

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is the universal medium for conveying facts including complex thoughts, emotions and feelings of everyday life. It is primary means of communication and one of the unique possessions of human race. It is the distinctive property of mankind because of which human being seems to be extraordinary and superior to all the species on this earth in any respect. Hornby (2000:721) defines language as "the use by humans of a system of sound and words to communicate". To Block and Trager (1942: 5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

There are many languages in the world. Among them English is one which is an international lingua Franca and is being used as an official language in many parts of the world. In the context of our country, English has given priority over other international languages. Even in Schools and campuses it is taught as a compulsory subject from grade one to Bachelor's degree.

Every normal human can convey his message to others with the help of language. It is the most dominant language in the world. Therefore, it has been compulsorily taught from Grade one to Bachelor's level in the government schools and campuses of Nepal. A sound knowledge of this language is necessary to exchange our ideas and views among the people of more than one country for the transmission of science and technology and development of a country. Anyone who can read English can keep in touch with the whole world without leaving his own home. Without the knowledge of English, young man or woman

starting a career is gravely handicapped, whatever the career may be. With the knowledge of English, he/she holds a key, which will open many doors including easier access to a good job. So, English can also be viewed as a way to getting a better job or to improve social standing or solve economical problems.

The need to learn grammar is being felt in recent times more seriously than it ever was. Even the native speakers of English feel that the basic knowledge of grammar is essential today. In a situation like ours, it has become the more necessary for the serious students of English to learn grammar.

Recent theories in language learning have focused on language acquisition rather than formal analytical learning. Inevitably, therefore, the emphasis is on fluency rather than accuracy. The assumption being that the ultimate goal of language learning i.e. language use can be achieved without any formal analysis of grammar. However, this is basically true only in a situation where one learns one's mother tongue. In second or foreign language situation, where complex exposure to the target language is not possible, formal grammar seems to prove useful. In fact, nobody can really learn a language without learning its grammar. For, it is grammar that represents the essential resources in making meaning in language use. Any attempt to teach a language, without creating conditions for grammar learning is bound to fail. These conditions, however, have to allow the acquisition of grammar, not simply as a linguistics system, but also as a communicative resource. Therefore, the main issue is not whether grammar should be learnt or not, but how it can be presented, so that it is learnt as a formal basis for functional use.

On the use of foreign language everybody commits errors. But the degree of error is different from learner to learner. The Nepalese learners of English also commit errors because English is studied as a foreign language in Nepal. Finding out and analyzing errors is a very difficult task, however, several researches have been carried out in the field of error analysis. Furthermore, studies seem to be continued because several grammatical items are left to be analyzed.

1.1.1 Present English Curriculum in Secondary Schools

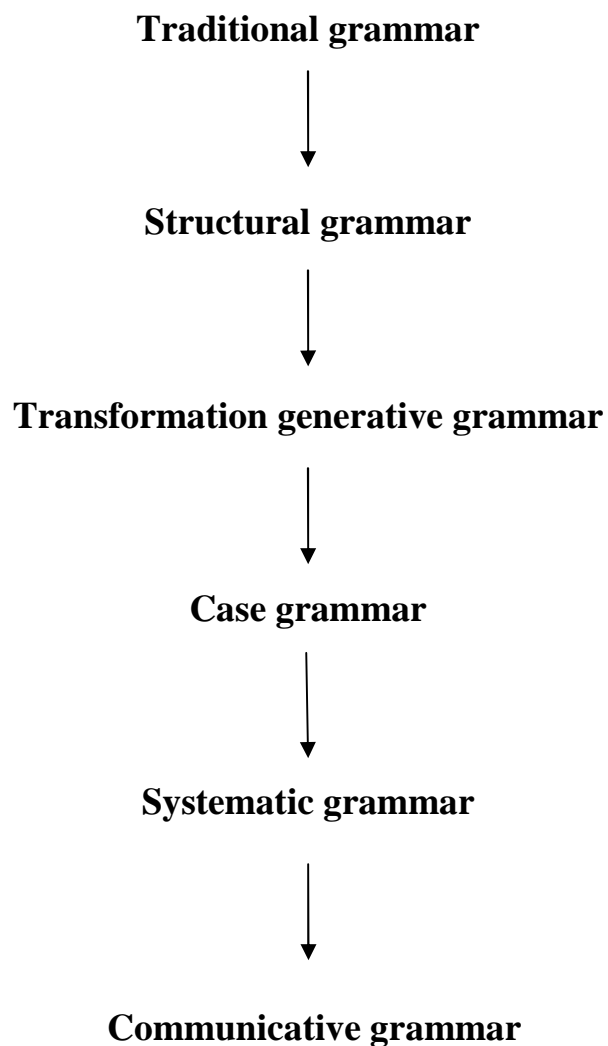
In Nepal secondary level comprises nine and ten classes. There is 100 full marks course in English at this level. The secondary level English curriculum is entirely based on language skills. Unlike the grids of other core subjects, language skills are considered as different areas of learning. The examination specification grid of this course reflects the assessment and evaluation part of curriculum. It assists question setters to design 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. Twenty percent weightage is given to listening and speaking skills which are tested practically, whereas Eighty percent weightage is given to reading and writing. Generally, one period per day is allotted to the teaching English language in the secondary level.

“The book of grade nine has been prepared and designed by CDC for students in grade nine. It has been written in line with the new English curriculum and it is interwoven with verities of day to day activities to create interest in both teaching and students through out the class. The focus of the textbook is, therefore, on the development of student’s communicative competency; that is to say, their ability to communicate in English. The material follows the modern approach to English language teaching. Students learn the natural language of everyday life by

practicing the four major language skills of listening, speaking, reading and writing. These four skills are fully integrated in every units of the textbook” (Curriculum Development Centre Sanothimi, Bhaktapur).

1.1.2 Importance of Grammar

Grammar is a word which has been defined and approached differently by different scholars and schools of linguistics. Etymologically, the origin of the term grammar goes back to a Greek word ‘grammatike or grammatiketechné’ which may be translated as “The art of writing” Several types of grammars have existed one after another as hierarchically presented:



All the above mentioned grammars lay emphasis on different aspects of language. It is well known fact that, grammars play a very vital role, mainly on speaking and writing any language of the world.

Lado (1977:144) says, “A grammatical pattern is more than any single utterance since it is moved from which countless utterances can be produced”

Crystal (19947:191) says, “After studying grammar, we should be more alert to the strength, flexibility and variety of our language and this be in better position to use it and to evaluate others”

Richards et al. (1985:125) – “Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall systems of the language. It may or may not include the description of the sounds of a language”

From the above definitions, it is clear that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and appropriately. Hence, one can not or will fail to produce a single correct and appropriate sentence if he or she does not know the rules of that language. Therefore, grammar forms are inner core of the language without which not a single utterance can be produced. Thus, importance of grammar can be stated from the fact that if one is given all the required words, phrases and so on but not the rules of that language, and then he will virtually fail to produce a single sentence.

In conclusion, it is clear that grammar is a science which contains a set of rules for speaking and writing a particular language correctly and

appropriately. Hence, one will be unable to produce a single correct sentence, if he does not know the grammatical system of that language.

Considering the above mentioned views, grammar plays an important role in language. It helps a person to use language accurately.

1.1.3 The Articles in English

There are only three articles in English a/an/the. There are two types of articles indefinite 'a' and 'an' or definite "the". Their proper use is complex especially when we get into the advanced use of English. Quite often we have to work by what sounds right. This can be frustrating for a learner. We usually use no article to talk about things in general. "The" does not mean all. For example:

Books are expensive = (All books are expensive)

The books are expensive = (Not all books are expensive, just the ones I am talking about)

Crystal defines (1996:124) article as

"A term used in the grammatical classification of words, referring to a subclass of determiners which displays a primary role in differentiating the uses of nouns. Many languages have no articles system (e.g. Russian) of those which do, a distinction is usually made into definite and indefinite (or non definite) types, partly on Semantic and partly on grammatical grounds. Articles may appear before the noun (as in English) or after (as in Swedish)."

The articles play a very important role in ensuring that we speak and write correct English. A wrong use of the articles can sometimes lead to a change in the meaning of the word altogether. Use of some article depends strictly on the sound produced by them. They are called determiners.

Historical development of articles in English is similar to that of most other languages that have developed an article system: the definite articles "the" derives from the demonstrate signaling distance (i.e. that) while the indefinite article derives from the numeral one, it is in fact still possible to use one as a stressed emphatic variant a/an - that's one big bug!

1.1.4 Pronunciation of the Articles

[Larsen-Freeman, D. and Celce-Murcia. (1983)]

Although the definite article has an invariant spelling, it has four different pronunciations. The two pronunciations that are frequently occurred in normal speech in the stressed form are:

/ ðð / _____ before consonant sounds the book, the unit, the song.

/ ðI / _____ before vowel sounds. The apple, the orange, the elephant,

The third and fourth pronunciations are stressed / ðΛ/ and stressed / ðI/ - are the stressed versions of the above forms.

1.1.5 The Meaning of Articles

[Larsen-Freeman, D. and Celce-Murcia. (1983)]

Each of the articles can signal a number of meanings. First of all, Articles can convey:

- i. Generic meaning: in which all or most members of a set are referred to. For example:
 - a) **The lion is a ferocious animal.**
 - b) **A lion is a ferocious animal.**
- ii. Non -generic meaning: In which one or more individual members of a set one referred to. For example:

- a) **The lion escaped from the zoo.** (A particular lion is being refer to)
- b) **A lion escaped from the zoo.** (Any lion not particular lion is being refer to)

1.1.6 Use of the Indefinite Articles: A/AN

[Thomson and Martinet. (1992)]

- a) It is used before a countable noun when it is mentioned for the first time.

He gave me a present.

She was driving a car.

I bought a toy for my brother.

- b) It is used in the sense of one.

He did not speak a word.

He sold her a cow.

Mr. Rai asked me to get an umbrella.

- c) It is used in the sense of any.

A dog is a faithful animal.

Can you get me a stick?

- d) It can be placed before a proper noun to make it a common noun.

He is a Michael Jackson.

He is on his way to become a pele.

1.1.7 Use of the Definite Article: The

[Thomson and Martinet. (1992)]

- a) The article ‘the’ is used when we speak of a particular thing.

That is the book I wanted to buy.

The house I want to buy is rather expensive.

The girl in pink kurta is my sister.

It is also used to refer to something or someone that is already mentioned.

She was carrying a small bag. She had some money in the bag.

- b) It is used before a singular noun to represent the whole class.

The banana is sold at a cheaper rate.

The tree is our friend.

However, it is not used before man to mean the whole class of mankind.

Man is a rational animal.

- c) It is used to refer to something of unique nature.

The earth, The, The sky, The Ocean

- d) It is used before certain outstanding books.

The Ramayana, The Koran

The Bible, The Vedas

- e) It is used before the names of rivers, seas, gulfs, mountain ranges, group of islands, plural names of countries, deserts.

The Nile, The Caspian Sea, The Gulf of Mexico

The Himalayas, The Solomon Islands

The United States of America, The Sahara

- f) It is used before the names of musical instruments.

The piano, The flute, The guitar, The drum

- g) It is used before superlatives.

Jayanti is the tallest girl in our class.

Gaisal train accident was the worst accident of the decade.

- h) It is used before the ordinals.

Tenzing was the first man to scale Mt. Everest.

I was the seventh boy to enter the room.

- i) It is used before an adjective when the noun to follow it is understood.

The sick and the dying were left unattended.

The courageous are usually successful.

- j) It is used to emphasize a particular noun.

Mr. Pradhan is the man of the company.

It means that Mr. Pradhan is the most important person of the company. Here, the article the is pronounced 'thee'

1.1.8 Omission of the Indefinite Articles: A/AN

[Thomson and Martinet. (1992)]

- a) The article a/an is not used before uncountable nouns.

Give me some water.

Who will carry our luggage?

- b) It is not used before names of meals.

Breakfast is ready.

They have invited us for dinner.

However, if such names are preceded by an adjective, or if meals are giving on special occasions, the article is used.

We had a heavy breakfast.

Mr. Kunwar is fiving us a dinner to celebrate his success.

1.1.9 Omission of the Definite Article: The

[Thomson and Martinet. (1992)]

- a) The article 'the' is not used before names (except in the cases mentioned above).
- b) It is not used before abstract nouns (except when the noun is being used in a particular sense).

Happiness can never be bought by money.

The joy of meeting him was great.

- c) It is not normally used before proper names.

Birgunj is a warm place.

Preeti is a charming girl.

- d) It is not used before the names of concrete materials.

Brass is an alloy of copper and zinc.

Water must be preserved.

- e) It is not used before the names of languages.

He wants learn French.

Hindi is spoken all over India.

- f) It is not used before names of relations like, father, mother, brother, sister, cousin.

Father wants to see us right now.

Sangita is his sister.

- g) It is not used before certain nouns when they are understood in general: table, bed, hospital, college, school, church, market, prison, and temple.

They have taken him to hospital.

My brother has started going to school.

Some people don't sleep on bed.

However, when they refer to definite items or places, article 'the' is used.

They are going to the hospital where he was admitted.

There are two thousand pupils in the school.

Put your book on the table.

The English articles, (definite 'the', indefinite 'a/an') one part of a large system of reference and determination, have played dominant role to learn the language, however, the learning difficulty and frequency of articles have convinced us to treat them as a separate topic before taking on the larger systems in which they function. Articles are understandably problematic from a cross-linguistic perspective: most Asian and Slavic languages and many African languages have no articles. Even those languages that do have articles or articles- like morphemes often use these morphemes in ways that differ from English.

Especially, this study sought to analyze the study on the use of articles by the students of grade nine. The articles in creative writing play a vital role. Unless articles are used properly, the written text will not be fulfilled properly. If the articles are improperly used, the piece of language doesn't function properly. So, it is the heart of the grammar.

1.2 Literature Review

Various research works have been conducted in the field of contrastive analysis, error analysis, code switching, comprising methods, technique and finding out their effectiveness but quite a few researches have been carried out on the use of grammatical items such as: effectiveness on the use of adjectives, adverbs, prepositions, and punctuation, However, there are few investigations carried out in the use of articles.

Some of the studies which are related to this study can be reviewed as follows:

Giri (1981) tried to compare the proficiency in all the four skills of language, viz. 'listening', 'speaking', 'reading' and 'writing' of the students of Kathmandu and Doti. He found that the students of Kathmandu had greater ability in listening, speaking and reading but in writing there was no significant difference between the students of these two districts. So, He concluded that the students of Kathmandu were more proficient than the students of Doti in language skills.

Sharma (1997) made a study on 'The proficiency in voice system (active and passive) of the students of government and private schools of Kathmandu district. He found that the students of private schools were far better than the students of government schools. He also found that the overall proficiency of girls was slightly better than those of boys.

Dawadi (1999) attempted to find out the proficiency in the use of defining relative clauses made by the students of government and private schools of Kathmandu, Lalitpur and Bhaktapur districts. He reached the conclusion that the students of private schools in terms of the performance of relative clauses were better than the students of

government schools. Similarly, the performance of girls was better than that of boys.

Paudyal (1999) studied a comparative study of the English language writing proficiency in higher secondary schools of Gulmi and Kathmandu. He found that the students of the higher secondary schools of Kathmandu had better writing proficiency than the students of Gulmi. Similarly, the students of humanities and education faculties of Kathmandu obtained better marks than the students of the rest of faculties; the girls of Kathmandu and Gulmi districts had better performance in writing than those of boys of both districts.

Karki (2000) has carried out a comparative study of proficiency in the use of subject verb- agreement of class 11 and PCL 1st year students in education stream. He reached the conclusion that the students of PCL 1st year were found more proficient than the students of class 11 in almost all the items. Similarly, the boys and girls of PCL 1st year were more proficient than the boys and girls of class 11.

Thus, this study was carried out to find out proficiency in the use of articles of the students of grade nine of private and public schools of Kathmandu. The study compares the proficiency of the students in terms of sex and type of schools. This study differs from other studies in its sample population, area of the study and statistical analysis of the data.

1.3 Objectives of the Study

The main objectives of the research were as follows:

1. To find out the proficiency of the students in the use of articles.
2. To compare the proficiency of the students in the use of articles in terms of sex and schools.
3. To point out some pedagogical implications.

1.4 Definition of the Terms

1. Proficiency: It refers to the ability of the students of class nine to use articles.
2. Public schools: It refers to schools ruled (controlled) and financed by the Government of Nepal.
3. Private schools: It refers to schools ruled (or controlled) and financed by private sectors.
4. Articles: Articles are small works that are often used at the beginning of noun phrases. They belong to a group of words called determiners". (Swan 2006:51)
5. Definite article: 'The' is called definite article which is used to refer to a noun definitely.
6. Indefinite article: A/an are called indefinite articles which are used before a singular countable noun to refer to it indefinitely.
7. Secondary norm: It refers to the pass marks (32%) in the annual examination of the secondary level and S.L.C. level.
8. Countable noun: A noun which can be counted as one, two...
9. Uncountable noun: A noun which can not be counted.

1.5 Significance of the Study

This research attempts to find out the use of articles by nine graders of Kathmandu Valley. So, the findings of the study will be significant in the field of language teaching. It will also be beneficial to language teachers, students, textbook writers, curriculum and syllabus designers, methodologists and to those who are directly and indirectly involved in the field of English language teaching.

CHAPTER- TWO

METHODOLOGY

The present research was contributed to find out the proficiency in the use of articles of the ninth graders. The researcher visited the specific schools, since the present study aims at finding out analyzing the proficiency in the use of articles; this visit enabled him to gather connect facts which served the purpose of analyzing the relationships between the specified variables.

2.1 Sources of Data

For the collection of data, both primary and secondary sources were used in this study.

2.1.1 Primary Sources

The primary data for this study were collected by administering questionnaire from the 200 students of grade Nine. The researcher himself went to the 10 randomly selected schools for collection of data. The population of the study was the students of nine grades of public and private schools of Kathmandu district. Similarly, the samples of the population of the study were altogether 200 students who were randomly selected. These samples were selected randomly from selected school. These samples were selected randomly from the ten schools (five private schools and five public school of Kathmandu valley) similarly, from each of the 10 schools 20 students were randomly taken in equal sex ratio for the purpose of carrying out of the research.

2.1.2 Secondary Sources

The secondary sources of the present study were different related researches, related textbooks, journals, articles and other

written documents were used as the secondary sources of data for this study.

2.2 Population of the Study

200 students of grade nine secondary schools (5 public and 5 private) were the sampled population 20 nine graders were randomly selected from each school in equal sex relation.

2.3 Sampling Procedure

There are various public and private secondary schools in Kathmandu district among them 10 schools were selected by using judgmental sampling procedure. The researcher selected 10 male and 10 female students from each school. In this way, there were 200 students altogether. They were selected by using judgmental sampling.

2.4 Tools for the Collection of Data

The main tools for the collection of data were test items consisting of four different sets of questions that were used to test the performance of the students in the appropriate use of articles. There were four different types of test items.

2.4.1 Multiple Choice Items

In this test items, the students were asked to tick the best answer from the given distracters. There were 20 questions, each question contained four distracters.

2.4.2 Fill in the Blanks Items

In these items, the students were asked to fill the correct articles in the blank. There were 20 questions in this items, each question contained 1 marks.

2.4.3 Cross out the Wrongly Used Articles and Make Necessary Correction

This item also contained 20 questions each statement had one wrongly used article, which they had to find out it and make correction if necessary. They were not asked to rewrite the whole sentences.

2.4.4 Supply a/ an and ‘the’ in the Given Dialogues

This test item also contained 20 questions; there was one blank space in each dialogue. The students were asked to read them and supply appropriate articles where necessary. Thus, there were altogether 80 questions in the four sets of test items. Each question carried 1 mark so questions were there having 80 marks.

2.5 Allotment of the Marks

One mark was assigned to each the total 80 questions. These all questions were arranged under four different sets i. e. group A, group B, group C and group D. the table below shows the division of marks for each items.

Table No. 1 Allotment of Marks

Item No 1	Marks for Each Questions	Total No of Questions	Total Marks
1	1	20	20
2	1	20	20
3	1	20	20
4	1	20	20
Full Marks		80	80

2.6 Process of Data Collection

After making research tools, the researcher himself was involved in the process of data collection. Ten schools within Kathmandu district were selected by using judgmental sampling. The researcher visited the selected schools (5 public and 5 private) of Kathmandu district. He randomly selected 20 students from each selected school with the help of headmaster and English teachers. Before administering the test the researcher gave some instructions to the students because they were confused as how to do the questions. While collecting the data, some students did not want to write anything because of their negligence towards the test. But they were encouraged by giving some instructions and importance of the test and some helpful directions to answer other questions. Then he distributed the written test items, where the students had to write answers of the questions. The time was fixed, i.e. they had to finish all the items within two hours.

At last, the test papers were collected and assigned the scores to the students. Tabulation of the data was done by using a simple tool of average and percentage.

2.7 Limitations of the Study

The study was carried out under the following limitations:

- a) This study was limited to the proficiency by the learners of grade nine in the use of articles.
- b) The subject area of the study was limited to a written test.
- c) Only ten secondary schools (5 public and 5 private) of Kathmandu valley were selected for the area of study.
- d) Only 200 students of grade nine were selected.

- e) The study was limited to a small portion of English grammar i.e. articles.
- f) The test items contained only four types of objectives questions under groups A, B, C, D.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Hence, the scores of the students were analyzed and interpreted towards their achievement and proficiency. The responses of the students were marked systematically and scores were given to them. The analysis and interpretation were carried out as effectively and accurately as possible using simple statistical tool of percentage.

The analysis and interpretation of data was carried out under the following headings.

3.1 Analysis and interpretation of the total proficiency

- a. Total proficiency of the students
- b. Comparison of total proficiency by sex.
- c. Comparison of the proficiency within the schools.
- d. Comparison of the proficiency of ten different schools with the total average.
- e. Comparison of proficiency with the secondary norm.

3.2 Item wise analysis of the status of proficiency in using articles

- a. Status of total proficiency in each item.
- b. Comparison of different variables with the average of each item.

3.1 Analysis and Interpretation of Total Proficiency

Table No. 2 Total Proficiency

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	44.485	97	48.5%	103	51.5%

The above table shows the total sample of the students was 200 and the total average was 44.485. The percentage of the students scoring above average was 48.5% and below average was 51.5%. The majority of the students were below average, and the proficiency in the use of articles was not considered satisfactory.

Table No. 3 Comparison of Different Variables with the Total Average

Sample type Variables	Sample Size	Total Average	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Public School	100	44.485	41	41%	59	59%
Private School	100		56	56%	44	44%
Boys	100		61	61%	39	39%
Girls	100		36	36%	64	64%

The table No. 3 shows the relative positions of the students in case of schools with respect to combined total average. The total combined average was 44.485; the percentage of students scoring above the average in the private schools was 56% against 41% in public schools. Hence, the students of private schools were found better in performance than the students of public schools.

Likewise, the sample of boys and girls consisted of 100 each. The percentage of girls scoring above the total average was 36% against 61% of boys and hence the boys were considered better than the girls.

Table No. 4 Status of proficiency by public and private Schools

Sample type	Sample Size	Total Average	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Public School	100	41.59	51	51%	49	49%
Private School	100	47.15	41	41%	59	59%

The above table is intended to display a comparison of status of proficiency with respect to corresponding average scores attained by the students from the private and public schools of Kathmandu districts. The table shows that the total average score of the students of public schools was 41.59. Among the 100 students of Kathmandu district, 51% were found average. The majority of the students were above average. Thus, this proves that the status of proficiency in the use of articles of the students of public schools was only satisfactory in their own group.

On the other hand, the students of private schools scored the total average of 47.15. Out of the 100 students of private schools, 41 %(41 students) were found above average and 59% (59 students) were found below it. The majority of them fell below average in their status of proficiency in their own group.

Table No. 5 Status of Proficiency by Sex

Sample Type	Sample Size	Total Average	Above Average		Below Average	
			No of Students	Percentage (%)	No of Students	Percentage (%)
Boys	100	47.54	52	52%	48	48%
Girls	100	41.2	54	54%	46	46%

The above table shows the total average score of the boys was 47.54. Among 100 boys, 52% of them were above average and 48% were below it. As the majority of the boys were found above average their status in the use of articles was found satisfactory in their own group.

Similarly, the average score of all the girls was 41.2. Among 100 girls, 54% were above average and 46% were below it. It seems that the status of proficiency of girls was found satisfactory in their own group.

Table No. 6 Comparison of Their Total Proficiency within the Schools

S.N.	Name of the Schools	Total Sample	Total Average	Above Average		Below Average	
				No of Students	Percentage (%)	No of Students	Percentage (%)
1.	Gita Mata Higher Secondary School, Kathmandu.	20	43.05	7	35	13	65
2.	Kankali Secondary School, Kathmandu	20	37.51	9	45	11	55
3.	Kirtipur Madhamik Vidyalaya, Kathmandu	20	46.1	10	50	10	50
4.	Vaishanabi Secondary School, Kathmandu	20	37.6	10	50	10	50
5.	Mahendra Bhrikuti Secondary School, Kathmandu	20	43.8	12	60	8	40
6.	Rehdon Higher Secondary School, Kathmandu	20	45.85	10	50	10	50
7.	Deep Joti Higher Secondary School, Kathmandu	20	46.9	12	60	8	40
8.	Diamond Secondary School, Kathmandu	20	47.7	10	50	10	50
9.	Unique Academy, Kathmandu	20	50.35	13	65	7	35
10.	Kamana Secondary School, Kathmandu	20	44.95	11	55	9	45
Total	10	200	44.485	105	52	95	48

The above table shows the proficiency of the students of different schools under study.

The table No. 6 shows the total average of correct responses of the students of Shree Gitamata Higher Secondary School, Kathmandu was 43.05. Only 7 students (35%) out of 20 students were above average whereas 13 students (65%) were below it. Therefore, it was found that the students of this school were poor in the use of articles.

The total average of the students of Shree Kankali Secondary School, Kathmandu was 37.51, 9 students (45%) were above average and 11 students (55%) were below it. Since the majority of the students (55%) were below the total average, the students of this school were also found poor in the use of articles.

The average score of the students of Shree Kirtupur Madhyamik Vidyalaya was 46.1, 10 students (50%) were found above average, with equal number of students below it. Thus, the students of this school were better in the use of articles.

The total average of the students of Shree Vishahabi Madhyamik Vidyalaya was 37.6, 10 students (50%) obtained above average and same number below it. The students of this school showed constant performance in the use of articles because their performance was equal, both above and below average.

The average score of the students of Shree Mahendra Bhirkuti Secondary School was 43.81, 12 students (60%) were above average and 8 students (40%) below it. Since the majority of the students in this school were above average, which showed that their performance in the use of article was better.

The total average of the students of Rehdon Higher Secondary School, Kathmandu was 45.85, 10 students (50%) were above average and equal number below it.

The total average of the students of Shree Deep Joti Secondary School, Kathmandu was 46.9, 12 students (60%) were above average and 8 students (40 %) below it.

The total average of the students of Diamond Secondary School, Kathmandu was 47.7, 10 students (50%) were above total average and equal number below it.

The average score of the students of Shree Unique Academy was 50.35, 13 students (65%) were above average and the rest remained below it.

The total average of the students of shree Kamana Secondary School, Kathmandu was 44.95, 11 students (55%) were found above average and remaining below it.

The total average of the total sampled students (i.e. 200) reached average score of 44.48, 51.5% students were found above average and the rest remained below it.

Comparatively, the students of Shree Unique Academy were the most proficient whereas the students of Shree Kankali Secondary School were found least proficient.

**Table No. 7 Comparison of the Proficiency of Ten Different Schools
with the Total Average**

Sample Type	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Five public schools from Kathmandu	100	44.485	41	41%	59	59%
(a) Boys	50		30	60%	20	40%
(b) Girls	50		11	22%	39	78%
Five private schools from Kathmandu	100		56	56%	44	44%
(a) Boys	50		32	64%	18	36%
(b) Girls	50		25	50%	25	50%

The table No. 7 shows the comparison of the proficiency of different ten Schools with total average. The test was given to the students. The total average was 44.485 altogether sample (200).

The five public schools scoring above the total average 41 students (41%), 30 boys (60%), 11 girls (22%), out of 50 boys and 50 girls respectively. So, 59 students (59%), 20 boys (40%) and 39 girls (78%), out of 50 boys and 50 girls were below the total average. Therefore, in total sample of the students of public Schools were not better performances in the use of articles because the majority of the total students were below the total average.

Likewise, five private schools, out of 100 students (altogether boys and girls) 56 students (56%) and out of 50 boys and 50 girls, 32 boys

(64%) and 25 girls (50%) were above the total average whereas 44 students (44%), out of 100 students, 28 boys (36%) and 25 girls (50%), out of 50 boys and 50 girls were below the total average. Thus, it can be said that the students of private schools were almost better performance in the use of articles because there were only less in the majority of the students of this private schools than the minority. On the other hand, the boys of private schools were better than the girls in the use of articles.

In comparison of the proficiency of ten different schools within the total average, only 41% students of public Schools were found above the total average whereas 56% the students of private schools were found above the total average.

Hence, it can be said that the students of public schools were better status of proficiency in the use of the articles in grade nine than the students of private school in Kathmandu district.

Table No.8 Comparison of Proficiency with the Secondary Norm

Sample Type	Sample Size	Secondary Norm	Above Average		Below Average	
			No of Students	%	No of Students	%
Boys from the Public School	50	32%	45	90%	5	10%
Girls from the Public School	50		36	72%	14	28%
Boys from the Private School	50		46	92.0%	4	8%
Girls from the Private School	50		45	90%	5	10%

The table compares the student's proficiency with the existing nationally recognized secondary level norm of 32% (Pass Marks). The pass mark is 32% in S.L.C. So, based on this norm the students meeting the norm (32%) are rated passed students and those who do not meet the norm (32%) are rated failed students. While comparing to this norm in the public schools of Kathmandu district 90% of the boys and 72% of the girls was also found above the norm. In the private schools 92% of the boys and 90% of the girls were found above the norm. Therefore, the status of proficiency of the girls was also found better in private school as compared with public Schools. Similarly, the boys of private school were found better performance than the boys of public schools whereas 90% of

the boys of public schools against 92% of the boys of private schools scored above the norm. Thus, it tells that the performance was very good when compared to the Secondary norm.

3.2 Item wise Analysis and interpretation of the status of Proficiency in using articles

Table No. 9 Analysis of the Total Proficiency in Item No. 1

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	12.05	92	46%	108	54%

The above table shows the total proficiency of the 200 students in items No 1 (Multiple choice items). The average score of the students in this item was 12.05. There were 20 questions and each question had four options. Among 200 students 46% students were found above the average and 54% students were found below the average. It shows that majority of students were below the average and hence not proficient in this item.

Table No. 10 Comparison of Different Variables with the Total Average in Item No. 1

Variables	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100	12.05	34	34%	66	66%
Private School	100		56	56%	44	44%
Boys	100		55	55%	45	45%
Girls	100		37	37%	63	63%

The above table shows the comparison of different variables with the total averages in item No. 1. The table shows the relative position of the students in terms of sex and schools with respect to the total average. It is clear from the table that the total average in item No. 1 was 12.05 in public school. 34 students were above the average (34%) and 66 were below the total average (66%), whereas in private schools 56 students (56%) were above the total average and 44 students (44%) were the total average. In the case of sex, 55 boys crossed the total average by securing 55% where as 45 boys i.e.45% remained below the average. In the case of girls 37 girls i.e. 37% of the girl succeeded in crossing the total average and the rest remained below the total average i.e. 63%.

Thus it shows that in item No. 1 the students of private schools were found better than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 11 Analysis of the Total Proficiency in Item No. 2

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	11.735	113	56.5%	87	43.5%

The above table shows that the total proficiency of the 200 students in items No 2 (Fill in the blanks item). The average score of the students in this item was 11.73. There were 20 questions. They had to provide appropriate articles in the given blanks. Among 200 students 56.5% students were found above the average and the rest were below the average. It shows that majority of students were above the average and the performance of the student was found satisfactory.

Table No. 12 Comparison of Different Variables with the Total Average in Item No. 2

Variables	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100	11.735	38	38%	62	62%
Private School	100		65	65%	35	35%
Boys	100		67	67%	33	33%
Girls	100		46	46%	54	54%

The above table shows that the comparison of different variables with the total averages in item No. 2. The table shows the relative position of the students in terms of sex and schools with respect to the total average. It is clear from the table that the total average in item No. 2 was 11.73. 38 students of public Schools were above the average (38%) and 62 (62%) were below the average, whereas in private schools 65 students (65%) were above the average and the rest were below the average. In the case of sex, 67 boys crossed the total average by securing 67% whereas 33 boys i.e.33% remained below the average. In case of girls, 46 girls i.e. 46% of the girls succeeded in crossing the total average and the rest remained below it.

Thus, it shows that in item No. 2 the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 13 Analysis of the Total Proficiency in Item No. 3

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	11.02	100	50%	100	50%

The above table shows that the total proficiency of the 200 students in items No 3. The average score of the students in this item was 11.02. There were 20 questions. Among 200 students, 50% were found above the average and the same numbers were found below the average. It showed equal performance.

Table No. 14 Comparison of Different Variables with the Total Average in Item No. 3

Variables	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100	11.02	44	44%	56	56%
Private School	100		54	54%	46	46%
Boys	100		61	61%	39	39%
Girls	100		38	38%	62	62%

The above table shows the comparison of different variables with the total averages in item No. 6. The table shows the relative position of the students in term of sex and schools with respect to the total average. It is clear from the table that the total average in item No. 3 was 11.02. In public schools, 44 students were above the average (44%) and 56 (56%) below it, whereas in private schools, 54 students (54%) were above the total average and the rest below it. In case of sex 61 boys crossed the total average by securing 61% whereas the rest remained below it. In case of girls, 38 girls i.e. 38% succeeded in crossing the total average and the rest remained below it.

Thus it shows that in item No. 3, the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

Table No. 15 Analysis of the Total Proficiency in Item No. 4

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	Percentage (%)	No. of Students	Percentage (%)
200	9.68	97	48.5%	103	51.5%

The above table shows the total proficiency of the 200 students in items No 4. The average score of the students in this item was 9.68. There were 20 questions the students were asked to supply the appropriate articles in the blank spaces of the dialogue. 48.5% students were found above the average and the rest below it. It shows that majority of students were below the average and hence not proficient in this item.

Table No. 16 Comparison of Different Variables with the Total Average in Item No. 4

Variables	Sample Size	Total Average	Above Average		Below Average	
			No of Students	%	No of Students	%
Public School	100	9.68	40	40%	60	60%
Private School	100		58	58%	42	42%
Boys	100		59	59%	41	41%
Girls	100		39	39%	61	61%

The above table shows that the comparison of different variables with the total averages in item No. 4. The table shows the relative position of the students in terms of sex and schools with respect to the

total average. It is clear from the table that the total average in item No. 4 was 9.68. In public school, 40 students were above the average (40%) and 60 students (60%) were below it, whereas in private schools 58 students (58%) were above the total average and 42 students (42%) were below it. In the case of sex, 59 boys crossed the total average by securing 59% whereas the rest remained below it. In the case of girls, 39 girls (39%) succeeded in crossing the total average and the rest remained below it.

Thus, it shows that in item No. 4 the students of private schools were found better in performance than the students of public schools. Similarly, the boys showed better performance than girls.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this research was to find out the Proficiency in the use of articles of the students of grade nine in public and private schools of Kathmandu district.

For this purpose, a set of written test was prepared consisting of four different types of item. Then the tests were administrated to 200 students of public and private schools of Kathmandu district, 100 students from each type of school were selected for the study, ten boys and the same number of girls from each of the selected schools for collecting the data. The schools were selected on the basis of Judgmental Sampling.

After collecting data, the analysis and interpretation were done using simple statistical tool of percentage. The data were analyzed and interpreted first in terms of total proficiency and comparison of total proficiency of the students in terms of sex and schools. After that comparison was made with proficiency of boys and girls in their respective schools and also secondary norm of test items (pass marks test item). A school wise analysis and comparison was also made to find out the accurate result. Similarly the data were analyzed and interpreted in terms of proficiency i.e. item wise proficiency, comparison of different variables with the total average of each item.

Thus, the finding of the present study obtained from the analysis and interpretations of the data are as follows:

1. In total, 52% students were above average and the rest were below the average. As such, the majority of the students were

above average in performance in the use of articles. This showed that the nine graders of Kathmandu districts (public and private schools) are likely to do well in the use of articles.

2. The students of Private schools were more proficient than the students of Public schools. Only 41% students were found above the average score in public schools whereas 56% students of the private schools were found above the total average.
3. The proficiency of the boys was found to be better than that of the girls.
4. Supply of a/an/the where necessary in the given dialogues was found to be the most difficult item. Because in this item average score of the students was only 9.68. For this item, they might have got confusion to fill the articles in dialogue form as they had to understand context as well to fill the articles correctly.
5. Multiple choice items (item No. 1) were found to be the easiest ones for all the students. Since the majority of the students were found above average.
6. While comparing the proficiency of the students with the secondary norm, the performance of the students was found satisfactory.
7. In school wise comparison :
 - a) The students of Shree Unique Academy were found to be the most proficient among all the schools. Their average score was 50.35.
 - b) The students of Shree Kankali Secondary School were the least proficient among all the ten schools. Their average score was only 37.5.

c) The students of Shree Kritipur Secondary School were the most proficient among public schools. Their average was 46.1.

8. In sex wise comparison:

a) In total, the boys of the private schools were more proficient than the boys of the public schools.

b) The girls of the private schools were more proficient than the girls of the public schools.

4.2. Recommendations

On the basis of the study, the researcher would like to make the following recommendations:

1. Girls should be encouraged to take part in teaching and learning activities.
2. More time should be spent on practicing the articles in written and oral forms.
3. The English teacher should make clear concept of English **Noun System** to the students before dealing with articles.
4. Students should be familiar with English sounds to be more proficient in the use of articles. Unless they pronounce the words correctly, it is sure that they would not be proficient in using articles.
5. Teaching and learning activities should not only be based on S.L.C. examination that will lead to undue emphasis on the written form only.
6. Students should be provided with adequate workbooks and practice books to remember the rules of using articles in meaningful sentences.

7. The teacher should use appropriate teaching materials as far as possible. e.g.: charts and flashcards to elicit students' motivation towards learning.
8. Only trained teachers should be allowed to teach or there should be a provision of training for untrained teachers.
9. There should be provision for the previously trained teachers to make them update with new approaches, methods and techniques in language teaching.
10. School supervisors should also visit schools frequently and help them with teaching problems.
11. The teacher should teach articles by creating meaningful situation and using appropriate language games, he should follow the rules and principles of communicative approaches.
12. It was seen in most of the schools that the teachers did not give emphasis on grammatical items and they only taught textual passages. Due to lack of sufficient exposure to real language situation the students were unable to distinguish the uses of definite articles i.e. 'the' and indefinite articles 'a/an. For this, the teacher should be encouraged to teach or give emphasis on the grammatical items.
13. The overcrowded classes make it almost impossible for the teacher to correct the students' exercises and pay proper attention to individual students. So the classes should be split into manageable size as far as possible. Along with the textbooks some supplementary materials should also be recommended for further reading.

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Appendix- 1

Test Items

Name of the student:

Roll No:

Name of the school:

Full marks:

Class:

Pass Marks:

Sex: Male / Female

Time:

Group "A"

Attempt all the questions:

Q.N. 1) Give a tick () mark in the correct answer:

Multiple choice items

(1) Binod is Best student in the school.

- a) a b) an c) the d) nothing

(2) Water in the tank is clean.

- a) a b) an c) the d) nothing

(3) The son is in sky.

- a) a b) an c) the d) nothing

(4). Copper is useful metal.

- a) a b) an c) the d) nothing

(5) She is untidy girl.

- a) a b) an c) the d) nothing

(6)... water is changed into ice by cold.

- a) a b) an c) the d) nothing

(7) Mr.Gautam is tallest man in our office.

- a) a b) an c) the d) nothing

(8) Honesty is the best policy.

- a) a b) an c) the d) nothing

- (9) Buy me umbrella.
a) a b) an c) the d) nothing
- (10) He is European.
a) a b) an c) the d) nothing
- (11) A fly is insect.
a) a b) an c) the d) nothing
- (12) I have black dog.
a) a b) an c) the d) nothing
- (13) Which is longest river in India?
a) a b) an c) the d) nothing
- (14) He is MA.
a) a b) an c) the d) nothing
- (15). She plays on Guitar.
a) a b) an c) the d) nothing
- (16) Wisdom is admired everywhere.
a) a b) an c) the d) nothing
- (17) He learns Mahabharat on every morning.
a) a b) an c) the d) nothing
- (18) I want glass of milk.
a) a b) an c) the d) nothing
- (19) He plays on violin.
a) a b) an c) the d) nothing
- (20). Water is essential for life.
a) a b) an c) the d) nothing

Group “B”

1. Fill in the blanks spaces with appropriate articles for the following:

1. They play harmonium well.
2. He drinks Orange Juice.
3. She is most intelligent girl in her class.
4. He likes Red apples.
5. Where did you meet Principal?
6. The Atlantic Ocean is biggest ocean .
7. Mrs. Indira is honorable teacher.
8. Ram has passed I.S.C. and is studying in University.
9. What is Mr Gurung like ? He is honest man.
10. Who invented radio ?
11. He earns Rs.10,000 month.
12. Who is The best student of your class.
13. Have you seen One eyed man ?
14. water in the glass is very dirty.
15. injured passengers of this bus rushed to hospital.
16. Mr. Buddhi was Unwanted fellow in our locality.
17. He is not honorable man.
18. Nepal is birth place of lord Buddha.
19. Blind man is unfortunate not to see.
20. The woman who is wearing blue Sari , is my wife .

Group “C”

1. Cross out the wrongly used articles and make correction if necessary for the following:

1. A cat is chasing a mouse.
2. She is a English teacher.
3. Hemanta is an police officer.
4. He reads a Kathmandu Post every day.
5. A Congress Party is the oldest party in Nepal.
6. A girl in a Red dress is beautiful and bright.
7. A government should help the handicap.
8. He carried the small white TV.
9. That is a book I like most.
10. Bhim bought a piece of cloth from a market that he used to go.
11. A chair, I am sitting on is ready to break.
12. My father takes Cigarette twice a day.
13. An iron is a useful metal.
14. A pacific ocean is the greatest ocean in the world.
15. She is a untidy girl.
16. The European visited our school today.
17. A flowers in our garden are beautiful.
18. A water in the glass dirty.
19. I don't know a exact meaning of this word.
20. He is a honorable man.

Group "D"

1. Supply a/an or the where necessary in the following dialogues:

- 1 A: If you don't mind, shall I ask you a question?
 B: Please?
 A: Who are you by Caste?
 B: I am a Newar.
- 2 Ram: Is there any religious books?
 Shyam: yes, which one you want to read?
 Ram: I need Gita.
- 3 Player
 A: Who shall be Captain of our team?
 B: No, I don't want to be in this time.
- 4 Father: It's already nine in the morning. Why you are
 still sleeping?
 Son: Oh Dad, its Saturday it comes once Week.
- 5 Nepali: Excuse me, Where are you from?
 Tourist: I am European.
- 6 Speaker: What is Mr. Gurung like?
 Student: He is Honest man.
- 7 Journalist: Have you talked to Prime
 minister of the Country?
 Interviewer: No, I have not talked right now.
- 8 Student A: Can you tell me one Universal trust?
 Student B: yes. Sun rises in the east.
- 9 Student A: What's news of today?
 Student B: Nothing new but as usual.
- 10 Ram: I am a lawyer; By the way, what's your Job?
 Shyam: I am Engineer.

- 11 Teacher: Which is longest river in the world?
Student: The Nile sir.
Teacher: Yes, exactly.
- 12 A: What types of man he is?
B: He is Honest man.
- 13 Interviewer: Will you tell me about your academic achievement?
Interviewee: I am MA.
- 14 Brother: Sister, I don't know exact meaning of this word .
Sister: It means someone who studies about the lifestyle of birds.
- 15 Student A: What is the capital of Nepal?
Student B: Kathmandu is the Capital of Nepal.
- 16 A: What is your view about wisdom?
B: Wisdom is admired everywhere.
- 17 Father: When did she die?
Mother: She died on10th of June.
- 18 Businessman A: Who is Richest man in your place?
Businessman B: Mr. Pradhan.
- 19 Friend A: Which Country would you like to go?
Friend B: I like to go USA.
- 20 Shopkeeper: Gold is an expensive metal?
Customer: What about price?
Shopkeeper: 10 Thousand.

Appendix – 2

Common Errors Committed by the Students

S.N.	Errors	Corrections
1	A honest man.....	An honest man.
2	He is an European.	He is a European.
3	A fly is a insect.	A fly is an insect.
4	He is a M.A.	He is an M.A.
5	Copper is an useful metal.	Copper is a useful.....
6 Water in the tank is clean.	The water in the tank is clean.
7	What a sad news!	What sad news
8	She is a untidy girl.	She is an untidy girl.
9	I need religious book Gita.	I need religious book the Gita.
10	A girl in blue sari is my sister.	The girl in blue sari is my sister.
11	That is a book I like most.	That is the book I like most.
12	A congress party is the oldest party of Nepal.	The congress party is the oldest party of Nepal.
13	He reads Mahabharat.	He reads the Mahabharat.
14	He reads a Kathmandu post every morning.	He reads the Kathmandu post every morning.
15	A government should help the handicapped.	The government should help the handicapped.

Appendix – 3

Names of the visited schools

1. Shree Gitamata Higher Secondary School, Bijeshowari,
Kathmandu
2. Shree Kankali Secondary School, Naikapa, Kathmandu
3. Shree Kirtipur Madhamik Vidyalaya, Kirtipur, Kathmandu
4. Shree Vaishanbi Secondary School, Bhajangle, Kathmandu
5. Shree Mahendra Bhirkuti Secondary school, Ekantakuna,
Kathmandu
6. Rehdon Higher Secondary School, Samakhushi, Kathmandu
7. Shree Deepjoti Secondary School, Gongabu, Kathmandu
8. Shree Diamond Secondary School, Narayanthan, Kathmandu
9. Unique Academy, Shiphai, Kathmandu
10. Shree Kamana Secondary School, Nayabazar, Kathmandu

Appendix – 4
Total Scores of the Students of Public Schools of Kathmandu District.
1. Shree Gita Mata Higher Secondary School, Bijeshowari, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Anjan Dahal	12	14	8	7	41	Indira Bhandari	10	8	9	7	34
2.	Ramesh Thapa	10	10	12	11	43	Deepa Nepal	11	12	14	13	50
3.	Dinesh Lama	9	12	11	8	40	Rabina Sharma	8	9	12	11	40
4.	Suresh Thapa	10	12	14	12	48	Sapana Rai	13	10	11	12	46
5.	Suraj Gurung	9	11	13	12	45	Banita Maharjan	11	9	7	8	35
6.	Krishna Raut	9	10	12	11	42	Mina Thing	9	12	11	10	42
7.	Bikash Kandel	14	12	11	13	50	Sharmila Ghimire	11	10	8	9	38
8.	Sagar Paudel	9	12	11	7	39	Rita Thapa	11	8	7	10	35
9.	Sandesh Gurung	12	14	15	16	57	Rekha Lama	12	10	8	9	39
10.	Ishwar Bhatta	13	14	15	16	58	Anjana Bhattari	9	8	10	12	39
Total		107	121	122	113	463	Total	105	98	97	101	398

Total Scores of The Students of Public Schools of Kathmandu District.

2. Shree Kankali Secondary School, Naikap, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Mohan Karki	17	18	16	9	60	Durga Bhatta	15	16	14	7	52
2.	Govinda Puri	15	16	14	8	53	Tara Ale	12	13	11	6	42
3.	Prakash Puri	16	17	14	7	54	Sarita Ghimire	14	12	8	8	42
4.	Suman Kharel	14	15	16	7	52	Ruli Shrestha	9	11	9	5	34
5.	Balaram Karki	7	15	13	4	39	Ajita Pun	8	10	6	4	28
6.	Suraj Rai	11	14	12	9	46	Sanita Baral	7	8	7	3	25
7.	Prabin Ale	9	16	10	3	38	Asmita Thapa	8	11	3	10	32
8.	Keshav Limbu	8	12	11	2	33	Resham Lama	5	2	2	7	16
9.	Lal Bd B.K.	3	11	9	4	27	Babita Pant	4	12	8	5	29
10.	Rohan Phuyal	5	8	6	2	21	Bhumika Rai	3	9	5	8	25
Total		105	142	121	55	423	Total	85	104	73	63	325

Total Scores of the Students of Public Schools of Kathmandu District.

3. Shree Kirtipur Madhamik Vidyalaya, Kirtipur, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Prabin Roka	17	18	16	15	66	Narina Dangol	19	18	17	18	72
2.	Promod Dhungel	14	11	13	12	50	Puja Khanal	12	10	8	9	39
3.	Subash Shrestha	18	17	12	15	62	Rasmi Basnet	15	12	13	8	48
4.	Prakash Sebedi	19	18	19	17	73	Rojina Dahal	9	7	6	3	25
5.	Bidur Bista	15	14	13	12	54	Anita Pokhrel	12	12	11	9	44
6.	Navin Pradhan	14	12	10	9	45	Sila Rai	12	14	16	7	49
7.	Rajan G.C.	16	14	12	13	55	Pramila K.C.	13	15	16	14	58
8.	Ganesh Giri	8	10	12	8	38	Nilisa Karki	3	6	7	5	21
9.	Ashok Uprati	9	8	7	11	35	Rekha Wagle	8	5	4	2	19
10.	Kapil Ghimire	11	8	5	9	33	Deepa Tamang	9	10	9	8	36
Total		141	130	119	121	511	Total	112	109	107	83	411

Total Scores of The Students of Public Schools of Kathmandu District.

4. Shree Vaishanbi Secondary School, Bhanjanga, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Jeevan Pandey	16	14	13	14	57	Roshani Dhungana	12	11	10	12	45
2.	Binod Thapa	15	12	9	8	44	Leena Shai	10	11	12	10	43
3.	Suresh Ghale	14	16	11	10	51	Shanti Karki	8	6	10	7	31
4.	Bijaya Giri	13	10	12	11	46	Goma Puri	6	8	10	5	29
5.	Anil Subedi	15	14	12	8	49	Renisha Kafle	4	6	7	4	21
6.	Dhruba Niroula	15	14	12	13	54	Namuna Kaini	2	4	5	3	14
7.	Mandip Karki	3	6	7	5	21	Rajani Banjara	11	10	8	9	38
8.	Anuj Shai	9	8	6	7	30	Rina Bagale	14	7	6	8	35
9.	Santosh Prasai	5	10	8	6	29	Tulasha Basnet	12	5	6	7	30
10.	Joti Rai	16	14	12	11	53	Menuka Rai	10	8	6	8	32
Total		121	118	102	93	434	Total	89	76	80	73	318

Total Scores of the Students of Public Schools of Kathmandu District.

5. Shree Mahendra Bhirkuti Secondary School, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Roshan Thapa	10	12	14	11	47	Susma Malla	11	10	8	7	36
2.	Ramehs Thapa	8	12	10	9	39	Juna Gurung	2	4	5	6	17
3.	Rishi Timsina	12	14	12	8	46	Sharmila Dhungana	10	12	14	8	44
4.	Udhav Paudyal	14	10	12	14	50	Lalita Karki	14	9	7	6	36
5.	Ram Regmi	16	14	12	10	52	Rashmi Pokhrel	12	14	13	12	51
6.	Deepak Thapa	18	17	15	12	62	Jeny Rai	15	14	12	9	50
7.	Dhruba Niraula	17	16	15	16	64	Ram Dhungel	12	10	12	8	42
8.	Rajkumar Rai	13	16	15	12	56	Binda Karki	13	14	12	9	48
9.	Baburam Oli	14	8	10	12	44	Radhika Khakda	11	7	9	10	37
10.	Suraj Saud	12	10	8	11	41	Binita Baral	4	5	3	2	14
Total		134	129	123	115	501	Total	104	99	95	77	375

Total Scores of the Students of Private Schools of Kathmandu District.

6. Shree Rehdon Higher Secondary School, Samakhushi, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Binod Dhungel	17	18	19	20	74	Laxmi Khanal	14	16	18	15	63
2.	Tikaram Malla	14	12	16	18	60	Sabita Pun	16	14	17	16	63
3.	Rabin Shakya	13	11	12	10	46	Masutam Nepali	12	10	8	7	37
4.	Indra Shrestha	10	11	12	8	41	Ritu Tiwari	12	10	8	7	37
5.	Deepak Thapa	11	14	16	16	57	Ashma Kharel	11	10	12	11	44
6.	Rakesh Tamang	12	10	12	12	46	Tulasa Karki	12	12	10	8	42
7.	Kiran Ghimire	14	12	10	8	44	Muna K.C.	10	14	15	8	47
8.	Rupesh Magar	13	12	10	11	46	Anjali Fuyal	11	10	12	13	46
9.	Durga Bhatta	12	10	8	6	36	Sujita Maharjan	12	10	8	6	36
10.	Narendra Karki	8	6	7	5	26	Durga Bista	8	7	5	6	26
Total		124	116	112	114	476	Total	118	113	113	97	441

Total Scores of the Students of Private Schools of Kathmandu District.

7. Shree Deep Joti Secondary School, Gongabu, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Balaram Dhungana	15	14	12	13	54	Subika Limbu	18	16	14	15	63
2.	Lila Shahi	20	18	16	19	73	Radha Bhattari	3	2	5	1	11
3.	Sudeep Gole	4	6	8	3	21	Ramila Malla	8	10	12	14	44
4.	Man Bd. Nepali	10	12	14	13	49	Pramila Basnet	16	15	14	9	54
5.	Bipen Basnet	16	18	17	15	66	Dhan Kumari Pokhrel	15	13	12	11	51
6.	Damudar Yakha	15	16	18	17	66	Sapana Dangol	14	12	10	8	44
7.	Chethnath Wagle	10	8	12	14	44	Sajana Adhikari	12	10	10	12	44
8.	Peshal Bhandari	4	6	5	3	18	Gyanu Pradhan	10	8	12	7	37
9.	Nanda Maharjan	16	14	12	10	52	Rina Tamrakar	12	14	13	11	50
10.	Bibek Basnet	15	12	13	9	49	Malati Shayka	14	12	10	12	48
Total		125	124	127	116	492	Total	122	112	112	100	446

Total Scores of the Students of Private Schools of Kathmandu District.

8. Shree Diamond Secondary School, Narayan Than, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Biplov Rana	20	18	17	19	74	Bunu Rana	16	15	14	13	58
2.	Rudra Bahadur Linkha	14	15	17	16	62	Anita Rijal	14	15	16	10	55
3.	Birendra Gurung	12	11	7	9	39	Prabha Dhamala	12	11	10	8	41
4.	Amit Chhetri	13	14	15	12	54	Manju Magar	15	8	10	7	40
5.	Dinesh Subedi	18	16	14	12	60	Nisha Joshi	5	4	3	5	17
6.	Santohs Niraula	12	16	14	10	52	Titu Giri	12	13	10	9	44
7.	Rajeev Baral	10	12	11	8	41	Sabina Mahat	16	14	12	10	52
8.	Jhamak Pokhrel	14	12	10	7	43	Muna Luitel	14	12	10	8	44
9.	Shyam Basnet	5	6	3	1	15	Babita Adhikari	19	20	16	16	71
10.	Rohan Yadav	10	8	5	3	26	Laxmi Koirala	18	17	16	15	66
Total		128	128	113	97	466	Total	141	129	117	101	488

Total Scores of the Students of Private Schools of Kathmandu District.

9. Shree Unique Academy School, Shiphali, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Monoj Kaini	16	14	9	10	49	Nirmala Rajak	18	14	16	15	63
2.	Bishnu Subedi	18	16	15	12	61	Prativa Ale	17	15	12	11	55
3.	Ashish Karki	17	16	15	14	62	Laxmi Banjade	16	15	14	13	58
4.	Sagar Poudel	15	16	17	10	58	Jaya Shrestha	13	12	11	10	46
5.	Bimochan Wagle	12	12	10	8	42	Babita Lamsal	10	10	8	8	36
6.	Milan Pande	8	5	4	4	21	Sujata Bhandari	7	6	5	3	21
7.	Bishnu Hari Osti	7	8	6	5	26	Neelam Thapa	16	12	14	11	53
8.	Narayan Baskota	16	15	14	12	57	Nisha Thapa	18	20	19	17	74
9.	Prashanta Gautam	18	19	16	17	70	Puja Ale	15	16	14	12	57
10.	Nabaraj Mainali	15	14	12	12	53	Seela Motang	13	12	10	10	45
Total		142	135	118	104	499	Total	143	132	123	110	508

Total Scores of the Students of Private Schools of Kathmandu District.

10. Shree Kamana Secondary School, Ganesh Than, Kathmandu.

Boys							Girls					
S.N.	Name	Item No.1.	Item No. 2.	Item No. 3.	Item No. 4.	Total	Name	Item No. 1.	Item No. 2.	Item No. 3.	Item No. 4.	Total
1.	Anusz Lamsal	20	18	19	17	74	Akshana Shrestha	17	15	16	12	60
2.	Moman Karki	16	14	10	12	52	Rachana Dahal	16	12	8	10	46
3.	Sbishal Sapkota	18	16	14	12	60	Komal Bidari	15	14	12	10	51
4.	Yogesh Dawadi	17	15	14	12	58	Suju Rimal	14	12	10	8	44
5.	Suresh Ghale	12	10	10	8	40	Sabina Sitaula	16	12	11	9	48
6.	Shital Adhikari	15	12	14	10	51	Punum Poudel	10	12	14	8	44
7.	Sugat Dangol	16	10	8	12	46	Pramila Ghimire	4	5	3	2	14
8.	Ajaya Pun	12	9	10	8	39	Devi Maharjan	10	8	8	7	33
9.	Rohan Kapri	10	12	14	10	46	Nanu Joshi	8	7	6	5	26
10.	Rajkumar Niroula	8	7	5	3	23	Kanchan Kafle	10	12	14	8	44
Total		144	123	118	104	489	Total	120	109	102	79	410