroom observation, I found that current classroom practice has shown that the textbook highly guides teaching. It means the textbook highly minimizes the role of alternative materials. The textbook has taken the role of junk food. Most teachers are conditioned with textbook instruction in the classroom.

On the other hand, educators expressed that classroom instruction needs to be guided by the curriculum rather than the textbook. But our practice is just the opposite. Most respondents expressed that the textbook is the teacher's key weapon. In light of the view of my participant, we do not prefer other alternative material besides the textbook. So textbook is more important than other materials. But some participants had also followed the curriculum, teacher guide, and other resources.

In conclusion, a textbook has been taken as the key material rather than the other alternative materials. However, the earlier chapters also showed that teachers were more familiar with the textbook rather than other alternative materials. This research study found that most of the teachers were unfamiliar with the alternative materials like curriculum, teachers' guides, reference books, the internet, etc. Teachers were strictly guided by the textbook rather than others materials. Therefore, it has to be necessary to make them understand the use of alternative materials.

Challenges in Classroom Instruction Without Textbooks

This belongs to my second research question. Through this, I incorporated the experiences of my participants that they had gained in the classroom practice due to the unavailability of a textbook. Sometimes participants faced challenges with the textbooks as well. Having a textbook is not the sole thing. How to implement it is another challenge for many teachers

In the absence of a textbook, teachers feel a sort of burden as they do not have other matters to assign classwork and homework. They said that they throw jokes, sing songs, and tell stories. They become jobless. Also, they become similar to students.

On the other hand, due to the dependency on textbooks, teachers are possibly failing to differentiate the erroneous matters. That means if the teachers are more conditioned with the textbook, they do not care about the mistake in the text, they do not care whether the text is sufficient or not, and they do not care if given data are updated. No textbook is sufficient for the scope and sequence of contents. Due to the editing mistake, teachers are compelled to deliver the lesson with spelling errors, irrelevant context, and outdated information. Due to the lack of the ability to correct the content given in the textbook, students are compelled to get the wrong information

After learning the participants' views, I came to reach that only textbooks cannot be able to help effective classroom instruction. Combining the ideas of the different participants, I found that there was a huge inconsistency in the use of the textbook. Some participants accepted textbooks as a key material, basic material, and main weapon of classroom instruction. Some participants said more dependency on the textbook is not good. Because if the textbook is not updated and has errors, then students get wrong and outdated information.

In conclusion, the unavailability of textbooks created a huge problem. In the absence of a textbook, the teacher cannot feel safe. Without textbooks, teachers are compelled to tell stories, sing songs, recite poems, organize extracurricular activities, etc.

Teachers Coping With the Challenges of Unavailability of Textbooks

This is related to my third research question. Through this question, I have incorporated my participants' voices regarding how they deal with the challenges due to the unavailability of textbooks in classroom instruction.

In the absence of a textbook, they handle the classroom by conducting the quiz context, spelling context, playing, elocution competitions, etc. One of the participants expressed that he uses his teacher's note copy which he had prepared during his study time. He uses his note copy to assign homework and practice at home. The next participant responded differently and said he used his own pre-knowledge of the subject matters in each grade. Sometimes, the concepts overlap, and he teaches them with some degree of advanced knowledge each next grade. Sometimes he tells them stories. Sometimes he asks them to practice one or two-page handwriting. Sometimes, he allows them to go to the ground and play. When the exams approach, he uses his memory of the contents in his subject and teaches them some units.

In conclusion, in the absence of a textbook, teachers engage the students in practising ECA activities like different outdoor and indoor games, quiz context, spelling context, poem reciting and singing competition, telling a story, practising good handwriting, sometimes quiz context, playing the game, sometimes involving them into social awareness programs like vaccine day, maintain personal hygiene, avoid drug addiction program, nature conservation program, etc.

Implications

Instructional methods and materials are developed and created for classroom instruction and practice purposes. If these methods and materials are not applied in the classroom, teaching is meaningless. Along with these methods and materials, the efforts of teachers need to be exposed inside of the classroom. Challenging factors are obviously minimized in the notions of classroom instruction if the teachers apply multidimensional materials in the classroom. This study exposed that the teachers were aware only of the textbook rather than the curriculum and other supportive and referential materials. They have assumed that the textbook is the curriculum, so it should be strictly followed. The teachers teaching at the junior levels are more flexible than the higher level in terms of using the instructional materials. Simultaneously teachers are given more emphasis on the textbook at the secondary level rather than junior. However, it is better to use the curriculum rather than a textbook that encourages students to draw their own conclusions (Ruth, 2005). They had not used alternative materials besides the textbook. Teachers lacked basic instructional skills in the classroom.

In addition, the school's management, resource center, district education office, and MOE need to rethink developing strategies of instructional approaches in the classroom. They need to give up the habit of textbook-dominated classroom instruction. The classroom should be arranged in terms of activities as demanded by the lesson. The collected data disclosed that walls were empty inside the classroom. The walls are supposed to display the routine work of the students. It is a fact that the more students are involved in the teaching and learning process, the better they learn the subject matter.

Reflection

This research work has given me insight into classroom instruction. Based on data, textbooks have given vital support to teachers. Teachers feel more confident with the textbook on their own. On the other hand, textbook works as junk food; it kills the activeness, creativeness as well as constructiveness of teachers.

This study has shown that teachers were more dependent on a textbook than they were conditioned by the textbook. But I believe the teacher can teach without a textbook if they have studied the curriculum and have proper qualifications. Teaching can be possible if the teachers apply different kinds of instructional strategies, different kinds of materials, and different kinds of thought and ethos. Instruction in the classroom should be followed as an eclectic composition of theory and practice. In the grassroots of instruction, if not change, change is not possible in the classroom. It is possible by applying different methods and materials and increasing the teacher's creativity.

As an actor in curriculum and instruction, we must think and rethink the theme of instructional approaches in our classroom practice. However, all the resources are not accessible and available to all schools and teachers. The teaching and learning process in the classroom was supposed to be led by teachers' beliefs acquired from their teachers in schools and at the university (Bhushal, 2014). However, the practice and perceptions are gradually changing. The research has also shown that teacher cognitions and practices are mutually informing (Borg, 2003, as cited in Bhushal, 2014). Actually, the thought of teachers has dominated our society. The students mostly accept them and their instructions. Students rarely raise questions against their teachers. Students receive the skills and knowledge from the teacher. Students are more dependent on the teacher rather than a textbook, and the teachers are more

dependent on textbooks rather than other alternative materials. So, such sorts of cycle exist around the educational society in Nepal.

I saw the textbook-oriented culture in school society. Most of our classroom activities are directed by the textbook, and students are evaluated against the textbook standards. I did not see most of the participants being aware of the alternative materials. It seems that most of the participants are habituated to using the textbook, and they are conditioned with the textbook teaching. The result has shown that teachers feel confident if the textbook is in front of them. I think the practices have not developed among the teachers in using alternative materials. It means besides the textbook, teachers are not sure how to run it. Moreover, most of the participants responded that textbooks are the key teaching materials and the main weapons of teachers. It is a natural way if we do not have other options. It was really hard to find schools managing proper library and internet facilities. Neither the curriculum nor teacher guide and textbook reached the schools in proper time. In addition, teachers have not been provided with refresher training in the knowledge of modern pedagogy. So, the participants expressed that the textbook is a material to transfer knowledge and skills to the students. It is therefore customary for the participants ‘to say, “No textbook, no class.”’

Some participants said that there are merits of a textbook, such as it saves teachers time, it has a series of contents, and some contents are such that it is not possible to instruct the class without a textbook. In the context of the textbook's unavailability, participants said they could neither provide classwork nor homework. But if teachers got the opportunity to introduce modern technologies about the instructional materials, proper knowledge, and skill to use, develop, demonstrate and integrate the materials, teachers will be able to teach without a textbook.

In saying that, minority participants' responded that many drawbacks are there in textbook teaching. Some of the drawbacks of the textbook are: it may not cover the depth of content, which means the book authors may not present sufficient text or data necessary to fulfill the lesson's objective. It is also real that our mechanism is not well developed to verify the textbook. Moreover, the textbook reviewers might not have thoroughly reviewed the textbook. Moreover, I heard so many reasons over there: lack of time of expert, lack of proper knowledge, lack of sufficient remuneration, etc. Sometimes, the schools are compelled to use the old textbooks – when new textbooks are not available in time. Teachers, however, partially agreed that textbooks kill creativity. It means our participants are conditioned by the textbook. Textbooks make them limited. Participants did not want to let their students' creativity flourish beyond the textbook. The habit and the culture are not initiated to search through their insights. Participants do not want to expose their potential. It may be the cause of being wrong. Textbooks may be very useful to newly appointed teachers. So, to such an extent, participants gradually try to develop the habit of searching the reference materials through available sources. Some participants expressed that textbooks are like junk food. It means that it should be used if the teachers do not have time to prepare the lesson. If the teachers do not have time to think about their lesson, we can use it. But they should not be conditioned.

Teachers are coping with the challenge by engaging the student in giving handwriting, practising ECA activities like indoor and outdoor games, quiz context, spelling context, storytelling, poem competition, etc. It means teachers do not have the option of unavailability of the textbook. The teachers use their brains to search the reference materials or use their previous knowledge. No other options have been there for the teachers to tackle the problem.

Furthermore, the study found that teachers were more stressed when the textbook was not seen in front of them. The teacher's confidence level in their subject matters seems to increase with the textbook. If not so, why do teachers feel more secure if they have the textbook? It may also be true that if the teachers have provided opportunities to study the alternative materials, their confidence may rise.

The study revealed that teachers over-rely on textbooks and don't consider other aids or other materials for the classroom, and there are several reasons behind this. One major finding is that teachers themselves lack the necessary skill to use other resources when textbooks are unavailable. Preparation and student engagement were thought to be time taking and painstaking jobs for many teachers when there was no textbook.

Therefore, textbooks have become very effective as to save teachers' time. Moreover, textbooks also help teachers to control what they have to teach and what not. On the other hand, this practice also has many limitations. A textbook too often lacks the flexibility to adapt and be shaped to the needs of all students, which therefore calls for curriculum-based teaching (Ruth, 2005). Moreover, research shows that, with rare exceptions, textbooks do not help improve student achievement much (Mathews, 2012). To substantiate this, a popular saying is that a textbook is only as good as the teacher who uses it. This shows that our teachers need adequate preparation and development opportunities to enable them to teach based on the curriculum and use textbooks judiciously, meaning that textbooks should be used sparingly or supplemented with other materials.

The study exposed that the classroom instruction approaches are affected by various components like the number of students, arrangement of furniture, and

accommodation of materials. These components play an important role in the process of classroom instruction, such as group work, individual work, presentation, etc.

The study exposed that without cooperation and collaboration of school, school management, school administration, resource center, district education office (now EDCU and Palika education officials), civil society, as well as Ministry of Education, teachers cannot think about the use of alternative materials rather than a textbook. Teachers in the interview said that the availability of textbooks in the allocated time, relevant subject matter, teacher training, and teacher qualification are highly important factors of effective classroom instruction. Also, motivational factors, psychological factors, and social factors play a key role in instructing the classroom by using various methods. I like to wind up this dissertation with Jobracks's (2011) witty remarks on the tyranny of textbooks, where she urges that textbooks can help students learn well only if they are part of a curriculum designed by educators who know what works in the classroom and tested by comparing the level of achievement under the curriculum to another.

Finally, through a comparative lens that I adopted in the second phase of this research, I could learn that Nepali community school teachers' reliance on textbooks has not changed much, though they are using other different materials as supplemental to the textbooks. More recently, 'social interaction and observation' based learning situations are being created in implementing the local curriculum – which is being implemented without a textbook for the time being. The very practice may give further insights into how teachers can use different materials to deliver effective lessons in other subject areas. This has partly ensured already that learning or at least classroom instruction would not halt due to the unavailability of textbooks.

REFERENCES

- Acharya, K. P. (2015). Financing higher education in Nepal: Issues and challenges. *Teacher Education*. NCED.
- Anderson, R. D. (2004). *Religion and spirituality in the public school curriculum*. Peter Lang Publishing.
- Apple, M. W. (1996). *Cultural politics and education*. Teachers College Press.
- Askeland, E. (2013). *Grammar teaching in the EFL classroom*. The University of Alberta.
- Berman, L. (2007). *New priorities in the curriculum*. Charles E. Merrill Books.
- Beyer, A. A., & Listen, H. M. (1996). *Curriculum and evaluation*. McCutchan.
- Bhusal, R. (2017, May 17). *Over 50% children without textbooks in Rupandehi*. <http://www.myrepublica.com/news/20180/?categoryId=81>
- Bhushal, A. (2014). *Teachers' conceptualization of curriculum and practices in the classroom* [Unpublished master's thesis]. Kathmandu University.
- Boyd, S., & Chapel, L. (2021). *What is curriculum & instruction?* <https://study.com/academy/lesson/what-is-curriculum-instruction.html>
- Bryman, A. (2012). *Social research methods*. Oxford University Press.
- Carl, A. E. (2009). *Teacher empowerment through curriculum development: Theory into practice*. Juta and Company Ltd.
- Chand, P., & Shrestha, P. (2021, April 5). How the Nepali education system further gender inequality. *The Record*. <https://bit.ly/3d19MS5>
- Cohen, L. M. (1999). *Section III - Philosophical perspectives in education*. <https://oregonstate.edu/instruct/ed416/PP3.html>

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7thed.).
Rutledge.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. Sage.
- Curriculum Development Center. (2002). *Directives for curriculum and textbook development*.
- Curriculum Development Centre. (2005). *National curriculum framework for school education in Nepal*.
- Curriculum Development Center. (2076BS). *National curriculum framework of school education*.
- Dahal, B. (2022). Nepal needs new teaching methods for the new generation.
Onlinekhabar. <https://bit.ly/3xycG87>
- Dalvi, R. J. (2014). *Introduction to physical education*. Laxmi Books.
- Dawadi, S., Giri, R., & Simkhada, P. (2020). Impact of COVID-19 on the education sector in Nepal - Challenges and coping strategies. *Sage Submission*, Preprint.
<https://doi.org/10.31124/advance.12344336.v1>
- Denzin, N. K., & Lincoln, Y. S. (2018). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 29-71). Sage.
- Department of Education. (2011). *Research and development division: National assessment of grade ten students*.
- Dangal, M. R., Dhakal, R. K., & Khanal, D. (2021). *Rollout of integrated curriculum: Initial field report*. Vertex Consults.
- Dhakal, R. K. (2013). *Leading at the edge of chaos: Perceptions and practices of Nepalese school leaders* [Unpublished MPhil dissertation]. Kathmandu University.

- Dhakal, R. K. (2021). *Developing a local curriculum at Gajuri Rural Municipality* [PowerPoint slides]. Counsel & Counsel Pvt. Ltd.
- Dhungana, M. (2018, June 25). Textbook shortage in rural Achham. *The Kathmandu Post*. <https://bit.ly/3DcGwSU>
- Eisner, E.W. (1996). *Cognition and curriculum reconsidered* (2nded.). Paul Chapman.
- Engelbrecht, T. (2011, November 19). *No textbooks, no lectures: Teaching without a safety net*. <https://bit.ly/3d4gRkT>
- Flick, C. (2009). *Becoming qualitative researchers: An introduction* (2nded.). Addison Wesley Longman.
- Fredericks, A. D. (2005). *The complete idiot's guide to success as a teacher*. New Alpha Books.
- Gan, S. (2021). The role of teacher-student relatedness and teachers' engagement on students' engagement in EFL classrooms. *Frontiers in Psychology, 12*, Article 745435. <https://doi.org/10.3389/fpsyg.2021.745435>
- Gautam, G. R. (2016). Teacher training in Nepal: Issues and challenges. *Tribhuvan University Journal, 30*(2), 43-56.
- Giri, J. (2013, June 13). Abhabko jad aniyamitta. *Kantipur Daily*, p. 6.
- Given, L. M. (Ed.). (2008). *The Sage encyclopedia of qualitative research methods* (Vol. 2). Sage.
- Gredler, M. E. (2009). *Learning and instruction*. Pearson.
- Grönlund, Å., Wiklund, M. & Böö, R. (2018). No name, no game: Challenges to use of collaborative digital textbooks. *Education and Information Technology, 23*, 1359–1375. <https://doi.org/10.1007/s10639-017-9669-z>
- Habermas, J. (1972). *Knowledge and human interest* (2nd ed.). Heinemann.

- Heyneman, S. P. (2006). *The role of textbooks in a modern system of education: Towards high-quality education for all*. <https://bit.ly/3xcmpAu>
- Hinchman, K. A. (1992). How teachers use the textbook: Lessons from three secondary school classrooms. In E. K. Dishner, T. W. Bean, J. E. Readence, & D. W. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (3rd ed., pp. 282–293). Kendall/Hunt.
- Jha, A. K. (2021). Dispute among people's representatives deprives students of textbooks. *The Kathmandu Post*. <https://bit.ly/30uRlyV>
- Joshi, R. (2018, Jan 31). Textbooks for all: Students must get them on time. *The Himalayan Times*. <https://bit.ly/3Bsnirb>
- Joshi, D., & Dangal, M. R. (2020). Dynamism of availability and use of textbooks: A hermeneutic phenomenological study of school education in Nepal. *Journal of Educational Sciences*, 4(4), 917-929.
- Karimova, G. Z. (2014). Leadership and communication: Application of dialogical communication model to leadership dynamics. *Global Journal of Management and Business*, 1(1), 2-8.
- Khanal, P., & Phyak, P. (2021). Factors affecting teacher motivation in Nepal. *AMC Journal*, 2(1), 25-40. <https://doi.org/10.3126/amcj.v2i1.35784>
- Klenke, K. (2016). *Qualitative research in the study of leadership* (2nd ed.). Emerald.
- Koirala, B. (2010). *Philosophical and sociological foundation of education*.
- Kumar, K. (n.d.). *What is worth teaching?*
<http://www.arvindguptatoys.com/arvindgupta/worthteaching.pdf>
- Kumar, S. (2004). *Alternatives of textbooks*. <https://bit.ly/3RPggCf>
- Lama, C. (2021, August 6). School textbooks yet to reach remote areas in Karnali district. *The Kathmandu Post*. <https://tkpo.st/3CkqKmg>

- Lenon, B. (2015). *Textbooks have a huge impact on education*. <https://bit.ly/3L8hiHy>
- Lent, R. C. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning*. ASCD.
- Lincoln, Y. S., & Guba. (1985). *Qualitative inquiry in education: The continuing debate*. Teacher College Press.
- Lisciandrello, J. (2019). *Are you teaching standards or teaching the textbook?* <https://roomtodiscover.com/teaching-standards-or-teaching-the-textbook/>
- Luitel, B. C. (2018). A mindful inquiry towards transformative curriculum vision for inclusive mathematics education. *Learning: Research and Practice*, 4(1), 78-90. <https://doi.org/10.1080/23735082.2018.1428141>
- Molværsmyr, T. (2017). *Teachers textbook use in English: Newly qualified teachers' use of textbooks in planning and execution of English lessons* [Master's thesis, The Arctic University of Norway]. <https://bit.ly/3BuG9Cg>
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage.
- Marzano, R. J. (2007). *Art and science of teaching: A comprehensive framework for effective instruction*. ASCD.
- Mckernan, J. (2013). *Curriculum and imagination: Process theory, pedagogy and action research*. Routledge.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Miguel, N. M. (2015). Textbook consumption in the classroom: Analyzing a classroom corpus. *Procedia - Social and Behavioral Sciences*, 198, 309–319. <http://doi.org/10.1016/j.sbspro.2015.07.449>
- Moulton, J. (1994). *How do teachers use textbooks and other print materials?* <http://www.pitt.edu/~ginie/ieq/pdf/textbook.pdf>

- Nagarik Daily. (2012, December 10). *Shaichhik Satra Bitda Pani Kitab Payenan*
[Books not received till session end].
- Nepali Headlines. (2021, June 30). *Textbooks crisis in Myagdi*.
<https://nepaliheadlines.com/textbooks-crisis-in-myagdi/>
- Nilson, M. (2006). *Textbooks and alternative material- Positive and negative aspects*.
<https://www.google.com.np/webhp?sourceid=chrome->
- Ojha, S. S. (2010). *Students' perception of supplementary reading material on selected dimensions*. <http://www.aiaer.net/ejournal/vol24212/p3.pdf>
- Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum: Foundations, principles and issues*. Pearson.
- Pinar, W. F., & Irwin, R.L. (Eds.). (2005). *Curriculum in a new key: The collected works of Ted T. Aoki*. Lawrence Erlbaum.
- Pinar, W.F., Reynolds, W.M., Slattery, P., & Taubman, P.M. (1995). *Understanding curriculum*. Peter Lang.
- Plut, D., & Pesic, J. (2003). Toward a Vygotskian theory of textbook. *PSIHOLOGIJA*, 36(4), 501-515. <https://bit.ly/3TX8rMB>
- Poudel, A. (2013, June 12). Sikainai kamjor [Learning itself is weak]. *Kantipur Daily*, p. 1.
- Rajbanshi, R., Dhungana, P., & Luitel, B. (2021). Identification of needs of community schools of Kavre, Nepal for educational improvement. *The Qualitative Report*, 26(11), 3551-3562. <https://doi.org/10.46743/2160-3715/2021.4975>
- Ratnavadivel, N., Hoon, C. L., Salih, M., Low, J., Karuppiah, N., Omar, A., Yassin, S., Dawi, A. H., Saad, N. S., & Hashim, A. T. M. (2014). Curriculum framework for preparing quality teachers for the future:Developing guiding

- principles. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 4(2), 32-44.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan.
- Ruth, G. (2005, February 8). *No books, no problem: Teaching science without a text*.
<http://www.edutopia.org/teaching-without-text>
- Schubert, W. H. (1986). Images of the curriculum. Portrayal: Curriculum field. In W. H. Schubert (Ed.), *Curriculum: Perspective, paradigm, and possibility* (pp. 25-35). Macmillan.
- Scott, T., & Husain, F. N. (2021). Textbook reliance: Traditional curriculum dependence is symptomatic of a larger educational problem. *Journal of Educational Issues*, 7(1), 233-248.
<https://files.eric.ed.gov/fulltext/EJ1304270.pdf>
- Shahi, R. B., & Lama, C. (2021, October 1). Lack of textbooks affects studies in mountainous region. *The Kathmandu Post*. <https://tkpo.st/39U1Woa>
- Silverman, D. (1993). *Interpreting qualitative data*. Sage.
- Somekh, B., & Lewin, C. (Ed.) (2005). *Research methods in the social science*. Vistaar.
- Sun, Y. (2009). *Middle grade teachers' use of textbooks*. University of Alberta.
- Taylor, P.C., & Medina, M.N.D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *Journal for Meaning Centered Education*, 1.
<http://www.meaningcentered.org/journal/volume-01/educational-research-paradigms-from-positivism-to-multiparadigmatic/>
- Thapa, T. B. (2012). Transfer of teacher training skills in classroom. *Academic Voices*, 2(1), 69-73.
- UNESCO. (2018). *The elaboration of school textbooks: Methodological guide*.

Voltz, D. L., Sims, M. J., & Nelson, B. (n.d.). *Connecting teachers, students, and standards: Supporting the classroom with materials for instruction* (Chapter 2). <https://bit.ly/3qnxL0X>

Weimer, M. (2014). *She didn't teach. We had to learn it ourselves.*

<http://www.facultyfocus.com/articles/teaching-professor-blog/didnt-teach-learn/>

ANNEX

Interview Guidelines

1. How do you initiate the class generally?
2. What are essential to prepare the lesson before classroom instruction?
3. How do you understand the use of textbooks for classroom instruction?
4. What do you think about the use of curriculum for classroom instruction?
5. Why does a teacher need a textbook?
6. Is teaching possible without a textbook? How?
7. Do you face any problems while using the textbook or not using the textbook in classroom instruction?
8. How could those challenges be addressed?
9. Do you have any memorable incidents you would like to share regarding the use or nonuse of textbooks?
10. Do you (and your students) get textbooks and other reference materials in time?
11. Generally, how do you prepare the lesson based on curriculum, textbook or other alternative materials?
12. What are the merits and demerits of textbooks for classroom teaching?
13. What is the challenge of classroom instruction without a textbook?
14. How do you manage classroom instruction without of textbook?
15. What changes have you felt and experienced regarding the use of textbooks in classroom instruction back in 2015 and now (2021)?