

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Examination is inevitable in the field of language education as in the other disciplines. Formal education system requires examination in order to test the achievement of the learners. Specifically in the field of language education, examination is essential to test whether the learners have got mastery over language skills and related notions and aspects such as spelling, pronunciation and vocabulary etc. Language education covers teaching, learning and testing to measure whether students have learned the contents taught. Therefore, we can say that in the education system, examination has great contribution and it plays a very influential role.

Talking of the development and aims of examination system Mayazaki (1963 p.13), says that 'examination was originated from China for the first time for clinical use where it was employed in the first time which was for clinical use where it was employed in the selection of public officials. It was not employed in the schools at that time. Schools were meant for providing education for the students but there was not any sort of examination prescribed to evaluate the effectiveness of the teaching learning process.' It reveals the fact that the examination system was used in other system for the first time rather than in the education system. The testing system used in the ancient and medieval times was the oral examination. The Boston School Committee in England used printed examination only in 1845 A.D. for the first time (Encyclopedia American 1991:715-16).According to Oxford Advanced Learners Dictionary(7th ed.),'An examination is a formal test of somebody's knowledge or ability in a particular subject, specially by means of written questions or practical exercises.'

Likewise, Anderson (1969:364) says ' As any subjects what things he is supposed to get out of a course and he will answer in terms of the test his teachers' sets for him.' 'An examination is to measure a child's ability and it must be a measure of the present and potential future ability as well as measure of the memory of the past .The child must be capable of responding to a situation at any time in any

circumstances. If only trained response is tested it is useless and meaningless. Examination must not demand that the students come like overfilled tumblers of assorted memorized facts, having so much that they do not know where, or in what questions to overspill' (Underwood: 1968:1-2).

Examination is the sole tool of testing, nevertheless it has been highly criticized by some eminent philosophers like Russell (1916), Krishnamurti (1953:14), Superior (1988:6-7) questioning the perpetuation of the examination itself Krishnamurti (1953:14) says 'We have made examinations and degrees that avoid vital human issues. Similarly 'Spencer (1988:6-7) says ' I don't think that testing is necessary or useful or even excusable. At the best, testing does more harm than good at the worst; Narayan (Times of India, April 17, 1988-1) says 'In a civilized world, the examination should have no place because it is the culmination of all sadistic impulses.'

According to Heaton (1998:21), 'A large number of examinations conducted in the past have encouraged a tendency to separate testing from teaching. But examinations at present reveals the fact that both teaching testing are so closely interrelated that it is impossible to work in either field without being constantly concerned with others. Testing may be constructed primarily as a means of assessing the students performance in the language .A number of well known public examinations now attempt to measure the learners ' success in performing purposeful and relevant tasks and performing their actual ability to communicate in the language . In this sense, good examinations undoubtedly exert for more beneficial influence on syllabuses and teaching strategies.

"...the term examination is derived from the word examine originally which refers to the tongue of a balance and is generally used to denote a systematic test of knowledge of skill or of special or general capacity, whether carried by the teachers themselves. Four thousands years ago, the Chinese employed the examinations in an elaborate form. Public discourses and disputes were regarded as the tests of ability in the ancient Indian academic life. Similarly, the Greeks, the Romans and others had also some sort of examinations in their education system (Giri, 1995-1)."

In conclusion, we can say that examinations are the only authentic tools for measuring students' achievement in some certain academic period. Examinations in the written language have in the past set artificial standards even for native speakers and have often demanded skills similar to those acquired by the great English essayists and critics and it also make teacher able to ascertain which parts of the language programme have been found difficult by the class . In this way, examination is also important for a teacher to evaluate the effectiveness of the syllabuses as well as the methods and materials he is using.

1.1.1 S.L.C. Examination System in Nepal

School Leaving Certificate Examination is the final examination of school level education in Nepal. It used to aim to measure the knowledge of a student that s/he had gained in grade nine and ten, but by the years 2063, it has been started to measure the knowledge of a student that s/he has gained in grade ten only. This is administered by the S.L.C. Board managed under the Ministry of Education/ Government of Nepal. It has both forward and backward looking purposes. School Leaving Certificate (S.L.C.) examination is also known as matriculation examination. In 1853, Durbar High school was established after, the then, Prime Minister Janga Bahadur Rana returned from Britain. In 1929, the S.L.C. examination was conducted in Kathmandu for the first time. It was initially introduced from Calcutta University, India in 1933 as an entrance examination for Durbar High School in Kathmandu .The SLC examination system was initially conducted by Calcutta University and later by Patna University as an entrance examinations for Durbar High School in Kathmandu Curriculums and textbooks were also prescribed by University only in 1934; 'The Board of the SLC Examination of Nepal' was formed under the direction of Ministry of Education, HMG in order to hold the SLC examination in Nepal. Since then, the history of the SLC examination has been taking place throughout the whole nation.

In course of time, many changes have undergone to the SLC examination system in order to improve the quality of a good test .After the restoration of democracy, the trend of changes continued to make improvements in the existing examination system. The contribution made by Nepal Education System Plan (NESP),

2028 B.S. deserves a very high significance in the improvement or reform of traditional examination system in Nepal.

By this time, the office the Controller of the Examination (OCE) under the Ministry of Education and Sports had been conducting the SLC examination in Nepal. Setting the question papers and scoring the examination in other copies were responsible of the concerned bodies. The fail rate of the students in English subjects in SLC examination is very high which comes after mathematics till the date in the history of SLC English examinations. The result of SLC exam is taken as social prestige in Nepal where the SLC results as good as we expect for years. Various influencing factors are responsible for on-going descending result e.g. Students rely on old question papers for the preparation of the examination, lack of sufficient reading materials, lack of trained and qualified teachers, etc.

As per the new educational revolution multiple sets of tests papers are used these days. Although many changes have been made in SLC question papers, it cannot be claimed whether they include all the qualities of a good test.

1.1.2 English Curriculum of Secondary Level

The new secondary level curriculum was introduced in 1999A.D. (2055B.S.) with an aim of maintaining SAARC standard in education. This curriculum has been prepared in order to make the grade 9 and 10 courses more applicable to the society, both in Nepal and outside the world .It is believed that the new secondary curriculum can fulfil the need of an individual, society and nation. Six compulsory subjects: English, Nepali, Mathematics, science, Social Studies, Health Population and Environment, and two optional subjects are included in the curriculum. The following are the general objectives of teaching English as per the secondary English curriculum 2055; (Secondary English Curriculum 2055:45)

- Develop an understanding of and competence in spoken English.
- Communicate fluently and accurately with the other speakers in English.
- Develop competence in understanding a variety of reading texts.
- Gain the skills necessary to write English appropriately and effectively.

-Develop an ability to use simple reference materials

-Read and appreciate and enjoy literary texts.

Develop an awareness of cultural and ethical values relevant to Nepal.

The new English curriculum of secondary level (9-10) is based on the communicative approach to language teaching which emphasizes on the teaching of language functions along with grammatical items and language structures. In other words, the contents of the secondary English curriculum can be seen as a set of language functions which are realized linguistically by grammatical structures and lexical items. The English curriculum for grade 9-10 has two main purposes: one is to enable the students to exchange ideas with people of any nationality who speak or write English, and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English. The secondary level curriculum contains 36 language functions in total out of which 20 in grade 9 and 16 in grade 10. It also includes a variety of genres such as poems, monologues, dialogues, stories, biographies, etc. Demonstration, dramatization, role play, simulation, group work, pair work, discussion, inquiry and discovery and so on techniques are to be used in classroom teaching. At of 300 periods 150 periods, in each grade have been allocated for the whole secondary English curriculum. All four language skills: listening, speaking is tested internally and externally within schools on a continuous basis. Reading and writing skills are tested eternally by using final examination whereas listening and speaking skills are discarded. English is a compulsory subject having 100 full marks comprising 20 marks for practical and 80 marks for theory. The allocation of marks in the SLC examination in English is as indicated in the grid below:

| Lg. Skills | Listening | Speaking | Reading | Writing | Total marks |
|------------|-----------|----------|---------|---------|-------------|
| Marks | 8 | 12 | 45 | 35 | 100 |

A set of questions are produced by CDC for submission to OCE to guide the questions setters and examiners, and for dissemination to secondary schools (Secondary English Curriculum 2055:42-54).

1.1.3 Testing, Teaching and Reliability

The examination is primarily an instrument for measuring and evaluating performance-evaluating performance through testing reflects the effectiveness of teaching. Testing recommends necessary changes in teaching strategies for teachers. And reliability determines whether the test is good or bad, henceforth teaching, testing and reliability are interrelated. We need testing in order to be a good test, a test should have reliability as a major element of a good test.

Testing and teaching are closely interwoven that one without another remains incomplete. To make one's teaching more effective testing provides useful inputs and insights to the teacher, if he needs to carry on his previous strategy of teaching or needs some improvements. Examination is such a tool in the field of language teaching and learning or testing that every teacher is likely to improve his performance by gaining insights through it. It makes them able to realize the fact that what adverse effect may occur if they don't have systematic knowledge about the effect of his teaching and testing offer all. It is needless to find out the effectiveness of teaching. It is also necessary to establish the reliability of an examination in order to gain the quality of good test.

Hughes, (1989) says, 'We know that scores would have been different if the test had been administered on the previous or the following day. This is inevitable and we must accept it what we have to do is construct and administer the scores of tests in such a way that the scores actually obtained on a test on a particular occasion are likely to be very similar to those which would have been obtained if it had been to those which would have been obtained if it had been administered to the same students with the same ability, but at a different time .The more similar the scores would have been, the more reliable the test is said to be.

In fact, reliability is one of the most essential qualities of a good test. A test can be called reliable when there is consistency of scores or performance of the same or similar test administered within a reasonable time gap. Reliability is also a statistical concept. The degree of consistency of measurement is determined by carrying out some statistical analysis. In order to obtain statistical data, examinee has to appear in

tests in two times, within a reasonable gap of time. Then we can get two sets of scores. A correlation coefficient of examination which is interpreted as the coefficient reliability of the exam. The higher the reliability, the better the exam.

Khaniya (2006:39) says, 'The underlying concept of reliability is that whatever is measured is not only a property of the exam, it is also a property of the examinees performance.'

The above discussion on reliability proves that, there are two components of testing reliability they are:

1. the performance of candidate in different reasonable span of time.
2. the reliability of scoring, in order to achieve consistent performance from candidates we have to consider the following points ;(A.Hughes-106)
 - Take enough sample of behavior.
 - Do not allow candidates too freedom.
 - Write unambiguous items.
 - Provide clear and explicit instruction.
 - Ensure that tests are well laid out and perfectly legible.
 - Candidates should be familiar with format and testing technique.
 - Provide uniform and non-destructing condition of administration.
 - Use items that permit scoring which is as objective as possible.
 - Make comparison between candidates as direct as possible.
 - Provide detailed scoring key.
 - Train scores.
 - Agree acceptable responses and appropriate scores at outset of scoring.
 - Identify candidates by number not name.
 - Employ multiple, independent scoring.

However, Heaton (1975:169) says, ' It is unfortunate that so many examinations in the past have laid to a separation of testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either direct without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students, or primarily as means of assessing the students' performance in the language.'

Considering the value of reliability, we can conclude that reliability is the most important asset or quality of a good test.

1.2 Review of the Related Literature

There is the dearth of literature in this Particular area of study. However, a few works and researches have been carried out in connection with examination and related in some way to this topic.

Awasthi (1979) conducted a research entitled, "A study of Attitudes of Different groups of People towards the English Language in secondary schools of Kathmandu District." He has noted that most of the failures (more than 80%) are in the SLC examination. He concluded that although the failure percentage in English in the SLC examination was high, the people had positive attitudes towards the English Language.

Giri (1995) has carried out a research entitled- 'A Study into Peoples' Attitude towards the Existing SLC Examination System, its Appropriateness, particularly privatization and credibility. He found out that SLC examination is appropriate, should be administered twice, should not be privatized; and the people expressed lack of faith in SLC exam.

Sharma (1996) has carried out a research entitled 'A Study in Making an English Answer book' .He compared various making techniques used by examiners to check SLC compulsory English answer books. He found that there was a variation in making of SLC compulsory English answer book with respect to examiners' qualification, training and their attitude towards a particular language item etc.

Singh (1996) has attempted to make an overview of the issues and problems in the SLC examination system in Nepal. He found the following issues and problems: high wastage in secondary level education, promotion of rote learning, lack of coordination, feedback system between CDC, OCE and schools uncared on the purpose of the SLC examination and unscientific certification practice.

Singh (2000) carried out a comparative study between the students of Grade 8 of public and private sectors on the achievement of listening comprehension. He found that students of private schools are better than their counterpart of public school.

Kshetree (2001) carried out a study entitled "A study on the effect of the SLC Examination" A comparative study of the result between Rautahat and Makawanpur districts. He found that the proficiency of boys is a little bit higher than those of the girls proficiency in comprehending written text tin seen texts is higher than that in unseen texts .There is a wide gap between and among the proficiency levels of various schools research ,students of Rautahat and comprehend written text better than Makawanpur.

Aryal (2001) carried out research entitled 'Listening proficiency of Grade 10 students ' He found that students proficiency was better in the seen text in comparison to the unseen one.

Adhikari (2004) conducted a research on the ' Use of Multiple Sets of Question Papers in the SLC examination' and concludes that question papers are more or less similar but they did not have adequate information for the examination.

Chapgain (2005) carried out a research entitled "Proficiency in Listening Comprehension of Grade IX students". Its objective was to find out the listening proficiency of Ninth Graders of Public and Private schools in Kathmandu Valley. He conducted the study using the IELTS based test of listening. He found that the students' average proficiency in listening was 5.0 according to IELTS band score of listening.)

Neupane (2005) carried out a research entitled ' Testing listening Comprehension ' a case of somebody level students .He found that the methods and processes applied by the teachers were satisfactory the students performed better in listening comprehension test. The reliability and validity of the listening comprehension of the public schools seemed poorer than the private schools. The listening comprehension ability recommended in the present curriculum is effective in the present existing communicative approach and it helps to enhance the ability of understanding and also for effective communication.

Niraula (2005), carried out a research entitled" A study on the errors in word formation committed by 10th graders." He found that in the types of errors the highest number of errors were committed in suffixes against the lowest number of errors in prefixes. Girls were found to commit more errors than boys. In comparison with different word classes, the highest percentages of errors were found in adverbs against the lowest in verb formation.

Pokhrel (2006) carried out a research entitled on 'Errors in the SLC Question Papers: A Case of Grammatical Item' and found that large number of question papers were erroneous and students committed mistakes due to overgeneralization or being confused.

Kandel (2006) carried out a research entitled 'A study on the Co-relationship between sent up and the SLC Examination Results.' And found out that the predictive validity of sent up examination English question paper is very high. Sent up English question paper is helpful and relevant to SLC in terms of course standard and question format factors influencing the SLC English Examination are: Efforts of influencing the SLC Examination, standard of question, unfair checking of answer sheets, exam centre, practicing of unfair means in the proper guidance, supervision and learning environment and availability sufficient resources and materials to practice for the exam.

1.3 Objectives of the Study

The study has the following objectives:

- i. To find out the reliability of the Final S.L.C. question papers (2063) in terms of Public vs. Private Schools.
- ii. To find out weaknesses and strengthens in terms of the following variables.
 - Test construction
 - Time lag and achievement difference.
 - Examinees self study vs. teacher controlled study.
- iii. To suggest some pedagogical implication for the improvement of test construction, effective classroom activities i.e. teaching and learning activities.

1.4 Significance of the study

Since there are no researches carried out on reliability in the Department of English Education, this study will be useful to the Department itself. This study is also expected to be beneficial to the prospective researchers who want to carry out the researches related to the reliability of the SLC English examination. Moreover , the study is expected to be significant to all those who are in schools involved in the programme of teaching learning; specifically teachers ,examinees, guardians ,testers ,question makers ,syllabus designers, text book writers, producers o materials related to SLC examinations. The researcher hopes that the findings will provide a valuable support to any effort to be made in order to improve SLC examinations system in overall. It also highlights the need for enhancing the validity of the SLC English examination as well. Hopefully, this research has a global significance too as in almost all the countries of the world School Leaving Certificate System exists and reliability of question paper for all level is the great matter of concern.

1.5 DEFINITON OF THE SPECIFIC TERMS:

I. Test-retest: A method for finding reliability on which a test is administered two times within a short time gap. The correlation of the performances of the students on the two tests is interpreted as the

correlation co-efficient of the test. The higher the correlation is, the higher the reliability of the test.

II. Reliability: Reliability is one of the essential qualities of a test which refers to the consistency of scores or performances of the same or similar test administered within a reasonable gap of time.

III. S.L.C.: It is the abbreviation form of School Leaving Certificate which refers to a degree that is offered to those students who get through in the S.L.C. examination. It is conducted at the end of secondary School education by S.L.C. examination board, Government of Nepal. It is also known as the first degree in the education system of Nepal.

IV. Examination: It means a formal test of somebody's knowledge or ability in a particular subject especially by means of written questions or practical exercises.

V. Result: It means the out come or the marks in the examination.

VI. r: A term used to indicate the value of co-relation coefficient

VII. Co-relation: It is a statistical tool with the help of which, we can determine whether or not two or more variables are co-related and if they are co-related, what is the degree and direction of co-relation.

VIII. Co-relation co-efficient: The degree of linear relationship between two or more variables.

IX. Variable: An attribute of a person or an object which 'Varies' from person to person or from object to object.

X. Content Weighting: Content weighting is the distribution of marks according to specified contents.

XI. Bridge course: A course that is designed to teach for S.L.C. passed students in order to bridge their study to college study in an informal way.

CHAPTER-TWO

METHODOLOGY

2.1 Sources of data

In order to accomplish the intended goals, the researcher collected and used both the sources of data.

2.2.1 Primary Sources

The primary sources for the study is S.L.C. appeared students in the year 2063 students from public and English medium boarding schools.

2.2.2 Secondary sources of data

In addition to the primary sources the researcher made use of the secondary source of data viz. the multiple sets of English question papers of 2063 B.S. books, journals, periodicals, articles, reports and materials available as Bachman (1998), Harrison (1991), Heaton (1998), Hughes (1989), Khaniya (2003, 2004) which have close relevance with the present study, previously carried out researches on reliability.

2.3 Population of the Study

All the tenth graders studying in Kathmandu were the population. However, the identified ones are the students of Kathmandu Don Bosco Higher Secondary School, New Baneshwor, Kathmandu (School 'A') and Shahid Sukra Sec. School, Bag bazaar, Kathmandu (School 'B') English Medium Boarding School studying in class ten were used as the population of the study.

2.4 Sample Procedure

Eighty-eight students were the sample population, forty four from public school, and forty four from private school. They were selected by using stratified random sampling procedure.

2.5 Tools for Data Collection

Out of the three methods of determining reliability of the exam viz; test-retest method, parallel test method and internal consistency method test re-test method was adopted in this study. Different sets of question papers were distributed to the students of both the schools, school 'A' and school 'B' according to the sets of question paper on which they appeared in final SLC examination i.e. Set 'A' and Set 'B' question papers. Then, answer sheets were collected and checked and scores were listed. Finally a comparison between two different schools was made.

2.6 Process of data collection

The selected schools and related people were visited .Then the total sample was divided into two groups, according to the sets of question papers which were distributed in their final SLC examination.

To administer the test, first, answer papers were distributed and necessary instructions were given for each part of the test. Then, a set of questions was distributed to each student. The Students were invigilated for three hours till the writing test was completed, and they were encouraged to write fairly making them feel as if they were appearing the final SLC test and not a research paper.

2.7 Limitations of the Study

The number of sample population was only eighty eight. Only reading and writing skills were tested. Only the reliability of SLC English question papers in 2063 B.S. was tested in this study. The study was limited only to the two sets of English Questions used in 2063 B.S.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

3.1. Introduction

Under this chapter, the data have been analyzed, interpreted and presented systematically. The first objective of this study was to find out the reliability of SLC question papers on the basis of test -retest method. To accomplish the objective, forty four students were selected from each of the two government and private schools of Kathmandu valley (henceforth School 'A' and School 'B') respectively .The reliability of SLC question papers (2063) i.e. consistency of score has been presented and described in this chapter and the chapter is followed by the influencing factors of the result.

This chapter has two main parts. The first part deals with the analysis of the reliability of question papers and the second part deals with the analysis by the researcher himself .For the purpose of examining the reliability of the two sets of question papers of SLC, the researcher at first, compared the score (performance) of the students received in the test re test examination with the performance (score) they achieved in their SLC English examination. Then, the correlation analysis of the two sets of scores (performance) has been shown. In support of the findings of the reliability of SLC question papers, the data has been further analyzed.

In order to analyze and present the result , statistical as well as descriptive tools have been adopted .The researcher has analyzed and interpreted the data descriptively by using simple statistical tools such as percentage, mean correlation, co-efficient presented through tables, graphs and bar diagrams. Each of the tables presented in this study is followed by graph for the purpose of clarifying ideas. In fact, the tables and graphs are complementary to each other. Clarity and convenience, rather than economy in space was the guiding principle behind this kind of presentation.

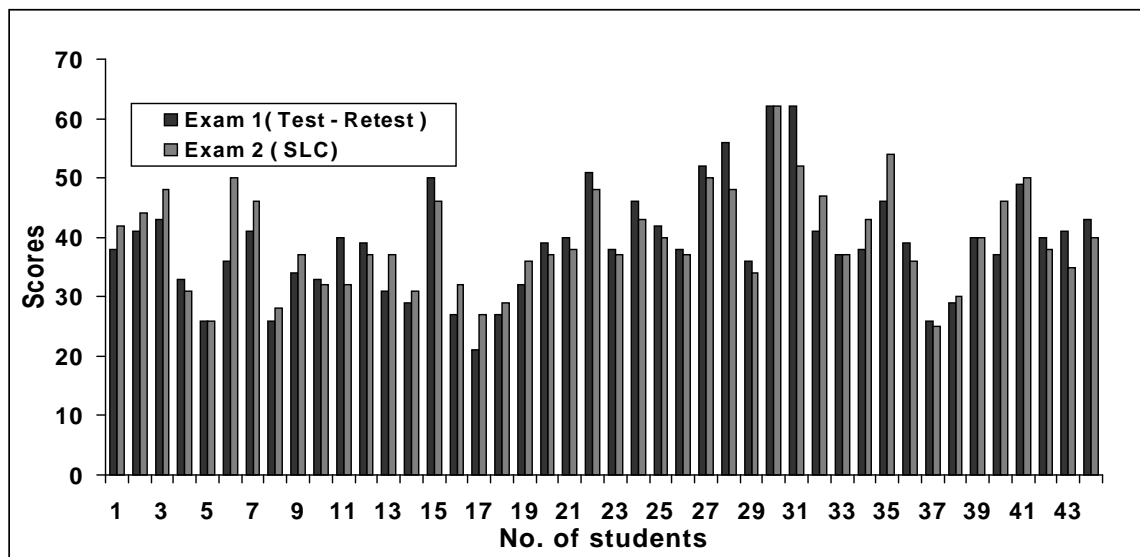
3.2 Comparison Between the Performances of the Students on Two Sets of Examination. (Test-Retest and SLC English Exam)

On the basis of the headings given above, the results of a group of students in the test- retest English Examination were compared to find out the reliability of SLC question papers.

3.2.1 School- Wise Comparison on the Whole

- Comparison between the Two Sets of Scores of the Students of School 'B'.

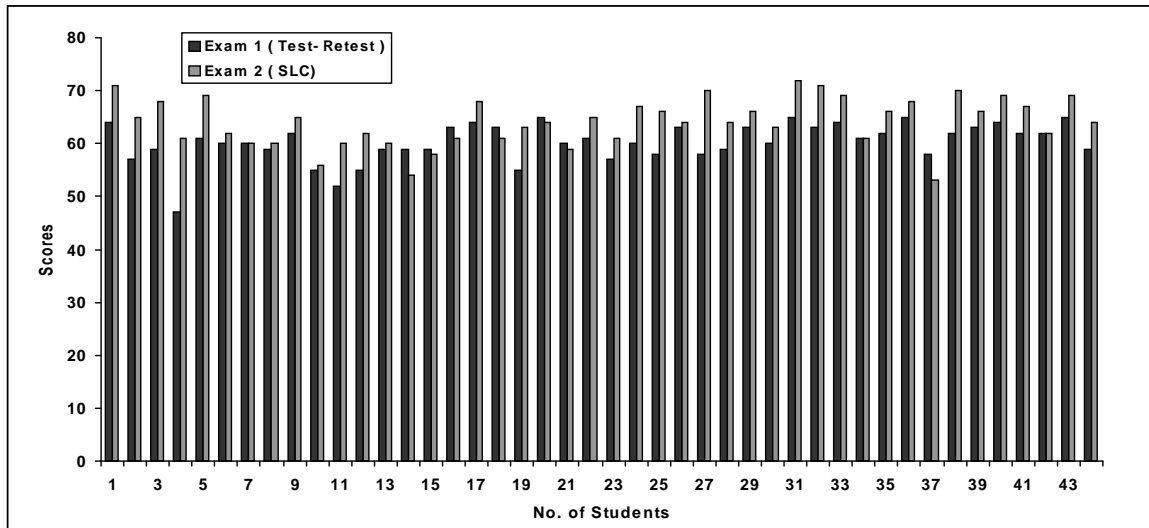
Graph: 1



The graph above reveals that all the forty four students obtaining 60 % above in the test- retest examination could also obtain 60% above in the final SLC English examination making it clear that in the test re-test exam and final SLC examination they have constant percentage of scoring It shows that in terms of school 'B' question paper had high reliability.

- Comparison between the Two Scores of the Students of School 'A'.

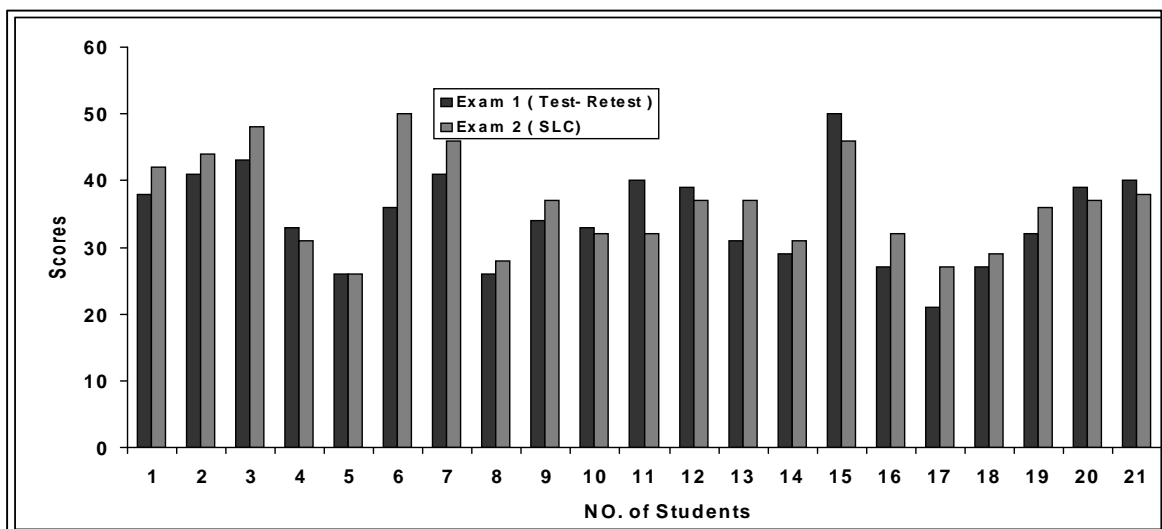
Graph: 2



As seen in the graph above, all the forty four students obtaining above 60% marks in the test–retest English Examination could also obtain considerable scores in the SLC English examination manifesting that in the test re-test examination S.L.C. English question paper had high reliability of the students from school 'B' in the English examination.

3.2.2 Comparison Between the Two Sets of Scores of the Students of School 'B'. (Set- Wise):

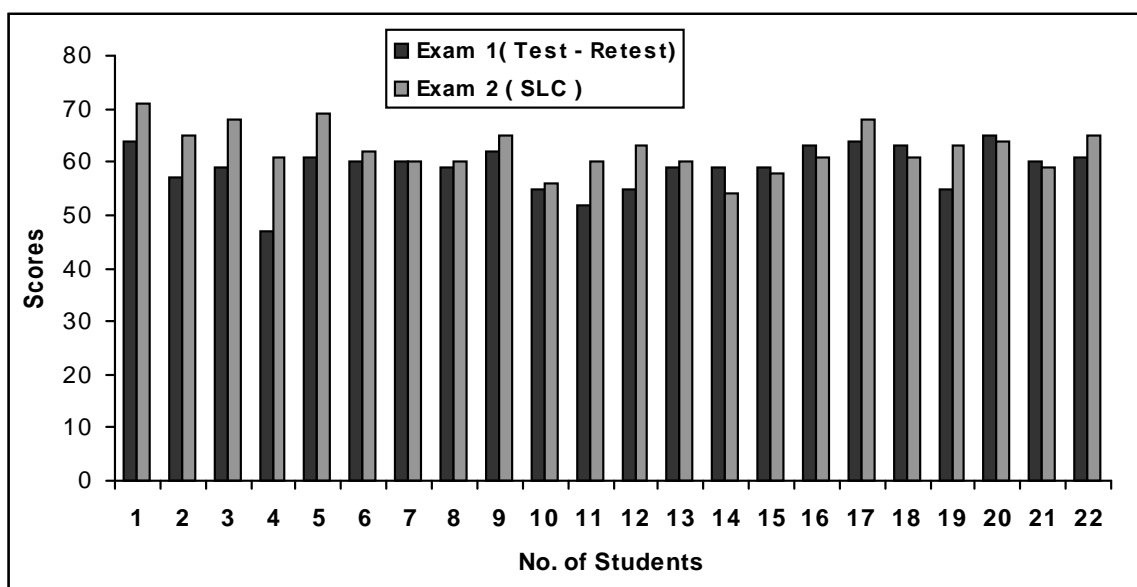
Graph: 3



The above given graph shows that all the twenty two students with question Set 'B' received 60% above marks in the English examination. They could obtain the same percentage of scores in the SLC English examination as well. This shows that the SLC English question paper had high reliability. The performance of the students from School 'B' was consistent.

**Comparison Between the Two Sets of Scores of the Students of School 'A'.
(Set- wise):**

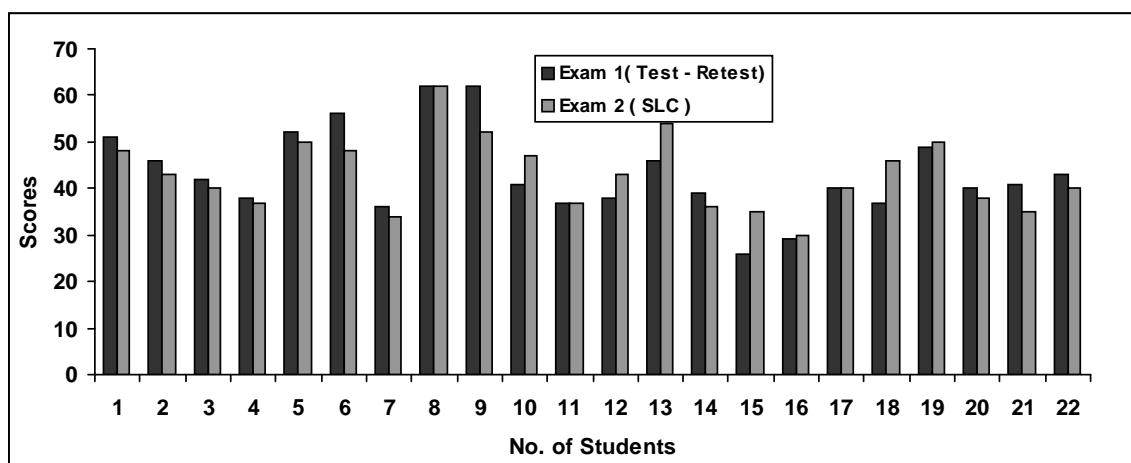
Graph: 4



The graph above indicates that out of twenty two students of School 'A' with set 'A', 80% above marks was not obtained by 3 students in SLC English examination. Nineteen students who obtained 75% above marks in the test-retest examination obtained less than 75% marks in the final S.L.C. examination of English. This indicates that the SLC question papers had low reliability in comparison to school 'B' and there was negative achievement difference and no consistency in scores when there was time lag after SLC exam.

**Comparison Between the Two Sets of Scores of the Students of School 'B'.
(Set wise):**

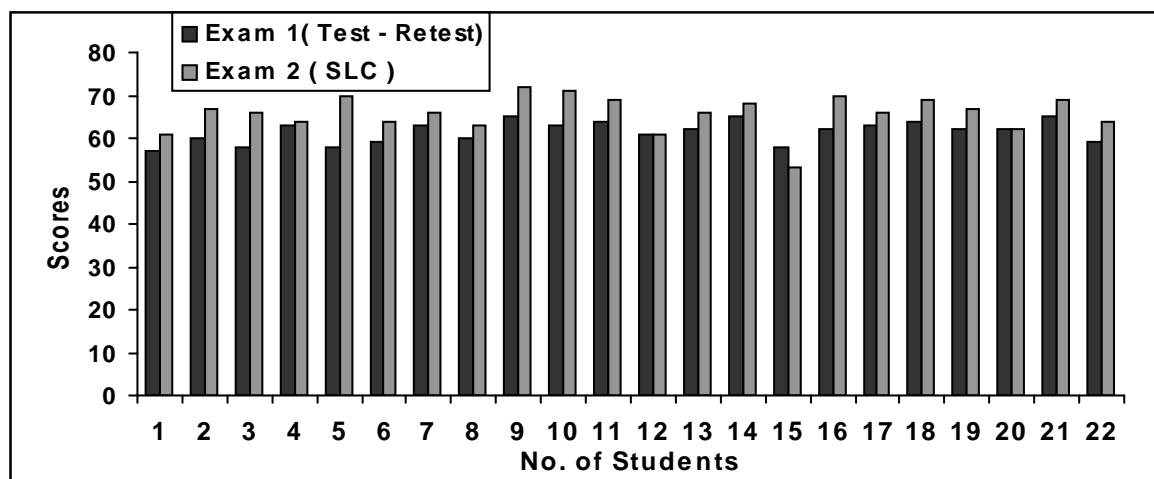
Graph: 5



The graph above indicates that all the twenty two students obtaining 60% above marks in the SLC examination could also obtain constant scores in the test – retest examination except three who failed in the final SLC exam. This showed that the SLC question papers had high reliability in terms of the public school.

Comparison Between the Two Sets of Scores of the Students of School 'A':

Graph: 6

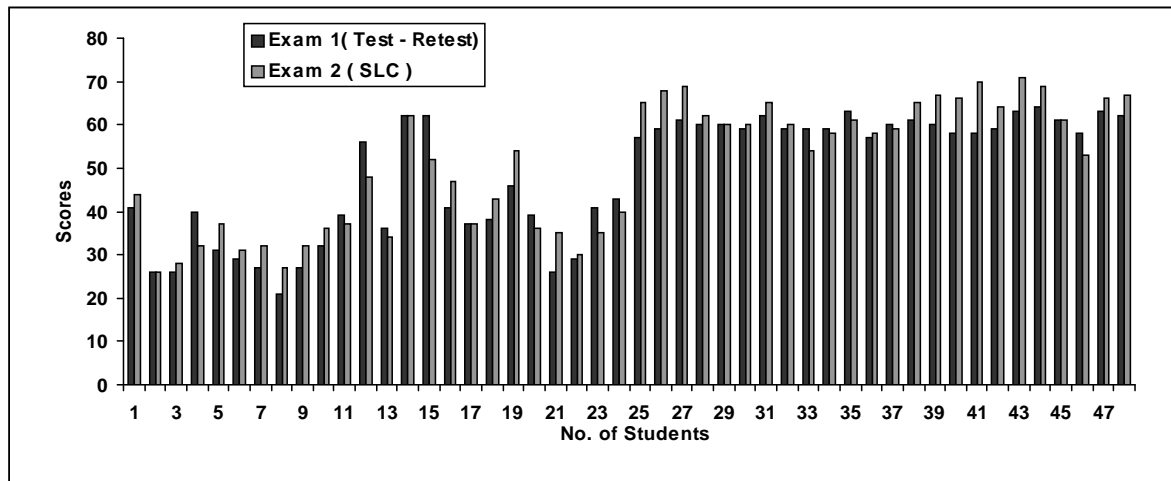


As seen in the graph above all the twenty two students who obtained 60 % above marks in the SLC examination could also obtain 60% above marks in the test – retest exam except three students. This showed that the SLC question papers had high reliability in public school than in the private school and they had remarkable performance in English question papers in both the examinations.

3.2.3 Performances of the Students on the Sets of Examination (Sex- Wise)

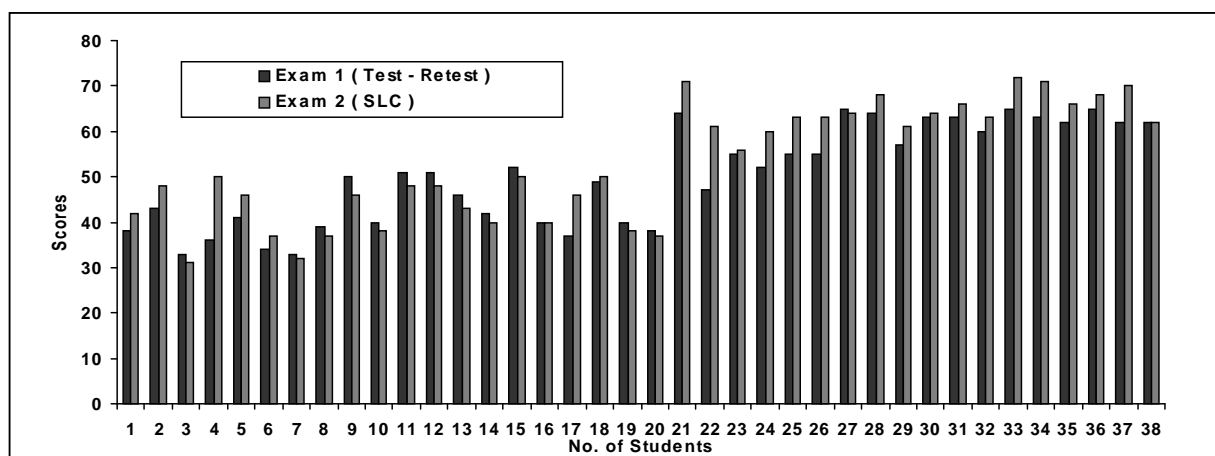
From the two schools total 88 students were selected randomly for the research, among them the number of male students was 50 and female was 38. The marks obtained by either sex in both the results have been compared below.

Graph: 7



The graph above indicates that out of 88 students, 50 were male students and Eleven obtaining 50% above marks in test retest English examination couldnot obtain constant score in the SLC English examination whereas the others i.e. 39 students who obtained 60% above in the test retest exam could also obtain 60% above marks in the SLC English examination as well. This showed that the SLC question paper had high reliability in the case of 39 students. They showed good performance in both the exams so far.

Graph: 8



The graph presented above indicates that out of 38 female students, twelve obtaining 50% above marks in the test retest exam could obtain better marks than in SLC English examination. Whereas 26 students who obtained 50% above marks in the test retest exam could also obtain constant marks in SLC English examination. This showed that the SLC question papers of English had high reliability in the case of 26 students than 12. Therefore, it could be said that, question papers of SLC in English had high reliability.

4. Co relational Analysis

The main concern of co relational analysis is to find out the existence of relationship between two or more variables. The focus is on determining the nature pattern, magnitude or the degree of relationship. If a relationship exists between two variables, it means that scores within a certain range on one measure (variable) are associated with scores within a certain range on another variable. There is a relationship between intelligence test and academic achievement; i.e. person whose score is high on intelligence tests tends to have higher grade points and persons who score low on intelligence tests tend to have lower grade points. Thus, if high scores on one variable are associated with high scores on the other variables or low scores on one variable are low with low scores on the other variable, there is a positive relationship between these two variables. Contrary, to this, if high scores on one variable are associated with low scores on another variables there exists a negative relationship, between those two variables. Lastly, if there is not found any systematic pattern of relationship between two variables. There is no relationship between those

variables; this is known as zero relationship. The nature or pattern of relationship, i.e. positive and negative, and zero can be graphically presented in scattered plot or scattered diagram. The data in this research all those diagrams and are presented in the following pages of analysis.

There are two major weaknesses in showing correlation in a scatter plot/scatter gram. Firstly, it is time consuming because correlation research is a group study and to prepare a scattered plot for each student takes a lot of time. Secondly, scattered plot cannot display the quantitative measure of degree of relationship. So, analysis in correlation research is displayed through correlation coefficient or coefficient of co relation.

A co relation is a number, a quantitative measure that represents the degree of relationship between two variables. The measurement of co relation between two variables results in a value that ranges from both 0.00 and +1 or /and 00 and -1. This value is called the co relation coefficient. A co relation coefficient is a decimal number between 00 and +1 or 00 and -1, which includes the degree to which two variables are related.

For the purpose of interpreting co relation coefficient quantitatively, Carret (1970) has given the following established criterion:

- a) r's from 0.00 to ± 0.20 = very low, negligible.
- b) r's from ± 0.21 to ± 0.40 = low, present, but a slight.
- c) r's from ± 0.41 to ± 0.70 = substantial or marked.
- d) r's from ± 0.71 to 1.00= high or very high.

Similarly, Sthapit et al. (2004) have also given some relevant criteria for the interpretations of co- relation co-efficient are given below;

Criterion for Interpretation of Co relation Coefficient:

| Degree | Direction(Positive) | Direction(Negative) |
|-----------|----------------------|---------------------|
| Perfect | +1.00 | -1.00 |
| Very high | +0.75 | -0.75 to -1.00 |
| High | +0.50 to 0.75 | -0.50 to -0.50 |
| Low | +0.25 to +0.50 | -0.25 to -0.50 |
| Very low | 0.00 to 0.025 | 0.00 to 0.025 |
| Absent | 0.00 | 0.00 |

4.1 Characteristics of Correlation Study:

-The characteristics of correlation study are as follows:

- 1) Co relational research is objective based. Whether relationship studies or prediction studies because all other processes depend on the objective of the research. It can be explained with comparing to the experimental study.
- 2) It can deal with multiple variables at the same time, so it is appropriate to conduct in the situation where it is difficult to conduct experimental study.

The researcher first conducted the co relational study and found out the effective relationship, as positive negative or zero, if the relationship was negative then he eliminates these variables and he only further he carried out the experimental research.

Data were collected in natural setting.

- 3) The researcher found out degree of relationship rather than all or nothing question.
- 4) In co relational study qualitative data was collected and analyzed, i.e. statistical approach was used for analysis, co relation co-efficient was found out.
- 5) It was a group study unlike case study and ethnographic research, a group was used as the population of study, it provides information about group of students or other entities. But on the other hand, it failed to tell position of the individual like in case study.

4.2 Methods of Correlation Co-efficient Calculation

There are many ways or technique of calculating or finding out of the correlation co-efficient statistical process. Here is given one of the methods given by Karl Pearson (1988) is as follows:

The raw scores obtained from the data operations are directly used. There are certain steps to carry out the process. They are given below:

- Step 1:** List the scores for each student in parallel column, where 'x' stands for scores on one variable and 'y' stands for score on another variable.
- Step 2:** Square each and enter the numbers in the X^2 and Y^2 column.
- Step 3:** Multiply the 'X' and 'Y' scores together and enter into the 'XY' column.
- Step 4:** Add up each column, and
- Step 5:** Apply the following formula.

-correlation co efficient =

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

According to Martyn Penscombe (1999) researcher generally regard any correlation co-efficient which is positive or negative 0.3 below as weak relation and 0.7 below as strong relation but for James Dean Brown (1999) weak equals to 0.40 and below and strong equals to 0.80 and above.

The raw data used in this research has been presented in the Appendix –II and III in detail. The correlation co-efficient two sets of scores has been analyzed and interpreted under the following headings.

- a) School wise co- relational analysis.
- b) Set wise co- relational analysis.
- c) Sex wise co-relational analysis.

4.2.1 School-wise Correlation Analysis

The co- relational analysis of the two sets of scores of the students from each school has been done using the formula of 'Actual Mean Method' as follows:

↪ **Co-relational Analysis of the Two Sets of Scores of Students from School 'B'. (As a whole)**

Table: 9

| SSSS | Total Student | $x = X - A$ "A" = 43 | $y = Y - A$ "A" = 42 | x^2 | y^2 | xy | r |
|------|---------------|-------------------------|-------------------------|-------|-------|------|------|
| | 44 | 43 | 22 | 3641 | 2984 | 2831 | 0.86 |

The coefficient of co-relation between the two sets of scores of the Subject English of 44 students from school 'B' is determined to be + 0.86. This indicates that the degree of co-relation between two results is found very high and the direction of their relationship is positive.

↪ **Co-relational Analysis of the Two Sets of Scores of Students from School 'A'.**

Table; 10

| KDBHS | Total Student | $x = X - A$ "A" = 43 | $y = Y - A$ "A" = 42 | x^2 | y^2 | xy | r |
|-------|---------------|-------------------------|-------------------------|-------|-------|-----|------|
| | 44 | 12 | -1 | 586 | 833 | 340 | 0.49 |

The table above indicates that the coefficient of correlation between the two sets of scores of the subject English of forty four students School 'A' is determined to be + 0.49. This proves that the degree of correlation between the two results is found low.

4.2.2 Co-relational Analysis of the Two Sets of Scores of Students from School 'B'. (Set-wise)

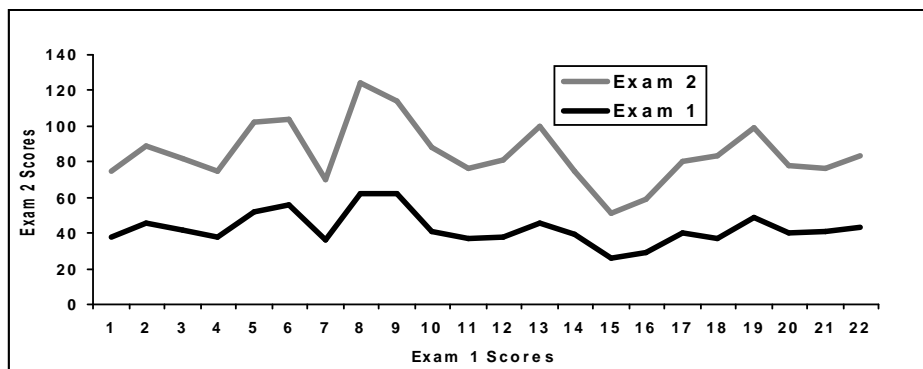
Table: 11

The Scores Obtained in the Set 'B' Question Papers;

Set " B "

| X | Y | $x = X - A$ "A" = 43 | $y = Y - A$ "A" = 42 | x^2 | y^2 | xy | r |
|-------|-------|-------------------------|-------------------------|------------|-----------|--------|------|
| 38 | 37 | -5 | -5 | 25 | 25 | 25 | 0.38 |
| 46 | 43 | 3 | 1 | 9 | 1 | 3 | |
| 42 | 40 | -1 | -2 | 1 | 4 | 2 | |
| 38 | 37 | -5 | -5 | 25 | 25 | 25 | |
| 52 | 50 | 9 | 8 | 81 | 64 | 72 | |
| 56 | 48 | 13 | 6 | 169 | 36 | 78 | |
| 36 | 34 | -7 | -8 | 49 | 64 | 56 | |
| 62 | 62 | 19 | 20 | 361 | 400 | 380 | |
| 62 | 52 | 19 | 10 | 361 | 100 | 190 | |
| 41 | 47 | -2 | 5 | 4 | 25 | -10 | |
| 37 | 39 | -6 | -3 | 36 | 9 | 18 | |
| 38 | 43 | -5 | 1 | 25 | 1 | -5 | |
| 46 | 54 | 3 | 12 | 9 | 144 | 36 | |
| 39 | 36 | -4 | -6 | 16 | 36 | 24 | |
| 26 | 25 | -17 | -17 | 289 | 289 | 289 | |
| 29 | 30 | -14 | -12 | 196 | 144 | 168 | |
| 40 | 40 | -3 | -2 | 9 | 4 | 6 | |
| 37 | 46 | -6 | 4 | 36 | 16 | -24 | |
| 49 | 50 | 6 | 8 | 36 | 64 | 48 | |
| 40 | 38 | -3 | -4 | 9 | 16 | 12 | |
| 41 | 35 | -2 | -7 | 4 | 49 | 14 | |
| 43 | 40 | 0 | -2 | 0 | 4 | 0 | |
| X=938 | Y=924 | x = -8 | y = -28 | $x^2=3030$ | $y^2=776$ | xy=586 | |

Chart: 11

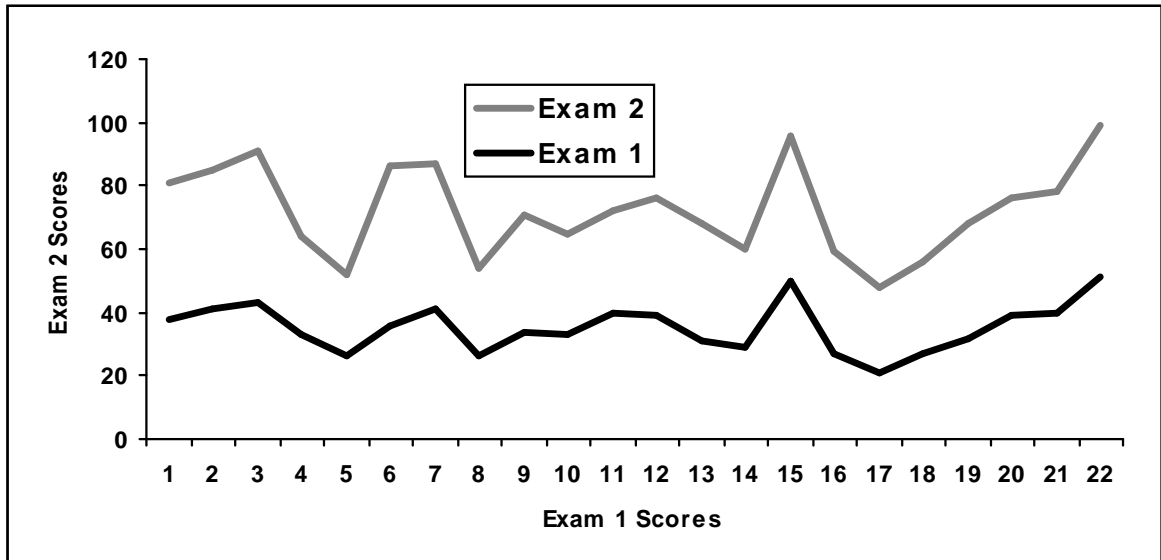


As seen in the table and chart above reveal that the co-efficient between the two sets of scores of the subject English of 22 students from School 'B' was determined to be +0.38. This indicates that the degree of co-relation between the two results was found low and the direction of their relation was positive. It showed the low reliability of the SLC question papers in case of the students of School 'B'.

Table: 12

| Set " A " | | | | | | | |
|-----------|-------|-------------------------|-------------------------|------------|------------|--------|------|
| X | Y | $x = X - A$ "A" = 35 | $y = Y - A$ "A" = 37 | x^2 | y^2 | xy | r |
| 38 | 43 | 3 | 6 | 9 | 36 | 18 | 0.81 |
| 41 | 44 | 6 | 7 | 36 | 49 | 42 | |
| 43 | 48 | 8 | 11 | 64 | 121 | 88 | |
| 33 | 31 | -2 | -6 | 4 | 36 | 12 | |
| 26 | 26 | -9 | -11 | 81 | 121 | 99 | |
| 36 | 50 | 1 | 13 | 1 | 169 | 13 | |
| 41 | 46 | 6 | 9 | 36 | 81 | 54 | |
| 26 | 28 | -9 | -9 | 81 | 81 | 81 | |
| 34 | 37 | -1 | 0 | 1 | 0 | 0 | |
| 33 | 32 | -2 | -5 | 4 | 25 | 10 | |
| 40 | 32 | 5 | -5 | 25 | 25 | -25 | |
| 39 | 37 | 4 | 0 | 16 | 0 | 0 | |
| 31 | 37 | -4 | 0 | 16 | 0 | 0 | |
| 29 | 31 | -6 | -6 | 36 | 36 | 36 | |
| 50 | 46 | 15 | 9 | 225 | 81 | 135 | |
| 27 | 32 | -8 | -5 | 64 | 25 | 40 | |
| 21 | 27 | -14 | -10 | 196 | 100 | 140 | |
| 27 | 29 | -8 | -8 | 64 | 64 | 64 | |
| 32 | 36 | -3 | -1 | 9 | 1 | 3 | |
| 39 | 37 | 4 | 0 | 16 | 0 | 0 | |
| 40 | 38 | 5 | 1 | 25 | 1 | 5 | |
| 51 | 48 | 16 | 11 | 256 | 121 | 176 | |
| X=777 | Y=814 | x = 7 | y = 1 | $x^2=1265$ | $y^2=1173$ | xy=991 | |

Chart: 12



In the table and chart given above the coefficient of co-relation between the two sets of scores of the subject English of 22 students from school 'B' is determined to be 0.81. This showed that the degree of co-relation between the two results was found very high and the direction of their relationship was positive. It showed that in this context the reliability of the SLC question paper was very high.

**Co-relational Analysis of the Two Sets of Scores of Students from School
'B'. (As a Whole)**

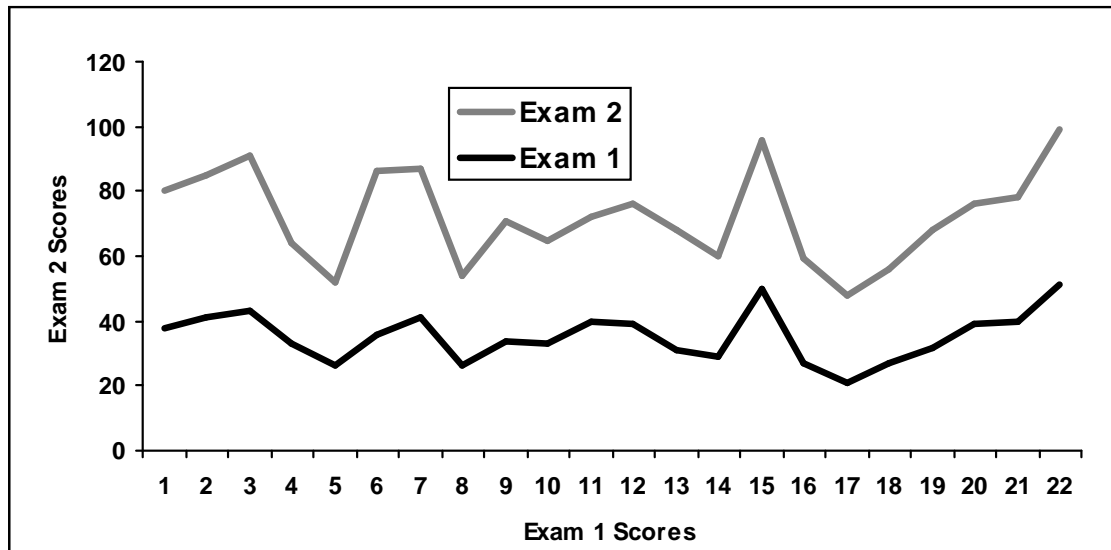
Table: 13

The Scores Obtained by the Total No. of Students:

| X | Y | x = X - A "A" = 38 | y = Y - A "A" = 39 | x² | y² | xy | r |
|----------|----------|-------------------------------|-------------------------------|----------------------|----------------------|-----------|----------|
| 38 | 42 | 0 | 3 | 0 | 9 | 0 | 0.86 |
| 41 | 44 | 3 | 5 | 9 | 25 | 15 | |
| 43 | 48 | 5 | 9 | 25 | 81 | 45 | |
| 33 | 31 | -5 | -8 | 25 | 64 | 40 | |
| 26 | 26 | -12 | -13 | 144 | 169 | 156 | |
| 36 | 50 | -2 | 11 | 4 | 121 | -22 | |
| 41 | 46 | 3 | 7 | 9 | 49 | 21 | |
| 26 | 28 | -12 | -11 | 144 | 121 | 132 | |
| 34 | 37 | -4 | -2 | 16 | 4 | 8 | |
| 33 | 32 | -5 | -7 | 25 | 49 | 35 | |
| 40 | 32 | 2 | -7 | 4 | 49 | -14 | |
| 39 | 37 | 1 | -2 | 1 | 4 | -2 | |
| 31 | 37 | -7 | -2 | 49 | 4 | 14 | |
| 29 | 31 | -9 | -8 | 81 | 64 | 72 | |
| 50 | 46 | 12 | 7 | 144 | 49 | 84 | |
| 27 | 32 | -11 | -7 | 121 | 49 | 77 | |
| 21 | 27 | -17 | -12 | 289 | 144 | 204 | |
| 27 | 29 | -11 | -10 | 121 | 100 | 110 | |
| 32 | 36 | -6 | -3 | 36 | 9 | 18 | |
| 39 | 37 | 1 | -2 | 1 | 4 | -2 | |
| 40 | 38 | 2 | -1 | 4 | 1 | -2 | |
| 51 | 48 | 13 | 9 | 169 | 81 | 117 | |
| 38 | 37 | 0 | -2 | 0 | 4 | 0 | |
| 46 | 43 | 8 | 4 | 64 | 16 | 32 | |
| 42 | 40 | 4 | 1 | 16 | 1 | 4 | |
| 38 | 37 | 0 | -2 | 0 | 4 | 0 | |
| 52 | 50 | 14 | 11 | 196 | 121 | 154 | |
| 56 | 48 | 18 | 9 | 324 | 81 | 162 | |
| 36 | 34 | -2 | -5 | 4 | 25 | 10 | |
| 62 | 62 | 24 | 23 | 576 | 529 | 552 | |
| 62 | 52 | 24 | 13 | 576 | 169 | 312 | |
| 41 | 47 | 3 | 8 | 9 | 64 | 24 | |
| 37 | 37 | -1 | -2 | 1 | 4 | 2 | |
| 38 | 43 | 0 | 4 | 0 | 16 | 0 | |
| 46 | 54 | 8 | 15 | 64 | 225 | 120 | |
| 39 | 36 | 1 | -3 | 1 | 9 | -3 | |
| 26 | 25 | -12 | -14 | 144 | 196 | 168 | |
| 29 | 30 | -9 | -9 | 81 | 81 | 81 | |
| 40 | 40 | 2 | 1 | 4 | 1 | 2 | |
| 37 | 46 | -1 | 7 | 1 | 49 | -7 | |
| 49 | 50 | 11 | 11 | 121 | 121 | 121 | |

| | | | | | | |
|------------|------------|----------|----------|--------------|--------------|-------------|
| 40 | 38 | 2 | -1 | 4 | 1 | -2 |
| 41 | 35 | 3 | -4 | 9 | 16 | -12 |
| 43 | 40 | 5 | 1 | 25 | 1 | 5 |
| $X = 1715$ | $Y = 1738$ | $x = 43$ | $y = 22$ | $x^2 = 3641$ | $y^2 = 2984$ | $xy = 2831$ |

Chart: 13



The table and chart above indicate that the coefficient of co-relation between the two sets of scores of the subject English of 44 students from school 'B' was determined to be +0.86. This made clear that the degree of co-relation between the two results was found very high and the direction of their relationship was positive. In this context the reliability of the SLC question paper was very high.

4.2.3 Co-relational Analysis of the Two Sets of the Scores of the Students from School 'B' and School 'A'. (Sex-Wise as a whole two Schools)

Table: 14

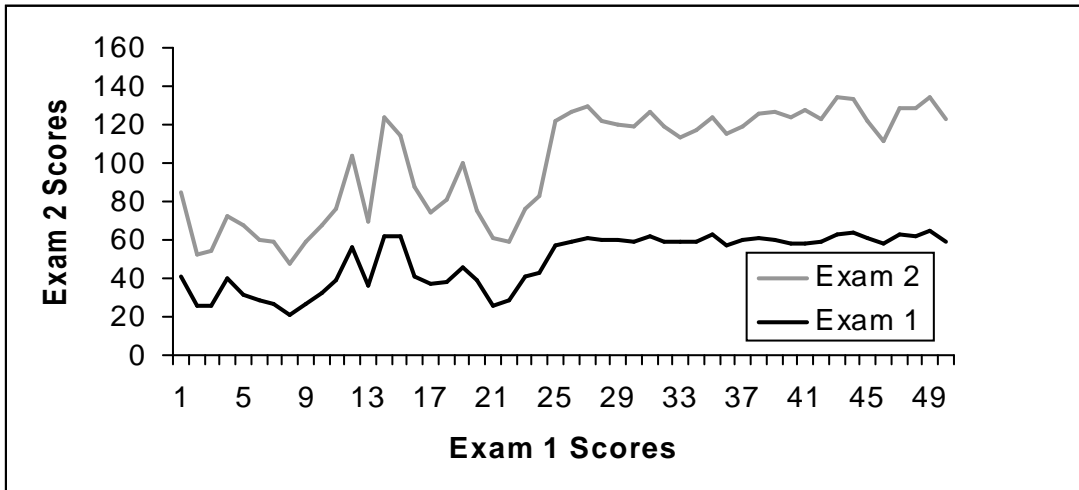
Boys;

The Scores Obtained by the Total No. of Boys:

| Sex-wise: Boys | | | | | | | |
|-----------------------|----|-------------------------|-------------------------|-------|-------|-----|-------------|
| X | Y | $x = X - A$ "A" = 49 | $Y = Y - A$ "A" = 51 | x^2 | y^2 | xy | r |
| 41 | 44 | -8 | -7 | 64 | 49 | 56 | 0.94 |
| 26 | 26 | -23 | -25 | 529 | 625 | 575 | |

| | | | | | | |
|----------|----------|--------|--------|------------|-------------|-----------|
| 26 | 28 | -23 | -23 | 529 | 529 | 529 |
| 40 | 32 | -9 | -19 | 81 | 361 | 171 |
| 31 | 37 | -18 | -14 | 324 | 196 | 252 |
| 29 | 31 | -20 | -20 | 400 | 400 | 400 |
| 27 | 32 | -22 | -19 | 484 | 361 | 418 |
| 21 | 27 | -28 | -24 | 784 | 576 | 672 |
| 27 | 32 | -22 | -19 | 484 | 361 | 418 |
| 32 | 36 | -17 | -15 | 289 | 225 | 255 |
| 39 | 37 | -10 | -14 | 100 | 196 | 140 |
| 56 | 48 | 7 | -3 | 49 | 9 | -21 |
| 36 | 34 | -13 | -17 | 169 | 289 | 221 |
| 62 | 62 | 13 | 11 | 169 | 121 | 143 |
| 62 | 52 | 13 | 1 | 169 | 1 | 13 |
| 41 | 47 | -8 | -4 | 64 | 16 | 32 |
| 37 | 37 | -12 | -14 | 144 | 196 | 168 |
| 38 | 43 | -11 | -8 | 121 | 64 | 88 |
| 46 | 54 | -3 | 3 | 9 | 9 | -9 |
| 39 | 36 | -10 | -15 | 100 | 225 | 150 |
| 26 | 35 | -23 | -16 | 529 | 256 | 368 |
| 29 | 30 | -20 | -21 | 400 | 441 | 420 |
| 41 | 35 | -8 | -16 | 64 | 256 | 128 |
| 43 | 40 | -6 | -11 | 36 | 121 | 66 |
| 57 | 65 | 8 | 14 | 64 | 196 | 112 |
| 59 | 68 | 10 | 17 | 100 | 289 | 170 |
| 61 | 69 | 12 | 18 | 144 | 324 | 216 |
| 60 | 62 | 11 | 11 | 121 | 121 | 121 |
| 60 | 60 | 11 | 9 | 121 | 81 | 99 |
| 59 | 60 | 10 | 9 | 100 | 81 | 90 |
| 62 | 65 | 13 | 14 | 169 | 196 | 182 |
| 59 | 60 | 10 | 9 | 100 | 81 | 90 |
| 59 | 54 | 10 | 3 | 100 | 9 | 30 |
| 59 | 58 | 10 | 7 | 100 | 49 | 70 |
| 63 | 61 | 14 | 10 | 196 | 100 | 140 |
| 57 | 58 | 8 | 7 | 64 | 49 | 56 |
| 60 | 59 | 11 | 8 | 121 | 64 | 88 |
| 61 | 65 | 12 | 14 | 144 | 196 | 168 |
| 60 | 67 | 11 | 16 | 121 | 256 | 176 |
| 58 | 66 | 9 | 15 | 81 | 225 | 135 |
| 58 | 70 | 9 | 19 | 81 | 361 | 171 |
| 59 | 64 | 10 | 13 | 100 | 169 | 130 |
| 63 | 71 | 14 | 20 | 196 | 400 | 280 |
| 64 | 69 | 15 | 18 | 225 | 324 | 270 |
| 61 | 61 | 12 | 10 | 144 | 100 | 120 |
| 58 | 53 | 9 | 2 | 81 | 4 | 18 |
| 63 | 66 | 14 | 15 | 196 | 225 | 210 |
| 62 | 67 | 13 | 16 | 169 | 256 | 208 |
| 65 | 69 | 16 | 18 | 256 | 324 | 288 |
| 59 | 64 | 10 | 13 | 100 | 169 | 130 |
| $X=2461$ | $Y=2566$ | $x=11$ | $y=16$ | $x^2=9485$ | $y^2=10532$ | $xy=9421$ |

Chart: 14



The above given table and chart indicate that the co-efficient of co-relation between the two sets of scores of the subject English of 49 students from School 'B' and School 'A' was determined to be 0.94. This showed that the degree of co-relation between the two results was found very high and the direction of their relationship was positive. In this context too, the reliability of The SLC question paper was very high.

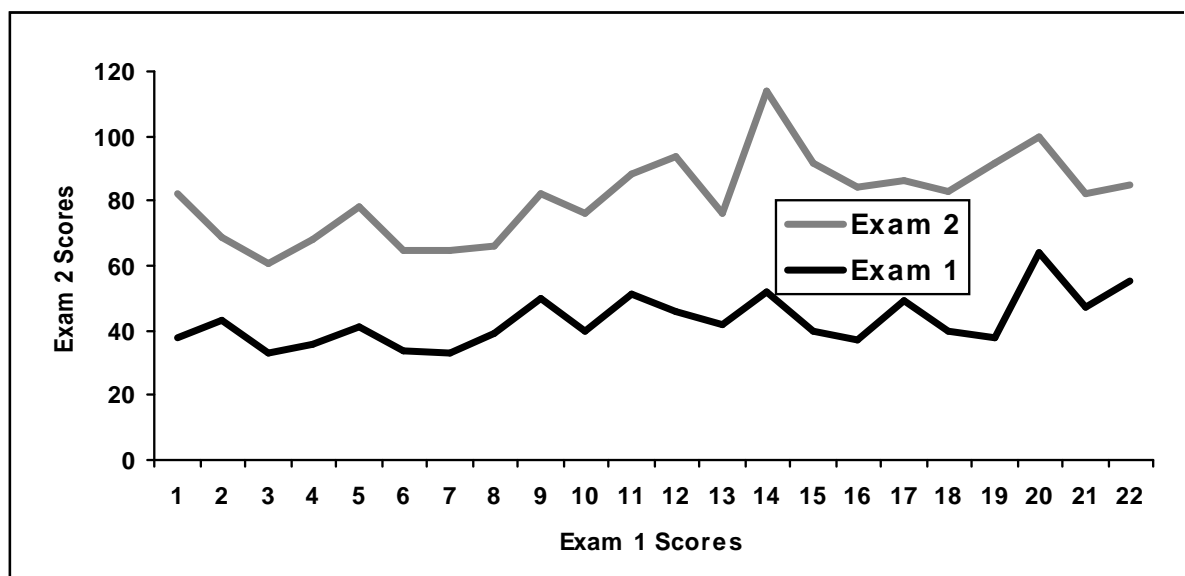
Table: 15 Girls:

The Scores Obtained by the Total No. of Girls:

| Sex-wise: ♀ Girls | | | | | | | |
|--------------------------|----------|-------------------------------|-------------------------------|----------------------|----------------------|-----------|----------|
| X | Y | x = X - A "A" = 51 | y = Y - A "A" = 47 | x² | y² | xy | r |
| 38 | 44 | -13 | -3 | 169 | 9 | 39 | 0.68 |
| 43 | 26 | -8 | -21 | 64 | 441 | 168 | |
| 33 | 28 | -18 | -19 | 324 | 361 | 342 | |
| 36 | 32 | -15 | -15 | 225 | 225 | 225 | |
| 41 | 37 | -10 | -10 | 100 | 100 | 100 | |
| 34 | 31 | -17 | -16 | 289 | 256 | 272 | |
| 33 | 32 | -18 | -15 | 324 | 225 | 270 | |
| 39 | 27 | -12 | -20 | 144 | 400 | 240 | |
| 50 | 32 | -1 | -15 | 1 | 225 | 15 | |
| 40 | 36 | -11 | -11 | 121 | 121 | 121 | |
| 51 | 37 | 0 | -10 | 0 | 100 | 0 | |
| 46 | 48 | -5 | 1 | 25 | 1 | -5 | |
| 42 | 34 | -9 | -13 | 81 | 169 | 117 | |
| 52 | 62 | 1 | 15 | 1 | 225 | 15 | |
| 40 | 52 | -11 | 5 | 121 | 25 | -55 | |
| 37 | 47 | -14 | 0 | 196 | 0 | 0 | |

| | | | | | | |
|----------|----------|-----------|-----------|------------|------------|-----------|
| 49 | 37 | -2 | -10 | 4 | 100 | 20 |
| 40 | 43 | -11 | -4 | 121 | 16 | 44 |
| 38 | 54 | -13 | 7 | 169 | 49 | -91 |
| 64 | 36 | 13 | -11 | 169 | 121 | -143 |
| 47 | 35 | -4 | -12 | 16 | 144 | 48 |
| 55 | 30 | 4 | -17 | 16 | 289 | -68 |
| 52 | 35 | 1 | -12 | 1 | 144 | -12 |
| 55 | 40 | 4 | -7 | 16 | 49 | -28 |
| 55 | 65 | 4 | 18 | 16 | 324 | 72 |
| 65 | 68 | 14 | 21 | 196 | 441 | 294 |
| 64 | 69 | 13 | 22 | 169 | 484 | 286 |
| 57 | 62 | 6 | 15 | 36 | 225 | 90 |
| 63 | 60 | 12 | 13 | 144 | 169 | 156 |
| 63 | 60 | 12 | 13 | 144 | 169 | 156 |
| 60 | 65 | 9 | 18 | 81 | 324 | 162 |
| 65 | 60 | 14 | 13 | 196 | 169 | 182 |
| 63 | 54 | 12 | 7 | 144 | 49 | 84 |
| 62 | 58 | 11 | 11 | 121 | 121 | 121 |
| 65 | 61 | 14 | 14 | 196 | 196 | 196 |
| 62 | 58 | 11 | 11 | 121 | 121 | 121 |
| 62 | 59 | 11 | 12 | 121 | 144 | 132 |
| 61 | 58 | 10 | 11 | 100 | 121 | 110 |
| $X=1922$ | $Y=1772$ | $x = -16$ | $y = -14$ | $x^2=4482$ | $y^2=6852$ | $xy=3796$ |

Chart: 15



In the table and chart given above, the co-efficient of co-relation between the two sets of scores of the subject English of 39 students from school 'B' and school 'A' is determined to be +0.68. This indicates that the degree of co-relation between the two

results was found high and the direction of their relationship was positive. In this context the reliability of the SLC question paper was very high.

- **Co-relational analysis of the two sets of scores of students from School 'A'.**

As a whole

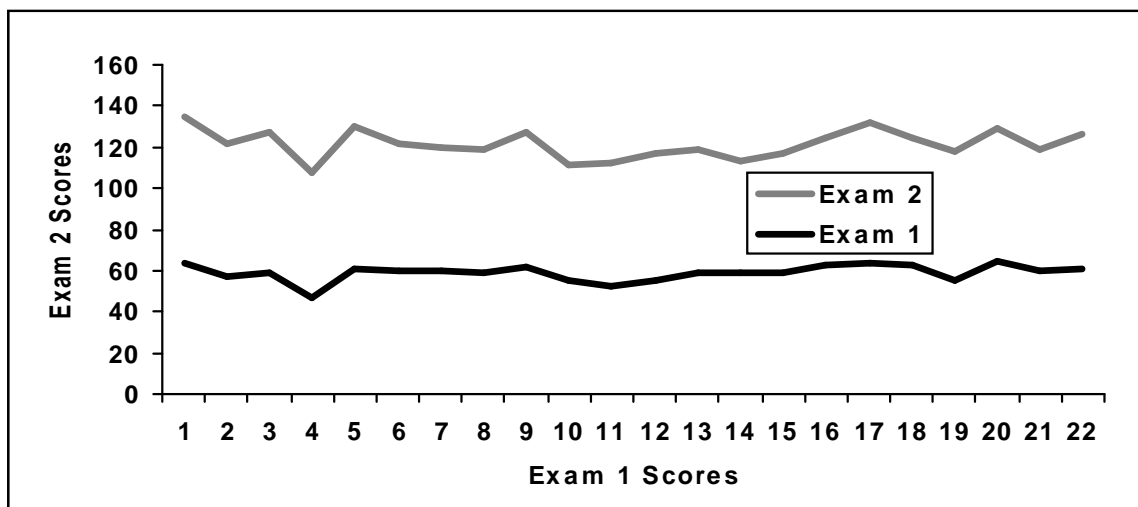
Table: 16

The Scores Obtained by the Total No. of Students:

| X | Y | $x = X - A$ "A" = 60 | $y = Y - A$ "A" = 64 | x^2 | y^2 | xy | r |
|----------|----------|--|--|-------------------------|-------------------------|-----------|-------------|
| 64 | 71 | 4 | 7 | 16 | 49 | 28 | 0.49 |
| 57 | 65 | -3 | 1 | 9 | 1 | -3 | |
| 59 | 68 | -1 | 4 | 1 | 16 | -4 | |
| 47 | 61 | -13 | -3 | 169 | 9 | 39 | |
| 61 | 69 | 1 | 5 | 1 | 25 | 5 | |
| 60 | 62 | 0 | -2 | 0 | 4 | 0 | |
| 60 | 60 | 0 | -4 | 0 | 16 | 0 | |
| 59 | 60 | -1 | -4 | 1 | 16 | 4 | |
| 62 | 65 | 2 | 1 | 4 | 1 | 2 | |
| 55 | 56 | -5 | -8 | 25 | 64 | 40 | |
| 52 | 60 | -8 | -4 | 64 | 16 | 32 | |
| 55 | 62 | -5 | -2 | 25 | 4 | 10 | |
| 59 | 60 | -1 | -4 | 1 | 16 | 4 | |
| 59 | 54 | -1 | -10 | 1 | 100 | 10 | |
| 59 | 58 | -1 | -6 | 1 | 36 | 6 | |
| 63 | 61 | 3 | -3 | 9 | 9 | -9 | |
| 64 | 68 | 4 | 4 | 16 | 16 | 16 | |
| 63 | 61 | 3 | -3 | 9 | 9 | -9 | |
| 55 | 63 | -5 | -1 | 25 | 1 | 5 | |
| 65 | 64 | 5 | 0 | 25 | 0 | 0 | |
| 60 | 59 | 0 | -5 | 0 | 25 | 0 | |
| 61 | 65 | 1 | 1 | 1 | 1 | 1 | |
| 57 | 61 | -3 | -3 | 9 | 9 | 9 | |
| 60 | 67 | 0 | 3 | 0 | 9 | 0 | |
| 58 | 66 | -2 | 2 | 4 | 4 | -4 | |
| 63 | 64 | 3 | 0 | 9 | 0 | 0 | |
| 58 | 70 | -2 | 6 | 4 | 36 | -12 | |
| 59 | 64 | -1 | 0 | 1 | 0 | 0 | |
| 63 | 66 | 3 | 2 | 9 | 4 | 6 | |
| 60 | 63 | 0 | -1 | 0 | 1 | 0 | |
| 65 | 67 | 5 | 3 | 25 | 9 | 15 | |
| 63 | 71 | 3 | 7 | 9 | 49 | 21 | |
| 64 | 69 | 4 | 5 | 16 | 25 | 20 | |
| 61 | 61 | 1 | -3 | 1 | 9 | -3 | |
| 62 | 66 | 2 | 2 | 4 | 4 | 4 | |

| | | | | | | |
|--------|--------|--------|--------|-----------|-----------|--------|
| 65 | 68 | 5 | 4 | 25 | 16 | 20 |
| 58 | 53 | -2 | -11 | 4 | 121 | 22 |
| 62 | 70 | 2 | 6 | 4 | 36 | 12 |
| 63 | 66 | 3 | 2 | 9 | 4 | 6 |
| 64 | 69 | 4 | 5 | 16 | 25 | 20 |
| 62 | 67 | 2 | 3 | 4 | 9 | 6 |
| 62 | 62 | 2 | -2 | 4 | 4 | -4 |
| 65 | 69 | 5 | 5 | 25 | 25 | 25 |
| 59 | 64 | -1 | 0 | 1 | 0 | 0 |
| X=2652 | Y=2815 | x = 12 | y = -1 | $x^2=586$ | $y^2=833$ | xy=340 |

Chart: 16



The table and chart above show that the coefficient of co-relation between the two sets of scores of the subject English of students from School 'A' was determined to be +0.47. This indicates that the degree of co-relation between the two results was found low and the direction of their relationship was positive. The reliability of the SLC question paper in this context seems to be less reliable. It had low reliability.

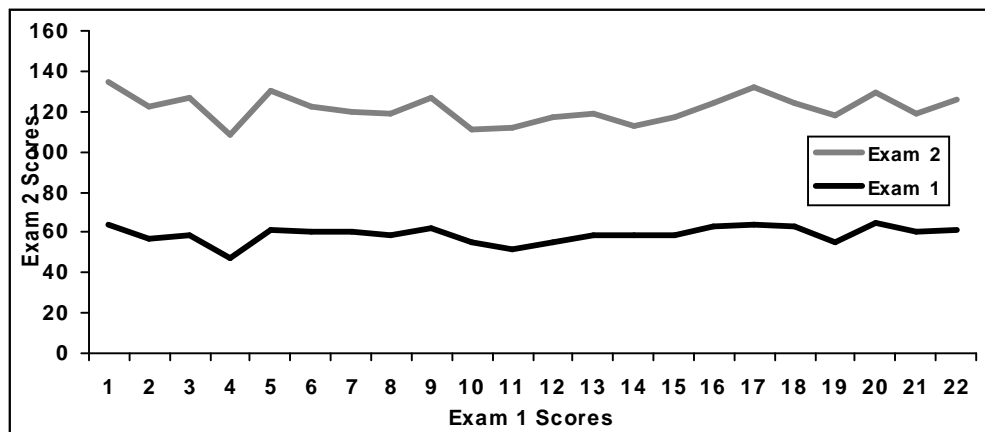
↪ Co-relational analysis of the two sets of scores of students from School 'A'.
(Set-wise Comparison)

Table: 17

The Scores Obtained in the Set 'A' Question Papers:

| Set " A " | | | | | | | r |
|-----------|--------|-------------------------|-------------------------|-----------|-----------|--------|------|
| X | Y | $x = X - A$ "A" = 59 | $y = Y - A$ "A" = 62 | x^2 | y^2 | xy | |
| 64 | 71 | 5 | 9 | 25 | 81 | 45 | 0.38 |
| 57 | 65 | -2 | 3 | 4 | 9 | -6 | |
| 59 | 68 | 0 | 6 | 0 | 36 | 0 | |
| 47 | 61 | -12 | -1 | 144 | 1 | 12 | |
| 61 | 69 | 2 | 7 | 4 | 49 | 14 | |
| 60 | 62 | 1 | 0 | 1 | 0 | 0 | |
| 60 | 60 | 1 | -2 | 1 | 4 | -2 | |
| 59 | 60 | 0 | -2 | 0 | 4 | 0 | |
| 62 | 65 | 3 | 3 | 9 | 9 | 9 | |
| 55 | 56 | -4 | -6 | 16 | 36 | 24 | |
| 52 | 60 | -7 | -2 | 49 | 4 | 14 | |
| 55 | 62 | -4 | 0 | 16 | 0 | 0 | |
| 59 | 60 | 0 | -2 | 0 | 4 | 0 | |
| 59 | 54 | 0 | -8 | 0 | 64 | 0 | |
| 59 | 58 | 0 | -4 | 0 | 16 | 0 | |
| 63 | 61 | 4 | -1 | 16 | 1 | -4 | |
| 64 | 68 | 5 | 6 | 25 | 36 | 30 | |
| 63 | 61 | 4 | -1 | 16 | 1 | -4 | |
| 55 | 63 | -4 | 1 | 16 | 1 | -4 | |
| 65 | 64 | 6 | 2 | 36 | 4 | 12 | |
| 60 | 59 | 1 | -3 | 1 | 9 | -3 | |
| 61 | 65 | 2 | 3 | 4 | 9 | 6 | |
| X=1299 | Y=1372 | x = 1 | y = 8 | $x^2=383$ | $y^2=378$ | xy=143 | |

Chart: 17



As seen in the table and chart above, the co-efficient between the two sets of scores of the subject English of 22 students from School 'A' for Set B was determined to be +0.38. This indicates that the degree of co-relation between the two results was found low and the direction of their relation was positive. In this context the reliability of the SLC question paper was low.

**Co-relational Analysis of the Two Sets of Scores of Students from School 'A'.
(Set-Wise Comparison)**

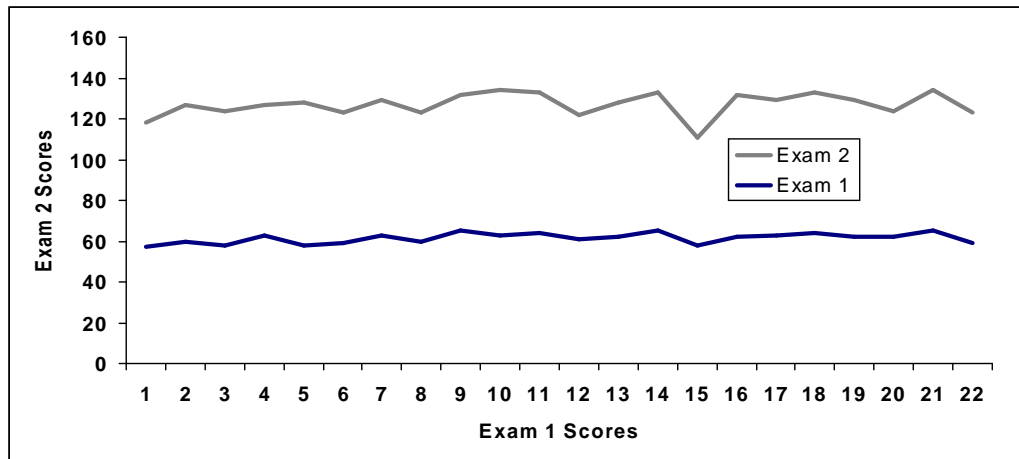
Set "B"

Table: 18

The Scores Obtained in the Set 'B' Question Papers:

| X | Y | $x = X - A$ "A" = 61 | $y = Y - A$ "A" = 65 | x^2 | y^2 | xy | r |
|--------------|---------------|--|--|-----------------------------|-----------------------------|---------------|-------------|
| 57 | 61 | -4 | -4 | 16 | 16 | 16 | 0.53 |
| 60 | 67 | -1 | 2 | 1 | 4 | -2 | |
| 58 | 66 | -3 | 1 | 9 | 1 | -3 | |
| 63 | 64 | 2 | -1 | 4 | 1 | -2 | |
| 58 | 70 | -3 | 5 | 9 | 25 | -15 | |
| 59 | 64 | -2 | -1 | 4 | 1 | 2 | |
| 63 | 66 | 2 | 1 | 4 | 1 | 2 | |
| 60 | 63 | -1 | -2 | 1 | 4 | 2 | |
| 65 | 67 | 4 | 2 | 16 | 4 | 8 | |
| 63 | 71 | 2 | 6 | 4 | 36 | 12 | |
| 64 | 69 | 3 | 4 | 9 | 16 | 12 | |
| 61 | 61 | 0 | -4 | 0 | 16 | 0 | |
| 62 | 66 | 1 | 1 | 1 | 1 | 1 | |
| 65 | 68 | 4 | 3 | 16 | 9 | 12 | |
| 58 | 53 | -3 | -12 | 9 | 144 | 36 | |
| 62 | 70 | 1 | 5 | 1 | 25 | 5 | |
| 63 | 66 | 2 | 1 | 4 | 1 | 2 | |
| 64 | 69 | 3 | 4 | 9 | 16 | 12 | |
| 62 | 67 | 1 | 2 | 1 | 4 | 2 | |
| 62 | 62 | 1 | -3 | 1 | 9 | -3 | |
| 65 | 69 | 4 | 4 | 16 | 16 | 16 | |
| 59 | 64 | -2 | -1 | 4 | 1 | 2 | |
| X=353 | Y=1443 | x = 11 | y = 13 | $x^2=139$ | $y^2=351$ | xy=117 | |

Chart: 18



In the table and chart given above the co-efficient of co-relation between the two sets of scores of the subject English of 22 students from School 'A' for Set 'B' was determined to be +0.53. This indicates that the degree of co-relation between the two results was found high and the direction of their relationship was positive. In this context the reliability of the SLC question paper was high.

5. Analysis of the Data:

Every year around 35 percent of students fail in SLC in English according to OCE, It shows that the rate is decreasing of failure but it is not satisfactory. Obviously the fail rate in government School students is higher than the students of Private or boarding schools, even if the reliability of SLC English question paper is higher in government school than private schools. The result is better in private schools, but the consistency of scores is not found consistent. On the other hand, in Government School, the students obtain poor marks but they have high consistency in score when they appear for same test in various time lag.

The lack of trained and qualified teachers, less school days in government schools in comparison to private schools, the chaotic political situation, consequently no teaching learning environment in the schools are causes of being poor in study and getting low marks in exam. Therefore the trend of passing poor students in government schools should be stopped, rather they should be given more facilities and opportunities to learn. Whatever they have learnt i.e. solely their great effort of

themselves although they don't have good teaching learning environment and facilities. On the other hand, in private schools, it is found that the students are smart in reciting and rote learning than creative reading and writing. Therefore, if they are tested within some certain time lag, the result will vary .It means there is no consistency of their result and achievement. It shows that, learning of students in private schools is no long lasting, it is momentary .In comparison to their investment in education, the return is not as much as we expect. Although there are young good and energetic teachers, they lack experience, they have more facilities of teaching materials they make less use of them and encourage rote learning. It proves that, private school study is more result oriented rather than quality education i.e. it does not make them able to cope up with the problems that they have to face in their practical life. They are developing education as trade gradually.

In conclusion, if students of government schools are provided more schooldays, trained and qualified teachers and sufficient teaching learning materials and if the private school encourage their learners to be more creative, discourage rote learning, make maximum use of their teaching learning materials then only the two school system will be able to produce the manpower that country requires for its prosperity and state expect to get after schooling.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. On the basis of the findings, recommendations for the improvement of the examinations, curriculums and course books have been made.

4.1 Findings

The following are the major findings of the research:

1. On the whole, the co-efficient of co- relation between the two sets of scores on test re-test examination and SLC English examination is +0.86 and 0.49 respectively of School 'B' and School 'B'. This indicates that the reliability of SLC question paper is fairly high both in public schools and private schools.
2. In terms of school wise co-relational analysis on the whole, the co-efficient of co-relation between the two sets of score on the test– retest and SLC English examination was found to be +0.66 This also indicates that the reliability of SLC question paper was very high.
3. In comparison, it was found that the reliability of SLC question paper in Public school was higher than that of the private school, i.e. co-efficient of co- relation in government was 0.86 and co-efficient in private school was 0.49.
4. Students of the Public school failed in S.L.C. because they had passed with just pass marks.
5. In terms of sex wise co-relation analysis on the whole the co-relation co-efficient between the two sets of scores on the test –retest and SLC English examination was found to be 0.94 for the boys and 0.68 for the girls. This indicates that in terms of sex, the reliability of S.L.C. question fairly high in both the texts.

6. In comparison to set 'A' and set 'B', set 'B' question paper had higher co-efficient of co-relation, therefore, set 'B' questions had higher reliability than that of a (set 'A' $r = 0.38$ and Set 'B' $r = 0.53$) in School 'A'.
7. In comparison to set A and set B question paper, the correlation co-efficient of set A $r = 0.81$ and set B $r = 0.38$ here set A was more reliable than set B question papers in SSSS.
8. In terms of sex wise co-relational analysis on the whole, the co-relation co-efficient between the two sets of scores on the test re-test and SLC Examination was found to be $+0.94$ in girls and 0.68 in boys .This indicates that the SLC question paper was more reliable in case of boys than in case of girls.
9. Every year around 30% students failed in SLC English examination.
10. Almost all the failure cases in SLC in English subject were from the Public schools.
11. The marks weighting to skill in the test paper was not proportional to the weighting of its course contents in both test –retest and SLC English question papers in different span of time, it showed that there was difference in the students performance in the different lag of time and English question papers reliability was not constant.
12. Question paper of SLC English examination was more difficult for the public school students than to the private schools.
13. Factors influencing the English examination are: efforts of the students for the SLC examination, standard of question, appropriate checking of answer sheets, examination centre, practising of unfair means, lack of proper guidance, supervision and poor learning environment and poor availability of resources and materials for practice and preparation of the S.L.C. examination paper.

4.2 Recommendations

On the basis of the findings of the research, the following recommendations are suggested:

1. Question papers of SLC English Examination for Public school students was found more reliable but difficult, therefore, conducive environment for learning should be made for them i.e. trained teacher and teaching materials should be managed for their better learning.
2. In order to create consistency in the scores, the students should be taught through problem solving methods and rote learning should be discouraged.
3. Resources, materials, trained and qualified teachers are not available in the public school. Therefore, there should be easy access to these in the schools.
4. Question paper and curriculum should be reviewed from time to time.
5. There should be appropriate use of teaching materials in the class; teachers should be trained for the designed materials so that the learning lasts longer.
6. Marks should be allocated for project work, class work, homework and assignments
7. Internal assessment should be introduced by the concerned authority. This could go a long way in bringing about reliability in the question papers.

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Appendix I

SLC English Specification Grid 2063

Full Marks: 100

Pass Marks: 32

| Competence Level (Knowledge and Understanding) and Performance Level (Practical abilities) | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|----------|------------------|-------|-------|---|---|-----------------|---|---|-------------|---|---|-------|---|---|-----------|---|---|--------------|-----------|-----------|
| Listening (8 Marks) | Speaking (12 Marks) | Reading (45 Marks) | Writing (35 Marks) | | | | | | | | | | | | | | | | | | | | | |
| <p>Time: 15 Minutes Question type:</p> <p>Multiple Choice Fill in the gaps True/False Tick the correct pictures / answers Ordering</p> <p>Materials: Cassette/Monitor's voice Pictures, maps, diagrams etc.</p> <p>Note: Ask any 2 questions. Listening Objectives 1 and 2 of Secondary Level English Curriculum should be measured.</p> | <p>Time: 15 Minutes Question types:</p> <p>1. Interview/Conversation 2. Cued situation 3. Story –telling 4. Describing Pictures, Charts, a sequence of events. (Teacher as a/an monitor /interview)</p> <p>Materials: Pictures, maps, diagrams, etc.</p> <p>Note: 1. Ask any two questions 2. Language Functions S1-16 of secondary level (Grade 10) Curriculum should be measured.</p> | <p>Time: 1:30 Hrs.</p> <p>1. Two Seen text (5+10) 15 Marks Question Types: Ask 2+3 questions a. Short-answer question b. ordering c. True/False d. Matching e. Multiple Choice f. Vocabulary g. Fill in the blanks</p> <p>2. Two Unseen text (15+15=30 marks) Question Types: Ask 3+3 questions a. Short-answer question b. Cloze c. Ordering d. Multiple choice e. True/False f. Fill in the space g. Vocabulary</p> <p>Materials:</p> <p>1. Two seen text from grade 10 textbook. 2. Two kinds of unseen authentic texts such as charts, graphs, tables, passages, advertisements, stories, notices and letters.</p> <p>Note: 1. Objectives R1 to R11 of secondary Level Curriculum should be measured. 2. Short answer questions can be asked from both Seen and unseen texts. However, the other type of questions should not be repeated.</p> | <p>Time: 1 hr. Question types</p> <p>1. Guided Writing 2×6=12 marks Ask any two questions. Interpreting charts and diagrams, brochures, paragraphs, news stories, rules and regulations, skeleton story.</p> <p>2. Free writing (1×12=12) Marks Personal letter or letter to the editor or essay. (word limit in between 150-200 words)</p> <p>3. Grammar 11 Marks Multiple Choice</p> <table border="1"> <thead> <tr> <th>Contents</th> <th>No. of questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Tense</td> <td>6</td> <td>6</td> </tr> <tr> <td>Reported speech</td> <td>6</td> <td>6</td> </tr> <tr> <td>Conditional</td> <td>4</td> <td>4</td> </tr> <tr> <td>Voice</td> <td>4</td> <td>4</td> </tr> <tr> <td>Causative</td> <td>2</td> <td>2</td> </tr> <tr> <td>Total</td> <td>22</td> <td>22</td> </tr> </tbody> </table> | Contents | No. of questions | Marks | Tense | 6 | 6 | Reported speech | 6 | 6 | Conditional | 4 | 4 | Voice | 4 | 4 | Causative | 2 | 2 | Total | 22 | 22 |
| Contents | No. of questions | Marks | | | | | | | | | | | | | | | | | | | | | | |
| Tense | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | |
| Reported speech | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | |
| Conditional | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | |
| Voice | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | |
| Causative | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Total | 22 | 22 | | | | | | | | | | | | | | | | | | | | | | |

Appendix – II

Kathmandu Don Bosco H.S. School, New Baneshwor, Kathmandu.

| S. No. | Name of students | Exam 1 O.M | Exam 2 O.M. |
|---------------|-------------------------|-------------------|--------------------|
| 1 | Aastha Shrestha | 64 | 71 |
| 2 | Aabash Shrestha | 57 | 65 |
| 3 | Ankur Katuwal | 59 | 68 |
| 4 | Barsha Rajbhandari | 47 | 61 |
| 5 | Bed Prakash Shaha | 61 | 69 |
| 6 | Bibek Ban | 60 | 62 |
| 7 | Bikesh Shrestha | 60 | 60 |
| 8 | Bikash Shrestha | 59 | 60 |
| 9 | Bijaya Neupane | 62 | 65 |
| 10 | Deepa Kunwor | 55 | 56 |
| 11 | Deepika Bhandari | 52 | 60 |
| 12 | Dixa Sharma | 52 | 62 |
| 13 | Himal Chand | 59 | 60 |
| 14 | Kapoor Saud | 59 | 54 |
| 15 | Mausam Thapa | 59 | 58 |
| 16 | Prabesh Bajracharya | 63 | 61 |
| 17 | Pratikshya Bhandari | 64 | 68 |
| 18 | Milan Nepal | 63 | 61 |
| 19 | Sajani Prajapati | 55 | 63 |
| 20 | Sajriti Koirala | 65 | 64 |
| 21 | Samir Bhattra | 60 | 69 |
| 22 | Suman Rai | 61 | 65 |
| 23 | Aakriti Gautam | 57 | 61 |
| 24 | Abhisek Adhikari | 60 | 67 |
| 25 | Binit Paudel | 58 | 64 |
| 26 | Dita Niraukla | 63 | 64 |
| 27 | Kshitiz Gyawali | 58 | 70 |
| 28 | Pratik Bhusal | 59 | 64 |
| 29 | Rich Acharya | 63 | 64 |
| 30 | Richa Baral | 60 | 63 |
| 31 | Ruby Singh | 65 | 72 |
| 32 | Samiksha Sharma | 63 | 71 |
| 33 | Samma Devkota | 64 | 69 |
| 34 | Sandip Acharya | 61 | 61 |
| 35 | Shraddha Adhikari | 62 | 66 |
| 36 | Smriti Yogi | 65 | 68 |
| 37 | Tika Bahadur Chettri | 58 | 53 |
| 38 | Pratibha Rai | 62 | 70 |
| 39 | Najar Aryal | 63 | 66 |
| 40 | Nihar Shrestha | 64 | 69 |
| 41 | Roshan Shrestha | 62 | 67 |
| 42 | Alia Baral | 62 | 62 |
| 43 | Kapil Amagain | 65 | 69 |
| 44 | Pratik Bhusal | 59 | 64 |

Appendix – III

Sahid Sukra secondary School, Bagbazar, Kathmandu

| S. No. | Name of students | Exam 1 O.M | Exam 2 O.M. |
|---------------|-------------------------|-------------------|--------------------|
| 1 | Kumari Rai | 38 | 42 |
| 2 | Chandan Man Tamang | 41 | 44 |
| 3 | Dipta Khadka | 43 | 48 |
| 4 | Bebina Pandey | 33 | 31 |
| 5 | Santosh Khatri | 26 | 26 |
| 6 | Jyoshana Khadgi | 36 | 50 |
| 7 | Sujana Khadki | 41 | 46 |
| 8 | Dipta Khadka | 26 | 28 |
| 9 | Dillinath Subedi | 34 | 37 |
| 10 | Bina Shrestha | 33 | 32 |
| 11 | Aashiya Sheikh | 40 | 32 |
| 12 | Ambar Lama | 39 | 37 |
| 13 | Sapana Aalemagar | 31 | 37 |
| 14 | Jiban KC | 29 | 31 |
| 15 | Kuleshwar Kumar Ram | 50 | 46 |
| 16 | Anu Khadka | 27 | 32 |
| 17 | Sudip Ghale | 21 | 27 |
| 18 | Indra Bdr. Syangtan | 27 | 29 |
| 19 | Thakit Bdr. Shah | 32 | 36 |
| 20 | Ratna Kumar Dong | 39 | 37 |
| 21 | Laxmi Bdr. Nagarkoti | 40 | 38 |
| 22 | Sushmita Shrest | 51 | 48 |
| 23 | Sarswoti Gurung | 38 | 37 |
| 24 | Nisha Sahai | 46 | 43 |
| 25 | Suman Adhikari | 42 | 40 |
| 26 | Amita Paudel | 38 | 37 |
| 27 | Krishna Khanal | 52 | 50 |
| 28 | Dolma Sherpa | 56 | 48 |
| 29 | Bidhan Acharya | 36 | 34 |
| 30 | Aashish Khadka | 62 | 62 |
| 31 | Madan Krishna Shrestha | 62 | 52 |
| 32 | Naresh Pun | 41 | 47 |
| 33 | Chakra Basnet | 37 | 37 |
| 34 | Anil Rai | 38 | 43 |
| 35 | Suraj Khadgi | 46 | 54 |
| 36 | Sujan Shahi | 39 | 36 |
| 37 | Pratap Rai | 26 | 25 |
| 38 | Kiran Karki | 29 | 30 |
| 39 | Uttam Bista | 40 | 40 |
| 40 | Pabitra Upreti | 37 | 46 |
| 41 | Manisha Gautam | 49 | 50 |
| 42 | Nim Dickey Sherpa | 40 | 38 |
| 43 | Nabinda Nepali | 41 | 35 |
| 44 | Bibek Sundas | 43 | 40 |

Appendix III

2063 (2007)
Compulsory English
Reading and Writing
(Written Test)

Central Development Region

Candidates are required to give their answers in their own words.

Time: 2:30 Hrs

Full Marks: 80

Pass Marks: 26

1. Read the following text and answer the questions given below:10

It had been raining for an hour and half when we started for home. The vehicles had been driving slowly because of the downpour. The visibility was poor and the wind was howling. There had been landslides in many places and driving was dangerous. Earlier the wind had been blowing forcefully but, by the time we started off, it had calmed down. The downpour had turned into a drizzle and brought thunder and lightning.

I'd been driving for an hour when the accident happened. My wipers had not been working and the rain was spattering my windscreen, so I couldn't see well. I'd been stopping to clean my windscreen every few minutes. I had just started the engine again, when my tyres started to slip. The truck slipped on to the side of the road, hit the hill, turned over and stopped.

I felt and looked to see if I was hurt, but I wasn't. I had been driving quite slowly and luckily the bend was quite wide, it was very quiet, with just the sounds of music and falling in. I'd been playing the cassette looked for my Khalasi but couldn't find him. Soon there was a long queue of vehicles and people were all round me asking questions about the accident.

- A. Find the words in the text which are opposite in meaning to the following: $4 \times 0.5 = 2$

- a) Speedily
- b) Noisy
- c) heavy rain
- d) answers

- B. Write 'T' for true and 'F' for false statements. $6 \times 0.5 = 3$

- a) It was raining heavily when they left for home.
- b) The3 vehicles had been driving slowly because of the heavy rain.
- c) The narrator had to fix the wipers every few minutes.
- d) The truck hit the hill and stopped.
- e) The narrator was lucky.
- f) The khalasi was with the driver even after the accident.

- C. Answer the following questions: $5 \times 1 = 5$

- a) Why was driving not safe?
- b) How was the situation before he started for home?
- c) What made the narrator stop on the road so often?
- d) What was the cause of the accident?
- e) What did the people gather round him for?

2. Read the following poem and answer the following questions: 5

A. Complete following by the correct

Where the Rainbow Ends!
Where the rainbow ends
There's going to be a place, brother,
Where the world can sing all sorts of songs
And we're going to sing together, brother,
You and I, though you're white and I'm not
It's going to be a sad song, brother, you and I.
There's no such tune as a black tune.
There's no such tune as a white tune.
There's only music, brother,
And its music we're going to sing
Where the rainbow ends.

the sentences choosing

alternatives:

2×1=2

- a) The place where the rainbow ends is suitable to sing.....
- (i) only one kind of song
 - (ii) all kinds of song
 - (iii) no one of the songs
- b) The poem is a song of
- (i) harmony
 - (ii) hate
 - (iii) conflict

B. Answer the following questions:

3×1=3

- (i) What does the rainbow refer to?
- (ii) Why is it difficult to learn the music?
- (iii) What does the poet appeal to the white people for?

3. Read The following text and answer the questions that follow: 15

Socrates, the great Greek philosopher, tried hard to control himself and was resolved never to make a show of his temper. He believed that an angry man was more beast than a human being. He had a wife who used to lose her temper on the slightest excuse and tried here utmost irritate the cool, calm philosopher. One day the woman became more furious than ever and began to insult Socrates. Socrates determined not to be put out and to leave her alone, went away and sat on the doorstep of his house. The wife, finding that Socrates was not paying the least heed to her loud and angry scolding, went up to him and emptied a pot full of water over him. The passers –by in the street were much amused at the incident and Socrates joined them in their laughter and quickly remarked, "I was expecting this: after thunder, comes rain."

A. From the text above, find the words which are similar to the following words in meaning:

3×1=3

- a) annoyance b) abuse c) enjoyed

B. Rewrite the following sentences in the correct order: 4×1=4

- (a) Socrates did not listen to her loud and angry scolding, but left her alone.
- (b) She became so angry that she emptied a pot full of water over him.

- (c) One day she became more furious than ever and began to insult him.
- (d) Socrates had a wife who used to lose her temper on the slightest excuse.

C. Answer the following questions: $4 \times 2 = 8$

- (a) What did Socrates believe about an angry man?
- (b) What did his wife do to irritate him?
- (c) How did Socrates control himself?
- (d) Why were the passers-by amused?

4. Read the following advertisement and answer the questions given below:

GET ADMISSION WITHOUT APPLICATION FEE
 Visit us at 9:30 to 6.00 p.m. For Spot Admission
 Preliminary Offer on 20, 21 and 22 May 2007 only

We are happy to announce that we are seeking new students for the academic study .Undergraduate, Graduate and professional/Certificate short course program for academic year 2007(June, July, August and September sessions).Now here is your golden opportunity to sample one of our 75 certificate programs or 2100 courses. Please choose any one of the following programs offer your desired course with many options/concentration including Masters in Engineering, Nursing, Criminal Justice, Hospitality Management and many more.....

For detailed information about fees, scholarship and admission requirements please visit or contact:

Krishna Singh (MS)

Senior Admission Officer
 Official Representative of
 University of North Alabama
 AU-EAD, Nepal
 New Baneshwor, Buddha Nagar, Kathmandu
 Tel: 4484188, Fax 4484555
 E-mail: world trade @ wlink.com.np

Find the words from the advertisement which are in closest in meaning to the following definitions. Then write them next to the definitions:

- (i) Coming before a more important action.....
- (ii) Examining something by experiencing it.....
- (iii) The thing ordered or demanded.....

B. Answer the following questions:

- (i) What is this advertisement about? For where to go?
- (ii) Who can apply? What should be there minimum qualification?
- (iii) Where to contact? At what time?
- (iv) When will the course start?
- (v) Who should one contact for this advertisement?
- (vi) How many branches of study are there?

D. Read the above advertisement again and fill in the blanks given below:

Many students interested to study inare looking for some information.
 This advertisement says that they will admit studentsfee. Mainly there is

.....levels to get admitted. The company says they will giveon three days only in May. The highest course in university for.....is also offered there. Those who are not able for full payment can apply foralso.

5. Complete the following dialogue with appropriate sentences given in the box below.

- Pupil : May I talk to you sir?
Teacher : Yes.....
Pupil : It's an application for leave, sir.
Teacher :
Pupil : To see my sick mother at home.
Teacher : All right.....
Pupil : Tomorrow, sir.
Teacher :
Pupil : I shall be back on Monday next?
Teacher : If your mother wants you to stay on for a day or two more,
Pupil : Thanks very much, sir.

- | |
|--|
| (a) You need not come to school. (b) When do you wish to go? (c) You need not to return on Monday? (d) Only three days. (e) How many days' leave do you want? (f) What is it? (g) What for? (h) It's good idea. |
|--|

6. Write a readable story from the outlines given below and give a suitable title to it.

| |
|---|
| A village boy,.....daily takes sheep out for grazing.....gets tired of work.....shouts 'wolf !' as a jokevillagers rush to help.....find no wolf.....boy laughs at them.....plays the same joke again.....villagers angry.....at last wolf really comes.....by shouts.....villagers take no notice.....Moral. |
|---|

7. Write an essay on 'The Computer in Modern Life' in about 2000 words. Use the clues given below:

(Introduction-use /advantages-misuse/ disadvantages-your own view-conclusion.)

8. Rewrite the following sentences selecting the correct word from the brackets:

- (I) When the bus arrived, we.....on it. (Were getting/had got/got.)
(II) A boy is hanging on a mango tree. He.....down. (Will have fall/is going to fall/falls.)
(III) Hari.....writing a book by next weekend.(will finish/will be finishing/will have finished)
(IV) The teacher.....the class.(already left, has already left, has left already)
(V) My sister.....the room before the guests entered.(cleans,/cleaned/had cleaned)
(VI) Wait, ithard.(rains/rained/is raining)
(VII) Clothes will have been.....(wash/washing/washed)
(VIII) The passive voice of '
(IX) A house has.....(to build/to be built/built)

- (X) Raju called me a liar. its passive form isby Raju.(I was called a liar/A liar was called to me /A liar was called)
- (XI) "Let's arrange a picnic." Kamini proposed.....a picnic.(to arrange/to let arrange/that they should arrange)
- (XII) Shristi asked me if I had been unwell since previous day .Its original speech is: Shristi said to me,".....unwell since yesterday?"(Have you been /were you/Have I been)
- (XIII) She said that she. her favorite teacher.(had meet/met/meets)
- (XIV) My father forbade me to smoke. My father said ,"....."(smoke, no smoke, don't smoke)
- (XV) Miss Rohini said to the class "Water.....at 0 . freeze/freezes/froze)
- (XVI) Mother said," Do you know why.....?(did I cry,/do I cry/I cried)
- (XVII) Had I visited Agrawal, i.....the Taj-Mahal.(will see, would see/would have seen) If u put ghee in the sun, it.....(melt/melts/will melt)
- (XVIII) Whether she helped me or not, i.....help her.(will/would/would have)
- (XIX) If he.....a teacher, he would teach us well.(is /were/had been)
- (XX) My friend mad his son...his girlfriend home.(bring/to bring/brought)
- (XXI)this radio repaired.(Got/Make/Have)

B 2 Appendix IV

Read the following passage and give answer of the questions that follow:

My parents were not able to pay for my higher studies. I needed to get a job to support my family as well as to save my face. I tried my luck but there was no job in the-lines of my

palm. It was not thought decent to dirty your hand after being at college but one day, my mother asked me if I could help her in the fields.

I liked working in the monsoon when there was no scorching sun in the sky. Mostly we worked in a drizzling rain that swept away the sweat of our toil. Under the canopy of black and white clouds we pulled the rice seedling to plant them in a swampy soil as smooth as curd. The work was fun particularly when the co-workers were other young people.

But working in summer was very difficult and boring. Without any kind of irrigation, we had to depend on our own muscles .swinging basket or buckets were used to water was very difficult and boring .without any kind of irrigation

A. Find the words in the text which are appropriate in meaning to the following:

- (a) discourteous (b) Freezing (c) Hard (d) Lowered

B Write 'T' for true and 'F' for false statements:

- (a) The writer didn't want to go for higher studies.
- (b) The writer looked for the job, but couldn't get one.
- (c) The writer pulled the rice seedlings with co-workers.
- (d) The writer says that working in the fields during summer is fun.
- (e) Working in the field is fun for the writer when co-workers were of his own age.
- (f) The difficulty of irrigation remains the same now.

C. Answer the following questions.

- (a) Why did the writer start working in the fields?
- (b) Why was the writer not interested in working in the fields?
- (c) What is the difference between the farming in Europe and the writer's country?
- (d) What was done with the swinging bucket?
- (e) How did the workers feel at the end of the day?

2. Read the poem and answer the following questions:

Where the mind is without fear

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by
Narrow domestic walls;
Where word come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the
Dreary desert sand of dead habit;
Where the mind is led forward by the into ever-widening
Thought and action.....
Into that heaven of freedom, my Father,
Let my country awake.

A. Choose the correct answer:

- (I) 'Where the head is held high' means.....

- (a) Where the life is full of terror.
- (b) Where the poor are alive.
- (c) Where the life is full of dignity.
- (ii) The word 'thee' refers to.....
 - (a) the god
 - (b) the people

B. Answer the following questions:

- (i) What happens if the mind is full of fear?
- (ii) Why is the world broken up into fragments?
- (iii) What does the poet wish for his country?

3. Read the following text and answer the questions that follow:

Socrates needed so little money for his simple life that he was able to give us most of his time to his great object, and that was to 'seek truth' in his own way. He was a moral philosopher; problems of life and conduct were the subjects of his thought. He wanted to find, and to help others to find a clear idea as to why we do certain things, why we act in a particular way and to find also the real meaning of goodness, justice and similar ideas which seem so simple, but which are so difficult to define. His method was to confess his own ignorance, and so lead some one on to try to explain these familiar things, love, and justice and so on to him. Then Socrates would ask searching questions about these simple matters, and his companion would find himself more and more unable to answer these questions, until it was proved to him how little he really knew of the subjects he professed to know all about.

A. From the text above, find the words which are similar to the following words in meaning:

- (a) aim
- (b) admit
- (c) fairness

B. Rewrite the following sentences in the correct order:

- (a) He led someone on to try to explain about love, justice and so on.
- (b) His method was to confess his own ignorance.
- (c) He wanted to find and help others to find clear idea and real meaning of simple things.
- (d) The subjects of Socrates' thought were problems of life and conduct

C. Answer the following Questions:

- (a) How was Socrates able to devote time to seek truth?
- (b) What were the subjects of his thought?
- (c) What was the method of Socrates to teach other?
- (d) What type of questions did Socrates use to ask to his companions?

4. Read the news paper article and answer the following questions:

The Times
Saturday, August 12, 2006

**The World over
Richest Japanese Dies**

TOKYO: Japan's richest man, Yasuo Takei, has died, a TakeFuji Corp. Spokes man said Friday. He was 76. Takei died of liver failure at his home in Tokyo based TakeFuji Corp. said .Takei, 76; was listed as Japan's richest man in this year's Forbes magazine listing of the world's billionaires, with assets of \$ 5.4 billion. -AP

A. Find the words from the advertisement which are closest in meanings to the following definitions. Then write them next to the definitions.

- (i) A person who is chosen to speak on behalf of a group called a.....
- (ii) Expressing something in words is called a
- (iii) Property owned by a person, company etc. is called.....

B. Answer the following questions:

- (i) Who informed about the death of Youso Takei?
- (ii) Where and when did he die?
- (iii) How much money and property did he own?
- (iv) Who told him the richest man of Japan?
- (v) What is the name of his company?
- (vi) How much is one billion?

C. Fill in the blanks with appropriate words used in the above text.

Late Mr. Youso Takei expired on.....at the age of 76. Not only in Japan but he is one of theof the world.....was the cause of his death. A lot of goods are produced by.....Tokyo, Japan. His property is equivalent to.....about five year's national budget of Nepal. This year it was declared by.....

5. Complete the following dialogue with appropriate sentences given below.

Salesman:

Customer: Have you got a story book?

Salesman:

Customer: No, It's too bulky.

Salesman: We have smaller ones, too.....

Customer: Even this is too big. ...

Salesman: You mean Aesop's fables?

Customer:What's the price, please?

Salesman: Fifty rupees.

Customer: This will do for me. Here's hundred-rupee note.

Customer: Thank you, Sir.

- a) Who are you?
- b) Haven't you got a still smaller one?
- c) May I help you, sir?
- d) Here's the bill, and here's the change
- e) That's it.
- f) Please look at this.
- g) That was it.
- h) Yes, will this one suit you?

6. Write a short story with the help of the given outlines given in the box below and give a suitable title to it.

A King falls ill.....three sons are very grieved.....they walk about weepingan old man says "Water of Life can save the king.....it is very hard to getthe eldest son said," I will soon find it,"goes to the sick king.....begs to go.....the king lets him go.....the son think if water is brought.....he will be the dearest son....his father will make him heir to his kingdom.

7. Write an essay on "The influence of Television in our Lives in about 200 words. Use the clues given below:

Introduction-use/advantages-misuse-/disadvantages-your own view-conclusion

8. Rewrite the following sentences selecting the correct word from the brackets.

- (i) Urshila.....a letter when I saw her in the room. (Was writing/had written/wrote)
- (ii) My son has booked an air ticket. He.....to Delhi tomorrow. (Will fly/flies/is flying)
- (iii) In three hours my fatherhome. (Will arrive/will have arrived/will be arriving)
- (iv) It..... (Rained just/has just rained/has rained just)
- (v) Before the sun.....behind the horizon, we had completed the work. (Sank/had sank/has sank)
- (vi) Be quick. The police.....us. (Is chasing/are chasing/chased)
- (vii) The passive form o this sentence "Nobody met me." Is: I.....(was not met/didn't meet/was met nobody)
- (viii) Watches are being..... (mend/mending/mended)
- (ix) She has.....English Literature. (To be read/to read/been read)
- (x) The committee has appointed him a new chairman. Its passive form is.....by the committee. (A new chairman has been appointed him/he has been appointed a new chairman/a new chairman has been appointed him.)
- (xi)"Let's give a party." Father suggested.....a party. (Give/to let give/that they should give)
- (xii) Drishti asked us if we had done homework the previous day, her original speech was: Drishti said to us,".....homework yesterday?" (Have you done/Did you do/Have we done)
- (xiv) Prof. Sharma requested his colleagues to do what he said.Prof. Sharma said to his colleagues,".....what I say?" (Do you do/will you please do/Do)
- (xv) Our science teacher said," Waterat 100C." (Boils/boiled/will boil)
- (xvi)The teacher said to me, "why dint tell me where.....?" (Do you go/did you go/you go?)
- (xvii) She wouldn't marry him whether he.....rich or not. (Were/is /had been)
- (xviii) If you boil water, itinto steam. (Change/changes/will change)
- (xix) Had I been a poet, I.....composed a beautiful poem on your matchless beauty. (Would/would have/will have)
- (xx) It is impossible for me to study unless youquiet. ((Keep/kept/had kept)
- (xxi) The old man got his ten year old grandson.....Karatedo. (Learn/to learn/learnt)
- (xxii)Your son to do his homework daily. (Have/Get/make)

