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Exploring the Existing Practices of Interactive Classroom Pedagogy in Tilottama Municipality, Rupandehi, Nepal

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Abstract

This study investigates the current status of interactive classroom pedagogy at the secondary level within government schools in the designated study area of Nepal. It further explores the underlying factors influencing the prevailing pedagogical practices and proposes strategies for enhancing the implementation of interactive teaching methods. Employing a qualitative research design, data were collected through Participatory Rural Appraisal (PRA) techniques, classroom observations, and semi-structured interviews. Thematic analysis, guided by an interpretative paradigm, was used to analyze the data. Findings indicate a limited application of interactive classroom pedagogy, attributed to challenges such as inadequate teacher professional development, administrative constraints, and misalignment with local educational needs, examination-centric approaches, and teachers' perceptions. The study underscores the importance of contextualizing the local curriculum to promote interactive pedagogical practices, both within the study area and more broadly.

Keywords: local needs, skill development, interactive classroom pedagogy, practical education, local curriculum, classroom instruction

Introduction

The development of practical knowledge and skills emerges as a result of interactive human engagement with the environment. Meaningful activities, particularly those that capitalize on locally available resources and contextual potentials, provide a strong foundation for skill-based education. Such education fosters the creation of highly skilled human capital capable of adapting to both national and international labor markets. In this context, education is expected to cultivate practical competencies in learners through their active involvement in task-based activities. It is also envisioned as a structured process aimed at enhancing experiential learning, enabling students to address and solve specific problems effectively.

According to Dewey (1997), education constitutes a continuous cycle of experience, wherein individuals revise and reorganize their encounters with the environment into functional skills (original work published 1916, p. 61). Similarly, Agrawal (1992) emphasizes the productive dimension of education, asserting that it empowers individuals to navigate and resolve problems by applying practical knowledge (p. 33). These perspectives form the philosophical and theoretical foundations of modern education, which increasingly focuses on the functional, productive, and skill-enhancing dimensions of teaching and learning. Dewey (1997) further asserts that the ultimate objective of education is to prepare learners for future roles and responsibilities through the systematic acquisition of knowledge and practical skills that align with instructional content (p. 18). These views collectively support the implementation of

child-centered and interactive pedagogical approaches in classroom settings, emphasizing that such strategies are instrumental in equipping students with the competencies required to handle everyday challenges.

The quality of education is largely determined by the pedagogical methods, strategies, and techniques employed by teachers. Contemporary educational discourse suggests that student-centered, task-oriented, interactive, and participatory teaching approaches contribute significantly to making education more meaningful, functional, and productive. Task-based and problem-solving instructional activities, in particular, foster the development of practical competencies in learners, thus aligning the broader education system with its real-world applications. In this regard, Kuyate (2019) highlights that interactive learning activities—especially those grounded in social constructionist frameworks—effectively enhance student interest and engagement. Such methods lead to learners taking an active role in constructing their own understanding and skill sets, in contrast to passively receiving information. Consequently, interactive pedagogy is recognized as a powerful tool for nurturing students' problem-solving capacities through the development of practical skills.

For interactive pedagogy to be effective, educators must demonstrate creativity and responsiveness to the specific needs of their local contexts. When instruction is aligned with learners' realities and local environments, students are more likely to feel motivated, engage in task-based learning processes, and achieve the intended learning outcomes. This alignment not only enhances educational relevance but also facilitates deeper learning.

Scientifically and pedagogically, education that fosters the integration of practical skills with problem-solving abilities is widely regarded as authentic and meaningful. The cultivation of experience-based learning within appropriate environments enables students to internalize practical skills. Dewey (1997) cautions that while specific experiences may enhance particular skills, they may also lead to routine patterns that limit broader experiential growth (p. 26). He underscores the idea that skill development arises through dynamic interactions between learners and their environments. Expanding on this notion, Dewey (1997) states that every experience is shaped by a transactional relationship between the individuals and their immediate contexts whether they include peers, discussions, or topical engagements (pp. 43-44).

These reflections highlight the critical role of the environment in shaping educational experiences and, by extension, skill acquisition. As the environment expands and becomes richer through appropriate pedagogical practices, so too does the learner's capacities for acquiring meaningful experiences. It follows, then, that practical, skill-based education depends on the active participation of learners in well-designed activities supported by contextually appropriate teaching strategies. Therefore, the type of pedagogy employed in the classroom plays a decisive role in determining the kind of experiences students undergo, which ultimately shapes the types of skills they acquire.

Interactive learning is a pedagogical approach that emphasizes active student engagement through classroom tasks specifically designed to promote participation and cognitive involvement. According to Prince (2004), the central component of interactive learning lies in students' active participation in the learning process. Bonwell and Eison (1991) conceptualize interactive learning as any instructional method that involves students in performing tasks and reflecting on their actions, thereby highlighting learning as an outcome of active involvement facilitated by purposeful pedagogical strategies. In alignment with this, Singal et al. (2018) describe interactive learning as a student-centered approach designed to present learners with intellectually stimulating tasks and adaptable learning experiences

tailored to diverse needs. This perspective underscores the necessity of positioning students at the core of the teaching-learning dynamic, with classroom practices organized to foster learner engagement in meaningful contexts.

Further reinforcing this view, Deci and Ryan (2000) argue that interactive learning offers scaffolding opportunities that empower learners to develop creativity and problem-solving abilities within socially constructed learning environments. Within such contexts, students engage in collaborative learning activities—such as cooperative group work and paired interactions—promoting shared experiences, mutual support, and collective problem-solving. Albadi and David (2019) define interactive pedagogy as an educational strategy that actively involves students by incorporating a range of engaging and purposeful activities. This approach shifts learners from passive recipients of information to active participants, suggesting that optimal learning materials are those derived from local, contextually relevant resources. Integrating real-world content into the classroom enhances student curiosity and motivation, counteracting the disengagement often associated with traditional, lecture-based instruction.

Theoretical foundations underlying interactive pedagogy are primarily rooted in constructivist learning theory, which posits that knowledge is actively constructed through experience and engagement with one's environment. Albadi and David (2019) also affirm that interactive learning is informed by constructivist principles, emphasizing experiential learning as central to the acquisition of knowledge. John Dewey, a key proponent of progressive education, articulates this view in his theory of the "construction and reconstruction of experience." Dewey (1916) asserts that education entails the reorganization of experience to expand its meaning and enhance one’s capacity to influence future experiences (pp. 89–90). Furthermore, Dewey (1938) emphasizes the inherently social nature of experience, arguing that all meaningful human learning is grounded in communication and interaction (p. 38). This social dimension of experience, according to Dewey, is vital in understanding the purpose and organization of education, the development of individual behaviors, and the collective functioning of society. Campbell (1995) supports this perspective, highlighting Dewey’s emphasis on social interactions as foundational to forming communities characterized by shared values and collaborative practices aimed at experiential development (p. 174).

Dewey (1997) articulates a foundational framework for his theory by asserting that “there is one permanent frame of reference: namely, the organic connection between education and personal experience; or, that the new philosophy of education is committed to some kind of empirical and experimental philosophy. But experience and experiment are not self-explanatory ideas” (p. 25). This perspective emphasizes two scientific dimensions—empirical and experimental—that underlie the construction and reconstruction of human experience. These dimensions, according to Dewey, are instrumental in shaping a progressive philosophy of education oriented toward cultivating practical skills and enhancing an individual’s capacity to address specific problems. Dewey (1997) further notes that “a given experience may increase a person's automatic skill in a particular direction and yet tend to land him in a groove or rut; the effect again is to narrow the field of further experience” (p. 26). This observation highlights the dual nature of experience, where repetitive actions may simultaneously reinforce proficiency and restrict opportunities for broader exploration.

Central to Dewey's contribution is his proposition of a “Coherent Theory of Experience,” which emphasizes a systematic approach to selecting and organizing educational methods and materials. As Dewey (1997) puts it, “a coherent theory of experience; affording positive direction to selection and organization of appropriate educational methods and materials, is required by the attempt to give new

direction to the work" (p. 30). Dewey (1929) elaborates on this point by suggesting that "experience is a means of penetrating continually further into the heart of nature. There is in the character of human experience no index-hand pointing to agnostic conclusions, but rather a growing progressive self-disclosure of nature itself" (p. 3). This interpretation presents experience, nature, and human activity as interdependent elements in a continuous and dynamic progression.

Dewey's theory further posits a critical relationship between human activity, experience, and the cognitive and physical aspects of skill development. It asserts that knowledge is not merely a passive accumulation but a product of experiential interaction with the environment. Dewey (1929) reinforces this by stating that skill represents both the culmination of nature and the peak of experiential learning (p. 9). Within the framework of progressive education, this theory emphasizes experiential, student-centered learning that includes learning by doing, promoting diversity, integrating curricula, solving problems collaboratively, fostering democratic values, and encouraging lifelong learning. Pecore and Bruce (2013) reinforce this by noting that a central feature of Dewey's educational model is its grounding in social and community contexts (p. 10). From this viewpoint, educational systems must adopt experience-oriented pedagogies that engage students in real-world activities, enabling them to adapt and respond to evolving circumstances. Dewey (1915) underscores this imperative, asserting that education should instill in individuals a vested interest in social relationships and control, alongside mental habits that facilitate social transformation without disorder.

The reviewed literature consistently underscores the limitations of traditional, teacher-centered instructional practices and the need for a paradigm shift toward child-centered pedagogy. It advocates for the replacement of rigid, teacher-directed methods with student-centered approaches that prioritize learners' needs and emphasize problem-solving activities. In this context, Qahtani (2016) characterizes the teacher as a facilitator, delegator, and model, suggesting that educators should adopt diverse instructional strategies to accommodate students' varying learning capacities. His argument supports the notion that effective pedagogy involves motivating students through engagement in varied activities tailored to their interests and potential. Overall, the review highlights the value of implementing interactive learning strategies in classroom pedagogy to foster motivation, enhance learning outcomes, and develop practical skills through active participation in problem-solving tasks.

Interactive pedagogy has gained a distinctive fame in present educational movements for its role in developing students' practical skill through active participation, motivation, and academic achievement. Rooted in constructivist learning theory, this approach emphasizes active participation, dialogue, and collaboration, thereby promoting deeper understanding and retention of knowledge and its transformation into skills and efficiencies (Vygotsky, 1978). For the same, Freire (1970) advocated that education must begin with the solution of the teacher-student contradiction; dialogue is the essence of education as the practice of freedom is generated through an interaction leading the learners to a definite creativity or productivity.

Likewise, Freeman et al. (2014) after conducting a meta-analysis involving over 225 studies found that active learning, a core component of interactive pedagogy, improves students' performance and reduces failure rates. Students in interactive classrooms develop significantly better performances, with better exam scores and practical skills and efficiencies as well. Similarly, according to Prince (2004), interactive pedagogy involves the use of techniques that promote student interaction with the content, their peers, and the instructor, thereby fostering active learning. Additionally, El Mawas and Muntean

(2021) reported that students using interactive classroom pedagogies resulted better comprehension and long-term retention compared to those using traditional classroom approaches and methods.

The reviewed body of literature consistently demonstrates the positive influence of interactive pedagogy on learning outcomes across diverse educational levels and contexts, showing notable improvements in student achievement, engagement, and overall satisfaction. Despite this evidence, there remains a significant gap in research concerning the underlying reasons for the limited adoption of interactive classroom pedagogy in Nepal and other developing countries. The present study seeks to address this gap by exploring the contextual factors and circumstances that hinder the implementation of interactive teaching practices in Nepali schools. Through its findings and recommendations, this research aims to uncover actionable insights that can facilitate the integration of interactive pedagogical approaches in classroom settings.

By identifying and analyzing these influencing factors, the study intends to contribute meaningfully to the body of knowledge relevant to student-centered instructional practices. Furthermore, the study aspires to offer practical strategies for teachers, educationists, policymakers, and stakeholders in advancing need-based, skill-oriented education. Given the recognized importance of interactive pedagogy in enhancing educational quality and learner development, this research is designed to assess the current status of interactive classroom pedagogy and investigate the root causes behind its limited application within the study context. Accordingly, the following objectives have been established for this study:

1. To find out the status of interactive classroom pedagogy in study area.
2. To find out and analyze the reasons behind the available status of interactive classroom pedagogy practices in study area.
3. To recommend the strategies for the development of interactive classroom pedagogy.

Based on the research objectives, the research questions of this study are as follows:

1. Is there application of interactive teaching learning in classroom instruction?
2. What is the status of interactive pedagogy in classroom practices?
3. What can be the ways for the development of interactive classroom pedagogy?

Methodology

To address the research questions and explore the core phenomena under investigation, a qualitative research approach was employed, specifically utilizing hermeneutic phenomenology. This methodological choice was guided by the objective of uncovering and interpreting the lived experiences of individuals within their educational contexts. Hermeneutic phenomenology, as described by Langdridge (2007), seeks to explore and illuminate the meanings embedded in human experience (p. 4). Through this lens, the researcher aimed to gain an in-depth understanding of how participants construct, experience, and interpret interactive classroom pedagogy in practice.

This study is situated within an interpretive paradigm, which posits that reality is socially constructed and that knowledge emerges through subjective interpretation (Higgs, 2001, pp. 48–49). Within this framework, human experiences are not simply observed but are understood in context, and meaning is derived through engagement, reflection, and interpretation.

To gather rich, context-sensitive data, multiple qualitative data collection tools were employed. These included Participatory Rural Appraisal (PRA) techniques, semi-structured interviews, and classroom observations. These methods allowed for triangulation of data and enabled the researcher to capture both

individual and collective perspectives from different stakeholders. In addition to the primary tools, field notes, photographs, and voice recordings were also utilized as supplementary data sources to support the analysis and deepen the contextual understanding.

The study was conducted in Tilottama Municipality, located in Rupandehi District, Nepal, a region characterized by sociocultural diversity and a blend of traditional and modern educational practices. The site was deliberately chosen to reflect a range of perspectives due to its inclusion of multiple ethnic communities and occupational backgrounds. The participant group consisted of a balanced and purposively selected sample, including: 10 teachers (5 male and 5 female), 6 students (3 male and 3 female), 4 parents (2 male and 2 female), 1 male head teacher, and 1 male School Management Committee (SMC) member. Pseudonyms have been assigned to all participants to ensure confidentiality and ethical integrity.

To examine whether interactive pedagogy was being implemented in actual classroom practices, direct classroom observations were conducted, focusing on all Grade VIII classes regardless of subject. The observation phase followed several preparatory steps: initial visits to the school surroundings, informal interactions with local residents and school committee members, and discussions with teachers regarding the study's scope and relevance. This process helped establish rapport and transparency and positioned the researcher within what Billett (1996) refers to as a situational learning context, allowing for a more naturalistic and non-intrusive observation experience.

The phenomenological data collected through these methods were subjected to thematic interpretation and reflection, following the principles of hermeneutic analysis. The emphasis was placed on deriving meaning from participants' narratives, classroom interactions, and contextual observations. As Stolz (2023) emphasizes, this process involves a rigorous cycle of interpretation, categorization, reflection, and writing, aimed at uncovering underlying meanings and generating thematically rich insights into the phenomena being studied (p. 825)

Findings and Discussion

Classroom observations were systematically conducted over the course of entire school days, beginning prior to the arrival of the first teacher and continuing uninterrupted until the departure of the last teacher. This comprehensive observational approach allowed for an in-depth examination of the instructional dynamics and pedagogical practices across multiple classes.

Observations were framed and analyzed through the lens of Resource-Based Interactive Learning Theory (Beswick, 1977), which emphasizes the application of interactive practices in classroom teaching through the contextualization of available learning resources to foster student engagement. Over the span of three consecutive days, detailed field notes, recordings, and photographic documentation were gathered to capture the nuances of classroom interactions, instructional strategies, and student participation. This methodological rigor ensured that the data reflected authentic teaching and learning practices rather than isolated or incidental occurrences. The findings have been summarized (see Table 1) as follows:

Table 1

Application Status of Interactive Pedagogy in Secondary Level Classroom

Curricular Expectations (Subject- wise)	Existing Pedagogical Practices by the Teacher in the Classroom	Application of Interactive Pedagogical Approaches
English Asking for information, Giving permission, Expressing obligation, Requesting and replying Identifying, Inviting, Getting things done, Reporting, Describing, Expressing conditions, Comparing, Expressing likes/dislikes, Stating intentions, Predicting, Persuading, Reminding, Expressing ability, Reasoning, Answering,	**Day 1** **Text:** journalism **Teaching:** by definition **Text:** newspaper article **Teaching:** grammar translation method **Day 2** **Text:** vocabulary practice **Teaching:** translation in Nepali (by writing on the board) **Day 3** **Text:** putting the statements in the correct order(given in exercise) **Teaching:** the teacher copies the whole exercise (containing 5 jumbled sentences) on the board, asks students read the main text and arrange the sentences correctly.	**Application of:** 1. Discussion and interaction while arranging the jumble words into a proper order
Nepali Reading comprehension and writing: stories, essays, poems, biography, letters, dialogues, vocabulary and grammar practices	**Day 1** **Text:** reading comprehension (Essay) **Teaching:** teacher read the first four paragraphs of text; students listened only; teacher asked them to read, students started reading (class over) **Day 2** **Text:** essay comprehension (contd.) **Teaching:** teacher started dictating; students started writing (so called writing test) **Day 3** **Text:** essay comprehension (contd.) **Teaching:** teacher read the last four paragraphs, students acted as passive learners. Then, he asked individual to stand up and read the text loudly asking other students to follow him/her.	**No application** The text was about plantation but the teacher didn't create any interaction connecting it with the real life situation of students.
Mathematics Making lines, angles, triangles	**Day 1** **Text:** ratio	**Application of:** 1. Simple

and polygon; congruency and similarity; circle, solid figures, co-ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational and real numbers; ratio, proportion and percentage; profit and loss; unitary method; profit and loss; simple interest, statistics, algebraic expressions, indicates; equations, inequality and graph	**Teaching:** by writing rule of ratio on the board and giving examples by asking students' age in class (Deductively) **Day 2** **Text:** proportion **Teaching:** by writing rule of proportion the board and giving example of the number of boys and girls in class (Deductively) **Day 3** **Text:** percentage **Teaching:** by writing rule of percentage the board and giving practical examples students' exam results and so on (Deductively)	interaction in the form of question-answer
Social Studies and Population Education We, our community and nation; our social norms and values; our social problems and their solutions; civic sense; our earth, our past, our economic activities, our international relation and cooperation; introduction to population and demographic situation; population growth and its management	**Day 1** **Text:** climate and weather **Teaching:** by asking students to look outside, look in sky; comparing the temperature 3 months ago and in present; asking them to tell their favorite climate and weather **Day 2** **Text:** difference between climate and weather **Teaching:** by giving examples of frequent changing climate condition and seasonally changing climate and defining them **DAY 3** **Text:** Activity of measuring temperature and rainfall **Teaching:** just by reading the instructions given In text and explaining them simply	**Application of:** 1. Interaction regarding locally available surroundings 2. Little interaction about weather/ climate and its various aspects
Science and Environment Measurement, velocity and acceleration; simple machines; pressure, energy, work and power; heat, light, sound, magnetism, matter, mixture; metal and non-metal; acid, base, and salt; some useful chemicals; living beings; cells and tissues; life process; structure of the earth; weather and climate; earth and space;	**Day 1** **Text:** 'Sal' tree **Teaching:** by definition **Text**: grassland **Teaching:** by definition (The teacher could have Shown the grassland through the window) **Text:** scented flora 'Jimbu' **Teaching:** comparing example of garlic **Day 2** **Text:** tiger	**Application of:** 1.Interaction for the concept of 'garlic' 2. Interaction for the concept of 'cat'

environment and its balance; environment degradation and its conservation; environment and sustainable development	**Teaching:** comparing example of cat **Text:** 'Arna' **Teaching:** linking and comparing example of buffalo **Day 3** **Text:** 'Jharal', 'Thar' etc. **Teaching:** no idea with the teacher, just defines them as some kind of wild animals	
Health and Physical Education The human body; personal health; nutrition; diseases; adolescence, sex and reproductive health; drug addiction, smoking and alcoholism; environmental health; safety and first aid; family and community health; physical exercise; drill, physical training; yoga; major games; athletics; gymnastics	**Day 1** **Text:** drugs **Teaching:** by giving definition; asking students whether the drug is good or bad; reading the text simply and explaining it. **Day 2** **Text:** alcohol **Teaching:** by asking the students to tell the harms of alcohol and making a discussion on the same and explaining the text **Day 3** **Text:** Blood circulatory system (revision class by another teacher) **Teaching:** by definition and reading text lines **Text:** heart **Teaching:** asking students if they have ever seen the heart of goat, chicken etc. **Text:** functions of a heart **Teaching:** just by reading the text lines	**Application of:** 1. Interaction for the concept of 'alcohol'; the people who drink alcohol in their village/society -Bad effects of alcohol as the students have observed 2. Interaction for the concept of animal/bird's heart
Occupation, Business and Technology Education Professional education; education, training and employment; information related to employment; life supporting skills; operation of business; trade and market management; vegetable farming; fruit cultivation; dry vegetables, fruits and foodstuffs; flowers and medicinal plants farming;	**Day 1** **Text:** cattle **Teaching:** by asking students why they keep cattle at home and making a discussion on the same **Text:** grassland Teaching: by indicating the example of grassland available at the back of school and discussing on the same. **Day 2** **Text:** storing/packaging/transportation of production	**Application of:** Interaction on available knowledge of cattle, grassland, agricultural production, storing food stuff etc. *Though there was a buffalo farming center very close to their school but the

livestock farming; handicraft and paper work; clay work; sewing and weaving; local technology; modern technology	**Teaching:** by asking students whether they eat all the rice they produce in on day or what… making a discussion on the same **Day 3** **Text:** practical activity to visit cattle farming **Teaching:** teacher just asked the students to do themselves (just ignored it)* **Text :** pig farming **Teaching:** by asking the students about pig and reading the text	teacher ignored it.
Moral Education Character development; human values and norms; civic duty and responsibility; social life system and diversity; discipline and positive thinking	**Day 1** **Text:** a moral story about a person who initiated and cleaned the pond and surrounding of his village **Teaching:** by giving an example of the pond of students own area and making a discussion on their responsibility to clean the same **Day 2** **Text:** (a moral story contd.) flood in river **Teaching:** by reminding students the flood and effects nearby them (in Tinau river) **Text:** old people's home **Teaching**: by giving definition **Text:** dowry system: **Teaching:** by sharing students experience and making a discussion on the negative effects about dowry system in their society **Day 3** **Text:** 'good works are appreciated in society' **Teaching:** by giving example of good works in their daily lives, help, good efforts that can be done in classroom, home and society. The teacher gives many example of being appreciated by teachers, friends, family members and others.	**Application of:** 1. Discussing on the flood effect in their locality 2. By sharing and interacting the effects of dowry system in their society. 3. By interacting and sharing appreciable good works in their society.
Computer Science Fundamental concept of computer; history of computer development; generations and	**Day 1** **Text:** presentation software **Teaching:** just reading the text by teacher and making the students passive listeners.	**No application**

types of computer; computer hardware and software system; operating system; word processing, spreadsheet and presentation software; ICT and cybercrime; cyber law and computer ethics; computer virus; web page designing: HTML; computer network and internet; number system; multimedia and application; computer graphics; concept of computer programming; programs tools and techniques; Intro. to QBASIC programming language	**Day 2** **Text:** Microsoft power point **Teaching:** just reading the text by teacher and making the students passive listeners. **Day 3** **Text:** MS Power point(contd.) **Teaching:** just reading the text by teacher and making the students passive listeners.

The data gathered from classroom observations and subsequent analysis revealed a number of critical issues surrounding the implementation of interactive classroom pedagogy. The overall findings point to a sporadic and underdeveloped application of interactive teaching strategies within the observed settings. Despite the presence of numerous opportunities for integrating student-centered and resource-based learning approaches, the dominant pedagogical practices remained largely traditional, teacher-centered, and deductive in nature.

One particularly illustrative instance emerged during the observation of a lesson on the topic "Grassland." A stretch of natural grassland was clearly visible just beyond the classroom window, yet the teacher opted to conduct the entire session through textbook recitation, devoid of any experiential or task-based activity. This represented a missed opportunity to engage students through direct observation, interaction with the local environment, and collaborative exploration elements central to interactive pedagogy. Notably, the grassland itself appeared neglected, indicating both a lack of pedagogical engagement and a broader disregard for utilizing local resources as educational assets.

A similar case was observed in another lesson focused on the topic "Cattle," wherein a nearby buffalo farming center could have served as an ideal site for experiential learning. However, rather than leveraging this resource for a contextual, inquiry-based lesson, the teacher relied solely on textbook content, with minimal student interaction or real-world application. These examples underscore a disconnection between the available community resources and the instructional strategies employed in the classroom.

Such observations prompted a series of critical questions: Are teachers unaware of the potential of interactive methods in enhancing classroom learning? Have they received adequate training or orientation on the use of participatory, resource-based teaching practices? Do they recognize the pedagogical value of interactive instruction aligned with curriculum content? What systemic or contextual barriers contribute to their continued reliance on conventional, deductive methods?

To explore these questions more deeply, semi-structured interviews were conducted with a diverse group of stakeholders, including teachers, students, parents, and school leadership. The qualitative data

collected through these interviews were subjected to thematic analysis in order to identify recurrent patterns, beliefs, and structural factors influencing classroom practices.

Based on the analysis, several salient themes emerged that help explain the limited application of interactive pedagogy in the study context. These themes are presented and discussed as follows:

Teachers' mindset and institutional tradition

When inquiring why teachers refrained from implementing interactive activities in the classroom, it became evident that the issue was not a lack of awareness or knowledge. Rather, teachers had developed a fixed pedagogical mindset, largely shaped by long-standing conventional practices. They expressed contentment and familiarity with traditional teacher-centered methods and showed limited willingness to deviate from these approaches. Their satisfaction with existing classroom routines contributed to a reluctance to adopt more interactive and learner-centered strategies. One teacher articulated this perspective as follows:

"We know that our classrooms should be more interactive. We understand how important activity-based teaching and learning are. But we still tend to use the traditional methods, simply because that's what we're used to. Most teachers do it the same way. Honestly, it's easier for us, and students seem okay with it too."

(Rishiram Sharma, a teacher: 11/10/2024)

This response highlights a critical barrier to pedagogical reform: the entrenched comfort with routine practices. Even when teachers are cognitively aware of the advantages of interactive methods, their affective and behavioral patterns favor traditional comfort.

Examination pressure and instructional priorities

Another significant factor contributing to the limited use of interactive classroom pedagogy, as reported by teachers, was the strong emphasis on timely completion of the prescribed curriculum and the dominance of examination-oriented teaching. Teachers revealed that they operate under continuous pressure to cover the syllabus within a fixed timeframe, which discourages them from adopting time-consuming, activity-based instructional methods. The urgency to meet course deadlines and the influence of a predominantly paper-pencil assessment system often limits pedagogical choices. One teacher expressed this concern as follows:

"We have to complete the syllabus on time, and interactive activities take more time. Since exams are mainly written, we feel compelled to focus on methods that help students do well in those. That's why we stick to exam-focused teaching most of the time."

(Sumita Yadav, a teacher: 12/10/2024)

This statement reflects how systemic pressures, particularly standardized assessments and institutional expectations for timely curriculum delivery, shape teaching practices. Even when educators recognize the pedagogical benefits of interactive methods, the structure of the academic calendar and exam systems restrict their implementation.

Teachers' accountability and administrative oversight

Students' responses highlighted several concerns regarding the effectiveness of school administration and the accountability of teaching staff. According to participants, many teachers appeared to lack professional training, dedication, and a sense of responsibility. Their actions were often influenced by

external factors, including political affiliations, and this contributed to inconsistent teaching practices. Reports indicated that some teachers failed to complete the syllabus on time, frequently missed classes, and did not show adequate commitment to student engagement or academic progress. A student informant described the situation as follows:

"Many teachers don't really try to motivate us or give individual attention. Some seem lazy during lessons, while others rush to finish the course only at the end. They often come unprepared and don't seem to care much about our learning. A few teachers even come late and leave early. The head teacher also ignores these issues."

(Bibek Pandey, a student: 16/10/2024)

This perspective reveals a troubling gap in both teacher professionalism and school-level monitoring. The absence of adequate planning, punctuality, and learner-centered approaches suggests a systemic lack of accountability mechanisms by the teachers and administrators.

Need for continuous training and effective supervision

Insights from both students and parents revealed that the continued reliance on traditional teaching methods can be partly attributed to insufficient supervision and a lack of ongoing professional development for teachers. Despite receiving initial training and holding academic degrees in education, many teachers were found not to apply interactive and learner-centered strategies in their classrooms. A school leader acknowledged this concern in the following statement:

"Most of our teachers are trained and familiar with interactive and participatory teaching methods. Many of them even hold education degrees. Still, very few actually use these methods in class. This raises questions about their sense of responsibility and commitment. While the school administration is willing to offer refresher trainings upon request, I think the real issue may be a lack of regular and strong supervision."

(Binod Bhatta, Head Teacher: 17/10/2024)

This response illustrates a disconnection between teacher qualifications and actual classroom practice. The presence of formal training alone does not guarantee the adoption of interactive methods; continuous professional learning and consistent supervision are equally crucial. The head teacher's reflection points to an institutional gap in monitoring and accountability, suggesting that more proactive leadership and structured follow-up mechanisms are essential to support pedagogical development.

Role clarity and prioritization of teachers in pedagogical practice

Teachers play a central role in the effective management of classrooms and in shaping student learning experiences. In this study, the role of teachers emerged as a critical theme, particularly in relation to the lack of interactive classroom practices. Based on insights from local administrative officials, it was found that one of the major contributing factors to the limited implementation of practical activities was the teachers' misplaced priorities. A representative of the local government shared the following perspective:

"I truly respect our teachers, and there are some who are sincere and committed to their students' future. However, many have lost sight of their professional roles and responsibilities. Some are influenced by political affiliations and act according to those interests. In such cases, schools are being used as platforms for political agendas. Teachers must take primary responsibility for creating interactive classrooms, while school administrations should focus on monitoring and supporting that

effort."
(Mahesh Sharma, SMC Chairperson: 19/10/2024)
This statement highlights the challenges posed by external political influences and a lack of professional focus or priority among some teachers. When educators prioritize personal or political interests over pedagogical responsibilities, it undermines both the quality of instruction and the potential for student-centered or interactive learning environments.

Curriculum relevance and the need for a work-oriented culture
Perspectives from social workers provided a broader, policy-level insight into the challenges surrounding the integration of interactive pedagogy in schools. According to these respondents, fostering interactive and activity-based classroom environments requires curriculum content that is inherently problem-based and locally relevant. Moreover, they emphasized the importance of developing a working culture within the broader social and educational systems, one that values labor and practical engagement. Without such cultural and curricular alignment, the implementation of interactive learning remains unlikely to happen. One respondent offered the following critical reflection:
"Honestly, we lack a working culture in our society. People, including our leaders, often don't respect labor or value practical work. This mindset, shaped by corruption and apathy, has negatively impacted all sectors including education. I believe that to promote practical, work-oriented learning, we need to cultivate respect for labor, instill a working culture through schooling, and design a curriculum that reflects local needs and realities."
(Pashupati Gautam, social worker and guardian: 23/10/2024)
This response underscores the complex interplay between societal values, policy frameworks, and educational practices. It reveals how deep-rooted cultural attitudes toward labor and work influence both the design and implementation of pedagogical approaches in classrooms. The lack of systemic respect for practical work is perceived as a major hindrance to the adoption of task-based education. Therefore, educational reform efforts must go beyond classroom strategies and address broader societal norms, curriculum reforms, and value education that promote dignity of labor and contextualization of socio-cultural resources.

Conclusion
Interactive classroom pedagogy creates authentic learning situations that enhance students' practical skills and foster greater work efficiency. As demonstrated by this study, the integration of interactive teaching methods is not only essential for developing practical and contextually relevant education but also crucial for producing skilled human resources both for national development and for competitiveness in the global labor market.
The findings of this research indicate that several interconnected factors contribute to the limited application of interactive pedagogy in classrooms. These include entrenched teacher attitudes favoring traditional methods, exam-oriented instruction that limits space for participatory activities, a lack of teacher accountability and professional commitment, and the absence of locally relevant content in the school curriculum. Teachers' preference for familiar, less demanding instructional strategies often stems from convenience, systemic inertia, and limited pedagogical supervision.
The study underscores the importance of aligning curriculum content with local needs, resources, and potentials. When local knowledge and community-based resources are meaningfully integrated into

educational content, they naturally stimulate interaction and engagement in the classroom. Students become more actively involved when learning is contextualized within their own environment, making learning both meaningful and enjoyable.

Moreover, improving classroom interaction requires more than curriculum reform. It demands a holistic approach that includes sustained teacher training, regular supervision, administrative follow-up, and the cultivation of professional ethics. Teachers' sincerity, sense of responsibility, and accountability are foundational to pedagogical transformation. Equally, the proactive role of school leadership in providing refresher trainings, timely orientation, and systematic monitoring is essential for translating policy into effective practice.

In sum, the advancement of interactive pedagogy hinges on the combined effort of curriculum designers, educators, administrators, and the broader community. Only through a coordinated and contextualized approach can interactive classroom practices be meaningfully embedded in the teaching-learning process and contribute to long-term educational reform.

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