Appendices
Distribution Pattern of Educational Institutions
(+2 level)

Far western Region
Mid-western Region
Western Region
Central Region
Eastern Region

Appendix I
APPENDIX II
HIGHER SECONDARY EDUCATION BOARD 1993
CURRICULUM FOR GRADE XI & XII
COMPULSORY ENGLISH

The compulsory English course spreads over two academic years and comprises two papers: Paper I in Grade XI and Paper II in Grade XII. Each paper carries 100 marks.

It is presumed that the students at the SLC level have a relatively limited knowledge of English language and are not exposed to varieties of English. The English language course at the higher secondary level therefore aims to consolidate and raise students' communicative competence and equip them with various aspects of English language. Teaching of grammar is incorporated in the syllabus as an integral part of the course and needs to be treated in conjunction with the reading passages and text context.

This syllabus is designed to address students' communicative, aesthetic and cultural needs in their life. It is also intended to serve the purpose of a library language as a tool for lifelong education and link language both at home (with foreigners) and abroad. It aims to equip students with both productive and receptive skills of English. Besides, this course places emphasis on developing learner's habit of reading for information and pleasure. Below are the main objectives to be achieved on completion of the course:

1. to develop the ability to use English correctly and effectively for the purpose of everyday communication in a variety of situations.

2. to develop the habit of critical thinking and the ability to appreciate various forms of English writing.

3. to acquire an ability to use adequate and appropriate range of English vocabulary.
4. to raise the ability to grasp the main arguments of what they read and relate the matter of their own experience.

5. to acquire the ability to express themselves clearly and logically in their own words.

6. to develop references skills.

Paper I

01. Revision and Reference Skills:

i) Link English, Central Department of English, Tribhuvan University, Sajha Publication.


02. Language Skills:

English for Further Education. C. Hawkins and R. Strongwick, Orient Longman.

03. Prose:

Popular Short Stories, Oxford University Press.

The Following short stories are prescribed:

(a) A Cup of Tea : Katherine Mansfield
(b) The Open Window : H.H. Munro ('Saki')
(c) A Work of Art : Anton Chekhov
(d) Some Words with a Mummy : Edgar Allan Poe
(e) The Gift of the Magi: O'Henry
(f) The Ant and the Grasshopper: W. Somerset Maugham
(g) The Gateman's Gift: R.K. Narayan
(h) The Apple: H.G. Wells
(i) The Dying Detective: Sir Arthur Conan Doyle
(j) The Reaping Race: Liam O'Flaherty
(k) Old Man at the Bridge: Ernest Hemingway
(l) The Necklace: Guy De Maupassant

Evaluation Scheme

Full Marks: 100

01. Revision and Reference Skills: 25 Marks

(i) Link English: 15 Marks
   - Comprehension questions
   - Vocabulary
   - Precise
   - Reply to a letter
   - Composition

(ii) Use of the Dictionary: 10 Marks

02. Language Skills: 50 Marks

English for Further Education

i) Reading: 15 Marks (comprehension vocabulary)
ii) Writing: 25 Marks (long/short answer, composition questions)
iii) Grammar: 10 Marks

03. Prose: Popular Short Stories: 25 Marks

Textual (long/short answer questions).
COMPULSORY ENGLISH

Paper II

Full Marks: 100

1. Language Skills:


2. Translation (unseen passage)

   From Nepali into English or Paraphrasing for Non-Nepali Speakers/Foreign nationals.

3. Poetry:

   Many Voices, K. Nambiar, Orient Longman.

   The following Poems are prescribed:

   (a) Patriotism: Sir Walter Scott
   (b) La Belle Dame Sans Merci: John Keats
   (c) Incident of the French Camp: Robert Browning
   (d) The Listeners: Walter de la man
   (e) The Daffodils: William Wordsworth
   (f) The Tiger: William Blake
   (g) You are Old Father, William: Lewis Carroll
   (h) Macavity - The Mystery Cat: T.S. Eliot
   (i) Blow, Blow, Thou Winter Wind: William Shakespeare
   (j) On His Blindness: John Milton
   (k) Stopping by Woods on a Snowy Evening: Robert Frost
   (l) Anthem for Doomed Youth: Wilfred Owen
   (m) God's Grandeur: Géaord M Hopkins

4. One-Act Plays:

   Spotlight: An Anthology of One Act Plays, M.L. Tickoo et. al., Orient Longman.
Evaluation Scheme

Full Marks: 100

1. Language Skills: English Through Reading: 40 Marks
   i) Reading: 10 Marks (Comprehension Questions & Vocabulary)
   ii) Writing: 20 Marks (Long/Short answer, composition questions)
   iii) Grammar: 10 Marks.

2. Translation: 10 Marks

3. Poetry: Many Voices: 25 Marks
   Textual long/short answer questions.

4. One Act Plays: Spot Light: 25 Marks
   Textual long/short answer questions.

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APPENDIX III
HIGHER SECONDARY EDUCATION BOARD
ENGLISH CURRICULUM 1996

COMPULSORY ENGLISH I (Eng. 01)
Class XI

Full Marks: 100
Teaching Hours: 150

I. Introduction

This is an integrated general English course which treats English as a medium for communication and as a means to knowledge. This course is divided into two interrelated papers leading students from intermediate level of English proficiency to upper intermediate.

II. General Objectives

The general objectives of this course are:

a. to teach students skills in the use of English for academic and communicative purposes.

b. to train them in the functional, notional and grammatical areas of English language use.

c. to make them see the relationship between structures and meaning.

d. to teach them English structures in a communicative context, and

e. to provide students a self-complete, self-terminating, as well as a bridge between secondary and university English (10).
III. Specific Objectives

The specific objectives of this course are:

1. to give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and higher levels.

2. to teach English for functional, academic and communicative purposes, and

3. to provide students interesting reading materials for information, knowledge and pleasure.

IV. Course Contents

The contents of this paper are:

a. A remedial or refresher course. It will be given at the beginning of the session. The contents include basic English structures and the use of Dictionary.

b. Core English. The texts in this component primarily aim at teaching various language skills in an integrated manner. The emphasis is on providing tools for using language for communicative purposes, and for receiving as well as imparting information effectively.

The contents of this unit are:

*places  *decisions and intentions  *job and routine  *direction  *past event  *talking about now  *requests and offers  *recent actions and activities  *comparison  *the past and the present  *likes and dislikes  *events and circumstances  *leisure activities and skills  *advice  *origin and duration  *location  *similarities and differences  *obligation  *prediction  *objects  *degree  *setting a scene  *criticizing  *explanations
c. Extensive Reading and Writing. The prescribed materials in this component expose students to various interesting and informative topics of global interest and common human concern. The contents include:

Poems
1. Arthur Guiterman, "On the Vanity of Earthly Greatness"
2. Dorothy Charles, "Concrete Cat"
3. Mark Strand, "Keeping Things Whole"
4. Cowper, "The Poplar Field"
5. W. Wordsworth, "My Heart Leaps Up When I Behold"

Essays
6. Barbara Holland, "Speaking of Children"
7. Joan Didion, "In Bed"
8. Isaac Asimov, "The Nightmare Life Without Fuel"
9. Roger Rosenblatt, "Oops! How's That Again?"
10. Harold J. Morowitz, "The Six Million Dollar Man"
11. W.S. Merwin, "Unchopping a Tree"

Stories
13. Hemingway, "The Three-Day Blow"
14. R. Kipling, "The Gardener"
15. Patricia Hempl, "Lekh, at a Teacup"
16. Eudora Welty, "A Wom Path"
17. R.N. Tagore, "Malini"

V. Evaluation Scheme
This paper carries 100 marks, which will be divided as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher Course</td>
<td>15%</td>
</tr>
<tr>
<td>Core English</td>
<td>50%</td>
</tr>
<tr>
<td>Extensive Reading and Writing</td>
<td>35%</td>
</tr>
</tbody>
</table>
A skill wise weightage will be as follows:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>40%</td>
</tr>
<tr>
<td>Grammar and Language Use</td>
<td>20%</td>
</tr>
</tbody>
</table>

Short and long answer questions, questions on vocabulary, grammar and language use, composition, letter writing, essay writing, note making, summary writing, filling in the gaps, rewriting sentences, etc. will be used to assess students' achievement in their studies. Questions will be set to test students' knowledge of the content of the textbooks as well as their communicative competence.

VI. Prescribed Texts


VII. Reference Books

1. One of the following dictionaries:


4. Doff Adrian, C. Jones, and K. Mitchell, *Meanings into Words (Intermediate)*. Cassette (Student’s Book), CUP.

5. Doff Adrian, C. Jones, and K. Mitchell, *Meanings into Words (Intermediate)*. Cassette (Drills), CUP.

COMPULSORY ENGLISH I (Eng.51)  
Class XII  

Full Marks: 100  
Teaching Hours: 150  

I. Introduction  

This course is a continuation of Class XI English. It builds on to the language skills and communicative competence introduced in the previous year.  

II. General Objectives  
The general objectives of this course are:  
a. to provide students a self-terminating course in English,  
b. to provide students techniques in the use of English for academic and communicative purposes,  
c. to train them in the functional, notional and grammatical areas of English language use,  
d. to make them see the relationship between structures and meaning, and  
e. to teach them structures in a context.  

III. Specific Objectives  
The specific objectives of this course are:  
1. to teach students language use and functions,  
2. to enable them to establish a link between structure and meaning,
3. to provide them with more examples of language in context, and
4. to engage them in more fruitful reading of passages of literary merit and of human interest and common concern.

IV. Course Contents

The contents of this paper can be divided into two components:

1. Core English
2. Extensive Reading and Writing.

a. The Core English text for teaching language skills contain the following units:

*experience *appearance *relating past events *attitudes and reactions *duration *reporting *deduction and explanation *advantages and disadvantages *clarifying *wishes and regrets *events and sequence *comparison *processes *prediction *news

b. The texts for extensive reading are as follows:

Poems
1. William Stafford, "Travelling Through the Dark"
2. W.B. Yeats, "The Lamentation of the Old Pensioner"
3. William Shakespeare, "Full Fathom Five They Father Lies"
4. Ray Young Bear, "Grandmother"
5. Hopkins, "God's Grandeur"

Essays
6. Moti Nissani, "Two Longterm Problems"
7. Marsha Traugot, "The Children Who Wait"
8. Martin Luther King, "I Have a Dream"
9. Ilene Kantrov, "Women's Business"
10. Lilla, M and Barry, C. Bishop, "Hurried Trip to Avoid a Bad Star"
11. Germaine Greer, "A Child is Born"
Stories

12. Poe, "The Tell-Tale Heart"
13. Dylan Thomas, "A Story"
14. James Joyce, "The Boarding House"
15. G. Garcia Marquez, "The Last Voyage of the Ghost Ship"
16. Chekhov, "About Love"

Play

18. W.B. Yeats, "Purgatory"

This paper carries 100 marks, which will be divided as follows:

<table>
<thead>
<tr>
<th>Core English</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive Reading and Writing</td>
<td>40%</td>
</tr>
</tbody>
</table>

A skill-wise weightage will be as follows:

<table>
<thead>
<tr>
<th>Reading</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>40%</td>
</tr>
<tr>
<td>Grammar and Language Use</td>
<td>20%</td>
</tr>
</tbody>
</table>

Short and long answer questions, questions on vocabulary, grammar and language use, composition, letter writing, essay writing, note making, summary writing, filling in the gaps, rewriting sentences, etc. will be used to assess students' achievement in their studies. Questions will be set to test students' knowledge of the content of the textbooks as well as their ability to use the linguistic tools and skills outside the prescribed textbooks.

VI. Prescribed Texts


VII. Reference Books

1. One of the following dictionaries:


3. Doff Adrian, C. Jones, and K. Mitchell, Meanings into Words (Upper Intermediate). Cassette (Student's Book), CUP.

4. Doff Adrian, C. Jones, and K. Mitchell, Meanings into Words (Upper Intermediate). Cassette (Drills), CUP.


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Appendix IV
Questionnaire given to the ELT experts

Respected Sir/Madam,

I am a Ph.D. (ELT) participant at C.I.E.F.L., working with Dr. S. Mohanraj, Reader, Department of Extension Services. The title of my research work is "A Critical Evaluation of +2 Compulsory English Language Curriculum in Nepal with a View to Suggesting Modifications". May I request you to kindly go through the questionnaire I have framed for teachers, curriculum designers and policy makers. I have framed the questionnaire to elicit their views. I would like to refine it based on your suggestions. Your expert comments/suggestions/remarks, especially related to redundancy features, consistency of the questionnaire, divisions of the questionnaire under various headings/groups, links between the groups, comprehensiveness of the total questionnaire, intelligibility and appropriateness of the questionnaire, will provide me with feedback in order to render the questionnaire into an effective tool to achieve the objectives of my study.

Thanking you,

Yours sincerely,

(Chandreshwar Mishra)
Ph.D. participant (ELT)
C.I.E.F.L., Hyderabad.

P.S. 1. As for the questions for the unstructured interview, they are the ideas I would have in mind. The actual wording during the interviews will change from person to person.

2. I have not attached Appendices A, B, C and D herewith. I'll provide these to the teachers, curriculum planners and others concerned.
QUESTIONS FOR UNSTRUCTURED INTERVIEW WITH THE POLICY MAKERS

1. It is frequently remarked that the New Education System Plan (NESP) (1971-76) could not be implemented properly. How do you respond to this remark?

2. Teachers are the real field workers. They have a vital role to play. What welfare and development programmes do you envisage for them?

3. There is a growing demand for value-based education in the SAARC countries. Where does the +2 English language curriculum stand in this regard?

4. Public participation and their accountability are the results of change in people's mindset. How does this curriculum ensure this?

5. What does the high percentage of failures in English at the final examination reveal to you? What could be the possible reasons for the failure?

6. Evaluation should be a continuous process. Both the types of evaluation, summative and formative, should have an interplay. What makes the present curriculum totally divorced from formative and periodical assessments?

7. The external nature of summative evaluation promotes an attitude of examination-oriented learning. Does this kind of evaluation not thwart our goals of learning?

8. Has there been any attempt made by HSEB so far to know what the Nepalese society thinks about the implementation of the present curriculum?

9. The Higher Secondary Education Board (HSEB) seems to be reticent on the feed-back and follow-up programmes of the present syllabus. Do you have any comments to make on these aspects, please?

10. A system of evaluation is needed to regulate and monitor the 'What' and 'How' factors of a curriculum. Is it not the right time to evaluate our curriculum, especially when the rate of failure in English is so high?

11. Evaluation of the course provides feed-back to the teachers and curriculum planners. What system of evaluation has been developed in this regard?

12. Learners are the primary source of information with regard to curriculum development. What steps were taken in this regard before designing the present curriculum?
13. What mechanism was developed to know the views of students, teachers and syllabus designers on curriculum, its process and products?

14. There already exists a language syllabus for Proficiency Certificate Level (PCL), equivalent to the +2 level. What necessitated the HSEB to design a separate syllabus for +2 level once again? In what respect is the +2 language syllabus different from P.C.L. language syllabus?

15. In principle, the English language teachers at +2 level should have passed M.A. (English) or M.Ed. (Eng. Language). The CVs of the teachers, however, show a deviation from the norm in this regard. What steps are being taken to improve this situation?

16. The primary aim of evaluation is to provide periodical feedback to the learners so as to promote their learning. How do you respond to the idea of allocating 40% of weightage to internal evaluation and 60% for external examination?

17. What problems do you anticipate in allocating weightages in ratio of 40:60 to internal and external evaluation?
QUESTIONNAIRE FOR TEACHERS

A. Objectives of the compulsory English at +2 Level

(Please refer to Appendices A, B, C and D for information regarding the objectives of the Compulsory English Curriculum of Secondary, Higher Secondary and University English Curriculum and Annual Examination Papers of HSEB respectively).

1. Seven specific objectives have been stated in the +2 English language syllabus. Do you think they are:
   a) adequate? b) comprehensive? c) feasible?

2. Keeping the students' present proficiency in mind do you think the objectives are feasible?
   Yes/No/To some extent

3. Are the general and specific objectives of the course in agreement with each other?
   Yes/No/To some extent

4. Do you consider that the objectives of teaching English at the Higher Secondary level are based on and are an improvement upon the objectives set for secondary schools?
   Yes/No/To some extent

5. One of the objectives of +2 English syllabus is to link it to the three-year degree course at the University. Do you think the present syllabus does this linking?
   Yes/No/To some extent

6. Was there any survey conducted to collect your opinions before arriving at the objectives of teaching English at +2 level?
   Yes/No/To some extent

7. Which of the set objectives for teaching English at +2 level do you find the most difficult to attain?

8. Would you like to add any other objectives or delete any of them for practical purpose?

9. Do the objectives in your view cater to the needs of learners and societal opportunities?
   Yes/No/To some extent

10. Does the school community feel convinced of the logic of the present curriculum? Yes/No/Not sure
11. Are these objectives well-founded and worthwhile in the light of our students' needs and their proficiency levels? Yes/No/To some extent

12. Does it represent the cultural values of the Nepalese society? Yes/No/To some extent

13. The alarmingly high percentage of failures of students in English at the +2 level is indicative of: (Please indicate your preference. 1 is most important and 7 is least important)
   a. mismatch between learners' needs and curriculum objectives,
   b. poor linguistic proficiency level of the students,
   c. unsuitability of the teaching materials,
   d. lack of teaching skills of the teachers,
   e. insufficient teaching hours allotted to English,
   f. faulty evaluation/examination system,
   g. any other............................................

14. What are students' goals of learning English at +2 level in your opinion? Please enumerate them with reference to the four skills of language:
   a) Listening ...........................................
   b) Speaking ...........................................
   c) Reading ...........................................
   d) Writing ............................................
B. Text-Book Materials

1. Do you think that the prescribed course books help learners achieve the objectives stated in the curriculum adequately? Yes/No

2. Is it possible, in your experience, to cover the whole course content in the prescribed 150 teaching hours? Yes/No

3. If not, what is the reason for it?

4. Does the remedial/refresher course at the beginning of 11th standard help you bridge the gaps between? (as stated in response to B.3) Yes/No

5. How many hours does it take to teach the refresher course?

6. What problems do you generally face while conducting the refresher course?

7. What problems do you generally face while teaching the core-English component?

8. Do you think it is possible to teach all the notions and functions of language prescribed in the core-English? Yes/No

9. Are the material prescribed for extensive reading and writing suitable to the age-group of learners? Yes/No

10. What problems do you generally face while teaching them poems, essays, stories and one-act plays prescribed in the curriculum?

11. Which of the literary compositions mentioned in Q.N.-10 do your students find most interesting?

12. Do you/your students find it difficult to comprehend the prescribed literary texts because they are alien to the Nepalese culture? Yes/No

13. Would you prefer to substitute some of them with literary pieces composed by Nepalese writers? Yes/No
14. What is your personal opinion about the prescribed coursebook "Meanings into words" by Doff?

15. Do the students find Doff's book intelligible and suited to their needs? Can they cope with the concepts of the book? Yes/No/To some extent only

16. Do you consider it important to incorporate the components of study-skills in the prescribed materials? Yes/No

17. It is generally complained that the present English syllabus is rather unfriendly both to the students and teachers. The following could be some of the reasons for it. (Please indicate your preference in the order of their importance by numbering them with 1 to 5 according to your preference)

   a. students' poor linguistic proficiency,
   b. teachers' lack of communicative language teaching training,
   c. deficient materials chosen for the syllabus,
   d. teachers' lack of understanding of learning psychology,
   e. any other ..................................

18. Do you think the inclusion of translation component meant for the Faculty of Education is a welcome step? Yes/No

19. If yes, should it be incorporated in the syllabuses of other Faculties as well? Yes/No

20. One of the objectives of +2 level English curriculum is to provide a 'self-complete and self-terminating' course. Do the prescribed materials promise to fulfil this objective? Yes/No

21. Can the students learn from the text materials, without any extra-coaching or help from the teachers? Yes/No

22. Do the materials allow you to pay appropriate attention to the four language skills in a balanced way? Yes/No
23. a) Have you been provided Teachers' Manual from the HSEB? Yes/No
   b) Does the teachers handbook specify approaches and methods to be adopted while teaching the text-books? Yes/No
24. Do you think the Teachers' Manual offers you help in your teaching of the text materials? Yes/No
25. Are the same textbook materials suitable for the different streams viz., Humanities, Management and Science? Yes/No
26. If not, do you advocate English for Specific Purpose (ESP) materials for the different Faculties? Yes/No
27. What are your main problems in using the prescribed materials? (Tick as many of the items as you think necessary)
   a. the high literary content of the extensive reading pieces,
   b. the notional/functional aspects of the core components,
   c. the linguistic complexity of the prescribed essays and prose pieces,
   d. presentation of the exercises,
   e. extending the language to other situations,
   f. shortage of time,
   g. the way the books/components are tested in the examination,
   h. any other
28. What are the main problems of students in studying the text materials? (Please tick the ones you find relevant)
   a. the alien culture reflected in the poems, essays, stories and plays,
   b. the grammatical structures,
   c. the vocabulary items,
   d. the workability of the units and duration to teach them,
   e. the difficulties with exercises that require an active use of language on the part of students,
   f. any other
29. Are the selected teaching materials in conformity with the specified objectives of the syllabus? Yes/No
30. Are the selected materials suited to the linguistic ability of the students? Yes/No
C. Methodology and Need for Training

1. 'The present syllabus has been framed along the lines of communicative language teaching'. What is your reaction to this statement?

2. Do you feel fully confident of your methods of teaching in the class? Yes/No

3. If not, what problems do you generally face with your teaching techniques?

4. Do you feel the need for training/refresher courses for teaching the prescribed text-book materials? Yes/No

5. Do you feel that you could teach better if you were provided with supervisory services? Yes/No

6. The following is a list of some of the factors which possibly affect your teaching. Please tick only those items which you think greatly influence your teaching:
   a. Large number of students in the class,
   b. poor linguistic proficiency of the students,
   c. indifferent attitude of students,
   d. poor physical facilities in the classroom,
   e. administrative indifference to the teacher,
   f. lack of teaching skills of the teacher,
   g. poor salary of the teacher,
   h. any other .........................

7. Do you think an intensive training course for the teachers can solve most of the problems mentioned above? Yes/No

8. How do you teach the core-English components of notions and functions?

9. How do you teach the literary pieces prescribed in the syllabus?

10. Do your students expect you to narrate to them in Nepali the contents of the literary pieces? Yes/No

11. Do you oblige them? Yes/No
12. (a) If you think you need training, should it be on-the-spot, in-service training? Yes/No
(b) Please tick the duration of training as you would prefer to be the most appropriate:
   i) 3 weeks   ii) 4 weeks   iii) 6 weeks   iv) any other ....
13. Do you feel convinced that your methods of teaching will lead to the outcome as envisaged in the curriculum? Yes/No
14. Do you feel your students are quite happy with your teaching techniques? Yes/No
15. What components of English curriculum do you find most difficult to teach?
16. Do you think a Teachers' Manual would help you to devise and teach your lessons with ease and confidence? Yes/No
17. If you are a trained teacher, do you think, there should be a new syllabus for teacher training? Yes/No
D. Assessing the Progress of the Learners/Evaluation

1. How do you assess the progress of your learners? (Please tick the relevant ones)
   a. by giving them opportunity to speak in the class.
   b. by giving them periodical written tests.
   c. students' assessment by subject teacher.
   d. any other ..............................................

2. The present syllabus does not provide for internal assessment. Do you think giving due
   weightage to internal assessment would bring about a substantial change in students' attitude to learning/ study  
   Yes/No/Can't say

3. How much weightage would you like to give to the internal evaluation?
   .............................................................

4. Formative evaluation has some merits as listed below. (Please tick the ones you consider relevant)
   a. It encourages students to attend the classes regularly,
   b. Evaluation becomes a continuous process, part of learning process itself under formative revaluation,
   c. It is easier for the schools to collect their tuition fees on time (by excluding the students from assessment tests on account of non-payment),
   d. The pass-percentage will rise in the results graph,
   e. Any other ..................................................

5. Do you feel that you need training for assessing the proficiency of the large number of students in the class?  
   Yes/No

6. What problems do you encounter while assessing your students' proficiency?
   ........................................................................................................................

7. Do you think the division of marks under the evaluation scheme is satisfactory? (Please refer to Appendix B)  
   Yes/No

8. If your answer is 'no', what changes would you like to make?
   ........................................................................................................................
9. The present syllabus aims to assess students' proficiency exclusively through external examination/annual examination. Is it justified in your opinion? Yes/No

10. The results of the annual examination in the past reveal a large number of failures in English. The following is a list of some of the possible reasons for the failures. Please denote your opinion by giving numbers 1 to 8 showing the factors to be most important to the least important:
   a) Imposition of english as compulsory paper.
   b) Students' poor linguistic proficiency in written communication.
   c) Lack of competence in teachers to teach the text-materials.
   d) Question papers not being set according to the objectives of the syllabus.
   e) Mis-match between the standard of the text-book materials and linguistic proficiency of the students.
   f) Faulty evaluation system. (Exclusively external in nature)
   g) Mismatch between learners' needs and english curriculum objectives.
   h) Insufficient teaching hours allocated to english language teaching.

11. Please go through the annual question papers of 1995-1996, 1996-1997 set for +2 (in Appendix D). Do you think the questions of the final external examinations have been set in agreement with the stated general and specific objectives of teaching English at +2 level? Yes/No
Appendix V (Pilot Study)

QUESTIONNAIRE FOR TEACHERS

A. Objectives of the compulsory English Course at the +2 Level

1. Are you convinced of the logic of the present curriculum in which English is a compulsory subject?  
   ✔️ Yes/ □ No/ □ Not sure

2. Do you consider that the objectives of teaching English at the Higher Secondary level are based on and smoothly linked to the objectives set for secondary schools?  
   ✔️ Yes/ □ No/ □ To some extent

3. One of the objectives of the +2 English syllabus is to link it to the three-year degree course at the University. Do you think the present syllabus does this linking?  
   ✔️ Yes/ □ No/ □ To some extent

4. Was any survey conducted to collect your opinions before arriving at the objectives of teaching English at the +2 level?  
   ✔️ Yes/ □ No/ □ To some extent

5. Are the general and specific objectives of the course in agreement with each other?  
   ✔️ Yes/ □ No/ □ To some extent

6. Do the objectives in your view cater to the practical needs of learners and societal opportunities?  
   ✔️ Yes/ □ No/ □ To some extent

7. What are students' goals of learning English at the +2 level in your opinion? Please enumerate them with reference to the four skills of language:
   a) Listening .............................................
   b) Speaking .............................................
   c) Reading .............................................
   d) Writing .............................................

8. Would you like to add any other objectives or delete any of the set objectives for practical purpose?
   ............................................................................................................................................

9. Seven specific objectives for higher secondary grades have been stated in the +2 English language syllabus. Are they adequate, relevant, realistic and comprehensive for this level?  
   Please show your opinion by giving a tick mark [✓] in the grid:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
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<td>d) comprehensive in nature</td>
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</tbody>
</table>

B. Text-Book Materials

1. Do you think that the prescribed course books help learners achieve the objectives stated in the curriculum adequately?  
   ✔️ Yes/ □ No

2. Is it possible, in your experience, to cover the whole course in the allotted 150 teaching hours?  
   ✔️ Yes/ □ No

3. If your answer is no, what is the reason for it? Please point out the cause(s) for it:
   a) ........................................................................................................................................
   b) ........................................................................................................................................
4. Does the remedial/refresher course at the beginning of 11th standard help you bridge the gaps between secondary and higher secondary levels?  
   Yes/No

5. How many hours does it take to teach the refresher course?

6. What problem(s) do you generally face while conducting the remedial/refresher course? Please list them:
   a) .................................................................
   b) .................................................................

7. What problem(s) do you generally face while teaching the core-English component? Please list them:
   a) .................................................................
   b) .................................................................

8. Do you think it is possible to teach all the notions and functions of language prescribed in the core-English component?  
   Yes/No

9. Are the materials prescribed for extensive reading and writing suitable in terms of learners' age?  
   Yes/No

10. What problems do your students generally encounter while teaching them poems, essays, stories and one-act plays prescribed in the curriculum?
    a) .................................................................
    b) .................................................................

11. Which of the literary genres mentioned in Q.N.-10 do your students find highly interesting? Please name them:
    a) .................................................................
    b) .................................................................

12. Do any of the materials represent the cultural values of Nepalese society?  
    Yes/No

13. Do your students find it difficult to comprehend the prescribed literary texts because they are alien to the Nepalese culture?  
    Yes/No

14. i) Would you prefer to substitute some of them with literary pieces composed by Nepalese writers?  
    Yes/No
   ii) If yes, could you give some examples?
       Writer's name .................................................., His composition .................................
       a) ................................................................. a)
       b) ................................................................. b)

15. What is your opinion about the prescribed course-book "Meanings into words" by Doff?
    - Is it an economical book?  
      Yes/No
    - Is it easily available and handy in size?  
      Yes/No
    - Do you find it intelligible and fascinating?  
      Yes/No
    - Can your students cope with its concepts and structures?  
      Yes/No

16. i) Would you recommend some other book to be prescribed in place of the Doff's book?  Yes/No
   ii) If yes, do you have any book in mind which can take its place? Please write down the name of the author, title of the book and its publisher:

   ........................................................................................................................................
17. Do you consider it important to incorporate the components of study-skills (such as note-taking, summary & report writing, library and dictionary use etc.) in the prescribed materials? Yes/No

18. i) Do you agree that the present English syllabus is rather unfriendly both to the students and teachers? Yes/No
   ii) If yes, the following could be some of the reasons for it. (Please indicate your preference in the order of their importance by numbering them with 1 to 5 inside the brackets)
      a) [ ] students' poor linguistic proficiency,
      b) [ ] teachers' lack of adequate communicative language teaching methodology,
      c) [ ] teachers' insufficient knowledge and lack of awareness of the psychology of learning,
      d) [ ] unsatisfactory materials chosen for the syllabus,
      e) [ ] any other .........................

19. Do you think the inclusion of translation component meant for the Faculty of Education is a welcome step? Yes/No

20. If yes, should it be incorporated in the syllabuses of other Faculties as well? Yes/No

21. One of the objectives of the +2 level English curriculum is to provide a 'self-complete and self-terminating' course. Do the prescribed materials promise to fulfil this objective? Yes/No

22. Can the students learn from the text materials, without any extra-coaching or help from the teachers? Yes/No

23. Do the materials allow you to pay adequate attention to the four language skills in a balanced way? Yes/No

24. i) Have you been provided with the Teachers' Manual from the HSEB? Yes/No
   ii) Does the Manual specify approaches and methods to be adopted while teaching the text-books? Yes/No

25. Do you think the Teachers' Manual offers you sufficient help in your teaching of the text materials? Yes/No

26. Are the same textbook materials suitable for the different streams viz., Humanities, Management, Science and Education Faculties? Yes/No

27. If not, would you suggest prescribing English for Specific Purpose (ESP) materials for the different Faculties? Yes/No

28. The following is a list of some of the possible problems in using the prescribed materials for the +2 level. Please denote your opinion by giving a tick mark [✓] in the grid:

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<tr>
<th>Statements</th>
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<td>d) presentation of the exercises</td>
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<tr>
<td>e) shortage of time</td>
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<td>f) the way the books/components are tested in the examination</td>
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<td>g) having to explain alien cultural background</td>
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29. Some of the major problems of students in studying the text materials are listed below. Please show your opinion by giving a tick mark [✓] in the grid:

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<th>Not Agree (NA)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) the alien culture reflected in the poems, essays, stories and plays</td>
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<tr>
<td>b) the structural complexities in the materials</td>
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<td>c) the vocabulary items</td>
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<td>d) the difficulty level of the units in terms of their concepts</td>
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C. Methodology and Need for Training

1. The present syllabus has been framed along the lines of communicative language teaching. Do you think it calls for skills-based teachers training also? Yes/No

2. Do you feel fully confident of your methods of teaching in the class? Yes/No

3. If not, what problems in teaching do you generally face in the classroom?
   a) ......................................................................................................................
   b) ......................................................................................................................

4. Do you feel any need for training/refresher courses for teaching the prescribed text-book materials? Yes/No

5. Do you feel that you need training for assessing the proficiency of the large number of students in the class? Yes/No

6. Do you think an intensive training course for the teachers can solve .......... of the problems mentioned above? Please tick the one of your choice:
   a) some  b) most  c) none  d) a few

7. (i) If you think you need training, should it be on-the-spot, in-service training by mobile team of experts? Yes/No
   (ii) Please tick the duration of training as you would prefer to be the most appropriate:
      a) 3 weeks  b) 4 weeks  c) 6 weeks  d) any other ....

8. a) If you are a trained teacher, do you think, there is a need for a new syllabus for teacher training? Yes/No
   b) If yes, what components would you like to incorporate in it?
      ......................................................................................................................

9. How do you teach the core-English components of notions and functions? Please list the steps:
   a) ......................................................................................................................
   b) ......................................................................................................................

10. How do you teach the literary pieces prescribed in the syllabus? Please list the steps:
    a) ......................................................................................................................
    b) ......................................................................................................................
11. What components of the English curriculum do you find most difficult to teach?
   a) ........................................................................................................................
   b) ........................................................................................................................

12. i) Do your students expect you to translate in Nepali the contents of the literary pieces?  
   Yes/No
   ii) If yes, do you oblige them?  
   Yes/No

13. The following is a list of some of the factors which possibly affect your teaching. Please show your opinion by giving a tick mark [v] in the grid:

<table>
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<th>Strongly Disagree (SD)</th>
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<th>Not Agree (NA)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) large number of students in the class</td>
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<td>b) poor linguistic proficiency of the students</td>
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<td>c) lack of motivation among students</td>
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<td>d) poor physical facilities in the classroom</td>
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<td>e) administrative indifference to the teacher</td>
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<tr>
<td>f) inadequate teaching skills with the teachers</td>
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<tr>
<td>g) poor salary</td>
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</table>

D. Assessing the Progress of the Learners/Evaluation

1. The present syllabus aims to assess students' proficiency exclusively through external examination/annual examination. Is it justified in your opinion?  
   Yes/No

2. You are aware of the fact that the present syllabus does not provide for internal assessment. Do you think giving due weightage to internal assessment would bring about a substantial change in students' attitude to learning?  
   Yes/No

3. How much weightage would you give to internal assessment? Please tick:
   a) 15%       b) 20%       c) 25%

4. Do you think the division of marks under the scheme of evaluation (Reading 40%, Writing 40%, Grammar and language use 20%) is satisfactory?  
   Yes/No

5. If your answer is 'no', what changes would you like to make?
   a) ..................................................................................................................
   b) ..................................................................................................................

6. How do you assess your students' written proficiency? Please encircle the one(s) you practise:
   a) by giving a tick mark in the margin.
   b) by giving a question mark in the margin.
   c) by underlining the area(s) posing problems.
   d) by providing elaborate comments.
   e) any other .................................

7. How do you use the test-results for your learners' improvement? Please point out:
   a) ..................................................................................................................
   b) ..................................................................................................................

8. Formative evaluation has some merits as listed below. (Please tick the ones you consider relevant)
   a) It encourages students to attend the classes regularly.
b) Evaluation becomes a continuous process, part of the learning process itself under formative evaluation.

c) The problems of learning and teaching are detected and repairment/remediation can take place, if necessary.

d) The pass-percentage will rise in the results graph.

e) Any other ...........................................

9. Do you think the questions of the final external examinations in the past have been set in agreement with the stated general and specific objectives of teaching English at +2 level? Yes/No?

10. What suggestions would you like to record for rendering the evaluation system of the present English syllabus more effective?

a) .................................................................

b) .................................................................

11. The results of the annual examination in the past reveal a large number of failures in English. The following is a list of some of the possible reasons for the failures. Please denote your opinion by giving a tick mark [✓] in the grid against the statement:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree (SD)</th>
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<th>Agree (A)</th>
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</tr>
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<tbody>
<tr>
<td>a) Imposition of English as compulsory paper</td>
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<tr>
<td>b) Students' poor linguistic proficiency in written communication</td>
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<td>c) Inadequate competence in teachers to teach the text-materials</td>
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<td>d) Question papers not being set according to the objectives of the syllabus</td>
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<tr>
<td>e) Mis-match between the standard of the text-book materials and linguistic proficiency of the students</td>
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<tr>
<td>f) Faulty evaluation system due to its exclusively external nature</td>
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<tr>
<td>g) Mismatch between learners' needs and English curriculum objectives</td>
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<tr>
<td>h) Insufficient teaching hours allotted to English language teaching</td>
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<td>i) Lack of training in the teachers to handle the curriculum</td>
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</table>

Thank you very much for your kind co-operation.

1. Your name, please .................................................................

2. School/Campus ...........................................................................

3. Educational qualification ..............................................................

4. Teaching experience ........................................................................

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APPENDIX VI

QUESTIONNAIRE FOR TEACHERS (Main Study)

From:
CHANDRAESHWAR MISHRA
Ph.D. (ELT) Participant
CIEFL, Hyderabad 500 007

To
The English Teacher

Sub: Request for responding to the research work questionnaire.

... 

Dear Sir/Madam,

I am a Lecturer in English Education at Sanothmi Campus, Tribhuvan University, Nepal. Presently, I am carrying out my Ph.D. research work at CIEFL, Hyderabad. My research work is related to evaluation of the compulsory English curriculum of the +2 level with a view to suggesting modifications for its better functioning. As such, I am convinced your cooperation will be highly fruitful and important in this regard.

I solicit your cooperation in supplying your honest responses to the questions based on your teaching experience. As the present research work seeks to be of national level importance, your cooperation will be highly appreciated.

The present questionnaire is based on both the old and the new curriculum, 1993 and 1996 respectively, intended to bring about modifications and adjustments in the present curriculum. Your suggestions and reactions to the questionnaire will guide me greatly through my research work. Therefore, you are requested
to kindly take up this questionnaire seriously and respond honestly to the best of your knowledge and capacity.

May I assure you that your responses and reactions will be kept strictly confidential and used only for the present research work.

Thanking you for your interaction in anticipation.

Yours sincerely,

Encl: Questionnaire.  
Chandreshwar Mishra
SECTION A: Objectives of the Compulsory English Course at the +2 Level

1. Are you convinced of the logic of the present curriculum in which English is a compulsory subject?
   Yes [ ]  No [ ]  To some extent [ ]

2. Do you consider that the objectives of teaching English at the Higher Secondary level are based on and smoothly linked to the objectives set for secondary schools?
   Yes [ ]  No [ ]  To some extent [ ]

3. One of the objectives of the +2 English syllabus is to link it to the three-year degree course at the University. Do you think the present syllabus does this linking?
   Yes [ ]  No [ ]  To some extent [ ]

4. Was any survey conducted to collect your opinions before arriving at the objectives of teaching English at the +2 level?
   Yes [ ]  No [ ]  To some extent [ ]

5. Are the general and specific objectives of the course in agreement with each other?
   Yes [ ]  No [ ]  To some extent [ ]

6. Do the objectives in your view cater to the practical needs of learners and societal opportunities?
   Yes [ ]  No [ ]  To some extent [ ]
7. What are students' goals of learning English at the +2 level in your opinion? [Please write your opinions with reference to the four skills of language in the space provided below.]
   a) Listening:
   b) Speaking:
   c) Reading:
   d) Writing:

8. Would you like to add any other objectives or delete any of the set objectives for practical purpose? [Please specify your choice with reason(s) for it in the space provided below.]

9. Seven specific objectives for higher secondary grades have been stated in the +2 English language syllabus. Are they adequate, relevant, realistic and comprehensive for this level? Please show your opinion by giving a tick mark [✓] in the grid.

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<tr>
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*SD = Strongly Disagree; D = Disagree; NA = Not Agree; A = Agree; SA = Strongly Agree
SECTION B: Textbook Materials

10 Do you think that the prescribed course books help learners achieve the objectives stated in the curriculum adequately?
   Yes [ ] No [ ]

11 Is it possible, in your experience, to cover the whole course in the allotted 150 teaching hours?
   Yes [ ] No [ ]

12 If your answer is 'No', what is the reason for it? Please point out the cause(s) for it:
   a)
   b)

13 Does the remedial/refresher course at the beginning of 11th standard help you bridge the gaps between secondary and higher secondary levels?
   Yes [ ] No [ ]

14 What problems do you generally face while conducting the remedial/refresher course? Please list them:
   a)
   b)

15 What problems do you generally face while teaching the core-English component? Please list them:
   a)
   b)
16 What is your opinion about the prescribed coursebook *Meanings into Words* by Doff?

   i) Is it an economical book?  
      Yes [ ] No [ ]

   ii) Is it easily available and handy in size?  
       Yes [ ] No [ ]

   iii) Do you find it intelligible and fascinating?  
        Yes [ ] No [ ]

   iv) Can your students cope with its concepts and structures?  
        Yes [ ] No [ ]

17 i) Would you recommend some other book to be prescribed in place of the Doff's book?  
       Yes [ ] No [ ]

   ii) If 'Yes', do you have any book in mind which can take its place? Please write down the name of the author, title of the book and its publisher:

18 Do you think it is possible to teach all the notions and functions of language prescribed in the core-English component?  
   Yes [ ] No [ ]

19 Are the materials prescribed for extensive reading and writing suitable in terms of learners' age?  
   Yes [ ] No [ ]

20 What problems do your students generally encounter while teaching them poems, essays, stories and one-act plays prescribed in the curriculum?
   a) 
   b) 

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21 Do any of the materials represent the cultural values of Nepalese society?

Yes [ ]  No [ ]

22 Do your students find it difficult to comprehend the prescribed literary texts because they are alien to the Nepalese culture?

Yes [ ]  No [ ]

23 i) Would you prefer to substitute some of them with literary pieces composed by Nepalese writers?

Yes [ ]  No [ ]

ii) If 'Yes' could you give some examples?

Writer's Name ____________________ His composition

a) 

b)

24 Do you consider it important to incorporate the components of study-skills (such as note-taking, summary and report writing, library and dictionary use etc.) in the prescribed materials?

Yes [ ]  No [ ]

25 i) Do you agree that the present English syllabus is rather unfriendly both to the students and teachers?

Yes [ ]  No [ ]
ii) If 'Yes', the following could be some of the reasons for it. (Please indicate your preference in the order of their importance by numbering them with 1 to 4 inside the brackets.)

a) [ ] students' poor linguistic proficiency.

b) [ ] teachers' lack of adequate communicative language teaching methodology.

c) [ ] teachers' insufficient knowledge and lack of awareness of the psychology of learning.

d) [ ] unsatisfactory materials chosen for the syllabus.

26 i) Have you been provided with the Teachers' Manual from the HSEB?

Yes [ ] No [ ]

ii) Does the Manual specify approaches and methods to be adopted while teaching the textbooks?

Yes [ ] No [ ]

27 Are the same textbook materials suitable for the different streams viz., Humanities, Management, Science and Education?

Yes [ ] No [ ]

28 The following is a list of some of the possible problems in using the prescribed materials for the +2 level. Please denote your opinion by giving a tick mark [✓] in the grid:

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<td>a) the alien culture reflected in the poems, essays, stories and plays</td>
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<td>b) the structural complexities in the materials</td>
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<tr>
<td>c) the vocabulary items</td>
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<td>d) the difficulty level of the units in terms of their concepts</td>
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</tbody>
</table>
SECTION C: Methodology and Need for Training

30 'The present syllabus has been framed along the lines of communicative language teaching'. Do you think it calls for skills-based teachers training also?

Yes [ ] No [ ]

31 i) What problems in teaching do you generally face in the classroom?

ii) What should be the major components of a language teacher-training programme to overcome these problems?

32 Do you think an intensive training course for the teachers can solve the problems mentioned above?

Yes [ ] No [ ]

33 Do you feel any need for training/refresher courses for teaching the prescribed textbook materials?

Yes [ ] No [ ]

34 Do you feel that you need training for assessing the proficiency of the large number of students in the class?

Yes [ ] No [ ]

35 i) If you think you need training, should it be on-the-spot in-service training by mobile team of experts?

Yes [ ] No [ ]

ii) Please tick the duration of training as you would prefer to be the most appropriate:

a) 3 weeks  b) 4 weeks  c) 6 weeks  d) any other
36 How do you teach the core-English components of notions and functions? Please list the steps:

a) 

b) 

37 How do you teach the literary pieces prescribed in the syllabus? Please list the steps:

a) 

b) 

38 What components of the English curriculum do you find most difficult to teach?

a) 

b) 

39 The following is a list of some of the factors which possibly affect your teaching. Please show your opinion by giving a tick mark [V] in the grid:

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
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<tbody>
<tr>
<td>a) large number of students in the class</td>
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<td>b) poor linguistic proficiency of the students</td>
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<td>c) lack of motivation among students</td>
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<td>d) poor physical facilities in the classroom</td>
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</table>
SECTION D: Assessing the Progress of the Learner/Evaluation

40 The present syllabus aims to assess students' proficiency exclusively through external examination/annual examination. Is it justified in your opinion?

Yes [ ] No [ ]

41 You are aware of the fact that the present syllabus does not provide for internal assessment. Do you think giving due weightage to internal assessment would bring about a substantial change in students' attitude to learning/study?

Yes [ ] No [ ]

42 How much weightage would you give to internal assessment? Please tick:

a) 15%  b) 20%  c) 25%

43 Do you think the division of marks under the scheme of evaluation (Reading 40%, Writing 40%, Grammar and Language Use 20%) is satisfactory?

Yes [ ] No [ ]
44 If your answer is 'No,' what changes would you like to make?
   a) 
   b) 

45 How do you assess your students' written proficiency? Please encircle the one(s) you practise:
   a) by giving a tick mark in the margin.
   b) by giving a question mark in the margin.
   c) by underlining the area(s) posing problems.
   d) by providing elaborate comments (oral/written).

46 How do you use the test-results for your learners' improvement? Please point out:
   a) 
   b) 

47 Formative evaluation has some merits as listed below. (Please tick the ones you consider relevant.)
   a) It encourages students to attend the classes regularly.
   b) Evaluation becomes a continuous process, part of the learning process itself under formative evaluation.
   c) The problems of learning and teaching are detected and repairment/remediation can take place, if necessary.
   d) The pass-percentage will rise in the results graph.
Do you think the questions of the final external examinations in the past have been set in agreement with the stated general and specific objectives of teaching English at 12 level?

Yes [ ]  No [ ]

What suggestions would you like to record for rendering the evaluation system of the present English syllabus more effective?

a) 

b) 

The results of the annual examination in the past reveal a large number of failures in English. The following is a list of some of the possible reasons for the failures. Please denote your opinion by giving a tick mark [✓] in the grid against the statement:

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<tr>
<td>a) Imposition of English as a compulsory paper</td>
<td></td>
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<tr>
<td>b) Students' poor linguistic proficiency in written communication</td>
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<tr>
<td>c) Inadequate competence in teachers to teach the text-materials</td>
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<td>d) Question papers not being set according to the objectives of the syllabus</td>
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<td>Statements</td>
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<tr>
<td>e) Mis-match between the standard of the textbook materials and linguistic proficiency of the students</td>
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<td>f) Faulty evaluation system due to its exclusively external nature</td>
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<tr>
<td>g) Mismatch between learners' needs and English curriculum objectives</td>
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<td>h) Insufficient teaching hours allotted to English teaching</td>
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<tr>
<td>i) Lack of training with the teachers to handle the curriculum</td>
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Thank you very much for your kind co-operation.

1. Your Name, please: ___________________________ (optional)
2. School/Campus: ____________________________
3. Educational Qualification: __________________
4. Teaching Experience: ______________________
5. Training (if any): _________________________
6. Teaching load per week: ____________________

...
APPENDIX VII

TEACHERS' RESPONSES TO THE QUESTIONNAIRE

SECTION A

   N - 00   N - 44   S - communicational purpose
   TSE - 04  TSE - 04  R - text & varieties of
             genres

2. Y - 17  5. Y - 25  W - academic purposes
   N - 07   N - 09
   TSE - 26  TSE - 16

   N - 10   N - 13
   TSE - 17  TSE - 32

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<td>i</td>
<td>02</td>
<td>02</td>
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<td>36</td>
<td>02</td>
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<td>ii</td>
<td>00</td>
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<td>iii</td>
<td>02</td>
<td>26</td>
<td>05</td>
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<td>00</td>
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<td>iv</td>
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<td>07</td>
<td>10</td>
<td>31</td>
<td>02</td>
<td>128</td>
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49
SECTION B

10. Y - 31  
N - 19

11. Y - 18  
N - 32

- developing the 4 language skills in the prescribed duration is almost impossible. 
- too many exercises in Doff's book.

Non-Academic: - frequent strikes, too many holidays, political instability, mixed ability group.

13. Y - 31  
N - 19

14. - unfavourable school environment  
- no dictionaries or Link English books available in school libraries or with students.  
- lack of systematic materials.  
- irrelevant to students educated through English medium.

15. - illustrations/contexts mostly western in Doff's book.  
- no any previous background at S.L.C.  
- monotonous to teacher and students both.  
- too many items and exercises to teach in stipulated time.

16. (i) Y - 14  
N - 36  
(ii) Y - 25  
N - 25  
(iii) Y - 14  
N - 36  
(iv) Y - 15  
N - 35

17. (i) Y - 39  
N - 11  
(ii) - Living English Structure: W.S. Allen  
- Advanced English Practice: B.D. Graver  
- Intermediate English Practice: S. Pit Corder  
- Indian/South East Asian Writers' books.

18. Y - 21  
N - 29  
19. Y - 25  
N - 25
20. -syntactic and semantic difficulties
-unfamiliarity with genres of literature and literary terms
-alien culture and mythological references
-inability to make literary interpretations and inferences.

   N - 42  N - 14

23. (i) Y - 38
    N - 12
(ii) -L.P. Devkota
     -T.R. Kansakar
     -Rishikesh Shaha
     -K.P. Malla
     -S.P. Lohany
     -Indian Writing in English
     -Translated Pieces from Nepali Masterpieces.

24. Y - 38
    N - 12

25. (i) Y - 44
    N - 06
(ii) A. 1 - 38\times 3 = 114  
    2 - 10\times 2 = 20 
    3 - 02\times 1 = 02 
    4 - 00\times 0 = 00 
    \hline
    \hline
    \hline
    136

B. 1 - 05\times 3 = 15
    2 - 03\times 2 = 06 
    3 - 32\times 1 = 32 
    4 - 09\times 0 = 00 
    \hline
    \hline
    \hline
    53

C. 1 - 05\times 3 = 15
    2 - 05\times 2 = 10 
    3 - 11\times 1 = 11 
    4 - 27\times 0 = 00 
    \hline
    \hline
    \hline
    36

D. 1 - 11\times 3 = 33 
    2 - 31\times 2 = 62 
    3 - 04\times 1 = 04 
    4 - 04\times 0 = 00 
    \hline
    \hline
    \hline
    99

26. (i) Y - 06
    N - 44
(ii) Y - 02
    N - 48
27. Y - 11
    N - 39
### 20. Preferential scores

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### 29. Preferential scores

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<td>33</td>
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### SECTION C

30. Y - 39  
N - 11

31. - teaching advanced level materials to students with almost zero level of proficiency.  
- teaching language skills to the over-crowded class.  
- adapting materials to CLT principles.  
- translating pedagogical principles in the real teaching.

32. Y - 34  
N - 16

Y - 36  
N - 14

Y - 29  
N - 21  
N - 07

(ii) 6 week (07)  
4 week (10)  
3 week (33)
36. -by creating situation and using the structures in appropriate contexts.
-explaining the forms followed by examples.
-presentation and practice.
-as demanded by students (translating in L1).

37. -lecturing, summarising, paraphrasing, questioning (with occasional use of Nepali)

38. -Essays, Poems, Prose pieces
-Core-Component of the syllabus.

39. | x0 | x1 | x2 | x3 | x4 | Preferential scores |
    | SD | D  | NA | A  | SA |
---|----|----|----|----|----|
a.  08 |  02 |  06 |  22 |  12 |  128 |
b.  02 |  01 |  10 |  24 |  13 |  145 |
c.  02 |  03 |  09 |  32 |  04 |  133 |
d.  03 |  02 |  06 |  35 |  04 |  135 |
e.  01 |  06 |  10 |  28 |  05 |  113 |
f.  02 |  02 |  09 |  27 |  10 |  141 |
g.  05 |  05 |  05 |  25 |  10 |  130 |

SECTION D

40. Y - 12  41. Y - 35  42. 15% 09  43. Y - 40
   N - 38  N - 15  20% 11  N - 10
   25% 30

44. -heavy emphasis on grammar (30% to 40%, weight suggested)
-easier for students to learn grammar and to get through the exam.

45. a - 43  b - 13  c  34  d  08

46. -by using it as a checklist
-by using it as a feedback to teachers themselves
-by discussing common errors on the blackboard.
47. \(a = 27\) \(b = 36\) \(c = 32\) \(d = 21\)

48. \(Y = 21\)
\(N = 19\)
\(TSE = 10\)

49. - introducing semester system,
- no direct lifting of questions from the text materials,
- framing questions testing understanding rather than memory,
- regularising unit, periodical and terminal tests,
- introducing internal assessment with at least 25% weightage,
- asking short subjective and objective questions,
- introducing practical tests of L/S skills of language,
- introducing double examinership system.

50. 

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<th>Preferential scores</th>
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Notations:
\(Y = \text{Yes; } N = \text{No} \quad TSE = \text{To some extent}\)

\(SD = \text{Strongly disagree}\)
\(D = \text{Disagree}\)
\(NA = \text{Not Agree}\)
\(A = \text{Agree}\)
\(SA = \text{Strongly Agree}\)

...
APPENDIX VIII

TEACHERS' RESPONSES TO THE OPEN-ENDED QUESTIONS

SOME REPRESENTATIVE SAMPLES

Note: As it would not be realistic to record all the responses of the sample population, some representative responses, stating the teachers' opinions very honestly, have been provided below in the interest and rights of the readers.

(a) Responses to Q.No.7; Section A: "Objectives of Compulsory English at +2 Level"

Question: What are students' goals of learning English at the +2 level in your opinion?

Responses: Respondent X

L: News and commentaries given by native speakers
S: Wide variety of native and non-native speakers
R: Variety of genres
W: Preparation for further education.

Respondent Y

L: Enabling students to understand others' speech
S: Expressing themselves in English
R: Understanding the written passage
W: Expressing themselves in various ways of compositions.

Respondent Z

L: Majority of students aim simply to pass the exam. Therefore L/S skills not considered important at all.
R: Only R/W skills, in the present system of exam, are useful
W: to the students for getting through the exams.
Responses to Q.No.8; Section A "Objectives of C. English"

Question: Would you like to add any other objective or delete any of the set objectives for practical purpose?

Responses:

(a) Students ought to be taught a lot more conversational English.

(b) Students should be encouraged for creative writing. The gap between SLC and +2 should be well-bridged.

(c) Delete L/S skills from the objectives as they are neither tested by the Board nor are they relevant to students in their daily real life situations.

Responses to Q.No.12, Section B: "Textbook Materials"

Question: If your answer is 'No' what is the reason for it?

Responses:

(a) So much remedial work is required before students are able to tackle the textbook exercise with any understanding.

(b) Frequent suspension of the classes, short periods, more holidays, poor background of majority of students.

(c) Sometimes teaching materials won't be available on time, sometimes practice of exercises and drills takes up more time than allotted.

Responses to Q.No.14, Section B, "Textbook Materials"

Question: What problems do you generally face while teaching the remedial course?
Responses:

(a) Students' inability to consult a dictionary, so they have poor vocabulary. They don't even possess a dictionary either because of its prohibitive price.

(b) All students are not equally interested being, mixed ability group, students coming from English medium background do not need it at all.

(c) Lack of dictionaries. Students with dictionaries cannot understand the definitions. Grammar level is still not basic enough. Students need practice in all tenses/word order etc., at elementary level unequal levels of learners. (Some very high, some just the beginners). Besides, they are exam-oriented.

(e) Responses to Q.No.15, Section B: "Textbook Materials"

Question: What problems do you generally face while teaching the core-English components?

Responses:

(a) Lack of interest to study literature, particularly poems and essays. Students of science regard English as an easy subject.

(b) The level of the book is too high; students cannot understand what they need and so are unable to benefit from the exercise. They do not expect to do any critical thinking of their own!

(c) Shortage of time. Some passages above the standard of the +2 students.

(f) Responses to Q.No.17(ii): Section B: "Textbook Materials"

Question: Do you have any book in mind which can take its (Doff's book) place?
Responses:

(a) Nepalese writers should make best efforts to compile a book including all the literary genres to depict the real life situation of the country.

(b) Are there no books which have been published with an Indian or South-East Asian market in view?

(c) Something Adventures in English prescribed for Bachelor level.

(g) Responses to Q.No.20; Section B: "Textbook Materials"

Question: What problems do your students generally encounter while teaching the poems, essays, stories and one-act plays?

Response:

(a) Abstract ideas and imagination are not easily comprehensible. These are problems in understanding the foreign environment customs and culture. There is a problem in appreciation as they have no literary background.

(b) They don't have enough background knowledge to understand the references in the stories, poems etc., from Bible, Greek Mythology. Besides, my science students view literature from practical point of view.

(c) They cannot understand enough to begin to analyse things for themselves. They are discouraged by this and so it is difficult for them to motivate themselves. This is a major difficulty.

(h) Responses to Q.No.23(ii), Section B: "Textbook Materials"

Question: Could you give some examples of literary pieces by Nepalese writers?
Responses:

Folk Tales: Dr. T.R. Kansakar
Heros and Builders of Nepal: Rishikesh Shaha
Scattered Essays: K.P. Malla
Yaksha (Adapted Stories): S.D. Lahany

(1) Responses to Q.No.31(i), Section C: "Methodology/Training"

Question: What problems in teaching do you generally face in the classroom?

Responses:

(a) Large classes and insufficient linguistic base of the students.

(b) Sometimes I feel that I could not use the right method suited to the students and failed to excite their curiosity.

(c) Adapting the materials to CLT principles. I feel like I am trying to adapt advanced level materials to elementary students. Explaining in English is all but impossible.

(j) Responses to Q.No.31(ii), Section C: "Methodology/Training"

Question: What should be the major components of a language teacher-training programme to overcome these difficulties?

Responses:

(a) Various aspects of ELT in Nepalese context with focus on practical courses rather than theories.

(b) Methods to generate interest in the students to make them active participants in learning processes.

(c) Practical aspects and practice teaching should be given due importance.
(k) Responses to Q.No.36, Section C: "Methodology/Training"

Question: How do you teach core-English components of notions and functions?

Responses:

(a) I explain to them the structure and give them several examples. I set homework for further practice.

(b) I present the basic structures through my own examples based on the text. Then give them exercises from the book.

(c) Group discussion, pair work, feedback by the teacher.

(l) Responses to Q.No.37, Section C: "Methodology/Training"

Question: How do you teach the literary pieces prescribed in the syllabus?

Responses:

(a) I give a simplified summary! The texts are so far above the level of the students that it is difficult for them to begin to work alone.

(b) By reading and explaining, rather paraphrasing. By giving them some literary background.

(c) Model reading and explanation by the teacher, putting questions on the texts, expecting answers from students, individually, in pair or in group.

(m) Responses to Q.No.38: Section C: "Methodology/Training"

Question: What components of the English curriculum do you find most difficult to teach?

Responses:

(a) Poems and essays, one-act plays, comprehension of the text.
(b) Technical items in the text and exercises.

(c) Some of the essays are above the standards of +2 level students. There is shortage of time to teach the whole textbook.

(n) Responses to Q.No.46, Section D: "Evaluation"

Question: How do you use the test results for your learners' improvement?

Responses:

(a) Highlighting mistakes of individual students and encouraging them to do more writing work.

(b) Showing them their work, discussing common errors using blackboard.

(c) As a basis for revision of difficult points.

(o) Responses to Q.No.49, Section D: "Evaluation"

Question: What suggestions would you like to record for rendering the evaluation system of the present English syllabus more effective?

Responses:

(a) Internal assessments should be given representation in the final evaluation scheme. Semester system would be a more effective way of evaluation.

(b) If listening and speaking skills are to be developed, they must be tested also by conducting viva at the end of the programme.

(c) More questions on creative work, less questions on recall from the text. Questions are lifted directly from the book, so no need for critical thinking at all.

...
Answer all questions. Figures in the margin indicate full marks.

1. Rearrange the following sentences in such a way as to produce a story. (5)
   a. The mouse begged the lion to spare his life.
   b. The mouse ran over the mighty beast's nose and woke him.
   c. He promised one day to pay him back for his kindness.
   d. A lion was sleeping outside this den.
   e. The lion clapped his paw upon the mouse and was about to make an end of him.
   f. So the lion let the mouse go.

2. Describe your country by referring to its landscape, seasons, weather conditions etc. (5)

3. Make meaningful sentences with the superlative forms of the following words. (5)
   a. many   b. little   c. bad    d. good    e. far

4. Complete John's speech supplying the missing word, so that he opposes Jane every time. (5)
   a. Jane: The newspapers very Seldom tell lies.
      John: No, they ........ tell lies.
   b. Jane: French is a very HARD language.
      John: No, it's very ...... language.
   c. Jane: You like DULL colours, don't you?
      John: No, I prefer ...... colours.
   d. Jane: This is quite a HIGH ceiling.
      John: No, it isn't, it's rather ......
e. Jane: A general is BELOW a colonel in rank.
John: No, he isn't. He's ..... him.

5. Write the British equivalent of the following American spelling. (5)
   a. Center    b. program   c. traveler   d. labor
   e. license

6. Read the following passage and answer the questions. (15)

Theras was seven years old, and because he was seven he was to go to school. That was the custom of the city in which he lived. It was an exciting day for everyone in the house, most of all for Theras. Until this time he had had to stay at home with his mother and the servants, and was allowed to play only in the house, or in the street close by the front door. Now he was to go out to school with the other boys. Now he would often be with his father, going to and fro in the city. He already felt grown up. Now to start, Theras's mother put on him his long, outdoor cloak; for in the house he wore only one garment, like a shirt, reaching to his knees. His mother kissed him. You might have thought he was going miles away.

a. What important thing was happening to Theras?
b. Why was this to happen?
c. With whom had he always been until this time?
d. Where was he allowed to play?
e. What garment would he wear out of doors.

7. Rewrite the following into meaningful sentences. (5)
   a. The writer served chops to his customers swimming in tomato sauce.
   b. The judge condemned the prisoner to life imprisonment in a grey wig.
   c. She wrote to her father about the swimming competition in black ink.
   d. The porter delivered a statue of the queen wearing trousers.
   e. The butcher wrapped up the sheep's head with a big smile.
8. Punctuate the following sentences. (5)
   a. Paint the garage feed the cow mend the cleaner and cut the grass.
   b. Look here Rinks what are you playing at?
   c. The vegetables are slightly burnt the meat is incinerated.
   d. My husband is very ill he eats nothing his face is pale he lies on his bed as though awaiting inevitable death.
   e. That sounds odd said the reporter.

9. Write an essay on ONE of the following topics in about 200 words. (15)
   a. The Day When Everything Went Wrong.
   b. Things I Hate.

10. Write instructions on how to do any ONE of the following: (10)
    a. Preparing a flower-bed to plant flower saplings.
    b. Making tea.

11. How did Sherlock Holmes trap Culverton Smith? (The Dying Detective) (10)
    OR
    Describe the electrical experiments performed on the Mummyu. What were the effects of these experiments? (Some Words With A Mummy)

12. Give short answers to the following questions (ANY THREE) (3x5 = 15)
    a. How did Gill manage to beat Bodkin? (The Reaping Race)
b. Why did Nuttel's sister give letters of introduction to Framton? (The Open Window)

c. Why did Rosemary send Miss Smith away? (A Cup of Tea)

d. Why did Govind Singh refuse to open the envelope? (The Gateman's Gift)

e. Why didn't the stranger eat the fruit himself? (The Apple)
Instructions: As far as practicable, use your own words, sentences and creative approach in answering questions. Be succinct, not verbose; marks will be awarded for quality of writing, not for quantity. Follow all the instructions.

1. Answer the following questions according to the instructions given within brackets. Do not copy the questions. Write only correct answers in full sentences. (5)

a. In South Africa, until recently, the black-skinned people (regard) inferior to the whites (use the verb within brackets in correct form).

b. I don't think he has enough money for the bus fare. I suspect . . . . . . . . . . . . . . . .
   (complete the sentence in the manner suggested)

c. I have tried both methods. This is the best method. (replace the repeated phrase with 'one' making any necessary adjustments).

d. If we wish to benefit from art, we .... learn and practice it. (Fill in the gap with 'may' or 'must' whichever is applicable).

e. The children suddenly stopped (argue) when they saw Grandpa coming in. (Rewrite the sentence using either the infinitive or '-ing' form of the verb given in brackets).

2. Match the words given under A with the meanings given under B. List B has some extra items. (5)

   A          B
a. pancrama  i) inactive
b. lethargy  ii) overlapping part
c. dormant  iii) indoors
3. Complete the following words with the help of their meaning given in brackets. (5)

a. dia . . . . . (conversation or talk)
b. recr. . . . . (newly enlisted soldiers)
c. ligh. . . . . (flash of light in the sky)
d. tid . . . . . (absurd)
e. . . . . ure (chairs, tables, beds, etc.)

4. Answer any three of the following: (5)
   a. Put primary stress on 'arrangement'.
   b. Write /keiptik/ in ordinary spelling.
   c. Transcribe the word 'jetty' phonetically.
   d. Which two of the following words have the same final consonant sound?
      gaze, savage, disguise

5. Punctuate the following sentence. (2)
   nobodys saying anything said james between serves.

6. Read the following extract and answer the questions given below it: (10)
   Blood transfusions were an idea of Christopher Wren. In 1665, he suggested to a Dr. Lower that blood might be passed from one animal to another. The transfusion worked. Two years later, Mr. Arthur Cogan passed blood into himself from a pig with, it is claimed, no ill-effects. In France one of Louise XIV's doctors gave a patient a transfusion of lamb's blood and, despite a violent reaction, the patient lived. In 1668 an unfaithful husband was given calf's blood in the hope he would take on the placid character of the animal. The husband died.
After that catastrophe, transfusions were banned in France. In 1818 Dr. Blundell of London attempted a transfusion of human blood. The patient died. One trouble was the clotting of the blood and many ideas were tried to keep the blood fluid. Success was soon achieved but transfusion was still hazardous. Some transfusions succeeded; others were disastrous. Not until 1901, did Landsteiner solve the riddle of blood groups.

Now transfusions are common. Over 2,000,000 Americans have them every year and Britain uses over a million bottles of blood and plasma annually. There are banks of extremely rare blood, as at the Chelsea Naval Station, Massachusetts (where for example, Rh-null is kept, reported so far in only five people). Jehovah's Witnesses, however, are against transfusions. They will accept treatment but not blood and quote the Bible as authority. There are 52,000 active Witnesses in Britain, twice the number ten years ago, and they get huge publicity when lack of transfusion precedes a death. Mr. Walter Stevens, for example, refused permission in June 1965 for his wife to receive blood during a difficult delivery. She died shortly after, and the press were quick to pounce.

Questions:

a. Define the word 'transfusion' in your own words.
b. Why was the 1668 patient given blood?
c. What was the significance of Landsteiner's discovery?
d. What are the benefits of blood transfusion?
e. Why do some people oppose transfusions?

7.a Write a composition on one of the following in about 100-120 words. (10)

(i) "Work while you work and play while you play That's the way to be happy and gay"

In the light of this popular saying, draw a distinction between 'work' and 'play'. Suggest some measures how you can keep a balance between them and benefit from both.
(ii) Give different interpretations of law. How does it change according to the time and places? What would you do if you were the chairperson of law reform commission of your country.

b. Write a paragraph on each of the following in about 50-60 words. (2x5 = 10)

(i) Do you prefer active or passive recreation? Explain with reasons and personal examples.

(ii) 'In our schools, the language of instruction should be Nepali.' Give your opinion for or against the statement with reasons.

8. Translate the following passage into English. (Take only the theme and write in any way you wish, not necessarily following the order of words or sentences.) (10)

Hindi Passage

9. Do you feel pity or admiration for the young soldier? Give reasons for your answer. (Incident of the French Camp) (10)

OR

How does the poet create a sense of mystery in the poem "The Listeners"?

10. Give short answers to the following questions. (2x5 = 10)

a. Who was the lady and why did she charm the knight? (La Belle Dame Sans Merci)

b. What was the wealth brought to the poet by the sight of daffodils? (The Daffodils)
c. Why is nature's cruelty not so bad as that of an ungrateful man?

d. How is the poem 'On his Blindness' related to the poet's personal life?

e. What has the poet compared the greatness of God with? (God's Grandeur)

11. At the end of the play 'My heart's in the highland' Johnny repeats 'Something's wrong somewhere.' What do you think is wrong? Is there a 'villain' in this play? When the do these people suffer? 

OR

Sketch the character of Roy Hubby, as depicted in the play 'A Visitor from forest hills' or Svetlavidov in the play 'Swan-Song'?

12. Give short answers to the following questions: (2x5 = 10)

a. Have you noticed the difference between the way Norma talks to her husband and she talks to Mr. Eisler? How would you explain the difference? (A Visitor From Forest Hills)

b. What is Madame Bessarabo's opinion of the Maid? Who does she think the Maid resembles? (Episode in the Life of an Author)

c. Who do you think are Yegorka and Petrushka? Why did they get three roubles each? Where are they when the old man seems to need their services? (A Swan Song)

e. What do you think is the theme of the song 'My Heart's in the Highlands'? What do 'the Highlands' signify? (My Heart's in the Highlands)

e. Why does the clerk think that the 'country is going to the dogs'? What does he base this observation on? (Augustus Does His Bit).
Attempt all questions. Figures in the margin indicate full marks.

1. Fill in the blanks with the words given in the brackets. (5)
   a. "I think this new law will hardly --- you." "No, but it'll have a big --- on taxi drivers who own their own taxis. (affect, effected)
   b. Inu's such as ---- little girl. She gave me a most ---- account of how she met the king, but of course, it was all quite ---- (imaginative, imaginary)
   c. We sat ---- a tree and watched the farmers at work in the valley --- us. (under, below)
   d. "What was the ---- of the fire?" "Well, there's no ----- why I shouldn't tell you all about it. (cause, reason)

2. Divide the following words into syllables (2)
   a. athletic   b. awkward   c. eligible   d. indifferent

3. Fine the correct guide-words for each word. (3)

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<tr>
<th>Words</th>
<th>Guide-words</th>
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<td>a. gutter</td>
<td>high/him</td>
</tr>
<tr>
<td>b. occasional</td>
<td>groyne/guarantee</td>
</tr>
<tr>
<td>c. gruff</td>
<td>obviates/occupy</td>
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<tr>
<td>d. hilt</td>
<td>gungy/gypsum</td>
</tr>
<tr>
<td>e. ocean</td>
<td>mimeograph/mind</td>
</tr>
<tr>
<td>f. mince</td>
<td>occur/octopus</td>
</tr>
</tbody>
</table>
4. Compose an imaginary dialogue between two friends who have met after a long time. (5)

5. Fill in the blanks with the correct preposition. (2)
   a. Thank you four you letter which I received four Friday evening.
   b. How are you getting four ----- Mathematics now?

6. Fill in the blanks with the correct form of the verb given in the brackets. (3)
   a. Thank you for (lend) four me the records. I (enjoy) four them very much.
   b. It (be) four almost a year since I last (write) four to you.
   c. How (you/get) four on? I (not/receive) four a letter from you for over a month.

7. Read the following dialogue and fill in the spaces with the appropriate words. (5)
   Arun: How’s your new English teacher?
   Seema: He seems nice. He’s very ..... 
   Arun: Does he give you a lot of homework?
   Seema: ..... ..... ..... ..... ..... ..... 
   Arun: What does he do when you don’t do your homework?
   Seema: ..... ..... ..... ..... ..... ..... 
   Arun: What teaching aids does he use?
   Seema: ..... ..... ..... ..... ..... ..... 

8. Read carefully the passage given below and then answer the questions that follow. (10 + 5 = 15)

An old farmer called his three idle sons around him when on his death bed, to impart to them an important secret. "My sons," said he, "a great treasure lies hidden in the estate which I am about to leave you." The old man gasped.
"Where is it hidden?" exclaimed the three sons in one breath.

"I am about to tell you," said the old man. "You will have to dig for it --- "But his breath failed him before he could impart the weighty secret; and he died.

Forthwith the sons set to work with spade and mattock upon the long-neglected fields. In time they had turned over every clod of earth on the estate.

They discovered no treasure; but they learnt to work. Next year the fields were sown as usual, and when the sons gathered in the harvest the yield was prodigious as a result of the thorough tilling they had given the fields in their search for treasure. Then it was that they discovered the treasure concealed in the estate, of which their wise old father had warned them.

A. i) How can you tell that the sons had not properly farmed the fields before?  
ii) What made the yield prodigious?  
iii) What was the treasure hidden in the estate?  
iv) How, do you think, the father intended to finish his advice?  
v) What moral can you draw from the given passage?

B. Make sentence with the following words:

i) impart     ii) gasped     iii) forthwith
iv) prodigious  v) concealed

9. The following incomplete sentences have non-finite verbs. Rerwrite them so that they make complete sense. (5)

a. Having finished our work, .......

b. Walking along the road, .......

c. Yesterday being Saturday, .......

d. Mr. Shrestha, being an intelligent person, .......

e. Being a couple of fools, Ram and Shyam, .........
10. Make the verb in brackets agree with its subject in the following sentences:

a. Either John or his friends ---- (be) responsible for this mistake.
b. Either of these two players ---- (be) to be the captain.
c. The mother along with her children ------(be) waiting outside.
d. Their thousand dollars ----- (be) a lot of money.
e. A number of doctors ----- (visit) our village every week.

11. Write an essay on any one of the following in about 250 words.

a. Tourism in Nepal.
b. Importance of S.A.F. games.
c. A Village Fair.

12. Write an advertisement on any one of the following: (5)

a. A car for sale
b. A new detergent soap

13. You live in a flat. Your neighbour upstairs is very fond of music. He plays the guitar sometimes very late at night, and the noise disturbs your sleep. Write a letter to tell him about your difficulty. (10)

OR

Write a letter to the editor of your local newspaper stating your belief in the value of advertising.

14. Do you think that the loss of the necklace was a turning point in Málida’s life? Give reasons for your answer. (The Necklace) (10)
OR

Sketch the character of Tom Ramsay. (The Ant and the Grasshopper)

15. Give short answer to the following questions. (ANY THREE) (3 x 5 = 15)

a. Why did Doctor Koshelkov initially refuse to accept Sasha's gift? (A Work of Art)

b. How did the Egyptians make sure that history was always true? (Some Words with A Mummy)

c. Who were the Magi? Why does the author call Jim and Della the Magi? (The Gift of the Magi)

d. What made Sherlock Holmes the very worst tenant in London? (The Dying Detective)

e. Why did the old man leave his native town? Why was he worried? (Old Man At The Bridge)

...
### APPENDIX X

**HIGHER SECONDARY EDUCATION BOARD**

**RESULTS AT A GLANCE (1995-97)**

#### 1995 (Regular)

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<th>Streams</th>
<th>No. of Examinees</th>
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<th>Pass Percentage</th>
</tr>
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<td>402</td>
<td>63</td>
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<tr>
<td>Management</td>
<td>373</td>
<td>137</td>
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<tr>
<td>Education</td>
<td>1475</td>
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<td>407</td>
<td>170</td>
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#### 1996 (Regular)

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#### 1997 (Regular)

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<td>Humanities</td>
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<td>Science</td>
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<td>391</td>
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#### Pass Percentage in English (1997)

- Humanities: 36.91%
- Management: 75.21%
- Education: 27.28%
- Science: 90.59%

(Source: Examination Division, HSEB)
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