

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the most valuable single possession of human race. Language has enabled man to establish great civilization. It is the most unique gift that sets them apart from the rest of living beings. Language is a means of communication through which we express our feelings, thoughts, wants, desires, ideas, knowledge etc. from generation to generation. It is a social phenomenon which is used in our society to establish the human relationship.

"Language is the concrete act of speaking, writing or signing in a given situation - the notion of Parole, or Performance". Crystal (1941)

"Language is a set of sentences, each finite in length and constructed out of a finite set of elements". Chomsky (1957)

There are a variety of languages which are used in the world. Among them English is the most widely used global language which occupies a dominant position in the world. More than 350 million people in the world speak English as their native language. According to the survey of UNESCO, more than 60 countries in the world use English as an official language, about 160 million people listen to English radio programmes and over 60 million children study English at the primary level. The English language is often called a link language because it is used to communicate with the people who are of different linguistic backgrounds. So the sound knowledge of the English language has become a basic need in these days. A vast store of knowledge and

technology is expressed through English. Nearly a half of the world's books related to different subjects have been written in English.

The gravity of the English language is even more powerful in the field of education. It has a significant influence in education system of each country both in terms of medium of learning and materials. It has significantly influenced in the education system of Nepal.

### **1.1.1 English Education in Nepal**

When we turn the pages of the history of English language teaching and learning in Nepal, we find that it was started in 1910 B.S. during the Rana regime. Junga Bahadur Rana, the founder of Rana regime in Nepal, was the first person who established English school for the first time. Durbar High School is the first educational home commenced formally under the impression of English education system especially when Junga Bahadur Rana, the then Prime Minister came back from England.

Ross and Canning (1910 BS) as mentioned in were the first ELT teachers in Nepal who were brought from Britain. English education during the Rana regime couldn't flourish in Nepal, though Rana Prime Ministers Padma Samsheer, and Dev Samsheer had tried to spread education to all people. At that time the door of education was not open particularly for public.

After the public movement of 2007 B.S., the door of education for general people was opened. The Ranas were over thrown and the king again came to power. The Ministry of Education was set up in 2007 B.S. With the establishment of the democratic regime in the country, numerous primary and secondary schools and colleges were established.

National Education System Plan (NESP) was implemented by panchayat regime in 1971 A.D. After implementing NESP, English teaching and learning was expanded throughout the country. English was prescribed as a compulsory subject from primary to higher level as one of the core subject.

Thus, English education initiated from Rana to reinstatement of democracy, has undergone through many ups and downs in it's history. English has been taught as a foreign language in all schools in Nepal. At university level most of the references and prescribed books available, are in English medium. This proves the needs, popularity and significance of the English language in Nepal.

### **1.1.2 Examination System in Nepal**

Examination and evaluation are two inseparable aspects of educational activities. Evaluation is the process of determining to what extent the educational objectives are actually being realized. Similarly, examination is one of the major instrumental devices of evaluation which can be used to measure someone's ability, interests and attitude, personality, achievement and so on. It is a device which only helps doing evaluation. Examination plays an influential role in the total education system.

In Nepal, the history of examination is not very old. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. In the Gurukul system of education a learner had to memorize the whole book. One who failed to memorize the whole text prescribed for him/her used to be considered to have failed in the examination. Whole examination was in oral form since written examination was not encouraged.

In 1929, School Leaving Certificate (SLC) examination was conducted in Kathmandu for the first time. Only in 1934, the Board of SLC Examination was established in Nepal, earlier the exam was conducted by Indian Universities. After that, the Education Ordinance 1940 A.D, Nepal National Education Planning Commission (NNEPC) 1954 A.D, Nepal Education System plan (NESP) 1971 A.D, were established to reform the whole system of education including the examination system in Nepal.

### **School Leaving Certificate Examination System in Nepal**

The School Leaving Certificate (SLC) Examination is an external education system conducted annually by the Office of the Controller of Examination (OCE) under the Ministry of Education and Sports.

The examination makes an important watershed in the examination career of the students. Success in this examination makes them eligible for higher education. The first SLC exam was held in Nepal in 1929 and it has passed its 77 years. During these years many reforms have been made in the SLC examination system.

Earlier the grand total marks for the SLC examination was 900 and in 1980 it was reduced to 700. This structure, too, ended in 1999 and began the SLC examination system of grand total marks of 800.

The curriculum of secondary level (9-10) was designed and based on the functional or communicative approach to language teaching which emphasized on teaching of language functions along with the grammatical items and language structures. To make the evaluation systematic, the Curriculum Development Center (CDC) has developed specification grid of all compulsory and optional subjects.

### **1.1.3 What is Examination Specification Grid ?**

An examination specification grid reflects the assessment and evaluation part of the curriculum. It is a blue print showing how a test should be constructed. It's a plan and a structure of a test which ensures that the tests meet the objectives of the curriculum and reflect the curriculum, the content of the textbook and good teaching practice. It is a multi-dimensional chart giving the assignment of the different questions in respect of the objectives and contents.

"The main purpose of the specification grid is to help and guide the teachers and question setters to construct valid test items that will measure the learning outcomes set in the curriculum. It also gives the type and number of test items required to measure a particular skill" (MOES 1999).

Before the revised curriculum was introduced in 1999, SLC examination contained essay type questions. The model of questions was fixed and became customary. No specification grid was prepared to set up questions. At the end of the old curriculum, the first specification grid was introduced in Nepal only for one academic year 2054/2055 B.S.

The revised specification grid (1999) has been in practice since the SLC examination of 2001 till now (2006). "Specification grid not only shows the marks allocated to different areas and skills to be measured as mentioned in the curriculum but also the marks division on the basis of the questions to be asked. It clearly mentions the kind and number of questions to be asked in the examinations" (MOES 1999B).

### **1.1.3.1 Why do we need a grid ?**

The main purpose of the specification grid is to help and guide the teachers and question setters to construct valid test items. It tells them the type and number of question types and test items needed to measure a particular skill or area. It not only shows them what and how to prepare test items but also how to score them with the help of a marking scheme. It's kind of document that gives complete information about examination in a nutshell.

### **1.1.3.2 What does it contain ?**

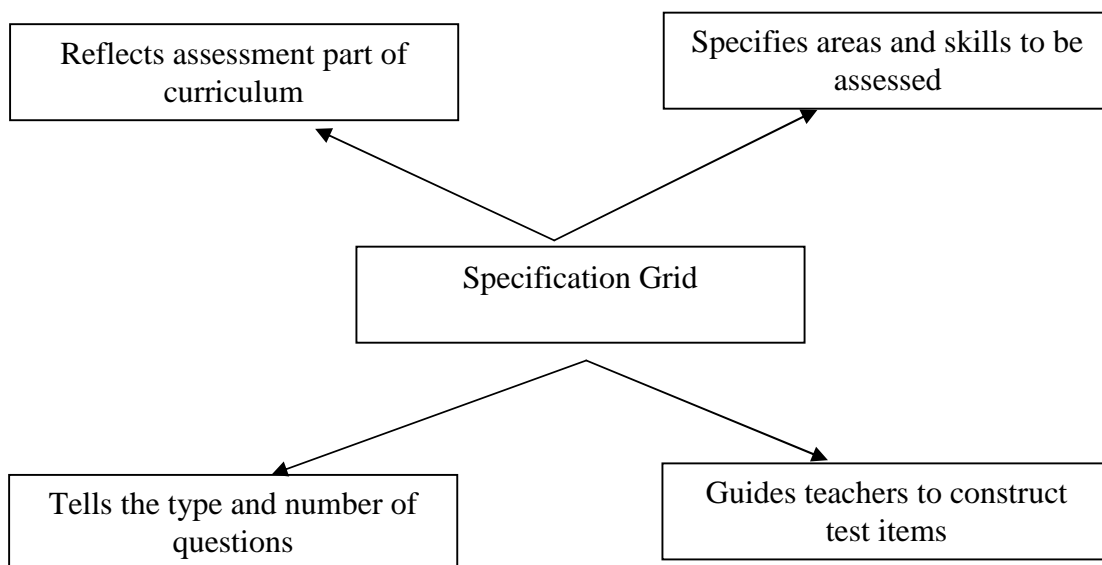
It tells us the contents to be tested, e.g., in English, language skills should be tested not memory. Secondly it tells us how they are assessed, how questions are distributed between the skills. It provides a model of question type as well. It now specifies the skills to be tested, the content areas to be covered, types of questions to be set in each area. It is concerned with the level of difficulty and weighting for each skill and sub skills. lastly, it tells the time to do the examination.

### **1.1.3.3 Who is it for ?**

It is for teachers, trainers and testers. It tells them what the relationship between teaching and testing is. It helps them to plan their lessons, teach accordingly and do design the text paying attention to the objectives of the curriculum. It will be of great help for them to produce good quality tests.

The specification grid includes the materials and equipment needed for the examination, objectives to be measured and is usually followed by

sample questions with a working scheme. The major purposes of the specification grid can be shown as;



The revised specification grid of English is in practice from 2000. The SLC question papers of English subject since 2000 have been developed in accordance with the specification grid 1999. Two sets of questions for each development region are constructed with the help of the specification grid to fulfill the objectives of the Secondary English Curriculum 1999.

As we know, the secondary English curriculum includes the courses offered in grade 9 and 10. The students should study both the courses offered to them and the end of the academic session (after completing grade 9 and 10) they have to sit in the SLC examination to be evaluated.

#### **1.1.4 Present SLC Examination Specification Grid, 2006**

The Government of Nepal has made a new decision to change the prevalent specification Grid, 1999 in the mid of the academic session (2006/07). It was done on October 30, 2006 (i.e 14 Kartik, 2063 B.S.). The Government announced that this year school leaving certificate

(SLC) test papers would be confined only to grade 10 curriculum. Earlier, there used to have questions from both grade 9 and 10.

The government made the decision as per the recommendation of a report titled "Study on Students' Performance in SLC" which was carried out under the leadership of Kedar Bhakta Mathema, an educationist.

According to the government this decision is in favour of students. The students will get relief from the burden of preparing grade nine curriculum. Prof. Mangal Siddhi Manandhar, Minister of Education and Sports says, "the SLC examination so far has been more on recall and memorization rather than on creativity, hence to discourage the practice and to increase the students' performance the government is effecting the change from this year. (The Himalayan Times, Oct. 31, 2006). Manandhar says, "nowhere in our examination system examination of two grades are taken at the same time so the government is changing the system of SLC examination from this year. It will contribute to increasing the pass percentage as it is a student - friendly approach."

Though the government has imposed this hasty decision on the students in the name of educational reform, there are many voices raised against it. They opine that even if it is in favour of students it would be better to implement from the next academic session after the separation of the Secondary English Curriculum. They say that this hasty decision can have bad impact on the students mind because they think that they are only encouraged to pass the exam rather than to learn the language. This research study is mainly concerned with finding out the validation of the government's decision in the midst of the academic session.



### **1.1.5 Validation**

"Validation is the process of finding out whether the exam is sufficient to elicit the genuine information we are looking for from the examinee so that valid decisions can be made" (Khaniya, 2005).

The purpose of a valid test is to provide the people concerned with the information that gives a basis for making decisions about the extent to which, for example, the examination has achieved skills and abilities in relation to the course objectives the case of achievement test. It is therefore, the ability to perform the given tasks that becomes the main concern in validation procedures.

It has to be accepted that exam validation is purpose specific (Brown 1976:62 as mentioned in Khaniya, 2005) in the sense that a valid exam for one purpose may not necessarily be valid for another purpose. Test validity is concerned with eliciting information for the purpose of testing. As long as an exam is validated so as to justify that the information it elicits or elicited clearly provides the basis for drawing inferences and making desired decisions, from the practical point of view, it is not necessary to validate the exam against all types of validity. The validation procedures to be adopted must be congruent with the purpose for which the exam is designed.

The concern here in this research is to find out the validation of implementing the changed specification grid in the middle of the session For this the researcher validates the decision against some independent criteria such as original validity and statistical validity in order to determine the extent to which the grid is valid. The researcher collected

information from the stakeholders of educational sector i.e. students, teachers as well as experts and analyzed their responses.

In this study, the researcher aims to validate the SLC. English Specification Grid, 2006 in the midst of the academic session.

## **1.2 Literature Review**

Test specification or exam specification grid is a kind of document that gives complete information about examination in a nutshell. It is a blue print showing how a test should be constructed. It tells us the content to be tested but how. It specifies the skills to be covered, types of questions to be set in each area. It provides a model of question type as well.

In Nepal, the use of the specification grid while setting questions is a new practice. Some teachers in rural areas are unaware of the specification grid though it is strictly followed after the SLC examination of 2000. In educational institutions there is a lot of discussion and debate on the importance of the specification grid, but only one research has been conducted under the Department of English Education in this field.

Bloom and Hastings (1971) have first developed the theory towards specification grid as 'The table of specification serves as a general guide to the development of items, charts, checklists, rating scales and other devices to use in appraising outcomes of instruction. It should be constructed so as to cover objectives of instruction, the full range of assessable behaviours related to the objectives and a fair sampling of all parts of the instructional programme.' From the theory of Bloom et al (1971) we can conclude that specification grid is the mirror through

which we can see all the objectives to be assessed and there after pick up the items for constructing a valid test.

In 1998, the Ministry of Education and Sports had prepared a specification grid of secondary level subjects including English. The grid had allocated 35 marks for grammar, however listening and speaking tests were excluded. The grid was prepared only for one session. It disappeared after the revised specification grid was introduced in 1999. Defining specification grid, MOES states: "An examination specification grid reflects the assessment and evaluation part of the curriculum. It not only shows the marks allocated to different areas and skills to be measured as mentioned in the curriculum but also shows how the marks are divided according to the questions" (MOES 1999).

Some other studies related to it have been carried out under the Department of English Language Education, TU, Kirtipur.

Bhandari (2004), carried out a research on 'A Descriptive and Attitudinal Study on SLC English Questions and Specification Grid 1999. He found out that the teachers had positive attitude towards the majority elements of English Specification Grid 1999. Specification grid as a tool for setting and distributing marks to the questions. The specification grid was not exhaustive enough though it was found necessary to bring uniformity in the SLC examination.

Giri (1995) carried out a research study on "People's Attitude Towards the Existing SLC Examination in Nepal". The researcher tried to study four areas of SLC examination system i.e. its appropriateness, practicability, privatization and credibility. The population of the study consisted of six groups of people, administrators, headmasters, teachers, students and guardians from Kathmandu and Morang districts. He found

that 44.37 percent people had good attitude towards the SLC examination of Nepal while 55.63 percent people were not satisfied with it.

Khanal (1999) carried out a research study on 'A Study on the Attitudes of Secondary Level Students Towards Learning English'. He concluded that the students had negative attitudes towards the teaching methods, textbooks used in the class and the existing examination system.

Kshetree (2001) produced a research on 'A Study on the Washback Effect of the SLC Examination'. He found out that the secondary level English teachers weren't much informative. The washback effect of the SLC examination as a whole was negative.

Gaire (2004) conducted a research on "Students' Opinion about Learning English" He used 34 closed - ended questions and 5 open - ended questions to elicit students' opinion about learning English. The study consisted 200 Diploma III year students of T.U. He concluded that students hold explicit opinions regarding learning English.

Neupane (2004) carried out a research on 'Washback Effects of Examinations, A Case of Communicative English'. 50 students from B.Ed. second year, 30 students from M.Ed. first year and 5 teachers teaching Communicative English were the population of the study. She found out that the memorization of language exponents was the favourite technique for the preparation of the exam. She also found that examination had failed to follow the genuine spirit of the course objectives.

The present research work is different from the ones reviewed above it tries to probe into the SLC English Examination from the

specification grid perspective. The whole study has spun only around the specification grid of 1999 and 2006.

### **1.3 Objectives of the Study**

The objectives of the present study are as follows:

- i. To validate the SLC English Examination Specification Grid of 2006 in the midst of academic session.
- ii. To compare the SLC English specification Grid of 1999 and 2006 in terms of the coverage of language skills and test items included in them.
- iii. To suggest some pedagogical implications

### **1.4 Significance of the Study**

This study is significant to the curriculum designers to design curriculum and thereby a new specification grid in an effective way. It is equally helpful to the teachers, students, language trainers, planners as well as syllabus designers, question setters and even other interested people about SLC exam in Nepal.

### **1.5 Definition of Terms Used in the Study**

#### **Specification grid**

Specification grid refers to the blue print or framework of the questions to be asked in the examination. It shows the area and, types of questions. In this study 'the specification grid' unless otherwise stated, refers to the secondary level English Examination Specification Grid.

## **Skill**

Skill is the mode or manner in which language is used. Listening, speaking, reading and writing are four skills of language. In this research, skills refer to language skills.

## **Perception**

Perception refers to the attitude of a person towards some objects process and items.

## **Validation**

Validation is the process of finding out whether the exam is sufficient to elicit the genuine information we are looking for from the examinee so that valid decisions can be made.

## **CHAPTER TWO**

### **METHODOLOGY**

In this study, the researcher aims to validate the SLC. English Specification Grid, 2006 in the midst of the academic session for the purpose of which he adopted the following methodology.

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data.

##### **2.1.1 Primary Source of Data**

The primary sources of data for this study are the SLC students of 2063 B.S. of Tanahun district and the teachers teaching secondary English currently in different private and public schools of Tanahun district. Education experts involved in different educational institutions are also the primary sources of this study.

##### **2.1.2 Secondary Sources of Data**

As the secondary source of data the researcher consulted SLC English specification Grids of 1999 and 2006, Secondary English curriculum 1999, various books, journals, magazines, theses, reports, articles, internet, websites etc.

#### **2.2 Sample Population and Sampling Procedures**

The population of the study consisted of 25 secondary English teachers, 25 SLC sitter students and 15 education experts. The teachers and students were selected randomly from Tanahun district while the

education experts were selected from various districts by using simple random sampling procedure.

### **2.3 Tools for Data Collection**

The research used three sets of questionnaire, one for students and the others for teachers and the other for experts. The questionnaire included closed ended as well as open ended type of questions. For the comparison of SLC English specification grid the researcher collected the authentic grids of 1999 and 2006 from OCE, Bhaktapur.

### **2.4 Process of Data Collection**

The researcher followed the following procedures for collecting data.

After preparing the questionnaire the researcher went to various schools of Tanahun district and contacted the secondary English teachers and students. He explained the purpose of his visiting and requested them to fill up the questionnaire. He thanked them for their co-operation.

For collecting the data from education experts, the researcher contacted 15 renowned education experts of various districts. He explained the purpose of the research and briefed the content of the questionnaire. He requested them to fill up the questionnaire. At last, he thanked them for their valuable help.

For the collection of the SLC English Specification Grid the researcher went to the OCE, Bhaktapur and requested the concerned people for the authentic SLC English specification grids of 1999 and 2006 published by CDC.



## **2.5 Limitations of the Study**

Since it is a small research, the researcher attempted to carry out the study taking the following limitations and considerations.

- The population of the study was confined to 25 secondary English teachers and 25 SLC sitter students of Tanahun district and 15 education experts involved in various educational institutions.
- The study was concerned only to validate the SLC English specification Grid 2006.
- The questionnaires were prepared on the basis of secondary English specification grid of 2006.
- The SLC English specification grids of both 1999 and 2006 were compared interms of the coverage of the language skills and test items included in them.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

#### **What's in the specification grid 1999 and 2006 ?**

The specification grids have two major columns: knowledge and Understanding and Practical Abilities which are also referred to as Competence and Performance levels of Language respectively. Competence refers to the ability of a learner about the knowledge of the language concerned and performance refers to the ability of the learner to use that knowledge of the language in practical use. In other words, grammatical knowledge of language, say English on the part of a learner is his competence and how he uses that knowledge in actual use of the English language is his performance. We can make it further more clear by saying that knowledge and Understanding of Competence includes grammatical knowledge, and the Practical Abilities of Performance includes the language skills viz. listening, speaking, reading and writing.

Performance of practical abilities column is subdivided into four columns. Listening, speaking, Reading and Writing with the weighting 8, 12, 45 and 35 respectively. The time to be taken, the number and type of questions to be constructed, the materials to be used and the objectives to be measured are mentioned below each skill.

In case of reading skill, the grid shows how many seen and unseen texts are to be set. The marks for seen (15) is less than unseen (30). It is to in case of writing skill, the number and types of questions are clearly mentioned.

The grid also specifies that knowledge and understanding or competence, i.e. grammar will not be tested separately as before but will be integrated to practical abilities, particularly in the writing skill.

Finally it also says the same question type should not be repeated. For example, True/false question type should not appear for the both seen texts or both unseen texts.

### **3.1 Analysis of the SLC English Specification Grids of 1999 and 2006**

#### **Listening Skill**

- The SLC specification grid, 1999 had advised to ask 3 questions but the new specification grid, 2006 has referred to ask only 2 questions.
- The SLC specification grid, 1999 has advised to measure three objectives but the new grid, 2006 suggests to measure only two objectives. Thus, the grid, 2006 has excluded one objective of listening skill from the secondary English education.
- Both specification grids have included five test items viz. multiple choice, fill in the gaps, true/false, tick the best answer and ordering to test listening skill.

#### **Speaking Skill**

- In the specification grid 2006, one more type of question is added to test speaking skill i.e. describing pictures, charts, a sequences of events.
- The grid 2006 has specified the number of questions to be asked for testing speaking which the grid 1999 hadn't done.
- The grid 2006 has referred to measure only 16 language functions of grade 10. But the grid 1999 had advised to measure the language functions from both grade 9 and 10 all together 36 language functions.

## **Reading Skill**

The SLC English specification grid 1999 directs that altogether four texts will be asked in the SLC examination. Among them, two texts carrying 15 marks will be asked from the textbook of grade 9 and 10 and two unseen texts, carrying 30 marks, will be asked from other authentic texts. The specification grid 1999 directs that two texts will be asked equally from grade 9 and grade 10 curriculum. The test materials for seen text no.1 includes prose and text material, while for no. 2 includes poem. If poem is asked from grade 9 textbook than prose from grade 10 and vice versa. But both test materials will not be asked from the same grade textbook.

The grid 2006 directs that altogether four texts will be asked in the SLC examination from this year. Among them, two texts carrying 15 marks will be asked from grade 10 textbook as a seen text and for unseen text, two kinds of unseen authentic texts, carrying 30 marks will be asked.

Thus, the grid 2006 has not mentioned what type of text items will be asked for seen texts i.e. only paragraphs or poems or mixed type.

Specification Grid 1999 says, the two authentic materials/items for unseen text will be asked from poem, story, essay, notices, advertisement, letter and diary area.

## **Writing Skill**

The SLC English specification grid 1999 says that the writing text for the SLC English carries 35 marks. The writing text consists of 3 types of questions (1) controlled writing or grammar (2) guided writing and (3) free writing.

## Controlled Writing

Controlled writing carries 11 marks in the exam. The specification grid 1999 has outlined the following types of questions to assess the writing ability of the student through controlled writing.

- a. Gap filling
- b. Scrambled question
- c. Broken dialogue
- d. Multiple-choice items for grammar

The items for grammar were

Contents	No. of Question	FM
Articles	2	1
Prepositions	2	1
Question tag	2	1
S+V agreement	2	1
Transformation	2	1
Tense	2	1
Voice	2	1
Reported speech	2	1
Connectives	2	1
Causative verbs	2	1
conditionals	2	1
Total	22	11

The SLC English specification grid 2006 has not mentioned any test items under the title controlled writing. However it has separated 11 marks for testing grammar.

Items for Testing Grammar (According to the SLC English  
Specification Grid 2006)

Contents	No. of Question	FM
Tense	6	3
Reported speech	6	3
Conditional	4	2
Voice	4	2
Causative	2	1
Total	22	11

From this it is clear that the specification grid 2006 has excluded a number of test items for testing grammar.

### Guided Writing

The specification grid 1999 has specified to ask two questions from the following test items to test the writing ability of students through guided writing.

- a. Skeleton
- b. Parallel writing
- c. Set of questions
- d. Describing pictures
- e. Beginning and end of the story

But the specification grid 2006 has advised to ask any two questions from the following test items.

- a. Interpreting charts and diagrams
- b. Broken dialogues
- c. Paragraphs
- d. News stories

- e. Rules and regulations
- f. Completing a skeleton story

### Free Writing

Under free writing both the specification grids 1999 and 2006 have specified similar items. And they have separated 12 marks for free writing. The specification grid 1999 has suggested to ask only one item from the following area:

- i. Describing
- ii. Replying
- iii. Explaining
- iv. Narrating

Similarly, the specification grid 2006 has advised to ask only one type of question from the following area.

- a. Personal letter
- b. Letter to the editor
- c. Essay

### **3.2 Analysis of the Responses**

This section deals with the analysis and interpretation of data collected from primary sources. The main concern of the present research work was to validate the SLC English Examination Specification Grid 2006 in the midst of academic session. For this purpose, the researcher tabulated the information and data were analyzed under following headings.

- Students' Perception Towards SLC English Specification Grid 2006.
- Teachers Perception Towards SLC English Specification Grid 2006.
- Education Experts Responses Towards the SLC English Specification Grid 2006.

First of all, information were tabulated then analyzed and interpreted by using simple statistical tools such as mean, median, range, percentage, pie-chart and bar-diagrams and explanation.

### **3.2.1 Students' Perception Towards the SLC English Specification Grid 2006**

This section concerns with the responses of the SLC students 2063 B.S. towards the SLC English Specification grid 2006. For this purpose, the researcher here tries to analyze every responses of those students. All together 25 SLC sitter. Students of 2063 B.S. were the population for this topic from Tanahun district. The analysis has been done in various sub-sections on the basis of their responses.

### **3.2.2 Necessity of the Specification Grid to the students**

It presents the students responses towards the necessity of the specification grid in their study. The researcher asked them whether specification grid was necessary for them or not. The result showed that over whelming number of students expressed that it was very essential for them to prepare the exam.

The table below shows the percentage of students on the basis of their responses.

**Table 1**  
**Necessity of the Specification Grid to the students**

S.N.	Responses	No. of Students	Percentage
1	Yes	22	88
2	No	3	12
3	To some Extent	0	0



The table 1 shows that 88 percent students thought that specification grid was necessary for them whereas only 12 percent students found no role of specification grid in preparing exam. Thus, it is clear that specification grid is inevitable for the students to have good preparation of the exam.

### **3.2.3 Possession of the Specification Grid**

Here the researcher asked the students, if they had specification grid with them or not. The result said that many students had specification grid with them.

The following table shows the percentage of students on their responses.

**Table 2**  
**Possession of the Specification Grid**

S.N.	Responses	No. of Students	Percentage
1	Yes	18	72
2	No	7	28

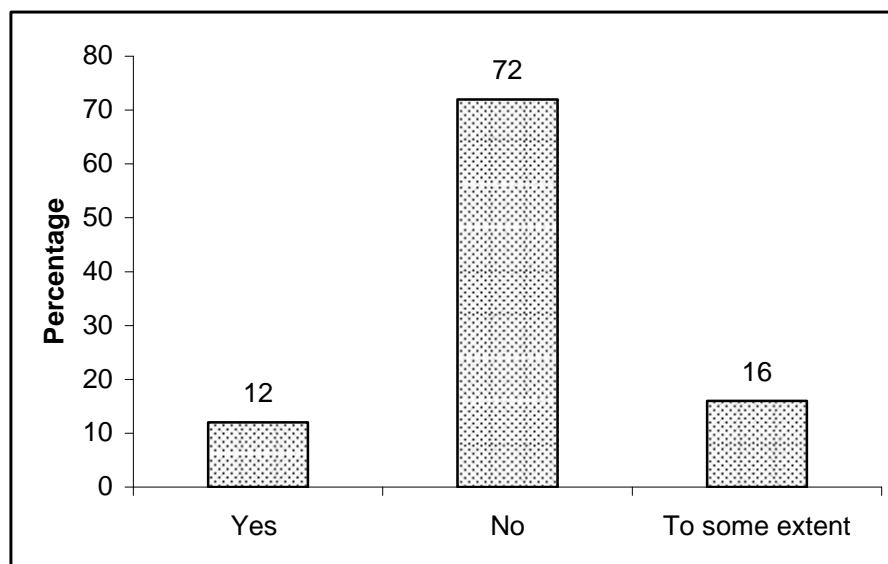
Above table shows that 72 percent students have specification grid with them. They said that they got the specification grid after the government made the decision. Other 28 percent students don't have specification grid.

### **3.2.4 Coverage of the Specification Grid 2006**

The researcher here presents the coverage of the SLC specification grid 2006. Majority of students (72%) said that the SLC English specification grid does not cover all the objectives and items of secondary curriculum. Very few students (12%) responded that the grid covers all

the objectives and items of secondary curriculum. The following bar diagram shows the percentage of students' responses to the question.

**Figure 1**  
**Coverage of the Specification Grid 2006**



### **3.3.5 Satisfaction with the Government's Decision**

This part reflects the result of government's decision to ask questions only from grade 10 curriculum in SLC exam from this year. The responses revealed that the students in high number were excited and happy with the government's decision. Only 8 percent students showed their dissatisfaction with the government's decision. From this it is clear that students are mentally ready to sit in the SLC exam if the questions are asked from one academic course. The majority of the students heartily welcomed the governments' decision. They say if the questions are asked from grade 10 curriculum in SLC exam, it reduces their workload and anxiety to prepare the exam. The students say that grade 9 English curriculum is vast than grade 10 English curriculum. They are very hopeful to pass the SLC exam easily. The following table shows the percentage of the student satisfaction regarding the government decision.

**Table 3**  
**Satisfaction with the Government's Decision**

S.N.	Responses	No. of Students	Percentage
1	Yes (Satisfied)	23	92
2	No (Dissatisfied)	2	8
3	To some Extent	0	0

### **3.3.6 Changing the Specification Grid in the Midst of the Academic Session**

It presents the students' responses towards changing the specification grid in the midst of the academic session. Majority of the students opposed the changing of specification grid in the midst of the academic session. They said that it would be better to change the specification grid in the beginning of the session. Some students commented on the government's decision and said that the step to change the specification grid in the mid session is quite injustice as well as illogical. Though they were very happy to ask the questions only from grade 10 curriculum in the SLC exam. They said the decision which came in midst of session was unscientific and irrelevant. The following bar-diagram presents the students' responses towards the change of specification grid in the midst of academic session.

**Figure 2**  
**Changing the Specification Grid in the Midst of the Academic Session**

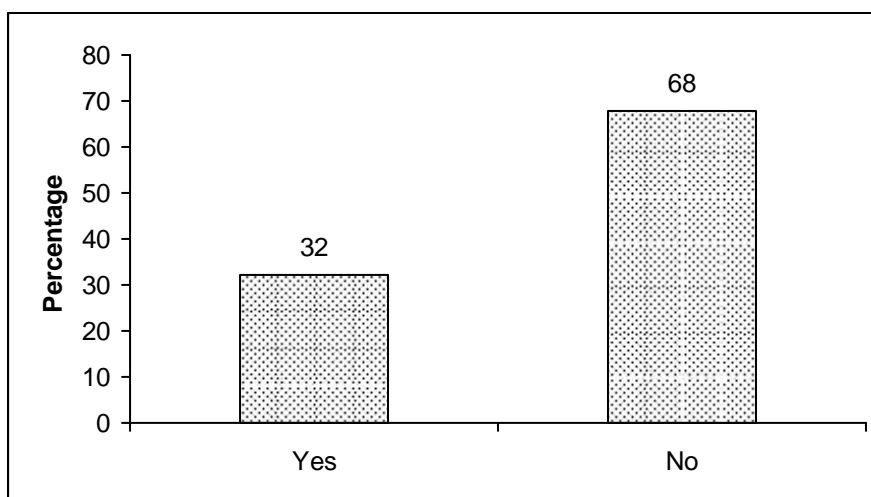


Figure 2 shows that 68 percent students were dissatisfied with the change of specification grid in the midst of academic session while 32 percent students said that it was good to change. Some students said that the change of specification grid in the mid session made them puzzle. They said that they were unclear about the topics included in the grid because some items and skills were excluded which were very essential.

It can be concluded that it would be better to change the grid at the beginning of the session or next session but not in the middle of the running session.

### **3.3.7 Problems in Preparing the SLC exam Through the Grid 2006**

In this part, the researcher wanted to know to what extent the students had problems in preparing the SLC exam through the grid. The responses from the students showed that 64 percent students had no problem in preparing the SLC exam through this grid. Similarly, 36 percent students said that they had some problems. Many students said that they had difficulty to adjust with the changed grid. The table below presents the percentage of students on the basis of their responses over the question.

**Table 4**

#### **Problem in Preparing the SLC exam Through the Grid 2006**

S.N.	Responses	No. of Students	Percentage
1	Yes	9	36
2	No	16	64

From the table it is known that 64 percent students didn't find any problems in preparing the SLC exam through the grid while the other 36 percent students found some problems.

### **3.3.8 Assessability of Grammatical Competence Through the Specification Grid 2006**

The researcher asked a question to the students about the assessability of grammatical competence through the specification grid 2006 since there is exclusion of very essential grammatical items. Cent percent students said that the present SLC English specification grid 2006, cannot assess their overall competence in grammar because of the exclusion of very essential grammatical items. The following table shows the percentage of students who thought the English specification grid 2006 cannot assess their overall grammatical competence.

**Table 5**  
**Assessability of Grammatical Competence Through the Specification Grid 2006**

S.N.	Responses	No. of Students	Percentage
1	Yes	0	0
2	No	25	100

This reveals the fact that the SLC English specification grid 2006 is inadequate to assess the students' grammatical competence.

### **3.3.9 Exclusion of Grammatical Items**

The eighth question to the students was about the exclusion of grammatical items. The SLC English specification grid 2006 has excluded many essential grammatical items. Earlier there were eleven grammatical items but the present grid has excluded 6 grammatical items which were the bases for English grammar. Some students were found very unhappy due to the exclusion of those items. The students strongly said that tag questions, connectives, articles, preposition were very good

so these grammatical would not have been excluded. The following table shows the responses about the question clearly.

**Table 6**  
**Exclusion of Grammatical Items**

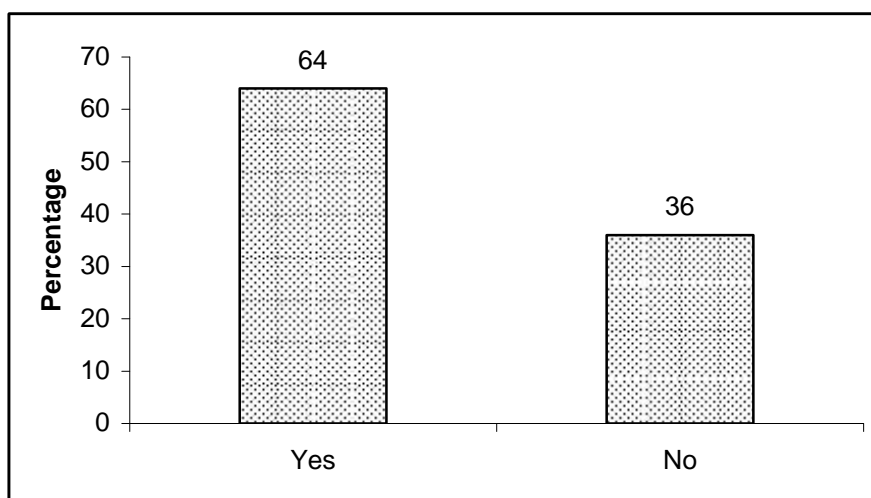
S.N.	Responses	No. of Students
1	Tag question	14
2	Connectives	7
3	Articles	5
4	Preposition	2
5	Good decision	4

Table 6 shows that majority of students weren't in favour of the exclusion of grammatical items from the specification grid, 2006. Only 4 out of 25 students were positive towards the exclusion of grammatical items from the specification grid 2006.

### 3.3.10 Impact in Language Competency

**Figure 3**

**Impact in Language Competency**



In the above diagram it is shown that 64 percent student said the SLC English specification grid 2006 can have very bad impact on them in English language for further study. While 36 percent students said the change in specification grid does not do any harm in English language for further study. Most of the students said that the exclusion of very essential grammatical items and some writing skill may bring some misunderstanding and lacking to them in further study.

### **3.3.11 Necessity to Review the Present SLC English Specification Grid 2006**

In this section, the researcher presents the students' responses about the necessity to review the present SLC. English specification grid 2006. The result showed that a number of students had pointed out the necessity to review the grid. The following table clearly present the students responses in percentage.

**Table 7**

#### **Necessity to Review the Present SLC English Specification Grid 2006**

S.N.	Responses	No. of Students	Percentage
1	Yes	22	88
2	No	3	12

The table 7 shows that 88 percent students were demanding to review the SLC. English Specification Grid 2006. While very few students (12%) were found satisfied with the present grid. They didn't find the necessity to review the grid. This shows that the concerned authority should take step to review the SLC. English Specification Grid 2006 because it is the voice of the students.

### **3.3.12 Suggestions Regarding the SLC English Specification Grid 2006**

In this section we have analyzed the responses of SLC students 2063 about the SLC English Specification Grid 2006. The researcher collected some comments and suggestions regarding the grid from the students during the research period. Most of the students were very happy with the government's decision to ask the questions only from grade 10 curriculum in SLC exam from this year. They were happy in the sense that it reduced their workload and anxiety to prepare grade 9 curriculum.

The government's decision to change the grid in the midst of the academic session was criticized by the majority of students. The students suggested that it would be better to change and implement the grid in the beginning of the session. About two third students said that they had no more problems in preparing the SLC exam through the grid.

Some students were very unhappy and depressed by the exclusion of very essential grammatical items and writing topics. The students were found sad by not including tag question, connectives, articles and preposition items in grammar. So they were doubtful about assessing their overall grammatical competence.

The students strongly demanded to review the present SLC English specification grid 2006 as soon as possible. They blamed that this grid may have very bad impact on their English language for further study.

### **3.4 Analysis of the Teachers' perception Towards the SLC English Specification Grid 2006**

This chapter deals with the teachers' perception towards the SLC English specification grid 2006. It is done by analyzing the responses of



secondary level English teachers. The researcher had prepared a set of questionnaire for collecting data. The researcher analyzed the 10 questions of the oppinionnaire collected from 25 English teachers of Tanahun district. The analysis of collected responses is done in various sub-sections.

### 3.4.1 Necessity of English Specification Grid to the Teachers

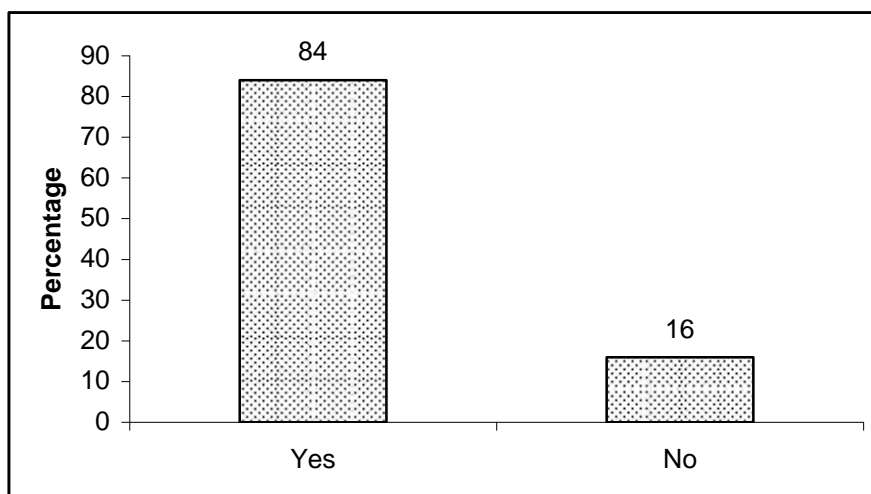
In response to the first question the necessity of English specification grid for English teaching, Cent percent teachers pointed out the necessity of the grid. No teachers said it was unnecessary.

**Table 8**  
**Necessity of English Specification Grid to the Teachers**

S.N.	Responses	No. of Students	Percentage
1	Yes	25	100
2	No	0	0
3	To some Extent	0	0

### 3.4.2 Possession of the SLC English Specification Grid

**Figure 4**  
**Possession of the SLC English Specification Grid 2006**



It is obviously clear from the figure 5 that 84 percent teachers had SLC English specification grid with them. The teachers said that when the grid was changed it was collected from concerned authority. While 16 percent teachers didn't find the present SLC English specification grid 2006 due to carelessness. They said they were unclear about the changed grid and its contents. They found lots of problem without authentic specification grid.

### **3.4.3 Coverage of SLC English Specification Grid 2006**

It is concerned with the coverage of the specification grid 2006. The responses from the teachers revealed that 76 percent teachers were unsatisfied with the coverage of present SLC English specification Grid. Only one forth teachers viewed the specification grid's coverage was good to some extent. The responses from the teachers are shown below in the table.

**Table 9**  
**Coverage of SLC English Specification Grid 2006**

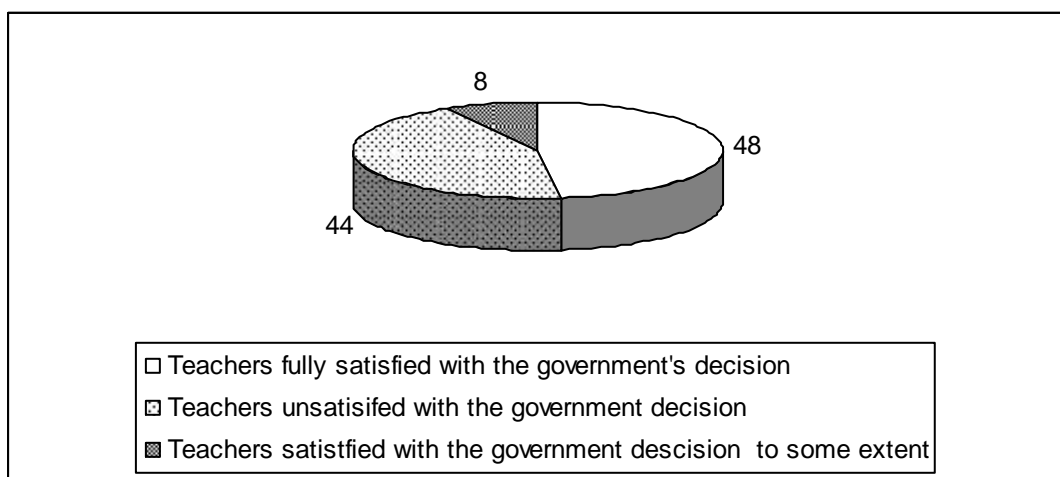
S.N.	Responses	No. of Teachers	Percentage
1	Yes	0	0
2	No	19	76
3	To some Extent	6	24

### **3.4.4 Satisfaction with the Government's Decision**

Here the researcher tried to know whether or not the teachers are satisfied with the government's decision to ask questions only from grade 10 curriculum in SLC from this year. It is known that earlier the practice was to ask questions from both grade (9 and 10) in SLC exam. It was a heavy load to the students and teachers for the preparation of both grades

curriculum. The findings show that majority of the teachers welcome the decision made by the Government of Nepal. The result of analysis is presented below.

**Figure 5**  
**Satisfaction with the Government's Decision**



It seems that 48 percent teachers are satisfied with the governments decision to ask questions only from grade 10 curriculum from this year. While 44 percent teachers show their dissatisfaction. Some teachers opined that the decision made by government was good because it reduced the students' workload and anxiety for preparing class 9 curriculum. The teachers said they won't have further tension on grade 9 curriculum.

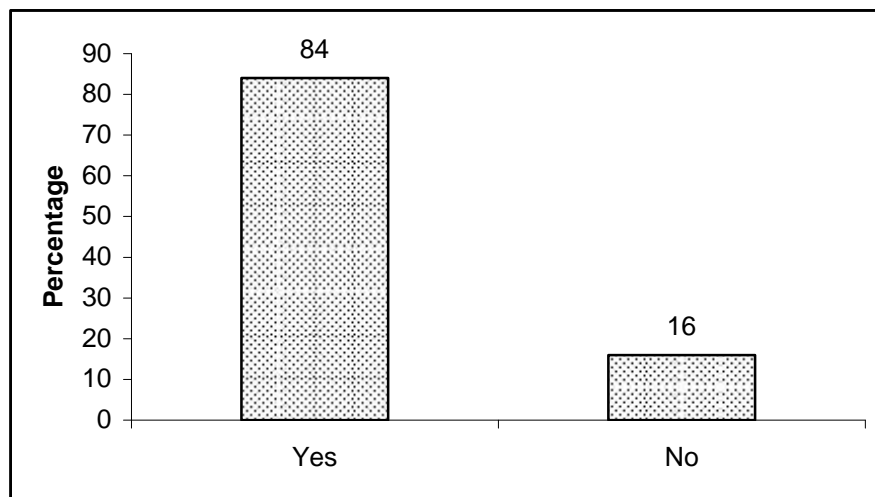
Some teachers said though it was good decision, it would be better to implement from next session but not from the mid session.

### **3.4.5 Teachers' Perspective on Changing the Specification Grid in the Midst of the Academic Session**

The SLC English specification grid 2006 was declared as a bolt in blue to all the students and teachers in the mid of the academic session. The students and teachers were preparing through the earlier grid but

after the governments decision to change the grid, they were puzzled for the exam preparation. The new decision which was imposed on students and teachers in the mid session was criticized and commented by various teachers, students and education experts. Some teachers said that it was a hasty decision imposed on the students in the name of educational reform. There were many voices raised against it. In this part the researcher tried to know the teachers response about the changing of specification grid in the midst of academic session. The percentage of teachers' response is presented in the following bar diagram.

**Figure 6**  
**Teachers' Perspective on Changing the Specification Grid in the**  
**Midst of the Academic Session**



It is clear that 84 percent teachers said that it was not a right decision of the government to change the specification grid in the midst of academic session while 16 percent teachers had no comment over the governments' decision. Teachers had suggested that it would be better to change the specification grid from the next academic session or from the beginning of the session. They said, had it been done at the beginning of the academic session, teaching learning activities would have been better

planned. This fact strongly proposes not to change the specification grid in the midst of academic session.

### **3.4.6 Problems in Teaching English Through the Grid**

The researcher made a query to the teacher about the problems in teaching English through this grid. The analysis of responses is presented in the table below.

**Table 10**  
**Problem in Teaching English Through the Grid**

S.N.	Responses	No. of Teachers	Percentage
1	Yes	13	52
2	No	12	48

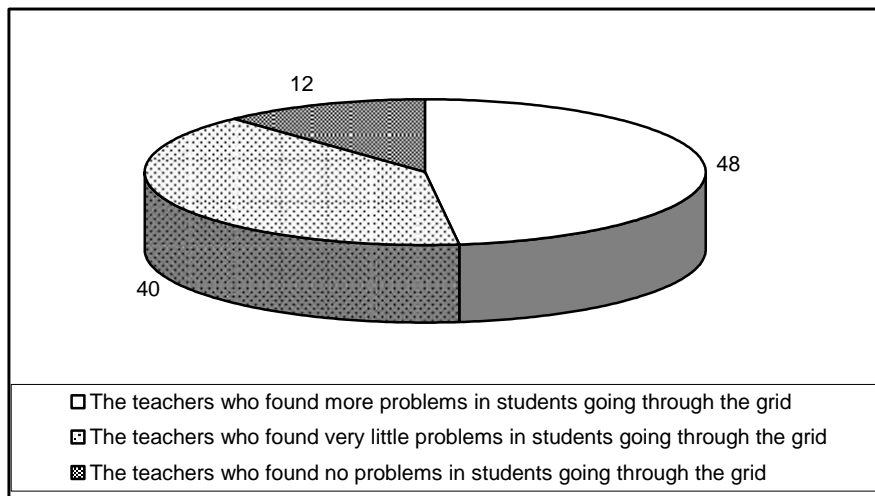
The table 10 shows that 52 percent teachers found problems in teaching because of changes in grid. The new change in grid made them unclear about the topics, items, skills, functions and objectives of the curriculum. They said some grammatical items and writing skills are difficult to teach without their bases and foundations.

It shows that the frequent changes in specification grid may bring some problems to the students and teachers in teaching learning activities.

### **3.4.7 Problems for Students in Going Through the Grid**

In this part the researcher wanted to know the teachers' view towards their students problems going through the changed grid. The result showed that most of the students were facing lots of problems through the grid. However, the teachers were concerned to solve their students' odds and difficulties. The figure below presents percentage of the teachers who found their student in problem while going through the changed specification grid.

**Figure 7**  
**Problems for Students in Going Through the Grid**



It is clear that 48 percent teachers found more problems in their students going through the grid while 40 percent teachers found very little problems in their students and 12 percent teachers didn't find any problems in their students.

### 3.4.8 Assessability of Grammatical Competence Through the Grid

This section reflects that whether the changed SLC English specification grid can assess the overall grammatical competence of the students or not. The researcher asked the question to the secondary English teachers and majority of the teachers (96%) responded that this grid can't evaluate the students' competence over grammar. The responses of the teachers can be presented below in the table.

**Table 11**  
**Assessability of Grammatical Competence Through the Grid**

S.N.	Responses	No. of Teachers	Percentage
1	Yes	1	4
2	No	24	96

It is crystal like clear that the present SLC English specification grid can not assess the overall grammatical competence of the students because 96 percent teachers believed in this. So it can be concluded that due to the exclusion of very essential grammatical items the grid is in adequate in grammar field.

### **3.4.9 Impact on Quality of English Education**

It is concerned with the impact on quality of English Education by changing the SLC English specification grid from teachers' point of view. Majority of teachers said that the grid may bring some bad impact on the students quality in English education. The teachers said that the grid doesn't cover all the objectives of secondary English curriculum so the nation can not produce desired and qualitative manpower in English language field. The table below shows the result of teachers' responses regarding the impact on quality of English Education.

**Table 12**  
**Impact on Quality of English Education**

S.N.	Responses	No. of Teacher	Percentage
1	Yes	21	84
2	No	4	16

The table 12 shows that 84 percent teachers believed that the present specification grid will have bad impact on the quality of English language. The finding showed that overwhelming number of teachers found the grid was insufficient in producing qualitative manpower in English language.

### **3.4.10 Necessity to Review the SLC Specification Grid 2006**

Majority of the secondary English teachers said that it was necessary to review the grid as soon as possible. They criticized that present grid is incomplete and lacks practical aspect of the English language. The responses of teachers about the question is presented below in the table.

**Table 13**  
**Necessity to Review the SLC Specification Grid 2006**

S.N.	Responses	No. of Teachers	Percentage
1	Yes	21	84
2	No	4	16

From the above table, it is found that 84 percent teachers strongly suggested to review the grid. While only 16 percent teachers said there is no necessity to review the SLC English specification grid 2006.

### **3.4.11 Comments of Teachers Regarding the SLC English Specification Grid 2006**

No specification grid is all in all in every aspect. Many times people have raised doubts on specification grid and criticized it for providing insufficient information and contents to the exam so this specification grid is not beyond the criticism of the students and teachers. The researcher in this sub-chapter attempted to collect teachers' suggestion and comments to improve the SLC English specification grid 2006 and to make it more effective.

Some valuable suggestions given by teachers are presented below.



- i. The government's decision to ask questions only from grade 10 curriculum in SLC exam from this year is praiseworthy because it reduces the students worklond and anxiety to prepare for grade 9 curriculum.
- ii. It is not right to change specification grid in the midst of the academic session. It would be better to change the grid at the beginning of the session or from the next academic session.
- iii. The present SLC English specification grid is not adequate to assess the grammatical competence of the students. So the grid should include more grammatical items.
- iv. The grid should be made broader and incorporative.
- v. The SLC English specification grid should bridge the intermediate level English.
- vi. Some areas of literature should be added in SLC English curriculum.
- vii. The specification grid should be made in accordance with the curriculum.
- viii. Refreshment training should be provided to the teachers to be familiar with the grid and before the implementation of new textbook.

### **3.5 Analysis of the Education Experts' Perception Towards the SLC English Specification Grid 2006**

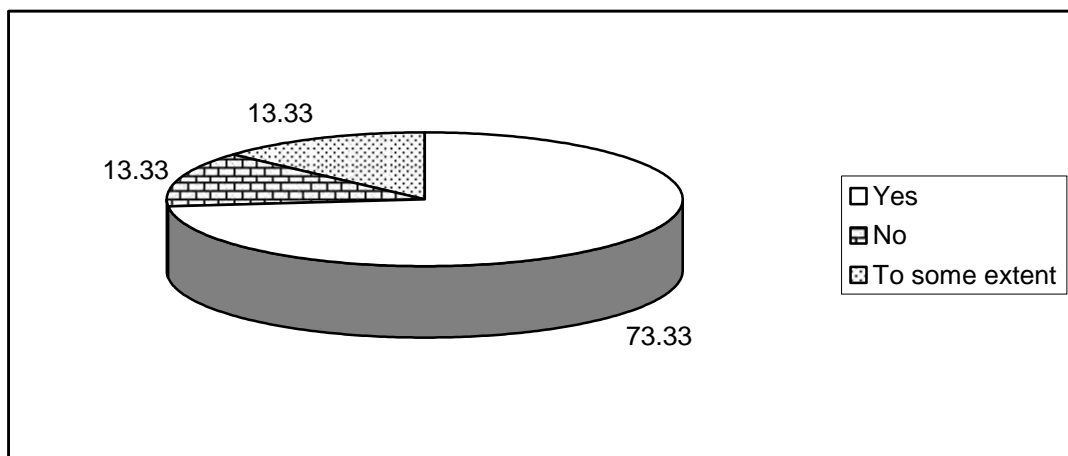
This chapter deals with the responses of the Education experts towards the SLC English Specification Grid 2006. It is done by analyzing the responses of Education experts involved in different institutions. The researcher selected 15 education experts randomly and collected data. He had prepared a set of questionnaire for collecting data. The analysis of the responses is done in various sub-sections.

### 3.5.1 Relation Between Politics and Education

Politics and Education both are the parts of society. There are different types of social activities involved in managing education system one of them is politics. People say that education is one of the most affected areas by politics in general. In this part the researcher wanted to know the relation between politics and education. The result shows that 73.33 percent experts believed that there is close relationship between politics and education. Likewise 13.33 percent experts believed that there is no relation between these and other 13.33 percent experts believed that to some extent politics and education are related to each other. The responses from the experts are shown below in the pie-diagram.

**Figure 8**

**Relation Between Politics and Education**



It is obviously clear that majority of the education experts believed that there is close relation between politics and education. This possesses the fact that politics and education are inseparable to each other.

### 3.5.2 Political Effects on Nepalese Education System

It is concerned with the political role and its effects on Nepalese education system from past to present time. Political leaders as well as education experts comment that education is one of the most affected areas by politics in general. The researcher made a query about the political effects on Nepalese education system. The responses revealed that Nepalese education system is always being affected by politics whenever the system or government is changed. Some education experts said that whenever there is political change, change in government, change in position, education is always being affected. For example we can observe the change in education system in 2007 B.S., 2027 B.S, 2028, B.S. 2036 B.S., 2046, B.S., 2049 B.S., 2058 B.S., 2063 BS etc. Due to various political instability and changes, the education system was affected regularly. The following table clearly shows the responses of education experts about political effects on Nepalese education system.

**Table 14**  
**Political Effects on Nepalese Education System**

S.N.	Responses	No. of Experts	Percentage
1	Yes	15	100
2	No	0	0
3	To some extent	0	0

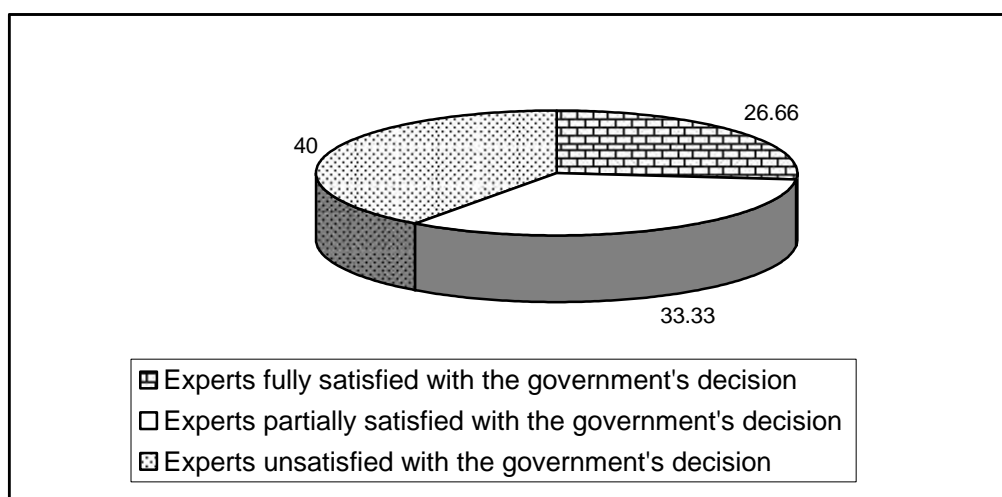
This table no. 13 reflects that hundred percent education experts agree with the political effect on Nepalese education system but no experts opposed this statement. From this it can be concluded that Nepalese education system is always being affected by politics from past to present.

### 3.5.3 Satisfaction With the Government's Decision

Education system is always controlled by government. Sometimes government makes an unexpected decision and order to the education field. In most cases government sets some rules and regulations in the name of educational reform but sometimes the decisions and orders are guided by some external factors. We just see, government of Nepal made the decision to ask questions only from grade 10 curriculum in SLC exam effective from 2063 B.S. To find out the education experts responses about this issue, the researcher made a query with them. The finding showed that 60 percent experts are fully or partially satisfied with the governments decision. They said it was a good decision ever made by the government to ask questions in SLC exam from only one academic session. It not only reduces the workload of the students but decreases the anxiety and worriness of students to pass the exam. The result of the analysis can be presented below in pie-diagram.

**Figure 9**

**Satisfaction With the Government's Decision**



The figure revealed the fact that only 40 percent experts are unsatisfied with the government's decision but around 60 percent experts are partially or fully satisfied with the government's decision.

### **3.5.4 Changing the Specification Grid in the Midst of the Academic Session**

Here the researcher tried to know whether the education experts take the governments decision positively or negatively about to change the specification grid in the midst of the academic session. The finding shows that 100 percent education experts opposed the implementation of changed specification grid in the mid session. They said that implementation of changed grid in the mid academic session was totally unscientific and unbehavioural. They said it was a hasty political decision in the name of educational reform. Most of the experts opined that it would be better if the grid was changed at the beginning of the session or from next session. The table below presents the responses of the experts about the question.

**Table 15**  
**Changing the Specification Grid in the Midst of the Academic Session**

S.N.	Responses	No. of Experts	Percentage
1	Yes	0	0
2	No	15	100

### **3.5.5 Motto of Changing Specification Grid**

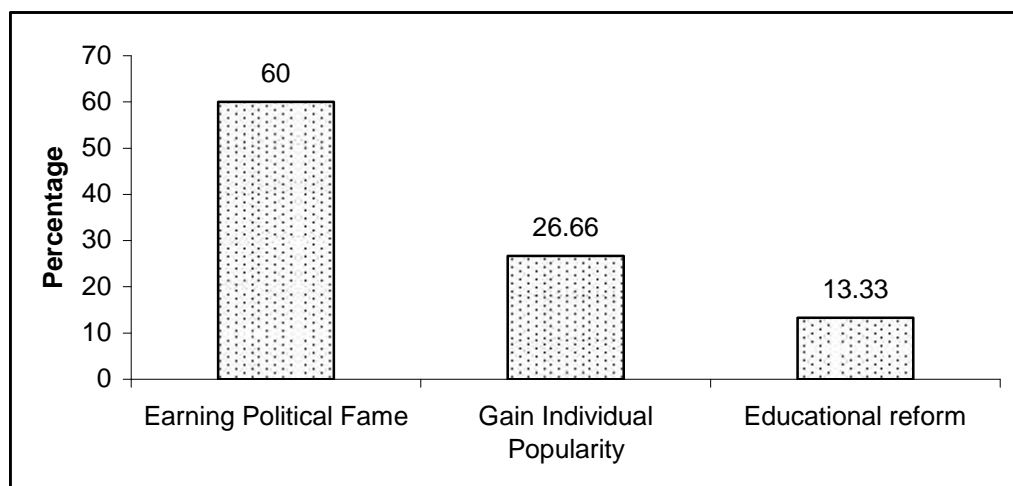
In this part the researcher wanted to know the education experts' view towards the motto of changing SLC specification grid in the midst

of academic session. The motto of changing the grid may be different but the researcher gave three options to the experts about the query.

Sometimes the people in government as ministers, directors with their power make changes in system to fulfill their aim and desire. Obviously to bring some changes in prevailing system is influenced by certain motto. As we see in the context of Nepal, whenever leaders become ministers they use their power to their own favour which may be unscientific, unusual and harmful to the general people.

So the researcher was very curious to know why the then education minister Prof. Mangal Siddhi Manandhar and his team changed the SLC Specification grid in the mid session and what could be the reason or motto behind that: whether he and his team was really in favour of educational reform or earning political fame or gain individual popularity by changing the grid. The table below presents the view of education experts regarding the motto of changing specification grid.

**Figure 10**  
**Motto of Changing Specification Grid**



It seems that 60 percent education experts believed that the motto of changing specification was for earning political fame. While 26.66 percent experts believed that the change was done to gain individual

popularity. But only 13.33 percent experts believed that the change was directed towards educational reform. This fact strongly proposes that the motto of changing SLC specification grid was to earn some kind of political fame and popularity.

### **3.5.6 Assessability of the Overall Competence Through Specification Grid, 2006**

The SLC specification grid, 2006 has excluded very essential items from every subjects. Obviously, in English subject there is exclusion of very important grammatical items, writing topics, literature portions etc. So the researcher asked a question to the experts whether the SLC specification grid, 2006 can assess the overall competence of the students.

The analysis of their responses showed that all the experts (100%) were doubtful to assess the overall competence of the students by the grid 2006 No experts say that the specification grid, 2006 can assess the students' overall competence.

### **3.5.7 Impact on Quality of Education**

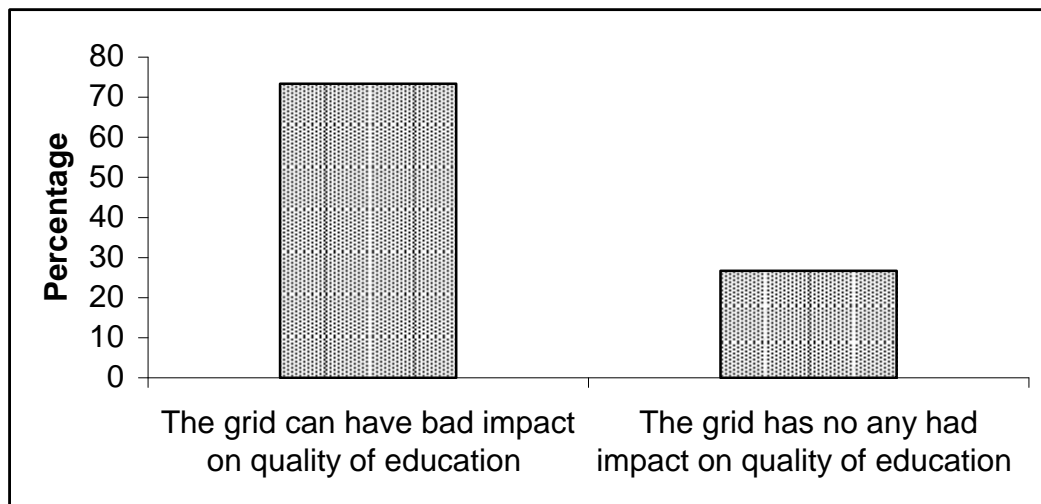
This part reflects the result of the analysis of the responses made by education experts about the bad impact on quality of education by the exclusion of very essential items from the SLC specification grid 2006.

Majority of the experts said that the SLC specification grid 2006 is incomplete in itself so it can have very bad impact on the quality of education. Quantitatively the grid is designed good but qualitatively due to the exclusion of very essential items it lacks the indepth information about subject matter. If the bases and primary information are deleted how a grid can be considered good ? Many experts said that this grid has raised a question in validity. This grid does not aim to produce qualitative

and skilled manpower in related field. Whole educational system reflects social philosophy so the grid and curriculum should be designed comparatively good which can provide quality education.

The following bar-diagram shows the percentage of the education experts view regarding the bad impact on quality of education by the grid 2006.

**Figure 11**  
**Impact on Quality of Education**



It is clear that the SLC specification grid 2006 can have very bad impact on quality of education.

### **3.5.8 Satisfaction with the SLC Specification Grid 2006**

In general, most of the education experts criticized the SLC specification grid 2006. They blamed the government and its decision saying a political agenda to make them popular. Some of the experts indirectly satired the government is inefficient and incapable in educational sector. The result shows that hundred percent experts are fully unsatisfied with the grid. They said the grid is not a educational grid but an political grid to increase the pass percentage of the students in SLC



exam and collect vote in their own favour. Only increasing the pass percentage is not the national goal and agenda of education. The Nepalese education system should be all in incorporative with international standard in quality.

This reveals the fact that education experts are fully unsatisfied with the SLC specification grid 2006.

### **3.5.9 Necessity to Review the SLC Specification Grid 2006**

The researcher aimed to find out the responses of the experts about the necessity to review the SLC specification grid, 2006. The experts were found very worried about the grid, 2006. They said the government's hasty step may bring some disorder in the educational field. And the implementation of the grid without the preparation of curriculum, proper textbooks and material is illogical. It is forcibly imposed on students and teachers. It can't fulfill the national goal of secondary curriculum, and can't produce skilled manpower. So this grid should be changed as soon as possible after proper research and homework. The table below presents the percentage of the experts who pointed out the necessity of the reviewing the SLC specification grid 2006.

**Table 16**  
**Necessity to Review the SLC Specification Grid 2006**

S.N.	Responses	No. of Experts	Percentage
1	Yes	15	100
2	No	0	0

From the table 15 it is found that 100 percent education experts felt the necessity to review the SLC specification grid 2006. The grid is

incapable in assessing the practical ability of the students as well as national goal of education and objectives of curriculum.

### **3.5.10 Comments and Suggestions of the Experts**

Some valuable comments and suggestion given by education experts are given below:

- i. The specification grid 2006 should be revised soon because it is unscientific and unbehavioural.
- ii. Educational system reflects the social philosophy so there should not be any hasty decision to change the grid in the middle of the session in the name of educational reform.
- iii. There should be proper research work before designing and implementing the grid.
- iv. The specification grid 2006 lacks the indepth information about any subjects referred to secondary level.
- v. The grid of 2006 has raised the question in validity so the concerned authority should take step to revise the grid properly.

## **CHAPTER IV**

### **FINDINGS AND RECOMMENDATIONS**

The main purpose of this research work was to validate the SLC English Specification Grid of 2006 and compare the SLC English Specification Grids of 1999 and 2006 in terms of test items included in them. From the analysis of the responses of SLC student students, secondary English teachers and education experts and the comparison of two specification grids the researcher has come up with the following findings.

#### **4.1 Findings**

1. No doubt, the specification grid was made valid since it was implemented by the government. However, the students and teachers found it as a hasty decision to impose the changed specification grid without analyzing the effects it would bring because 68 percent students and 84 percent teachers were fully unsatisfied to change the grid in the midst of the academic session.
2. It was found that the SLC specification grid of 2006 was more unscientific and insufficient in comparison to the specification grid of 1999 as it removed many essential grammatical items and some other aspects significant for language skills in the name of educational reform to increase the pass percentage.
3. Even if the decision to ask SLC questions only from class 10 textbook was very reasonable, the way of implementing it without separating the curriculum was found illogical. Almost all the experts and the teachers were doubtful in the fulfillment of

objectives by this grid as it excluded very essential items of the curriculum.

4. It was found that the motto of changing the grid in the middle of the session was more guided to earn political fame and individual popularity rather than educational reform. 60 percent experts said that they brought change in the transitional period to earn political fame while 26.66 percent experts said that it was done to gain individual popularity.
5. Students were found fully dissatisfied with the exclusion of very essential grammatical items. All the students said that the present specification grid lacks the power to assess their grammatical competence.
6. Specification grid was found inevitable to the students as well as teachers. 88 percent students and all the teachers found it a must in their teaching learning activities.
7. It was found that students were only concerned with securing marks rather than gaining knowledge. Most of the students were found happy with the government's decision since it reduced their work load but they weren't concerned with its effect in quality of education.
8. Experts were found sensitive regarding the quality of education which would be affected by the hasty decision of implementing the incomplete specification grid without reorganizing the course package.

9. It was found that Nepalese education system is always being affected by politics. Whenever the government is changed, they want to capture the whole educational system for their own sake.
10. Students and teachers both found problems in teaching learning through the SLC English specification grid of 2006. 52 percent teachers said that they were unknown about the topic, items, skills, functions and coverage of the grid.
11. It was found that the change was made to increase the pass percentage in the SLC exam which can be said a politics of examination.

#### **4.2 Recommendations**

From the findings of the students, teachers and education experts responses about the SLC English Specification Grid of 2006, the following recommendations are made.

1. The government should make a wide discussion before bringing a new specification grid. It should be implemented only at the beginning of the session.
2. Any change in educational system should not be brought to get momentary political fame. It should always be guided from pure educational reform.
3. Specification grid should be made easily available to all the students and teachers.
4. Educational System should not be affected by politics. It should have co-operative role in society but not interventive. Any political

government should not capture the educational system for their own sake.

5. The grid should be designed according to the curriculum and fulfill the national goals of education.
6. The SLC English specification grid should be pragmatic in nature and it should bridge the intermediate level English.
7. Refreshment training should be provided to the teachers before the implementation of new grid.

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## QUESTIONNAIRE

### Questionnaire for Students

There are some questions regarding the SLC English Specification Grid 2006. Please state your opinion by putting a tick mark (✓) against each question given below. Your responses will be strictly used for research purpose only.

1. Do you think SLC English specification grid is necessary for the students ?  
a. Yes ( )            b. No ( )            c. To some extent ( )
  
2. Do you have present SLC English specification grid ?  
a. Yes ( )            b. No ( )
  
3. Does this English specification grid cover all the objectives and items of Secondary English curriculum 1999 ?  
a. Yes ( )            b. No ( )            c. To some extent ( )
  
4. Are you satisfied with the government's decision to ask questions only from grade 10 curriculum in SLC exam from this year ?  
a. Yes ( )            b. No ( )            c. To some extent ( )  
Please mention the reason.  

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5. Is it right to change the specification grid in the midst of the academic session ?  
a. Yes ( )            b. No ( )  
If not, what would be better ?  

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6. Do you have any problem in preparing the SLC exam through this grid ?  
a. Yes ( )            b. No ( )  
If yes, please mention the reason.  

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7. Can the present SLC English specification grid 2006 assess the overall grammatical competence of the students since there is exclusion of very essential grammatical items ?

a. Yes ( )                      b. No ( )

8. Which grammatical items wouldn't have been excluded ? Write the items' name.

\_\_\_\_\_

9. Does it have any bad impact in your English language for further study ?

a. Yes ( )                      b. No ( )

If yes, what ?

\_\_\_\_\_

10. Is it necessary to review the SLC English specification Grid 2006 ?

a. Yes ( )                      b. No ( )

Your comments or suggestions regarding the SLC English specification grid 2006.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Name of the Student

Name of the School

\_\_\_\_\_

\_\_\_\_\_

Thank you very much indeed for giving your valuable time to  
complete this opinionnaire.

## Questionnaire for Teachers

There are some questions regarding the SLC English Specification Grid 2006. Please state your opinion by putting a tick mark (√) against each question given below. Your responses will be strictly used for research purpose only.

1. Do you think English specification grid is necessary for English teachers ?  
a. Yes ( )            b. No ( )            c. To some extent ( )
2. Do you have present SLC English specification grid ?  
a. Yes ( )            b. No ( )
3. Does this English specification grid cover all the objectives and items of Secondary English curriculum 1999 ?  
a. Yes ( )            b. No ( )            c. To some extent ( )
4. Are you satisfied with the government's decision to ask questions only from grade 10 curriculum in SLC exam from this year ?  
a. Yes ( )            b. No ( )            c. To some extent ( )

Please mention the reason.

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5. Is it right to change the specification grid in the midst of the academic session ?  
a. Yes ( )            b. No ( )            c. To some extent ( )

If not, what would be better ?

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6. Do you have any problem in teaching English through this grid ?  
a. Yes ( )            b. No ( )

If yes, please mention the reason.

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7. Do you find any problem in students going through this changed English specification grid ?

a. Yes ( )            b. No ( )    c. To some extent ( )

8. Can the present SLC English specification grid assess the overall grammatical competence of the students since there is exclusion of very essential grammatical items ?

a. Yes ( )            b. No ( )

9. Does it have any bad impact in quality of English education ?

a. Yes ( )            b. No ( )

If yes, what ?

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10. Is it necessary to review the SLC English specification Grid 2006 ?

a. Yes ( )            b. No ( )

Your comments or suggestions regarding the SLC English specification grid 2006.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Name of the Teacher

Name of the School

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Thank you very much indeed for giving your valuable time to complete this opinionnaire.

## Questionnaire for Experts

There are some questions regarding the SLC English Specification Grid 2006. Please state your opinion by putting a tick mark (√) against each question given below. Your responses will be strictly used for research purpose only.

1. Politics and Education are closely related to each other.  
a. Yes ( )      b. No ( )      c. To some extent ( )
  
2. Nepalese education system is always being affected by politics.  
a. Yes ( )      b. No ( )      c. To some extent ( )      d
  
3. Are you satisfied with the government's decision to ask questions only from grade 10 curriculum in SLC exam from this year ?  
a. Yes ( )      b. No ( )      c. To some extent ( )
  
4. Is it right to change the specification grid in the midst of the academic session ?  
a. Yes ( )      b. No ( )  
If not, what would be better ?  

---
  
5. What is the motto of changing specification grid in the midst of the academic session ?  
a. Earning political fame ( )      b. Gain individual popularity ( )  
c. Educational reform ( )
  
6. Can the present SLC specification grid assess the overall competence of the students, since there is exclusion of very essential items ?  
a. Yes ( )      b. No ( )
  
7. Does it have any bad impact in quality of education ?  
a. Yes ( )      b. No ( )  
If yes, what ?  

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8. Are you fully satisfied with the SLC specification grid 2006 ?  
a. Yes ( )                      b. No ( )
9. Is it necessary to review the SLC specification grid 2006 ?  
a. Yes ( )                      b. No ( )
10. Your comments or suggestions regarding the political decision to bring the SLC specification grid 2006.  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

Name of the Expert

Institution

\_\_\_\_\_

\_\_\_\_\_

Thank you very much indeed for giving your valuable time to complete this opinionnaire.

## SLC English Specification Grid 2006

Competence level (Knowledge/Understanding) and Performance level (Practical abilities)																								
Listening (8 Marks)	Speaking (12 Marks)	Reading (45 Marks)	Writing (35 Marks)																					
<p>Time 15 minutes</p> <p><b>Question Types :</b></p> <ol style="list-style-type: none"> <li>1. Multiple choice</li> <li>2. Fill in the gaps</li> <li>3. True/False</li> <li>4. Tick the correct Pictures/answers</li> <li>5. Ordering</li> </ol> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Cassette/Monitors' voice</li> <li>2. Pictures, Maps, diagrams, etc.</li> </ol> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Ask any 2 question</li> <li>2. Listening objectives 1 and 2 of secondary level English curriculum should be measured.</li> </ol>	<p>Time 15 minutes</p> <p><b>Question Types</b></p> <ol style="list-style-type: none"> <li>1. Interview/conversation</li> <li>2. Cued situation</li> <li>3. Story telling</li> <li>4. Describing pictures, charts, a sequence of events (Teachers as a / an monitor/ interviewer)</li> </ol> <p><b>Materials:</b></p> <p>Pictures, maps, diagrams, etc.</p> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Ask any two questions</li> <li>2. Language functions S1-16 of secondary level (Grade 10) curriculum should be measured..</li> </ol>	<p>Time 1:30 hours</p> <p>1. Two seen text - (5 + 10) 15 Marks</p> <p><b>Question Types</b></p> <p>Ask 2 + 3=2 questions</p> <ol style="list-style-type: none"> <li>a. Short answer questions</li> <li>b. Ordering c. True/False</li> <li>d. Matching e. Multiple choice</li> <li>f. Vocabulary g. Fill in the blanks</li> </ol> <p><b>Materials :</b></p> <ol style="list-style-type: none"> <li>1. Two seen texts from grade 10 textbook.</li> <li>2. Two kinds of unseen authentic texts such as charts, graphs, tables, passages, advertisements, stories, notices and letters.</li> </ol> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>1. Objectives R1 to R 11 of secondary level curriculum should be measured.</li> <li>2. Short answer questions can be asked from both seen and unseen texts. However, the other types of questions should not be repeated.</li> </ol>	<p>Time 1 hour</p> <p><b>Question Types</b></p> <ol style="list-style-type: none"> <li>1. Guided Writing 2 x 6 = 12 Ask any questions. Interpreting charts and diagrams, broken dialogues, paragraphs, news stories, rules and regulations, completing a skeleton story</li> <li>2. Free writing (1x12=12) Personal letter or letter to the editor or essay : (word limit in between 150-200 words)</li> <li>3. Grammar 11 marks</li> </ol> <p>Multiple choice.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Contents</th> <th style="width: 20%;">No. of question</th> <th style="width: 20%;">FM</th> </tr> </thead> <tbody> <tr> <td>Tense</td> <td style="text-align: center;">6</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Reported speech</td> <td style="text-align: center;">6</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Conditional</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Voice</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Causative</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>22</b></td> <td style="text-align: center;"><b>11</b></td> </tr> </tbody> </table>	Contents	No. of question	FM	Tense	6	3	Reported speech	6	3	Conditional	4	2	Voice	4	2	Causative	2	1	<b>Total</b>	<b>22</b>	<b>11</b>
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Tense	6	3																						
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Voice	4	2																						
Causative	2	1																						
<b>Total</b>	<b>22</b>	<b>11</b>																						



**List of Schools Visited in Tanahun District for Data Collection**

p	Schools	Address
1.	Shree Pabitra Higher Secondary School	Bandipur
2.	Shree Radha Secondary School	Jamune
3.	Shree Janajukta Shahi Secondary School	Sange
4.	Shree Nirmal Secondary School	Damauli
5.	Shree Satyawati Secondary School	Damauli
6.	Shree Jaldevi Secondary School	Damauli
7.	Shree Brahi English Boarding School	Damauli
8.	Shree Kankai English Boarding School	Damuali
9.	Shree Shantivarsha Secondary School	Damuali
10.	Shree Vyas Divya Jyoti Secondary School	Damauli
11.	Shree Shreenga Secondary School	Gothadi
12.	Shree Mahindra Secondary School	Jamune
13.	Shree Ram Jyoti Secodnary School	Damauli
14.	Shree Krishna Secondary School	Puttar
15.	Shree Kyaminkot Secondary School	Kyamin
16.	Shree Chandrajyoti Secondary School	Ghiring Sundhara
17.	Shree Parashar Higher Secondary School	Damauli
18.	Shree Damauli Higher Secondary School	Damauli
19.	Shree Basahasthan Secondary School	Satiswara
20.	Shree Kalika Secondary School	Purkot
21.	Shree Min Secondary School	Tharpu
22.	Shree Amarjyoti Secondary School	Chhirkane
23.	Shree Chandidevi Secondary School	Kumealtari
24.	Shree Gorakhkali Secondary School	Damauli
25.	Shree Maharshi Bedavyas Sanskrit Secondary School	Damauli
26.	Shree Ramshah Secondary school	Aanbu Khaireni