



## TEACHING ENGLISH IN NEPAL AND ITS SPACE IN SECONDARY LEVEL CURRICULUM

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### ABSTRACT

*This paper analyzes Nepali Secondary Level Curriculum to identify the spaces of English from 1990 BS to 2079 using descriptive approach. The information was collected using observation check list with the weekly/annual weightage, full marks and credit hours of English. The findings reveal that there is no systematic way of inclusion of English with its weightage and full marks which is found gradually decreasing as compared to the past. The study also shows the space of English was strong at the beginning of the curriculum (1990 BS) till 2028 BS in which 200 marks for compulsory English papers were included in the SLC (Secondary) curriculum. The weightage of English is being reduced from 12, 7, 5, 4 period weightage weekly. Currently, the secondary curriculum incorporates a grading system and credit hours since 2016 in SEE. In grade 9-10, students are required to complete 160 annual hours of compulsory English, which carries a weight of 5 credit hours. Additionally, students have the option to take 128 annual working hours of optional English, which carries a weight of 4 credit hours. In grades 11 and 12, compulsory English carries a weight of four credit hours and requires 128 annual working hours, which is comparatively lower than other subjects. However, general subjects such as Shanskrit, Gonpa, and Madarsha offer optional English, which consists of five credit hours and 160 annual working hours.*

**Keywords:** credit hours - english curriculum - fullmarks - secondary level curriculum - weightage

### INTRODUCTION

English has always been an important component of Nepali education which was compulsory as well as medium of instruction in Rana period. It has remained the preferred medium of instruction even today.

English is increasingly used as the main *lingua franca* in the sectors as tourism, trade, and business, education, science and technology. Rana (2008, p.6) states “English has been a language which seems to be replacing Nepali itself”. Similarly, Giri (2009, p. as cited in Giri, 2015) states “Without English, there is no academic or occupational future”. Likewise, Khati (2003) claims “In Nepali mass communication, English has become one of the dominant languages in print and electronic media. Speakers of other languages also adopt English in order to ensure a better future and access to wider socio-educational resources and opportunities” (p.1).

Curriculum is the back bone of teaching learning activities and a highway to reach its destination. We need to consider the national objective of the education, subject wise structure, level wise ability, class wise learning achievements, instructional methods and students’ evaluation. To bring new knowledge and information in teaching and learning, and to make contextual change in curriculum, the revision of curriculum is necessary.

In Nepal too, it is said that curriculum is revised considering different national level study reports, observing students’ learning abilities, parents’ needs, national need, considering national and international context(globalization), the development of new technologies, the socio-political change, scientific invention and innovation, changing needs of the society, new approaches of teaching/learning etc. In this context, Koirala (2052) states:

The curriculum of Nepal is designed on the recommendation of specialists. Students’ needs and abilities are not reflected; parents’ ambitions are not represented. The teachers who handle the curriculum practically, are not generally involved in the construction of it. It is said that content of the curriculum should cover 30% interest of students, 30% guardians’ interest, 30%, specialists’ interest and 10% interest of Nation (Koirala 2052).

In Nepal, it is frequently found that decisions of adding and revising subjects to be offered and their weightage are made without assessing their long-term effects and without undergoing technical or academic procedures and without comprehensive studies and recommendations.

The inclusion of English in Nepali curriculum begins with the establishment of SLC board of Nepal in 1990 B.S. The addition and deletion of subjects (especially English), their weightage in the school curriculum are very sensitive issues but decisions seem to be made without being sensitive. For example, in 1940, it was regarded unnecessary to teach

English in Grade 1 and 2 but in 1954, it was regarded necessary to teach English from grade 2. MoE (1961) recommended not to teach English in primary level. Instead, it recommended to teach Sanskrit and Hindi from grade 4. From 2061 BS, compulsory English is being taught from grade 1.

In 1990 BS, 200 full marks English was in SLC (Secondary) curriculum but 100 was taken out or reduced without logical reasoning after 2028 BS. It was happened not being considered the ability of the students or need of the nation or parents. Similarly, the structure of education has also been changed frequently without clear justification. In this context, it is claimed that Nepal has imported the structure of education from other countries. Different researches have been carried out on English language teaching in Nepal but there are rare researches on the **'spaces of English on Nepali secondary level curriculum'** in different times on different classes and their appropriateness comparing English with other subjects. Shrestha (2074 BS) studied the school level curriculum from the report of Nepal National Education Commission, 2011 BS up to 2073 BS, School Sector Development Programme, (SSEDP) as a whole and pointed out the public education in Nepal is not employment oriented and useful for life and it is producing educated un-employees. He forwarded some suggestions to improve the quality of education and make it more useful in life. As school education is the foundation of higher education, for efficient and quality education all the effort should be used solving different problems and challenges. Similarly, Awasthi (2048) briefly stated on ELT in Nepal from the establishment of Durbar School up to New Education System Period (NESP) only. He focused on ELT at Rana Period, Post Rana period and NESP Period. He pointed out that, particularly from 1951 to 1971, English was treated as a core subject with greater significance and Sanskrit and Nepali were given little importance.

The amount of teaching time devoted to English was doubled as compared to other subjects. In the same way CDC (2060) in "Historical development of school level curriculum in Nepal" has briefly talked on the development of English curriculum. It has emphasized more on different events happened before NESP but did not critically analyse English curriculum. In the same vein, Giri (2015) in his article "The many faces of English in Nepal" made a sociolinguistic analysis of the English language situation in Nepal and examined its role and status in the national language education policy and its implication as changing status has on the national curriculum and pedagogic resources. The importance of English and use of

modern technology, ICT, is high in this global world. The students have to be very competent in these two areas for national as well as international competition for job. In Nepali secondary level curriculum, the space of English is important. So, this study tries to critically analyze the inclusion of English in Nepali secondary level curriculum and its space since the establishment of SLC board of Nepal (1990 BS) to the present time (2079 BS).

## **METHODS**

The research design for this study was document analysis. The researcher used different National level educational reports and the secondary level curriculum as well as different books and articles of different authors as the universe which cover CDC (2028 BS), CDC (2038 BS), CDC (2055 BS), CDC(2064 BS), CDC (2071 BS), CDC(2076 BS, Secondary education curriculum Grade 11 and 12 part I compulsory subjects and Part II, III, IV, V, and VI Optional subjects), CDC (2076 BS, The national curriculum frame work, CDC (2078 BS, Secondary curriculum grade 9-10 compulsory subject), CDC (2078 BS, Secondary Curriculum Grade 9-10 Part I Optional Subject), CDC (2078 BS, Secondary Level School Curriculum of Technical and Vocational Stream Grade 9-10 Animal Science, civil Engineering, computer Engineering, Electrical Engineering, music and plant science) CDC (2078 BS, Secondary Level School Curriculum of Technical and Vocational Stream Grade 11-12 Animal Science, civil Engineering, computer Engineering, Electrical Engineering), CDC (2079 BS, Secondary Curriculum Grade 9-10 Part II Optional Subject), MoE (1961 BS), MoE(2040 BS), MoE (2055 BS), MoE (2058 BS), MoE (2011BS), (MoE) (2016). MoE(2028 BS), MoE(2049 BS), Office of the Controller of Examination (2030 BS) etc.

The information was collected using observation check list with the weekly/annual weightage, full marks and credit hours of English and analyzed comparing it using the same parameters. Critical descriptive analysis approach was used for the analysis of the collected information.

## **RESULTS AND DISCUSSION**

Result and discussion have been presented under these seven headings: Space of English in Curriculum after the Establishment of SLC Board (1990 BS); the Space of English in Curriculum after 2020 BS; the Space of English in Curriculum after New Education System Plan (2028 BS); space of English in Curriculum of 2038 BS; space of English in

Curriculum of 2054; The space of English in Secondary Curriculum of 2064; space of English in Curriculum with the Implementation of School Sector Development Programme, SSED P 2072 BS; space of English in National Curriculum Framework (2076) and Secondary Curriculum 2076-80; space of English in Curriculum with the Implementation of School Sector Development Programme, SSED P 2072 BS. These themes have been determined mainly on the parameters of recommendations of National level educational reports and programmes.

### **Space of English in Curriculum after the Establishment of SLC Board (1990 BS)**

Before the establishment of SLC board of Nepal (in 1990 BS), the curriculum decided by Calcutta University was taught in Durbar High School. The medium of instruction was English and the subject like “geography of other countries, history, English grammar, creative English and translated subjects were taught” (CDC Report, 2060).

According to Luitel (2070) the curriculum of 1990 BS for SLC was as given in table 1.

**Table 1:** Different subjects and their full marks and pass marks in the SLC of 1990 BS

S.N.	Subjects	Full marks	Pass Marks
1	English (two papers)	100+100	75(37.5+37.5)
2	Vernacular (any one): Nepali, Sanskrit, other language	100	35.5
3	Composite (any one): Nepali, Hindi, Bangali, Urdu	100	35.5
4	History	100	35.5
5	Geography	100	35.5
6	Mathematics	100	35.5
8	Extra paper (any one): Mathematics, Sanskrit, Parsian, Pali, Nepali, Hindi, Prdu, Bangli Bhasha.	100	35.5
Total		800	288

Table 1 illustrates the curriculum’s prioritization of English by assigning it 200 full marks while the remaining subjects were allotted 100 full marks. In order to pass English, a minimum of 75 marks (37.5+37.5) was required, whereas other subjects had a lower pass mark of only 35.5.

other subjects occupied only 100 full marks. The pass marks of English was 75(37.5+37.5) while other subjects had only 35.5.

This curriculum with minor improvement and amendments has been used for many years in SLC examination. Before 2007 BS, there was not well –organized curriculum and teaching materials for all Nepal in primary and middle schools. But, at High Schools, because of the SLC examinations held nationwide, they were required to follow the same syllabuses” (Awasthi 2048).It was only in 2007 BS (1951) when the medium of instruction at school level became Nepali from English.

National education planning commission 2011 BS (1st educational plan) recommended educational policies and curriculum stating that curriculum cannot fix all the things of different place. This can be different class to class, school to school and society to society and only provides the guidelines. The report proposed (1-5)primary and (6-10)secondary levels. The report recommended different subjects for secondary curriculum (6-10 class) like: Nepali, Sociology, Practical science, Practical mathematics, Personal physical development, Vocational subject, General vocational subject etc were included. (Source: National education planning commission Report 2011 BS).This shows that the report did not include full marks, pass marks and weightage in the structure of curriculum and had excluded English in the secondary curriculum. It had mentioned that this is just guide and there should be flexibility for the slightly change by the schools.

All around National education committee (2018 BS), submitted report within ten days with fifteen meetings recommending different subjects with their full marks in secondary curriculum. It had recommended 6 years secondary education dividing into two parts: 6, 7, 8 and 9, 10, 11. For 6,7,8 Nepali 100, English 100, Social studies 100, General science 100, Mathematics 100, Physical and Health Education 100, any one from: music, drawing, dancing, initial knowledge on occupation, any other language of Nepal, Saral Sanskrit 100 and total 700 marks. In Sanskrit system, there were 7 subjects (with 700 marks) with English in optional subject. For class 9 and 10, Nepali 150, Sanskrit 50, English 200, Mathematics 100, and optional 400 including English were recommended (with total 900 full marks). For vocational group, 200 full marks English was compulsory and they could take 200 marks optional English or any other subjects. The students of Sanskrit group, could choose English as optional subject. For class 11, English and Nepali were compulsory consisting of 200 marks each. They could choose 600 marks major English if they wanted to take English as a major subject. (All around National education committee, 2018 BS).

This shows that English covered larger space (200 marks) in 9-11 in the proposed secondary curriculum (2018 BS) but equal space (100 marks) to other subjects in class 6,7 and 8.

### **The space of english in curriculum after 2020 BS**

Secondary Level curriculum after 2020 BS consisted different subjects with their full marks. The subjects and their weightage of SCL/ secondary curriculum included: English 1st and 2nd paper 200 (100+100), Elementary Nepali 150, Elementary Sanskrit 50, First aid and needle work 50(th. 30+pr. 20), O.L. or Voc. 1st, 100, Mathematics compulsory 100, Prime Math 100, Arithmetic 50, Nepali Sahita 50, Domestic Arithmetic 50, Panchayet 100, voc. 2nd (history, Geography,) 100, General science 100, Step science 100, Domestic science 100 (th. 75+25 pr.), optional subject 100(th. 30+70 pr.), extra optional subject 100. (Source, one of the SLC Marks sheet of a person who appeared in SLC in 2030 BS from a school of Ilam District).

It indicates that compulsory English (1st and 2nd papers) occupies 200 marks out of 800 treating it as a core and more significance subject regarding time and marks. Other languages like Sanskrit and Nepali were given little importance reducing their teaching time and marks. According to Awasthi (2048), “paper I contained mainly language related questions whereas paper II emphasized more on literary aspects of English. The main aim of teaching English was to introduce English literature and give sets of rules about grammar and translation. In English prose, and poetry, the Wonder Book Pioneers of Progress, Nehru’s Letters to His Daughter were included. Grammar books: the Hidden Treasure and Nesfield models were also used together with translation works. Awasthi (2048) states: “The questions in SLC exams were asked from 9 and 10. Because of the SLC examinations held national wide, all high schools were required to follow the same syllabuses.”

### **The space of english in curriculum after new education system plan (2028 BS)**

New Education System Plan (NESP) implemented the reports of Nepal National Education Commission 1954 (2011 BS) and All Round National Educational committee 1961 (2018 BS) to improve education making five-year plan (2028-2032). English was introduced into education for the first time after the report of Nepal National Educational planning commission (NNEPC) in 1954 where Dr. Hugh B. Wood (a US Fulbright scholar in India) was an advisor of the commission. The report became the

foundation of language education policy in Nepal and even today, its legacy is still in Nepal's language policy in general and the English language education policy in particular.

The new plan also restructured the existing structure of Education (Primary level 1-3, lower secondary 4-7 and secondary 8-10) and revised curriculum. Secondary level curriculum 2028 BS (8-10) had the provision of different subjects with different weightage (100%) and full marks (900). The subjects and distribution of marks were as: Nepali Bhasha (12%) 100 marks, one of the UNO languages i.e. English (12%) 100 marks, Mathematics Education (12%) 100 marks, Geography and History (Social) (10%) 100 marks, Behavioural Health education (5%) 50 marks, Panchayat (5%) 50 marks (Source: Secondary curriculum, 2028 BS).

This shows that English had the similar status as other subjects. It made the provision of optional English for the interested and capable students in literature. Similarly, in general and vocational secondary 8-10, there was same provision of using one of the UNO languages (i.e. English) with 12% of the total weightage with 100 full marks. There was 100 full marks (poetry -30, drama -30, prose -40) Optional English which covered 10% of the total school hours. From 4 to 10, 'My English Book' was taught as a text book all over Nepal. It had the provision that primary to secondary education, the medium of instruction would be Nepali. Without taking the permission from the government, other medium could not be used. But in case of teaching other languages, the medium of instruction could be the same language.

### **The space of english in the curriculum of 2038 BS**

The implementation of New Education System Plan 2028 BS was evaluated as midterm in 2031 and final term in 2036 with some recommendation to improve education. Then, school level curriculum was again revised with its structural revision in 2038. Primary curriculum (1-5), lower secondary (6-7) and secondary (8-10) were provisioned. The space (weightage and full marks) of different subjects were: Nepali 6/100, English 7/100, Mathematics 6/100, vocational 5/100, History 3/75, Geography 4/75, Science and Health 5+1/100, Panchayat and Civil life 2/50 in class 8. Similarly, in class 9 and 10, Nepali 6/100, English 7/100, Mathematics 6/100, vocational 5/100, Optional I 5/100, optional II 5/100, Extra optional 5/100 were included. The total weightage and full marks of 8, 9, 10 classes were 39/700 which were lower than the previous ones (900 marks in 2028 BS). (Source: Secondary curriculum, 2038). This shows that



English occupied more significance status and space (7/100) in secondary curriculum. But, Nepali occupied 6/100 and others 5/100. There was optional English (literature-based) of 5/100 in the curriculum.

### **The space of english in the curriculum of 2054 BS**

Royal Higher Education Commission was formed in 1984(2039/05/01 BS) under the chairmanship of Ranadhir Subba, former vice-chancellor of Tribhuvan University to draft new education policy which submitted its report in 2040/04/08 BS. After the democratic movement of 2046 BS, National Education Commission, under the chairman ship of ministry of Education was composed to find out the problems on education, and provide report for the solution which had submitted its report in 2049/03/14.

On the basis of these reports, school level structure was changed as: primary (1-5), lower secondary (class 6, 7, 8) and secondary(9-10). General secondary (class 9-10) curriculum weightage and full marks were as: Nepali 5/100, English 5/100, Mathematics 5/100, science 5/100, Social studies 5/100, Health, Population and Environment 4/100, Optional first Paper 5/100, Optional 2nd Paper 5/100. The total weekly period and full marks were 39/800. In optional first paper, one subject from **Language group** including English could be taken.

In Sanskrit Secondary curriculum, there were eight subjects with 800 full marks and total weightage 39 period per week as: Nepali 5/100, Mathematics 5/100, English 5/100, Science 5/100, Social studies 5/100, Compulsory Sanskrit language 5/100, Optional first paper 5/100, Optional 2nd paper 5/100.

In Bada Bidyashrama Sanskrit Schools (secondary level), there were 8 subjects consisting mostly 5/100 (weightage and full marks). But English was not in the curriculum neither as a compulsory nor as an optional subject (secondary curriculum, 2054 BS). The information on the weightage and full marks of secondary curriculum indicates that English had similar priority 5/100 as other major subjects except in Bada Bidyashrama Sanskrit School where there was not English subject in their curriculum.

### **The space of english in the secondary curriculum of 2064**

Higher level National Education commission was made under the chairmanship of Ministry of Education in 2054/01/12 which submitted its report in 2055 /02/31 recommending structural changes and change in curriculum with different subjects and weightage and full marks. The structure was as: primary level (1-5), lower secondary (class 6, 7, 8)

and secondary (9-10). Similarly, higher level education commission was composed under the chairmanship of the then National planning commission member, Nirmal Kumar Pandey, in 2058/02/29 and submitted its final report 2058/03/13 (Shrestha 2074). Considering the changeable context, these two reports and on the basis of SLC study report (making provision of asking questions in SLC from grade 10 only) with the decision of Nepal government in 2063/07/14), National curriculum frame work of school education (Decision of Nepal government of 2063/10/25) and 10-year cycle of curriculum revision, the curriculum was revised in 2064. General Secondary level Grade 9-10 curriculum weightage and full marks were as: Nepali 5/100, English 5/100, Mathematics 5/100, science 5/100, Social studies 5/100, Health, Population and Environment 4/100, Optional first Paper 5/100, Optional 2nd Paper 5/100. In Optional first Paper, one subject from Language group (out of 22) including English could be taken. The total weekly weightage and full marks were 39/800.

In Sanskrit Secondary curriculum, there were eight subjects with 800 full marks and the total weightage was 39 period per week. Nepali 5/100, Mathematics 5/100, English 5/100, Science 5/100, Social studies 4/100, compulsory Sanskrit language 5/100, Optional first Paper 5/100, Optional 2nd Paper 5/100.

In Beda Biddyashrama Sanskrit Schools (secondary level), there were 8 subjects consisting mostly 5/100 weightage and full marks. But English was not in the curriculum neither as a compulsory nor as an optional subject. (Secondary Education curriculum 2064 BS).

The information on the weightage and full marks of Secondary curriculum indicates that English had similar priority 5/100 as other major subjects except in Beda Biddyashrama Sanskrit School where there was not English in their course.

### **Space of english in curriculum with the implementation of school sector development programme (SSEDP) 2072 BS**

This programme was the continuation of previous 5 years SSRP, 2010-2015. It managed Pre Child-Education for 2-year, Basic Level Education 1-8 and Secondary Education 9-12. It was implemented on trial from 2072 and implemented in class 10 from 2074. Secondary curriculum (class 9-10) 2071 BS had also managed different subjects with their weightage and full marks. Under different types of schools like: General and Sanskrit Education, Technical and Vocational, Traditional Religious Educational Group (Gurukul, Madarasha & Gonpa), the weightage and full marks of all

of them except technical and vocational were 40/800. The weightage and full marks of technical and vocational was 50/1000. General and Sanskrit had different subjects managed with their same weightage and full marks i.e. 40/800. They had Nepali 5/100, English 5/100, Mathematics 5/100, Science 5/100, Social studies 5/100, Health, population and Environment 5/100, optional 1st 5/100, and optional 2nd 5/100. From optional 1st, one subject could be taken from i. Language group (out of 22 including Nepali and English) ii. Humanities and social studies(out of ...), and from in optional 2nd one can be taken out of 24 subjects. In Sanskrit optional 1st, one could be taken from 6 subjects and optional 2nd, one could be taken out of 9. In technical and vocational group, Nepali 5/100, English 5/100, Mathematics 5/100, Science 5/100, Disciplinary subjects (5x6=30) 30/600. The total full marks 1000 and weightage 50 was managed. Similarly, in Gurukul, Nepali 5/100, English or Sanskrit Rachana 5/100, Mathematics 5/100, Social studies 5/100, Sanskrit Byakaran 5/100, optional 1st 5/100, optional 2nd 5/100, and optional 3rd 5/100. Total weightage was 40 and full markswas 800. Similarly, in Madarasha Nepali 5/100, English 5/100, Mathematics 5/100, Social studies 5/100, Arabik Language and Literature 5/100, Arabic Byakaran 5/100, Urdu literature and Byakaran 5/100, Diniyat 5/100. Similarly, in Gonpa Nepali 5/100, Mathematics 5/100, Bhot language or Pali language 5/100, Social studies 5/100, Science 5/100, Baudha education, optional 1st 5/100 and optional 2nd 5/100. In optional 2nd,English could be taken 5/100.

In optional 1st,students could choose one subject out of three groups: Language group, Humanities and social sciences group and Extra mathematics. In language group,there are 22 languages given including Nepali and English. In Humanities and social sciences, 7 subjects were given and from extra mathematics one could be selected. In optional 2nd,out of 24 alternatives, one could be chosen. In Sanskrit, out of 6, one could be selected and in optional 2nd out of 9, one subject could be selected (Secondary curriculum 9-10, 2071 BS).This shows that English was equally emphasized (5/100) with other major subjects in the curriculum. It could be taken as optional 1st (5/100) in general and Sanskrit.

### **Space of english in national curriculum framework (2076) and secondary curriculum 2076-80**

The national curriculum frame work (2076) provided a new opportunity in the policy and structure of school education making the curriculum student-centric from early childhood development to grade 12. Curriculum Development Centre has recently developed the curriculum

from early childhood development to grade 12. It has an integrated course from grade 1 to 3 and unitary course from grade 9 to 12. To restructure the curriculum of class 9 and 10, National curriculum development and evaluation council developed it in final form, and Nepal Government approved National curriculum frame work 2076 after its pilot study in particular schools with their feedback. Secondary curriculum has been being implemented with its trial phase to full implementation from 2076 to 2080 on the basis of National curriculum frame work, 2076.

In 2076, secondary education curriculum class 11 and 12 part I compulsory subjects and part II optional subjects were developed. Secondary education 9-12 classes include with General education, Technical and vocational education and Traditional education (Sanskrit/Veda Bidhashram/Gurukul, Gonpa Bihar, Madarsha, Mundhum). General education of secondary education class 9, 10, 11 and 12 consists of different subjects and their weekly and yearly credit hours. Both 9 and 10 classes consist of Nepali, English, Mathematics, Science and technology and Social studies (5 subjects) as compulsory subjects and 2 optional subjects. Nepali 5/160, English 5/160, Mathematics 5/160, Science and Technology 5/160, Social studies 4/128, optional 1st paper 4/128, optional 2nd paper 4/128 credit hour classes. The total weekly and yearly credit hours are 32/1024. Similarly, in class 11 and 12 of general education consists of English and Nepali in both classes, Social studies in class 11 and Life useful education in class 12 as compulsory subjects. Three optional subjects for each class are included. In addition to this, one subject can be included as an extra optional subject in class 11 and 12 of 5/160 credit hours. Similarly, in class 11 and 12 under Social studies and Life useful education, minimum 1 credit hour subject matter related to information technology is included (Source: National Curriculum Framework, 2076 and Secondary Curriculum Grade 9-10 Compulsory Subject 2078/Part I Optional Subject 2078/Part II Optional Subject 2079, Secondary Education Curriculum Grade 11 and 12 part I compulsory subjects and Part II, III, IV, V, VI Optional subjects (2076), Secondary Level School Curriculum of Technical and Vocational Stream Grade 9-10 and Grade 11-12 Animal Science, civil Engineering, computer Engineering, Electrical Engineering, (music and plant science only in 9-10) (2078).

Class 11 consists of Nepali 3/96, English 4/128, Social studies 5/160, optional 1st paper 5/160, optional 2nd paper 5/160, optional 3rd paper 5/160. Its total monthly and annual weightage is 27/864. Similarly, class 12 consists of Nepali 3/96, English 4/128, Life useful education

5/160, optional 1st paper 5/160, optional 2nd paper 5/160, optional 3rd paper 5/160. Total weekly and annual weightage is 27/864.

This shows that in class 9-10, English is assigned a similar number of credit hours (5/160) compared to other subjects. However, in class 11 and 12, English has fewer credit hours (4/100) compared to subjects like Life useful education (5/160), and optional papers (5/160).

The technical and vocational education curriculum of class 9, 10, 11 and 12 consists of different subjects with different weekly and yearly credit hours. Secondary education 9 and 10 consists of Nepali 3/96, English 4/128, Mathematics 3/96, Science 3/96, Social studies 3/96, optional 1st paper 4/128, optional 2nd paper 4/128, optional 3rd 4/128, optional 4th 4/128. The optional subject of technical and vocational education has 50% practical and 50% theoretical. The total weekly credit hour is 32 and Annual credit hour is 1024. Class 11-12 consist of English 4/128, Nepali/social studies 3/96, Pragyik paper 1st 3/96, Pragyik paper 2nd 3/96, Pragyik paper 3rd 3/96, genre paper 1st, 4/128, genre paper 2nd 4/128, genre paper 3rd 4/128, genre paper 4th 4/128. Its total weekly and yearly credit hour is 32/1024.

Under Technical and Vocational Stream of class 9 and 10, there are different programmes as: Animal Science, Civil Engineering, Electrical Engineering, Plant Science and Music education. Each of the program contains 9 subjects with Nepali, English, Mathematics, Science and social studies as compulsory subject and other 4 subjects related to core area of the respective programmes. Each subject contains from 4/128 to 3/96 credit hours classes and total 32/1024 credit hours classes (Grade 9-10). In all of the programmes except music education, compulsory Nepali and other four core area subjects of the respective programme allocate 4 credit hour classes but English, mathematics, science and social studies got only 3 credit hour classes, i.e. 3/96 each. But in the music education programme compulsory English and other core area subjects of that very programme receives 4/128 credit hour classes whereas four other compulsory subjects i.e. Nepali, mathematics, science and social studies receives only 3/96 credit hours. This shows that there is no justification to growing and reducing the space of English in the programmes. It indicates that English got greater weightage 4/128, while other subjects have 3/96 in class 9-10 which is reasonable. Similarly, its weightage is higher 4/128 even in class 11-12 while most other subjects have 3/96.

Traditional education (Sanskrit/ Veda Bidhashram/Gurukul) consists of different subjects with weekly and annual credit hours in class 9-10. It includes Nepali 5/160, English/Sanskrit Rachana 5/160, Mathematics 5/160, Science and technology/Veda/Niti Shastra 5/160, Sanskrit Bhasha and Byakarana 4/128, optional 1st paper 4/128, optional 2nd paper 4/128. (Total weekly and annual weightage 32/1024). This shows that English (5/160) is taught as an alternative paper with Sanskrit Rachana not as compulsory subject.

Traditional education (Sanskrit/ Veda Bidhashram/Gurukul) of class 11-12 consists of different subjects with weekly and yearly working hours. It has 7 papers with 27/864 total credit hours. It has one extra optional subject of 5/160 in both 11-12 classes. It has also English of 4/128 credit hours with alternative to Sanskrit Rachana. This shows that English is used as an alternate with Sanskrit Rachana not as compulsory subject.

Traditional Education Gonpa/Madarsa: Under this school, secondary education of class 9-10 consists of different subjects and their weekly and yearly credit hours. It consists of Nepali 5/160, English 5/160, Mathematics 5/160, Science and technology 5/160, social studies 4/128, optional 1st paper 4/128, optional 2nd paper 4/128. The total weightage is 32/1024. This shows that English has similar weightage 5/160 in the curriculum as compared to other subjects. Similarly, secondary education class 11-12 under this Traditional Education: Gonpa/Madarsa, there are 7 subjects with different credit hours and yearly working hours. It consists of Nepali 3/96, English/ Baudha Education/Urdu Byakaran and Sahitya 4/128, Social studies 5/160 (only in class 11) life useful education 5/160 (for class 12 only), optional 1st paper (Baudha Darshan/Kuran) 5/160, optional 2nd paper (Jyotish, Bhaishjya, Shilpa Bidha, Baudha Karma Kanda, computer / (Hadis and Asule Hadis) 5/160, optional 3rd paper (English, Japanese, Chinese, Pali Language, Bhot Language, Sanskrit Rachana)/ (Miras science) 5/160. Its total is 27/864. It also has extra optional paper 5/160. This shows that in class 11-12, there is alternative paper English with Baudha Education/Urdu Byakaran and Sahitya with 4/148 and in optional 3rd can be taken with Japanese, Chinese, Pali Language, Bhot Language, Sanskrit Rachana)/ (Miras science) 5/160

The spaces of English in Secondary curriculum from 1990 BS to 2079 can be summarized as in table 2.

**Table 2:** The space of english in secondary level in different period of time

S.N.	Subjects	Weightage weekly	Full marks	Total full marks
1	1990 B.S. SLC English (two papers)		100+100	800
2	Report of 2011	There is no space of English but not implemented		
3	Report of 2018	English in class 6-7-8 English (two papers compulsory +1 optional) in class 9-10. English in class 11 comp 200+opt 600	100 200+100 200+600 if major English	700 900 1000
4	2028	One of the UNO languages – English+optional English	12% of the total school hours +10%	100+100 900
5	2038	English +optional English	7+5	100+100 700
6	2055	English +optional English	5+5	100+100 800
7	064	English +optional English	5+5	100+100 800.
8	071	English +optional English	5+5	100+100 800 Technical and vocational 1000
9	<b>General education</b> Class 9-10 English +optional English  Class 11-12 English +optional English	5+4 credit hours  4+5		32/1024. 27/864.
10	2076/078 <b>Technical and vocational education</b> Class 9-10 English Class 11-12 English	4/128 4/128		32/1024. 32/1024.
11	<b>Traditional education (Sanskrit/ Veda Bidhashram/ Gurukul)</b> Class 9-10 English/Sanskrit Rachana (alternative) Class 11-12 English/Sanskrit Rachana (alternative)	5/160 4/128		32/1024. 27/864
12	<b>Traditional Education: Gonpa/Madarsa:</b> Class 9-10 English Class 11-12 English (alternative	5/160, English/ 4/128		32/1024. 27/864

Table 2 shows the space of English in secondary curriculum (especially grade 9-10) as instable. It is gradually decreasing now as

compared to the past. Class 11 and 12 were previously under the HSEB (established in 1989 under the Higher Secondary Education Act) and was responsible for higher secondary examinations (grades 11 and 12). Higher secondary pupils took 5 subjects a year, and generally continued to take the same 3 elective subjects for a 2-year period and 1 additional elective subject for 1 year. The subjects English and Nepali were compulsory. Pupils could choose from a list of approximately 40 elective subjects, divided over 4 specializations: science; management (commerce); humanities and education. Its subjects were extended later (60 and 76 subjects to grades xi and xii). In Grade xi, comp. English 100, comp. Nepali 100, opt. I (group 1) 100, opt. II (Group 1) 100, Opt. III (Group 1) 100 were included. Similarly in Grade xii, comp. English 100, opt I (group 2) 100, opt. II (Group 2) 100, Opt. III (Group 2) 100, Opt. iv. 100 were in the curriculum.

The students of foreign nationals shall choose alternative English instead of compulsory Nepali. The students who study science subjects shall study compulsory Nepali in Grade Xii and the students who study Sanskrit subjects shall study Sanskrit Byakaran Ra Rachana in Grade Xii. (2055 Revised in 2067). Annual teaching hours for all the subject was 150 hours.

In class 11 and 12 there were compulsory English and optional English from the beginning. Compulsory English in class 11 is an integrated general English course which treats English as a medium for communication and as a means to knowledge with two interrelated papers leading students from intermediate level of English proficiency to upper intermediate. A remedial or refresher course included 'Basic English Structures and the Use of Dictionary'. It included teaching various language skills in an integrated manner emphasizing on using language for communicative purposes and for receiving as well as imparting information effectively. The reading materials consisted of poems (5), essays (6) stories (5) and play (1). The optional English of Grade XI included integrated language and literary studies, history of English literature and extensive reading. In the course it included introducing the prose and dramatic genres, history of English literature and reading in the genres including essays (5), stories (6), poems (5) and plays (1).

Compulsory English of Grade XII was the continuation of Grade XI English to teach students language use and functions establishing a link



between structure and meaning with the use of language in context with more fruitful reading. It consisted of core English (60%) and extensive reading and writing (40%). Extensive reading included poems (5), essays (6), stories (6), and play (1). Optional English of Grade XII comprises a selection of literary pieces related to different genres to familiarize students with techniques of textual analysis and literary appreciation on the prescribed text which included novel (1), short stories (10), essays (6), Drama (7), and poems (16). Weekly weightage was 6 period, total teaching hours were 150 with 100 full marks. This shows that the weightage and full marks was suitable for grade 11 and 12.

## FINDINGS

The space of English in secondary curriculum is instable because its space in the curriculum of SLC exam from 1990 BS up to 2028 BS was 200 marks (two papers as compulsory subjects) but after 2028 BS to till now, there is the provision of 100 marks compulsory and 100 marks optional. The report of 2011 BS excluded English both in primary (1-5) and secondary (6-10) level. The report of 2018 BS recommended 200 marks English in grade 9 and 10 as compulsory and 100 marks optional in general and vocational group but in Sanskrit, it was recommended only as an optional subject. In class 11, there was 200 marks compulsory English and 100 marks optional English. Compulsory English occupied similar status (12%) with other subjects in secondary level curriculum of 2028 BS. One optional English of 100 marks was also included in the curriculum. Full marks 900 was reduced to 700 in lower secondary and secondary level in the curriculum of 2038 BS. English had more significance status and space (i.e. 7/100 weightage and full marks) than other subjects (i.e. 8, 9, and 10: Nepali 6/100 and other subjects 5/100). Similarly, one literature based optional English of 5/100 was also in the curriculum.

The secondary curriculum of 2055 BS and 2064 BS provided English similar space 5/100 as other major subjects (i.e. Nepali, Mathematics, Science etc). Optional English had also the same space i.e. 5/100. In the secondary curriculum of 2075, English had similar credit hours 5/160 in class 9-10 but it had less credit hours in class 11 and 12, i.e. 4/128 credit hours as compared to some other subjects like social studies 5/160 (class 11) and 'life useful education 5/160 (class 12) and optional subjects of both class 11 and 12. *There is 5 credit hours, 160 annual working hours optional*

*III English in general, Shanskrit, Gonpa, and Madarsha but there is not provision of Optional English in technical and vocational stream.*

## CONCLUSIONS

Nepal seems to have imported the structure of education from other countries. It has started grading system, credit hours which is not the demand of Nepali students or guardians. Several structures either proposed or introduced are in the existence in the secondary curriculum from the beginning to the present day. Secondary level structure has varied over time, sometimes encompassing grades 6,7,8,9 and 10, occasionally including grades 8,9 and 10, and at times consisting of grades 9 and 10. Additionally, there have been instances where it comprises grades 9,10,11 and 12, as well as cases involving grades 6,7,8,9,10, 11 among others.

Total full marks of secondary level were changeable as: 800, 700, 800, 900 and 700 in different period of time. The curriculum is generally found to be revised after the recommendation of national level educational reports. There is no systematic way of inclusion of English with its weightage and full marks which is found gradually decreasing as compared to the past. The study shows the space of English strong at the beginning of the curriculum (1990 BS) till 2028 BS in which 200 marks two compulsory English papers were included in the SLC curriculum. The weightage of English is being reduced from 12, 7, 5, 4 period weightage weekly. Four credit hour English is there in 11 and 12 classes which is lower than other subjects.

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