INTRODUCTION

General Background

Teaching English requires the students to be able to communicate in English fluently. Wh-questions and yes/no questions are part of grammar, meanwhile grammar is one of the language components which must be taught to the students in order that the students understand how to make sentences in English such as how to make question sentences.

Wh-questions are used to gain detail information about something. According to Krohn (2010, p.30), wh-question is a question, which needs information as the answer, and it usually has a question word in it. Not only use wh-question to make question but also, we are able to use yes/no question. According to Azar (1998, p. 8), yes/no question is a question that may be answered by Yes or No.

According to our learning outcome we can judge about our proficiency. According to Sharma (2012, p. 1) "language testing is the cover term to refer to any means of checking what students can do and cannot do with the language question." So that, we can say that testing is a device or tool for assessing the learners` language ability before teaching. To test we must ask questions related to various aspect of language. Teachers asks questions to the students either in oral form or written from and students also answer in the same ways or as guided by the teachers.

Wh-questions are formed with an interrogative word like who, whom, whose, what, which, when, where, why, how and so on. Wh-questions are used to ask about both objects and subjects. For example,

a)   What are you writing?

Ans, I am writing a thesis.

b)   Who wrote it?

Ans, I wrote it.

Ellis (1994, p. 716) defines open question as "an open question is one that has been formed with no particular answer in mind - a number of different answers are possible." In the same way Al - Ismaily (2006) said open questions are question which "allow for opinion, speculation, the generation of hypothesis, the putting of an argument." Open question mainly seeks the views and opinion of the respondents. They may have more than one acceptable answer and usually begin with words such as 'why' and 'How' or phrase tell me about. They may not be questions but implicitly ask for response.

There are so many rules or patterns in English grammar; one of them is in making question sentences. In our life, someone always asks questions to get information. In making question, students often misconstrue the question sentence itself. For example, when they make question to their teacher or friends, they produce such wrong question sentences as follows: "What you mean?" instead of "What do you mean?" To ensure them of one's statement, and "are you understand?" instead of "Do you understand?" or in asking one's name in spoken sentence they say, "Who is your name?" instead of "What is your name?". Teaching wh-questions is essential because to get information and making question we need the ways to ask. If the teacher does not teach it, so it makes the students unable to make question or asking about something. In this case, the students are hoped to have proficiency in using wh-questions.

Statement of the Problem

The research entitled "Grade Eight Students' Proficiency in Farmation of Wh-questions "   is an attempt to find out proficiency in wh-question formation of eight students. Testing is one of the means of evaluation. According to Krohn (2010, p. 30), wh-question is a question, which needs information as the answer, and it usually has a question word in it. Not only use wh-question to make question but also, we are able to use yes/no question. We can evaluate students` performance and competence of language teaching. Students sometimes need to ask question to their friends as well as to their teachers to conform their understanding or confusion. When students are able to form question, they can easily get right answer but when they lack special skills of making Wh-questions, they could not get expected answer from the respondents.

There are various patterns of forming question according to person, situation and subjects. Mainly, students who do not get much more exposure from teacher feels difficult to from wh-questions but who gets regularly exposure can easily make wh-questions. In the context of Nepal, students who are learning language admitting at Government schools are found shy and poor in questions formation. But students who are learning private boarding schools are quite stronger in making wh-question. Therefore, students must be well motivated and trained to from various types of wh-questions.

Why do some of the students have vocabulary but they are not able to make question sentences? Why do are not able to apply in using wh-questions? Why students feel difficult to form wh-questions? That is why, it is necessary to test students` proficiency in formation of wh-questions.  That`s why I have selected this topic to test students' proficiency in wh-questions formation of eight graders.

Objectives of the Study

The objectives of this study were as follows:

I.   To examine the proficiency in wh-questions formation of eight graders.

II.   To explore difficulties faced by the students while forming wh-questions.

Research Questions

The following research questions were used in the study:

a)   What is the proficiency of eight graders in wh-questions formation?

b)   What are the difficulties faced by students while forming wh-question?

Significance of the Study

        The study attempts to find out the proficiency in wh-questions formation of eight graders. So, the finding of this study will be significant in the field of language teaching and testing. It will be significant to language students, teachers, methodologies and those who are involved in the field of English language teaching as well. This study will support curriculum designers too as it will reveals the student's standard at Government schools and private schools. Moreover, it will be guide for further study of classroom activities and proper management.

Delimitations of the Study

The limitations of the study were as follows:

  i.   The study was limited to lower graders school`s students only.

 ii.   The study was limited to the 100 students of different lower secondary schools of Sunsari district.

iii.   The study was limited to wh-questions only.

iv.   This study was limited to the data obtained through questionnaires.

 v.   There were ten schools, out of them five Government schools and five private schools only.

Operational Definition of the Key Terms

For the sake of clarity, the terms used in this study are defined from operational point of view as following ways:

WH-Questions: The question which starts with QH word is known as WH-Questions.

Eight Graders: Students Studying at grade eight in both government and private school.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of the study consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

The researcher needs to draw knowledge from the previous studies. Since, they provide foundation to the present studies. This section is all about the review of the theoretical literature related to grade eight students' proficiency in formation of Wh-questions.

English Language Teaching

Generally, language teaching means teaching skills, namely listening, speaking, reading and writing. Teaching language also involves all the aspects of language like pronunciation, spelling, vocabulary, grammar, and communicative functions. Richards (2010, p.36) argue that "teaching is a very personal activity, and it is not surprising that individual teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching." Thus, teaching is a complex activity through which students gets knowledge for personal growth. Richards and Rodgers (2010, p.1) argue that "Language teaching came into its own as a profession in the twentieth century." Since then, language teaching is regarded as not a constant process: rather it changes together with the development of new technologies and emergence of new approach and methods of teaching. Since English is international and dominant language, English is the most widely studied foreign language.

In the context of Nepal, the history of English language teaching can be traced back to the Rana regime. The formal beginning of English language teaching was started

when Jung Bahadur Rana established Durbar School in 1910 B.S. Awasthi (2009, p.199) mentions:

> *English entered in the Nepalese education in 1854 when the first Rana Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP.*

The Definition of Proficiency

Proficiency is able to do something well because of training and practice (Oxford Dictionary, 2005: 342). According to Richards J.C and Schmidt S. (1999: 204), proficiency means a person's skill in using a language for a specific purpose. Based on the statements above, the writer concludes that proficiency is the final acquisition of something after attending the process. It means that proficiency is the ability of understanding about something. It refers to the result of the students after he/she got some experiences through learning, training, and practice.

Interrogative Sentence

Question sentence is a sentence which is used to get response of the answer (Cook, 1972, in Eva, 2003:7). According to (Wilson, 1997, in Rosita, 2007:14), the art of asking a question is one of the basic skills of good teaching. He believes that knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good teaching an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learner reach new levels of thinking. Through the art of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical

thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding. Teacher may improve their questioning proficiency by practicing asking different types of questions.

Types of Interrogative Sentences

In general, there are three types of Question in English. Yes/no Questions, Tag questions and wh-questions (Frank, 1972:88).

Yes/no Questions: These are simple questions which answer with yes or no as a response. For example:

Question: Did Muna arrive late?

Answer: Yes, she did.

Question: Did Muna arrive late?

Answer: No, she didn't

Tag questions: The tag question is a question added at the end of a sentence. For example:

Question: There still some bread left, isn't there?

Answer: Yes, there is.

Question: It's not raining, is it?

Answer: No, it isn't.

Interrogative-Word Questions: The Interrogative-Word question (Wh-question) is a type of question asking for more detail information. Yes or no answers are not appropriate to response Wh-questions.

 Wh-question consists of:

Questions	Indicates
What	Object/idea/Action
Which	Choice of alternatives
When	Time
Were	Place
Why	Reason
Who	Person
How	Manner

Wh-Questions

Wh-Questions are used to gain detail information about something. In this case, the writer also focused her study in wh -questions as being compared with yes/no questions in relation to students' proficiency in writing these two types of questions. The reason for choosing wh-question is because this question is used to dig more detail information about someone or something. In the following the writer will explain some characteristics of wh-questions.

The Characteristics of Wh-Questions

Wh-Questions have several characteristics as follows (Frank, 1972, p. 91-92):

Using What: "What" is used as the subject of a question. It refers to thing. For example:

What made him stressed?

"What" is also used as an object. For example: What does she read?

Using Which: The question of "which" is used for asking choice. For example:

Which novel do you like?

Which countries did he visit?

Using When: The question of "when" is used to ask questions about time. For examples:

When do you want to do it?

When will we go?

Using Were: The question of "where" is use to ask questions about place. For examples:

Where did you see her?

Where did your mother buy the flower?

Using Why: It is more than other questions, because it produces the greatest responses. "Why" is used to ask for reasons. It asks the students to analyze and explain the topic. Furthermore; these questions help the students get more understanding of their topic. For examples:

Why do you come late?

Why did you do it?

Using Who: "Who" is used as the subject of a question. It refers to people. "Who" not only used for subject but also can be used for object in informal condition. For example:

Who comes here every day?

Who do you love?

Using How: "How" generally asks about manner or asking about how something happen. For example:

How does he go to school?

How does he drive?

Types of Wh-questions

Wh question are formed with an interrogative word (who, whom, whose, what, which, when, where, why, How). They are of four types:

Embedded wh questions: Embedded wh questions are embedded inside a larger sentence and do not undergo subject - auxiliary inversion or do insertion. For example:

I want to know where she lives.

Wh - information questions: Wh information question are used to request information that has not been previously mentioned. For example:

Excuse me, where is the Nepali depart here?

Repeat please questions: This type of question is usually uttered when the speaker wants someone to repeat part of something he or she said. For example:

A: She went to Pokhara

B: She went to where?

Elaborate please questions: Elaborate please question are asked to get someone to elaborate an answer that has been given. For example:

A: Hey! That guy just picked my pocket!

B: Which guy?

Generally, we see that, Wh-questions were the main part of questioning by the teacher and students in the process of teaching and learning e.g. Why was Galileo put in prison? And so on.

There are various types of wh-questions used to as question for the conformation of information or order the people to make them follow the order. There are four types of wh-questions, that`s why my concern was including all these types as a set of questionnaires. So that I will be able to judge students` proficiency

on formation of wh-questions. Various aspects of wh-questions also will be test as far as possible like: object/action, Choice of alternatives, time, place Reason Person Manner etc.

Formation of WH-Questions

We usually form wh-questions with wh- + an auxiliary verb (be, do or have) + subject + main verb or with wh- + a modal verb + subject + main verb: Be: When are you leaving? Who's been paying the bills? *Wh*-questions begin with *what, when, where, who, whom, which*, *whose*, *why* and *how*. We use them to ask for information. The answer cannot be *yes* or *no*:

A: *When do you finish college?*

B: *Next year*.

A: *Who is your favourite actor?*

B: *George Clooney for sure!*

For Example:

Formations of WH-Questions	Examples
Be: (is, am, are, was, were)	When are you leaving?
Do: (do, does, did)	Where do they live?
Have: (Have, Has, Had)	What has she done now?
Modal: (shall, should, will, would, can ,could, may, might etc.)	Who would she stay with?

Review of Empirical Literature

Every new task needs knowledge of previous background which can help and direct to reach the new target of finding or ideas. Numbers of researches have been

carried out on analyzing the language skills, aspects and language function including the English textbook of various levels. But very few researches have done in the field of language testing. Some of the related theses are mentioned as bellow:

Upadhya (2001) carried out a research on "A study on the vocabulary achievement of the students of higher secondary level. It was done to find out the proficiency level on the phrasal verbs of the students of higher secondary level. The researcher used questionnaire and interview schedule for data 21 collection. The researcher consulted different books, journals, articles as well websites to collect more information for the study. The finding of the study showed that the students from commerce faculty achieved better Proficiency then those of the rest.

A research by Neni (2002), in her research she emphasized on A Study on Ability in Using Question Word by the First Year Students of SMU N 1 Cirenti. In her research, she only discussed how good is the ability in using question words of the first-year students of SMU N 1 Cirenti. In her research, the writer only took 30 % from 3 classes of them by using random sampling technique from 120 students. So, the sample of this research were 40 students. In her research she found out the result of the test given is still low.

A research by Eva (2003), the research entitled The Ability in Constructing Yes/No Questions and Information Question at the Second Year Students of State Islamic Junior High School (MTsN) Pekanbaru. This research concerned with the ability of second year students of MTs N Pekanbaru in constructing yes/no questions and information questions. In her research, she discussed about; how good is the ability of the second year students of MTsN Pekanbaru in constructing interrogative sentences? how good is the ability of second year students of MTsN Pekanbaru in

constructing yes/no questions? In this research the writer only took 20% from 10 classes of them by using random sampling technique from 400 students. In her research she found out that information question is more difficult to be constructed by the students comparing to yes/no question. In her research, students' ability in constructing good questions sentences is fair to poor level.

Gyawali (2004) carried out a research on "A comparative study on vocabulary teaching through direct and indirect techniques in Government secondary schools." Questionnaire and observation were used as the primary source of the data. The researcher consulted different books, journals, articles as well as websites to collect more information for the study. The subjects were randomly selected. The study found that the direct method is preferred in vocabulary teaching to indirect method. There are many researches on language but very few researches are carried on vocabulary. No research has been carried out so far on direct and indirect techniques in teaching vocabulary in Government secondary schools.

Likewise, Ghimire (2007) has carried out a research entitled "A study on vocabulary development of the students of grade six". The objectives of the study were to study the vocabulary development of grade six students and to make comparative study of the vocabulary development of the students on the basis of different variables such as active vs passive vocabulary, boy's vs girl's performance, school wise and district wise comparison. The researcher collected data using questionnaire schedule and interview schedule. The researcher consulted books, journals, articles as well as visited some related websites to collect more information for the study.

Shah (2009) carried out a research entitled 'Proficiency in guided writing'. The objectives of the study were to find out the guided writing proficiency of grade 10 students of Rukum district, to compare their proficiency in terms of school and gender and to find out weaknesses and strength of the students in guided writing. Sample population was taken from four Government secondary schools of Rukum district. 80 students were selected from each school randomly through different strategies like gender-wise, item-wise, holistic and school-wise selection. The researcher used a set of tests consisting of five questions to collect data from the student. The tasks were: story writing, newspaper report writing, letter writing, parallel writing and completing dialogue. It has found that 39 the average total proficiency of all students in guided wiring was 50.92 percent. Students obtained the highest marks in parallel writing, 68.20 percent student obtained lowest mark in letter writing 35.83 percentage proficiency. Himalayan Higher Secondary School, Khola Gaun was the best among selected. Average total proficiency of the students of this school was 59.80 percent.

Sharma (2010) conducted a survey research on 'Writing proficiency of the Students of Higher Secondary School'. The objective of the study was to find out the writing proficiency on punctuation, subject verb agreement and the preposition in the writing of the twelfth graders. The test items were used as the tool and techniques of data collection. Both primary and secondary sources of data were used in the study. Forty students from Government secondary school were the sample population. The researcher used judgmental sampling procedure. The major finding of research was that the students 'writing proficiency was not so satisfactory because 45% students were found not able to insert the correct preposition and 43% students lacked the knowledge of subject verb agreement.

Regmi (2011) carried out a research entitled "Writing proficiency of the students of Banke District. The objectives of the study were to find out their writing proficiency and to analyze their proficiency in free writing. The sample size of the study comprised of sixty students from three Government schools and institutional schools. The researcher adopted purposive non-random sampling procedure. He used the test items to collect data. The test items 40 included three essays - type questions. The major finding of the study was that the average proficiency of the students in free writing was found to be 24.11 among the students representing three different schools Bal Niketan Higher Secondary School, Mahendra Higher Secondary School and Janata Higher Secondary School. As a whole, 50% of students were found above average proficiency and rest 50% were found below average proficiency, i.e. 24.11.

Likewise, Dhamala (2019) carried out a survey research on Proficiency of Grade Ten Students on Guided Writing aimed to find out the proficiency of grade ten students on guided writing in terms of content, grammar, organization, selection of vocabulary and punctuation and compare their proficiency on the basis of schools. She used survey research design to carry out the research work. To meet the objectives of my research I selected forty students from six different schools of Dhanpalthan rural municipality of Morang district by using judgmental sampling procedure. She used test items as a tool for data collection. From the study, it was explored that proficiency of grade ten students on guided writing is not satisfactory in whole but it varies from item to item. The students of grade ten are far more proficient in paragraph writing compared with other items such as news writing, letter writing, story writing and less proficient in narrating events. Students of private schools are found to be more proficient than the students of Government schools with variation of 1.27 average mark.

I have not found any research carried out before related to my research topic under the Department of English Education. My study is different from the other research in the, sense that it is perceptual study of perception of secondary level`s students towards the literature. So, I am interested to carry out a research work entitled "Grade Eight Students' Proficiency in Formations of Wh-questions." So, this research is the first in the department.

Implication of the Review for the Study

Each and everything had done has its own importance. As I have reviewed some of the previous research works, it helped me to know what aspect on the topic had been found out before. This review of research work helped to get some insights about how to carry out research. I retrieved some very important information related to my study. The review helped to relate past finding to the present-day context. Not only it is very much important to notice what has been said on the topic before. Thus, the research work that I reviewed provided me with valuable insights on various aspect of topic, I observed the objectives, research tools, sources of data, sampling procedure, methodology and finding of some of the previous research work which eventually enlarged my past and present knowledge regarding the subject matter as well as I got elaborated knowledge on how to form objectives, to prepare research tools and to apply these tools effectively and to find appropriate sources of data. So, the review of these studies is helpful for me.

Conceptual Framework

The conceptual framework grows out of the theoretical frame work which relates to the specific research problems. Conceptual framework describes the way

or process to conduct the actual research. Here actual research refers to methodology

in general. The conceptual framework to conduct my research can be

diagrammatically shown as:

Grade Eight Students' Proficiency in Formations of Wh – questions

Get approval of proposal from department of English education

Preparation of questionnaires

Rapport building with the respected schools and students

Presentation of questionnaires

Collection of data

Analysis of data

Bringing final draft
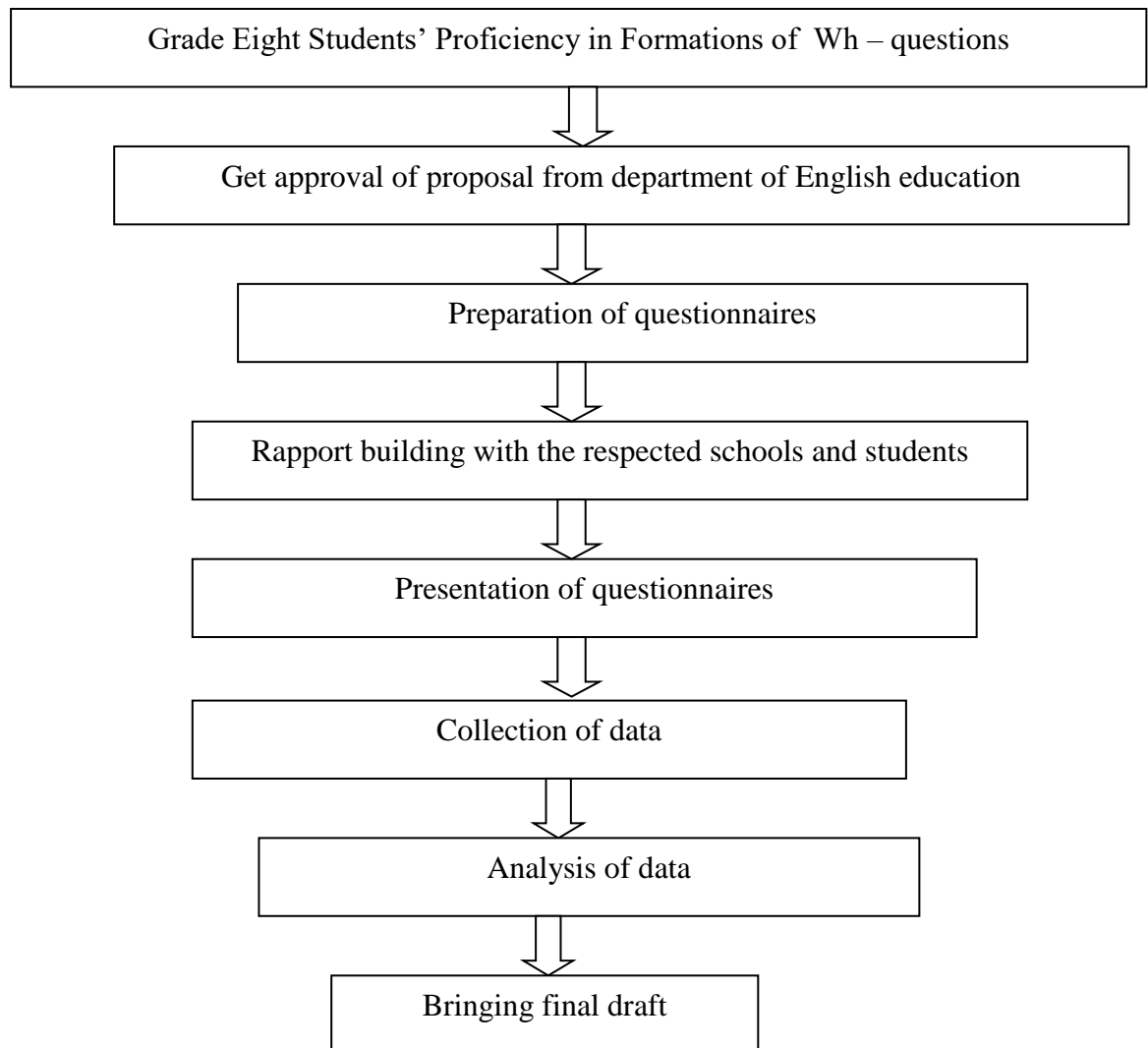
METHODS AND PROCEDURES OF THE STUDY

Design of the Study

This research was survey research. For the completion of this research work I had collected students` responses related to Wh-questions.

Sources of Data

For the completion of this research, I have used both primary and secondary sources for my study.

Primary Sources of Data

Students studying in lower secondary level`s schools were primary sources of my study. There were 100 students (five girls and five boys from each schools) from ten schools (five Government and five private schools).

Secondary Sources of Data

I have used different books, articles, journals from various writers and researchers like Frank (1972), Azar (1998), Ellis (1994), Awasthi (2009), Richards and Lockhart (2010), Krohn (2010) etc. and online materials as a secondary source of data to complete my study.

Population and Sample

The populations of this study were 100 students studying at 10 different private and Government schools of Sunsari District.

Sampling Procedure

I had adopted random sampling procedures in selecting sample as sample of the study. I had selected five private and five Government secondary schools and have a contact for the collection of data.

Tools for Data Collection

In order to achieve the objective of the study I had used questionnaires as the major tools of data collection.

Data Collection Procedure

In order to collect the data, I had prepared questions. I had built good rapport with school`s family (students and teachers). Finally, the data was collected and they presented statistically and descriptively.

Data Analysis and Interpretation Procedure

After collecting the data through questionnaire, interview and checklist, they were analyzed and interpreted both in statistically and descriptively.

Ethical Consideration

During my study I took informed consent from the authority to maintain confidentiality regarding the information of proficiency in WH-questions. I have not used the data for the sake of other purpose without the permission of informants except for my research. I have not made any manipulation in collected data. I have not done any harm to the creation while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of the data in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data collected from the students. After collecting the data, the answers were checked and marks were assigned to them. Then the marks obtained by the students of each question was presented in the table. After grouping their marks, percentage of each item and the average marks scored by each student from each school in WH-questions were carefully calculated. Finally, students` proficiency in WH-question formation was compared on the basis of the marks they obtained.

Results

On the basis of the rigorous analysis and interpretation of the data, the following results/finding of the study were extracted which were presented below:

a) It is found that, both boys and girls obtained 75.6 percentage and 37.8 average marks out of 50 full marks. (See Table 1 and Appendix IX)

b) Students obtained 92.2 percentage marks in question no. 1 which is the highest percentage and 58.6 percentage in question no 5 which is the lowest percentage. (See Table 1 and Appendix IX)

c) Girls obtained total 39.84 average marks out of 50 full marks and boys obtained only 36 average marks out of 50 full marks. (see table no. 2)

d) Government schools` girls scored 70.96 percentage which is 35.48 total average marks out of 50 full marks. (See table 3 (A))

e) Private schools` girls scored 87.6 percentage which is 43.8 total average marks out of 50 full marks. (see table 3 (B))

f) Government boys scored 57.36 percentage which is 28.68 total average marks out of 50 full marks. (See in table 4 (A))

g) Private schools` boys scored 86.64 percentage which is 43.32 total average marks out of 50 full marks. (See table 4(B))

h) Private schools Girls scored highest percentage i.e. 87.6 which is 43.8 marks out of 50 full marks and Government schools` boys scored lowest percentage i.e. 57.36 which is only 28.68 marks out of 50 full marks. (see table no 15)

Discussion

In this section collected data is presented in the various table from table 1 to 10. There are all together five questions. Question no. 1 and 2 carried 5/5 full marks, questions 2 and 3 carried 10/10 full marks and question 5 carried 20 full marks. At first, data is presented in the table and frequency is calculated according to the marks obtained by both boys and girls. While calculating marks, students` obtained marks of each question is calculated individually, schools wise and also compared with gender wise. Students proficiency in WH-questions of grade eight was also compared with Government schools and private school and marks were presented through obtained marks, percentage and average marks of each items.

Holistic Analysis of Students` Proficiency in WH-questions

In this section, total proficiency in WH-question of Eight graders is presented. Firstly, marks obtained by both boys and girls from both Government and private schools were calculated from each question. Altogether there were 50 boys and 50 girls, their obtained marks and their frequency is presented in the following table:

Table 1

Holistic Analysis of Students Proficiency in WH-question

		Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
50 Girls and 50 Boys	Total Marks	500	500	1000	1000	2000	5000
	Ob. Marks	461	449	910	788	1172	3780
	Percent	92.2	89.8	91	78.8	58.6	75.6
	Avg Marks	4.61	4.49	9.1	7.78	11.72	37.8

From this table no 1 we can say that, both boys and girls obtained 75.6 percentage and 37.8 average marks out of 50 full marks. It indicates that the grade eight students' proficiency in formation of WH-questions is better.

All boys and girls obtained 92.2 percent and 4.61 average marks in question no.1, 89.8 percentage and 4.49 average marks in question no.2, 91 percentage and 9.1 average marks in question no.3, 78.8 percentage and 7.78 average marks in question no. 4 and 58.6 percentage and 11.72 average marks in question no. 5.
Students obtained 92.2 percentage marks in question no. 1 which is the highest percentage and 58.6 percentage in question no 5 which is the lowest percentage with comparison to other items.

In conclusion, to identify the grade eight students' proficiency in formation of wh-questions, I had prepared different five items of questions where students were asked to use appropriate wh-words. There were fifty girls and fifty boys participated as respondents. All boys and girls were found having good knowledge in using wh-

questions. However, students of government schools are to be scaffolded with due attention and practice.

Total Frequency of Boys and Girls from Both Private and Government Schools

In this section, total frequency of both boys and girls from both private and Government schools is presented in the following table:

Table 2
Total Frequency of both Boys and Girls

50 Girls		Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
	Total Marks	250	250	500	500	1000	2500
	Ob. Marks	236	222	460	409	655	1992
	Percent	94.4	88.8	92	81.8	65.5	79.68
	Avg. Marks	4.72	4.44	9.2	8.18	13.3	39.84
50 Boys	Ob. Marks	225	227	452	379	517	1800
	Percent	90	90.8	90	75.8	51.7	72
	Avg. Marks	4.5	4.54	9	7.58	10.34	36

From this able 2 we can say that, girls` frequency is highest i.e. 79.68 percentage than boys because boys scored 7.68 less percentage in overall WH-questions which is 72 percentage.

Girls obtained total 39.84 average marks out of 50 full marks and boys obtained only 36 average marks out of 50 full marks. In question no. 1 girls obtained higher marks than boys which is 0.22 average marks. In question no.2 boys scored higher marks than girls which is 0.10 average marks but in other items girls obtained higher marks than boys. In question no. 2 girls obtained 88.8 percentage and boys obtained 90.8 percentage, question no. 3 girls obtained 92 percentage and boys obtained 90 percentage, question no.4 girls obtained 81.8 percentage and boys

obtained 75.8 percentage and in question no. 5 girls obtained 13.3 percentage and boys obtained 51.7 percentage.

In conclusion, it was found that girls were found having better proficient in wh-question formation than the boys in the eighth grade. Girls overall proficiency was better than boys because girls obtained 39.84 average marks out of 50 full marks whereas boys obtained 36 average marks out of total 50 full marks. From this quantitative data we can say that girls are forward with four marks than the boys. It means girls are paying better attention and being laborious in the learning activities conducted by the ELT teachers.

Gender Wise Proficiency of Students in Formation of WH-questions

In this section proficiency of both girls and boys in QH-question is calculated. Marks of each school is tabulated and frequency is calculated of both girls and boys in each item of question.

Girls` Proficiency in Formations of WH-questions

In this section girls` proficiency in Government schools and private schools` girls is presented. First table no. 3 (A) shows the proficiency of girls in WH-question from Government schools and table 3 (B) shows WH-questions proficiency of private schools. Finally, comparison is also presented in a descriptive form.

Table 3 (A)
Government Schools` Girls Proficiency

Total Girls 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	114	100	224	183	266	887
Percent	91.2	80	89.6	73.2	53.2	70.96
Avg. Marks	4.16	4.54	8.96	7.32	9.32	35.48

Table 3 (A) indicates that Government girls scored 70.96 percentage which is 35.48 total average marks out of 50 full marks. Girls from government school scored highest percentage in questions no. 1 which is 91.2 percentage and 4.16 average marks out of 5 full marks and Government girls scored lowest percentage in question no. 5 which is 53.2 percentage and 9.32 average marks out of 20 full marks.

In conclusion, as we know that, there is only one period to learn English at community schools, girls are found having good proficiency in English i.e. wh-questions. This table clearly shows that girls are more proficient in choosing wh-word for the completion of the questions. However, Government girls are not so proficient in the formation of wh-question by using wh-word by themselves. That is why it suggests that teachers should give more clear instruction for the better learning achievement.

Table 3 (B)

Private Schools Girls Proficiency

Total Girls 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	122	122	236	226	389	1095
Percent	97.6	97.6	94.4	90.4	77.8	87.6
Avg. Marks	4.88	4.88	9.44	9.04	15.56	43.8

Table 3 (B) indicates that private schools` girls scored 87.6 percentage which is 43.8 total average marks out of 50 full marks. Private schools` girls scored highest percentage in questions no. 1 and 2 which is the equal marks being 97.6 percentage and 4.88 average marks out of 5 full marks and private schools` girls scored lowest percentage in question no. 5 which is 77.8 percentage and 15.56 average marks out of 20 full marks.

In conclusion, private school`s heart is the better opportunity of the use and communication through English language. Private schools' girls seem to be more proficiency in ticking correct wh-word, matching items and filling the GS with Wh-word rather than making wh-question by themselves. In comparison to both Government girls and private schools, private schools` girls scored higher marks i.e. 87.6 percentage and 43.8 average marks out of 50 full marks but Government girls scored 70.96 percentage and 35.48 total average marks. That`s why we can say that those girls who are studying in private schools have better proficiency in wh-question formation than Government or Government schools` girls.

Boys` Proficiency in Formation of WH-questions

In this section boys` proficiency in Government schools and private schools` boys is presented. First table 4 (A) shows the proficiency of boys in WH-question from Government schools and table 4 (B) shows WH-questions proficiency of boys from private schools. Finally, comparison is also presented in a descriptive form.

Table 4 (A)

Government Schools Boys Proficiency

Total Boys 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	105	103	212	145	152	717
Percent	84	82.4	84.8	58	30.4	57.36
Avg. Marks	4.2	4.12	8.48	5.8	6	28.68

Table 4 (A) indicates that Government boys scored 57.36 percentage which is 28.68 total average marks out of 50 full marks. Government boys scored highest percentage in questions no. 3 which is 84.8 percentage and 8.48 average marks out of 10 full marks and Government boys also scored lowest percentage in question no. 5 which is 30.4 percentage and 6 average marks out of 20 full marks.

In conclusion, boys who are studying in Government schools are found having good knowledge in the formation of wh-questions. This data suggests that teachers must be more active while teaching wh-question in the class and make boys better in the formation of wh-question. It is because boys of Government school got lowest marks in comparison to other girls and boys of both Government and private one.

Table 4 (B)

Private Schools Boys Proficiency

Total Boys 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	120	124	240	234	365	1083
Percent	96	99.2	96	93.6	73	86.64
Avg. Marks	4.8	4.96	9.6	9.36	14.6	43.32

Table 4 (B) indicates that Private schools` boys scored 86.64 percentage which is 43.32 total average marks out of 50 full marks. Private schools` boys scored highest percentage in questions no. 2 which is 99.2 percentage and 4.96 average marks out of 5 full marks and private schools` boys also scored lowest percentage in question no. 5 which is 73 percentage and 14.6 average marks out of 20 full marks.

In comparison to both Government boys and private schools` boys, it is found that private schools boys' proficiency is far better than Government boys because private schools boys scored 86.64 percentage but Government boys obtained 57.36 percentage which is 29.28 percentage less marks than private schools` boys.

In a conclusion, private schools boys scored higher marks in all each item of asked questions to form WH-questions from the given questionnaires. This means boys of private schools have better proficiency in the formation of wh-questions. This may be the result of English teacher where they have given better explanation and opportunity about the formation and placement of right wh-word in right place.

School Wise Proficiency of Students in Formation of WH-questions

In this section school wise proficiency both boys and girls in WH-question is tabulated and calculated.

Government Schools Proficiency in Formation of WH-questions

In this section boys and girl's proficiency in WH-question from Government schools is tabulated and calculated frequency of both boys and girls and also compared between both genders.

GS 1` Boys and Girls Proficiency in Formation of WH-questions*:* In this section proficiency of both boys and girls from Government school (GS) 1 in WH-question is presented as below.

Table 5

GS 1 Proficiency in formation of WH-questions

Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G. Total 50	Avg. Marks	%
Girls	25	23	45	44	82	219	43	87.6
Boys	25	25	50	41	68	209	41.8	83.6
Total	50	48	95	85	150	428	-	-
Avg. Marks	5	4.8	9.5	8.5	15	42.8	-	-
Percentage	100	96	95	85	75	85.6	-	-

Table 5 indicates that students of GS 1 obtained 42.8 average marks out of 50 full marks which is 85.6 percentage. All the students answer correct answer in question no.1 and got 100 percentage and students scored lowest marks in question no. 5 which is only 75 percentage.

The average mark of girls is 43 which is 87.6 percentage and average marks of boys is 83.6 percentage and average marks is 41.8. Girls score is better than the score of boys in GS 1 school.

In conclusion, in the Government school 1, girls are found giving more effort in the learning activities in the ELT classes because they got very good marks in each item of questions asked to them. However, boys are found following girls' marks, they need to practice more and more to do competition with the girls of the eight graders.

GS 2 Boys and Girls Proficiency in Formation of WH-questions: In this section proficiency of both boys and girls from Government school (GS) 2 in WH-question is presented as below:

Table 6

GS 2 Proficiency in Formation of WH-questions

Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	22	22	47	45	57	193	38.6	77.2
Boys	18	20	30	25	21	114	22.8	45.6
Total	40	42	77	70	78	307	-	-
Avg. Marks	4	4.2	7.7	7	7.8	30.7	-	-
Percent	80	84	77	70	78	61.4	-	-

Table 6 indicates that students of GS 2 obtained 30.7 average marks out of 50 full marks which is 61.4 percentage. Students scored highest marks in question no. 2 where 84 is the percentage and students scored lowest marks in question no. 4 which is only 70 percent.

The average mark of girls is 38.6 which is 77.2 percent and average marks of boys is 45.6 percent and average marks is 22.8. Girls score is better than the score of boys in Kabir Secondary school.

In conclusion, we can say that girls in the school 2 of Government are found very good than boys because they got nearly double marks than boys in total. That`s why teacher should use new methods in the ELT classes and bring better out come in the language learning i.e. formation of WH-question.

GS 3 Boys and Girls Proficiency in Formation of WH-questions*:* In this section proficiency of both boys and girls from Government school 3 in WH-question is presented as below:

Table 7

GS 3 Proficiency in Formation of WH-questions

Gender	Ques. 1 F. M 5	Ques. 2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	19	10	37	12	16	96	18.8	37.6
Boys	17	18	44	21	29	129	25.8	51.6
Total	36	28	81	33	45	223	-	-
Avg. Marks	3.6	2.8	8.1	3.3	4.5	22.3	-	-
Percent	72	56	81	33	22.5	44.6	-	-

Table 7 indicates that students of GS 3 obtained 22.3 average marks out of 50 full marks which is 44.6 percent. Students scored highest marks in question no. 3 where 81 is the percentage and students scored lowest marks in question no. 5 which is only 22.5 percent.

The average mark of girls is 18.8 which is 37.6 percent and average marks of boys is 25.8 and 51.6 percent. It seems that boys score is better than the score of girls in Rastriya Secondary school.

In conclusion, boys who are studying in this Government school 3 found having better proficiency in the formation of wh-questions than girls of the same school. Girls are not too bad but needs some careful learning of the wh-questions and teachers need to give due attention for the better learning outcome.

GS 4 Boys and Girls Proficiency in formation of WH-questions: In this section proficiency of both boys and girls from Government school 4 in WH-question is presented as below:

Table 8

GS 4 Proficiency in Formation of WH-questions

Gender	Ques. 1 F. M 5	Ques. 2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	25	23	49	34	30	161	32.2	64.4
Boys	21	21	40	30	8	120	24	48
Total	46	44	89	64	38	281	-	-
Avg. Marks	4.6	4.4	8.9	6.4	3.8	28.1	-	-
Percent	92	88	89	64	19	56.2	-	-

Table 8 indicates that students of GS 4 obtained 28.1 average marks out of 50 full marks which is 56.2 percent. Students scored highest marks in question no. 1 where 92 is the percentage and students scored lowest marks in question no. 5 which is only 19 percent. The average mark of girls is 32.2 which is 64.4 percent and

average marks of boys is 24 and 48 percent. Girls score is better than the score of

boys in Laxmi Basic school.

In conclusion, in this Government school 4 again girls performed better than

boys in the formation of wh-questions. In all the five questions girls scored better

marks in all the five items. In this school teachers should use various techniques in the

ELT classes which will promote students learning outcome.

GS 5 Boys and Girls Proficiency in Formation of WH-questions: In this section

proficiency of both boys and girls from Government school 5 in WH-question is

presented as below:

Table 9

GS 5 Proficiency in Formation of WH-questions

Gender	Ques. 1 F. M 5	Ques. 2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	23	25	50	48	66	212	42.4	84.8
Boys	24	22	48	37	26	157	31.4	62.8
Total	47	47	98	85	92	369	-	-
Avg. Marks	4.7	4.7	9.8	8.5	9.2	36.9	-	-
Percent	94	94	98	85	46	73.8	-	-

Table 9 indicates that students of GS 5 obtained 36.9 average marks out of 50

full marks which is 73.8 percent. Students scored highest marks in question no. 3

where 98 is the percentage and students scored lowest marks in question no. 5 which

is only 46 percent.

The average mark of girls is 42.4 which is 84.8 percent and average marks of

boys is 31.4 and 62.8 percent.

In conclusion, girls score is better than the score of boys in Government school 5. In question no 1 only boys scored more marks than girls and in remaining other questions girls scored more marks than the boys. It means it seems that boys of the grader eight should be guided in a better way to bring equal progress in the formation of wh-questions.

Private Schools Proficiency in Formation of WH-questions*:* In this section boys and girl's proficiency in WH-question from private schools is tabulated and calculated the frequency of both boys and girls and also compared between both genders.

**P*rS* 1 Boys and Girls Proficiency in Formation of WH-questions*:* In this section proficiency of both boys and girls from private school 6 in WH-question is presented as below.

Table 10

PrS 1 Proficiency in Formation of WH-questions

Gender	Ques. 1 F. M 5	Ques. 2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	25	25	50	45	76	221	44.2	88.4
Boys	25	25	50	43	67	210	42	84
Total	50	50	100	88	143	431	-	-
Avg. Marks	5	5	10	8.8	14.3	43.1	-	-
Percent	100	100	100	88	71.5	86.2	-	-

Table 10 indicates that students of PrS 1 obtained 43.1 average marks out of 50 full marks which is 86.2 percent. Students scored highest marks in question no. 1,2,3 where 100 is the equal percentage and students scored lowest marks in question

no. 5 which is only 71.5 percent. The average mark of girls is 44.2 which is 88.4

percent and average marks of boys is 42 and 84 percent.

In conclusion, girls score is better than the score of boys in PrS 6 also. Boys

scores is also above the total average marks in overall marks. However, boys in this

private school also couldn`t score more marks than the girls. In questions no 3,4,5

girls scored more marks than the boys in this private school.

PrS 2 Boys and Girls Proficiency in Formation of WH-questions*:* In this section

proficiency of both boys and girls from PrS 2 in WH-question is presented as below.

Table 11

PrS 2 Proficiency in Formation of WH-questions

Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	25	24	44	49	92	234	46.8	93.6
Boys	22	25	48	47	91	233	46.6	93.2
Total	47	49	92	96	183	467	-	-
Avg. Marks	4.7	4.9	9.2	9.6	18.3	46.7	-	-
Percent	94	98	92	96	91.5	93.4	-	-

This table no 11 indicates that students of PrS 2 obtained 46.7 average marks

out of 50 full marks which is 93.4 percent. Students scored highest marks in question

no. 2 where 98 is the percentage and students

scored lowest marks in question no. 5 which is only 91.5 percent. The average mark

of girls is 46.8 which is 93.6 percent and average marks of boys is 46.6 and 93.2

percent.

In conclusion, it is clear from the above description that girls score is better

than the score of boys in Private School 6 also. Here is girls and boys are a found

having tough competition between them because there is only 0.3 average marks difference in the formation of wh-questions. Finally, we can assert that both boys and girls of this private school have very high proficiency in the formation of wh-questions formation.

PrS 3 Boys and Girls Proficiency in Formation of WH-questions: In this section proficiency of both boys and girls from PrS 3 in WH-question is presented as below.

Table 12

PrS 3 Proficiency in Formation of WH-questions

Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	22	22	34	35	63	176	35.2	70.4
Boys	24	25	50	48	68	215	43	86
Total	46	47	84	83	131	391	-	-
Avg. Marks	4.6	4.7	8.4	8.3	13.1	39.1	-	-
Percent	92	94	84	83	65.5	78.2	-	-

Table 12 indicates that students of PrS 3 obtained 39.1 average marks out of 50 full marks which is 78.2 percent. Students scored highest marks in question no. 2 where 94 is the percentage and students scored lowest marks in question no. 5 which is only 65.5 percent. The average mark of girls is 35.2 which is 70.4 percent and average marks of boys is 43 and 86 percent.

In conclusion, this result reflects that boys score is better than the score of girls in PrS 8. Boys scored more marks in each five items of questions administered to the graders eighth. In this school, teachers should be more dynamic in the presentation and guidance of the total students for the better result in the future.

PrS 4 Boys and Girls Proficiency in Formation of WH-questions*:* In this section

proficiency of both boys and girls from private school 4 in WH-question is presented

as below:

Table 13

PrS 4 Proficiency in Formation of WH-questions

Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	25	25	48	49	83	230	46	92
Boys	25	25	44	48	58	200	40	80
Total	50	50	92	97	141	430	-	-
Avg. Marks	5	5	9.2	9.7	14.1	43	-	-
Percent	100	100	92	97	70.5	86	-	-

This table no 13 indicates that students of PrS 4 obtained 43 average marks out

of 50 full marks which is 86 percent. Students scored highest marks in question no. 1

and 2 where 100 percent and students scored lowest marks in question no. 5 which is

only 70.5 percent. The average mark of girls is 46 which is 92 percent and average

marks of boys is 40 and 80 percent.

In conclusion, in this school Girls score is found better than the score of Boys

in in the formation of wh-question. Girls scored more marks in question no 3,4,5

questions regularly. This result suggested us that teacher should guide and pay more

attention toward the boys to make them better in the formation of wh-questions.

PrS 5 Boys and Girls Proficiency in Formation of WH-questions*:* In this section

proficiency of both boys and girls from private (PrS) in WH-question is presented as

below.

Table 14

PrS 5 Proficiency in Formation of WH-questions

Gender	Ques. 1 F. M 5	Ques. 2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50	Avg. Marks	%
Girls	25	25	50	48	76	224	44.8	89.6
Boys	24	24	48	48	81	225	45	90
Total	49	49	98	96	157	449	-	-
Avg. Marks	4.9	4.9	9.8	9.6	15.7	44.9	-	-
Percent	98	98	98	96	78.5	89.8	-	-

Table 14 indicates that PrS 5 boys and girls obtained 44.9 average marks out of 50 full marks which is 89.8 percent. Students scored full marks in question no. 1, 2 and 3 where 100 percent and students scored lowest marks in question no. 5 which is only 78.5 percent. The average mark of girls is 44.8 which is 89.6 percent and average marks of boys is 45 and 90 percent.

In conclusion, again in this private school Boys score is better than the score of Girls in the formation of wh-question. However, we find here is also very high competition between boys and girls in the formation of wh-questions because there in one-mark difference between them in total. It means boys and girls have very good proficiency in the formation of equations.

Government Students VS Private Schools Proficiency in Formation of WH-questions

In this section proficiency of both boys and girls from both community and private schools` boys and girls in WH-question is compared and presented as below.

Table 15

GS VS PrS Proficiency in Formation of WH-questions

School	Gender	Total Ob. Marks	Average Marks	Avg. Percentage
Government	Boys	717	28.68	57.36
School	Girls	887	35.48	70.96
Private School	Boys	1083	43.32	86.64
	Girls	1095	43.8	87.6

Table 15 indicates that Private schools Girls scored highest percentage i.e. 87.6 which is 43.8 marks out of 50 full marks and Government boys scored lowest percentage i.e. 57.36 which is only 28.68 marks out of 50 full marks. Private schools` boys got better marks than boys and girls of Government school in WH-question of Eight graders. Private schools` girls are in the first position with 87.6 percentage, in second position is followed by the boys of private school with 86.64 percentage, third position of followed by the girls of Government school with 70.96 percentage and boys of Government school fall in the last position with only 57.36 percentage.

In a conclusion, it is clear that both boys and girls from private schools are found having very good proficiency in wh-question formation than the boys and girls from the Government schools` boys and girls. It suggested that teachers from Government schools should give more attention for the betterment of ELT. For the better learning outcome teachers must collaborate with other ELT teachers of lower graders.

Government Schools + Private Schools Total Frequency in Wh-questions

Government Schools Plus Private Schools Total Frequency in Wh-questions is presented in the following Bar Graph;

Figure 1

Total Students Marks Frequency
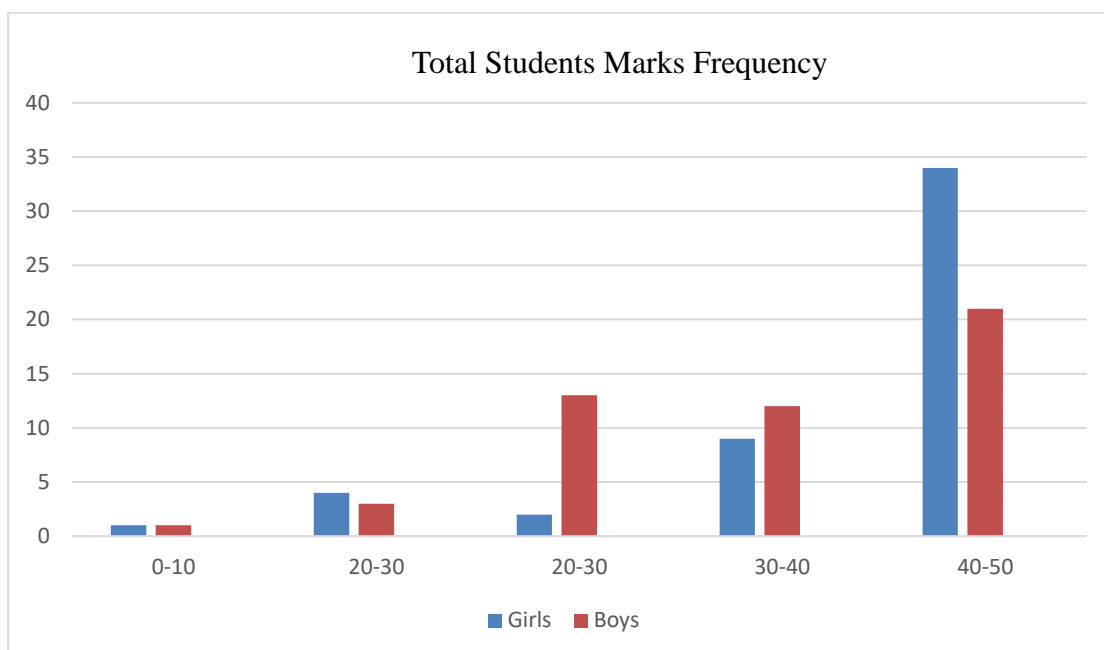
This figure 1 indicates total frequency of marks obtained by both boys and girls from private and Government schools. There were 50 girls and 50 boys as a sample population of the study. Five items of questions were prepared for all the students. Students were asked to use right wh-word at right position. Full marks of the set question was 50 for both boys and girls. Only one girl and boy got marks below the 10 out of 50 full marks. Likewise, four girls and three boys got marks between 10-20, nine girls and twelfth boys got marks between 30-40 and thirty-four girls and twenty

In a conclusion, we can say that there is tough competition between boys and girls in the formation of wh-question in both Government and private schools of Sunsari District.

Eighth Graders` Proficiency in Formation of WH- questions.

There were all together hundred students participated in the data collection process from five Government schools (GS) and five private schools (PrS). They were given five items of questions like completion, matching, filling and forming question

by using Wh-words. All boys and girls` proficiency in Wh-question is presented in the following graphs;

Figure 2
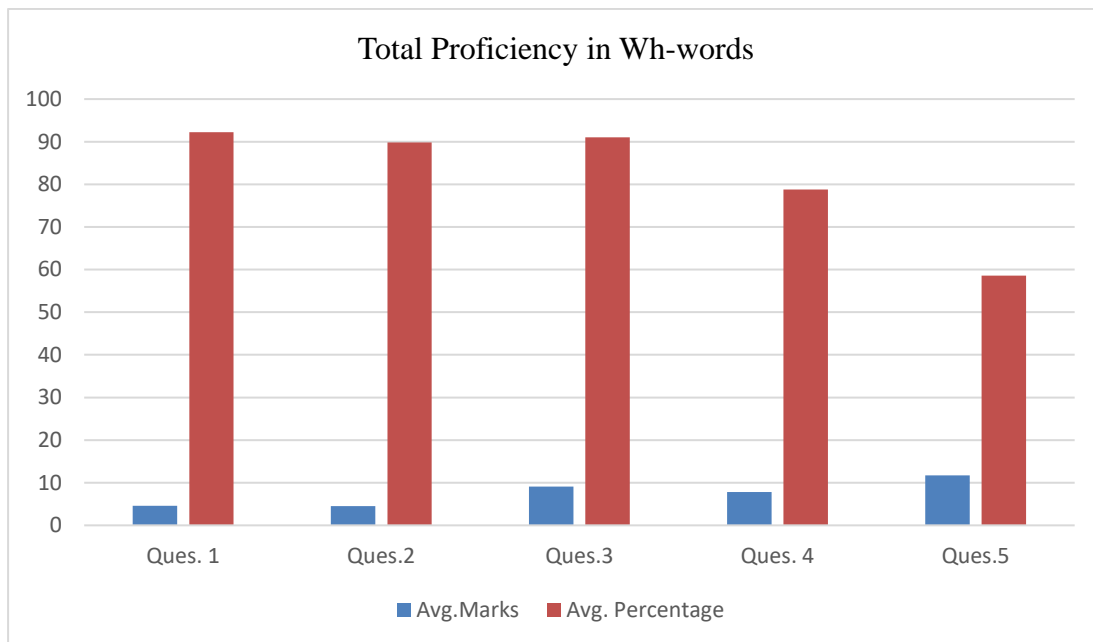
All boys and girls obtained 92.2 percent and 4.61 average marks in question no.1, 89.8 percentage and 4.49 average marks in question no.2, 91 percentage and 9.1 average marks in question no.3, 78.8 percentage and 7.78 average marks in question no. 4 and 58.6 percentage and 11.72 average marks in question no. 5.

Students obtained 92.2 percentage marks in question no. 1 which is the highest percentage and 58.6 percentage in question no 5 which is the lowest percentage with comparison to other items.

In conclusion, to know the proficiency in wh-questions of eighth graders, I had prepared different five items of questions where students were asked to use appropriate wh-words. There were fifty girls and fifty boys participated as respondents. All boys and girls were found having good knowledge in using wh-questions.

Girls and Boys Performance in Formation of Wh-questions

There were fifty girls, twenty-five girls from five Government Schools and twenty-five girls from Private schools. Likewise, there were fifty boys, twenty-five from Government schools and twenty-five boys from private schools. All together there were 100 students. Their proficiency on wh-question formation is presented in the following bar graph;

Figure 3
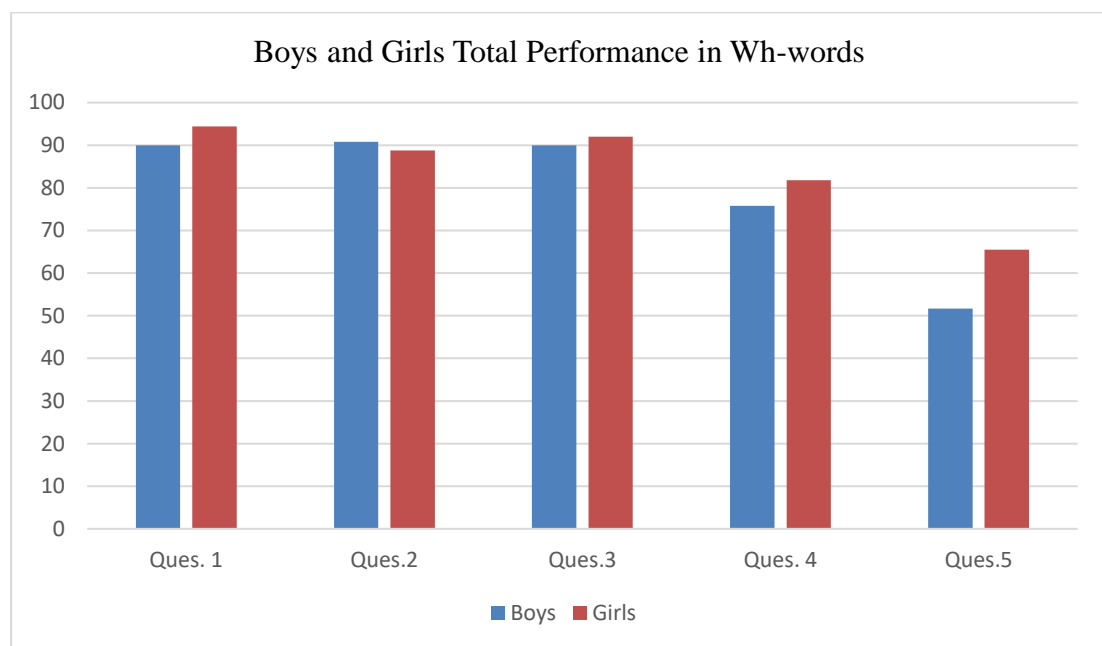
From this table 2 we can say that, girls` frequency is highest i.e. 79.68 percentage than boys because boys scored 7.68 less percentage in overall WH-questions which is 72 percentage.

In question no. 2 girls obtained 88.8 percentage and boys obtained 90.8 percentage, question no. 3 girls obtained 92 percentage and boys obtained 90 percentage, question no.4 girls obtained 81.8 percentage and boys obtained 75.8 percentage and in question no. 5 girls obtained 65.5 percentage.

In conclusion, it was found that girls were found having better proficient in wh-question formation than the boys in the eighth grade. Girls overall proficiency was

better than boys because girls obtained 39.84 average marks out of 50 full marks whereas boys obtained 36 average marks out of total 50 full marks. From this quantitative data we can say that girls are forward with four marks than the boys. It means girls are paying better attention and being laborious in the learning activities conducted by the ELT teachers.

Government (Government) Schools VS Private Schools` (PrS) Performance in Wh-questions

There were ten Government schools and there were ten private schools as a sample. There were 100 students being fifty girls and fifty boys. Community schools` boys and girls and private schools` boys' and girls` proficiency is presented in the following bar graph;

Figure 4
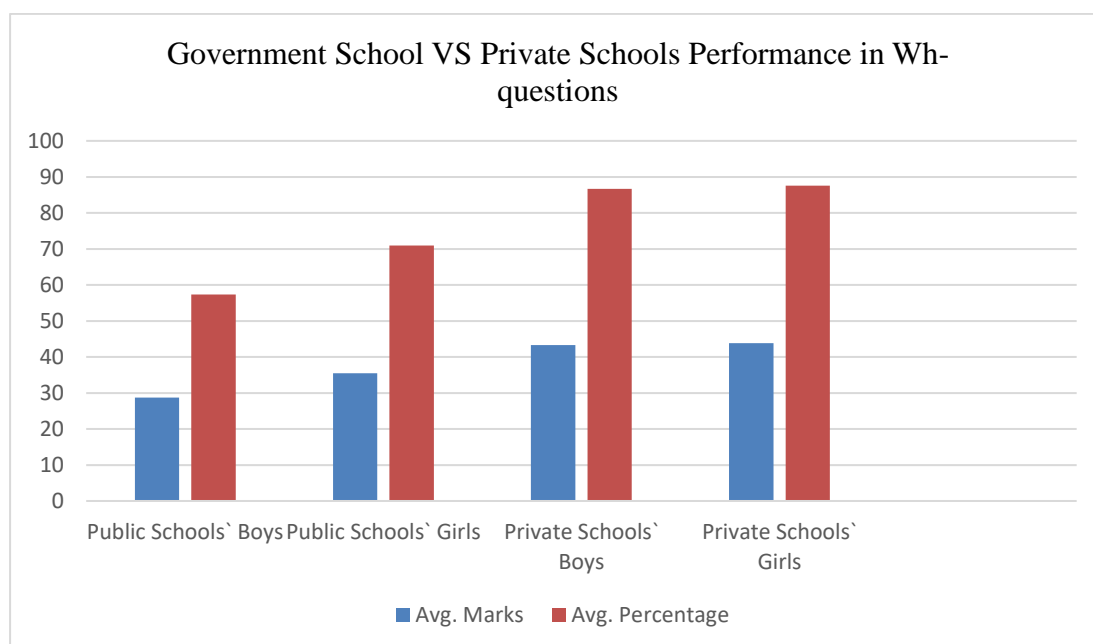
This figure 3 indicates that Private schools Girls scored highest percentage i.e. 87.6 which is 43.8 marks out of 50 full marks and Government schools` boys scored lowest percentage i.e. 57.36 which is only 28.68 marks out of 50 full marks. Private

schools` boys got better marks than boys and girls of Government school in WH-question of Eight graders.

In conclusion, it is clear that both boys and girls from private schools are found having very good proficiency in formation of wh-question than the boys and girls from the Government schools` boys and girls. It suggested that teachers from Government schools should give more attention for the betterment of ELT. For the better learning outcome teachers must collaborate with other ELT teachers of lower graders.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The present study was conducted to find out the grade eight students' proficiency in formation of WH-questions. Data collected from the students through a set of five different items of question related to WH-questions i.e. multiple choice, matching, filling the gaps with WH word and developing some WH-questions from the given information. Finally, the researchers studied collected data seriously and the summary of the study is given as follow:

a) Both boys and girls obtained 75.6 percentage and 37.8 average marks.

b) Students obtained 92.2 percentage marks in question no. 1 which is the highest percentage and 58.6 percentage in question no 5 which is the lowest percentage.

c) It means students are found unable to develop WH-questions by themselves easily but fund able to pick and use WH word in the gaps.

d) Girls obtained total 39.84 average marks out of 50 full marks.

e) Boys obtained only 36 average marks out of 50 full marks.

f) Government schools` girls scored 70.96 percentage.

g) Private schools` girls scored 87.6 percentage.

h) Government schools` boys scored 57.36 percentage.

i) Private schools` boys scored 86.64 percentage.

j) Private schools Girls scored highest percentage i.e. 87.6 which is 43.8 marks out of 50 full marks and Government boys scored lowest percentage i.e. 57.36 which is only 28.68 marks out of 50 full marks. (see table no 15)

Conclusion

Grammar is the rule that says how words change to show different meaning and how they are combined into sentences (Swan, 1980:524). Mastering grammar will be an excellent basis for good writing, speaking, and reading. Wh-questions are one of the grammar materials.

There are several factors that influence the students' proficiency in using wh-questions. It is concluded as follows:

- Students are not proficient fully the use of each wh-questions mainly by some Government students as they leave question no 5 without making single question.

- Students sometimes ask their friends when the material is difficult to be understood by themselves. So, they are to be instructed well before starting the tasks.

- Students sometimes depend with their teacher and friend and do not develop basic ideas of using WH word at right place. So, students are to be given enough time to practice individually, in pairs and groups to develop proficiency in using Wh-questions.

- Facilities available at the school sometimes support teaching and learning activity. Students are given more English environment in private school than Government schools` students.

- The limitation of English grammar books often influences the students in mastering grammar. So, English teachers must expose students on practicing grammar.

 Implications

On the basis of summary and conclusions of the research, the following implications can be drawn.

Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. A textbook writer should also write the books or prepare enough materials for WH-questions. New method of teaching is CLT which focuses on language use and therefore it is the matter of need and interest of the students and physical and social environment of schools.

- Students centered Wh-questions should be included in the curriculum.

- Textbook must include enough examples as well as exercises including various types of WH-questions.

- There must be programmes to given training to the novice teacher from the CDC.

- TG must be available in the market as well as in the online system.

Practice Level

In our country Nepal most of the textbook are not designed according to the need and interest of the learners. The students are compelled to learn the mater which are provided by the CDC of Nepal. Practically, the curriculum designer is providing the way of teaching and all sorts of lessons but the lack of sources of learning materials for the WH-questions, the students are feeling bored. So, practically the education office and related other offices should make a clear way and make the resources available in all schools of Nepal. If we have all learning material student's proficiency will be better in both Government and private schools` students.

- The teacher should create a good environment by applying various techniques in teaching English, especially for wh-questions.

- The teacher should give more exercise to improve students' proficiency in using wh-questions

- The teacher should have many programs and many things to manage and make the students feel interesting in the class.

- The students have to give more attention to wh-questions.

- Students should be able to manage their time to review their lesson at home.

- The students should be active in the class and always ask their teacher when the materials given are not understandable.

Further Research

English language teaching is really painstaking task because it is not the dead stone, as it is ever changing entities. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on need and interest of the learners. The subsequent or followers can consult the following research work to carry out research on Proficiency in Yes/No question.

REFERENCES

Awasthi, J. R. (2009). *Textbook and its evaluation.* Journal *of NELTA*.Vol. 11, 1-9., Kathamndu.

Azar, B. S. (1998). *Understanding and using English grammar* (2nd. Ed.). Englewood Cliffs, New Jersey, Prentice Hall, Inc.

Cook, V. (1972). *A practical handbook of language teaching*. London: Prentice Hall.

Dhamala, S. (2019). *Proficiency of grade ten students on guided writing.* M.Ed. thesis, Kathmandu, T.U

Ellis, R. (1994). *The study of language acquisition*. Oxford: Oxford University Press.

Eva, A. (2003). *The ability in constructing yes/no question and information questions at the second-year students of state Islamic junior high school (mtsn) pekanbaru*. Graduate Thesis. Pekanbaru: UIN SUSKA Riau.

Frank, M. (1972). *Modern English; A practical reference guide*. New Jersey: Prentice-Hall, Inc.

Ghimire, C. (2007*). A study on vocabulary development of the students of grade six.* M. Ed thesis, Kathmandu, T.U

Gyawali, S. (2004). *A comparative study on vocabulary teaching through direct and indirect techniques in public secondary schools*.

Harmer, J. (2007). *The practice of English language teaching*. New York: Longman.

Hornby, A.S. (2000). *Oxford advanced learner's dictionary six edition*. Oxford: Oxford University Press.

Ismaily, S.A (2006). *Teaching English as a foreign language (TEFL).* Pekanbaru:
Alaf Riau Graha UNRI Press.

Krohn, R. (2010). *English sentence structure.* The University of Michigan Press.

Neni, E. E. (2002). *A study on ability in using question words by the first-year
students of SMU N 1 Cirenti.* Thesis. Pekanbaru: University of Riau.

Regmi, R. (2011). *Writing proficiency of the students of Banke District.* M.Ed. thesis,
Kathmandu, T.U

Richards, J. C. & Schmidt, S. (1999*). Longman dictionary of language teaching and
applied linguistics.* Malaysia: Longman Group UK Limited.

Richards, J. C. (2010). *The language teaching matrix.* Cambridge: Cambridge
University Press.

Rosita W. (2007). *A study on the ability of the first-year students of smu n 12
pekanbaru in constructing wh-questions and yes/no questions based on
paragraph given.* Thesis. Pekanbaru: University of Riau.

Shah, M. (2009). *Proficiency in guided writing.* M.Ed. thesis, Kathmandu, T.U

Sharma, B. (2010). *Writing proficiency of the students of higher secondary school.* M.
Ed thesis, Kathmandu, T.U

Sharma. U (2012) *A course in language testing.* Kathmandu. Sunlight Publication.

Thompson, P. & Martinet, P. (1986). *A practical English grammar (4th* ed.). Oxford:
Oxford University Press.

Upadhyay, G. (2001). *A study on the vocabulary achievement of the students of higher secondary leve*l. M.Ed. thesis, Kathmandu, T.U.

Wilson, l. (1972). *Understanding and developing language tests*. Hampstead: Prentice Hall.

Dear informants,

This is a questionnaire as a part of my research study entitled "proficiency in wh-question of eight graders" under the supervision of Mr. Kamal Raj Dahal for the partial fulfillment of Master's Degree in English Education at Tribhuvan University. I would be grateful to you if you could cooperatively fill the questionnaire in with true information. All the information collected will be used confidentially only for present research. Please, feel free to put your true responses required by the questions.

Thank you

Researcher

…………

Questions

Full Marks:50

Name of School:

Name of Students:

Class: Eight (VIII)

WH-Types Questions

1. Tick the correct wh-word to complete the blanks. (5×1=5)

   i) …………………were you born?

       a) What b) When c) Who d) Which

   ii) ………… happened?

       a) What b) Where c) Why d) Who

   iii) ……………is it about?

       a) Why b) When c) Who d) Where

   iv) ……………do you start a question?

       a) What b) When c) Who d) Which

   v) ……………….is the time right now?

       a) What b) When c) Who d) Which

2. Match the wh-word in column A to complete the suitable wh- questions in column B. (5×1=5)

A	**B**
a) what	i) ………………… pen do you like?
b) Where	ii) …………………was the Buddha born?
c) Who	iii) …………………is this?
d) When	iv) ………………… are you?
e) Which	v) ……………………are you from?

3. Fill in the blanks by using correct wh-words. (5×2=10)

   a) ………………are you from?

   b) ……………….is your father`s name?

   c) ……………...colour do you like?

   d) …………………old are you?

   e) …………………is calling me from office?

4. Make wh-questions from the following answer? (5×2=10)

Example: I am a student.

Ans: Who are you?

a) Ram`s car was accident.

   …………………………………….

b) My father`s name is Bal Bahadur Karki.

   …………………………………

c) I like red colour.

   …………………………………..

d) Sita is a book seller.

   …………………………………..

e) Hari is a manager.

   …………………………………….

5. Make 10 wh-questions from the following text by using: **Where, Which, What, How, Who, When.** (10×2=20)

My best friend`s name is Sita Karki. She lives in itahari- 15. She reads in class 8. Her favourite subject is Math. She likes to visit new place and read stories books. She is 13 years old. She has 1 sister and 1 brother. She loves her family very much. Her father is a business man and mother is a teacher. Her father is so helpful person. She gets up early in the morning and she helps her mother to her works.

Example: What is your best friend`s name?

1. …………………………………….
2. …………………………………..
3. …………………………………
4. …………………………………
5. …………………………………….
6. …………………………………….
7. …………………………………..
8. …………………………………….
9. …………………………………..
10. …………………………………

Appendix II

Data collected from Government Schools

1) Students responses from GS 1

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Rebika Magar	F	5	3	5	8	20	41
2	Ajita Rai	F	5	5	10	10	15	45
3	Menuka Karki	F	5	5	10	8	15	48
4	Shree Sunuwar	F	5	5	10	9	16	45
5	Nimosha Yakha	F	5	5	10	9	16	45
6	Prabin Kattel	M	5	5	10	10	18	48
7	Alex Rai	M	5	5	10	4	9	33
8	Bidhan Dahal	M	5	5	10	9	15	44
9	Prajwal Rai	M	5	5	10	9	16	45
10	Sujan Pariyar	M	5	5	10	9	10	39

2. Students responses from GS 2

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Shreya Thebe	F	5	5	10	9	16	45
2	Rojina Chhetri	F	5	5	10	8	15	43
3	Telaya Shree Rai	F	5	5	10	9	14	43
4	Prasna Rai	F	2	2	7	10	12	33
5	Jmuna Tamang	F	5	5	10	9	15	44
6	Nawaraj Puri	M	4	3	2	6	6	21
7	Pankaj Shah	M	4	3	2	4	6	19
8	Sunil Adhikari	M	3	4	8	4	4	23
9	Bhawishya Karna	M	4	4	8	5	-	16
10	Yubraj Chauhan	M	3	3	10	6	5	27

3. Students responses from GS 3

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Manisha Chauhan	F	4	1	6	2	-	13
2	Yamuna Dahal	F	4	-	6	-	-	10
3	Rupa Baral	F	4	3	6	-	-	13
4	Sunita Karki	F	2	1	10	-	-	13
5	Apekshya Rai	F	5	5	9	10	16	45
6	Krish Chaudhary	M	4	5	10	7	8	34
7	Yagraj Khadka	M	1	1	8	-	-	10
8	Sudip Bohora	M	3	2	6	-	-	11
9	Sangam Bhujel	M	4	5	10	4	3	26
10	Raj Subedi	M	5	5	10	10	18	48

4. Students responses from GS 4

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Anita Shah	F	5	4	10	6	4	29
2	Natasha Chaudhary	F	5	5	10	10	10	40
3	Niruta Chaudhary	F	5	5	10	8	7	35
4	Bhumika Thapa	F	5	4	10	5	7	31
5	Alisha kalikote	F	5	5	9	5	2	26
6	Jiren Khadka	M	2	1	4	4	-	11
7	Suprem Chudhary	M	5	5	10	6	5	31
8	Gopal Mandal	M	5	5	10	6	3	29
9	Santosh Karki	M	5	5	6	7	-	23
10	Abhay Chaudhary	M	4	5	10	7	-	26

5. Students responses from GS 5

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Prabeshika Rai	F	5	5	10	10	20	50
2	Samika Rai	F	5	5	10	10	18	48
3	Pragya Pariyar	F	5	5	10	9	14	43
4	Anuska Pande	F	4	5	10	9	8	34
5	Tara Devi Sapkota	F	4	5	10	10	6	35
6	Krishna Thakur	M	5	5	10	8	4	32
7	Aaditya Chaudhary	M	5	5	10	4	-	24
8	Niraj Khadka	M	5	5	10	8	1	29
9	Chitra K. Pande	M	5	5	10	9	18	47
10	Aayush Rai	M	4	2	8	8	3	25

Appendix III

Data collected from Private Schools

1. Students responses from PrS 1.

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Aasha Thapa	F	5	5	10	10	14	44
2	Sushma Dhungel	F	5	5	10	9	18	47
3	Rushika Dhakal;	F	5	5	10	9	18	47
4	Sahesma Rai	F	5	5	10	8	10	38
5	Pranisha Raut	F	5	5	10	9	16	45
6	Kshitiz Mishra	M	5	5	10	8	14	42
7	Bibek Thapa	M	5	5	10	8	14	42
8	Tirtha Raj Acharya	M	5	5	10	10	15	45
9	Sunil Shankar	M	5	5	10	8	10	38
10	Man Bd. Pradhan	M	5	5	10	9	14	43

2. Students Responses from PrS 2

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Pratigya Shrestha	F	5	5	10	10	18	48
2	Sriyanshi Agrawal	F	5	5	8	10	15	44
3	Yogeena Rai	F	5	5	8	10	20	48
4	Aronima Thapa	F	5	5	8	10	20	48
5	Anushka Bhattarai	F	5	4	10	9	19	47
6	Aaditya Ghimire	M	4	5	10	9	16	44
7	Changlung Rai	M	4	5	8	9	18	44
8	Adwiet Poudel	M	5	5	10	10	19	49
9	Bibek Poudel	M	4	5	10	10	20	49
10	Pratyush Niraula	M	5	5	10	9	18	47

3. Students Responses from PrS 3

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Monila Limbu	F	4	5	8	6	12	35
2	Sweta Rai	F	5	5	10	10	20	50
3	Dikshya Sapkota	F	5	5	10	8	14	42
4	Prena Chaudhary	F	3	3	6	-	-	12
5	Nabina Khatri	F	5	4	10	10	17	46
6	Samir Khan	M	4	5	10	10	19	48
7	Yash Chaudhary	M	5	5	10	9	9	38
8	Manjil Tamang	M	5	5	10	9	10	40
9	Nikhil Chaudhary	M	5	5	10	10	15	45
10	Paratik Pradhan	M	5	5	10	10	15	45

4. Students responses from PrS 4

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Rakshya Chaudhary	F	5	5	10	10	18	48
2	Evangelina Shrestha	F	5	5	10	10	18	48
3	Diasha Rai	F	5	5	8	10	14	42
4	Sujata Karki	F	5	5	10	10	14	44
5	Pratikshya Giri	F	5	5	10	9	19	48
6	Rohan Kumar Khawas	M	5	5	10	9	15	44
7	Anav Jung Niraula	M	5	5	10	9	4	33
8	Saurav Chaudhary	M	5	5	8	10	8	36
9	Sujan Bista	M	5	5	6	10	16	42
10	Sanjay Khadka	M	5	5	10	10	15	45

5. Students response from PrS 5.

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Binju Thapa	F	5	5	10	9	19	48
2	Kanchana Poudel	F	5	5	10	10	10	40
3	Swikriti Subedi	F	5	5	10	10	9	39
4	Nabina Ale Magar	F	5	5	10	10	18	48
5	Aarya Adhikari	F	5	5	10	9	20	49
6	Newman Nembeng	M	5	5	10	9	16	45
7	Safal Adhikari	M	5	5	10	10	19	49
8	Abu Adil Ansari	M	4	5	10	10	16	45
9	Susan Rai	M	5	5	10	9	15	42
10	Keshab K. Yadav	M	5	4	8	10	15	42

Appendix IV

Data collected from Government Schools

1. Total girls` Scores from all Government Schools

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Rebika Magar	F	5	3	5	8	20	41
2	Ajita Rai	F	5	5	10	10	15	45
3	Menuka Karki	F	5	5	10	8	15	48
4	Shree Sunuwar	F	5	5	10	9	16	45
5	Nimosha Yakha	F	5	5	10	9	16	45
6	Shreya Thebe	F	5	5	10	9	16	45
7	Rojina Chhetri	F	5	5	10	8	15	43
8	Telaya Shree Rai	F	5	5	10	9	14	43
9	Prasna Rai	F	2	2	7	10	12	33
10	Jmuna Tamang	F	5	5	10	9	15	44
11	Manisha Chauhan	F	4	1	6	2	-	13
12	Yamuna Dahal	F	4	-	6	-	-	10
13	Rupa Baral	F	4	3	6	-	-	13
14	Sunita Karki	F	2	1	10	-	-	13
15	Apekshya Rai	F	5	5	9	10	16	45
16	Anita Shah	F	5	4	10	6	4	29
17	Natasha Chaudhary	F	5	5	10	10	10	40
18	Niruta Chaudhary	F	5	5	10	8	7	35
19	Bhumika Thapa	F	5	4	10	5	7	31
20	Alisha kalikote	F	5	5	9	5	2	26
21	Prabeshika Rai	F	5	5	10	10	20	50
22	Samika Rai	F	5	5	10	10	18	48
23	Pragya Pariyar	F	5	5	10	9	14	43
24	Anuska Pande	F	4	5	10	9	8	34
25	Tara Devi Sapkota	F	4	5	10	10	6	35
	Total		114	100	224	183	266	887

2. Total Boys` Scores From all Government SChools

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Prabin Kattel	M	5	5	10	10	18	48
2	Alex Rai	M	5	5	10	4	9	33
3	Bidhan Dahal	M	5	5	10	9	15	44
4	Prajwal Rai	M	5	5	10	9	16	45
5	Sujan Pariyar	M	5	5	10	9	10	39
6	Nawaraj Puri	M	4	3	2	6	6	21
7	Pankaj Shah	M	4	3	2	4	6	19
8	Sunil Adhikari	M	3	4	8	4	4	23
9	Bhawishya Karna	M	4	4	8	5	-	16
10	Yubraj Chauhan	M	3	3	10	6	5	27
11	Krish Chaudhary	M	4	5	10	7	8	34
12	Yagraj Khadka	M	1	1	8	-	-	10
13	Sudip Bohora	M	3	2	6	-	-	11
14	Sangam Bhujel	M	4	5	10	4	3	26
15	Raj Subedi	M	5	5	10	10	18	48
16	Jiren Khadka	M	2	1	4	4	-	11
17	Suprem Chudhary	M	5	5	10	6	5	31
18	Gopal Mandal	M	5	5	10	6	3	29
19	Santosh Karki	M	5	5	6	7	-	23
20	Abhay Chaudhary	M	4	5	10	7	-	26
21	Krishna Thakur	M	5	5	10	8	4	32
22	Aaditya Chaudhary	M	5	5	10	4	-	24
23	Niraj Khadka	M	5	5	10	8	1	29
24	Chitra K. Pande	M	5	5	10	9	18	47
25	Aayush Rai	M	4	2	8	8	3	25
	Total		105	103	212	145	152	717

Appendix V

Data collected from Private Schools

1. Total girls` Scores from all Private Schools

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Aasha Thapa	F	5	5	10	10	14	44
2	Sushma Dhungel	F	5	5	10	9	18	47
3	Rushika Dhakal;	F	5	5	10	9	18	47
4	Sahesma Rai	F	5	5	10	8	10	38
5	Pranisha Raut	F	5	5	10	9	16	45
6	Pratigya Shrestha	F	5	5	10	10	18	48
7	Sriyanshi Agrawal	F	5	5	8	10	15	44
8	Yogeena Rai	F	5	5	8	10	20	48
9	Aronima Thapa	F	5	5	8	10	20	48
10	Pratigya Shrestha	F	5	5	10	10	18	48
11	Monila Limbu	F	4	5	8	6	12	35
12	Sweta Rai	F	5	5	10	10	20	50
13	Dikshya Sapkota	F	5	5	10	8	14	42
14	Prena Chaudhary	F	3	3	6	-	-	12
15	Nabina Khatri	F	5	4	10	10	17	46
16	Rakshya Chaudhary	F	5	5	10	10	18	48
17	Evangelina Shrestha	F	5	5	10	10	18	48
18	Diasha Rai	F	5	5	8	10	14	42
19	Sujata Karki	F	5	5	10	10	14	44
20	Pratikshya Giri	F	5	5	10	9	19	48
21	Binju Thapa	F	5	5	10	9	19	48
22	Kanchana Poudel	F	5	5	10	10	10	40
23	Swikriti Subedi	F	5	5	10	10	9	39
24	Nabina Ale Magar	F	5	5	10	10	18	48
25	Aarya Adhikari	F	5	5	10	9	20	49
	Total		122	122	236	226	389	1095

2. Total Scores of Boys from Private Schools

S.N	Student`s Name	Gender	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	Total 50
1	Kshitiz Mishra	M	5	5	10	8	14	42
2	Bibek Thapa	M	5	5	10	8	14	42
3	Tirtha Raj Acharya	M	5	5	10	10	15	45
4	Sunil Shankar	M	5	5	10	8	10	38
5	Man Bd. Pradhan	M	5	5	10	9	14	43
6	Aaditya Ghimire	M	4	5	10	9	16	44
7	Changlung Rai	M	4	5	8	9	18	44
8	Adwiet Poudel	M	5	5	10	10	19	49
9	Bibek Poudel	M	4	5	10	10	20	49
10	Pratyush Niraula	M	5	5	10	9	18	47
11	Samir Khan	M	4	5	10	10	19	48
12	Yash Chaudhary	M	5	5	10	9	9	38
13	Manjil Tamang	M	5	5	10	9	10	40
14	Nikhil Chaudhary	M	5	5	10	10	15	45
15	Paratik Pradhan	M	5	5	10	10	15	45
16	Rohan Kumar Khawas	M	5	5	10	9	15	44
17	Anav Jung Niraula	M	5	5	10	9	4	33
18	Saurav Chaudhary	M	5	5	8	10	8	36
19	Sujan Bista	M	5	5	6	10	16	42
20	Sanjay Khadka	M	5	5	10	10	15	45
21	Newman Nembeng	M	5	5	10	9	16	45
22	Safal Adhikari	M	5	5	10	10	19	49
23	Abu Adil Ansari	M	4	5	10	10	16	45
24	Susan Rai	M	5	5	10	9	15	42
25	Keshab K. Yadav	M	5	4	8	10	15	42
	Total		120	124	240	234	365	1083

Total Scores of Boys and Girls from Government Schools

1. Girls Total Scores from Government schools

Total Girls 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	114	100	224	183	266	887
Percent	91.2	80	89.6	73.2	53.2	70.96
Avg. Marks	4.16	4.54	8.96	7.32	9.32	35.48

2. Boys Total Scores From Government Schools

Total Boys 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	105	103	212	145	152	717
Percent	84	82.4	84.8	58	30.4	57.36
Avg. Marks	4.2	4.12	8.48	5.8	6	28.68

Appendix VII

Total Scores of Boys and Girls from Private Schools

3. Girls Total Scores from Private schools

Total Girls 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	122	122	236	226	389	1095
Percent	97.6	97.6	94.4	90.4	77.8	87.6
Avg. Marks	4.88	4.88	9.44	9.04	15.56	43.8

4. Boys Total Scores from Private schools

Total Boys 25	Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
Total Marks	125	125	250	250	500	1250
Ob. Marks	120	124	240	234	365	1083
Percent	96	99.2	96	93.6	73	86.64
Avg. Marks	4.8	4.96	9.6	9.36	14.6	43.32

Appendix VIII

Total Scores of Boys and Girls from Both Private and Schools

1. Girls and Boys Total Scores from both Private and Government Schools

		Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
50 Girls	Total Marks	250	250	500	500	1000	2500
	Ob. Marks	236	222	460	409	655	1992
	Percent	94.4	88.8	92	81.8	65.5	79.68
	Avg. Marks	4.72	4.44	9.2	8.18	13.3	39.84
50 Boys	Ob. Marks	225	227	452	379	517	1800
	Percent	90	90.8	90	75.8	51.7	72
	Avg. Marks	4.5	4.54	9	7.58	10.34	36

Appendix IX

Total Scores from Both Government and Private schools on WH-questions

1. Holistic/ Total Marks Obtained by all students from both Private and Government Schools.

50 Girls and 50 Boys		Ques.1 F. M 5	Ques.2 F. M 5	Ques.3 F. M 10	Ques.4 F. M 10	Ques 5 F. M 20	G.Total 50
	Total Marks	500	500	1000	1000	2000	5000
	Ob. Marks	461	449	910	788	1172	3780
	Percent	92.2	89.8	91	78.8	58.6	75.6
	Avg. Marks	4.61	4.49	9.1	7.78	11.72	37.8

2 Total Marks Frequency of all Students

Marks	Frequency
10	2
11	2
12	1
13	3
16	1
19	1
21	1
23	1
24	1
25	1
26	2
27	1
29	1
31	2
32	1
33	2
35	3
36	2
38	3
39	4
40	3
41	1
42	7
43	4
44	6
45	11
46	1
47	4
48	12
49	3
50	1

Note; Name of the students are kept hidden. Students` real names aren`t kept here because of their privacy.