

**ENGLISH IN THE NEPALESE EDUCATION SYSTEM WITH
SPECIAL REFERENCE TO HISTORICAL SOCIO-CULTURAL
AND LINGUISTIC PERSPECTIVES**

A Dissertation

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DOCTOR OF PHILOSOPHY

In

ENGLISH

BY

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RECOMMENDATION LETTER

We hereby recommend that this dissertation entitled "**English in the Nepalese Education System With Special Reference to Historical, Socio-cultural and Linguistic Perspectives**" prepared by Tapasi Majumder (Bhattacharya) under our supervision be accepted by the Research Committee for the final examination in the fulfillment of the requirement for the degree of **DOCTOR OF PHILOSOPHY in ENGLISH**.

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APPROVAL LETTER

This dissertation entitled **ENGLISH IN THE NEPALESE EDUCATION SYSTEM WITH SPECIAL REFERENCE TO HISTORICAL SOCIO-CULTURAL AND LINGUISTIC PERSPECTIVES** was submitted by Mrs. TAPASI MAJUMDER (BHATTACHARYA) for final examination by the Research Committee of the Faculty of Humanities and Social Sciences, Tribhuvan University, in fulfillment of the requirements for the Degree of DOCTOR OF PHILOSOPHY in English. I hereby certify that the Research Committee of the Faculty has found this dissertation satisfactory in scope and quality and has therefore accepted it for the degree.

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Dean, and
Chairman, Research Committee
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DEDICATION

Dedicated to my late parents who educated me

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ABSTRACT

In Nepal, English education system, English language enjoys a place of great prestige. Knowledge of the English language was and empirically speaking, is still considered a mark of social status and it represents power and class. A blend of upper class ideology and elitist values forms the basic structure of the English language teaching in Nepal. Indeed English has never left the domain of Education. The Nepalese learners went to learn English outside the country. They also got opportunities to learn inside the country since the early 1940s. English has always enjoyed a place of importance and those who were conversant in the language, were regarded as being educated. In fact, the functions of the English language and the state ideologies have been like hands in glove. Though this country was never ruled by the British, the Moot question is why did Nepal borrow the English education from India? Logically, the geo-culturally conditioned Indic-tradition could have made Sanskrit, not English education as the linking factor.

English is the language of modernization and media and it is a fact that English has remained the language of the elite class and of the educated called *Bhadralok* or *babus* in Bengal. This status consciousness has perhaps remained a reality in non-colonized Nepal where English has always been the part of the Nepali people's modern cultural life, especially since the forties of the last century. English was never dropped out of the syllabus in Nepal since English Education entered here via India and particularly Kolkata. In course of time English found a strong place in the historical, the modern, the ideological and the functional nexus. In Nepal, rise of the English writing by Nepali intellectuals is a great achievement,

especially when it is considered how within a short period of time it has made its import here.

The chapters in this research all address to the concepts and theoretical practices that constitute a compendium of information on the English teaching in Nepal. The purpose of this research is to make transparent the different ideological concepts, underlying convictions and diverse practical approaches in the handling of the literary text in the compulsory English courses in Nepal. The focus of this study is, to identify the way language education and culture are related subjects. We have to explore and also critically examine the fact that the teaching of literature has occupied the position of centrality in the English language education. This research study has been based on document analysis and is supported by classroom observations and an interview. Its findings have been distributed at different sections of the study. Therefore, this study blends history, pragmatism, social reality and vision of English language teaching in Nepal.

Although English in Nepal is not used as an official language, it is studied as a foreign language and is a compulsory subject throughout the school education up to the tertiary level. Therefore, an attempt has been made to answer such question as: a) What role do language teaching policies play in the growth and development of learning English as a foreign language? b) How can Literature be put to the service of the practical task-based language teaching pedagogy? c) What is the role of the non-native texts for the non-native learners/teachers of English? d) What variety of English is the need for the Nepali learners, when English is considered, a world language. (World Englishes)?

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List of Abbreviations/Acronyms

BC	British Council
BBC	British Broadcasting Corporation
CDC	Curriculum Development Centre
CLA	Communicative Language Approach
CNN	Cable News Network
EAP	English for Academic Purposes
ELT	English Language Teaching
ESL	English as a Second Language
EDP	English for Development Purpose
EFL	English as a Foreign Language
HMG	His Majesty's Government
INGOs	International Non – Government Organisations
JEMC	Janak Education Materials Centre
MOE	Ministry of Education
NELTA	Nepal English Language Teachers Association
NESP	New Education System Plan
NCED	National Centre for Education Development
NGOs	Non-Government Agencies

Ns	Native speakers
NNS	Non-native speakers
NNVE	Non Native Variety of English
NVE	Native Variety of English
SAE	South Asian English
S.L.C.	School Leaving Certificate.
SMS	Short Message Service
TESOL	Teaching English to Speakers of Other Language
TG	Teacher's Guide
TU	Tribhuvan University