CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is a means to all round development of any country. Without its development and institutionalization, no country can carve a development line in the world. The countries in the world have become developed and powerful only by means of education.The process of education system has been originated since human civilization and origin for the fulfillment of own desires and aspirations. While analyzing the historic development of Educations system in the global, It has been proved that the education system started from religious priest and pujaris in religious institution and Nepal's education system also doesn't go beyond this.The present educations system is the outcome of timely change and revised social demands of *Gurukul education system by religious priests and sages.* The formal education system emerged in Nepal from the establishment of Durbar High School in 1910 BS. (Sharama & Sharma, 2065)

Nepal's education system has been categorized in various phases. Teaching children with acquired knowledge, skills and hand overing them is to be called native education system. In native education system, religious priests, gurus, pundits and lamas used to educate the disciples in religious places confining to the religion. In the period of King Prithvi Narayan Shah, He started the scholarship system to go and study abroad for those whose parents sacrificed in battle field. The black era in Nepali education systems started from Rana Regime since 1903 BS. Jung bahadur Rana established Durbar high school for his children and of their own family members; the school was not open for general public. The enrollment rate was seemed to be decreasing. The children of general public were deprived of acquiring education in Rana Regime. Dev Shamser, who was in favor of education for all and all children should get education, was forced to abandon his post from Prime- Minister. During the

tenure of 104 years in Rana Regime, 310 primary schools, 21 high schools and 2 colleges were found to be established. (Budhathoki, Bhairam, 2064).

After the ending of Rana regime and establishment of Democracy in 2007 BS, development and extension of education system in Nepal gets started. With the consequence of extensive public participation and eagerness of people, new schools got established. Various commissions were formed in different periods for institutional development and time relative transformation of education and to change in forms, structure and objectives of education and curriculum and textbooks were to be designed and changed according to the reports of commissions.(Budhathoki, 2064)

The history of Private Schools doesn't go so far. After Europe tour of Prime Minister, Jung Bahadur Rana, He established a school named Durbar High School in English medium in 1910 BS., which was recorded as first school in Nepali education history. Religious and moral education was there in activation of Monastery and Temples before this. Various schools were established after the period of modern education. Istihar made provision to run private schools and manage them in 1996 BS. "Nepal National Education Commission, 2049" presented three structures of education viz. Formal, Informal and action-oriented. Primary education system is to be called from class one to five from this commission in which from class one to three is called pre-primary and from class one to five is called primary by this.

Assessment is an integral part of education system. One of the purposes of educational assessment is to provide feedback to the government as well as other relevant persons and agencies for improvement in education system or any part of the system. Similarly, another important purpose of assessment is to judge the quality of educational products and outcomes. The fi rst purpose has developmental interest, and we usually call it as formative assessment whereas the latter one has evaluative purpose, which is generally called summative assessment. Students' assessment is one of the most important assessments in education, which has both formative and summative purposes. Formative assessment of students works towards the improvement of pedagogical

practices whereas summative assessment aims at providing students with grades and certifying their qualifi cations. Three type of student assessments – classroom based assessment, public examinations and national assessment of student achievement – have been practiced in *20* most of the education systems across the globe with three diff erent purposes – assessment 'as', assessment 'for' and assessment 'of ' learning (Clarke, 2012). The main objective of earlier two assessments is to improve students learning and the objective of latter one is to assess the level of learning or the achievement of students.

It is very difficult to fi nd any unanimous defi nition of student learning achievement because it encompasses not only getting mastery over the substantial knowledge as determined by the curriculum, but it also embraces the capacity of academic skills and educational experiences through reading and writing at a particular class or level. In Bhattarai's (2016,p. 39) view, students' learning achievement refers to the success in learning the subject matter taught, acquisition of knowledge and cognitive skills as expected by the curriculum or the mastery over the given content in the curricula. Citing Yuba Community College District Academic Senate (2005), he further says that it can also be defi ned as in terms of knowledge, cognitive skills and abilities that students have attained as a result of their involvement in a particular set of educational experiences. These defi nitions indicate that student learning achievement incorporates a variety of knowledge and skills like cognitive skills, profi ciency in knowledge and understanding in a

particular subject through reading, writing, mathematics and science developed through formal schooling, however, it has been equated with the test score in numerical value.Formal schooling has the goals of preparing the young people for equipping with theknowledge, skills and attitude essential for individual prosperity. Through the general and specifi c subject disciplines, they develop the literacy, numeracy and social norms and values that have to be essential to maintain their future life. For many people, the numeracy, literacy and socialization are the ultimate goals whereas for some others, the basic formal education will be the foundation of their further education. The skills and

abilities which they develop in their learning and be able to perform as per the objectives set in the prescribed curriculum and syllabus are their learning achievements. These learning achievements are determined through some standardized tests but their factors aff ecting such high and low learning achievements cannot be shown with the result of test-scores of National Assessment of Student Achievement (NASA) only. In this vein, through the in-depth study of multiple case studies, factors aff ecting learning achievement of students have been explored and presented as the summary of the report in this article. This study has sought to answer the questions like what are the factors which make some schools more successful and others less successful in student learning achievement. What suggestion could be made through the analysis and interpretation of the results that the successful schools have achieved? So, it focuses to fi nd out the diff erences seen in the schools where there are similar intake and investment and to explore the measures of factors that facilitate the schools to achieve the high performance and other factors which aff ect the student low learning achievement. To find out the diff erences seen in the schools where there are similar intake and investment

1.2 Statement of the Problem

Teaching English in Basic School (Lower secondary) is the foundation for SEE level students. Their efficiency and knowledge in English has to be enhanced and increased from this level since the final examination of grade eight is to be conducted as Rural Municipality Level Exam since Nepal adopted Federa Government system. English has become a burden to the Nepalese students especially in government schools. They perceive English as language as their second or third language as they are from various social and ethnic backgrounds. Here, the main focus of the study is to find out the inherent factors which affect in learning English comparing with other subjects. It also deals with which community group students master English in a better than other community group students. Nepal has started the English medium class from the beginning as well as English language teachers are equipped with

recent trainings and pedagogies too, though learning English language has not become successful as hoped in government schools. Thus, the research goes deeply to find out the root cause and factors of their learning achievement in English comparing to other subjects.

1.3 Objectives of the Study

This study has the following objectives:
- To find out the students learning achievment in English
- To compare the learning achievement of English with other subjects
- To seek out the crucial factors that play roles in achievement gap of the students between community and institutional schools
- To suggest pedagogical implicaitons

1.4 Research Questions

There are some important questions for this study which are as follows:

1. What is the current status of learning achievement of students' in English?
2. What matters in learning achievent in English comparing to other subjects?
3. Does gender matter in learining achievement?

1.5 Significance of the study

Community schools in Nepal teach only one English langugage subject called Compulsory school and rest of the subects are taught in Nepali medium. This is the crucial reason for Nepali students that they take English subject as a burden and feel difficulty in learning. Therefore, Micro study of these students is essential to find out the inherent causes and factors that make them learn English with difficulties. This study reveals the facts on factors in learning achievement and helps the all stakeholders including educationists, curriculum designers, educational activists, head teachers, teachers, parents and

administrators in making teaching learning strategy, educational policy and implements them.

1.6 Delimitations of the Study

This study has the following limitations.

a. This study is limited in two community schools of Gramthan RM, Morang.

b. The schools and students for this research are selected randomly.

c. The study included only fourty students of sampled schools' in academic year 2075/076.

d. This study included only the grade eight (viii)'s students. This study is limited to the compulsory English, Nepali and Social Science.

1.7 Operational definitions of key terms

Achievement: Achievement in this study is defined in terms of the scores obtained by the students on the test constructed by the teacher.

Community Schools: Schools that are established and sponsored by Government of Nepal.

Teachers: Teachers who teaches English in grade VII of selected schools arereferred as a teacher.

  Students: Students of grade VIII of selected schools is referred as a student.

Scores: English and Nepali scores of grade VIII students

CHAPTER II

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoritical Literature

In the context of Nepal, English is an international language nevertheless, most of the books, newspaper and journals are published in English as a medium of teaching and learning so it has dominance role over almost all other languages. It is also used as a lingua-franca. The English language is the sub-branch of the Indo European family and entirely different from the Nepali. English in Nepal started in the Rana regime in 1910 BS for superior families, however, its access to the public started from 1983 AD when the government allowed to run English medium schools at national and regional level.

According to Stufflelbeam (1970), process is the outcome of educational context and achievement is gained as the process implemented. Effective and qualitative educational plan leads to teaching learning activities. It is proved that learners' learning achievement is the outcome of planning and process. To increase learning achievement, has the school's contextual plan, environment and circumstances affected or not, context is relevant or not, investment, source, means, teachers, students, guardians, textbooks, educational materials are appropriate or not? Plays a vital role.

Hemand (1971), Effectiveness of Educational program/achievement depends upon three variables viz. educational, institutional and behavioural. Educational variable includes subject matter, teaching methodology to transferring subject matter, which affects directly learning achievement. Learning becomes effective if teaching learning activities or methodology becomes appropriate.

Institutional variable consists students, teachers, administrators, educational expert, family, community which affet learning. Behavioural objectives cognitive, conceptual and pscho action affect the learning.

The students' learning achievement indicates the ability that the students have got on completion of some particular level or grade. They are expected to perform tasks that the course objectives have been set for the class, level or subject. In Danielson's (2009, p. 94) view, to gain the better learning achievement, students must be involved in learning being mentally active, making connection, formulating hypotheses, linking new understanding to what is known, participating in in-depth structural refl ection and being engaged in collaboration. Cullingford (1995, p. 179) has mentioned seven diff erent attributes which aff ect the students' learning achievement. They include orderly and secure environment of school, trust between students and other teaching and non-teaching staff , awareness of the agenda of events affecting their lives (curriculum and beyond), personal involvement in learning (interactive teaching), understanding of the purposes of activities availability of opportunities and challenges and sharing of the agenda by all children. In this regard, those schools which are incoherent suffer from the lack of the dialogue among and between all stakeholders of school system, lack of any focus for the collaborative energy of staff .Cullingford (1995, p. 181), in the same vein, believes that the schools are the organizations in which order is always formed and reformed in diff erent ways. There is the structure which describes the behavior of people involved directly and indirectly in the school as the stakeholders. Every organization has to serve many purposes of its own. The individual people are helped to develop their own belief systems which are fi rmly established in the school system through the behaviors of other people like principals, their favorite teachers and intimate friends. Giving pupils rights and responsibilities and enabling them to play an active role in the life of the school is important for raising self-esteem and encouraging children to take responsibility of their own learning. Partnership that encourage and foster parental support for learning have positive eff ects on achievement, successful

schools make demands on parents as well as encouragement and involvement. Eff ective schools are 'learning organizations' where teachers and managers as well as pupils continue to be learners, improve their practice and keep up with change. Teachers are the members of school organization. They are expected to perform important roles at the school level including working co-operatively with colleagues, serving on committees and working with administrators and parents. Their work, working style and their initiation and collaboration in the school make signifi cant diff erence in the students' learning achievements and schools' better performances. The environment of schools and teaching and learning culture are not only connected to students' learning but they also affect the adults' learning and development. In this context, Cullingford (1995, p. 10) has talked about the characteristics of an eff ective teacher as: a concern for other people; a willingness to work hard; a willingness to learn and to reflect teaching. The teacher's main role is teaching academic content to students and evaluating their students' progress. Though there are some contradictions in their roles like individual help of the students, the distance between the teachers and the students to maintain their authority and to establish the closeness between them. School organizations are called cellular because every teacher is independently responsible for organizing leadership and teaching within the 'cells' of their own classrooms. There are head teachers, teachers and in some schools department chairs. Every classroom is regarded as cells within which the teacher is responsible for organizing the students' learning, managing the resources, disciplines, time and activities including their evaluation and progress. Teaching is purposeful, well organized and clear about objectives, well prepared, appropriately paced and structured, questioning focuses of pupils attention. The result of refl ection is demonstrated not only so much in the way the teacher presents himself in the high learning achievement of the students but it can also be seen in a shared working atmosphere; in an awareness of the needs of each students; in a purposeful-well organized classroom and a celebration of success. Such signs can not be understood with what a teacher says but how he involves his students in the classroom teaching

and learning activities. A teacher cannot be so eff ective with a lack of self-awareness, not knowing what he is doing whether it is right or wrong; defensiveness because they cannot bear any criticism however constructive and they react as the blame while giving feedback after observation. The school environment and the teachers' planning, preparation and use of instructional materials make some schools more eff ective than others. Schools are human system that is influenced not only by the people who learn and work in them but by the larger community and society. According to Arends (2001, p. 412) schools are places where individuals do not have independence and freedom to work in disconnected ways. All the stakeholders including students, teachers, school administration, parents as well as School Management Committee (SMC) are more or less interdependent.

Though the individual students come to school to promote their purposeful

2.2 Review of Empirical Literature

There is lack of research on learning achievement in English of community schools' students but other related thesis has been carried out in learning achievement in Community and Institutional schools in Nepal and in many other countries.

The result of the hypothesis in this study showed no significant gender differential in students' academic performance in English Language. The plausible reason for this is that various personality attributes influence performances and these includes anxiety, dependence,aggressiveness, attitude, interest and motivation. Many girls are, however, denied access toeducation because the parents of such girls consider girl education wasteful since they would be married. Girls are thus socialized to accept their primary roles as procreation and family management. This obnoxious practice violates the rights of women. Apart from the early socialization which tends to keep women in predominantly female-oriented jobs, women are also constrained by demands on their time and energy by domestic labour and child care. These prevent them from participating in forms of employment for sustainable development.

Though the main objective of Evaluation is to bring effectiveness in learners' teaching learning activities and to measure the achievements directed by the curriculum, current evaluation system has not been able to measure such criteria.Every learner has different learning capacity and that differs from learner to learner and learners have to face various problems because teaching is done in group and leaning is done in individual. Therefore, Evaluation system once in year at lower secondary level may lead students to drop out, class repetition and failure. Jabara & Paudel (2066),

It doesn't mean that examination should not be conducted while loyal upgrading is applied, there must be certain measures for upgrading. For this, students should be evaluated in both formal and informal ways. Bhattarai (2064), With the beginning of National Assessment of Student Achievement (NASA) in 2013, underthe Education Review Offi ce (ERO) in the Ministry of Education (MOE) in Nepal, it assessedthe learning outcomes of grade eight students to know where they were in Mathematics, Nepaliand Social Studies. This report found that there were great diff erence in achievement between and among the students, schools, district and development regions. Institutional schools werefound having higher learning achievements of students in comparison to community schools.Students were also found good in remembering and recalling the learnt materials and weak in comprehending, applying and analyzing the learnt materials. The students from the low socioeconomic condition had low learning achievement. Similarly, the students' home languages also were found to have weak eff ect in some subjects. After the discussion of the results and their aff ecting factors, it was found that the high and low achieving schools diff ered in terms of the number of study days, number of students, teacher-student ratio, time-on-task of teachers and engagement of students in their class work and homework, homework checking and giving instant feedback, parents' involvement in school activities and student learning support at their own homes, parents' literacy, economic and social condition, etc. the high achieving schools used more time on class work and homework checking, higher study days, smaller

student number and smaller teacher-student ratio, teachers' and students' higher attendance, positive attitude towards their teaching and learning, higher literacy rate of their parents and high socio-economic status.

The result of the assessment conducted in 2012 in class 3 and 5 by ERO also showed that there is unbalance in students' learning achievement across the regions, districts, institutional and community schools but the variable of gender and ethnicity and rural-urban areas did not have any effect on student learning achievement. In Mathematics, the achievement level in Algebra and numeracy was remarkably lower than arithmetic and geometry. The result also showed that there was low capability to solve tasks that required higher ability. Like in earlier NASA, there was wider disparity in the achievement between and among diff erent districts, regions and school types. In the same vein, there was wider variation in the student learning achievement from the diff erent linguistic communities, socio-economic status and parents' involvement in schools' activities like helping their children at home and taking part in school meetings, etc. It could also be seen as the negative eff ect of the lack of books, bullying and unfair treatment from the teachers. As in the previous assessments, the result of NASA 2015 conducted by ERO showed that the average achievement has remained at 45 to 52 percent varying by subjects and grades (ERO, 2016, p. 3). In Nepali the third graders have achieved 52 percent which is 46 for 5th graders. Similarly, in Mathematics, the higher graders have achieved 48 percent but lower graders 45 percent. The result of such learning achievement have also been seen as in the earlier results disproportionately distributed achievement level, wider variation in terms of location, lower level of cognitive ability, variation due to home language, strong link of socio-economic and educational background of parents, their involvement in students' learning and school activities, availability of books in time, regularity of students and teachers and stagnant learning achievement over the years. These reviews of the results and factors aff ecting student learning achievement show that the aff ecting factors and the results of various standardized tests taken by ERO and the other authorized units seem to be

similar. Though it seems like some corrective measures have been taken on the part of government, the situation and learning achievement have not yet been reformed as expected learning, it is not possible only with his/her eff orts. Where there is co-operation and collaboration between and among all stakeholders, the ultimate goal of schools that is improved students' learning achievement can easily be achieved and the schools' performance, head teacher's infl uence, teachers' acknowledgement as well as the students learning achievement becomes higher. In other words, a teacher or a student being intelligent and working independently can not improve the whole performance of the school securing higher average score of students' learning achievement. All stakeholders' efforts and accountability should become the synergy developed by them acting in concert which can have important consequences for students' learning. The primary goal of schools is to provide a purposeful learning environment that leads to the development of self-regulated learners (Arends, 2001, p. 413). Like in other organizations in schools too, there must be co-ordination of eff ort among all the stakeholders including teachers, school staff s, curriculum coordinators, administrators, counselors as well as students, parents and school management committee members. In Pollard's (2006, p.405) view, there is a clear priority for teaching and learning as the school's primary purpose. Four factors; time spent on learning, amount of homework, eff ective learning time, and learning time for diff erent subjects are measures indicating the practical implementation of this focus. The stakeholders of the schools like students, teachers and other administrative staff s must be present. The students must have compulsory attendance. Their parents must be supportive to help and involve in the school activities. It is believed that those parents who have high socioeconomic status and who have high education can help and support their children in their learning and have high learning achievement (eg, ERO, 2014, 2016). That school which has high attendance of teachers and devotion of the school administration also has high learning achievement. In this regard, Pollard (2006, p.405) says that those schools where teachers share a common vision

and have shared values and have created a collaborative professional community characterized by dialogue and a sense of belonging produce higher students' learning achievement A school's culture consists of the ways of its members thinking about their actions and refl ection of their beliefs, values and history (Arends, 2001, p. 412). He further says that school culture greatly infl uences what goes on in schools and determines expectations and roles for beginning teachers (p. 412). Every school has its own norms, roles and the culture of teaching which are the guidelines of the school for the purpose of getting work accomplished. Norms are the expectations that the stakeholders of school system have for them in specifi c social setting of the school. The professional teachers are free to teach as they please within the confi nes of their classrooms which is known as the autonomy norm. Similarly, the teachers in the school do not interfere in the work of other teachers. This norm is called the hands-off norm (Arends, 2001).Though the teachers of a school have their autonomy norm and hands-off norm, the eff ective school encourages them to work together for the improvement of the school's performance as the whole. They have strong infl uence on the teacher's working life and the students' learning achievement.

Teachers have to do much more than the work in the classrooms which include preparation, planning, materials collection and designing, evaluation tools designing, homework checking, record keeping as well as the caring of the students. That's why teachers' time-on-task requires much more time than the personnel who work in the other organizations except school organizations. So, most teachers spend less than 40 percent of their work week on instructional activity and that a sizable portion of their work consists of meetings and exchanges with other adults such as parents, the principal and professional colleagues (Arends, 2001, p. 418). The activities they have to perform in schools include: Instruction, organizing, reviewing, testing, and monitoring. In addition to them, they do other work with students like study hall supervision,

assemblies and clubs, control and supervision. They have to interact with colleagues and others in planned meetings and unscheduled meetings including desk and routine work along with travel time and private time.

Students' higher learning achievement is through a synergy which is at work in the school that produces result that exceed what a teacher working alone could achieve. In other words, the quality of teaching can be achieved through the co-operation and collaboration of the school team in addition to the money used for the physical facilities, books and other resources. In the same way, higher achievement of student learning are strongly associated with the aspects of school's social organization, such as the degree to which a common ethos exist, the extent towhich teachers hold common attitudes, and the degree to which they behave in consistent ways toward their students (Arends, 2001, p. 420). Such kind of result was also consistent with the result of the study carried out by Ruther (1979), Brookover et al. (1979), Firestone and Rosenblum (1988), Rosenholz (1989) as some schools develop cultures and communities that support student learning where other school do not. Pollard (2006, p. 405) holds the view that in the school there must be 'shared vision and goals' necessary for lifting aspirations and creating consistency of practice through whole-school policies and contracts. Effective school's features can be divided into two categories: those that deal with the social organization and those that deal with instructional and curriculum patterns. Social Organization includes: clear academic and social behavior goals, order and discipline, high expectations teacher efficacy, pervasive caring, public rewards and incentives, administrative leadership and community support whereas the instructional and curriculum pattern includes: high academic learning time, frequent and monitored homework, frequent monitoring of student progress, coherently organized curriculum, varieties of teaching strategies, Opportunities for student responsibility. There is a general culture which has high expectations of everyone; teachers, pupils and parents. Better pupil outcomes follow from positive reinforcement, clear feedback, rewards and clear rules for behaviors.

These are more successful than punishment or criticism. Joice, Herst, McKibbin (1993) and Arends (2001) say that the achievement gained by students are signifi cantly higher than in schools where teachers take collective responsibility for their students' academic successes and failures rather than blaming students (p. 421). The amount of staff co-operative makes a diff erence in student achievement. The fi ndings emphasize the importance of teachers' work lives, particularly the beliefs they hold about their responsibility for student learning. Eff ective schools are more like caring communities than effi cient bureaucracies and that caring communities are more likely to occur in small settings rather than larger ones. The teacher is the most important ingredient in the mix of factors that infl uence a child's education.

It is teachers working together, not alone, which seems to be the crucial reason (Pollard, 2001, p. 422). Eff ective schools are those places where all stakeholders have common goals, teachers have organized their curriculum work coherently, common rules and norms guide teachers' expectations for students, homework policies and disciplines.

2.3 Implications of the Review of the study

The literal review is the integral part of the entire research process which makes a valuable contribution to at most every opereational step. At first, it provides a theoretical background to the study and broadens the knowledge based on the concernded research area. Likewise, it helps to systematic methodology to solve the research problems as well as to integrate the findings with the existing body of knowledge. For this study, review of the literature provided me guidelines for developing stepwise procedure of the study systematically as well as It helped me a lot to develop the tools for collecting data. Moreover, it helped in data collection procedure, a way of analyzing data and presenting them. The critical reviews of literature made me aware of the possible shortcomings of the study.

2.4 The Conceptual Framework

The conceptual Framework is an adaptation of a model used in previous study, with modifications to suit the inquiry. It the direction of the study, through which the researcher showed the relationships of the different construct that he wanted to investigate. The conceptual framework of the study gives the clear picture on the relationship between dependent and independent variables used in the research. In the context of the study, the independent variable are parents' education status, family economic status, student regualarity, class size, quality of the teachers, tuition f ees, family guidance, role of administration, extra-curricular activities. The conceptual framework of this study is shown as the following figure.

Community School	Learning Achievement in English	Parents' Education Status
		Parents' occupational Status
		Students' regularity
		Class Size
		Quality of Teachers
		Tuition Fee
		Family Guidance
		Role of Administration
		Extra- Curricular Activities
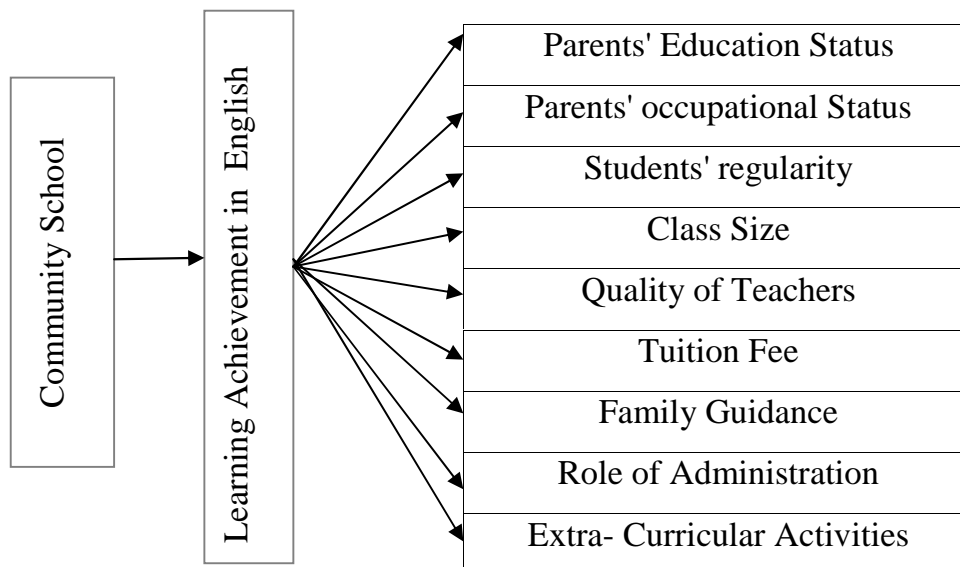
Figure no.1 Conceptual Framework of the study

CHPTER III

METHODS AND PROCEDURES OF THE STUDY

The researcher had followed the following methodoly to accomplish the objectives of the study.

3.1 Design of the study

The survey research has been adopted to carry out this study. The researcher visited the determined schools to find out existing data. Specially, it is carried out in number of population in order to find out the public opinion on certain event, issue or situation. Survey research is a descriptive type of research which studies large and small population and mostly used method of investigation in education research and it can be carried out either by group of researchers of by an individual. According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive method in educational research and may vary in escape from large scale government investigation through scale studies carried out by a single researcher (as cited in Nunan, 1992, p.140). A survey usually addresses the large group of population, sampling is necessary to carry out investigation. Nunan (1992, p.141) suggests the following eight steps procedure of survey research.

Step 1:   Define objectives - What do we want to find out?

Step 2:   Identify target population - Who do want to know about?

Step 3:   Literature review - What have others said/discovered about the issue?

Step 4:   Determine sample - How many subjects should we survey and how will we identify these?

Step 5:   Identify survey instruments - How will the data be collected: questionnaire/ interview?

Step 6:   Design survey procedure - How will the data collection actually be carried out?

Step 7:   Identify analytical procedure - How will the data be assembled and analyzed?

Step 8:   Determine reporting procedure - How will be written up and presented?

Survey research is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomena, events or situations

3.2 Population, Sample and Sampling Strategy

The researcher has vitited two community schools of Gramthan RM of Morang district. The sampling population consists of 40 studedents of these schools who were selected through non-random judgemental sampling to select the required informants. Among the 40 students, 17 were boys and 23 were girls. Very few of them had Nepali as a first language and most of them had Tharu as first language and some of them had khawas, maithili languages.

3.3 Study Area
The study was carried out to find out learners' achievement in English in comparison with Nepali and Social Science. Thus, this study comes under the analytic and comaparitive study, which helps teachers to teach the learners' understanding their pscho- social behaviour.

3.4 Data Collection Tools and Techniques

The main tool for the collection of data was the questionnaire and observation. The researcher has conducted interview with the subject teachers and observation study of the schools.

3.5   Data Collection Procedure
The researcher followed the following procedure to collect the data.

i. After receiving approval from the Research Guidance Committee, the researcher asked for permission to school Headmaster to carry out research at the school.

ii. Then the researcher explained the students the purpose of the study, and informed them about the activities in class.

3.6 Data Analysis and Interpretation Procedure

The collected data, Mark ledgers from both community schools has been analysed and calculated mean scores and Standard Deviations (SD). The scores of students were mainly analyzed in tables with brief description in paragraphs Systematically collected data were analyzed, interpreted and then presented descriptively as well as analytically using tables, illustrations and diagrams.Thus, both statistical and descriptive approaches were adopted in the analysis and interpretation of the collected data.

CHAPTER IV

ANALYSIS AND INTERETATION OF THE DATA

This chapter consists of two sections. The first section presents the analysis and interpretation of the data obtained from the sample population. Marks obtained by the 40 students of grade VIII have been tabulated and compared to see the effects in learning achievement. The second section briefly presents the findings of the study.

4.1 Analysis of the Data and Interpretation of Results

The different community schools namely Shree Ganesh Secondary School, Gramthan-7 and Shree Janata Adharbhut School, Gramthan-5 have provided authentic data as Marks Ledger to the researcher. The research work is fully based on anlysis of these data where as mean and standard deviations have been calculated.

4.1.1 Analysis of the Average Scores of Students

The researcher has tabulated the marks from the marks ledger of both community schools.

.Table no. : 1 Mark Ledger of shree Ganesh secondary school

Subjects	Total Marks obtained	Num of students	Mean	SD
English	1656	30	55.2	7.47
Nepali	2001	30	66.7	9.54

This table shows slight fluctuation in the average scores in both subjects. The average score in English subject is 55.2 and 66.7 in Nepali subject. This data show that learning achievement in English is lower than that of the Nepali. English is a second language for the learners, thus learners' mother tongue

interfers in learning in English, which has been presented in the following diagram.
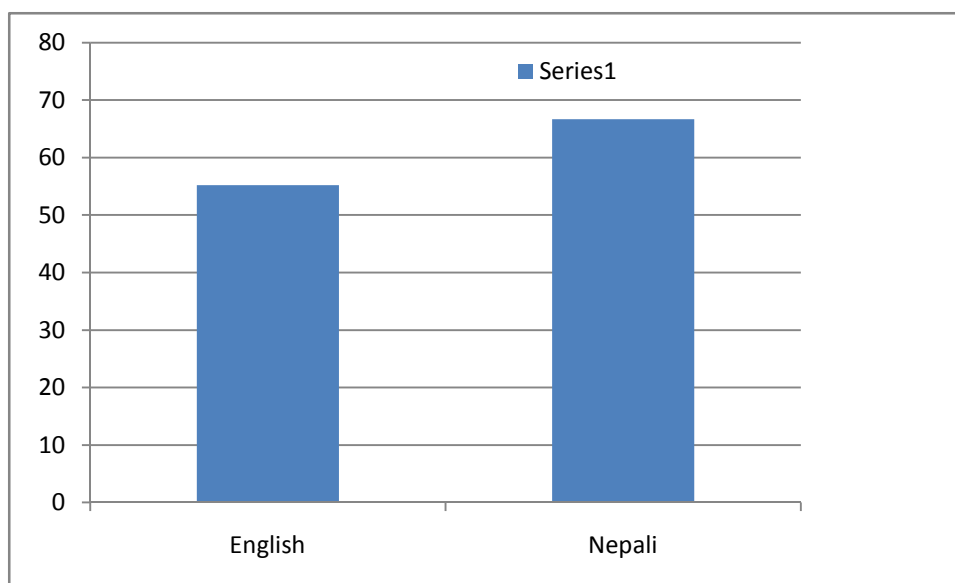
Figure 2 averege marks of in Shree Ganesh Sec. School

Table 2 :- Mark ledger of Shree Janata Basic School, Gramthan -7

Subjects	Total Marks obtained	Num of students	Mean	SD
English	452	10	45.2	3.73
Nepali	523	10	52.3	6.01

This table shows slight fluctuation in the average scores in both subjects. The average score in English subject is 45.2 and 52.3 in Nepali subject. This data show that learning achievement in English is lower than that of the Nepali. English is a second language for the learners, thus learners' mother tongue interfers in learning in English. Which can be presented in the following pie-chart.
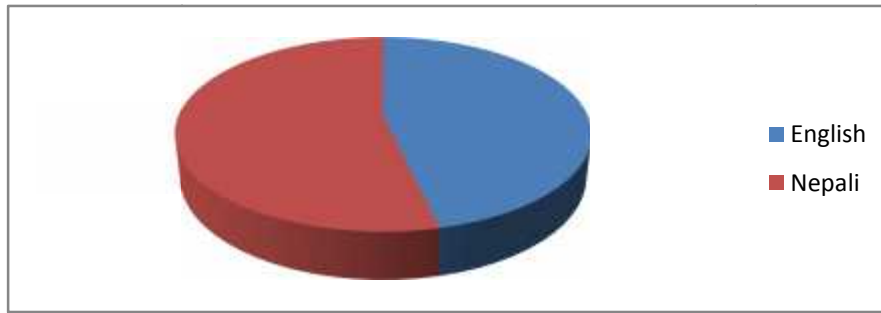
Figure 3 Average marks in Shree Janata Basci School

4.1.2 Analysis of the Average Scores of Students on the basis of Gender

The researcher has calculated the average score of both community schools on the basis of gender. Out of 40 students, average marks of 17 boys (12 from Shree Ganesh Sec. and 5 From Shree Janata), and 23 girls (18 from Shree Ganesh and 5 from Shree Janata) has been found and presented in the following table

Table no. 3 average marks on the basis of gender of Shree Ganesh Sec. School

Subjects	Total Marks obtained	Num	Mean
English	1031	12 (boy)	52.27
English	625	18 (girl)	52.08
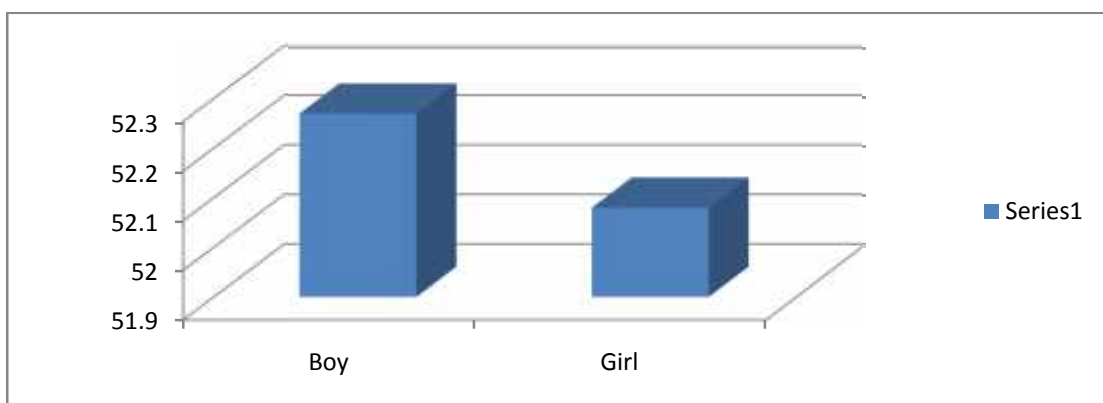
Figure 4 average marks of boys and girl of Shree Ganesh Sec. School

From the above table and figure, The total marks obtained by 12 boys was 1031 and the average marks obtained by each students is 52.27 where as total

23

marks obtained by 18 girls was 625 in which average marks is 52.08, It is apparent that boys are slight better than the girls in learning English.

Table no. 4 average marks on the basis of gender of Shree Janata Basic School

Subjects	Total Marks obtained	Num	Mean
English	218	5 (boy)	43.6
English	234	5 (girl)	46.8

From the next community school, the total marks obtained by the 5 boys is 218 and the average score is found 43.6. Similarly, the totalmarks obtained by the five girls is 234 whereas average score is found 46.8 Here, girls are found slightly better than boys in learning achievement in English. The above data has been presented here in diagram.
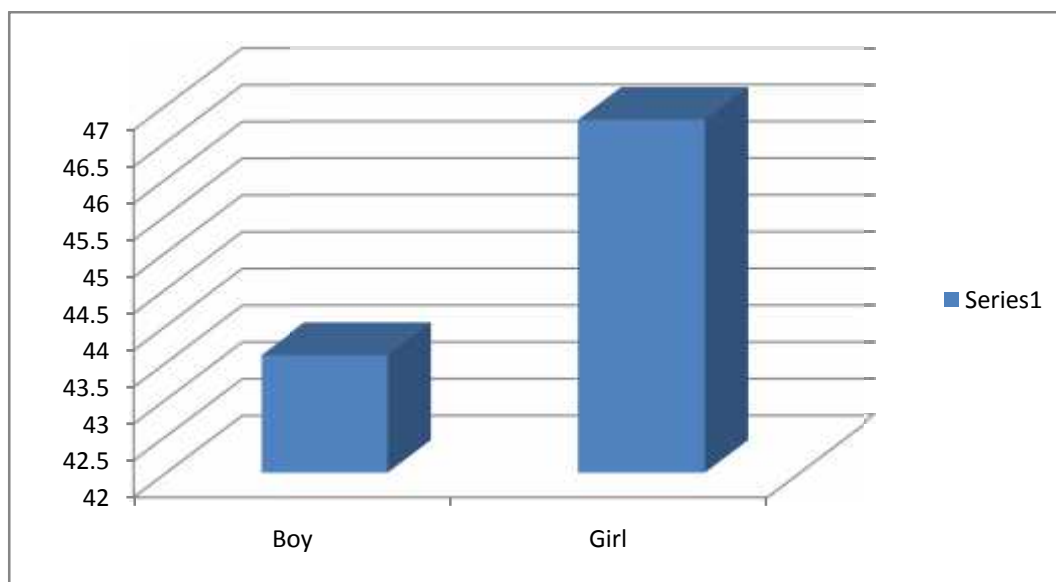

Figure 5 average marks of boys and girl of Shree Janta Basic School

Out of 40 selected students, their marks were analyzed, tabulated and presented here in range form in a comparative study. which shows like this.

s.n.	school's Name	boys					girls				
		0-50	50-60	60-70	70-80	total	0-50	50-6-	60-70	70-80	total
1	Shree Ganesh Sec.School	1	10	1	-	12	4	11	1	2	18
2	Shree Janata Basic School	5	-	-	-	5	4	1	-	-	5
	Total	6	10	1	-	17	8	12	1	2	23

Table no.5 A comparative chart of secured marks in English of boys and girls

To compare the both community schools, two students, who were girls, secured marks in the range of 70-80 from Shree Ganesh Sec. School and none from Shree janata school. Each girls from Ganesh Sec. secured the marks in the range of 60-70 but none from Shree Janata Basic School. Similarly, altogether 22 students secured marks in the range of 50-60 where ten boys and eleven girls from Shree Ganesh Sec. school whereas only one from Shree Janata Basic school, from the above mentioned comparative chart, learning achievement in English far better than the learning achievement of Shree Janata Basic school.

4.2 Factors affecting in learning achieveolment in English

4.2.1 Educational Factor

Proper management of educational factor is one of the crucial factors among the factors that affect learner's learning achievement. Educational fator includes teacher's training, use of teaching learning materials, Homework, Teaching methodology, Examination and evaluation system, curriculum and textbook, teacher's guide, educational institution and management.

4.2.1.1 Methodology and Activities

To find out what methodology and activities are being applied in teaching learning activities, the researcher conducted a survey to the students.

Table :- 6 Students views on methodology

S.N.	reasons	num	percentage
1	Lack of learner centred method	4	10
2	Students are not eager to learn	8	20
3	No use of teaching learing materials	10	25
4	Lack of knowledge of subject matter to students	6	15
5	Weak studens are not in priority	4	10
6	Lack of Practical and Project Work	4	10
7	No proper Management of Educational Excursion	4	10
8	Total	40	100

From the table, four students present views that teaching learning activities only teacher centred and focused on learner centred method which seems the percentage 10. Eight students express their views on not eager to learn English. it may be the reason, being English as a foreign language, students take English as second or third language from their mothertongue. So, they don't pay more attention to it. Most of the students believe in not use of teaching learning materials in classroom. Weak student arenot in priority says by four studens. Teacher should pay most to the comaparatively weker students too. Again, project work is not done and no educational excursion by four students each. These, works also are prioritirzed. What does chairperson of School Management committee says? Mr. Mahabir Chaudhary expresses his views on teaching methodology and teaching learning activities.

Table 7: Views by Chairperson, School management committee

S.N.	Reasons	number	percentage
1	Iregularities of teachers	1	20
2	Pre- preparation and lesson plan lack	1	20
3	Lack of learner centred method	2	40
4	irregularity of students	1	20
	Total	5	100

From the aforementioned table, as the chair person of School Management Committee, stated, teachers are irregular and lesson plans by them is rarely used. Maximally the teachers used teacher centred class room activities and students are not in priority. Even the students do not come to school regularly and their absence affects in learning achievement too.

Table no.8 :-Views of Headmaster, teachers

S.N.	Reasons	Num of participants		percentage
		teachers	headmaster	
1	Lack of time and tools to complete activities	5	-	
2	unavaibility of textbooks and reference books	3	1	
3	teachers do not use designed lesson plan	-	1	
4	Lack of practical exam	5	-	
5	No refreshment trainnigs to teachers	5	-	
	Total	18	2	

The researcher conduted conducted a study of the students, where five teachers put their view on lack of time and tools to complete activities. Textbooks and references are not available in time said by three teachers and a headmaster. Practical exams are are lacking viewed by five teachers and five teachers put their views on no refreshment training to the teachers.

4.2.1.2 Examination and Evaluation System

Evaluation is done to find out the effectiveness or scientificness of teaching learning activities. Examination is a tool for evaluation. If examination is not effectively managed, it affects the whole educational objectives.Students marks will be affected if proper evaluation in not done. To study such problems, opinions of the stake holders of selected schools have been presented here.

a. Students' opinion

In the context of teaching methodology and teaching learning activities, their opinions have been presented here in table.

Table 9. **Students' opinion on teaching methodology and teaching learning activities**

S.N.	Reason	Num	Percent
1	Questions are not comprehensible	9	
2	Questions from out of the course	8	
3	Many questions	6	
4	Lack of preparation because coure is vast	7	
5	No use audio visual materials	10	
	Total	40	

Out of 40 selected students, Nine of them focused on questions are not comprehensible in English and because of it, they become unable to attempt all the questions. Eight students put their arguments on questions are asked from out of course. Too many questions are asked said by six students and vast course and no use of audio video materials put forward by senven and ten participants respectively.

b. Opinions of Subject teachers

The researcher talked to the subject teachers of both selected schools. Mr Lokmani Pokhrel and Mrs Pratima Adhikari,subject teachers of English, Grade Eight, both focused on following points,

    i.   Questions are not objective

    ii.   There is no use of regular practical examination

    iii.   Listeniing texts are rarely done

    iv.   Moreover, Grammar Translation method is used

4.2.1.3 Curriculum, Textbooks and Teachers' Guide

Curriculum integrates all teaching learning activities and and guides to achieve learning achievements. The responsibility of an efficient teacher is to achieve learning achievement guided by the curriculum. To guide the teachers, Teachers' guide has been prepared. In other hand, textbooks are designed to help achieve learning achievement defined by the curriculum. Therefore, Curriculum, textbooks and Teachers' Guide do affect in students' secured marks. To make it crystal clear about curriculum, textbooks and teachers' guide, stakeholders' opinions have been listed here.

    a. Students' opinions

       ➢ Exercises on textbooks are in large numbers

       ➢ Subject matter is vast

       ➢ Pictures and illustrations are not clear

       ➢ Activities of textbooks are out of course

    b. Subject teachers' and Head teacher's views

       ➢ organization and order of subject matter doesn't match

       ➢ more learning matter than the students' capacity

       ➢ More exercises and activities

       ➢ unavailability of textbooks in right time

➢ Textbooks are thought to be all in all

4.2.1.4 Educational Management

Educational management in includes all the planning and their implementation procedures done inside and outside of school pinpointedby the curriculum. This includes classroom management, to prepare annual work plan, to prepare educational plan, to manage individual subject teachers, to bring co-odination among teacher, student and guardians, to give directions by the authorized personality, to guide and evaluate the junior teachers's work performance. Therefore, if such weaknesses are not solved, It hampers in student's learning achievement.

Table no. 10 :-Student's view on educational management

S.N.	Reasons	Num	Remarks
1	Poor management of classroom	10	
2	Lack of Library in School	8	
3	No Management of Students respone	6	
4	No Educational Excursion	7	
5	Lack of Physical structures	9	
	Total	40	

Teachers' views on educational management have been presented here in points.

a. Teaching doesn't go as Educational plan

b. Lack of motivation and reward

c. Lack of proper Infrastructure

d. inavaiblity of curriculum and textbooks in time

4.2.2 Economic Factor

The researcher tried to find out the income sources of school to run school, it has been found that government grants was the main source of income. It

has been found that no support found here from local levels too. The school is facing problem of teachers too. there is no full teachers in school and they have manage some teachers as private paid teachers. so, paying them is also anther economic burden. Because of the economic Factor, School buildings are sufficient, availabitity of furniture is miserable. Laborataries, drinking water, library, playground are poorly managed.

Most of the guardians here are farmer. they work in farm to manage hand to mouth. Even,, they make their children work in the farm, for this ,time spent in schools for students is not enough for them to enhance learning achievement. They also shold have managed time for study in their home. Students' family environment for study is also poor, since, most of the guardians are illiterate; they are reluctant to send their children schools everday because of home and farm works.

4.2.3 Inspection and Supervision

Regular inspection and supervision of the school leads to find out the error, problem, and issues and to solve them and bring out effective results. How many times did concerned authority inspects the school in a year has been presented in a table.

Table no. 11 **Details of inspection and supervision of school in the year 2075/076**

S.N.	Concerned Authority	Neve done	1 time	Twice	Thrice	4 times
1.	School Management committee					✓
2	Gaupalika			✓		
3	School supervisor				✓	
4	DEO	-	-	-	-	-

From the above mentioned table, School Management Committee has inspected the school four times in year which seems less time inspection as it is expected. The school Management Committee should inspect and supervise the school time to time frequently. Now, the right to education has been given to th rural municipalitieees, but the Gramthan Rural Municipality has inspected and

supervised just two times in a year. Which seems rural municipality has not paid deep attention to the education sector and school. Again, School supervisor has inspected and supervised thrice in a year, but condition of inspection by the district education office is null. Therefore, schools seem neglected by the concerned authority.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter contributes the conclusions and recommendations of the study. Under conclusions, the findings of the study have been presented and under recommendations, implications on policy level, practice level and future research level have been discussed.

5.1 Findings and Conclusions of the study

In this section, the obtained data and information by students of grade eight, headmasters, school supervisors, subject teachers of the selected two schools and marks ledegers of both school have been analysed and presented the following findings.

 a. Ganesh secondary school, Gramthan- 7, had 30 students in grade eight last year. Among them 12 were boys and 18 were girls. The higest marks obtained is 76 and less is 33. To compare marks in Nepali, highest mark in Nepali is 95 and less is 51. Again, all the students of Ganesh Secondary school have obtained higher marks in Nepali than the marks obtained in English. The average marks obtained in English is 55.2 and 66.7 in Nepali. It proves, learning achievement in Nepali is better than learning achievement in English. To compare the gender wise learning achievement, 12 boys got the average marks as 52.27, whereas girls got 52.08 in average marks, here boys are slightly better than the girls learning English.

 b. The researcher took 10 students form Shree Janata Basic School, Gramthan -5 where 5 were boys and 5 were girls.the highest and lowest marks obtained in English were 54 and 42. In the other hand, the highest and lowest marks obtained in Nepali was 63 and 48. here, all the students secured higher marks in Nepali than marks obtained in English. The average marks obtained in English and Nepali was 45.2

and 52.3. It proves, learning achievement in Nepali is higher than achievement in English. To compare in gender wise, average marks of boys is 43.6 and girls is 46.8, here girls are better than the boys.

c. The reasons behind learning achievement in English less than other subjects are students feel difficulty in learning in English because English language is second language for them mother tongues of their influence.

d. It is found that the student regularity is directly related with students' performance in English and community schools' students were found irregular students.

e. It is found that family guidance is directly related with students' performance and the family guidance for the students' of community school is not good enough to contribute for their academic achievement.

f. Administration is important to surveillance all the above explained variables and if the administration is weak it makes all other factors weak. As a result, the student's performance deteriorates.

g. It is found that the extra-curricular activities also related to the performance in English. Most of the students believed that student participating in extra-curricular activities did better academic performance than student who did not participate.

5.2 Implications

On the basis of the conclusions of the study, the study recommends the implications on policy level, practice level and future research level.

5.2.1 Policy level

a. To perform better better learning achievement in English,The curriculum and syllabus designers should design the teaching of English in community schools from very beginners.

b. The English language teaching policy makers should frequently organize teacher trainings, workshops and symposiums on teaching English to the students of different ethnic and social backgrounds.

c. The achievement score of community school students was found low. Therefore, the concerned authority, educational policy makers and teachers in school management should pay special attention to the community school instruction and design a better plan to promote their educational standard.

d. School must be provided with separate English laboratory room with necessary equipment, lab manuals, teachers' teaching guide and appropriate environment inside them. The materials provided should be used in the classroom teaching as well.

e. The special attention should be paid to ensure the effective teaching of English for community school students.

5.2.2 Practice level

This is the comparative study of learning achievement of students in English with Nepali and social science. So, it has several implications on practice level. Implications on practice level are related to classroom teaching learning activities. They are described below.

a. Teacher should be provided with adequate instructional materials and incentives involving them in decision-making process, training, workshops and seminars.

b. There should be effective mechanism at the district level to monitor and supervise the instructional processes as well as output of the schools to ensure the quality of education in each school particularly in community sector.

c. Community schools should learn from the institutional schools' quality education. Thus, the rule and regulations in community school for both students and teachers should be conducted strictly particularly in their regular presence in school.

5.2.3 Further research level

The country should keep on continuing for research work in each and every field. Since, English language is growing lips and bounds and many new words

are being coined rapidly in English, The research done today this facet may become old for tomorrow. Therefore, such research work should continuously be done in contemporary issues. The coming generation may conduct researches in following field by going thoroughly this research work.

    a. This study will be valuable secondary sources for the researchers concerned with this field.

    b. This resarch work will be source for the researches who does research on learning achievement in Community Schools and Institutional Schools.

    c. Further studies can be carried out to see and find out learning achievements of other subjects too.

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Learning Achievement in English of Grade Eight Students

Questionnaire for Principal

Name of the Principal :-
School's Name :-
Teaching Experience :-

1. How do you inform the student's progress to their parents ?
a. Direct meeting   b. Discussion
c. Telephone contact   d. letter

2. Which method and tool do you use for learner's evaluation ?
   a.Examination   b. Interview
   c. observation   d . practical

3. The rate of class repetition and droping out in your school is ……
   a. more   b. less
   c. normal   d. none

4. What is the rate of presence of teacher and students ?
   a. good   b. very good
   c. poor   d. normal

5. The percent of trained teachers in school is …
   a. 100%   b. 75 %
   c. more then 50 %   d.less than 50 %
6. What is condition of teaching materials and their use ?
   a. very good   b. normal
   c. less   d. none
7. What is important for you to achieve good learning achievement ?
   a. physical facilities   b. Economic factor
   c. teacher training and use d. all of the above
8. The condition of inspection and supervision by rural municipality and DEO ?
   a. regular   b. accidental
   c. not at all   d. once in a year
10. Have you started recording system of learner's achievement ?
   …………………………………………………………………

11. What positive changes are seen in educational achievement by the evaluation process ?

……………………………………………………………………

11. Which evaluation process do you think the most effective ?

……………………………………………………………

12. The reasons behind the absence of students, mention them

……………………………………………………………

13. What types of Extra curricular activities are done in School ?

………………………………………………………….

14. What activities can lead to succeed for learning achievement ?

………………………………………………………….

15. Are you satisfied the learning achievement by your teaching learning activities ?

………………………………………………………….

Appendix :- 2

Learning Achievement in English of Grade Eight Students

Questionnaire for the subject teacher

Name of the teaher :-   Qualification :-
Name of the school :-   Experience :-

1. Which method and tool do you use for evaluation ?
    a. Examination   b. Interview
    c. Observation   d. Practical
2. Have you taken teacher's training ? If yes, What type of it is ?
    a. Tu, Practice teaching   b. 10 months basic training
    c. others   d. none
3. How do you keep details of learning achievement ?
    a. on the basis of progress detail b. in continuous evaluation file
    c. In marks ledger   d. all of the above

4. What is the condition and use of teaching materials ?
    a. good   b. satisfactory
    c. less   d. not used

5.What is important for achieving good learning ?
    a. Physical facility   b. economic factor
    c. teacher's training   d. all of the above
6. The regular inspection and supervision by Rural municipality and DEO
    a. regular   b. accidental
    c. none   d. occasionally
7. Do you provide homeworks to the students regularly ?
    a. regular   b. sometimes
    c.based on the topic   d. everyday
8. What positive changes do you see in students after your teaching ?
    a. eager to learn English   b. communicates in English
    c.all present in English class   d. all of the above
9. How do you prepare question paper for evaluation ?
    ………………………………………………….
10. How do you score in evaluation and what achievement did you get ?
    …………………………………………………..
11. How do you provide feedback to the students and in what condition ?
    …………………………………………………..

Learning Achievement in English of Grade Eight Students

Questionnaire to the guardians

Name of the guardian. :-
Adress :-

1. Which school do your children study ?
………………………………………………

2. What is the reason for sending children to the Community School ?
……………………………………………….

3. How often do you go to school to know your children's progess ?
…………………………………………………

4. How do you manage learning enivironment at your home for study ?
…………………………………………………..

5. Are you satisfied with the educational progess of your children ?
………………………………………………

6. What measures should be followd to reform School's educational achievement ?
………………………………………………………….

7. Do you children speak English at your home ?
…………………………………………………………..

8. Which subject do you think difficult to learn for your children ?
…………………………………………..

9. Have your children joined tution classes for English, maths?
………………………………………………

10. What are you doing for making your children brilliant in English ?
…………………………………………………..

Appendix :- 4

Learning Achievement in English of Grade Eight Students

School observation form

Name of the School :-
Address :-

S.N.	Details	condition			
		Excellent	good	satisfactory	poor
1	Physical facilities				
	Building				
	Furniture				
	Toilets				
	Play ground,				
	Drinking water				
	Environement Sanitation				
2	Educational factors				
	teaching methodology				
	Child care and nutrition				
	Reinforcemen and reward				
	Entertainment				
3	Economic Factors				
	Donation				
	Grants				
	Scchools' income				
	fees				
	others				

Appendix :- 5
Marks ledger of Shrer Ganesh Sec. School
Gramthan-7, Morang

Name of the students	Sex	Address	English			Nepali		
			Th (75)	Pr.(25)	Total (100)	Th. (75)	Pr.(25)	Total (100)
Nitisha Sangraula	F	Sundar Haraicha -1	50	23	73	65	22	87
Bhawana Karki	F	Sundar Haraicha -2	53	23	76	72	23	95
Mausham kumari Khawas	F	Sundar Haraincha-2	42	23	65	55	23	78
Sandhya Kumari Majhi	F	Gramthan- 7	35	21	56	47	20	67
Prabina Kumari Tharu	M	Sundar Haraicha-2	31	20	51	49	21	70
Asit Kumar Majhi Tharu	M	Gramthan- 7	31	20	51	45	20	65
Santosh Sah	M	Sundar Haraincha-1	35	21	56	44	20	64
Punyawati Giri	F	Dhankuta Muga-9	33	21	54	55	23	78
Mamta Kumari Bishwas	F	Budhiganga-7	30	20	50	50	23	73
Abhinash Shrestha	M	Gramthan- 7	40	21	61	55	23	78
Nikita Lama	F	Makwanpur	35	21	56	42	21	63
Nirmala Shrestha	F	Gramthan- 7	34	20	54	43	21	64
Susmita Kumari Majhi	F	Gramthan- 7	38	20	58	42	20	62
Santosh Biswas	M	Belbari-5	32	18	50	45	22	67
Pushpa Bishwakarma	F	Sundar Haraicha-1	30	20	50	43	21	64
Maiya Shree Chaudhary	F	Gramthan- 7	37	21	58	43	21	64
Prem Kumar Chaudhary	M	Gramthan- 7	33	20	53	40	20	60
Nishant Majhi Tharu	M	Gramthan- 7	39	20	59	41	20	61
Eliza Chaudhary	F	Gramthan- 7	37	21	58	43	21	64
Elisha Kapar	F	Sarlahi	35	20	55	58	21	79
Pushpa Chaudhary	F	Gramthan- 7	30	18	48	28	20	48
Aasha Kumari Tharu	F	Sundar Haraicha-2	35	21	56	43	21	64
Dipa Karki	M	Gramthan- 7	35	20	55	40	20	60
Sanjay Kumar Bishwakarma	M	Gramthan- 7	30	20	50	45	20	65
Manisha sah	F	Sundar haraicha-1	35	20	55	40	20	60
Sunil Kumar Sahani	M	Sundar Haraicha-2	31	20	51	41	20	61
Kushalchan Dhami Khawas	M	Sundar Haraicha-2	15	18	33	31	20	51
Bikram Bhujel	M	Gramthan- 7	35	20	55	41	20	61
Bidhya Chapagain	F	Sunbarsi-4	37	22	59	44	22	66
Rojina Sikdar	F	Sundar Haraicha-4	30	20	50	42	20	62

Appendix :- 6

Mark ledger of Shree Janata Basic School, Gramthan -5, Morang

Roll No.	Name of the students	Sex	subjects	
			English	Nepali
			Total(100)	Total(100)
1	Laxmi Chaudhary	F	54	63
2	Aarati Kumari Khawas	F	49	61
3	Avinash Khawas	M	48	60
4	Sushila Kumari Das (Majhi)	F	45	51
5	Rejina Tamang	F	43	48
6	Nabin Kumar Majhi	M	43	48
7	Laxmi Kumari Majhi	F	43	48
8	Sudip Chaudhary	M	43	48
9	Bikram Tharu	M	42	48
10	Sunil Sardar	M	42	48