

**TEACHERS' PERCEPTIONS TOWARDS COMPULSORY ENGLISH  
CURRICULUM OF SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Rupa Chaudhari**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2023**

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## Abstract

The present study on **Teachers' Perceptions towards Compulsory English Curriculum of Secondary Level** was carried out to explore the teachers' perceptions towards currently implemented compulsory English curriculum of secondary level (especially grade 11 and 12) and to find out the opportunities, problems, and challenges while implementing the curriculum. Survey research design was used to accomplishing this study. The data were collected from teachers of 32 community schools of Banke and Bardiya districts. A set of questionnaire consisting of close-ended and open-ended questions, relating with the theory and practice was used as the data collection tool. In order to carry out this study, all the English teachers teaching at grade 11 and 12 were selected as a sample population. Altogether 45 teachers participated in this study. I used descriptive survey research design to complete this study. The study found that teachers have taken curriculum as positively. However, they have faced many challenges while implementing it inside the classroom even though it has lots of opportunities. Curriculum helps to connect with different activities by collaborating and facilitating on the teaching and learning through learners' real world. Beside it has challenge to implement throughout the whole country equally and manage to efficient teacher. That's why teacher training should conducted and provide infrastructure to them to implement the new curriculum effectively.

This thesis is divided into five chapters. The first of which contains background information, a summary of the topic, objectives, questions, the importance and delimitations. Second chapter deals with the theoretical and empirical review of related literature its implication and conceptual framework. The third and fourth chapters, include design and methodology, data collecting and analytic techniques, ethical issues, data analysis, and result interpretation. Findings, discussion, and recommendations are covered in the last chapter.

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## **Abbreviation**

ICT: International Communication Technology

EMI: English Medium Instruction

MoEST: Ministry of Education, Science and Technology

NCF: National Curriculum Framework

SEE: Secondary Education Examination

NEC: National Education Planning

NCC: National Curriculum Center

KSAs: Knowledge, Skill and Ability

T.U.: Tribhuvan University

CDC: Curriculum Development Center

## Chapter 1

### Introduction

This study is about **“Teachers’ Perceptions towards Compulsory English Curriculum of Secondary Level”**. This section includes the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of important terminology.

#### Background of the study

There is no single definition of curriculum what exactly it is. Simply, it is taken as a document, blueprint, and guidelines of the teaching learning activities. According to Hilda Taba's definition of "curriculum" from 1967, it should include a declaration of the overall goals and the specific objectives; it should also reflect some material selection and organization; and it should either imply or demonstrate particular teaching and learning methods. Similarly, according to Ralph Tyler (1957) the curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals. Ronald Doll (1970) the curriculum is now generally considered to be all of the experiences that learners have under the auspices of the school.

According to the above mentioned definitions given by the different scholars, we can conclude that in general term curriculum is plan, structure, strategies and intended outcomes of educational practices, which are mostly applied in the classroom. In broader sense, the curriculum is the combination of all the learning experiences learned by the learner under the guidance of the teacher and the school. The overview of ideas pupils will be taught in order to help them satisfy the subject requirements is known as the curriculum. Similarly, curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. That's why, it is a whole educational program to fulfil the objectives of national educational system that provides the fundamental frame for the teachers to teach in schools (Karki, 2014).

The main objective of the English curriculum is to enable students to formulate and develop their communicative competences through different activities.

It is not only the language of international communication but also a language of higher education, mass media, International Communication Technology(ICT), business, tourism, science and medicine. That's why if we have good English proficiency we can get more opportunities in different sectors. In the Nepal English education was introduced by the Prime Minister of the time, Jung Bahadur Rana, after his visit to Europe in 1850-51 where he had seen and was impressed by the achievements of the British in particular. After the progress of educational system English is developed as the subject. Now English is taught as optional and compulsory subjects from secondary level to higher level. In the private schools most of the institutions uses English language as the English Medium Instruction (EMI) and some community schools also. Secondary curriculum in this research refers to the required English curriculum for grades 11 and 12, which was created in accordance with the new National Curriculum Framework for School Education. With a good secondary school curriculum, students get a chance to explore different avenues and possible career choices and it is also basis for higher education and gives children possess the expertise to flourish in a specific field of interest, making them a more appealing candidate for employers to pursue. The school level English language curriculum in Nepal aims at developing both spoken and written competence of learners.

Students' proficiency in the English language is important in this era. Use of English language has become vital for better earning and learning. To develop the student language proficiency, curriculum should be changed according to time, demand of society and students. That's why Ministry of Education, Science and Technology(MoEST) has changed the compulsory English curriculum of secondary level addressing the changed socio- political condition of the country and the current needs of learners. But only few research have been conducted in Nepal regarding the curriculum which are only focus on how the teachers utilize the curriculum in the classroom and what knowledge about curriculum they do have. If curriculum is changed frequently it is the good. However up to now no research has been conducted on how the teachers perceive the currents implemented curriculum of secondary level, what kinds of challenges they have faced while implementing it in real classroom. Therefore, I have chosen this topic to explore out the perception of English teachers

towards current implemented English compulsory curriculum of grade 11 and 12. With this, I want to explore the challenges, which appear in teaching and learning.

### **Statement of the problem**

This study has conducted to find out the perception of the secondary English teachers towards the newly changed compulsory English curriculum of secondary level (11 and 12). A standards-based series of scheduled experiences known as a curriculum allows students to practice and master both academic knowledge and practical learning abilities. The main purpose of having a curriculum is to provide teachers with an outline for what should be taught. Curriculum is the core element of whole educational system therefore curriculum development process is very sensitive phenomenon. Our curriculum is designed by the curriculum designers according to time and needs of contemporary society. But the actual implementation of curriculum is done by teachers who belongs to different areas of our country. Nepal is diverse country in every aspect such as culture, language, class and geography also. It might be difficult to adopt the newly changed curriculum for teachers from different areas of Nepal because our curriculum developing process is centralized. So, I selected this topic to find out how the teacher perceived the newly changed curriculum and what are the challenges and opportunities they get from newly changed curriculum.

There are very few studies regarding the curriculum in Nepal; however, no research has been carried out to explore perception, difficulties and challenges of English teachers in implementation of newly changed curriculum of secondary level schools at present time. This study aims to find out the problem or challenges encountered by secondary level English teachers in implementation of new curriculum in the different contexts i.e. culture, language and geography. Moreover, it also intends to explore the good aspects of new curriculum why the teachers take the curriculum as an opportunity in such contexts.

### **Objectives of the study**

Objectives of this study are as follows:

- ) To explore the perception of the teachers' towards newly implemented compulsory English curriculum of secondary level grade 11 and 12.
- ) To find out how do teachers find the newly implemented curriculum?

## **Research questions**

Research questions of this study were as follows:

- ) How the teachers perceive to the new implemented compulsory English curriculum of secondary level?
- ) How do they take the curriculum as an opportunity?
- ) In what way they perceive it as a challenge?

## **Significance of the study**

Doing research or to find out something means giving rationale to the learners' learning hallmark to gain authentic knowledge. Why this research is? What implication does it have? Therefore, this study may help to explore the true information on perception of the teachers' towards newly implemented compulsory English curriculum of secondary level. It might be highly beneficial all those who are directly and indirectly involved whether they are teachers, or students, or syllabus designers, or administrators, etc. Mainly, it might enable teacher and English language learner to recognize for the information what they need and to organize what they should do to become increasingly responsible for their own learning or language development. Not only this, it is supposed to be highly beneficial for curriculum designers and other researchers in this field. Moreover, in academic purpose, in classroom, research might be highly beneficial for teaching and learning improvement.

Furthermore, developing curriculum seems being very problematic in these days because philosophy, psychology, culture, social forces, treatment of knowledge, changing learning process, new inventions, technology etc. have been directly influencing on curriculum. Following these aforementioned aspects, curriculum must be up-to-dated, and should be changeable on timely. That's why, analyzing the curriculum within certain time and period of time has very importance in educational field. Moreover, it has also relevancy; analyze the curriculum as a language teacher.

### **Delimitations of the study**

Due to several limitations, including time, financial, and societal ones, no inquiry or study can be limited. This study cannot be an exception, therefore. The following delimitations used as the boundaries for the planned study:

- ) The study was based on secondary level English teachers.
- ) The area of this study was limited to the Banke and Bardiya districts.
- ) This study was focused on to finding out the perception of teachers towards new changed compulsory English curriculum of secondary level.
- ) And also opportunities and challenges based on their experiences.
- ) The data was collected through the close-ended and open-ended questionnaire.

### **Operational definition**

The following is an operational definition of the important terms:

**Teacher:** teacher represents only those who are teaching English subject at secondary level.

**Compulsory English Curriculum:** curriculum refers to the compulsory English curriculum of secondary level grade 9 to 10 but here my focus will be on curriculum of grade 11 and 12.

**School:** school refers to only secondary level community schools of Banke and Bardiya districts.

## Chapter 2

### Review of the Related Literature

In order to determine what has already been investigated and how those research works become useful to the current study, the present chapter summarizes the existing literature and research linked to it. This chapter includes review of theoretical and empirical literature, implications of the study's review, and a conceptual framework.

#### Review of the Theoretical Literature

This sub heading discusses the theoretical parts related to the curriculum in details. A discussion began with the historical perspectives and modern concept of curriculum, history of English curriculum development in Nepal, process of curriculum development, secondary level education in the context of Nepal, new curriculum of secondary level and why teachers' perception matter in effective practice of curriculum respectively, new curriculum as an opportunity and problems for the teachers

*Historical perspectives of curriculum.* Of course, there are different perspectives on curriculum and curriculum development. Indeed, this is essential too. Philosophy, psychology, culture, social forces, treatment of knowledge, science and technology, newly existed theories are the uncertain. It has long been believed that changing the curriculum is the best way to bring about educational change. This involves creating national curriculum plans or guides for certain subject areas and defining the goals, activities, and assessment criteria for the lessons that are taught in the classroom. In poor nations, there has long been a predominance of this idea about curricular change, both in terms of its character and how effective it is for overall education reform. Changes to the syllabus have frequently been replaced by changes to the national curriculum (Karki, 2014).

First, curriculum is taken as subject and subject matter, as experience, as objectives, as process, as system, as product, as development, and as a plan. In the same way, the trend in curriculum development is a continuing trend (Beauchamp, 1957) in the fusion of related subjects with core emphasis and more emphasize on crucial in connection with curriculum development (Caswell & Bellak, 1988). Like, modern construction of the fundamentals of education, differentiation of the role of the educator from that of the lay citizen in curriculum change, assurance of quality of



teaching and learning, and the preservation of freedom of teaching and learning (Beauchamp, 1957). Similarly, various research workers are concerned with curriculum trends in individual school subjects too.

In addition, as Fouts (1956) says currently, subject centered programs towards integrated program which is best for the school, and multiple type curriculums in which each curriculum once undertaken fully prescribed; the remainder courses are elective and others prescribed. Focusing on language curriculum, especially, in English, based on (Richards, 1984) had dependent upon the quality of pedagogically motivated descriptions of the phonology, grammar and vocabulary of the target language, pedagogic grammars of English, contrastive studies of the structure of English and other languages, and frequency counts and other lists of the core vocabulary and grammar of English. Now it has shifted as new paradigm which current practices in language curriculum development demonstrate, reflect a movement towards functional, behavior-based and proficiency oriented views of language teaching and learning and use.

***Modern concept of curriculum.*** In order to advance formal education, curriculum was limited to a group of difference subject. After, the curriculum is named as a group of such subject or a list of subjects taught by the teacher in the classroom. Thus, in the past, curriculum represented only the subject matter but other important elements of curriculum were not including like purpose, teaching method, strategies and assessment. With the change of the time, the perception of curriculum also gradually changed. Especially the influence of science and technology change the knowledge after learning process. Formal education was linked with the needs of learners and contemporary society. As a result, the perceptions of the curriculum also change (Niure, 2017). In the past, "curriculum" referred to a student's course of study in a learning environment. In general terms nowadays, it refers to the agreement between society, the government, and educational experts over the educational activities that students should engage in at particular points in their life in order to gain desirable skills.

According to Doll (1996), curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations and values under the auspices of an academic institution

Therefore, the entire experience may be referred to as the curriculum. According to this perspective, curriculum includes both planned and unplanned activities that students engage in as well as the information that has been chosen and given. A curriculum is the instructional and the educative pregame by following which the pupils achieve their goals, ideals and aspirations of life. The broad objectives of a school education are given concrete expression through the curriculum. According to change of time, needs, and technology the concept of curriculum has been also changed. As the new curriculum is child and life-centered, the previous curriculum was subject-focused. Modern curriculum is framed according to the actual need, interests and capacities of the child. It aims at both developments of the individuality of the child as well as the development of the society.

***History of English curriculum development in Nepal.*** English education was introduced by the Prime Minister of the time, Jung Bahadur Rana, after his visit to Europe in 1850-51 where he had seen and was impressed admiring the accomplishments of the British in particular after visiting Europe, Jung Bahadur realised the value of English for contact with the outside world and decided that his sons should have a western education (Sharma, 1990, p. 3). As a result, education was first only provided to the children of the governing Rana family and was not accessible to the common public. These wealthy kids were taught at Durbar School, Nepal's first modern institution of learning. Although there is no direct proof of the teaching or learning strategies used back then, it is most probable that they were fashioned by conventional British school practices, much like the school itself (Thapa 2011).

Although there are currently eleven national universities in Nepal, Tribhuvan University was the first to open its doors in 1959. Regardless of the students' chosen academic specialization, Tribhuvan University has placed considerable attention to having an English-language curriculum. English is a required course up to the bachelor's degree level. The university changed the way English syllabi were organized in 1981, giving campus-level English language courses and other English-language subject courses a weighted of 200 points rather than 100. Additionally, even though the majority of the teaching and learning is done in Nepali, the final test questions are written and administered in English.

The way that English is adopted in the educational system reflects both the importance of English in Nepalese culture (Giri, 2015). Even though it isn't usually used as a communication tool in private schools, English is taught as a foreign language from Grade 1 through Grade 12. It is also increasingly employed as a medium of instruction.

***Process of curriculum development and implementation in Nepal.*** The implementation of curriculum is carried through a systematic procedure. The curriculum implementation process can be divided into five steps these are planning, content and methods, implementation, evaluation and reporting. Generally, talking to the process for developing and implementing the curriculum, in the Nepal, National Curriculum Framework for School Education (2076), highlights the certain major processes for school curriculum development and implementation. Firstly, curriculum work committee collects the opinions and suggestions from the stakeholders through observation, interview, questionnaire, focus group discussion etc. secondly, specific objectives formulate based upon learners' pre-knowledge, capability, individual desire and need, social need and problems. Then, curriculum draft committee organizes in order to develop the curriculum draft. After develop the curriculum draft, subject committee discusses on that very draft and suggest them to improvise on evincible point. Then after, revise based on the suggestions. After completion of these processes, National Curriculum Development and Assessment Council approve and send for the implementation throughout the schools.

***Assessment system.*** Simply, assessment refers to the score given by making judgment on quality of something or somebody. In every educational program assessment is kept to find out whether the goals are achieved or not which helps find out the weakness and effectiveness of program. It can be divided into formative and summative assessment. Formative assessment is taken as continues process which plays a vital role in the improvement of the students' learning activities, to increase the effectiveness of program (Acharya, 2017). Summative assessment has conducted at the end of educational program which enable to students and determined the level for further study. In the previous curriculum of secondary level, there is only summative assessment kept. But in the currently implemented curriculum of secondary level has categorized assessment system into internal and external evaluation. Internal evaluation kept with 25 marks which covers participation,

listening test, speaking test and score of terminal exams. External evaluation carries 75 marks including reading, writing, grammar and vocabulary (CDC, 2019). Every teachers might have knowledge about external evaluation but internal evaluation is new for secondary level teachers so it might create difficulties to them to implement in the real teaching learning activities.

*Selection of pedagogy.* Pedagogy refers to method of teaching an academic subject or theoretical concept which includes teaching styles, feedback and assessment system. The main of pedagogy is to develop the attitude and skills of learners and to imply their learned skills in their real life. The quality education depends on the selection of proper pedagogy. While selecting the pedagogy every aspects should be focused related to learners such as level, background, age, learning style and capacity (Ghimire, 2019). Teaching method has been changed according to time and change. Pedagogical approaches can be divided into five types such as constructivist approach, collaborative approach, reflective approach, integrative approach and inquiry based approach. While selecting the pedagogy we need to focus on learning environment, diversity of learners, curriculum and planning and assessment which also helps in professional development. The new curriculum focuses on the collaborative learning, it involves learners working together on different activities in a group which ensure the participation of all students. It is proper way to solve the problem, complete tasks and learn new concept. But in the context of Nepal, it might be difficult for teachers to apply the collaborative learning in the classroom because Nepal is diverse country in every aspects and the students used to come school belongs to different background.

*The secondary level education in context of Nepal.* Education in Nepal, based on structure, can be divided into Pre-Primary Level Education, Secondary Level Education, and University Level Education. Primary education, today also called basic education, from grade one to eight while Secondary education from grade nine to twelve. School education includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-12 respectively. Pre-primary level of education is available in some areas. Six years old is the prescribed age for admission into grade one. A national level Secondary Education Examination (SEE) is conducted at the end of grade 10. Before 2019, Grades 11 and 12 are considered as higher secondary level

but the policy now is to integrate these grades into the school system. There are currently three stages of higher education: bachelors, masters, and PhD.

In the present day, in Nepal, secondary level refers to the grade 9 to 12. The structure of education in Nepal is change according to establishment of different National Education Planning Commissions. Before 1992, from class 9 to 10 are taken as a secondary level whereas grade 11 and 12 are taken as a higher education. After establishment of National Education Commission 1992, purposed to made grade 11 and 12 as an intermediated level. But the needs of learners and society National Curriculum Center in 2019, has been change the curriculum of secondary level and structure of education also changed. In 2019, new structure of education has been published in document and from the 2020 grade 11 and 12 are merged in secondary level and grade 11 and 12 are taught as secondary level.

*New English curriculum of grade 11 and 12, 2019.* The secondary level English curriculum (grades 11 and 12) was created in accordance with the principles of the new National Curriculum Framework for School Education. The NCF 2019 has been authorized by the MoEST and takes into account the country's altered geopolitical environment as well as the present learning demands of the students. The mandatory English curriculum for grades 11 and 12 consists of 4 credit hours and 128 yearly working hours. It addresses all four language skills with prime focus on reading and writing skills principally following the content and language integrated learning. It also connect with the real world learning through information and communication technology. It also includes the language functions, which helps to increase the students' proficiency for their further studies and betterment of career. The curriculum has focused not only on language and language functions but also on a variety of fiction and non-fiction texts, short stories, essays and poetry, which provides a meaningful context for language learning. This curriculum focuses on the both the intensive and extensive reading texts. For these purpose, a wide variety of text have been included under various topics and themes. This curriculum comprises learning outcomes, scope and order of material, learning facilitation process, and evaluation procedure for each grade level of pupils. This curriculum includes both formative and summative assessment. Internal evaluation is categorized into four areas with 25 marks and external evaluation is categorized into four areas (language skills- reading and writing, language aspects- grammar and vocabulary) with 75

marks. The curriculum is developed into 16 thematic areas with possible topics (CDC, 2019).

***Why teachers' perception matter in the effective practice of curriculum.***

Teachers fulfill an important role in curriculum implementation in school. Teachers' opinions and attitudes towards a particular change have a big impact on how that change is implemented in the classroom. Perceptions were the ability to become aware of information through a person's senses (Murphy & Torff, 2014). A well-designed strategy that is backed by both material and immaterial components must be the foundation of any curriculum reform and its integration into classroom instruction for it to be successful. Key factors for successfully implementing a curriculum change include teachers and their attitudes, which may vary according to the socio cultural context but our curriculum has been developed in centralized process. Research on the teachers' perception towards new compulsory curriculum of secondary level study dealing with the perception of new curriculum, opportunities and the problem or challenges in implementation process focusing on the evaluation of new curriculum of secondary level.

Teachers have to know objectives, contents, teaching methods and techniques and evaluation approaches well and apply them in learning-teaching processes in order to manage the requirements of current curriculum. No matter how carefully the curriculum is prepared, it won't accomplish its goals unless instructors who implement the program do their jobs effectively. (Gurol, 2004). Teachers who have a significant impact on the implementation of the curriculum have an obligation to put the concepts of the curriculum into practice. Teachers are seen not only as active curriculum implementers but also as primary elements giving feedback about current curriculum to improve it. However, a curriculum is developed with ideal dimensions, if it is not applicable, then it cannot be said that it is effective. For this reason, the curriculum will only achieve its objectives if it is implemented effectively. So teachers contribute to the curriculum development process with their practical experiences, knowledge of curriculum and feedbacks about implemented curriculum.

***Opportunities for teachers' in implementation of new curriculum.***

Opportunity refers to an occasion or situation that makes it possible to do something that we want to do or have to do, or the possibility of doing something and a

component, feature, or reality of the external environment that is advantageous supports in the achievement of a goal or purpose. It is also referring to a set of favorable circumstances that makes progress possible. So, observing the above mentioned definition of opportunity, we also can take new curriculum as an opportunity for the teachers because the implementation of new curriculum might be help them to develop their professional skills and our new curriculum has been developed according to current needs which can help to teachers to update with new knowledge.

There are many opportunities of the implemented curriculum, they can expand their way of thinking providing broad sector of knowledge. Different activities and new contents are included in new curriculum which create a chance for teachers to teach and learn with the students which might be important for their real life situation. It can give equality to every community because ethics and cultures are also given emphasized and spreading the opportunity to learn and teach updated knowledge, skills, and strategies. It has opportunity to use technological advancement in teaching and learning activities with learners' active participation. It helps to connect with different activities by collaborating and facilitating on the teaching and learning through learners' real world (CDC, 2019).

***Challenges for teachers' in implementation of new curriculum.*** On the path to achievement, we frequently face obstacles and troubles in life. A tough job or circumstance can be referred to as a challenge. A tough circumstance requires a lot of work on the part of the person to overcome, and it is also complex to cope with or comprehend. We all encounter issues and obstacles in a variety of circumstances that prevent us from achieving a certain objective.

In the context of Nepal, curriculum is developed with the centralization process but our country has diversity in every aspect such as culture, ethics and geographical also and the implementers of curriculum belongs to different parts or community of Nepal which can create curriculum implementation as a challenging thing or problem. It has challenge to implement throughout the whole country equally (Adhikari, 2020). Similarly, teachers are not efficient to use technological advancement and infrastructures in teaching field engaging to learner for active participation in recommended activities. Teachers' efforts to apply the new curriculum

are hampered by a variety of problems. Shortage of resources, teacher training programs and lack of support from the management and workload of teachers. After the change of curriculum, there is not conducted programs and training for teachers regarding the new curriculum and it not disseminated throughout the country. In different remote areas, there is no access of technological advancement and teaching materials which create a problem for the teachers to implement the new curriculum.

### **Review of the Empirical Literature**

I discovered various national and international studies that have been conducted in relation with perception of teachers toward curriculum while reading the relevant articles. The available literatures are summarized as follows:

Karki (2014) has done research on "curriculum implementation practices of the secondary level English curriculum: A case of Nepal". The objective of this study is to explore the extent to which English language teachers teaching at secondary level in Nepal understand the English curriculum and implement it in their classroom teaching. The research was designed based on ethnographic framework. Areas of the study were Kathmandu valley under the secondary level teachers of Kathmandu valley. The study involved eight English language teachers working in secondary level for last 8 to 15 years, located in Kathmandu valley as sampling. This study uses purposive sampling. Researcher use primary sources for data collection (interview & observation). The data were analyzed thematically using data triangulation approach. The findings were categorized under different themes on knowledge of curriculum, views on objectives of the curriculum, knowledge and views on content, teaching learning activities, evaluation, use of curriculum in classroom teaching, linking teaching aims with the curriculum, prospects for further improvement in curriculum. This paper has discussed on knowledge of curriculum, curriculum and teaching aims, and factors affecting curriculum implementation, future prospects for curriculum development. The study has indicated that Nepalese EFL teachers have sound knowledge of curriculum but very few of them utilize it during teaching. The study also enunciated the fact that teachers rarely use the curriculum in their planning. Many of them solely depend on the textbook in this regard. No training and workshop have been organized for teachers to help them learn how to make use of the curriculum in classroom teaching.



Abudu (2015) has conducted research on "Basic school teachers' perception about curriculum design in Ghana". The research centered on teachers' opinions about curriculum design and obstacles to their involvement. In his study, 130 teachers are participating as a sample population who responded to a questionnaire. Survey research design is used to collect the data and data are interpreted and analysed by descriptively and statistically. He found that the level of teachers' participation in curriculum design is low. The outcomes further demonstrated the significance of instructors participating in curriculum design, which includes identifying the requirements of students, learning some skills, and contributing their expertise in the design process. Finally, it was determined that the biggest obstacles to teachers participating in curriculum design were an enormous workload, a lack of experience, limited financing, and a lack of knowledge. According to the study, decentralizing the curriculum design process and assigning curriculum leaders to each school are effective ways to boost teachers' involvement in curriculum creation.

Juliantara (2016) has conducted research entitled "Teachers' Perception towards Curriculum Change: A Case Study on the English Teachers of Lingsar. ". This study used a qualitative research approach with the aim of describing the English instructors' impressions of the recent modifications to the curriculum. Four teachers are selected by using non-random purposive sample as population sample of the study. The data were collected by using in-depth interview aimed to understand the meaning of one's experience. He found that experience, knowledge and the context of situation can influence the perception of teachers towards the current curriculum. Thus, lack of knowledge, experience, facilities and teaching materials teachers still perceived previous easy rather than current curriculum. Furthermore, teachers' role is significant role in curriculum change. Moreover, teachers also thought that complicated assessment concept, limited time and online based leaning sources become as issues in current curriculum. However, the still tried to adopt that by following training as well as adopt online learning sources frequently. They also believed that curriculum was changed to improve educational quality and they could overcome their problems and implement the curriculum well by having more training, discussion, supporting facilities and understanding about the current curriculum.

Likewise, Tomas and Karolina (2017) have conducted research on "Exploring Teachers' Perceptions of Curriculum Change and Their Use of Textbook During its Implementation: A Review of Current Research". Reviewing current knowledge in

the field of teacher impressions of curricular modifications is the goal of this study. The review's main focus is on the study results, with a secondary focus on the methodological aspects of studies looking at this subject. Special focus is placed on the role of school textbooks as curriculum materials supporting the curriculum change implementation. In the review, 37 resources published between 2000 and 2015 were analyzed. Twelve sources dealt with instructors' use of textbooks during the implementation of curricular changes. The results found that teacher perceptions of curriculum changes are not uniform, but vary between positions of acceptance and resistance. Teachers' demographical characteristics (e.g., gender, years of teaching experience) and the anticipated implementation challenges were shown to have the greatest impact on attitudes about the curricular adjustments. Additionally, it was shown that instructors continue to view textbooks as an essential curricular (and instructional) tool.

Gamze, Tugba, Kursat and Esra (2017) have carried out research entitled "Teachers' Perception: Competent or Not in Curriculum Development". The purpose of the study is to determine teachers' perception on curriculum development competencies and determine whether their perceptions differ according to gender, branches, seniority and graduated faculty type. This study is quantitative in nature whether 472 teachers are taken as sample population in Turkey. The findings of the study indicate that teachers often perceive themselves incompetent on curriculum development and their perception doesn't differ in terms of gender, the graduated faculty and seniority but differ as regards teachers' branches. Teachers should be given the abilities and skills necessary for curriculum building through creative teacher training initiatives in order to improve their perspective of their own degree of competency in this area. Additionally, the majority of the theoretical content was presented before teacher training program graduates. This fact necessitates expanding the amount of curriculum development classes. Thus, by expanding the number of application courses on how to build and implement curriculum, theoretical knowledge may be put into practice.

Similarly, Dhungana (2018) has conducted research on "Analysis of Paideia perspectives for developing curriculum in Nepal". This theoretical article is entirely based on reviewing research articles and theoretical books about the curriculum and philosophy of education. The paper has consulted 24 references materials consisting of books, research articles, reports and website to understand the diverse perspective

of paideia of the curriculum has analyzed the theoretical orientation on the concept of paideia, education as midwifery process, essentialist curriculum, and standard based curriculum. The results of information collection are presented under three themes. First, guiding perspectives or paideia of different countries (Maldives, Tanzania, Greece, German, & Norway). Secondly, developing the versatile personality of 21<sup>st</sup> century on knowledge, skills, character, curiosity, encourage, flexibility, ethics, leadership, and thirdly, key aspects of Paideia today. The paper has argued that there is no such clear guiding perspective of paideia and students are facing suffocation due to the compulsion of regurgitation on non -regurgitated curriculum, no conclusion with the real life – life world not matching KSAs (knowledge, skill and ability) with available opportunities and potentialities of the country. The high discrepancy between the perceived paideia and prevailing educational practices are the main issues to be addressed by exploring the paideia of Nepal.

Paudel (2019) has conducted research on "University teachers' attitudes towards English language curriculum of M.Ed. semester system". The objectives of this study is to explore the Tribhuvan University (TU) teachers' attitudes towards the current Masters level English language (semester system) curriculum. In order to achieve the objective of the study, he has used explanatory sequential mixed research design. Forty-five English language teachers from both constituent and affiliated campuses of Tribhuvan University, Nepal, were purposively selected. He found that the university English teachers had positive attitude towards the current curriculum for its input and process. However, they did not like the context of its design and the implementation process. This suggests that in order for the curriculum to be implemented successfully, policy makers and curriculum designers should analyze the context in terms of the circumstances and the demands of the stakeholders before choosing the courses and their contents.

In the same way, Adhikari (2020) has carried out research entitled "Teachers' Participation in the Curriculum Development Process in Nepal: A Study from Teachers' Perspectives". The purpose of this study is to understand the perception of teachers in the participation of the curriculum development process. In this study, qualitative approach and phenomenological design are adopted. The participants of this study are selected by using purposive sampling and of twelve teachers from twelve community secondary schools from six provinces of Nepal. The data of the

research are collected by using open ended questionnaire and a semi-structured interview. The findings of the research are that most of the teachers were not involved in all phases of curriculum development process and they respond as unsatisfied for not getting an opportunity and some of teachers are involved in curriculum designing, dissemination and evaluation process. All participants state that teacher should participate each phase of curriculum development for making the curriculum relevant and quality based. For addressing these points, teacher participation mechanism should be incorporated in policies and practices.

Aboagye and Yawson (2020) done research entitled “Teachers’ perception of the new educational curriculum in Ghana”. The objective of this study is to examine the perception of teachers of the new educational curriculum in Ghana. They used virtual ways to collect the data. 74 teachers were population of this study. They found that teachers perceived that the new curriculum is important as it will encourage group work, assist students to get lifelong skills, prepare students for the job market, encourage inclusive education, advance gender equality, and take into account the culture and society of Ghanaian pupils. The studies also showed that the existing curriculum has a lot of responsibilities, little teaching or learning resources, and lengthy class durations but no tough content for teachers. Teachers were also express that the government should involve teachers in planning the curriculum, get books and learning materials, teacher training in advance and pilot a new curriculum before implementation. In a nutshell, the teachers should be participating in new curriculum design and planning before implementation.

Likewise, K.C. (2021) has conducted research on “Analysis of grade 10 English textbook with reference to curriculum and examination”. This study was designed to examine the grade 10 English book in relation to curriculum and the examination. Various documents and publications related to the topics were consulted as the secondary sources to develop the theoretical support. The results from two schools were collected: one secondary school that is up to grade X and another secondary school that is up to grade XII, which were named school A and school B respectively in this paper. Three secondary level English teachers were selected purposively and interviewed with unstructured technique. Similarly, the lived experiences of grade 10 students from three government-aided schools in Kirtipur have been included considering as the relevant information for the study. Researcher

used phenomenological research design. Data were collected from individual interviewed and data were interpreted and critically analyzed to draw the essence. Area of the study was Kirtipur (government school). Two government schools of secondary school (X and XII) were selected for results. Three secondary level English teachers and grade 10 students from three government aided schools. In this paper, the results of the study have been subsumed on the English language curriculum, English textbook, and evaluation in relation to examination system categories discussing the curriculum in challenge, textbook reformation, examination, language skills and contents. From the result and discussion of this paper, researcher come to conclude that English textbook has tried to include all the skills and aspects of language. The textbook could help students to develop their language skills as intended by curriculum.

From the above mentioned related literatures, I have found that nationally and internationally few studies are conducted regarding the perception of teachers on curriculum but the studies only aims at to find the implementation level of curriculum, their confidence and knowledge about the curriculum but they didn't try to find out how the teachers perceive the change curriculum. If curriculum changed according to time and need it is good thing but the actual implementers of curriculum are teachers. Here teachers' perceptions refers to the thought they have about newly implemented compulsory English curriculum which are shaped by their background knowledge and experiences which might be influence in their profession. Through this research I want to find out that how the secondary teachers have been taken the newly implemented compulsory curriculum i.e. what kinds of things teachers learn from it and what types of difficulties becomes while implementing it in the classroom. The answers of above mentioned questions, which might be useful for curriculum designers, stakeholders, administrators and who have involved in educational sectors directly and indirectly for the better improvement of curriculum and practice. According to the above mentioned literatures, teachers have wide range of knowledge about curriculum that is good thing but most of them do not use that in real classroom they only use textbook, that might be insufficient both teachers and students to achieve the intended educational goals. This shows that the teachers don't have proper knowledge about methods and activities kept in the curriculum. So there is need to find out why they don't use the curriculum in the teaching learning activities and what

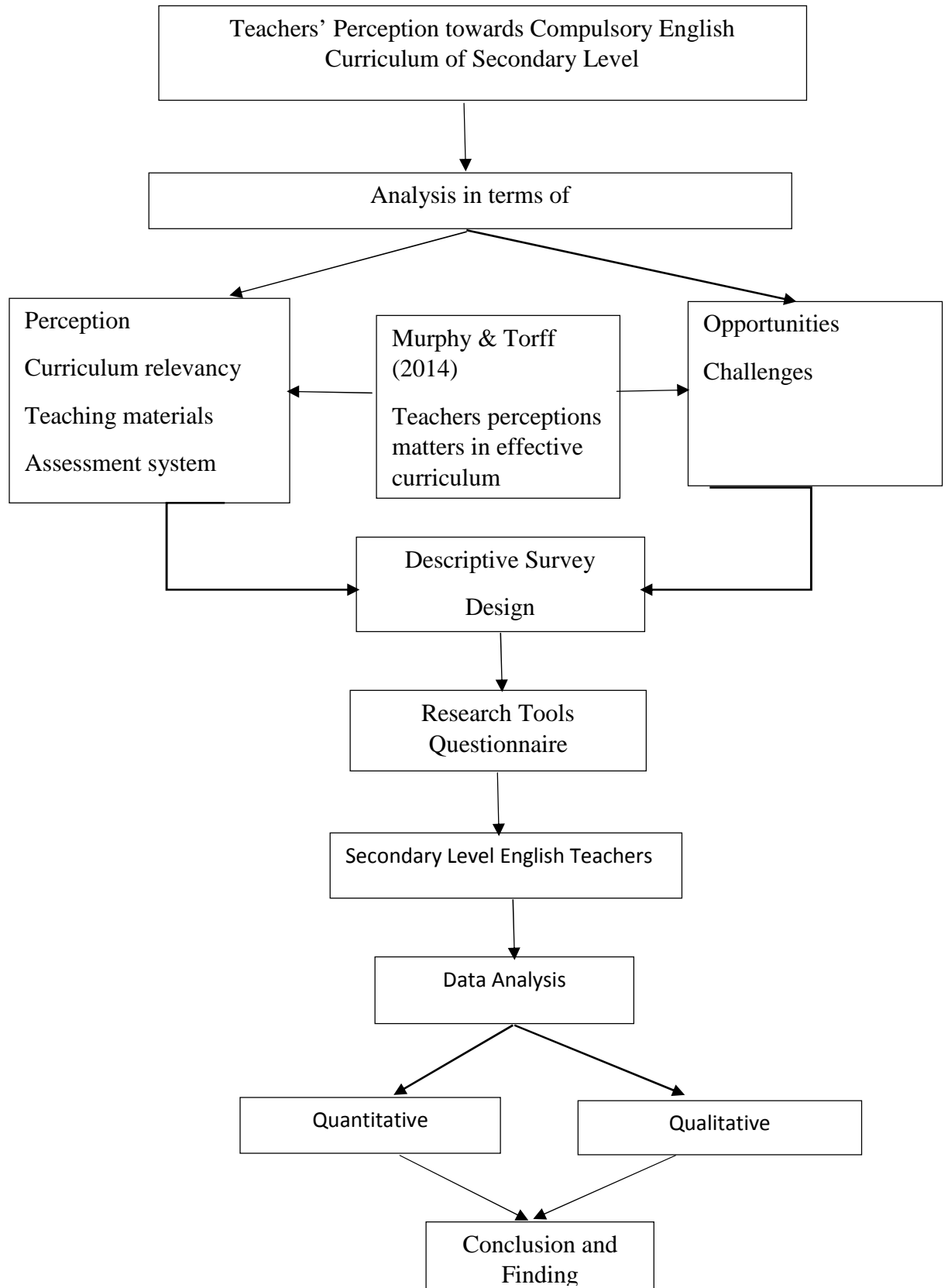
kinds of challenges they have faced in the implementation of it. I have found that teachers' perception is determined by their background knowledge, experience and socio-cultural context. So, to make positive attitudes towards curriculum, curriculum designer should be also focused on this thing and it should be developed by applying decentralization process.

### **Implication of the Review of Literature**

In every research work, the literature reviews always play the crucial role to make completion of the study. The literature review "is an integral part of the entire research process and makes a valuable contribution to almost every operational step," claims Kumar (2009, P. 30). In literature review, central focuses are to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, journals, articles, reports and previously done theses and researches. When I review the empirical literature it provides me insight about the background knowledge, methodologies, research gap and other important aspects of the research. Theoretical literature helps by providing knowledge about different theoretical aspect of research field. Similarly, the review of empirical literature has helped me to develop the conceptual framework and to find out the gap between the previous researches and existing situations of this field. Furthermore, it helps to improve methodology too. After reviewing all above literature, I have learnt many things and idea which have drawn in my study. Most of the above study focuses on the current situation of teachers' perceptions towards curriculum and challenges in implementation of it. Furthermore, these researches help me to form objectives, collect data and to analyze collected data which I have used in my thesis.

## Conceptual framework

Conceptual framework is the skeleton of every research work. It shows the relation among the various concept of the study. The conceptual framework of the study is presented as follows:



## Chapter 3

### Method and Procedure of the Study

This chapter discusses the process and approach that was used for conducting study. This research was follow the following methodology to achieve the objectives of the study.

#### Method of the study

Method is the fundamental part of every research work which provide us proper guidelines and shows the way how we can make complete our study. It is a systematic way through we can collect data and analyze those data. According to Kerlinger (1986, p. 279) A research technique is a plan, structure, and investigational strategy that is convincing enough to produce an answer to the research topic and associated issues. There are many research designs, which are used to find out the truth regarding some problems. This research study was based on compulsory English curriculum of secondary level. Based on the academic knowledge, I choose survey research design as a research design which is more descriptive in nature. According Nunan (1992, p. 140) the majority of social science disciplines, including linguistics, politics, sociology, and education, employ survey designs to gather data.

Similarly, Kelinger (1986) says, Survey research is a type of study that examines a large or small community, or the universe, by choosing and analyzing a sample from the population to ascertain the relative occurrence, distribution, and interrelationship of social and psychological variables. Exploratory, descriptive, and causal are the three main types used in survey research but I will use descriptive survey for my research paper. A huge population's characteristics can be described through surveys. No other research methodology can offer such a wide range of capabilities, which guarantees a more accurate sample to collect focused findings from which to draw conclusions and make significant judgments.

In my research I have purposed to find out the perception, on opportunities and on challenges of secondary level English teachers and survey is one of the most appropriate design to find out the perception which is taken a reliable method in large group also. To fulfill the objectives of my study I prepared the closed and open ended questionnaire and I believed that the survey research has been help to get authentic data because it is the best research design to explore the perception in large number of



people and in my research there are teachers from two districts. So, I have select the survey design and I sure, it has been clearly help to investigate on centrally claiming issue on this research.

### **Population, sample and sampling strategy**

The all English teachers of secondary level were population of this study. I used purposive sampling strategy under the 45 English teachers of secondary level from 32 community schools of Banke and Bardiya districts for collecting the required data to fulfill the objectives of this study. I have collected data physically and virtually.

### **Research tools**

As required, based on chosen issue, I used close ended and open-ended questionnaire as a data collection technique and tool which contained 25 different statements with their alternatives to be chosen. Some statements have only 2 options, some have 4 options and some have 5 options. The three statements also contained for the participations to add their own opinions. The questions were interrelated with each other aiming to collect genuine data from the participants.

### **Source of data**

In this study, the primary data collated from the 45secondary level English teachers of Banke and Bardiya district. In order to complete and facilitate the study, I consulted with different books, articles, journals and related research work as a secondary source of data. Similarly, I have reviewed the reference materials of Kelly (2004), Beauchamp (1957), Ellis (2013), websites of MoEST, NCF, National Education Commission and New Curriculum of Secondary Level (2076), websites of CDC and other textual materials accessible through media.

### **Data collection procedures**

- ) First, I prepared a set of suitable close ended and open-ended questionnaire regarding the new changed compulsory English curriculum of secondary level.
- ) After that, I went to a few schools in the Banke district (I was unable to travel to any in the Bardiya area) and obtained authorization from the relevant

authorities to speak with English language teachers while establishing rapport with the responders.

- ) Then I explained the purpose and asked for permission to carry out answers from them.
- ) After that I provided the prepared questionnaire to them through online as well as physically.
- ) I asked them to fill up and wrote the answer of that questionnaire.
- ) Finally, I collected the data from the respondents by taking most thanks for their kind cooperation and help.

### **Data analysis procedures**

The majority of survey research studies are both qualitative and quantitative. Being a survey study, it possessed both qualitative and quantitative analytic features. I sent closed and open ended questionnaires through e-mail maintaining proper time gap, and I visited some teachers physically. I received the responses on both questionnaires from 45 teachers. The collected information was transcribed and coded. Then, both quantitative and qualitative data were integrated, analyzed and interpreted descriptively with the help of tables, illustration and percentage as well as textually under different themes.

### **Ethical considerations**

The primary factor to take into account when doing research is ethics so that while conducting any research, researcher should consider the ethical value. To keep the ethical values for this research I went to the schools and got permission from the respect authority to consult the English language teachers and I built up rapport with responders to make them comfortable. Then I explained the purpose and ask for permission to carry out the answers. I kept the responses of informants' confidential and present it by using the pseudo name to maintain the ethical consideration of the study. Similarly, I will be not use those collected data for any other purpose and not disclose the data without the permission of the participants.

## Chapter 4

### Analysis and Interpretation of Data

The analysis of data and the interpretation of findings from primary sources are the topics covered in this chapter. Analysis and interpretation of the data gathered from the respondents was done to look into teachers' perceptions towards compulsory English curriculum of secondary level (grade 11 & 12). A questionnaire containing both closed- and open-ended questions was used to gather the data. I gathered the information from 45 secondary-level English teachers of the Banke and Bardiya districts. Three open-ended and twenty-five closed-ended questions were included in the questionnaires that were given to the respondents. Both quantitative and qualitative methods have been used to analyze the data that has been gathered. After the completion of the questionnaire, the data is tabulated. Based on the secondary school teachers' replies, the data were examined.

#### **Analysis of the data and interpretation of result**

The collected data are analyzed statistically with the help of statistical tools with percentage and tables. The statistically presented data in tables are interpreted descriptively. Analysis and presentation of the information gathered from the secondary English teachers' responses to the closed-ended and open ended questions are given below:

*Teachers' perception towards compulsory English curriculum of secondary level.* On this heading, the researcher has analyzed the responses of the English teachers who were teaching in secondary level of community schools where the new curriculum has been implemented from 2077. The perceptions of 45 respondents from different schools of Banke and Bardiya Districts are analyzed. They were asked to choose one option for statements given in questionnaire and some questions are given to write their own opinion. The analysis of responses is mentioned in the sub-headings as follows:

*Teachers' preference to curriculum.* As currently curriculum is being implemented in secondary level from 2077. It has changed many themes and contents including methods, teaching learning strategies, activities, materials and assessment system. But the actual implementers are teachers so, via this study I want to find out that teachers prefer or not the currently implemented curriculum. I provided them

questions with the option. Let's consider the following data whether they agreed or not.

**Table 1 Current curriculum is better than old curriculum**

<b>Responses</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Agree	35	77.77 %
Disagree	4	8.88 %
Moderately agree	4	8.88%
Strongly agree	0	0 %
Strongly disagree	2	4.44 %

The teachers asked to be agreed or disagreed to the question 'Is the new curriculum better than old curriculum' to find out an idea with whether it is good to implement the new curriculum in schools or not. According to the facts stated above, the majority of teachers (i.e. 77.77%) agreed with the statement whereas 8.88% teachers moderately agreed on it. Similarly, 8.88% teachers disagreed to the statement and only 4.44% of them strongly disagreed.

English curriculum has been changed according to time and situation. Every things has good aspects and bad aspects likewise new curriculum has also good aspects. Regarding which aspect respondents like more about new curriculum, they were asked to choose the option as given in the questionnaire as well as they choose the multiple options, the following data shows it as follows.

**Table 2 Good aspect of curriculum**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Need based curriculum	16	35.55 %
Addresses technology in education which is more important in present era	10	22.22%
Focuses on collaborative learning	5	11.11 %
Helps to achieve educational goals	14	31.11 %

Here, most of the teachers (i.e. 35.55%) responded the option 'Need based curriculum'. In the same way, 31.11% of the teachers chose the option 'Helps to achieve educational goals' whereas 22.22% of the teachers ticked the alternative

‘Addresses technology in education which is more important in present era. Only 11.11% of the participants chose the option ‘Focuses on collaborative learning.

***Curriculum relevancy with the context of Nepal.*** For the quality education, the subject matter of the curriculum most to be appropriate according to society, culture and geography then it can be implemented effectively. It is very important to be sure that the subject matter and content are relevant with the context. Let’s consider the following data to have idea about teachers’ perception on the relevancy of new curriculum with the context of Nepal.

**Table 3 Suitable for Nepalese context**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	14	31.11 %
Disagree	2	4.44 %
Moderately agree	27	60 %
Strongly agree	2	4.44 %
Strongly disagree	0	0 %

Here, the maximum number of the teachers (i.e. 60%) moderately agreed whereas 31.11% of the teachers agreed. Similarly, this study found that the 4.44% of the respondents strongly agreed whereas 4% of the respondents found to be disagreed.

In my study short term goals refers to the academic achievement and long term goals refers to job oriented and for further study of learners. Regarding the teachers’ perception on long and short term goals specific to learners, who were teaching in secondary level were express different attitude. Let’s consider the following data.

**Table 4 Long and academic goals specific to the learners**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	22	48.88 %
Disagree	0	0 %
Moderately agree	23	51.11 %
Strongly agree	0	0 %
Strongly disagree	0	0 %

Regarding this, as the data said that the majority of the teachers (i.e. 51.11%) moderately agreed that the new curriculum meets the long and academic goals specific to the students and the 48.88% of the teachers agreed on it.

Learning English means not only learn to write or read in English, it means to use English according context. Secondary level students can use English in proper way for the meaningful purpose if the activities of English curriculum might be good. Regarding the activities of new curriculum, my respondents were found different attitude so let's consider the following data.

**Table 5** Activities are sufficient for communicative and meaningful purpose

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	21	46.66 %
Disagree	2	4.44 %
Moderately agree	22	48.88 %
Strongly agree	0	0 %
Strongly disagree	0	0 %

Regarding the activities of new curriculum for the communicative and meaningful practice, 48.88% teachers agreed with the statement the activities of new curriculum is sufficient for the communicative and meaningful practice whereas 46.66% of the teachers moderately agreed on this statement. And 4.44% respondents disagreed on the statement.

Learning English means to use English in proper way according to context. In our country, the learners learn English for different reasons i.e. for better job and further study in foreign country. So the subject of curriculum should be fulfilling such needs. So how the secondary teachers perceive regarding the subject matter of new curriculum is relevant with the needs of students as an English language learners let's show through the following data:

**Table 6 Relevant with the needs of the students as an English language learner**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	29	64.44 %
Disagree	0	0 %
Moderately agree	12	26.66 %
Strongly agree	4	8.88 %
Strongly disagree	0	0 %

The majority of the teachers (i.e. 64.44%) gave their response to the option 'Agree' whereas 26.66% teachers responded to the option 'Moderately agree'. And the only 8.88% teachers responded to the option 'Strongly agree'.

Learning English means to learn four skills and aspects of English language so the English curriculum should be focused on appropriate balance of those skills and aspects. To be perfect in English the aspects and skills should be focused which make teaching learning activities fruitful. Regarding the appropriate balance of four language skills and aspects following data will say about in what extent the teachers are sure on it as follows:

**Table 7 Appropriate balance of the four language skills and aspects**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	16	35.55 %
Disagree	5	11.11 %
Moderately agree	19	42.22%
Strongly agree	5	11.11 %
Strongly disagree	0	0 %

To respond the aforementioned statement, as they allowed choose more than one response, most of the teachers (i.e. 42.22%) responded to the alternative 'Moderately agree' and 35.55% teachers choose the 'Agree'. In the same way, 11.11% teachers disagreed with the mentioned statement but 11.11% teachers responded strongly agree.

The subject matter of curriculum should be motivating, and interesting for the fruitful results. Such things increase the creativity and skills of problem solving in both teachers and students. Regarding the teachers, perceptions on 'does the content

and subject matter of new curriculum are interesting, challenging and motivating’ let’s consider the following data:

**Table 8 Subject matter motivating, interesting and challenging**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	32	71.11 %
Disagree	0	0 %
Moderately agree	13	28.88 %
Strongly agree	0	0 %
Strongly disagree	0	0 %

As above mentioned data showed, highest numbers of teachers (i.e. 71.11%) agreed to the statement whereas 28.88% of the teachers moderately agreed on it.

***Opportunities of curriculum.*** An opportunity refers to an occasion or situation that makes it possible to do something that you want to do. Here, in my research opportunity refers to what kinds of knowledge teachers get from the implementation of new curriculum which can help them to develop their professional life. The new curriculum has been implemented in secondary level from 2077 which is based on updated knowledge. The teachers who teach in secondary level are found to be having the opportunities to teach new curriculum. Let’s let the data show it:

**Table 9 Teachers’ perceptions on opportunity**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
It helps to learn and teach updated knowledge	28	62.22 %
It helps to use technological advancement in teaching and learning activities	11	24.44%
It helps to connect with different activities by collaborating and facilitating on the teaching and learning	2	4.44 %
It helps to expand way of thinking by providing broad sector of knowledge	4	8.88 %

Here in this study, the teachers asked to mark the best option for the question ‘what kinds of opportunity did you get from it’? In the response to it, most of the



teachers (i.e. 62.22%) tick the option ‘It helps to learn and teach updated knowledge’ and less than that (i.e. 24.44%) teachers responded to the option ‘It helps to use technological advancement in teaching and learning activities. Similarly, 8.88% of them responded to the option ‘It helps to expand way of thinking by providing broad sector of knowledge’ and other 4.44% responded to the option ‘It helps to connect with different activities by collaborating and facilitating on the teaching and learning.

In new English curriculum many things are included which can help to the secondary level teachers in development of teaching skills. It developed based on current demands such as cultural diversity, sports, history and technology which might help the teachers to developed their teaching skills by updating them according to time. Let’s consider the data following data to the have idea about the teachers’ perception on curriculum help to develop teaching skills.

**Table 10 Curriculum help to develop teaching skills**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
A lot	23	51.11 %
Some what	20	44.44 %
A little	2	4.44 %
Not at all	0	0 %

Regarding finding out does the new curriculum help to develop teaching skills, the teachers were asked to choose the option which best suits to their perception. Most of the teachers (i.e. 51.11%) chose the option ‘A lot’ whereas less to it (i.e. 44.44%) responded to the option ‘Somewhat’. To respond the same statement, only 4.44% teachers choose the option ‘A little’.

In new curriculum different new aspects are included such as sports, science, culture, history and technology which are important in real life. Here, in this study, the respondents were asked to respond the frequency option to find out whether such kinds of things increase the creativity of both teachers and students. As this study found the idea about it, let’s be clear with the following data:

**Table 11 Helpful to increase creativity of both teachers and students**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
A lot	21	46.66 %
Some what	21	46.66%
A little	3	4.44 %
Not at all	0	0 %

Regarding finding out the creativity do the learning activities mentioned in new curriculum are helpful to increase the creativity of the both teachers and students, 46.66% teachers responded to option 'A lot' as well as 46.66% teachers responded to option 'Somewhat'. Similarly, 4.44% of them responded 'A little'.

***Availability of teaching materials in schools to implement curriculum.***

Teaching and learning materials are those things which help to achieve desired learning objectives. The purpose and importance of teaching materials is to make lessons interesting, learning easy and enable teachers to easily express concept. Our English curriculum has been changed, according to activities it mentioned different teaching materials in new curriculum. Here, in this study, the respondents were asked to responds in what range of teaching materials available in their schools to implement the new curriculum. Let's have a look on this as the data shows as follows:

**Table 12 Availability of teaching materials in school**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
A lot	2	4.44 %
Some what	21	46.66 %
A little	18	40 %
Not at all	4	8.88 %

Regarding the availability of teaching materials in school to implement the new curriculum, above table showed that, out of the 45 teachers, 46.66% teachers choose the option 'Somewhat' whereas 40% of them choose the option 'A little'. Likewise, 8.88% teachers choose the option 'Not at all' and only 4.44% teachers choose the option 'A lot'.

I have already mentioned that how the teaching materials are important in teaching learning activities. In new curriculum different teaching learning materials

are mentioned, so in my study I want to find out the mentioned materials are focuses on the skills that learners need to practice or not, the respondents were asked to maintain their degree of agreement. The following data shows:

**Table 13 Teaching materials are focus on the skills that learners need to practice**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	28	62.22 %
Disagree	0	0 %
Moderately agree	17	37.77 %
Strongly agree	0	0 %
Strongly disagree	0	0 %

The above table showed that, out of the 45 teachers, 62.22% agreed with the statement the teaching materials mentioned in new curriculum are included and focused on the skills that learners need to practice. Similarly, 37.77% teachers moderately agreed on it.

To implement the new curriculum effectively, teachers as well as students should be familiar with teaching and learning materials whatever mentioned in new curriculum. If they were familiar with teaching and learning materials, they learn easily and effectively. Here, in this study the respondents were asked to find out whether they are familiar with teaching materials mentioned in new curriculum or not, let's consider the following data:

**Table 14 Familiar with teachers as well as students**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
A lot	7	15.55 %
Some what	29	64.44 %
A little	9	20 %
Not at all	0	0 %

In the response of aforementioned statement, maximum number of the teachers (i.e. 64.44%) gave their response to the option 'Somewhat' whereas 20% of them responded to the option 'A little'. Similarly, 15.55% teachers responded to the option 'A lot' but no any teachers responded to the option 'Not at all'.

To make the clear concept, teaching materials play a vital role in teaching learning activities. Here through this question in this study tries to found out in what range teaching materials mentioned in new curriculum are appropriate with the activities. Let's have a look on this as the data shows as follows:

**Table 15 Teaching materials appropriate with the activities**

Agree	29	64.44 %
Disagree	2	4.44 %
Moderately agree	14	31.11 %
Strongly agree	0	0 %
Strongly disagree	0	0 %

Above mentioned data represented that highest number of the teachers (i.e. 64.44%) agreed to the statement whereas 31.11% of them moderately agreed on it. Similarly, 4.44% teachers disagreed to the statements.

**Teachers' perception on challenges to implement curriculum.** Problem is generally considered to be a task, a situation or person which is difficult to deal with or control due to complexity. In this study, problem refers to the situation in which the new curriculum is implemented i.e. there might be unavailability of different things such as materials, knowledge and dissemination. To implement new curriculum effectively in classroom, the teacher might encounter with different problem. As this study found idea about it, let's be clear with the following data:

**Table 16 Problem in implementation**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Lack of proper knowledge and training	23	51.11 %
Lack of teaching materials and dissemination	13	28.88%
Lack of active participation of the students	7	15.55 %
Lack of help of administration	2	4.44%

Here, in this study, the teachers were asked tick the best option for the statement which reflect their perception. In the response for it, most of the teachers(i.e.51.11%) chose the option 'lack of proper knowledge and training' and less than that (i.e. 28.88%) teachers responded to the option 'lack of teaching materials and dissemination'. Similarly, 15.55% of the teachers responded to the

option 'lack of active participation of the students' as well as 4.44% of them chose the option 'lack of help of administration.

***Teachers' perception on assessment system of curriculum.*** The methodical foundation for drawing conclusions about students' learning and growth is assessment. To improve students' learning and development, it is a process of identifying, choosing, designing, gathering, analyzing, and utilizing information that's why it play crucial role for the fruitful learning outcomes. In new curriculum, assessment system is categorized into two types and all the respondents like that system and why they like the assessment let's consider through following data.

**Table 17 Assessment system of new curriculum**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
It develops students' creativity	7	15.55 %
It increase active participation of the students	14	31.11 %
It builds good rapport between teachers and students	13	28.88 %
It motivate learners	11	24.44 %

Among the 45 teachers, 31.11% teachers responded to the alternative 'It increase active participation of the students' unlike that 28.88% of them choose the alternative 'It build good rapport between teachers and students'. Likewise, 24.44% of the teachers tick the alternative 'It motivates learners whereas only 15.55% of them choose the alternative 'It develop students' creativity'.

In currently implemented curriculum, the assessment system has been categorized into two types' internal evaluation and external evaluation. For the internal evaluation different activities are recommended in curriculum. The important is that the recommended activities are appropriate or not to explore the actual learning level of the students. Regarding the activities for internal evaluation, the respondents were asked to respond the statement 'activities are appropriate for internal evaluation' with the options given in the questionnaire. The following table represents the responses of the participants:

**Table 18 Activities appropriate for internal evaluation**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
A lot	22	48.88 %
Some what	19	42.22 %
A little	4	8.88 %
Not at all	0	0 %

While analyzing the data, it is found that most of the teachers (i.e. 50%) responded to option 'A lot'. As like this, 42.22% of them choose the option 'Somewhat'. In the same way, 8.88% of teachers choose the option 'A little'.

It is not big thing that the evaluation system is categories into internal and external evaluation, the actual value is occurring if it implemented and used in actual classroom teaching and learning activities effectively. Here, in this study, the respondents were asked to respond the frequency option to find out whether they use internal evaluation regularly or not. Let's have a look on this as the data shows as follows:

**Table 19 Punctuality to use internal evaluation**

<b>Responses</b>	<b>No. of respondents</b>	<b>Percentage</b>
Always	13	28.88 %
Sometimes	28	62.22 %
Rarely	4	8.88 %
Never	0	0 %

In the response of above mentioned statement, maximum number of the teachers (i.e. 64 %) gave their response to the option 'Sometimes' whereas 28.88 % of the teachers responded to the option 'Always'. Only 8.88% of them responded to the option 'Rarely' but no any teachers responded to the option never.

Now the data shows that all the teachers are used internal evaluation in their class according to new curriculum. They have different range to use internal evaluation but they implemented the activities whatever suggested in new curriculum.

Challenges faced by teachers while implementing curriculum. We all know that when something might become new in our life we cannot adjust easily, we have faced problem and challenges regarding that thing. The English curriculum has been

changed which is new for the implementers which can create many problems. Through this study, I want to find out what kinds of problems or challenges are faced by the secondary teachers while implementing the curriculum in classroom. The respondents were asked to have their opinion on the question ‘what kinds of problem and challenges did you face while implementing it?’ In the response to this question, the respondents have opined themselves with their ideas.

*Unavailability of proper teachers’ guideline to use curriculum.* As they stated that, they do not have ideas about how to use internal evaluation in the teaching and learning activities and they have incomplete linguistic knowledge on students and inaccessibility of needed materials. In this regard, T1 said that “to implement the curriculum teacher guideline should be provided first” according to them teachers’ guideline should be developed while changing the curriculum. In the same way, T2 said that “we do not have any idea how to use internal evaluation in the classroom therefore we need teacher guideline for this”. In the beginning of implementation of curriculum, they did feel a bit of inconvenience to apply it through the course books since it was totally new one. Similarly T3 said that “we do not have knowledge about teaching materials so government should provide us pocket book”. They do not have actual knowledge about some activities and how to use internal evaluation in classroom.

*Contents are lengthier.* They mentioned that regarding the implementation of curriculum, they cannot adopt the collaborative learning as well as economy of time because chapters are kept more than particular time of year. T1 said that “the content and subject matter integrated with other subjects which cannot be completed in the given time” contents are more than particular year. In the same way, T2 said that “contents are lengthier than particular year it is impossible to complete on time” so the contents should be kept short.

*Lack of teaching materials.* When they did not get teaching materials according to the objectives of the curriculum then they feel that why the curriculum has been changed. In this regard, T1 said that “we did not get teaching materials according to contents of curriculum”. They do not have sufficient teaching materials to implement the changed curriculum so, it creates obstacles to adopt curriculum. In the same way, T2 said that “community schools have not infrastructure and authentic

materials to implement the current curriculum effectively”. While implementing curriculum they faced so many challenges and problems like lack of infrastructure, teaching learning materials, technologies, content knowledge, and participation of whole school management. Similarly, T3 said that “current curriculum included technological advancement which might not be available in remote areas of Nepal”. The data shows that content and subject should be kept according to infrastructure of community schools and local materials because the changed curriculum became valuable if it is implemented effectively.

*Diversities of learners.* They have said that, the problem and challenge they have seen is treatment of the learners centered teaching learning activities with the context of Nepal where has various diversity, in order to achieve the intended goals and objectives. In this regards T1 said that “curriculum development required awareness of the diversity of the target community socially, financially and psychologically”. Curriculum is developed in centralization process which includes the technology it is good thing but it could not well address to the remote areas of Nepal because there is not good access of internet. In the same way, T2 said that “diversity of learners make curriculum implementation difficult”. Similarly, T3 said that “curriculum focused on learners’ center method which is good aspect but there is diversity in every aspects of learners in our school, so balancing different styles of learning is problem”. The teachers might not have knowledge about learners so it might make difficult to implement the new curriculum.

*Incompetence for implementing technological advancement in classroom.* Some respondents said that, they get education in the theoretical based, they do not have competencies about technology and access on how to use in teaching and learning activities because of lack of teacher training. T1 said that “Nepal is developing country here are not proper technologies and teacher do not have competencies about technologies so it is created the problem to implement the curriculum”. It has challenge to manage the efficient teacher to use technological advancement and infrastructures in teaching field engaging to learner for active participation in recommended activities. Similarly, T2 said that “we have get theory based education so we do not have practical knowledge about new technologies”. That’s why teacher training should be conducted according to their need.



*Local content should be focused.* Similarly, they express that the new curriculum included the setting of foreign content that makes difficult to understand the context and involved many kinds of content of grammar within an exercise. In this regards, T1 said that “current curriculum includes the foreign content rather than local content which creates difficulty to teach the students”. In the same way, T2 said that “more grammar are kept in exercise following foreign context”. So, the implementers feel difficult because of the curriculum has not included local content it gives more priority to the foreign content and subject matters.

*Opinion of teachers to make curriculum more contextual.* The needs and demands of people changed according to time, so the paying attention to this thing English curriculum has been changed. As the English curriculum has been changed and the schools are implementing the curriculum in secondary level, all the informants were asked the question ‘in order to make new curriculum contextual, in your opinion what else ought to do for the betterment of it?’ to have their opinion for find out the suggestion for betterment of new curriculum.

*Teacher training and session should be conducted while implementing curriculum.* The informants have given the suggestion for this question by opining what kinds of things can be done to make new curriculum more contextual. According to them to make curriculum more contextual, teacher should have competent about curriculum to implement effectively in classroom. In this regards T1 said that “appropriate training session and extra scaffold related program are needed”. Teacher training for novice teachers should be provide and encourage participation in different activities as well as school administration should manage the required infrastructure. In the same way, T2 said that “If the curriculum designers and developers were conduct seminar and meeting with people from different areas before developing curriculum it will really fruitful”. The government should be provided the teacher training according to subject matter.

*Decentralization of curriculum development process.* The curriculum designers should pay attention to diversity of Nepal before keeping the content, activities and teaching materials in curriculum. In this regards, T1 said that “The curriculum developed as centralized form so to make it contextual development process should be focuses on decentralized”. Changed curriculum did not focus on

inclusive education which represents all ethnicities, cultural groups and geographical diversity so, the curriculum should focus on diversity. Similarly, T2 said that “Curriculum development required awareness of the diversity of the target community socially, financially and psychologically”. T3 said that “The curriculum should be focuses on cultural and geographical diversity”. Curriculum developers and designers should observed the diversity of Nepal before changing the curriculum”.

*Give emphasize on practical based contents.* They said that on the root of the curriculum, the subject matters to be taught and learned ought to be catchy, interesting and practice based. In this regards T1 said that “the curriculum must be upgraded or changed so as to incorporate the new and updated horizon of knowledge and information, and so on”. Similarly, T2 said that “to make curriculum more contextual, cultural and vocational education should be include which connect with real life and society”. In the, present era practical based education is more important rather than theoretical, so content should be kept teaching learning content on practical based. Curriculum designer need to updated with the old knowledge and too consider to collaboration process of teaching and learning activities.

*Cooperation with all level government.* All level of the administration and concerned authorities such as local, provenance and center have make participation and discussed each other for the betterment of educational system and curriculum because it makes the education cultural and vocational specialization which connect with real life and society. In this regards T1 said that “There should be established the relationship to local state or national standards while developing the new curriculum”. In the same way, T2 said that “The government should give right of curriculum development to province level”. According to them the local government should get opportunities and right to determine the objectives of curriculum.

*Need based curriculum.* Respondents said that, in order to make curriculum contextual, the designers and developer should have focused on students’ needs according to their place and age rather than country the curriculum is not place, ethics and cultural specialization and the curriculum development center should involve local content such as essay, poem, stories etc. in this regards T1 said that “Teachers, students and local government should get opportunities in selection of the content, teaching methods and instructional material while developing the curriculum

according to their need”. Therefore the students understand the content easily and focus to the implementers who were from different areas of Nepal which is diverse in every aspects. In the same way, T2 said that “The curriculum should be develop according to evolving expectations of learners and learning model which makes curriculum more learner center”.

*Conduct seminar and workshop with implementers.* If the curriculum designers and developers were conduct seminar, workshop and meetings with people from different area before developing curriculum it will really fruitful for making new contextual. In this regards T1 said that “to make it contextual, before development of curriculum developers should conduct seminar and meeting with implementers both teachers and students”. Before development of curriculum, curriculum developer should conduct seminar and meetings with implementers both teachers and students, should be focused on cultural and geographical diversity and focuses on listening and speaking activities rather than writing and reading which are more important in real life. Similarly, T2 said that “web and non-web workshop should be conducted with teachers while planning to change curriculum”. It shows there is need to conduct seminar, meeting and workshop with implementers before changing curriculum.

*Give priority to both assessment systems.* Assessment system has categorized into two types. First is internal assessment, which covers the less area on participation, listening test, speaking test, and terminal assessment. In this regards T1 said that “internal assessment covers only 25 marks, both assessment should be divided into fifty-fifty”. It helps to students identify their capacity. Similarly, T2 said that “formative evaluation is most important to improve the learning out comes”. External assessment, which covers many areas on assessment system like reading, writing, grammar, vocabulary. It is traditional type of assessment system. So, internal and external assessment system should be equalized on the weight age of assessment.

*Ways to imply it effectively.* Simply the government refers to the group of people who control and make decision for a country, state etc. they can solve the problem by the cooperating with the stakeholders whether the problem occurs either in educational sector or in others sector of country. In this study, I have tried to explore the opinion of the secondary English teachers how the government can help them to implement the new curriculum effectively.

*Managing training session.* The respondents were stated that the government can help them to imply the new curriculum effectively by managing effective provision for the training regarding curriculum, creating opportunities by organizing web and non-web based trainings regarding the different activities and teaching skills whatever mentioned in new curriculum. In this regards T1 said that “Make technology easily available in rural areas also and provide the training to the teachers who were not familiar with new technology”. Current curriculum can imply effectively by managing effective provision for the training regarding curriculum. In the same way, T2 said that “Creating opportunities, by organizing web and non-web based trainings, Managing local materials accessibility for both teachers and students could be effective ways of implementing curriculum”.

*Disseminating and supervising.* The government and the concerned authorities should pay ample attention to the curriculum dissemination program and must be effectively run throughout the nation, proper and interval supervision or evaluation seem to be necessary and the curriculum implementer should be recognized and honored etc. Government can help through identifying the problems and encouraging teacher and students in different activities by proving rewards etc. in this regard T1 said that “dissemination program is most important to implement the effectively” . In the same way, T2 said that “curriculum implementation phase should be observed and honored to the efficient teachers”. It shows there is need of good curriculum dissemination and supervising while implementing it.

*Providing teacher guideline and authentic materials.* The government should be developed teachers’ guideline for how taught given activities and use internal evaluation and authentic teaching materials while developing the curriculum and observe the facility of school before changing the curriculum. In this regards, T1 said that “Providing teacher training and guidelines how to use internal evaluation and by providing materials for both teachers and students”. In the same way, T2 said that “Teaching-learning resources and materials should be sufficiently available”. Make technology easily available in rural areas as well as provide the training to teachers who were not familiar with new technology. Similarly, T3 said that “The school environment, resource material and facilities should be provide sufficient and keeping content according to interested group”. In community schools, there were not good economic foundation so, it is necessary to discuss about the how the government can

provide sufficient funds for the education program in schools to adopt curriculum effectively.

*Conducting professional development programs.* By managing different programs for teacher to increase the potentiality and competence of teachers regarding the curriculum and provide pre service and in service training to the secondary level English teachers. In this regards T1 said that “Organizing activities and practical sessions for developing professional skills”. The expert teacher should observe the class of novice teacher and provide corrective feedback. In the same way, T2 said that “Program must develop a system of training and professional development that support education staff in their efforts”. Governance and capacity building program should be go in hand to hand. Similarly, T3 said that “Government should invest more funds in professional development of teachers according to time”. So, the government should focus on authentic teacher trainings, instruments, teaching materials what can be available in local context which makes easy to generalization with the content.

*Focusing decentralization.* In the Nepal, curriculum is mostly developed from the centralize process. This type of curriculum could not address the subject matter available in the local level and their surroundings. As they said, this has seemed not supportive for the classroom teaching and learning. So decentralized curriculum should be practiced and implemented in Nepal for effective and successful teaching learning outcomes and may be supportive discussing with the local authorities.

## Chapter 5

### Finding, Discussion, Conclusion and Recommendations

This chapter discusses the key conclusions that were drawn from the overall analysis of the data that was gathered, and some recommendations are made in light of specific results. The study's result is delivered after the data have been analyzed and interpreted.

#### Findings

The findings are listed based on the data analysis and interpretations. The findings of the study are as follow:

##### *Findings related to opportunities*

- ) All the teachers (i.e.100%) teachers perceive that new curriculum implementation is an opportunity.
- ) Majority of the teachers (i.e.62.22%) take the new curriculum as an opportunity because it supports to learn and teach updated knowledge, skills and strategies.
- ) There are many opportunities of the new implemented curriculum. As the respondent views, we can expand our way of thinking providing broad sector of knowledge.
- ) New curriculum has categorized assessment system into eternal and external which helps to increase the creativity of both students and teachers.
- ) In the newly implemented curriculum technological advancement is included which provide the wide range of knowledge.

##### *Findings related to challenges*

- ) The majority of teachers perceive that new curriculum implementation as the challenging (i.e. 64.44%) responded.
- ) The majority of the teachers (i.e.46.66%) responded that there is not sufficient materials in schools to implement the new curriculum effectively.
- ) They don't have knowledge how to use enteral evaluation in the classroom teaching learning activities.

- ) Similarly, based on the perception of the respondents, availability of the teaching materials, they take new curriculum implementation as a challenge.
- ) Most of the teachers don't have knowledge about how to use technology in classroom and methods, activities mentioned in the new curriculum.
- ) Though curriculum is developed according to time and need but there is no proper guidelines for teachers to implement it effectively.

***Findings related to relevancy***

- ) In this study, it is found that the majority of the teachers prefer the new curriculum because it is based on the needs.
- ) The study has found that as the majority of the teachers (i.e. 77.77%) responded that new curriculum is better than old education.
- ) According to the majority of teachers (60%) who answered, the new curriculum is appropriate for the Nepalese environment.
- ) Current curriculum is developed based on needs according to the present society, students' level, interest, requirements of nation, political changes, socio economic condition, and demand of time.
- ) Among 100% teachers, 71.11% of them perceive the contents of the new curriculum are motivating, interesting and challenging.
- ) All the respondents (i.e. 100%) like the assessment system of new curriculum which is categorized into internal and external evaluation.
- ) The majority of the respondents (i.e. 48.88%) responded the option 'A lot' for the statement 'do the activities suggested for internal evaluation in new curriculum are appropriate'.
- ) Technology is inevitable aspect of this era, so curriculum has included technological subject matters.
- ) Decentralized curriculum should be practiced and implemented in Nepal for effective and successful teaching learning outcomes and may be supportive discussing with the local authorities.
- ) Internal and external assessment system should be equalized on the weightage of assessment.
- ) Teachers training should be conducted to implement the changed curriculum in classroom effectively.

## **Discussion**

No matter how carefully the curriculum is prepared, it won't accomplish its goals unless teachers who implements the program do their job effectively which might be directly and indirectly impact in education. Its shows that teachers perception matters in the effective implementation of curriculum to increase the affectivity and quality in education. Curriculum designers should conduct seminar and workshop before change the curriculum. To imply curriculum effectively there is need of proficient teachers which might be possible only through the proper guideline and teacher training. Teachers have many opportunities as well as they have challenges in the implementation of changed curriculum such as insufficient of teaching materials, lack of proper guideline and proficiency development training. So it shows that teachers are actual practitioners of curriculum, so in-service teachers are given chance to participate in the curriculum development at each level of education. The policy maker and curriculum designers should make an analysis of the context in terms of situation and the needs of the stakeholders before selecting the courses and their content in order to properly apply the program.

## **Conclusion**

The present study entitled Teachers' perception towards new compulsory English curriculum of secondary level grade 11 and 12 aimed to explore the true information on perception of teacher towards new implemented English curriculum of secondary level. From the study, I have found that the new curriculum is effective, but it cannot be implemented effectively due to the lack of proficient teacher, proper materials, and infrastructures. Another thing is that government attention is not going towards decentralization process of developing curriculum. New curriculum is based on centralization process, which cannot cover the needs of students from rural and remote areas. It includes the broad areas of knowledge, which might be possible only in urban areas. It shows that students do not have equal access on education.

Similarly, as the respondent views, I have found that, they can expand their way of thinking because the new curriculum has provided broad sector of knowledge. It can give equality to every community spreading the opportunity to learn and teach updated knowledge, skills, and strategies. It has opportunity to use technological advancement in teaching and learning activities with learners' active participation. It



helps to connect with different activities by collaborating and facilitating on the teaching and learning through learners' real world.

Likewise, it has challenge to implement throughout the whole country equally. Moreover, it has challenge to manage the efficient teacher to use technological advancement and infrastructures in teaching field engaging to learner for active participation in recommended activities. The respondents said that, the new curriculum has included the broad sector of knowledge and activities which are good for the present time but they don't have guidelines how to teach it effectively in the classroom so it created the problem. Furthermore, the respondents stated that, they can imply the new curriculum with the help of all level government. If the government provided them authentic teaching materials and make the good provision for teacher training and curriculum dissemination they can implement it in effective way.

### **Recommendations**

On the basis of the above mentioned findings, the following recommendations have been made. The researcher made some recommendations on three sub-heading based on the study. They are given as below:

- ) Raise the motivation and competence of the human resources currently working in this level.
- ) Enhance the participation, engagement and responsibilities of communities and service delivery.
- ) Collaborate with mass media.
- ) Devise and execute of human resource plan and program for the projection and development of required human resources.
- ) Ensure mutual coordination, collaboration and support for development of program and delivery quality services at all level.
- ) Should emphasize on local resources.
- ) Should consider on decentralization of curriculum development and implementation process.
- ) Should manage the well-equipped infrastructures.
- ) Should address the soft skills like, critical thinking, problem solving, teamwork, career management, professional writing, public speaking, intercultural fluency.
- ) Should orient to the teachers in order to enhance the knowledge on technology

- ) Should aware on the accountability increment of the other stakeholders and local bodies too
- ) Ensure to address the diversity
- ) Should give equal priority of internal and external assessment system

### **Policy related**

Hereby, some policy related recommendations have been made:

- ) The untrained teachers are implementing the new curriculum, so it is recommended that the regular training should be provided to the teachers.
- ) There is a lack of resource materials, so the government should be aware of being equipped with essential teaching learning materials.
- ) Should organize the workshop, seminar, different training within certain period

### **Practice Related**

Hereby, some practice-related recommendations have been made:

- ) Teacher is the main agent to practice the program inside the classroom, so is the case with implementation of new curriculum, it is needed that the school should create the good environment in the schools.
- ) The teachers should focus on the cooperation of peer group for the implementing the new curriculum effectively.
- ) The teachers should focus on the activity based teaching learning process in classroom whatever mentioned in the curriculum with the help of expert teachers.

### **Further Research**

Here, under this sub-title, the researcher suggests some possible researchable areas for the further study regarding the new curriculum. They can be students' perception towards new curriculum, teachers' expectations from the government regarding the better implementation of curriculum, involvement of school administration for implementing new curriculum in an effective way, coordination between the peer teachers for implementing new curriculum and expectations of stakeholders from the new curriculum.

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