

Chapter 1

English Language and Its Status in Nepal

Background

Language is one of the most important properties of humans. Desired communication is impossible in the absence of language. Four skills of language have been identified: listening, speaking, reading and writing. These four skills have their special gravity in different domains while teaching or learning language. Listening and reading are categorized as the receptive skills and speaking and writing as the productive. Of these skills, writing creates more problems than others. Further, writing essays in English demands special technique and strategies. In Nepal's situation, there are two types of students from the same grade group regarding their efficiency level in writing essays in English. One group is much weaker than another. The weaker group comes from the public schools and the stronger one from the institutional (private) schools. It has become a serious matter of research to find this difference. Therefore, the main argument of the thesis is that because of special focus on English and friendly environment at private schools, the students from these schools are comparatively better in writing skill in English than those from public schools.

Communication and interaction fulfil countless needs of mankind. It is the medium through which one can entertain or spurn others. Defining, language Hall says, "Language is the institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (158). If this important property of human had not been invented, humans would not have been able to develop their civilization as we see it today.

Writing is supposed to be the most used and most complex skill of language.

Whether it is service commission examinations, or grade promotion examinations, or abroad study examinations; each of them gives special space to written test. But this skill causes a lot of problems to the writers. Spellings, word choice, sentence structures, paragraph structures, coherence, and type of style on the basis of context are some of the most important aspects that a writer should bear in mind while writing.

English is one of the most widely used languages in the globe. As it is the international language, its use has been growing day by day. Besides its native speakers, foreign speakers are also easily fascinated by this language as it is easy to learn and people find themselves being in a comfortable position while using this language. In Nepal too the use of English language is in the rapidly growing trend. Special focus is given to this language at schools and colleges. Therefore, it is taught as a compulsory subject. In most of the academic institutions, special attention is given to writing skill as it poses various complexities to the learners. This is the reason why the courses are designed to enable students to write stories, essays, poems, paragraphs and letters and many more.

Students can form good foundation for their writing skill in English in their secondary level courses. But because of the nature of courses designed for them and the way they are taught, school efforts have become almost ineffective to help students promote their writing skill in English. Moreover, it is more difficult for them to write essays in English than other genres. This special skill poses difficulties to our students both in contents and form and so they show little interest to this skill. On top of that, students from public schools are much weaker than those from institutional (private) schools. So the main focus of this study is to carry out a comparative study bringing the students of tenth graders from public and private schools of Kaski

District in comparison in their essay writing skill in English.

The main problem of the study is why the students from public schools are much weaker at schools than those from private schools in matters of essay writing in English. On the basis of this problem, it is easily assumed that private schools give special importance to English environment with some additional courses in English for reading and writing, and this is the major factor that has caused this difference.

Teaching English in Nepal is not a new academic activity. It has been in practice for more than a century but it is not in the right direction yet. The E.L.T situation is very poor. There are problems of unavailability of students and little or no exposure to the target language out of the class.

The students of the private schools enjoy better facilities than those of the public schools. The public school students do not get enough motivation and facilities to raise the standard of their English language proficiency. Hence, the study is entitled “Writing Skill of Tenth Graders: A comparative study in English Essay Writing between Public and Private English Medium Schools of Kaki district. It is a field survey study, so the respondents under the study population are individually approached.

The Historical Background of English Language Teaching in Nepal

Language is basically a means of communication through which one can express one’s ideas, emotions, feelings and thoughts and also it is the reflection of the culture of a particular place or society. Thus, language is associated with culture, and plays a significant role in shaping and modifying the way of life of the people of the society they are living in. This shows language is the means of human communication and the oral-aural is the primary nature of language. English is the mother tongue of the people of the United Kingdom. Besides United Kingdom, English is the official

language of the people living in Australia, America, Canada etc. It is one of the six official languages of the United Nations Organization (UNO).

Today, English language seems to be a dominant language in the globe due to rapid progress in different human activities. In this context F.G. French opines: "Because of the rapid spread of industrial development, science and technology, international trade and commerce and the close interdependent of nations, English has been a world language" (qtd. in N.P. Pahuja 1). Similarly Randolph Quirk points out, "There is now something like 250 million people for whom English is the mother tongue or the first language. If we add to this the number of people who have a working knowledge of English as a second language (Many Indians, Africans, French men, Russians etc.) the figures become 350 million" (8). From the data given English has established itself to be the world language or the international language.

English is taught in Nepal as a foreign language. It has a great influence and has occupied important place in the Nepalese education system from the very beginning. English is normally taught in Nepal as one of the compulsory subjects from grade 4 in public schools whereas it is started from the very beginning of the schooling (class: nursery) in the private English medium schools. It is taught as a compulsory subject up to the graduate level. It is also one of the compulsory subjects in the public service commission in Nepal. Its need and importance is increasing day by day in Nepal as well as in the world.

While discussing the historical development of English language in Nepal, it is informally connected with King Pratav Malla, as quoted in the page of annals of the Malla period which goes back to the 17th century when king Pratav Malla ruled over Kathmandu. At that time, the English language was not popular among the ordinary people, however, the inscription at Hanuman Dhoka states that king Pratap Malla

knew fourteen language including English(1641-74). In this context Bal Chandra Sharma writes:

Malla respected the scholars and charismatic saints. He invited many genius saints and scholars from within the country and foreign lands to get efficiency and mastery over the holy books, language and scripts. It can be proved by the inscription of hanuman Dhoka in Kathmandu, in which the scripts of thirteen neighbouring languages plus roman language have been found'. (170)

This clearly shows that the craze for language is not a new aspect of education but centuries old. Perhaps languages were given more importance than other sources of knowledge during the Malla period. Similarly Aryal also writes, "King Pratap Malla knew fourteen languages. He was a poet, writer and had a well-educated wife" (16).

Aryal reveals the fact that, despite the existence of the Bhahmanic and Buddhistic systems of education. English existed during the final period of the Malla regime through Christian Missionaries in Kathmandu. He states, "Christians Missionaries also appeared on the educational scene of Nepal during the latter period of the Malla kings. They were responsible for bringing for the first time, Nepal, into contact with the western culture and learning. These missionaries tried to translate even Hindu epics and manuscripts"(18).

Later Nepal was psychologically affected by British rule in India. The establishment of "Durbar School" itself was the evidence of the influence of orientalism on education in Nepal. In this context Krishna Raj Aryal reveals the fact:

The role of the oriental pattern has also remained dominant throughout the second half of the 20th century. However, in spite of opposition from the ruling Rana, forces beyond their control were working in

Nepal. The first force can be taken as the employment of the Nepalese people in the British Indian Army. It has played a great (significant) role in the development of English education (teaching) in Nepal. Interestingly enough, the British Governor-General of India during the first World War (1914-1918) had declared that recruits for the British Indian Army should have at least some knowledge of reading and writing. This declaration compelled Chandra Shum Shere to make provision for the education of those people who were likely to join the British Indian Army. As a result, some schools were established especially in the hilly regions to give literacy and numeracy skills to the people for joining the British Indian Army. This act was promoted by the motive of pleasing the British power in India. (25)

In this way it is clear that, in Nepal the development of English language, to some extent, was encouraged by British Empire. This situation came with the people who went there for the search of jobs and the Rana rulers who brought scholars from British to educate their children.

Nepalese youths' participation in the world war also contributed to the development of English language in Nepal. In this context Dhundi Raj Bhandari also writes:

The recruiting centers were established in many parts of the country. People from the age of 20 to 50 were recruited by force... Prime Minister Chandra Shamsheer himself had sent nearly 20 percent of the country's population to participate in the First World War (1914-18). So, the English language spread over the kingdom partly because of the influence of the British Indian Army, which the Nepalese were

allowed to join. (302)

The English high rank army officers would visit different recruiting centres in various parts of Nepal to select young people who wanted to join British army. The local people were exposed to English language and developed interest in it as they felt that they should be able to communicate with those army officers. This resulted in the promotion of the language

The English language Teaching in Nepal is formally connected with Jung Bahadur Rana, the then Rana Prime Minister of Nepal. In this context, Krishna Raj Aryal remarks:

Jung Bahadur Rana, the Minister, highly impressed with the progress made by United kingdom during his visit to that country, wanted to give English education to his own children. So, he opened the first English school in Nepal, solely for the education of his children. The school was run in his own palace at Thapathali in Kathmandu with the help of some English (European) and Indian (Bengali) tutors (Teachers) and was named Durbar School. Jung Bahadur also desired to send some of his sons to England for education. (23)

Junga Bahadur's move towards opening that school was a milestone for the development of English language in Nepal.

The main reason to open this school was to make his children well educated and enable them to handle the relations with the British Power in India in an efficient manner. Later on, the school was shifted to its present place, Ranipokhari in 1853 and it was named "Durbar High school". This school was essentially meant for providing the opportunity to the children of the ruling families, rich, aristocratic, Royal to be educated in English. But the door was closed to the general public. The school is

called” Bhanu Madhyamik Vidhyalaya” at present. With the passing of the time, the school was opened to the general public. During the Rana period, education was the concern of the few, especially those closely concerned with the regime. There was no public provision of education. In this context Satish Kumar Rana writes:

The prime minister and some rich families, who could afford it, employed English (European) and Bengali tutors to teach English to their children. Other persons interested in education taught their children themselves or employed family priests or pundits. The lower classes had no facilities for education, since there was no public provision for it. (137)

Education or English language was far from the reach of common people. Acquisition of education depended on the permission of the Rana rulers.

During the regime of Junga Bahadur, he was inspired by British scholars and he brought the scholars from British to educate the children of royal family so, he sowed the seeds of English education in Nepal.

Describing the situation of education for the public in Nepal during the Rana regime (rule), Daniel Wright writes: “the subject of schools and colleges in Nepal may be treated as briefly as that of snakes in Ireland. There are none” (8). Only after the collapse of the Rana regime in 1950, education became accessible to an increasing percentage of the population.

English was offered as one of the United Nations (UN) languages in the schools of Nepal. Exposure was given to the students through a variety of literature, and Grammar Translation method was applied in teaching. The compulsory nature of English remained in the curriculum owing to its importance in the Nepalese education. A few years later, it was realized that the NESP had not been suitable to

the country because it could not achieve the desired goals. Then, this NESP was modified in 1980. The change in NESP has brought many private schools in the country and better private schools continued to develop competence in English among their students. In fact, the medium of instruction in all the public schools is Nepali but, most of the private schools emphasize on the use of English as a medium of instruction. Thus, in reality, the students in private schools get wider range of exposure to English in comparison to students in public schools. And the fact is that there is huge rush of students for selecting the best English medium schools.

The innovation of methods of teaching English involved in Nepal in relation to the changing international context. GTM was heavily used at the beginning in Nepal as the international trend was also the same. As it was proved to be unscientific, direct method and audio lingual-methods were evolved in the international platform. Along with the increasing demand of the communicative efficiency, communicative approach emerged in the international context, which was also later on recommended and practiced in Nepalese education system.

A complete and comprehensive study of E.L.T. was carried out by a study team of British and Nepali educators under the chairmanship of Dr. Alan Davies in collaboration with British Council and Ministry of Education, Nepal between 27 Dec. 1983 and 11 Feb. 1984. ("A survey of English Language Teaching in Nepal": The British Council 1984).

Especially after the restoration of multiparty democracy in 1990 many efforts were made to promote the education system to make it suitable to the changed political scenario. As a result, the school education system has been undergoing various changes. The school level curriculum has been gradually approved one after another. The present secondary level curriculum was approved in 1997. But, the

Nepalese education system is still commented and criticized to have been imperfect and unscientific, lacking many elements to address the existing problems and needs. At present, the new curriculum which focuses on the communicative competency of the learners is being practiced and focused in Nepal.

The Role of English and its Need and Importance in Present day Nepal

We all realize today that whatever happens in one part of the world affects all the other parts. Gradually, all racial groups are becoming interested in international as well as national affairs. Good feelings among the nations will be maintained only by the use of a common language or one which the majority can use and understand. This is especially true for small nations since their small but several languages are inadequate for the world of modern thought and knowledge. We see, therefore, that if a nation is to benefit from the rest of the world, it must maintain communication with the world outside its border.

The role of the English language in maintaining communication with the outside world can easily be realized by the observation survey made by Crystal. On the basis of his survey, he says:

English is used as an official or semi-official language in over 60 countries, and has a prominent place in the world. It is the main language of the books, newspaper, airport and air traffic control, international business and academic conferences, science and technology, medicine, diplomacy, sports, international competitions and advertising. Over two-thirds of the world's scientists write in English. Of all the information in the world's electronic retrieval systems, 80 percent is stored in English...English radio programmes are received by 150 million in 120 countries. Over 50 million children

study English as an additional language at the primary level; over 80 million study it at a secondary level (these figures exclude China). In any one year the British council helps a quarter of a million foreign students who learn English in various parts of the world. In the USA alone, 337000 foreign students were registered in 1993. (qtd. In Ainy, 3-4)

It proves that the spread of English is enriching and inevitable. So, of all the languages in the world today, English deserves to be regarded as a world language. The role of the English language in a developing country like Nepal can never be underestimated. The teaching of English can be viewed from two different purposes. It can be taught for the international purposes that are for carrying on international relations on a world scale. It can also be taught for national purposes, that is, for using it as a lingua franca. In Nepal, the teaching and learning of English has become essential mainly for the first purpose.

As the English language is thought to be the language of communication; it helps to promote business, and foreign relation. It shows how important the English language is for the countries like Nepal. In this connection, Malla says" English is undoubtedly of vital importance for accelerating the modernization process of Nepal, and so far as education is an agent of such a process the place of English in Nepalese education as a foreign language is secure unassailable" (11). This has also focused on the importance of English language in Nepalese context. At the same time, the Nepali language is not sufficiently developed for scientific and technical knowledge and communicative needs. In this context Malla further advocates, "Nepal needs English because Nepali, Her national language, is not developed enough for scientific and technological needs" (11)

Nepal is known as one of the most beautiful countries in the world. Every year thousands of foreign tourists from different nooks and corners of the world come to enjoy her natural beauty. Thus, English is needed to communicate with them. The knowledge of English is absolutely necessary for high ranking officials and technocrats such as doctors, engineers, pilots, foreign diplomats and so on. It is undoubtedly of vital importance for accelerating the modernizing process in the world. According to Bhattarai," English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one knows English can enjoy the advantage of the world citizen"(226). One who has a good command of English can easily survive in any part of the world. It is an easy access to a good job. Above all, it is the gateway to the world knowledge or the window through which the modern world can be viewed.

The importance of English language in Kaski district

Kaski is a centre of education, Tourism and business in the Western development Region. It is one of the richest places in the natural beauty in Nepal. It is a destination place or the dreamland of most of the tourists and visitors from all the world. Besides, It is not only the dreamland of the foreigners it is also the dreamland of the people living in Nepal because Kaski has become an attraction of the domestic tourists as well. Pokhara is one of the most important centers in the country for the education, business and tourism. There are many colleges, private English medium schools, public schools, and one university which is Pokhara university, tourist hotels, restaurants, money changers, department stores. Not only these there are many international offices, agencies, public& non-public organization established for different purposes.

As Pokhara of Kaski District is the headquarters of province no. 4 of Nepal, it

has got many facilities for the people. That's why people from every part of the country come down to settle here. People from rural areas who are economically sound, come down to this city to educate their children in private English medium schools because the medium of teaching is English. Parents want their children to learn English Medium schools so that they can learn English and their career can be secured in the days to come. It is not only the matter of the public but also the children of those people who are teachers and headmasters in the public schools are also admitted to English medium schools.

There are many job opportunities in Kaski district. Many international offices Agencies, non-public organizations, English medium schools, hotels, restaurants, resorts etc. open the job opportunities for the people. But only those who have good command over the English language are selected for the job. This situation openly encouraged English language to develop.

The importance of English language in the secondary level-(Grade 10)

English is one of the most important subjects for the secondary level students since the objectives of the secondary level education in Nepal has been to provide general education with the focus on communicative skills in English and to prepare the students for higher education. After 1951, the objectives of secondary level education have been broadened.

If we go back to the history of English language teaching in Nepal, we find that English entered Nepal formally with the foundation of Durbar High School in 1853 A.D. In those days, literature used to be the focus of study. Almost all the textbooks used in schools and colleges were in English. But, the present situation of English language is much better in comparison to its past. With the availability of the textbooks, cassettes, audio, video, and necessary teaching materials, the way of

teaching and learning has been easier. In spite of the availability of the teaching materials, the situation of the E.L.T. has not still been able to gain its targeted goal even in the schools of the city areas. The situation of the remote areas of Nepal is to terrible due to the lack of practice, chances and opportunity of the English environment and exposure.

General Objectives of Teaching English in Secondary Schools of Nepal (grade 10)

Every human activity has its objectives. Teaching and learning activities are guided by the objectives. The general objectives of teaching English at the secondary Schools as prescribed by the CDC under the guidance of NEPC (National Education Policy Commission (1992) are to enable the students in the following areas of language learning:

- a) Develop an understanding and competence in spoken English.
- b) Communicate fluently and accurately with English language speakers.
- c) Develop competence in understanding the varieties of reading text books.
- d) Gain the skills necessary to write in English appropriately and in an effective way.
- e) Develop the ability to use simple reference materials.
- f) Read, appreciate and enjoy the literacy texts.
- g) Develop an awareness of cultural and ethical values relevant to Nepal.

At the end of secondary level (Grade 10) students should be able to integrate receptive and productive work in the four major skills-listening, speaking, reading, and writing.

Review of literature

A lot of studies have been carried out in the development of English language

in Nepal. There is nothing permanent in the world. Human society and its system also obviously cannot remain unchanged. Along with the historical development of education, there have been different theories, approaches and methods employed for the teaching of English as a foreign language in Nepal. And also many research works have been carried out to promote the status of this language.

Many attempts have been made to make English language teaching effective and productive. Despite these attempts made in the past and present, ELT situation in Nepal has not been improved and developed as the situation has required.

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of the proficiency that learners need, such as a move towards oral proficiency rather than reading comprehension as the goal of study; these have also reflected changes in theories of the nature of the language and of language learning.

The nature and tendency of language teaching and learning depends upon the kind of proficiency the learners need and the goal of the language study. The listening and speaking proficiency of English are increasingly given importance in place of reading and writing. Communication values were ignored or given less importance and reading and writing were thought to be the synonymous of language learning in the past. Making sharp observation over the historical development of language teaching and learning H .Douglas Brown says:

If we glance back in the history it reveals that foreign language learning in schools was synonymous with the learning of Latin of Greek. Latin was taught by means of the classical method: focus on grammatical rules, means of...the classical method; focus on grammatical rules, memorization of vocabulary and of various

declensions and conjugations, translation of text, doing written exercises. (16)

This observation exhibits that the language was not taught primarily to learn oral-aural communicative skills. It was done only to gain reading and writing proficiency in a foreign language. As a result, learners would be unable to acquire and learn language skills necessary for the communication.

At most of the schools in Nepal, teaching of English language has been in practice through the use of mother tongue. This type of approach to foreign language teaching is known as grammar Translation method (GTM). This was in heavy practice as the standard way of studying foreign language by the nineteenth century. Later, it began to be commented as outdated, unscientific and impracticable by many methodologists, pointing out the limitations of the method.

Today, English language has been taken as a subject of compulsory study in the school and college curricula. Nepal also can not remain uninfluenced by it. Neither can she remain indifferent to the global awareness to English language. The curriculum is a course of action designed to produce a structured set of learning experience and the construction of the culture. Therefore it should reflect the need of the learners and the goal of the nation. According to Hamilton: "A curriculum is a social artifact, embodied a routine or journey undertaken to reach a destination, course of school, a unified system of interconnected elements carefully selected and structured storehouse of experience (38)". It shows the elements and aspects of curriculum and, moreover, its importance. Curriculum is designed and structured to fulfill the requirements of the society by educating people according to time and situation. The teaching and learning are based on the curriculum designed. The implementation and success of the curriculum depends on the quality of teachers,

devotion of learners and educational environment and culture and social factors. The curriculum has certain objectives to be fulfilled. In this regard Hamilton states:

Teaching and learning can be envisaged, respectively, as the unpacking and repacking of a curriculum storehouse. To teach therefore, is to bring store up experience to life in such a way that the learner can grasp it. The teacher's task is to unlock the potential of the curriculum whereas learners' task is to reshape themselves in the light of the curriculum. (42)

It shows that curriculum is the storehouse of experience to be given to the learners. Teachers should teach the students on the guidance of the curriculum; on the other hand, learners should reshape their experience to bring into permanent change in behaviours.

The CDC has been discharging its duties according to the guidelines of the NESP, which marked a departure from traditional literature oriented curriculum towards a language oriented structural one. Though revised in 1981, no significant change has taken place in the objectives first laid down for the teaching of English at the school level. Some of the aims of teaching English at primary, lower secondary and secondary schools of Nepal according to the secondary education curriculum, 1981 are to enable the learners:

- a. To communicate in speech and writing matters related to everyday activities with other people who speak English within the range of language elements provided by the curriculum.
- b. To understand directions and instructions in life at work;
- c. To develop essential reading skills and techniques required for early as well as later stage of language learning;

- d. To develop an interest in reading for both information and pleasure.

This curriculum is based on structural-oral-situational (SOS) approach.

Keeping in view the present trends in language teaching, the structure-based curriculum seemed to be incompatible with the view of language communication. The CDC, accordingly, revised its curriculum of English language thoroughly for each level of school education. It clearly states that the course aims at developing well-integrated and comprehensive communicative competence on the part of learners. The secondary English curriculum has been implemented from 1999 on the basis of the communicative spirit as reflected in the primary and lower secondary level English curriculum.

The present secondary level curriculum was approved in 1997. At present the school are guided by the same new curriculum. After the present secondary level curriculum of English was introduced under the ministry of education in 1997, it has brought change in the way through which it is taught in Nepal. Hurting, in the regard, says, “The change is radical one as the ideology, aims and methods behind the curriculum are totally opposite to the ole one” (11). According to him the old ideology teacher-centered is changed into student centered where the teacher is only the facilitator and the grade-wise objectives are clear. Moreover what we can find in the present curriculum is language teaching should be based on real language in real life situation and listening and speaking should be taught before reading and writing. It also shows that listening and speaking are the skills of primary importance where as reading and writing are of secondary importance.

The curriculum development centre (CDC) is responsible for developing curriculum and preparing and selecting textbooks which are prepared on the basis of the curriculum. Subject matters are selected and put into the text books to fulfill the

objectives as designed by the curriculum. The present new text books of high school level is based on communicative approach which is student centered allowing the teacher to play the role of a facilitator. All the four skills of language learning are appropriately distributed according to the weight age approved by the curriculum.

Curriculum structure of secondary level, the aims of secondary education, the national goals of education, subject wise general and specific objectives are started in the curriculum. This is the path through which we have to walk on to achieve our educational goals. At the end of secondary level, the students should be able to integrate receptive and productive works in the four major skills-listening, speaking, reading and writing.

Chapter 2

Comparative Analysis and Its Practice

This section of the thesis provides an introduction and overview of systematic comparative analyses and shows how to employ this method for constructive explanation and theory building. It begins with comparison of very few cases and specific to most similar and most different research designs. Comparative analysis enables a researcher to compare and contrast two things, two texts, two theories, two scientific processes, and so on. A comparative analysis weighs about two similar things that have crucial differences or two dissimilar things that have crucial similarities, yet they turn out to have many things in common surprisingly.

Comparative analysis plays very important role in education pedagogy. As this analysis depends on empirical data, such study is very helpful for the formulation and implementation of future policies. Such analysis clearly reveals the strong and weak points in the operational procedures, consequently leading to corrections.

For researchers, it is very important that they handle the process of comparative analysis very carefully from other types of analyses as comparison is sensed even in simple descriptive writing. According to Bal Chandra Sharma:

Comparative analysis needs to be distinguished from the juxtaposition of descriptions of a series of cases. While sequential presentations of descriptive data are undoubtedly informative about the cases concerned, they are only comparative in the weak sense of making the reader aware of differences and similarities. They wanted the appetite to know more. Comparative analysis also needs to be separated from the sense in which all analysis is comparative: all attempts to find causes involve comparing what happened with a mental image of what

is likely to have happened in the absence of certain features (Smelser 160-62)

It is the hidden features of the comparative analysis that causes complexity to the writers and readers. Even if the items are seemingly quite different from each other, they might have a lot of comparable aspects between them. These minute features are to be considered very carefully while talking about comparison.

Three strategies in comparative methodologies have been identified: illustrative comparison, complete or universe comparison, and sampled based comparison. Today, we find one of these strategies being used depending upon the nature of the research area. According to Mckellin, “They are distinguished by the units of comparison (including cultures, societies, regions, or communities) and the particular items of features used to compare the units. Societies as units can be compared by examining items or traits such as institutions or practices” (2). Of the three strategies, Mckellin finds illustrative comparison most widely used:

Illustrative comparison is the most common form of comparative analysis and has been exploited extensively by theorists from diverse camps. Items are used as examples to explain or exemplify phenomena found in different units. They are chosen for their illustrative value, and not systematically selected to be statistically representative. (2)

Illustrative comparative analysis enables researchers to point out illustrative value but not representative.

Mckellin defines complete or universe and sampled comparison as:

The second strategy is complete or universe comparison, in which all elements of the domain within the study defined geographically (e.g. global or regional) or topically (e.g. analytical concepts or institutions)

form the units of comparison. Comprehensive regional ethnographic surveys and analyses of particular topics, such as the national population health indicators of the World Health Organization reports, employ this approach. Finally, sampled comparison strategically delimits part of the whole, with the goal of selecting data that are statistically representative of the variations within the whole and are intended as the basis for statistical generalizations. (3)

The text clearly speaks out that the complete or universe comparison places its units in spatial domain and incorporates its items comparison. The sampled comparison, on the other hand, tries to break down the whole into small units and bases its comparison on sampled items.

In the present study, sampled comparison is used as the theoretical tool of analysis of the data collected. So far the present study is concerned; data have been collected sampling the students from both community schools and institutional schools. The data will be analyzed using this sampled comparison method.

Sometimes comparative analysis may appear baffling. Faced with a daunting list of seemingly unrelated similarities and differences; one may feel confused about how to construct a paper dealing with similarities and differences. One way of comparison is first to state all the features that A and B have in common, and then to state all the ways in which they are different. Predictably, the thesis of such a paper is usually an assertion that A and B are very similar yet not so similar after all. To write a good compare-and-contrast paper, one must take one's raw data—the similarities and differences observed—and make them cohere into a meaningful argument (Mckellin 4).

According to Kerry Walk, there are five elements required for comparative analysis:

Frame of Reference: this refers to an idea, question problem or a theory that provides a way of comparing and contrasting two phenomena under consideration. It provides the context to place the items together for comparison:

This is the context within which we place the two things we plan to compare and contrast; it is the umbrella under which we have grouped them. The frame of reference may consist of an idea, theme, question, problem, or theory; a group of similar things from which we extract two for special attention. . . . The best frames of reference are constructed from specific sources rather than our own thoughts or observations. . . . Most assignments tell us exactly what the frame of reference should be, and most courses supply sources for constructing it. If we encounter an assignment that fails to provide a frame of reference, we must come up with one on our own. (para.4)

Grounds for Comparison

When comparative analysis is applied in our research, it is imperative that we present a strong ground for comparison. Clear explanation should be give why this particular item(s) are worthier than others for consideration. In this connection, Walk puts forward her views as; “ The rationale behind your choice, the *grounds for comparison*, lets your reader know why your choice is deliberate and meaningful, not rando” (Walk para.5). For example, if we are writing a paper on global food crisis, and we have chosen to compare rice and wheat, a question naturally arises: why these particular grains but not maize and millet? Attempts should be made to clearly explain the rationale behind this choice, which is known as the grounds for comparison. It lets our readers know why the choice is deliberate and meaningful, not random. In a well planned choice, the grounds for comparison are obvious; the issue always has

two conflicting sides. A researcher need to indicate the reasoning behind the choice.

(Walk para. 5)

Thesis

Thesis is a vital aspect of any research attempt. It has even more important place in comparative analysis. Walk avers:

The grounds for comparison anticipate the comparative nature of our thesis. As in any argumentative paper, your thesis statement will convey the gist of your argument, which necessarily follows our frame of reference. But in a compare-and-contrast essay, the thesis depends on how the two things you've chosen to compare actually relate to one another. (para. 6)

Walk puts greater importance on the thesis as it incorporates very important aspects of comparative studies.

Chapter 3

Analysis and Interpretation

Analysis and Interpretation of Data

This chapter includes a detail analysis and interpretation of collected data in course of the researcher's field work.

The data were collected through the questions about essay writing for the students studying in grade 10. The questions were selected from the question paper of the previous SLC examinations. The answer papers were evaluated and judged in terms of the writing skill of the students. The information of the test and the students were given in the tables mentioned below.

Names and Address of the Selected Schools for Collecting Data

This includes the names of the schools that they were participating in the topic of the research and their address as well which can be presented in the following table.

Table No.1: Schools Selected

S.N	Names of the Schools	Address of the School
1.	Barahi Higher Secondary school	Pokhara -5
2.	Kalika Higher Secondary School	Kaskikot -8
3.	Bahadure Secondary School	Bhadaure-2
4.	Morning Star Higher Secondary School	Dhikurpokhari-4
5.	Birendra Memorial English Boarding School.	Pokhara- 4
6.	Kantipur Academy of Science and Technology	Pokhara-14

The above table shows that only six schools were selected for the accomplishment of the essay writing competition in which three schools were the private schools and the

rest three schools were the community schools. There were different names and addresses of the schools as mentioned in the above table. In the same way, the selected students from the schools were five girls and five boys from each school. Among the schools, three schools were private and boarding school and the rest three schools were community school. All these schools were selected from Pokhara metropolitan city and different villages of Kaski district.

Criterion for Analysing the Students' Responses

As the researcher mentioned earlier this section analyses the writing test of the students according to the information provided by the informants, the class ten students of the different schools through the questions given to them.

The total number of the sample students was 60. Among them 60 students were from the private and boarding schools and the rest 60 students were from the community schools. Those students were selected randomly from the schools of Kaski district.

The question was asked about writing essay which was asked in the question of previous SLC examinations. The students were evaluated on the basis of the title, formation of the essay, vision on the topic and the grammatical features of the sentences written in the sentences of the essay. These three factors of the students were considered as the important in the skill of writing essay for the students of the ten graders. These factors should be presented in an appropriate way while testing writing skill of the students in the secondary level. The performance of the students depends upon how these factors are managed.

Let's see the categorization for evaluation and analysis of the answer papers of the students on the basis of the factors in the following table.

Table No. 2: Marks Secured by Selected Students

S.N.	Names of Students	Title of the Essay (1.0)	Starting of the Essay (1.0)	Content of the Essay (6.0)	Grammar (4.0)	Total Marks 12.0
1.	Student No.1	1.0	0.5	3.0	2.5	7.0
2.	Student No.2	1.0	0.5	3.5	3.0	8.0
3.	Student No.3	1.0	0.5	3.5	2.5	7.5
4.	Student No.4	1.0	0.5	3.0	2.5	7.0
5.	Student No.5	1.0	0.5	3.5	2.5	7.5
6.	Student No.6	1.0	0.5	3.0	2.5	7.0
7.	Student No.7	1.0	0.5	3.0	2.5	7.0
8.	Student No.8	1.0	0.5	3.5	2.5	7.5
9.	Student No.9	1.0	0.5	3.5	2.5	7.5
10.	Student No.10	1.0	0.5	3.5	2.5	7.5
11.	Student No.11	1.0	0.5	3.0	2.5	7.0
12.	Student No.12	1.0	0.5	3.0	2.0	6.5
13.	Student No.13	1.0	0.5	3.0	2.0	6.5
14.	Student No.14	1.0	0.5	2.5	2.0	6.0
15.	Student No.15	1.0	0.5	2.5	2.0	6.0
16.	Student No.16	1.0	0.5	2.5	1.5	5.5
17.	Student No.17	1.0	0.5	2.5	2.0	6.0
18.	Student No.18	1.0	0.5	2.5	2.0	6.0
19.	Student No.19	1.0	1.0	5.0	3.0	10.0
20.	Student No.20	1.0	0.5	3.5	2.5	7.5

21.	Student No.21	1.0	1.0	3.5	2.5	8.0
22.	Student No.22	1.0	1.0	5.0	3.0	10.0
23.	Student No.23	1.0	1.0	4.0	3.0	9.0
24.	Student No.24	1.0	1.0	4.0	3.0	9.0
25.	Student No.25	1.0	1.0	4.5	3.0	9.5
26.	Student No.26	1.0	1.0	4.0	3.0	9.0
27.	Student No.27	1.0	0.5	3.5	2.5	7.5
28.	Student No.28	1.0	0.5	3.5	2.5	7.5
29.	Student No.29	1.0	0.5	3.5	2.5	7.5
30.	Student No.30	1.0	0.5	3.5	2.5	7.5
31.	Student No.31	1.0	0.5	3.5	2.5	7.5
32.	Student No.32	1.0	0.5	3.5	2.5	7.5
33.	Student No.33	1.0	0.5	3.5	2.5	7.5
34.	Student No.34	1.0	0.5	4.0	3.0	8.5
35.	Student No.35	1.0	1.0	4.5	3.0	9.5
36.	Student No.36	1.0	1.0	4.0	3.0	9.0
37.	Student No.37	1.0	1.0	4.5	3.5	10.0
38.	Student No.38	1.0	1.0	4.5	3.0	9.5
39.	Student No.39	1.0	1.0	4.5	3.0	9.5
40.	Student No.40	1.0	1.0	3.5	3.0	8.5
41.	Student No.41	1.0	1.0	3.5	2.5	8.0
42.	Student No.42	1.0	1.0	4.5	3.0	9.5
43.	Student No.43	1.0	1.0	4.5	3.0	9.5
44.	Student No.44	1.0	1.0	4.5	3.0	9.5

45.	Student No.45	1.0	1.0	3.5	2.5	8.0
46.	Student No.46	1.0	1.0	4.5	3.5	10.0
47.	Student No.47	1.0	1.0	4.5	3.0	9.5
48.	Student No.48	1.0	1.0	3.5	3.0	8.5
49.	Student No.49	1.0	1.0	4.0	3.0	9.0
50.	Student No.50	1.0	1.0	3.5	2.5	8.5
51.	Student No.51	1.0	1.0	4.5	3.0	9.5
52.	Student No.52	1.0	1.0	4.0	3.0	9.0
53.	Student No.53	1.0	1.0	4.0	3.0	9.0
54.	Student No.54	1.0	1.0	4.5	3.0	9.5
55.	Student No.55	1.0	1.0	3.5	3.0	8.5
56.	Student No.56	1.0	1.0	4.5	3.0	9.5
57.	Student No.57	1.0	1.0	4.0	3.0	9.0
58.	Student No.58	1.0	1.0	4.0	3.0	9.0
59.	Student No.59	1.0	1.0	4.5	3.0	9.5
60.	Student No.60	1.0	1.0	3.5	2.5	8.0

The above table shows that there are 60 students altogether taking part in the essay writing for the fulfillment of the researcher's query of thesis writing. These students are from both community schools and private and boarding schools. On the other hand, among all the students 50% are from community schools and the rest of 50% of the students are from private and boarding schools. There are also both boys and girls from all the schools. Regarding the number of the students, from each school, 5 students are boys and the rest 5 are girls. On the other hand, in total numbers of the students, 30 students are girls and the rest 30 students are boys. The different names of boys and girls are also mentioned in the table. The table also depicts that for

writing of the students, the researcher has categorised the essay into different categories as title of the essay, starting of the essay, content of the essay and grammar of writing of the essay. In the same way, there is different allocation for different categories as for the title of the essay 1.0 mark is allocated, for the starting of the essay 1.0 mark is allocated, for the content of the essay, 6.0 marks are allocated and finally for the grammar of the sentences 4.0 marks are allocated. It means that the total mark of the essay is 10.0. From the above table it is also visible that, the highest marks secured by the students is 10.0, the second highest marks secured by the students, is 9.5, the third highest marks secured by the students is 9.0. The average of the students has secured 7.0 to 8.0. The least of the marks secured by the students is 5.5.

Gender and Marks Obtained

As the sampling population of the study, 60 students were selected for writing an essay for the purpose of this research from different schools, the names of the students and their school's names and their obtained marks are mentioned in the following table as;

Table No.3: Gender and Marks Obtained

S.N.	Names of the students	Names of the schools	Gender	Full marks	Obtained marks
1	Student No.1	Barahi H.S.S School, Pokhara	M	12	7.0
2	Student No.2	Barahi H.S.S School, Pokhara	F	12	8.0
3	Student No.3	Barahi H.S.S School, Pokhara	F	12	7.5
4	Student No.4	Barahi H.S.S School, Pokhara	M	12	7.0
5	Student No.5	Barahi H.S.S School, Pokhara	M	12	7.5
6	Student No.6	Barahi H.S.S School, Pokhara	M	12	7.0

7	Student No.7	Barahi H.S.S School, Pokhara	F	12	7.0
8	Student No.8	Barahi H.S.S School, Pokhara	M	12	7.5
9	Student No.9	Barahi H.S.S School, Pokhara	F	12	7.5
10	Student No.10	Barahi H.S.S School, Pokhara	F	12	6.5
11	Student No.1	Kalika H.S.S School, Kaskikot	M	12	7.5
12	Student No.2	Kalika H.S.S School, Kaskikot	F	12	7.0
13	Student No.3	Kalika H.S.S School, Kaskikot	M	12	6.5
14	Student No.4	Kalika H.S.S School, Kaskikot	F	12	6.5
15	Student No.5	Kalika H.S.S School, Kaskikot	F	12	6.0
16	Student No.6	Kalika H.S.S School, Kaskikot	M	12	6.0
17	Student No.7	Kalika H.S.S School, Kaskikot	M	12	5.5
18	Student No.8	Kalika H.S.S School, Kaskikot	M	12	6.0
19	Student No.9	Kalika H.S.S School, Kaskikot	F	12	6.0
20	Student No.10	Kalika H.S.S School, Kaskikot	F	12	7.0
21	Student No.1	Birendra Memorial English Boarding School, Pokhara	F	12	10.0
22	Student No.2	Birendra Memorial English, Boarding School, Pokhara	F	12	7.5
23	Student No.3	Birendra Memorial English Boarding School, Pokhara	M	12	8.0
24	Student No.4	Birendra Memorial English Boarding School, Pokhara	F	12	10.0
25	Student No.5	Birendra Memorial English Boarding School, Pokhara	F	12	9.0

26	Student No.6	Birendra Memorial English Boarding School, Pokhara	M	12	9.0
27	Student No.7	Birendra Memorial English Boarding School, Pokhara	M	12	9.5
28	Student No.8	Birendra Memorial English Boarding School, Pokhara	F	12	9.0
29	Student No.9	Birendra Memorial English Boarding School, Pokhara	F	12	7.5
30	Student No.10	Birendra Memorial English Boarding School, Pokhara	M	12	7.0
31	Student No.1	Bahadure secondary School, Bhadaure	F	12	7.5
32	Student No.2	Bahadure secondary School, Bhadaure	M	12	7.5
33	Student No.3	Bahadure secondary School, Bhadaure	M	12	7.5
34	Student No.4	Bahadure secondary School, Bhadaure	M	12	7.5
35	Student No.5	Bahadure secondary School, Bhadaure	F	12	7.5
36	Student No.6	Bahadure secondary School, Bhadaure	F	12	7.5
37	Student No.7	Bahadure secondary School, Bhadaure	F	12	8.5

38	Student No.8	Bahadure secondary School, Bhadaure	M	12	9.5
39	Student No.9	Bahadure secondary School, Bhadaure	M	12	9.0
40	Student No.10	Bahadure secondary School, Bhadaure	F	12	7.0
41	Student No.1	Morning Star Eng. Boarding School, Nagdanda.	F	12	10.0
42	Student No.2	Morning Star Eng. Boarding School, Nagdanda.	M	12	9.5
43	Student No.3	Morning Star Eng. Boarding School, Nagdanda.	F	12	9.5
44	Student No.4	Morning Star Eng. Boarding School, Nagdanda.	F	12	8.5
45	Student No.5	Morning Star Eng. Boarding School, Nagdanda.	F	12	8.0
46	Student No.6	Morning Star Eng. Boarding School, Nagdanda.	F	12	9.5
47	Student No.7	Morning Star Eng. Boarding School, Nagdanda.	M	12	9.5
48	Student No.8	Morning Star Eng. Boarding School, Nagdanda.	M	12	9.5
49	Student No.9	Morning Star Eng. Boarding School, Nagdanda.	M	12	8.0
50	Student No.10	Morning Star Eng. Boarding	M	12	9.0

		School, Nagdanda.			
51	Student No.1	Kantipur Academy of Science and Technology	M	12	10.0
52	Student No.2	Kantipur Academy of Science and Technology	F	12	9.5
53	Student No.3	Kantipur Academy of Science and Technology	F	12	8.5
54	Student No.4	Kantipur Academy of Science and Technology	M	12	9.0
55	Student No.5	Kantipur Academy of Science and Technology	M	12	8.5
56	Student No.6	Kantipur Academy of Science and Technology	F	12	9.5
57	Student No.7	Kantipur Academy of Science and Technology	F	12	9.0
58	Student No.8	Kantipur Academy of Science and Technology	M	12	9.0
59	Student No.9	Kantipur Academy of Science and Technology	F	12	9.5
60	Student No.10	Kantipur Academy of Science and Technology	M	12	8.0

From the above table it is clearly visible that there were 60 students taking part from 3 community schools and 3 boarding schools of Kaski district. Different students of different schools had secured different marks as they had acquired excellency in their writing skill. It is also clearly seen that ten students had been

selected from each school and among them, 5 students from each school were girls and the rest 5 students were boys. From the table, one can see that the female students are categorised as “F” which stands for “Female” and the male students are categorised as “M” which stands for “Male”. From the table, we can see the different names of the students and different names of the schools as well. The table also depicts that the full marks allocated for the essay writing is 12.0 and on the right hand side of full marks, we can see different marks secured by the students of different schools. From the table it also can be seen that different boys and girls have obtained different marks as mentioned in the above table. The highest mark secured by the boy is 10.0 and the girl is also 10.0. Both of the students were from private and boarding schools. Most of the students of community school seem to be weaker in essay writing. The students of community schools are also poorer in the formation of sentences, grammar and presenting ideas in the essay. They seem to be poorer in handwriting as well.

School-Wise Mark Comparison between Boys and Girls

Barahi Secondary School, Pokhara-5

Table No. 4: Marks Secured by the Students of Barahi Secondary School

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1	Student No.1	M	12		7.0
2	Student No.2	F	12	8.0	
3	Student No.3	F	12	7.5	
4	Student No.4	M	12		7.0
5	Student No.5	M	12		7.5

6	Student No.6	M	12		7.0
7	Student No.7	F	12	7.0	
8	Student No.8	M	12		7.5
9	Student No.9	F	12	7.5	
10	Student No.10	F	12	6.5	
				36.5	36.0

This table is the comparative study between the boys and girls of Barahi secondary school, Pokhara-5. One can see from the above table that there were 10 students selected from the school for writing essay. Among these students, five students were male students or boys and the rest five students were female students or the girls. This table also depicts the names of ten students with their genders and secured marks. From the data collected from the school, it is clearly visible that girls were more excellent than the boys because out of 60 full marks, the girls secured 36.5 marks in average and the boys secured 36.0 marks in average.

Kalika Secondary School, Kaskikot

Table No. 5: Marks Secured by the Students of Kalika Secondary School

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1	Student No.1	M	12		7.5
2	Student No.2	F	12	7.0	
3	Student No.3	M	12		6.5
4	Student No.4	F	12	6.5	
5	Student No.5	F	12	6.0	
6	Student No.6	M	12		6.0

7	Student No.7	M	12		5.5
8	Student No.8	M	12		6.0
9	Student No.9	F	12	6.0	
10	Student No.10	F	12	7.0	
Total				32.5	31.5

This table is the comparative study between the boys and girls of Kalika Secondary School, Kaskikot-8, Kaski. One can see from the above table that there were 10 students selected from the school for writing essay. Among these students, five students were male students or boys and the rest five students were female students or the girls. This table also depicts the names of ten students with their genders and secure and the marks obtained by the students. From the data collected from the school, it is clearly visible that girls were more excellent than the boys because out of 60 full marks, the girls secured 32.5 marks in average and the boys secured 31.0 marks in average.

Bhadure Secondary School, Bhadaure

Table No. 6: Marks Secured by the Students of Bhadure Secondary School

Bhadaure

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1	Student No.1	F	12	7.5	
2	Student No.2	M	12		7.5
3	Student No.3	M	12		7.5
4	Student No.4	M	12		7.5
5	Student No.5	F	12	7.5	

6	Student No.6	F	12	7.5	
7	Student No.7	F	12	8.5	
8	Student No.8	M	12		9.5
9	Student No.9	M	12		9.0
10	Student No.10	F	12	7.0	
Total				38.0	41.0

This table is the comparative study of boys and girls of Bahadure Secondary School, Bhadaure Deurali, Kaski. One can see from the above table that there were 10 students selected from the school for writing essay. Among these students, five students were male students or boys and the rest five students were female students or the girls. This table also depicts the names of ten students with their genders and secured marks. From the data collected from the school, it is clearly visible that the boys were more excellent than the girls because out of 60 full marks, the girls secured 38.0 marks in average and the boys secured 41.0 marks in average.

Holistic Comparison of Boys and Girls of the Community Schools

Table No. 7: Holistic Comparison of Boys and Girls of the Community Schools

S.N	Name of School	Full Marks of Each School for Boys and Girls	Marks Obtained by Girls	Marks Obtained by Boys	Average Marks of the School
1.	Barahi Secondary School, Pokhara	50 + 50	36.5	36.0	36.25
2	Kalika Secondary School, Kaskikot	50 + 50	32.5	31.5	32.0
3	Bahadure Secondary	50 + 50	38.0	41.0	39.5

	School, Bhadure			
Total Marks		107	108.5	107.75
Total Average Marks		35.66	36.16	35.91

The above table is the holistic comparative study between the boys and girls of three community schools selected by the researcher. The three community schools were; Barahi secondary school Pokhara, Kalika secondary school, Kaskikot and Bahadure secondary school, Bhadaure Deurali, Kaski for finding out the facts about the problem. From each school 5 boys and 5 girls were selected and from all the schools there were 15 boys and 15 girls. While analysing their tests, it was found that the students of Bahadure secondary school Bhadaure Deurali were more talented than the students of other two schools because the boys of Bahadure secondary school secured 41.0 marks in average and the girls of the same school obtained 38.0 marks in average. Secondly, the students of Barahi secondary school secured the second highest marks in the test and finally, the students of Kalika secondary school secured the last position in the test. In the holistic comparison between boys and girls of three community schools, the boys were found more talented than the girls in the sense that girls were able to secure 107 marks in 250 full marks and boys were able to secure 108.5 in 250 full marks. Similarly, girls of the community schools secured 35.91 average marks and the boys were able to secure 36.16 marks in average. So, from the analysis of the data, the boys of the community schools were found to be more talented than the girls of the community schools.

Private and Boarding Schools

Birendra Memorial English Boarding School, Pokhara

Table No.8: Marks Secured by the Students of Birendra Memorial English

Boarding School, Pokhara

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1.	Student No.1	F	12	10.0	
2.	Student No.2	F	12	7.5	
3.	Student No.3	M	12		8.0
4.	Student No.4	M	12		10.0
5.	Student No.5	F	12	9.0	
6.	Student No.6	M	12		9.0
7.	Student No.7	M	12		9.5
8.	Student No.8	F	12	9.0	
9.	Student No.9	F	12	7.5	
10.	Student No.10	M	12		7.0
Average				43.0	43.5

This table is the comparative study between the boys and girls of Birendra Memorial school, Pokhara one of three targeted private schools of the research. There were 10 students selected from the school. Among them 5 students were girls and the rest 5 students were boys. The given table depicts the names of students and their gender as well. It also clearly shows the marks obtained by different students of the school. While analysing data obtained from the students, it was found that the selected boys were a bit more talented than the selected girls of the school because the boys were able to secure 43.5 marks in average and the girls were able to secure 35.0 marks

in average. So, the mark secured by the boys was more by 0.5 marks.

Morning Star Eng. Boarding School, Nagdanda, Kaski

Table No. 9: Marks Secured by the Students of Morning Star Eng. Boarding School, Nagdanda, Kaski

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1.	Student No.1	F	12	10.0	
2.	Student No.2	M	12		9.5
3.	Student No.3	F	12	9.5	
4.	Student No.4	F	12	8.5	
5.	Student No.5	F	12	8.0	
6.	Student No.6	F	12	9.5	
7.	Student No.7	M	12		9.5
8.	Student No.8	M	12		9.5
9.	Student No.9	M	12		8.0
10	Student No.10	M	12		9.0
Average Marks				45.5	45.5

This table is the comparative study of the selected students between boys and girls. From that school, 10 students were selected and among them 5 students were girls and 5 students were boys. The names of the students and their genders are also clearly visible in the table. We also can see the obtained marks of the targeted students of the school. While analysing the data collected from the school, the quality of both boys and girls was same because they obtained mark of the boys and girls was same that is 45.5 in average.

Kantipur Academy of Science and Technology, Pokhara

Table No. 10: Marks Secured by the Students of Kantipur Academy of Science and Technology, Pokhara

S.N	Names of the students	Gender	Full marks	Marks Obtained Girls	Marks Obtained by Boys
1.	Student No.1	M	12		10.0
2.	Student No.2	F	12	9.5	
3.	Student No.3	F	12	8.5	
4.	Student No.4	M	12		9.0
5.	Student No.5	M	12		8.5
6.	Student No.6	F	12	9.5	
7.	Student No.7	F	12	9.0	
8.	Student No.8	M	12		9.0
9.	Student No.9	F	12	9.5	
10	Student No.10	M	12		8.0
Total			120	46	45.5

The table No. 10 is the comparative study of the selected boys and girls of Kantipur Academy of science and technology- Pokhara, Kaski. For the accomplishment of the thesis purpose, the researcher selected 10 students from the school. Among these students, 5 were boys and the rest 5 were girls. In the table we can see the names of the students and their gender in different columns. One also can see the obtained marks by different students of the school. Out of 12.0 full mark of the essay, the highest marks obtained by the students is 10.0 and the lowest mark obtained by the students of the same school was 8.0. The total mark obtained by the girls of the school was 46.0 in average and the total mark obtained by the girls was 45.5. From

this comparison, it is clear that the girls of the school seemed to be a bit more talented than the boys of the school.

Holistic Comparison of Boys and Girls of the Private and Boarding Schools

Table No.12: Holistic Comparison of Boys and Girls of the Private and Boarding Schools

S.N	Name of School	Full Marks of Each School for Boys and Girls	Marks Obtained by Girls	Marks Obtained by Boys	Total Marks of the School	Average Marks of the School
1.	Birendra Memorial English Boarding School, Pokhara	50 + 50	43.0	43.5	86.5	43.25
2	Morning Star Eng. Boarding School, Nagdanda.	50 + 50	45.5	45.5	91.0	45.5
3	Kantipur Academy of Science and Technology	50 + 50	46.0	45.5	91.5	45.75
Total Marks			134.5	134.5	269.0	134.5
Total Average Marks			44.83	44.83	89.66	44.83

From the above table it is found that there were 3 private and Boarding schools for carrying out this research. 5 boys and 5 girls were selected as sample population and given test about writing an essay about 'Importance of Natural Resources in Nepal' and analysed their results and it was found that both boys and girls of the private and boarding schools obtained same mark. Both of their mark was

134.5 in 250 full marks. In the same way, their average mark was 44.83.

Holistic Comparison of Boys and Girls between Community and Boarding

School

Table No. 12: Holistic Comparison of Boys and Girls between Community and Boarding School

S.N	Category of School	Full Marks of Each School for Boys and Girls	Marks Obtained by Girls	Marks Obtained by Boys	Total Marks of the School	Average Marks of the School
1.	Community School	50 + 50	35.66	36.16	71.82	35.91
2	Private and Boarding School	50 + 50	44.83	44.83	89.66	44.83
Total Marks			80.49	80.99	161.5	80.74
Total Average Marks			40.25	40.49	80.74	40.37

From the above table one can see that the girls of community schools secured 35.5 marks in average whereas the boys of the community schools obtained 36.16 marks in average in 50 full marks and the boys were found of securing more marks than the girls of the community schools. In the same way, the girls of private and boarding schools secured 44.83 in average whereas the boys secured 44.83 and the result of boys and girls was found equal or similar. Likewise, while comparing the result of girls of both private and boarding school and community schools, it was found that the girls of private and boarding schools obtained more marks than the girls of community school because the girls of boarding school secured 44.83 marks in

average whereas the girls of community school secured only 35.66 marks in average. Similarly, the boys of community schools secured 36.16 marks in average whereas the boys of private and boarding schools secured 44.83 marks in average.

Researcher's Observation

This section deals with all the available data that the researcher obtained through the sets of questions for writing an essay. Especially, this section focuses on the observation based on the writing skill of the students of the different schools. The schools were the both community and private boarding schools.

Chapter 4

Findings and Recommendations

This study was an attempt to find out the quality of written test of the students of ten grades in selected schools of both the community and private boarding schools of Kaski District which was used in the SLC examination of the previous year. This study focused on the writing test of the students of the ten graders of the both private and community schools. The students were categorized on the basis of the formation or the structure of the essay, vision of the students on the topic and the grammaticality of the writing.

Findings

After the accomplishment of the research, the researcher found the following findings on the targeted students of the both private and community schools of Kaski district which were selected randomly.

- a. The study concluded that the students of the private schools were more competent than the students of the community schools.
- b. The students of the private schools were more competent in linguistic capacity than the students of the community schools.
- c. The students of the community schools were found that they were weaker in English language as they suffer a lack of teaching materials and the teacher's performances in the classrooms.
- d. The students of the boarding schools were found more competent in their linguistics capacity than the students of the community schools.
- e. The boys of both community schools and private and boarding schools were found to be more competent than the girls of community and Boarding schools.

- f. The students of community schools were found weaker in grammar and creative knowledge of the language.
- g. The students of boarding schools were found to be more competent in grammar and creative expression of the language.

Recommendations

- a. Considering all the responses available from the students, their analysis of tests, the researcher would like to recommend that standard but simple form of language should be used to ask a question about essay writing in the SLC examinations so that the students can understand the content and instructions in the examinations.
- b. The test administrators should pay attention to the background while conducting the test and asking questions as well as scoring them.
- c. The content of the questions should be familiar so that the students can use their knowledge for writing an essay about the asked questions.
- d. The appropriate content should be provided to the students to perform well in the exams.
- e. The teachers of community schools should use communicative approach for teaching their students.
- f. The teachers of community schools should not use grammar translation method to teach their students and they should use communicative approach so that the students can build up their capacity in language performances.
- g. The parents of community schools should pay more consideration to their children's study and visit the schools time and again to find out the educational conditions of their children and focus and inspire the children for better study.

- h. The school administration, teachers, PTA, school management committee and other related personnel should organize the meetings with the parents and talk about increasing the educational quality of their children and Schools.
- i. The school supervisors, Resource Teachers and other personnel from District Education Office should monitor the community schools regularly with the paths of reward and punishment to the teachers in relation to the functions accomplished by the teachers.

Result and Discussions

Result

Language is the means of communication. We can not communicate to each other without language. For the purpose of acquiring language, a person should have power of listening, speaking, and reading and writing. Among these four language skills, writing is the fourth and it is the most important skill of the language. Writing skill can be measured in various ways like writing of different kinds of materials like writing essays, writing letter, writing report, writing newspaper articles and so on. Among these kinds of writing the essay writing is the free writing that has been frequently asked in the SLC questions. Here, the researcher has attempted to find out the differences about the writing essay in the secondary level students that are the students of ten graders of the both private and the boarding schools and the community school of Kaski district. Actually for the purpose of the research, the researcher has selected only 6 schools of the district. Out of these six schools, three schools are the private and boarding schools and the rest of the other three schools are the community schools. The schools were selected randomly. Researcher has presented different types of analysis of these schools and the students.

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