



Teachers' Unions: Cadres of Political Parties or Distinct Curriculum Ideologies?

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Received: September 13, 2024, Accepted: Dec. 10, 2024

DOI: <https://doi.org/10.3126/bmcjsr.v7i1.72945>

Abstract

School teachers as professionals have been segregated into different trade unions in Nepal. The basis of this separation is whether on distinct curriculum ideology of professionals or just a grouping of the cadres of different political parties has not been empirically assessed yet, however, common understanding is the later. As the educational quality is influenced by teachers' consciousness and ideology, the study captured their curriculum ideology by employing the qualitative survey methodology. A set of five questions was developed to explore put their views, and thus obtained views of 16 teachers who are active in three largest trade unions were coded and tabulated. I got insight in three aspects from the thematic analysis of the information. First, the teachers how long they have been in leading positions did not answer the questions, only those who were already familiar to me replied. This indicates that leader teachers are not confident to put their curriculum ideology forward. Second, those teachers who shared their views were unable to present a comprehensive curriculum ideology. Last, there is no distinctness in curriculum ideology as they are affiliated to the distinct trade unions. This study concludes that teachers' partition in different trade unions is just an affiliation to the political party instead of cultivating and promoting a distinct curriculum ideology.

Keywords Curriculum ideology, educational philosophy, teacher leaders, teachers' unions

1. Introduction

Teachers' trade unionism or politicization and teachers' accountability or professionalism are found to proceed in parallel in Nepal. The National Education System Plan (1971-75) recognizes teachers as professionals and imposes external exams at the end of the levels for quality control and teacher evaluation. Teachers' duties, responsibilities, facilities, code of conduct, etc. are systematized by the Education Act 1971. Despite the same academic qualifications, teachers are given fewer facilities than their counterpart government officers, policemen, and bank employees. As a result, teachers got united and demanded the facilities of timely salary, allowances, pension, grades, permanency, etc. The government on the one hand overlooked their genuine demands and punished them suspecting their affiliations with banned party leaders. However, teachers for their service and facilities united in 1979 in the name of the Nepal National Teachers Association (NNTA). The NNTA organized the nationwide strike and Kathmandu-centric movement. Their major demands were addressed and the NNTA was recognized

as a trade union in the Education Act. With the rise of the Nepali Congress Party in 1990, a faction of teachers separated from the NNTA, and established the Nepal Teachers Association (NTA), under the banner of Nepal Trade Union Congress which is a sister organisation of the Nepali Congress Party (Nepal Trade Union Congress, 2024). With the rise of NCP-Maoist in 2008, a faction of teachers from the NNTA separated and established the Unified Nepal Teachers organisation (UNTO) in 2009. The remaining faction of teachers in the NNTA allied to the GEFONT, a sister organisation of the UML Party. Recently, the UNTO's sixth national general convention was inaugurated by the Chairman of the Maoist Centre. In the speech, he praised teachers for their contribution to promoting public awareness and bringing political change in villages and at the community level and admired teachers' responsibility for creating a base for socialism as their role is highly required to build public opinion. Meanwhile, he urged teachers to take initiations for setting the ground for scientific socialism.

These three unions are comparatively larger in number of members and are found active in school politics. These unions have expanded to almost all municipalities of the country, and almost all teachers are affiliated with any one of the unions. Affiliated teachers follow the circular issued from their respective centers, and get organized for collective bargaining and protection. In the last decade, a common discourse emerged that school teachers are becoming politicised (*party ka jhole*), and as a consequence, the quality of community schools is decreasing, therefore, the teachers' organisations that are allied with political parties should be abolished.

Another view, against tagging teachers' organisations as *party ka jhole*, is that teachers as professionals develop their ideas on quality education as a reflection of their experiences. They, thus, synthesize their working hypotheses. Teachers as historical beings shape their working culture, students, and professional prospects. Teachers' professional development is not only an addition of subject content knowledge, and teaching skills, but also innovative ideas about teaching, learning, and assessment (Lee, 2016). As they develop skills and apply them to students, they begin to evaluate curricular outcomes. Thus, they evaluate contexts (socioeconomic milieu), input (curriculum and students), process and product, and finally, they make their own 'curriculum understanding' (Pinar et al., 1995), and thus a curriculum ideology. Teachers with similar ideologies get united with their thoughts, demands, needs, and aims. They then allied with the political parties of the closest ideology. Their view on the nature of the child, the environment of learning, curriculum development and designing, students' evaluation, and teacher motivation, demands a political force and political system without which their hypothesis is impossible to put into action or practice a praxis. Therefore, a teachers' union based on political ideology is inevitable and essential.

The political context of Nepal is fertile to germinate diverse ideologies in education. The prevailing constitution has mentioned that the state will be socialism oriented – "Being committed to socialism based on democratic norms and values including the people's

competitive multiparty democratic system of governance,... (Nepal Law Commission, 2072 BS, Preamble)". But there is a diversity in understanding about socialism- e.g., (a) Democratic socialism suggested by Former Prime minister B. P. Koirala and Nepali Congress party; (b) multiparty republican suggested by UML party; (c) communism oriented suggested by Maoist Centre, etc. (Hachhethu, 2006). Meanwhile, debates on national funding or privatization in school education; centralization or localised in teacher management; and theoretical or vocational curriculum are yet to be settled. Meanwhile, education has to fulfill the aspiration of a 'prosperous Nepal and happy Nepali' through an economic and social transformation of Nepal by preparing capable, creative, and value-oriented citizens (Ministry of Education, Science & Technology, 2022, p. ix). More than a hundred thousand teachers in the community (government-funded) schools are allied to the political parties- i.e., they hold different ideals about socialism and value orientation. Therefore, a study was carried out to assess whether teachers' organisations are just *party ka jhole* or professionals with curriculum ideology; and to explore the teachers' understating of educational philosophies.

Selected teachers from the aforementioned three organisations were asked to express their opinions and views on the prevailing education system and its improvement. Their views and opinions were analysed and found that the hardcore front leaders of teachers were reluctant to talk about curriculum ideology; those teachers who were studious and well-imaged were also not discernible in their curriculum ideology. Moreover, teachers' professional development is not advanced yet to make teachers develop their curriculum ideologies. This study raises a question mark to the rationality behind the partition of teacher organisations into different groups meanwhile worth of trade-union in the context of teaching as a profession both theoretically and practically.

2. Selected curriculum ideologies

Teachers from their teaching experiences and studying precious literature develop their consciousness about the nature of a child, the aim of education, the process of learning and the role of teacher and students in it, the process of assessment in learning, etc. As a consequence, they begin to think about a better society and the role of education in social reform. Moreover, they transcend to the role of political system and economic distribution in the education process. These all aspects which are related to the education of a child are comprehensively called curriculum ideology. Fully developed teachers are those who are clear about their curriculum ideology. Selected curriculum ideologies are reviewed by associating with their pioneers.

David Snedden in 1901 earned a degree from Teachers College, Columbia University, then for ten years served as teacher, principal, and superintendent. Then he taught as an assistant professor at a Teachers College. After, the study of the biography of juveniles he advocated for practical and useful education (Kilpatrick, 2009). He recommended shaping individuals to predetermined social characteristics and improving society by making its members more vocationally useful and socially responsible persons

(Bergen, 1981) since his curriculum ideology is called 'Social efficiency. Snedden (1923) stressed screening a few students for liberal education and mass must be given practical skills and job training. From the juvenile study, he concluded that democracy can run smoothly if every citizen's life is run by earning for minimum standard of living, and the liberal education aimed at knowledge rights and freedom advocated in the 1830s is not sufficient.

John Dewey earned a BA in 1879 and taught in a school for two years. After achieving PhD and professorship he established a Laboratory School in 1904. For Dewey (2001), the school was the place to prepare teachers who embrace schooling will enable our students for "continuous readjustment through meeting the new situations produced by varied intercourse (p. 90)" Otherwise a few who can adapt to the changing society will control others, and democracy is "a mode of associated living of conjoint communicated experience (p. 91). He responded to Snedden, that the work experience of vocational curriculum, serves the broader purposes of general education- to train character and responsibility rather than (Drost, 1977, p. 21) education itself, and stressed group projects to sustain curiosity and gaining experiences as a way of teaching (Dewey, 2001, p. 216).

Myles Horton left home at the age of fifteen to attend high school. Supported himself by working in factories and earned an undergraduate degree in 1928. He learned the value of hard work, and leadership skills in strikes for higher wages at his teenage. He worked in a student union in college in 1924 and wanted to find a way in which the social condition could be challenged and changed, and education became his nonviolent instrument. Horton learned about the Danish folk high schools and was inspired after he visited these schools with Don West, who was from protestant and expelled background. They established their education center, Highlander Folk School, in 1932 at the age of 27 and 26 years. This school attempted to fulfill two functions of democracy- education leads to the inculcation of the quality that resists tyrants and demagogues, and universal education was regarded as a means to eliminate poverty, crime, and other social problems. The philosophy of Highlander School was that education should foster individual growth and social change and nourish the fundamental value of complete personal liberty. It "fearless taking the side of the disempowered and the dispossessed for over eighty years (Preskill, 2021, p. 3)" made it called a "communist training school too (Glen, 1988, p. 1)". George Counts, a prominent advocate of the construction of a new social order for racial integration and equality had graduated in 1911 and became a high school principal, a science and math teacher, and an athletic coach. He studied at the University of Chicago, was influenced by Dewey and Parker, and then wrote dozens of papers and 29 books. He advocated for teachers' unions and became President of the American Federation of Teachers. The progressivism proposed by Dewey was unsuccessful in crossing over the social problems caused by the market economy, so he stressed a new curriculum that could force a new social order (Glen, 1988, p. 2).

William Bagley in 1895 joined a one-room school as a teacher. He became captivated by the art of teaching and subsequently pursued graduate study at Titchener, Stanley Hall, and Dewey during the late 1890s. After Ph.D. in 1900, he chose to work as an elementary school principal and then began in 1902 teaching in Normal School (Null, 2007, p. 1016). He advocated certain skills and character in students (or educated persons) are essential for a democratic society. Elementary school curriculum should essentially aim to cultivate basic skills of literacy and mastery of arithmetical computation, and secondary curriculum should cultivate competencies in history, mathematics, science, English, and foreign languages, schooling requires discipline and a respect for legitimate authority, and learning requires handwork and attention (Mateo & Tango, 2003, p. 74). His stress on "essential" made his theory later named 'essentialism'- It is allied with 'discipline', 'control', and 'authority' by coupling with 'freedom', 'liberty', and 'democracy' which are opposites and alleged to progressivism (Bagley, 1939). Bagley argued that Snedden's consumer-producer theory of education would not work (Johanningmeier, 1969, p. 15), because it lacks abstractions of acquired experiences for rendering more efficient future action (Bagley, 1915, p. 22).

Robert Hutchins, after spending a year teaching high school history and English, became chancellor of the University of Chicago in 1929. He worked with Adler's 'Aristotlism' and introduced the Great Books program into the Chicago curriculum, appointed deans and directors of his party (idea), and revised the course of teacher education (Geiger & Paulson, 1993). His team believed that human nature is rational, and knowledge resides in unchanging, absolute, and universal truths, therefore, education must be universal, and, therefore grammar, rhetoric, logic, mathematics, philosophy should be taught to cultivate intellect and develop critical thinking (Mateo & Tango, 2003;). Their curriculum theory is perennialism which is closest to the idealism. It is criticised by labeling a 'philosophy of aristocrats' (Dell, 1978, p. 75), like idealism, it stresses character development, discipline, and intellectual development rather than skill development for earning and living.

The five types of curriculum ideologies discussed in the paragraphs above - Social efficiency by vocational skills; Student-Centric by project work in progressive society; Social Reconstructionism by communal life, and Academic-Scholar by the perennial and essential study, and disciplinary inquiry were detailed by Schiro (2013). Those pioneers established schools and argued that their educational process was the best for democracy. Teachers were aware of these ideologies, and segregated to the preferred one. However, these ideologies are under the continuous inquiry and scrutiny (Tröhler, 2023). Akin to the America, the constitution of Nepal (2015) has regarded education as a means of socioeconomic transformation. The 'socialism-oriented republic' of Nepal is vague and open to multiple interpretations. As America was open to educational ideas and curriculum reform at the cost of democracy, Nepal is open to establishing teachers' organisations. Each of the organisations claims that it has a distinct ideology that is

the most appropriate to contribute to the socialism-oriented republic. This is the frame and ground to assess Nepalese teachers' ideological consciousness in nation-building through curriculum practice.

Along with practicing in school, and interacting with political leaders and similar-minded colleagues, teachers have studied the curriculum ideology in their formal degrees of BEd and MEd. They are familiar with different educational philosophies, learning theories, and curriculum organisation in their teachers' preparation courses. Teachers' education course offers child-centered education and naturalism; perennial and idealism; realism and essentialism; pragmatism and progressive; and social reconstructionism and real-life problem-solving curricula. Moreover, the SSRP (2009-2015) encouraged teachers to their professional development and do action research for the best implementation of curriculum and developing knowledge. These academic and research backgrounds of teachers make a ground for exploring teachers' curriculum ideology. A review of the biography of the pioneers insights one a distinct socio-political and, educational background of one is a source of emerging the distinct curriculum ideology, and it provides a base to make an analogical view to the different trade unions in school teachers of Nepal.

3. Methodology

This study assumes social reality is constructed by the study subjects (expressing their views) and researcher (interpreting their views). Therefore, study presents a subjective and tentative truth to realise and feel the phenomenon. Researcher forcefully requested teachers to put the views but their views are not disclosed. Their cooperation was must because thus produced knowledge contributes enhancing education quality. The study employed a "qualitative survey" as a methodology that consists of – "series of open-ended questions about a topic, and participants type or handwrite their responses to each question (Braun & Clarke, 2013, p. 135)". A set of five questions (as indicated in the table of Appendix I) was given to each teacher to delve into their opinions and views on curriculum ideology. In the beginning, I tried to delve leaderteachers as 'information rich' participants (Patton, 2015, p. 401), but they did not answer despite frequent reminding and requests. Then I approached to 70 teachers, and got a total of 19 replies in the range of 35 days through hand, email, messenger, WhatsApp, etc. Responses were collected, stored, and studied as data for the study. All the answers (some of the questions were skipped) were tabulated and grouped as per the respondents' political affiliation (Appendix I). Their curriculum ideologies were compared and classified. Analysis began with open coding of self-transcribed documents then codes were organised by matching and identifying. Thus developed themes were identified as meaningful findings.

4. Analysis and findings

Analysis of the information resulted in the findings listed below.

4.1 Teacher development and curriculum ideology

Teachers are active agents in educational reform. Incorporating the considerations of teachers in any change design that is developed by educators and policymakers increases the chances of success (Datnow, 2020). Teachers' vision of quality education is significant in planning reform. But, teachers' "personal vision-building, inquiry, mastery, and collaboration" are the hallmarks of professional development (Fullan, 1993, p. 2)". Teachers' personal vision comes from within, it gives meaning to work, and it exists independently of the organisation. Teachers' professional development is associated with their accountability- i.e., the quality of the students, and their appreciation in job market (Darling-Hammond, 2004). At the one stage of development, a teacher realises accountability and self-assesses the effectiveness and efficacy of their own teaching; as well as the validity and relevancy of the curriculum for the students, society, and nation. In addition, s/he clarifies professional values and "consider own attitudes and approaches to the education of children, to improve the quality of the teaching and learning process (Bolam, 1993; Earley & Bubb, 2004, p. 4)". Teachers from different teaching contexts and political affiliations have stressed vocational and economically productive education instead of the current emphasis on memorisation of theoretical content (Table 1 in appendix). These teachers in their over 20 years of experience- analysed the parents' expectations; students' ability and need, the usability of the learned knowledge and skills, and their economic-productivity in the market, and arrived at the conclusion, though conclusions are diverse as per their views. However, there lack of coherence among the five concerns of most of the teachers- e.g. Ghimire, on the one hand stresses physical facilities in the classroom for effective teaching-learning and wants to link education with labor, skill, and productivity, on the other. Similarly, Gurung was a whole-time teachers-leader for 5 years and still a central leader and advocates *Janabadi-siksha* (people-oriented education) but his opinions presented in Table 1 does not indicate this curriculum ideology. Teachers lacking of a comprehensive curriculum ideology indicates their weak professional development, ultimate level of professional development or an expert teacher possessing a clear vision toward education and society (Goodwyn, 2016), as described some representative teachers in the literature review and a curriculum ideology described by Schiro (2013). Teachers' professional development is a way of clarifying their ideas, and fixation on their beliefs about social change and education by engaging teachers as change agents which is yet to advance in Nepal.

4.2 Particisation: Ideological or something else?

Teachers and their opinions/views are listed in Appendix I. Teachers first to fifth are affiliated with UNTO, sixth to ten is to NNTA, eleventh to fifteenth to NTA and the last the sixteenth has affiliated with all of the organisations as per the domination in school in surface but in-depth, he likes none of the organisations. Head teachers' concern is physical and human resources, and free from political interference. Almost all the

teachers emphasise on skill and employment-oriented education. From their views on five concerns, we cannot classify them as ideologically same and different teachers. This finding 'their educational views cannot identify their identities', problematises their claim- 'organisational affiliation is ideological'. Rather, it indicates that teachers' trade unionism is a more participation than an endeavour to curriculum ideology. This finding- e.g. party-allied teachers' organisation is not ideological suggests another query navigating the factors influencing participation of teachers. The present constitution is a document of agreements among the diverse political forces, they are somewhat incompatible, but teachers were free to express their ideas of one (without compromise). However, they did not explicitly put their ideas by linking with their allied political ideology. They stressed labor and productivity, and a fair system of teacher promotion, however, have unable to present teachers' places in the whole education system. It concludes that teachers are neither self-reflected to synthesise their philosophy nor their political alliances have schooled them. They have a rhetoric of adding investment and facilities but no idea of generating investment and self-sustaining of education as a curriculum ideology.

5. Conclusion

As the review made in previous section portrays the cases- the professionally developed expert teachers synthesise their curriculum ideology, and the leader teachers endeavour to apply ideology in schooling, the various trade unions in Nepal and their leaders teachers were supposed to have their distinct ideologies and practice. But the study suggested the lacking in the comprehensive curriculum ideology in the teachers and distinctiveness among the teachers' trade unions.

Humans possess a tendency of the self-enhancing— i.e., exhibiting one's worth in front of others and enhancing self-esteem (Zeigler-Hill, 2013) and experience a psychological threat when evaluated (Taut & Brauns, 2003). The front leader teacher who were asked to express their opinions and views by answering open questions (by requesting for and again) in concerns on what they are dedicated but they skipped with different pretensions. Their escaping not only indicates that they perceive the quality of their answers do not enhance their self-esteem, but also supports the common understanding about the teachers' unions that they are just cadres of political parties (*party ka jhole*) rather the grouping of expert teachers with their distinct curriculum ideologies. Meanwhile, answering the questions by only the teachers who perceive that the researcher is (I am) already familiar with their 'quality' supports these two theories on the one hand, and indicates the leader teachers quality on the other.

Leader teachers who involved for many years in professional leadership found not only unable to synthesise their curriculum ideologies but also weaker than their cadre teachers. This fact suggests that the trade unions are the constraints to the teachers' professional development and enhancing quality education. The dominance of such

cadre teachers and trade unions over many years is culpable for "teaching for the sake of teacher rather than learning" (Curriculum Development Centre, 2076 BS, p. 15). Teachers' trade unions unable to set their distinct curriculum ideology as well as the front-leader teachers (study subjects) are unable to present their curriculum ideology. Therefore, this study questions not only to the partition of teachers without distinct ideologies but also to the trade union of professionals without that concrete contribution to professional development. A study that compares the teaching performance of leaders and non-leader teachers will further assess the rationale of teachers' trade union.

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Appendix I: Comparison of Teachers Views**Table 1.** Teachers' Views in Coded Form (teachers are in pseudonyms)

Teachers	Quality Ed & School Structure	Course Subjects and Evaluations	Input, process, output in edu with National obj?	Ideal school, physical, and Human management	Socialism, education and teachers organisation
1. Ghimre (Sc) Sec III MED. AHT	QE- Inclusive, life-skills, productive, competitive, Level-wise competency low	Make subjects- Practical and labor-linked		Factory/workshop as school	Add ICT, and make competitive for global village,
2. KC (Ma) Sec III MED	QE -Solving practical problem, respect-labor, competitive, Structure is Theoretical	Shift theoretical to practical-projects, field study, ICT Eva- unit tests, not annual	No practical then no competency then no gain in national objectives	Sound infrastructure, expert teachers, peace, high-salary, promotion, residential	Employment in the country; Need to change curriculum and objectives
3. Wagle (Nep) Sec-II MED	QE-Practical, useful, modern with ICT, and morality	Add vocational subjects, implement letter grading	Equal edu, employment edu, add investment	Laborious teacher-students; 50% internal Add responsibility as class	Equalize on economic class and no privatization in school education
4. Gurung (En) Sec III MED HT	QE- Ed for welfare of human and organisms; Restructure-1-5, 6-8,9-12	Readjust subject up to 3 rd grade Teacher need training for CAS, stress on terminal exams	20% of national budget must invest in ed to achieve national objectives	Need appropriate Physical and social envt., fair promotion, teacher integrity, increase salary	National prosperity than knowledge acquisition
5. Tiwari (Sc) Sec- III BSc, MBS, AHT	QE-Contextual and able to uplift living standard; Restructure-1-5,6-8,9-12	IT, innovation and skills, Eva must be practical and observation-based (authentic)	Practical and innovative edu, market-labour sellable	Teacher as expert must contribute in social welfare too; Fair-promotion based on in real performance; mass-schooling with sound infrastructure	Labor and creativity Innovative, local knowledge and technology resourceful school
6. Nepane (Ma) Sec II MA BEd HT	QE-Access, retention, productive Restructure-1-3,4-8; 9+ earning and learning or highly academic	CAS and subject teachers, add ICT, optional subject and overlap with CTEVT	Increase investment and stop-privatization, Nation-oriented education	School must be Inclusive, Teachers' promotion must be PD upto 12 th level (6, 7, 8, 9, 10, 11, 12 etc.)	Ism are not translated into working strategies

7. Pokhrel (So) Sec II MA MEd HT	QE-able to address the changed society Restructure- Long elementary-external exam in 8 th late, 11 th also board exam, lack subject teachers for 11	Add a few practical subjects; Eval by practical exams and observation of behaviours, ICT and moral	Objects are ok, need strategies actions, and investment to achieve	School or municipality wise teacher promotion based on academic Need to add physical facilities,	Ed is liability of state; should not privatisation
8. Adhikari (Sc) LSE-II (MEd,AHT)	QE- manpower need approach, Structure- ok	Some subject are irrelevant; Evaluation is ritual	Educated people are neither powerful nor rich nor valued in society; then what is the value of this education? Need to overhaul the education system	Ideals school-virtual, self-paced; liberal in subject choice/ teacher choice/ bookless	Parties have no vision to edu; 0-3= play/moral, 4-8 health, life skills; 9-12=only optional subject assisted with ICT
9. Lamichane (Sc) Sec II BSc MA HT	QE- as per individual need and ability & self-employed Structure- ok	Changes subjects-practical and employ	Input- good teachers attracting by respect and salary	Level-wise specialized teachers; learning envt. no particise	Manpower for society & nation; Competitive-by reward and punishment
10. Gotame (En) Sec I MEd	QE- Skill for productivity with moral Restructure: 9-12-optional stream	Subject ok, but evaluation is not	Obj ok, add invest, No political interfere and accountable teachers	Employment and nation-oriented (no brain-drain), fair promotion by expertise	Teacher-students ratio, subject change, admin change, force to follow constitution
11. Kafle (Sc) Sec II MEd HT	QE- Skillful, problem-solving, Structure- lapses in structure	Add the subjects for skill dev., apply CAS, and guarantee the min. skill (competency) by eva.	Need-based production of human resource and invest, no wastage, only-employ	35 students, accountable, TPD teachers and performance based promotion	Access, equality, nation-oriented acculturation
12. Rijal (Sc) Sec-III MEd HT	QE- Life skills, Adjust the structure as per need	Add the subjects of skills and moral-humanity	Invest as per local need in edu, target labor market	Teacher-based school, accountable and child friendly, 30-35/class, HM like ED	Educational officers from teachers. All accountability to teachers (Finnish model)

13. Subedi (Sc) Sec- III MEd AHT	QE- skills for earning and living Adjust the structure	Subjects are not interesting for students; give all optional subjects for 9+	Segmentize students as per their need, their sum will fulfil national obj Increase teachers' morale	Infrastructure, 25/class, period promotion, equal to govt officer, supervision by expert	Tailoring school as per context, and make the students production as per national need
14. Sunari (Eng) Sec- III MEd	QE-Knowledge, skill, labor and employment Structure- add vocational subjects	School or local based curriculum	Theoretical course and written exam are bar of national obj	Child-friendly; all qualities teachers; free of politics, contract HM	Social democracy, no-profit in education
15. Paudel (Eng) Sec- II MEd HT	QE-Child-centric, society-expected, productive, competitive; Restructure- 1-5,6-8,9-10,11-12	Make Sc. practical and math optional. Anyone language Eng or Nep is enough Apply CAS, and non-testing eva		Ideal school=teacher Educated, dedicated, 5years promo, head teacher, no-particise	Access, equality, service Residential, state-funded, Self-employ; leaning by earning
16. Nabaraj (Ma) Sec III MEd HT	QE- Fostering talents, Productive, confidence,	Shift theoretical to practical, eva of productivity not memorization, learning by labouring	No minimum infra and human resource (rahat), national investment and attract cream in teaching	Role model teachers National investment Labor an skills 30-45/class Promotion primary to secondary	Education make one productive as self-sustaining