

CHAPTER - I

INTRODUCTION

1.1 General Background

Etymologically the word "language" has been derived from the Latin word 'lingu ' which means 'tongue'. We use language for communication. Communicative function of language is the sociolinguistic concept. Language is a means of communication used by human beings to communicate thoughts, feelings, emotions, ideas, etc. It is a complex system consisting of at least six components phonology, morphology, syntax, lexicon, speech acts and discourse.

According to Sapir (1978:8), "Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". According to Hornby (2000:721), "Language is the use by humans or a system of sounds and words to communicate."

Thus, language has been defined variously by various linguists. No single definition of language is perfect in itself. But it is widely accepted that language is a complex human phenomenon and its main function is to communicate. From the above definitions, we can conclude that language is a social phenomenon which we use in the whole community to express our ideas and feelings by means of communication through which we establish the relation in the society.

1.1.1 The History of the English Language in Nepal

The formal date of teaching English in Nepal goes back to the period of Junga Bahadur Rana, the first Rana Prime Minister of Nepal. He established Durbar High School in 1854 AD. This school was the first formal school in Nepal to teach the English language. He visited

Britain in 1850 to strengthen the ties of friendship with the powerful British Empire. He realized the importance of the English language to communicate and strengthen his friendship with the English people to make his position even stronger in Nepal. Consequently, he invited two Englishman to teach English to his sons and the children of Rana families. In order to give English education to the children of Rana and Royal families, he established Durbar High School. However, it became open for the general people in 1910 B.S. After the establishment of Tribhuvan University (TU) in 1975 B.S., the English language became a compulsory subject in the higher education in Nepal.

1.1.2 Importance of English in Nepal

English is known as a key to success in science, technology and world culture for most developing countries like Nepal. The importance of English is increasing day by day in Nepal. Now, the Government of Nepal has made the English language a compulsory subject from Primary to Bachelor's level in Education, Arts and Management . Even after one completes one's Bachelor's degree, one has to use English as a library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curricula. Now, it has gained high prestige in both governmental and non governmental sectors in Nepal.

Nepal has got the membership of some international organizations like UNO, SAARC, UNESCO and so on. All people use English as a common language. We use English in all the products of food, clothes, machines, equipments and manuals as a common language. Doctors engineers, pilots and high-technical personals should have the knowledge of English. Most of the prescribed books of campus levels are written in

English. Without the knowledge of English, it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many other advanced countries have been helping Nepal in its development providing financial assistance and technicians. They need to deal with such technicians through English. Being an international language, English has become a very important language all over the world. We need English to work in tourism, foreign affairs and international trade.

1.1.3 Importance of Grammar

Grammar is one of the important aspects of any language. It is the backbone of language. Language is a type of rule-governed behaviour. Grammar is a sub-set of those rules, which govern the configuration that morphology and syntax of a language assume. Ur (1996: 75) defines grammar as "the way words are put together to make correct sentences, according to Richards et al. (1999:164), "Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce structures in the language". According to Hornby (2005: 675), "Grammar is the rules in a language for changing the forms of words and combining them into sentences." Crystal (1977: 208) defines grammar as "an account of language possible sentence structures organized to certain general principles". Thus, grammar is the description, analysis and formalization of language patterns.

From the above definitions, it is clear that grammar is a science that contains a set of rules for speaking and writing to some particular language correctly and appropriately. Hence, one can not produce a single correct and appropriate sentence if he/she does not know the rules of that language.

English grammar consists of different word classes, traditionally called parts of speech. Among them, adjectives occupy an important place in grammar belonging to major word class.

1.1.4 Adjectives

An adjective can be defined as a word that describes or qualifies a noun or a pronoun. For example, 'black' in 'a black poor cat' and 'poor' in 'He is poor' are adjectives. So, adjectives are words like 'black', 'poor', 'old', 'happy', 'electric', etc. which are used to describe people, things, events, etc. Most adjectives express quality, they tell us what something is like. An adjective always has the same form, except for comparison (short, shorter, shortest) and 'this', 'that' (plural 'these', 'those'). It means an adjective does not change its form whether the noun it qualifies is singular or plural. For example, an *intelligent* girl/boy, *intelligent* girls/boys; but *this*, *that* boy, *these*, *those* boys (**this* boys).

Richards et al. define an adjective as "a word that describes the thing, quality, state, or action which a noun refers to" (1985:5). According to Wren and Martin (1999:19), "A word used with a noun to names, or to point out the person, animal, place or thing which the noun names, or to tell the number or quantity, is called an adjective". From these definitions, we know that adjectives are those words which are used in connection with nouns or pronouns to modify, describe or limit their meanings. For example, '*old*', '*rotten*', '*hungry*' in an *old* house, *rotten* apples and He's *hungry* are adjectives.

1.1.4.1 Characteristics of Adjectives

We can not tell whether a word is an adjective or not by looking at it in isolation. Most of the commonest adjectives have no particular form or ending, i.e. there is nothing which makes them look like an adjective,

1.1.4.2 Types of Adjectives

Adjectives can be classified as follows:

1. *Adjectives of quality* show the kind or quality of a person or a thing. They tell us about the quality of a noun or pronoun. They answer the question: Of what kind? For example:

This is a *large* city. He is an *honest* man.

They are *Indian*. She is *beautiful*.

2. *Adjectives of quantity* show the quantity, amount or number. They answer the question: how much/ many? For example:

He has *some* bread. Every man has *five* fingers.

She eats *little* rice. I've *few* friends.

3. *Demonstrative adjectives* point out which person or thing is meant. They answer the question: Which? For example:

This book is interesting.

That boy is labourious.

These apples are sweet.

Those fruits are not ripe.

4. *Distributive adjectives* refer to each one of a number of persons.

For example:

Each man is responsible to develop the country.

Every man knows what to do.

Neither boy knew the answer.

You can park on *either* side of the street.

5. *Interrogative adjectives* are used with nouns to ask questions. For example:

What bird is that?

Which book do you mean?

Whose pen is this?

6. *Possessive adjectives* show the possession. For example:

This is *my* pen. *His* garden is so lovely.

I don't like *your* pencil.

[The above classification of adjectives is based on Thomson and Martinet (1986) and Wren and Martin (1999).]

1.1.4.3 Position of Adjectives

In terms of position, we can distinguish between the attributive and the predicative use of adjectives. Most adjectives can be used attributively as well as predicatively and some are restricted to only one position. So adjectives can be in different positions as follows:

1. Adjectives can be used attributively, i.e. they come before the noun. For example:

The *beautiful* painting.

It is a *large* stadium.

2. They can be used predicatively, i.e. they come after linking verbs *be, seem, look, feel* as subject complement or after some verbs like *consider, believe, find, make* as object complement. For example:

Hari is *poor*.

He made his wife *happy*.

3. They can sometimes be postpositive, i.e. they come after the noun.

For example:

heir *apparent* the persons *responsible*

time *immemorial* something *larger*

the president *elect* body *politic*

court *martial* the people *involved*

somebody *important* attorney *general*

4. Most adjectives can be either in attributive position (*nice* weather) or in predicative position (The weather is *nice*). But some are restricted in one position only.

a) Attributive only

Celce-Murcia and Larsen-Freeman (1999:382-383) call 'reference adjectives' which occur exclusively in attributive position. They list the following eight categories of such adjectives:

(i) Those adjectives that show the reference of the head noun has already been determined:

the { *very*
particular
precise
same
self-same
identical
exact } man I was seeking

- ii) Those adjectives that show the importance or rank of the head noun:

their $\left\{ \begin{array}{l} \textit{main} \\ \textit{prime} \\ \textit{principal} \\ \textit{chief} \end{array} \right\}$ faults

- iii) Those adjectives that show the head noun is recognized by law or custom:

the $\left\{ \begin{array}{l} \textit{lawful} \\ \textit{rightful} \\ \textit{legal} \\ \textit{true} \end{array} \right\}$ heir

- iv) Those adjectives which identify the reference of the noun itself (i.e. adjectives derived from nouns):

a *medical* doctor a *regular* policeman
 a *reserve* office *criminal* law
 an *atomic* scientist

- v) Those adjectives that qualify the time reference of the noun:

the *future* king the *present* monarch
 the *late* president the *former* chairperson

- vi) Those adjectives that qualify the geographical reference of the noun:

a *Southern* gentleman a *rural* mailman
 the *urban* crisis

vii) Those adjectives that intensify or emphasize the head noun:

<i>a total stranger</i>	<i>a mere child</i>
<i>sheer fraud</i>	<i>utter nonsense</i>

viii) Those adjectives that show the uniqueness of the head noun:

the <i>sole</i> survival						
the <i>only</i> nominee	not a	{	<i>solitary</i>	}	Individual	
			<i>single</i>			

b) Predicative only

Some adjectives are used predicatively only. They are as follows [based on Eastwood (1994), Leech and Svartvik (1979), and Celce-Murcia and Larsen-Freeman (1999)]:

i) Adjectives beginning with the prefix *a-*

<i>asleep</i>	<i>ashamed</i>
<i>awake</i>	<i>alike</i>
<i>alive</i>	<i>alert</i>
<i>afraid</i>	<i>adrift</i>
<i>alone</i>	<i>aware</i>

ii) Adjectives showing states of health (i.e. health adjectives):

<i>well</i>	<i>fine</i>	<i>ill</i>	<i>unwell</i>	<i>faint</i>
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iii) Adjectives expressing feelings:

<i>pleased</i>	<i>glad</i>	<i>content</i>	<i>upset</i>
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iv) The class of predicative adjectives also includes the following (i.e. adjectives followed by prepositional phrases or infinitives):

<i>loath (to)</i>	<i>dependent (on)</i>
<i>tantamount (to)</i>	<i>intent (on)</i>
<i>flush (with)</i>	<i>prepared (to)</i>
<i>subject (to)</i>	<i>fond (of)</i>

bound (for)

inclined (to)

5. Some adjectives can be used both attributively and predicatively in one meaning but are restricted to attributive use in another meaning (Aarts and Aarts, 1982:30):

Attributive and predicative:

an *old* book

-* that book is *old*

a *true* hero

-* that hero is *true*

a *perfect* fool

-* that food is *perfect*

a *real* coward

-* that coward is *real*

the *right* man

-* that man is *right*

Attributive only:

an *old* friend

-*that friend is old

a *true* hero

-* that here is true

a *perfect* fool

-* that food is perfect

a *real* coward

-* that coward is real

the *right* man

-* that man is right

In other cases, there is a difference in meaning between the attributive and predicative use. For example, 'a *small* farmer' means a man having a small farm, but 'the farmer is *small*' means that he is a small man physically. Compare other examples:

the *present* king

- The king is *present*.

his *late* wife

- His wife is *late*.

1.1.4.4 Particles Used as Adjectives

There are many adjectives that have the same form as- *ing* or *-ed* participles. It means that both present participles (*-ing*) and past participle

(-ed) can be used as adjectives. Present participle adjectives: *amusing, boring, tiring, interesting*, etc, are active and mean 'having this effect'. Past participle adjectives: *amused, bored, tired, interested*, etc, are passive and mean 'affected in this way'.

According to Eastwood (1994:258), "Adjectives in-*ing* expresses what something is like, the effect it has on us. For example, a show can be *amusing, interesting, or boring*. Adjectives in-*ed* expresses how we feel about something. For example, the audience can feel *amused, interested or bored*."

Examples:

Ann is *bored* because her job is *boring*.

The news was shocking. We were very *shocked* when we heard the news.

John thinks politics is very *interesting*. He is very *interested* in politics.

1.1.4.5 The + adjectives/Adjectives without Nouns

Some adjectives can be used without nouns. They function as heads of noun phrases with generic reference (i.e. used in general). They are as follows:

- i) Adjectives denoting a group of people (plural)

He's collecting money for *the blind*. (the blind people)

The poor are to be helped. (the poor people)

Here *the poor* means 'poor people in general' or 'all poor people'. It cannot refer to just one person or to a small group. Eastwood (1994:258) gives the following examples of adjectives used in this way: Social/Economic: *the rich, the poor, the strong, the weak, the hungry, the (under)privileged, the disadvantaged, the unemployed, the homeless*

Physical/Health: *the blind, the deaf, the sick, the disabled, the handicapped, the living, the dead.*

Age: *the young, the middle aged, the elderly, the old.*

Some adjectives of nationality it can also be used in the same way. They are words ending in *-sh, -ch,-se, or -ss: the British, the Irish, the Welsh, the English, the Scotch, the Spanish, the Dutch, the French, the Chinese, the Swiss.*

These expressions have plural meanings, so they take plural verbs. 'The British' means 'all the British people', not one person from Britain.

ii) Adjectives denoting an abstract quality (singular):

There are a lot books on *the supernatural.*

The human race has a great thirst *for the unknown.*

I am *the oldest* in my family.

Here 'the supernatural' means 'supernatural happenings in general'. Other examples: *the mysterious, the unexplained, the absurd, the ordinary, the new, the latest.* These expressions take singular verbs (e.g. *the new drives out the old.*).

1.1.4.6 Comparison of Adjectives

Adjectives change in form (tall, taller, tallest) to show comparison. There are three degrees of comparison: positive (tall), comparative (taller) and superlative (tallest). Comparative form is used to compare two things, whereas superlative form is used to compare more than two things. The comparative and the superlative forms are formed in the following ways:

- i)** Monosyllabic adjectives (i.e. having one syllable) form their comparative and superlative by adding -er and -est to the positive form:

dark-darker-darkest

bright-brighter- brightest

tall- taller-tallest

small-smaller-smallest

thin-thinner-thinnest

fat-fatter-fattest

big-bigger-biggest

(Monosyllabic adjectives ending in single consonant preceded by a single vowel, double the consonant)

Only -r and -st are added with adjective ending in e:

brave-braver-bravest

fine-finer-finest

large-larger-largest

- ii)** Disyllabic adjectives (i.e. having two syllables) ending in 'y' also take -er and -est (y→i):

easy-easier-easiest

lucky-luckier-luckiest

happy-happier-happiest

heavy-heavier-heaviest

lively-livelier-liveliest

iii) Some disyllabic adjectives take '-er' or *more* and '-est' or *'most'*:

quiet-quieter more quiet-quietest/most quiet

clever-cleverer/more clever-cleverest/most clever

Other such adjectives are : narrow, simple, shallow, mature, polite

iv) Adjectives of more than two syllables and some disyllabic adjectives take *'more'* and *'most'*:

expensive-more expensive-most expensive

doubtful-more doubtful-most doubtful

modern-more modern-most modern

Other such adjectives are : *obscure, intelligent, mysterious, useful, serious, boring, amused, hopeless, peculiar, etc.*

v) The following adjectives have irregular comparisons:

good-better-best

bad-worst-worst

little-less-least

many much-more-most

late-later-latest (of time)

-latter-last (of position)

far-farther-farthest (of distance only)

-further-furthest (used more widely)

old-elder-eldest (of people only)

-older-oldest (of people and things)

vi) Later/Latest and latter/last

Later and *Latest* to time; *latter* and *last* refer to position e.g.

She is *later* than I expected.

I have not heard the *latest* news.

The *latter* bus seems new.

The *last* bus is more comfortable.

vii) Farther/farthest and further/furthest

Both forms can be used of distances. *Further*, not *farther*, can also be used to mean 'additional/extra', mainly with abstract nouns e.g.

Achham is *farther further* than Surkhet.

Humla is the *farthest furthest* district.

Further information will be given later.

This is the *furthest* decision they have made.

vii) elder/eldest and older/oldest

Elder and *eldest* imply seniority rather than age. They are used only with people in the same family. *Elder* is not used with than. *Older* and *oldest* are used with both people and things e.g.

My *elder* brother is a teacher. (or My *older* brother.....)

Niraj is her *eldest* son. (also oldest)

My brother is *older* than me. (not 'elder than me')

This is the *oldest* temple in the town.

ix) many and much

Many is used before countable nouns and *much* is used before uncountable nouns. e.g.

She had made *many* friends

I haven't got *much* money.

But they have the same comparative and superlative forms-*more* and *most*. e.g.

More friends/money

Most men/damage

Adjective is one of word classes which belongs to a major word class. It plays an important role in English grammar. However, many students often get failed to use it accurately and appropriately. There can be attributive and predicative use of adjectives. Some adjectives used only attributively (e.g. main, chier etc) or only predicatively (eg., asleep, well etc) and some change their meaning which move from one position to another (eg., compare: 'the present king' and 'The king is present') So, the knowledge in the use of adjectives is vital. One should be proficient enough in using them properly.

1.2 Review of the Related Literature

Several studies have been carried out on proficiency focusing on different grammatical categories. Some of the studies carried out on proficiency related to this study are reviewed as follows:

Giri (1981) has compared the English language proficiency of the students studying in grade ten in the secondary schools of Doti and Kathmandu district. He found that the students of Kathmandu were more proficient in making use of English than the students of Doti.

Parajuli (1997) has compared the proficiency in the use of simple present tense attained by the students of grade VII of private and public schools. He found that the total proficiency of the students in the use of

simple present tense was quite satisfactory. The private school students' were better in performance than the public school students'.

Dawadi (1999) studied the proficiency in the use of defining relative clause made by the students of grade eight of government and private schools of Kathmandu, Lalitpur and Bhaktapur districts. In his study, he found that private schools performed higher than government school and girls performed better than boys.

Karki (2000) studied the proficiency in the use of subject verb agreement between class 11 and PCL 1st year student in education stream. His result showed that in totality, the students of PCL first year were found more proficient than the students of class 11 in almost all the items.

Saud (2004) studied the proficiency of the year B. Ed. 2nd year students in the use of adjectives and adverbs. His findings showed that the overall proficiency of B.Ed. second year students in the use of adjectives and adverbs was found to be satisfactory. He also found that the students showed better performance in adjectives in comparison to adverbs. In sexwise comparison both the boys and the girls performed better in adjectives than in adverbs. Girls showed better performance both in adjectives and adverbs.

K.C. (2005) studied the proficiency of grade ten students in the use of adverbs. She compared the status of proficiency in terms of sexwise, schoolwise, itemwise in Rupandehi district. Her findings showed that the overall proficiency of the students in the use of adverbs was found to be satisfactory, boys displayed slightly better performance than the girls and private schools were found far better than the government schools.

Even if some researches have been carried out on the proficiency of the same grammatical items but no research has been done on the

proficiency in the use of adjectives of XII Graders in Makawanpur district. So this is one of the new areas in English grammar and researcher attempts to find out the XII students' proficiency in the use of adjectives in "Meanings Into Words" and compare the status of proficiency in terms of items, schools and sex.

1.3 Objectives of the Study

The objectives of this study are as follows:

- a. To find out the grade XII students' proficiency in the use of adjectives.
- b. To compare the status of proficiency in terms of the following variables:
 - i. Item-wise comparison
 - ii. School wise comparison
 - iii. Sex wise comparison
- c. To point out some pedagogical implications.

1.4 Significance of the Study

The findings of the study will be significant in the field of language teaching. It will be significant to language students, teachers, textbooks writers, and curriculum and syllabus designers, methodologists and to those who are involved directly and indirectly in the field of English language teaching.

CHAPTER - II

METHODOLOGY

The researcher in this present study has adopted the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used to collect the information for this study.

2.1.1 Primary Sources of Data

This research work was highly based on the primary sources of data. The students of grade XII in Makawanpur district were the primary source for this study. A set of test items on the use of adjectives was administered and the result obtained from the test was the primary sources of data.

2.1.2 Secondary Sources of Data

English text-book of grade eleven (Meanings Into Words), various grammar books, research reports, dictionaries, journals and articles related to the topic were consulted to carry out this study.

2.2 Population of the Study

The total population of this study was all the students of grade XII of Makawanpur district.

2.3 Sampling Procedure

The sample population of the study consisted of 80 students. Four different schools (2 Public and 2 Private) were selected purposively.

From each of these 4 Schools, 10 girls and 10 boys were selected on the basis of stratified random sampling procedure.

2.4 Tools for Data Collection

A set of test items on the use of adjectives was prepared on the basis of eleventh grade text book- "Meanings Into Words" and other grammar books to collect the data for this study. The test items contained ten different items such as 'tick the best options', 'find the opposite word of adjectives', 'use the given adjectives in your own sentences', 'write sentences comparing the words given', 'order the adjectives in the right place', 'complete the sentences using "quite + one of the adjectives', 'choose the correct word in the spaces', 'give your opinion about the following using a superlative form', 'change the sentences by using "not-enough" or "too-adj" and 'complete the dialogue using the suitable adjectives in the gaps'.

The first item (Ticking the best option) contained 5 questions of adjectives, carrying 5 marks. The second item (Finding the opposite word of the following adjectives) contained 10 different questions, carrying 5 marks. Similarly, the third item (Using the following adjectives in the sentences) contained 5 different questions, carrying 5 marks. The fourth item (Writing sentences comparing the words given below) contained 10 different questions, carried 5 marks. Likewise, the fifth item (Putting the adjectives in brackets in the correct order) contained 5 different questions, carried 5 marks. The sixth item (Completing the sentences using "quite+ one of the following) contained 5 questions, carried 5 marks. The seventh item (Choosing the correct word) contained 5 questions, carried 5 marks. Similarly, the eighth item (Giving opinion about the following using a superlative form) contained 5 questions, carried 5 marks. The ninth item (Changing the sentences by using "not- enough" or "too-adj) contained 5 different questions, carried 5

marks. In the same way, the last item (Completing the dialogue using the suitable adjectives in the gaps) contained 5 different questions, carried 5 marks.

2.5 Pilot Test

In order to carry out this work, the researcher first prepared a set of test items. Then, he conducted a pilot test on a small group of students in order to determine the time duration and test the appropriateness of the test items. The researcher randomly selected 10 students who were not to be included in the final study. Then he administered the test without facing any problems. As the 50% marks in the test was taken as the point of satisfaction, all the students secured above 50% marks. Therefore, the researcher did not have to change the items drafted first.

2.6 Process of Data Collection

After taking the pilot test, the researcher went to the purposively selected schools i.e. Shree Siddhartha Higher Secondary School, Shree Tribhuvan Model Higher Secondary School, Solidarity International Higher Secondary Boarding School, and Hetauda School of Management and Social Sciences. He contacted the principals of the schools giving the letter from the Department of English Education and asked for their permission to carry out the study. After getting permission, he went to the classroom with the English teachers of those schools. Then he introduced himself and explained his purpose to the students. After that he selected the required number of students in equal sex ratio on the basis of stratified simple random sampling procedure. Then, the selected students were taken to another separate room for the test. Then, he instructed them very carefully about the time limitation and the activities they were supposed to do. Then, he administered the test with proper guidance.

The time duration of the test was 1 hour. All the students finished the test within the allotted time. After that, the researcher collected the answer sheets of the students and thanked them for their cooperation. He checked the answer sheets very carefully and tabulated the marks for analysis. The tabulated data were analyzed, interpreted and compared for the accurate result.

2.7 Limitations of the Study

This study had the following limitations:

- a. The subject area was limited to written form mainly based on the text book of grade XI, "Meanings Into Words".
- b. Test items included only the use of adjectives.
- c. The sample population of this study was only 80 students of grade XII.
- d. The students were selected only from 4 schools (2 public and 2 private) of Makawanpur district.
- e. Equal number of boys and girls were involved in this study.

2.8 Data Analysis Procedure

For the analysis and interpretation of the data, both quantitative and descriptive methods were used. Quantitative methods included simple statistical tools of average and percentage and the descriptive method included simple explanation of the data computed. While analyzing and interpreting the data, 50% marks in the test was taken as the point of satisfaction. So the students scoring above 50% marks were considered to be satisfactory and below it were considered to be unsatisfactory in their performance.

CHAPTER - III

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Before designing the test items, the researcher listed out all the adjectives used in grade XI "Meanings into Words" and counted their numbers of frequency. Those adjectives which had higher frequency were included in the test item. But some words which have lower frequency were also included because the students often get confused. (See Appendix-I) According to the set objectives of the study, the researcher marked the responses of the students very carefully and tabulated the scores systematically. Then, on the basis of tabulated scores, the analysis and interpretation were carried out. The analysis and interpretation of the data were done under the following headings:

3.1 Analysis of the Total Proficiency in Adjectives

Table 1: Total Proficiency of the Students in Adjectives

Total Sample	F.M.	Obtained Average Marks	Percentage
80	50	28.96	57.92

The above table shows the total proficiency of 80 sampled students in the use of adjectives. There were 60 questions of adjectives on the test carrying 50 marks. The students secured 28.96 marks i.e. 57.92% out of the total marks. Since they secured more than 50% marks, their overall proficiency in the use of adjectives could be considered satisfactory.

Table 2: Comparison of Different Variables in Adjectives

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	50	23.90	47.80
Private	40	50	34.02	68.04
Boys	40	50	29.11	58.22
Girls	40	50	28.81	57.62

The above table compares the schoolwise and sexwise proficiency of the students. The sample size of each variable was 40. Out of total marks, the students of public schools obtained 47.80% marks, whereas the students of private schools obtained 68.04% marks. Hence, the students in private schools were found better than those in the public schools. Similarly, out of the total marks, the boys obtained 58.22% marks whereas the girls obtained 57.62% marks. Therefore, the boys were slightly more proficient than the girls.

3.2 Itemwise Analysis of the Total Proficiency

3.2.1 Analysis of the Total Proficiency in Item No. 1: Tick the Best Option

Table 3: Total Proficiency in Item No.1.

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.28	45.06

The above table shows the total proficiency of 80 sampled students in item No. 1. There were 5 questions carrying 5 marks to which the students had to tick the best option. Out of the total marks, the students

secured 2.28 marks i.e. 45.06% of the marks in the test. Hence the students' performance in item No. 1 was not satisfactory.

Table 4: Comparison of Different Variables in Item No. 1

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	2.01	40.02
Private	40	5	2.47	49.04
Boys	40	5	2.27	45.04
Girls	40	5	2.03	40.60

The above table shows the schoolwise and sexwise comparison of the proficiency in item No.1. The sample size of each of the variables was 40. The students of Public Schools secured 40.02% marks whereas the students of private schools secured 49.04%. Therefore, the private schools displayed better performance in item No. 1 than the public schools but both of them secured below than 50% marks. Therefore, the performance in item No.1 was not satisfactory.

Likewise, the marks obtained by the boys were 45.04% whereas the girls obtained 40.60% marks. The boys' marks were better than girls' but their performance in item No.1 was not satisfactory because both of them secured below than 50% marks.

3.2.2 Analysis of the Total Proficiency in Item No.2: Find the Opposite Word

Table 5: Total proficiency in Item No. 2

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	4.63	92.60

The above table shows the proficiency of the students in item No.2. In this item, the students were given 10 questions carrying 5 marks. Out of total marks, the students secured 4.63 marks i.e. 92.60% of the marks in the test. Hence, the students' performance in item No.2 was found highly satisfactory.

Table 6: Comparison of Different Variables in Item No.2

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	4.45	89
Private	40	5	4.82	96.40
Boys	40	5	4.63	92.60
Girls	40	5	4.63	92.60

The above table shows the schoolwise and sexwise comparison of the proficiency in item No. 2. The sample size of each of the variables was 40. The students of public schools secured 89% marks whereas the students of private schools secured 96.40%. Therefore, the private schools displayed better performance in item No.2 than the public schools. Similarly, the marks obtained by the boys and girls were 92.60%. Girls performed as much as boys in item No.2

3.2.3 Analysis of the Total Proficiency in Item No. 3: Use the Adjectives in Own Sentences.

Table7: Total Proficiency in Item No.3

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.29	45.80

The above table shows the proficiency of the students in item No. 3. In this item, the students were given 5 questions carrying 5 marks. Out of the total marks, the students secured 2.29 marks i.e. 45.80% of the marks in the test. Since they secured below 50% marks, their performance in this test was found poor.

Table 8: Comparison of Different Variables in Item No.3

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	1.77	35.40
Private	40	5	2.81	56.20
Boys	40	5	2.18	43.60
Girls	40	5	2.40	48

The above table compares the students' schoolwise and sexwise performance in item No.3. The table shows that the students of public schools secured 35.40% marks out of the total marks whereas the students of private schools obtained 56.20% marks. It suggests the private schools performed better than the public schools in this item. Similarly, the boys obtained 43.60% marks whereas girls obtained 48% marks out of the total marks. Therefore, it is clear that the girls performed slightly better than the boys in this item.

3.2.4 Analysis of the Total Proficiency in Item No.4: Write Sentences Comparing the Words Given Below.

Table 9: Total Proficiency in Item No.4

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.75	55

The above table shows the 80 sampled students' performance in item No.4. There were 10 questions carrying 5 marks. Out of the total marks, the students secured 2.27 marks i.e. 55% of the marks in the test. Since they secured more than 50% marks, their overall proficiency in this item was found satisfactory.

Table 10: Comparison of Different Variables in Item No.4

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	2.13	42.60
Private	40	5	3.36	67.20
Boys	40	5	2.70	54
Girls	40	5	2.80	56

The above table shows the comparison of the students' performance in terms of school and sex. Out of the total marks, students of the public schools obtained 42.60% marks whereas the students of private schools obtained 67.20% marks. It suggests that the private schools performed better than the public schools in this item. Similarly, boys obtained 54% marks whereas girls obtained 56% marks of the total marks. Therefore, it is clear that the girls performed better than the boys in this item.

3.2.5 Analysis of the Total Proficiency in Item No.5: Put the Adjectives in Brackets in the Correct Order

Table 11: Total Proficiency in Item No.5

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.67	53.40

The above table shows the total proficiency of 80 sampled students in item No.5. In this item the students were given 5 questions carrying 5 marks. Out of the total marks, the students secured 2.67 marks i.e. 53.40% of the marks in the test. Since, they secured more than 50% marks their overall proficiency in this item was found satisfactory.

Table 12: Comparison of Different Variables in Item No.5

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	2.20	44
Private	40	5	3.15	63
Boys	40	5	2.92	58.40
Girls	40	5	2.42	48.40

The above table shows the comparison of the students' performance in terms of school and sex. Out of the total marks, the students of public schools obtained 44% marks whereas the students of private schools obtained 63% marks. It suggests that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 58.40%, marks whereas girls obtained 48.40% marks of the total marks. Therefore, it is clear that the boys performed better than the girls in this item.

3.2.6 Analysis of the Total Proficiency in Item No.6: Complete the Sentences Using "quite+one of the Adjectives Given in the Box.

Table 13: Total Proficiency in Item No.6

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	4.17	83.40

The above table shows the total proficiency of 80 sampled students in item No.6. There were 5 adjectives to which the students had to fill in the blanks from the box, which carried 5 marks. Out of the total marks, the students secured 4.17 marks, i.e. 83.40% of the marks in the test. Hence, the students' performance in item No.6 was found highly satisfactory.

Table 14: Comparison of Different Variables in Item No.6

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	3.75	75
Private	40	5	4.60	92
Boys	40	5	4.37	87.40
Girls	40	5	3.97	79.40

The above table compares the students' performance in item No. 6 in terms of school and sex. The table shows that the students of public schools obtained 75% marks whereas the students of private schools obtained 92% marks out of the total marks. Hence, it can be concluded the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 87.40% marks whereas the girls obtained 79.40% marks out of the total marks. Thus, it is clear that the boys performed slightly better than the girls in item No.6.

3.2.7 Analysis of the Total Proficiency in Item No.7: Choose the Correct Word

Table 15: Total Proficiency in Item No.7

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	3.44	68.80

The above table shows the total proficiency of 80 sampled students in item No.7. There were five adjectives to which the students had to choose the correct adjectives, which carried 5 marks. Out of the total marks, the students secured 3.44 marks i.e. 68.80% of the marks in the test. Hence the students' performance in item No.7 was found satisfactory.

Table 16: Comparison of Different Variables in Item No.7

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	3.02	60.40
Private	40	5	3.86	77.20
Boys	40	5	3.36	67.20
Girls	40	5	3.52	70.40

The above table compares the students' performance in item No.7 in terms of school and sex. The table shows that students of public schools obtained 60.40% marks whereas the students of private schools obtained 77.20% marks out of the total marks. Hence, it can be concluded that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 67.20% marks whereas the girls obtained 70.40% marks out of the total marks. Thus, it is clear that the girls performed better than the boys in item No.7:

3.2.8 Analysis of the Total Proficiency in Item No.8: Give your opinion using a Superlative Form.

Table 17: Total Proficiency in Item No.8

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	1.60	32

The above table shows the 80 sampled students' performance in item No.8. There was the writing opinion in which students had to use a superlative form and it carried 5 marks out of the total marks. Out of the total marks, the students secured 1.60 marks i.e. 32% marks in the test. Since they secured below 50% marks, their performance in this test was found poor.

Table 18: Comparison of Different Variables in Item No.8

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	0.65	13
Private	40	5	2.55	51
Boys	40	5	1.78	35.60
Girls	40	5	1.41	28.20

The above table shows the comparison of the students' performance in terms of the schoolwise and sexwise etc. variables. Out of the total marks, the public schools obtained 13% marks whereas the students of private schools obtained 51% marks. It suggests that the students of private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 35.62% marks whereas the girls obtained 28.20% marks of total marks. Therefore, it is clear that the boys performed better than the girls in this item.

3.2.9 Analysis of the Total Proficiency in Item No.9: Change the Sentences by Using "not-enough" or "too-adj"

Table 19: Total Proficiency in Item No.9

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.23	44.60

The above table shows the 80 sampled students' performance in item No.9. There were 5 questions carrying 5 marks. Out of the total marks, the students secured 2.23 marks i.e. 44.60% of the marks in the test. Since they secured below 50% marks, their performance in this item was found poor.

Table 20: Comparison of Different Variables in Item No.9

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
Public	40	5	1.38	27.60
Private	40	5	3.08	61.60
Boys	40	5	2.03	40.60
Girls	40	5	2.43	48.60

The above table shows the comparison of the students' performance in terms of school and sex. Out of the total marks, the students of public schools obtained 27.60% marks whereas the students of private schools obtained 61.60% marks. It suggests that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 40.60% marks whereas the girls obtained 48.60% marks of the total marks. Therefore, it is clear that the girls performed better than the boys in this item.

3.2.10 Analysis of the Total Proficiency in Item No. 10: Complete the Dialogue Using the Suitable Adjectives in the gaps.

Table 21: Total Proficiency in Item No.10

Total Sample	F.M.	Obtained Average Marks	Percentage
80	5	2.86	57.20

The above table shows the 80 sampled students' performance in item No.10. There was the dialogue in which students had to fill the appropriate adjectives in blanks and it carried 5 marks. Out of the total marks, the students secured 2.86 marks i.e. 57.20% marks in the test. Since, they secured more than 50% marks, their overall proficiency in this item was found satisfactory.

Table 22: Comparison of Different Variables in Item No. 10

Variables	Sample size	F.M.	Obtained Average Marks	Percentage
Public	40	5	2.42	48.40
Private	40	5	3.30	66
Boys	40	5	2.82	56.40
Girls	40	5	2.90	58

The above table shows the comparison of the students' performance in terms of school and sex. Out of the total marks, the students of public schools obtained 48.40% marks whereas the students of private schools obtained 66% marks. It suggests that the private schools displayed better performance than the public schools in this item. Similarly, the boys obtained 56.40% marks whereas the girls obtained 58% marks of total marks. Therefore, it is clear that the girls performed better than the boys in this item.

3.3 Comparison of the Total Proficiency of Different Sexes both Within and Between the Public and Private Schools

Table 23: Comparison of Different Sexes both Within and Between the Public and Private Schools

Variables		Sample Size	F.M.	Obtained Marks	Average	Percentage
Public	Boys	20	50	25.15		50.30
	Girls	20	50	22.65		45.30
Private	Boys	20	50	33.07		66.14
	Girls	20	50	34.97		69.94

The above table shows various facts. It basically compares the proficiency of the boys and the girls within and between public and private schools. The sex ratio was equal i.e. 20 in each school.

In public schools, the boys obtained 50.30% marks and the girls obtained 45.30% marks. Thus, the proficiency of the girls in public schools was not satisfactory because the girls could not cross 50% marks though the boys crossed it. Therefore, while comparing the proficiency of the boys and the girls in public schools, the boys were found better than the girls.

In private schools, the boys obtained 66.14% marks and the girls obtained 69.94% marks. Hence, the proficiency of both the boys and the girls was found satisfactory since both obtained above 50% marks. Also, the girls were better than the boys.

While comparing the proficiency of the boys between public and private schools, the boys of public schools obtained 50.30% and the boys

of private schools obtained 66.14% marks. So, the boys of private schools were found better than the boys of public schools. Similarly, the girls of public schools obtained 45.30% whereas the girls of private schools obtained 69.94% marks. Therefore, the girls of private schools performed far better than the girls of public schools.

3.4 Schoolwise Comparison of the Total Proficiency

Table 24: Comparison of Proficiency between SHSS, TMHSS, SIHSBS, and HSMSS

Variables	Sample Size	F.M.	Obtained Average Marks	Percentage
SHSS	20	50	21.75	43.50
TMHSS	20	50	26.05	52.10
SIHSBS	20	50	40.20	80.40
HSMSS	20	50	27.85	55.70

The above table displays the status as well as the comparison of proficiency in adjectives of students in SHSS, TMHSS, SIHSBS, and HSMSS. The full marks of the test was 50 and the sample size of each of the four schools was 20.

Out of the total marks, the students of SHSS obtained 43.50% marks in the test. Since the marks secured by them was below 50%, their status of proficiency in their group was not found satisfactory. Out of the total marks, the students of TMHSS obtained 52.10% marks in the test. Since the marks secured by them was above 50%, their status of proficiency in their group was found satisfactory. Similarly, the students of SIHSBS obtained 40.20 marks i.e. 80.40% of the marks in the test.

Since their marks were above 50%, their status of proficiency in their own group could be considered satisfactory.

Likewise, the students of HSMSS obtained 27.85 marks i.e. 55.70% of the marks in the test. Since their marks were above 50%, their status of proficiency in their group could be considered satisfactory.

While comparing the proficiency of the students between SHSS, TMHSS, SIHSBS, and HSMSS, the students of SIHSBS were found to be more proficient than the students of others. This is because the students of SIHSBS obtained 80.40% marks whereas the students of others obtained below 80.40%.

CHAPTER - IV

FINDINGS AND RECOMMENDATIONS

From the analysis and interpretation of the data, the findings are as follows:

4.1 Findings

1. The total proficiency of the students in adjectives

- i. The overall proficiency of the students in the use of adjectives was found to be satisfactory since in totality, they secured 57.92% of the marks which was above 50% marks.
- ii. Private schools were found far better than the public schools. Since the students of private school counterparts obtained 68.04% of the marks against their public schools who obtained 47.80% marks.
- iii. Boys displayed slightly better performance than the Girls. Girls obtained 57.62% marks whereas the boys obtained 58.22% marks.

2. Itemwise analysis of the total proficiency

- i. Performance of the students was found better in item No 2, 4, 5, 6, 7, and 10 since they crossed 50% marks in these items. But their performance was found to be poor in item No, 1, 3, 8 and 9 since they could not cross 50% marks in these items.
- ii. **While comparing each item**
 - a. In item No. 1 (Ticking the best option), students secured 45.06% of the marks in the test. Since they secured below 50% marks, their performance in this item was found poor.
 - b. In item No. 2 (Finding the opposite word), the students secured 92.60% of the marks in the test. Hence, their

performance in this item was found highly satisfactory. Therefore, this item was found to be the easiest one.

- c. In item No.3 (Using the adjectives in sentences), students secured 45.80% of the marks in the test. Since they secured below 50% marks, their performance in this item was found poor.
- d. In item No. 4 (Writing sentences comparing the word given), the students secured 55% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 50% marks.
- e. In item No. 5 (Putting the adjectives in the correct order), students secured 53.40% of the marks in the test. So, their performance in this item was found satisfactory because they crossed 50% marks.
- f. In item No. 6 (Completing the sentences using "quite+one of the adjectives), students secured 83.40% of the marks in the test. Hence, their performance in this item was found highly satisfactory.
- g. In item No. 7 (Choosing the correct word), students secured 68.80% of the marks in the test. Hence, the students' performance in item no 7 was found better.
- h. In item No. 8 (Giving opinion by using a superlative form), students secured 32% of the marks in the test. So their performance in this item was found very poor. Therefore, this item was found to be the most difficult one.
- i. In item No. 9 (Changing the sentences by using "not-enough" or "too-adj"), students secured 44% of the marks in

the test. Therefore, their performance in this item was not satisfactory because they could not cross 50% marks.

- j. In item No. 10 (Completing the dialogue using the suitable adjective in the gaps), students secured 57.20% of the marks in the test. So their performance in this item was found satisfactory because they crossed 50% marks.

iii. While comparing the total proficiency between SHSS, TMHSS, SIHSBS, and HSMSS

- a. The students of SIHSBS were found more proficient than the student of others, since the students of SIHSBS secured 80.40% of marks in the test.
- b. The students of SHSS (public school) were found the least proficient since they secured 43.50% of the marks in the test.

iv. While comparing the total proficiency of different sexes both within and between the public and private schools:

- a. The boys (50.30%) performed better than the girls (45.30%) in public schools whereas the girls (69.94%) performed better than the boys in private schools.
- b. While comparing the proficiency of the boys between public and private schools, the boys of private schools (66.14%) performed far better than the boys (50.30%) of the public schools whereas girls of private schools (69.94%) performed far better than the girls (45.30%) of public schools.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations have been made:

- i. Maximum exercises in the use of adjectives should be provided to the students in the classroom while teaching. The confusing adjectives (+ing) and (+ed) should be taught in context appropriately and clearly.
- ii. Classes are crowded by keeping more than 70 students in one section in public schools. As a result, teachers can not pay attention to individual students. So, there should be a manageable number of students in one section.
- iii. Students should be motivated towards learning by using effective teaching materials such as charts, flash cards, drawings, etc. in the classroom as far as possible.
- iv. Students should be provided with sufficient workbooks, practice books and other reference materials in the libraries, especially to the students of SHSS and TMHSS to use the adjectives.
- v. A separate grammar book based on communicative skills should be prescribed for this level. The book should be based on the uses of grammar, rather than to grammatical structures. The main objective of the book should be "use grammar to communicate."
- vi. Effective training should be conducted for the teachers to update them with new approaches, methods, and techniques in language teaching.

- vii. Competition plays a vital role in producing good result of any work. Therefore, there should be a healthy competition among the students as well as among the schools.
- viii. Teaching of adjectives should be "use-based". The students should be supplied the essential information about its kind, position, function, comparison, etc.
- ix. Teaching should be "real life oriented" rather than "examination oriented".
- x. Teaching should be "student centered" and the texts should be "activity based".
- xi. Teachers should not undermine to use the listening activity in the classroom appropriately.

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APPENDIX-I

List of All the Adjectives Used in Grade Eleven "Meanings Into Words"

SN	Adjectives	No. of frequency	SN	Adjectives	No. of frequency
1	able	5	41	boring	3
2	absent-minded	1	42	brief	3
3	absolute	1	43	bright	5
4	academic	1	44	brown	2
5	active	3	45	bumpy	1
6	added	1	46	busy	9
7	admiring	1	47	calm	1
8	afraid	9	48	careful	3
9	air-conditioned	1	49	careless	1
10	alive	1	50	carnivorous	1
11	all	3	51	central	3
12	all right	4	52	changed	3
13	allergic	1	53	chased	1
14	alone	6	54	cheap	9
15	alternative	3	55	circulated	1
16	amazing	1	56	classical	1
17	ambitious	1	57	clean	4
18	americanised	1	58	closed	2
19	amused	2	59	closer	1
20	angry	2	60	clumsy	1
21	appropriate	4	61	cold	9
22	archaeological	2	62	colloquial	2
23	armed	1	63	coloured	1
24	arrival	1	64	comfortable	6
25	asleep	2	65	committed	2
26	attractive	6	66	common	9
27	automatic	1	67	complete	2
28	available	1	68	comprehensive	1
29	awake	1	69	confused	2
30	awful	3	70	contemporary	1
31	bad	14	71	convenient	2
32	bare	14	72	cool	1
33	beautiful	3	73	correct	10
34	best	4	74	cosy	1
35	better	4	75	courageous	2
36	big	13	76	crazy (about)	2
37	black	3	77	criticised	1
38	blind	1	78	crowded	5
39	boiled	1	79	cultural	2
40	bored	5	80	current	5

81	daily	6	121	envious (of)	1
82	damp	2	122	evil	3
83	dangerous	4	123	exact	4
84	dark	5	124	exciting	1
85	dead	6	125	exhausted	2
86	deaf	2	126	expensive	19
87	dedicated	1	127	experienced	1
88	deep	1	128	expert	1
89	definite	2	129	express	1
90	delicious	1	130	extra	2
91	deserted	1	131	extraordinary	1
92	different	30	132	extreme	1
93	difficult	3	133	fair-haired	1
94	dirty	5	134	false	1
95	disastrous	1	135	familiar	1
96	displaying	1	136	famous	9
97	distant	1	137	fantastic	4
98	divorced	2	138	far	6
99	documentary	1	139	fashionable	5
100	dramatic	2	140	fast	11
101	drastic	1	141	fat	3
102	dreadful	1	142	fattening	1
103	dressed	3	143	favourite	3
104	dry	1	144	fed (up)	3
105	dull	1	145	few	4
106	dusty	2	146	filthy	1
107	early	5	147	fine	1
108	easy	2	148	fit	4
109	economical	1	149	fixed	1
110	educated	5	150	flattened	1
111	either	1	151	flowery	1
112	elderly	1	152	fond (of)	5
113	electric	3	153	foreign	6
114	electrical	2	154	fragile	1
115	empty	4	155	free	29
116	enchanted	1	156	friendly	4
117	energetic	1	157	frightened	1
118	engaged (to)	2	158	frozen	1
119	enjoyable	1	159	frustrated	1
120	enormous	4	160	full	5

161	fun	1	201	infected	1
162	funny	1	202	inhospitable	1
163	furnished	1	203	innocent	1
164	further	1	204	inquisitive	1
165	fussy	1	205	intelligent	1
166	future	1	206	interested	6
167	general	6	207	interesting	3
168	geographical	1	208	invading	1
169	glad	1	209	irritating	1
170	good	39	210	jealous	1
171	grand	1	211	keen (on)	1
172	greasy	1	212	kind	4
173	great	6	213	large	9
174	grey	1	214	late	6
175	half	1	215	latest	1
176	happy	1	216	lazy	8
177	hard	12	217	least	1
178	harmful	3	218	less	3
179	healthy	1	219	light	1
180	heavy	4	220	lightening	1
181	hideous	2	221	like	2
182	high	3	222	lively	1
183	honest	1	223	little	2
184	hopeless	1	224	local	6
185	horrible	1	225	long	37
186	hot	19	226	long-term	1
187	huge	4	227	lovely	6
188	hungry	1	228	low	4
189	hygienic	1	229	lucky	1
190	ill	6	230	luxurious	2
191	imaginary	1	231	main	10
192	imaginative	2	232	major	3
193	immediate	1	233	married	8
194	important	12	234	marvelous	1
195	improved	1	235	minor	1
196	inadequate	1	236	miserable	1
197	incapable	1	237	missing	6
198	incomplete	1	238	model	1
199	independent	3	239	modern	5
200	industrialised	1	240	motionless	1

241	mountainous	1	281	powerful	1
242	mysterious	1	282	practical	1
243	narrow	3	283	precise	2
244	nasty	2	284	present	2
245	national	3	285	pretty	1
246	natural	2	286	previous	2
247	near	5	287	private	1
248	necessary	5	288	proper	1
249	negotiable	1	289	quick	3
250	nervous	2	290	quiet	5
251	never-ending	1	291	ready	6
252	new	23	292	real	3
253	nice	7	293	realistic	1
254	noisy	3	294	reasonable	2
255	normal	3	295	recent	11
256	obeyed	1	296	red	5
257	obvious	2	297	remote	1
258	occasional	1	298	revolting	1
259	occupied	1	299	rich	4
260	old	29	300	right	13
261	old-fashioned	1	301	safe	2
262	open	1	302	same	3
263	ordinary	8	303	sandy	2
264	outstanding	1	304	sandy	
265	own	35	305	saved	1
266	paid	1	306	scientific	2
267	part	1	307	scratchy	1
268	particular	7	308	scruffy	2
269	patient	1	309	secluded	1
270	peaceful	1	310	sensitive	1
271	permanente	2	311	separate	4
272	pity	1	312	serious	5
273	pleasant	2	313	served	1
274	pleased	1	314	several	5
275	plenty	1	315	severe	1
276	polaroid	1	316	short	10
277	poor	1	317	shortage	1
278	popular	2	318	sick	5
279	portable	1	319	significant	2
280	possible	10	320	silly	1

321	similar	27	361	thirsty	1
322	simple	2	362	thrilled	1
323	single	1	363	tired	8
324	sloping	1	364	top	4
325	slow	1	365	traditional	1
326	small	17	366	transferable	1
327	smart	1	367	tropical	1
328	sociable	1	368	true	2
329	social	2	369	typical	3
330	soft	1	370	tyrannical	1
331	solitary	1	371	ugly	1
332	sophisticated	1	372	unconscious	1
333	sorry	3	373	uncovered	1
334	spare	2	374	unemployed	1
335	special	2	375	unexpected	3
336	spicy	1	376	unfamiliar	1
337	stale	1	377	unpleasant	1
338	standard	1	378	unseen	1
339	straight	8	379	unsociable	1
340	strange	2	380	untroubled	1
341	stretched	1	381	unusual	3
342	strict	1	382	upset	2
343	striking	1	383	urgent	2
344	strong	9	384	useful	1
345	successful	5	385	useless	2
346	suitable	3	386	vacant	1
347	sunny	3	387	vain	2
348	supernatural	1	388	valuable	1
349	superstitious	2	389	violence	1
350	sure	9	390	warm	3
351	suspicious	2	391	watery-soup	2
352	tactful	1	392	weak	1
353	taller	1	393	wealthy	1
354	technical	1	394	well	6
355	technological	3	395	well-known	1
356	temporary	3	396	wet	8
357	terrible	3	397	white	1
358	theoretical	2	398	wide	4
359	thick	9	399	widespread	1
360	thin	2	400	wild	1

401	windy	1
402	wise	1
403	wonderful	1
404	woolen	1
405	worn (out)	1
406	worried	4
407	worse	2
408	worst	1
409	written	1
410	wrong	8
411	young	8

APPENDIX-II

TEST-ITEM

Name:

F.M.: 50

School :

Time: 1hr

Roll No. :

Class : 12

Sex:

Male

Female

Please, read the instructions carefully and answer the questions. Thank you for your kind co-operation!

1. Tick the best option which fits in the blank spaces.

5×1=5

a. He is _____ than I expected.

(i) latter

(ii) later

(iii) last

b. I must have a reply without _____ delay.

(i) Farther

(ii) Further

(iii) Farthest

c. If you need _____ money I will help you.

(i) some

(ii) any

(iii) each

d. He showed _____ concern for his nephew.

(i) little

(ii) a little

(iii) the little

e. Could you lend me _____ money?

(i) some

(ii) any

(iii) each

2. Find the opposite word in column 'B' for each in column 'A'. Write the number of the correct word in the brackets against each word.

10×0.5=5

'A'	Answer	'B'
free	()	1. old
hot	()	2. slow
new	()	3. busy
dead	()	4. alive
old	()	5. impossible
fast	()	6. cold
general	()	7. particular
major	()	8. young
right	()	9. minor
possible	()	10. wrong

3. Use the following adjectives in your own sentences.

1×5=5

hard

important

recent

wet

tired (of)

4. Write sentences comparing the words given below. Use the word in brackets and begin each sentences with the first word given.

5×1=5

Example 1 : Fish/ human beings (intelligent)

(i) Fish

(ii) Human beings

Ans: (i) Fish is not as intelligent as human beings.

(ii) Human beings are more intelligent than Fish.

(a) Cars/ bicycles (expensive)

(i) Cars

(ii) Bicycles

(b) Ram's marks/ Sita's marks (good) (Ram 40%, Sita 50%)

(i) Ram's marks

(ii) Sita's marks

(c) The top of Mt. Everest/ the Terai (Cold)

(i) The top of Mt. Everest

(ii) The Terai

(d) Nepal/ India (big)

(i) Nepal

(ii) India

(e) Kathmandu/ Bharatpur (Far) [From Hetauda]

(i) Kathmandu

(ii) Bharapur

5. Put the adjectives in brackets in the correct order. 5×1=5

(a) a/ an _____ dog. (black, big)

(b) a/ an _____ plastic bag. (white, small)

(c) a/ an _____ leader. (famous, American, young)

(d) a/an _____ house. (beautiful, old)

(e) a/an _____ umbrella. (red, enormous)

6. Complete the sentences using 'quite + one of the following.' 5×1=5

different	right	a strong wind
sure	a nice time	a good voice

a) I couldn't agree with you more. You are quite right.

b) You can't compare the two things. They are _____.

c) I think I saw them go out but I'm not _____.

d) It's warm today but there's _____.

e) Our holiday was Ok. We had _____.

f) Sita often sings. She's got _____.

7. Choose the correct word.

5×1=5

- (a) Why do you always look so _____ ? (boring, bored)
Is your life really so _____ ? (boring/ bored)
- (b) I seldom visit art galleries. I'm not particularly _____ in art.
(interested/ interesting)
- (c) Sita is a very _____ person. (interesting/ interested)
- (d) Sita doesn't look very well. I'm _____ about her. (worried/ sorry)

8. Give your opinion about the following using a superlative form.

5×1=5

Example 1: interesting/ book that I've read.

Answer: The most interesting book that I've read is the Bible.

- a) bad/song that I've heard.

Ans:-

_____.

- b) hot/ place that I've gone.

Ans:-

_____.

- c) lazy/ teacher in our school.

Ans:-

_____.

- d) long/ river in the world.

Ans:-

_____.

- e) cheap/ hotel that I've gone.

Ans:-

_____.

9. Change the sentences by using 'not ___ enough or too ___ adj. 5×1=5

Example 1: He is too weak to climb the stairs.

Answer: He is not strong enough to climb the stairs.

- a) You are too young to get married yet.

Ans:-

_____.

- b) The stream was too wide for Dad to jump across it.

Ans:-

_____.

c) Those trousers are too thin to wear in winter.

Ans:-

_____.

d) The windows aren't clean enough to see through it.

Ans:-

_____.

e) We didn't arrive quick enough to get any dinner.

Ans:-

_____.

10. Complete the dialogue using the suitable adjectives in the gaps.

5×1=5

afraid	separate	attractive
own	quiet	

Student : Oh good, Is these a wash back in the room?

Landlady : No, I'm _____ there isn't a washbasin. But there's a bathroom across the corridor. You share the bathroom with the people in the other room. The toilet is _____, but unfortunately it's on the floor below.

Student : Oh, that's all right. What about cooking? Can I cook my _____ meals?

Landlady : Well, there is a little kitchenette next to your room.

Student : I see. And is the room fairly _____?

Landlady : Oh yes. It's at the back of the house. It faces south, so it's bright and sunny too. It's very _____.

Thank you!

****The End****

APPENDIX - III

Test Result (Marks)

1. Marks obtained by the individual students of Shree Siddhartha Higher Secondary School.

[Public School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Shib Kumar Chepang	1	3	2	1	3	5	4	1	0	3	23
2	Lok Bdr. Lama	2	5	1.5	1	4	5	2	0	0	2	22.5
3	Nirdesh Pudasainee	2	5	1	1.5	0	2	1	0	0	1	13.5
4	Jiwan Chhatkuli	3	4	2	3.5	3	3	3	0	1	4	26.5
5	Gyanendra Thokar	1	4	1	5	4	5	3	2	3	5	33
6	Bijay Tripathi	2	3.5	0	0	3	5	3	0	0	1	17.5
7	Bikash Bartaula	2	5	1	1	4	5	3	0	0	3	24
8	Dip Kumar Chepang	1	5	3	4	4	2	3	4	3	1	30
9	Harisharan Dhakal	2	5	1	2.5	3	3	5	0	0.5	3	25
10	Sanjay Dahal	3	4	2	3.5	2	2	3	1	0.5	3	24
11	Pradipa Kandel	2	3	0.5	0.5	3	2	0	0	0	2	13
12	Kripana Marhattha	3	3.5	2	1	0	3	1	0	0	3	16.5
13	Smriti Acharya	0	4	3.5	0.5	0	5	3	0	0	3	19
14	Srjana Bhattraai	1	4	1	2	1	2	3	0	0	1	15
15	Anju Gole	1	5	1.5	3	0	3	5	0	0.5	3	22
16	Sanchita Pathak	3	5	1	1.5	1	3	0	0	3	3	20.5
17	Muna Thapa	3	4	2	1	2	3	2	0	2	1	20
18	Mannu Waiba	2	5	3	4	1	3	2	0	2	3	25
19	Ashka Dhakal	3	4	2	3	3	5	4	1	0	2	27
20	Samjhana Chhetri	2	4	1	2	2	3	3	0	0	1	18
		39	85	32	41.5	43	69	53	9	15.5	48	435
	Marks Obtained by boys	19	43.5	14.5	23	30	37	30	8	8	26	239
	Marks obtained by girls	20	41.5	17.5	18.5	13	32	23	1	7.5	22	196

2. Marks obtained by the individual students of Shree Tribhuvan Model Higher Secondary School.

[Public School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Lok Pd. Timilasina	2	5	4	4.5	0	5	4	5	5	1	35.5
2	Bishal Pd. Lamichhane	2	5	2	3.5	2	5	3	5	1	3	31.5
3	Krishna Dhungana	3	5	1.5	1	2	5	1	0	0	2	20.5
4	Laxman Shrestha	3	5	2.5	2.5	4	5	3	0	3.5	3	31.5
5	Rohit Shrestha	1	4	0	2	2	5	4	2	0	0	20
6	Bikram.....	2	4.5	1.5	1	3	5	2	0	1	5	25
7	Buabim Bartaula	3	4	2	0.5	3	2	3	0	0	3	20.5
8	Nagendra Lal Shrestha	2	5	0	1	3	5	5	0	2.5	3	26.5
9	Bitu Karki	3	3.5	1.5	3	3	5	5	0	4	5	33
10	Babu Raj Ghalan	1	4.5	1	3	2	5	3	0	0	0	20
11	Sajana Balami	2	5	4	3	3	5	5	5	4	3	39
12	Bina Lama	3	3.5	2	1	1	2	5	0	0	1	18.5
13	Anita Shrestha	2	5	2.5	3	3	5	2	0	2	1	25.5
14	Sita Chaulagain	2	5	0.5	2.5	2	3	5	0	0	5	25
15	Anjani Bidari	3	5	2	3	3	1	5	0	4	2	28
16	Sapana Nepal	3	5	0	1	0	4	3	0	1	3	20
17	Pratiksha Neupane	2	5	1.5	2	2	3	4	0	3.5	3	26
18	Jyoti K.C.	2	4	2.5	1.5	4	3	2	0	1	1	21
19	Usha Mainali	2	5	2.5	2.5	0	3	1	0	4	0	20
20	Sanjita Bidari	2	5	5	2.5	3	5	3	0	3.5	5	34
		45	93	39	44	45	81	68	17	40	49	521
	Marks Obtained by boys	22	45.5	16.5	22	24	47	33	12	17	25	264
	Marks obtained by girls	23	47.5	22.5	22	21	34	35	5	23	24	257

3. Marks obtained by the individual students of Solidarity International Higher Secondary Boarding School.

[Private School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Taranath Dhamala	2	5	4	5	3	5	5	2	4	3	38
2	Sajal Dhungana	3	5	4.5	5	5	4	4	5	5	4	44.5
3	Nishant Shrestha	5	5	3	4.5	4	5	5	4	5	5	45.5
4	Prakash Bhandari	3	5	5	4.5	4	5	5	3	4	3	41.5
5	Subash Neupane	3	5	2.5	3.5	3	5	3	0	3	5	33
6	Sudarsha Bhattarai	4	5	4	4.5	5	5	5	3	5	3	43.5
7	Pratik Pokhrel	3	5	3.5	5	5	5	5	5	5	3	44.5
8	Nikesh Batta	2	5	4.5	4	3	5	5	5	3	3	39.5
9	Prem Chhetri	3	5	5	5	3	5	5	5	5	3	44
10	Bikalpa Karki	2	5	4	5	3	5	3	5	5	5	41
11	Shreejana Karki	2	5	3	4.5	3	5	5	3	4	3	37.5
12	Alisha Manandhar	3	5	3.5	4.5	3	5	5	1	4	3	37
13	Chandani Dahal	3	5	4	5	3	5	5	2	5	3	40
14	Eliza Rupakheti	2	5	4	5	4	5	3	5	4	5	42
15	Suvechya Lamichhane	4	5	3	3.5	4	5	3	3	4	5	39.5
16	Asmita Acharya	2	5	2.5	4	4	5	3	4	3	5	37.5
17	Sujita Karki	2	5	3.5	3.5	4	5	5	5	3.5	5	41.5
18	Soni Lama	1	5	3.5	2.5	4	5	5	5	4	3	38
19	Poonam Basukala	1	5	4	4	4	5	5	4	4	3	39
20	Rama Shah	1	5	3	4	3	5	5	4	4	3	37
		51	100	74	86.5	73	99	89	73	83.5	75	804
	Marks Obtained by boys	30	50	40	46	37	49	45	37	44	37	415
	Marks obtained by girls	21	50	34	40.5	36	50	44	36	39.5	38	389

4. Marks obtained by the individual students of Hetauda School of Management and Social Sciences.

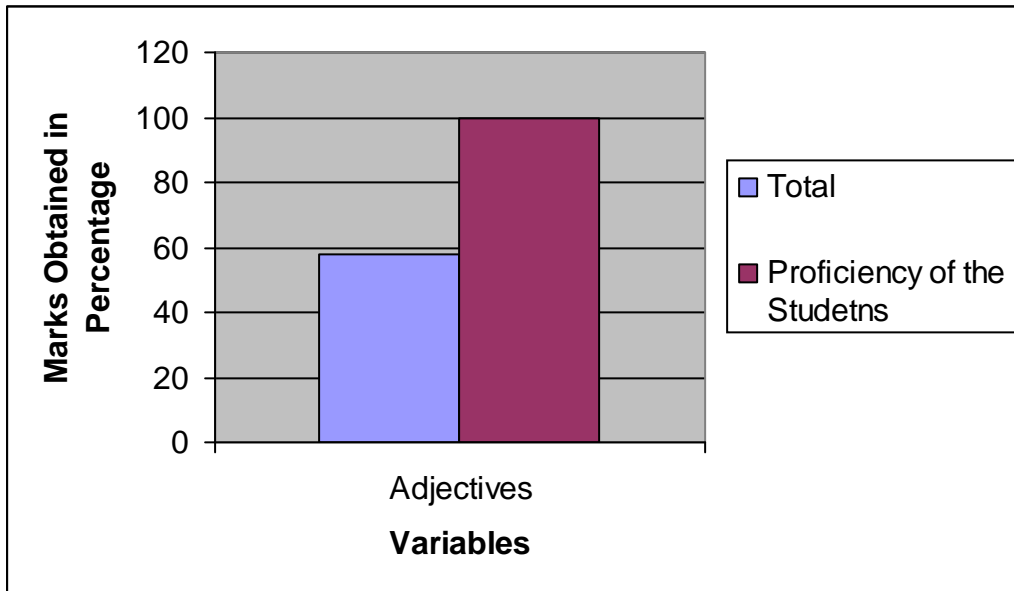
[Private School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Suresh Neupane	4	5	0.5	0.5	2	5	1	0	1	3	22
2	Manoj Regmi	2	3.5	1.5	0	2	5	3	0	0	1	18
3	Asok Timilsina	3	5	3	0.5	4	5	5	4	3	5	37.5
4	Kamal Ghising	1	5	2	0.5	2	5	1	0	1	1	18.5
5	Santram Rai	3	5	2.5	2	4	5	2	2	1	2	28.5
6	Suman Gurung	0	5	1	3	4	2	4	0	2	5	26
7	Jagesh Chandhary	3	4	2.5	4	3	5	5	3.5	4.5	5	39.5
8	Suraj Poudel	1	4	1	3	2	5	2	5	0	2	25
9	Roshan Phuyal	1	5	1.5	0.5	0	0	0.5	0	0	1	9.5
10	Ram Giri	2	5	1	3	3	5	3	0	0	0	22
11	Bibhusha Manandhar	4	5	4	5	4	5	3	5	4	5	44
12	Sudha Sharma	4	5	5	5	3	5	5	5	5	5	47
13	Mexina Khatiwada	3	5	3	3	3	5	5	0	3	5	35
14	Sabita Rimal	1	5	2.5	5	4	5	5	1	5	5	38.5
15	Saraswati Paudel	3	3	0	1.5	2	1	4	0	1.5	2	18
16	Nirmala Shure	2	5	1.5	4	2	3	5	1	1	0	24.5
17	Sabita Dahal	2	5	1	3	4	5	4	0	3	5	32
18	Dipika Humagain	2	5	2	2.5	3	5	3	0	4	3	29.5
19	Sunita Khatiwada	4	3.5	0.5	1	0	4	3	0	0	0	16
20	Kamala Dahal	3	5	2.5	1	2	5	2	2.5	1	2	26
		48	93	38.5	48	53	85	65.5	29	40	57	557
	Marks Obtained by boys	20	46.5	16.5	17	26	42	26.5	14.5	12.5	25	246.5
	Marks obtained by girls	28	46.5	22	31	27	43	39	14.5	27.5	32	310.5

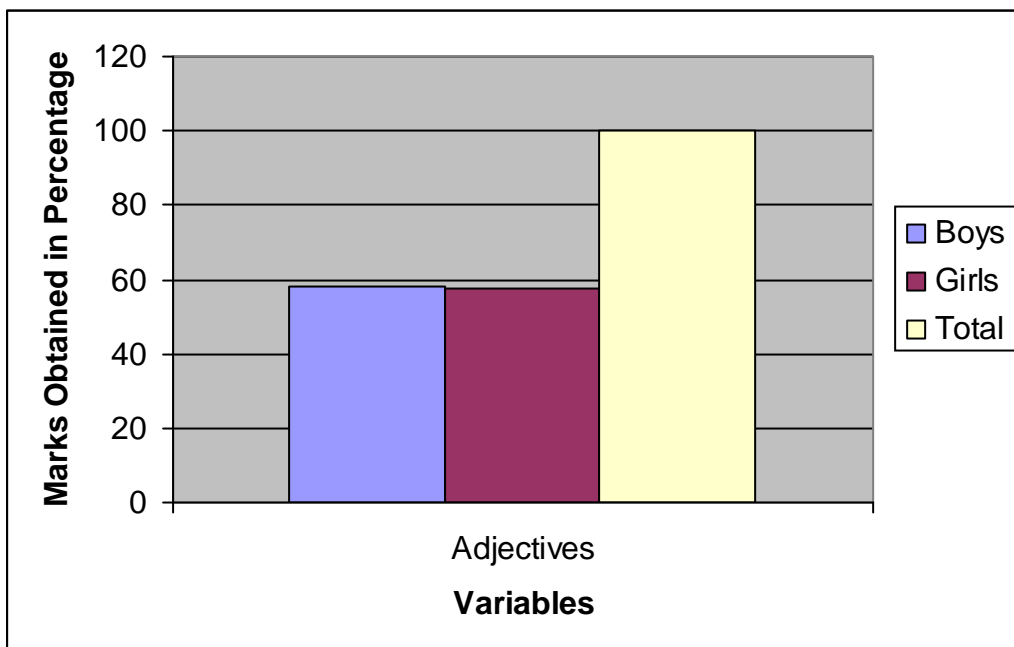
APPENDIX - IV

Diagrammatic Representation of the Students' Performance in Adjectives

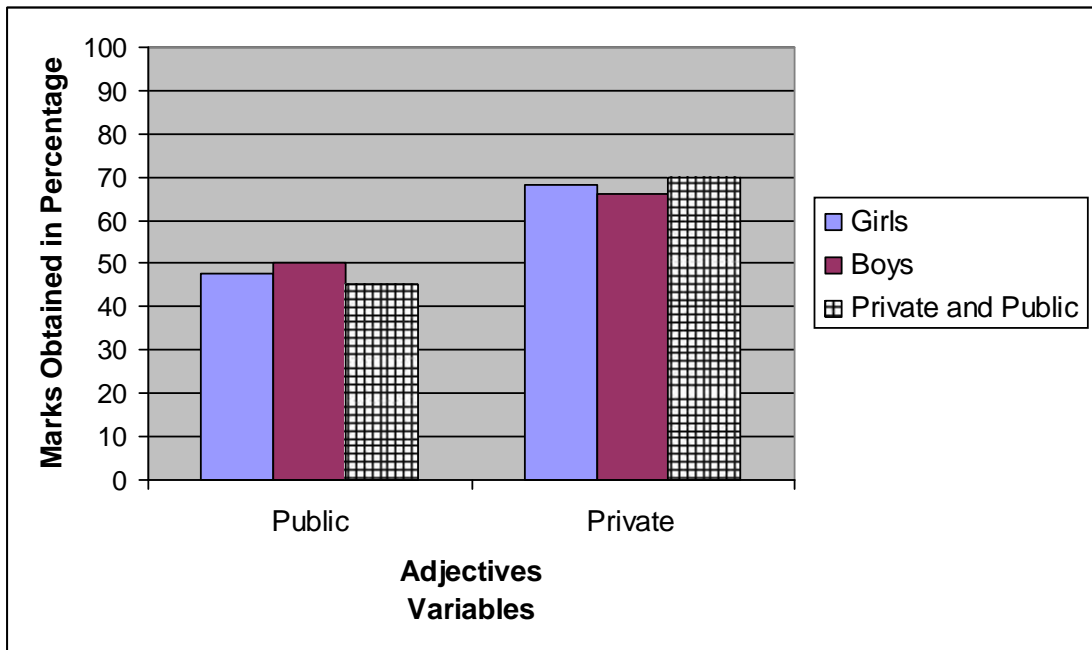
1. Total Proficiency of the Students in Adjectives.



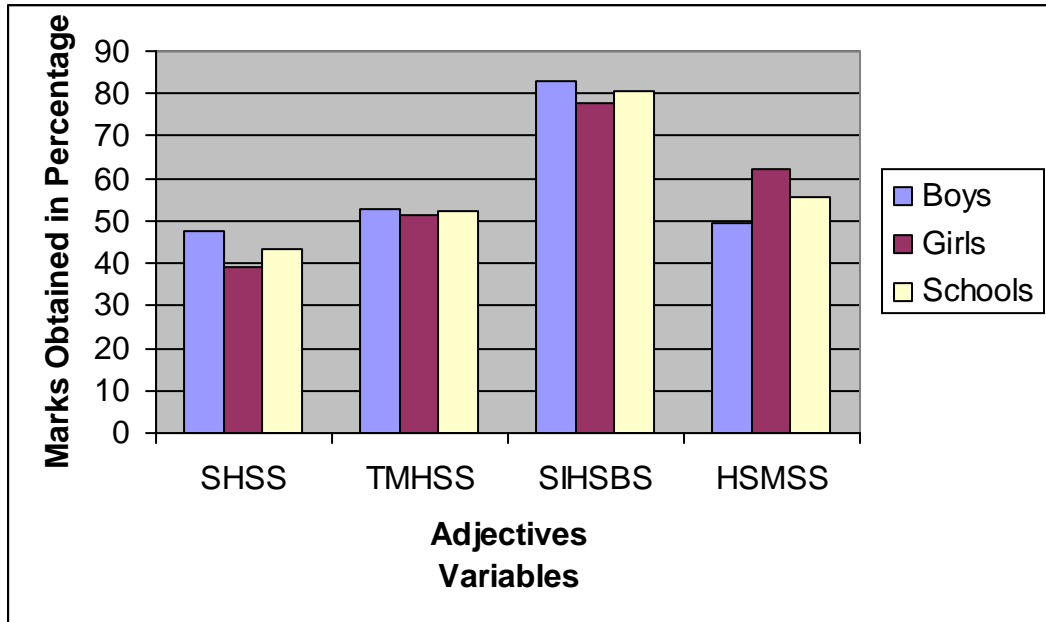
2. Total Proficiency between Sexes.



3. Sexwise Performance in Public and Private Schools in Adjectives.



4. Schoolwise Performance in Adjectives



Appendix-III

Test Result (Marks)

- Marks obtained by the individual students of Shree Siddhartha Higher Secondary School.

[Public School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Shib Kumar Chepang	1	3	2	1	3	5	4	1	0	3	23
2	Lok Bdr. Lama	2	5	1.5	1	4	5	2	0	0	2	22.5
3	Nirdesh Pudasainee	2	5	1	1.5	0	2	1	0	0	1	13.5
4	Jiwan Chhatkuli	3	4	2	3.5	3	3	3	0	1	4	26.5
5	Gyanendra Thokar	1	4	1	5	4	5	3	2	3	5	33
6	Bijay Tripathi	2	3.5	0	0	3	5	3	0	0	1	17.5
7	Bikash Bartaula	2	5	1	1	4	5	3	0	0	3	24
8	Dip Kumar Chepang	1	5	3	4	4	2	3	4	3	1	30
9	Harisharan Dhakal	2	5	1	2.5	3	3	5	0	0.5	3	25
10	Sanjay Dahal	3	4	2	3.5	2	2	3	1	0.5	3	24
11	Pradipa Kandel	2	3	0.5	0.5	3	2	0	0	0	2	13
12	Kripana Marhattha	3	3.5	2	1	0	3	1	0	0	3	16.5
13	Smriti Acharya	0	4	3.5	0.5	0	5	3	0	0	3	19
14	Srjana Bhattra	1	4	1	2	1	2	3	0	0	1	15
15	Anju Gole	1	5	1.5	3	0	3	5	0	0.5	3	22
16	Sanchita Pathak	3	5	1	1.5	1	3	0	0	3	3	20.5
17	Muna Thapa	3	4	2	1	2	3	2	0	2	1	20
18	Mannu Waiba	2	5	3	4	1	3	2	0	2	3	25
19	Ashka Dhakal	3	4	2	3	3	5	4	1	0	2	27
20	Samjhana Chhetri	2	4	1	2	2	3	3	0	0	1	18
		39	85	32	41.5	43	69	53	9	15.5	48	435
	Marks Obtained by boys	19	43.5	14.5	23	30	37	30	8	8	26	239
	Marks obtained by girls	20	41.5	17.5	18.5	13	32	23	1	7.5	22	196

2. Marks obtained by the individual students of Shree Tribhuvan Model Higher Secondary School.

[Public School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Lok Pd. Timilasina	2	5	4	4.5	0	5	4	5	5	1	35.5
2	Bishal Pd. Lamichhane	2	5	2	3.5	2	5	3	5	1	3	31.5
3	Krishna Dhungana	3	5	1.5	1	2	5	1	0	0	2	20.5
4	Laxman Shrestha	3	5	2.5	2.5	4	5	3	0	3.5	3	31.5
5	Rohit Shrestha	1	4	0	2	2	5	4	2	0	0	20
6	Bikram.....	2	4.5	1.5	1	3	5	2	0	1	5	25
7	Buabim Bartaula	3	4	2	0.5	3	2	3	0	0	3	20.5
8	Nagendra Lal Shrestha	2	5	0	1	3	5	5	0	2.5	3	26.5
9	Bitu Karki	3	3.5	1.5	3	3	5	5	0	4	5	33
10	Babu Raj Ghalan	1	4.5	1	3	2	5	3	0	0	0	20
11	Sajana Balami	2	5	4	3	3	5	5	5	4	3	39
12	Bina Lama	3	3.5	2	1	1	2	5	0	0	1	18.5
13	Anita Shrestha	2	5	2.5	3	3	5	2	0	2	1	25.5
14	Sita Chaulagain	2	5	0.5	2.5	2	3	5	0	0	5	25
15	Anjani Bidari	3	5	2	3	3	1	5	0	4	2	28
16	Sapana Nepal	3	5	0	1	0	4	3	0	1	3	20
17	Pratiksha Neupane	2	5	1.5	2	2	3	4	0	3.5	3	26
18	Jyoti K.C.	2	4	2.5	1.5	4	3	2	0	1	1	21
19	Usha Mainali	2	5	2.5	2.5	0	3	1	0	4	0	20
20	Sanjita Bidari	2	5	5	2.5	3	5	3	0	3.5	5	34
		45	93	39	44	45	81	68	17	40	49	521
	Marks Obtained by boys	22	45.5	16.5	22	24	47	33	12	17	25	264
	Marks obtained by girls	23	47.5	22.5	22	21	34	35	5	23	24	257

3. Marks obtained by the individual students of Solidarity International Higher Secondary Boarding School.

[Private School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Taranath Dhamala	2	5	4	5	3	5	5	2	4	3	38
2	Sajal Dhungana	3	5	4.5	5	5	4	4	5	5	4	44.5
3	Nishant Shrestha	5	5	3	4.5	4	5	5	4	5	5	45.5
4	Prakash Bhandari	3	5	5	4.5	4	5	5	3	4	3	41.5
5	Subash Neupane	3	5	2.5	3.5	3	5	3	0	3	5	33
6	Sudarsha Bhattarai	4	5	4	4.5	5	5	5	3	5	3	43.5
7	Pratik Pokhrel	3	5	3.5	5	5	5	5	5	5	3	44.5
8	Nikesh Batta	2	5	4.5	4	3	5	5	5	3	3	39.5
9	Prem Chhetri	3	5	5	5	3	5	5	5	5	3	44
10	Bikalpa Karki	2	5	4	5	3	5	3	5	5	5	41
11	Shreejana Karki	2	5	3	4.5	3	5	5	3	4	3	37.5
12	Alisha Manandhar	3	5	3.5	4.5	3	5	5	1	4	3	37
13	Chandani Dahal	3	5	4	5	3	5	5	2	5	3	40
14	Eliza Rupakheti	2	5	4	5	4	5	3	5	4	5	42
15	Suvechya Lamichhane	4	5	3	3.5	4	5	3	3	4	5	39.5
16	Asmita Acharya	2	5	2.5	4	4	5	3	4	3	5	37.5
17	Sujita Karki	2	5	3.5	3.5	4	5	5	5	3.5	5	41.5
18	Soni Lama	1	5	3.5	2.5	4	5	5	5	4	3	38
19	Poonam Basukala	1	5	4	4	4	5	5	4	4	3	39
20	Rama Shah	1	5	3	4	3	5	5	4	4	3	37
		51	100	74	86.5	73	99	89	73	83.5	75	804
	Marks Obtained by boys	30	50	40	46	37	49	45	37	44	37	415
	Marks obtained by girls	21	50	34	40.5	36	50	44	36	39.5	38	389

4. Marks obtained by the individual students of Hetauda School of Management and Social Sciences.

[Private School]

S.N.	Name of Students	Test Items										Total Marks
		1	2	3	4	5	6	7	8	9	10	
1	Suresh Neupane	4	5	0.5	0.5	2	5	1	0	1	3	22
2	Manoj Regmi	2	3.5	1.5	0	2	5	3	0	0	1	18
3	Asok Timilsina	3	5	3	0.5	4	5	5	4	3	5	37.5
4	Kamal Ghising	1	5	2	0.5	2	5	1	0	1	1	18.5
5	Santram Rai	3	5	2.5	2	4	5	2	2	1	2	28.5
6	Suman Gurung	0	5	1	3	4	2	4	0	2	5	26
7	Jagesh Chandhary	3	4	2.5	4	3	5	5	3.5	4.5	5	39.5
8	Suraj Poudel	1	4	1	3	2	5	2	5	0	2	25
9	Roshan Phuyal	1	5	1.5	0.5	0	0	0.5	0	0	1	9.5
10	Ram Giri	2	5	1	3	3	5	3	0	0	0	22
11	Bibhusha Manandhar	4	5	4	5	4	5	3	5	4	5	44
12	Sudha Sharma	4	5	5	5	3	5	5	5	5	5	47
13	Mexina Khatiwada	3	5	3	3	3	5	5	0	3	5	35
14	Sabita Rimal	1	5	2.5	5	4	5	5	1	5	5	38.5
15	Saraswati Paudel	3	3	0	1.5	2	1	4	0	1.5	2	18
16	Nirmala Shure	2	5	1.5	4	2	3	5	1	1	0	24.5
17	Sabita Dahal	2	5	1	3	4	5	4	0	3	5	32
18	Dipika Humagain	2	5	2	2.5	3	5	3	0	4	3	29.5
19	Sunita Khatiwada	4	3.5	0.5	1	0	4	3	0	0	0	16
20	Kamala Dahal	3	5	2.5	1	2	5	2	2.5	1	2	26
		48	93	38.5	48	53	85	65.5	29	40	57	557
	Marks Obtained by boys	20	46.5	16.5	17	26	42	26.5	14.5	12.5	25	246.5
	Marks obtained by girls	28	46.5	22	31	27	43	39	14.5	27.5	32	310.5