

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we can express our feelings, thoughts, wants, desires, etc. It can also be taken as a social phenomenon because people establish a good relationship through language among themselves in a community, nation, and world as a whole. In this sense, it is a social behaviour that enables the individuals to cooperate with each other in a group. Language is a universal medium for conveying common facts including complex thoughts ideas and feelings of everyday life.

Besides language, there are other means of communication used by human beings. The other means are not so flexible, comprehensive, perfect and extensive as language. All those are non-vocal systems and are extremely limited. Finnociaro, in this context, maintains that "Language is a system of arbitrary vocal symbols which permits all people of that culture to communicate or to interact." (Finnociaro, 1964 as Cited in Brown 1994, p. 4)

Sapir (1978) maintains "Language is a primarily human non-instinctive method of communicating ideas emotions and desires by means of a system of voluntarily produced symbol"(p.8).

There are many languages in the world. Among them the English language is mostly used in different areas such as business, mass media, military forces and other scientific explorations. Approximately, three hundred million people of the world speak English in day to day activities. According to Gorden (2005) about 7,000 languages are spoken all over the world. Among them English is the richest and widespread language which is spoken all over the world. It has become the language of science, commerce, education, trade and international negotiations.

More than half of the world's books, three quarters of international mails and almost 60% of world's advance research are in English.

Chomsky (1957) defines language as a "finite or infinite set of sentences, each finite in length and constructed out of finite set of elements" (p. 73).

A language can be used in two ways: speech and writing. The way language is used in speech or while speaking is called spoken form of the language. It is primary manifestation of language. It includes many other sub-skills such as pronunciation of vowel and consonant, word stress, sentence stress, rhyme, juncture and intonation. On the other hand, writing refers to written form of language or writing is the use of the visual medium to manifest the graphological and grammatical system of the language.

1.1.1 Importance of the English Language

There are varieties of languages in the world and English is the most widely used language among them. It is the most prestigious and dominant language. It is the richest language in the world in terms of the functions, it is used for and number of vocabulary in comparison to other languages. It is a standard language. It is spoken as the mother tongue in the countries like Britain, America, Canada, etc. It serves the function of lingua-franca worldwide. Most of the significant deeds in any discipline of the world are found in English. It has the largest body of vocabulary and the richest body of literature. It is not only the principal language for international communication but also gateway to the world body of knowledge. Because of such significance of the English language the curriculum designers have changed the present curriculum making it functional communicative.

Nowadays English is being taught as a foreign language all over the country for its practical importance. To quote Richards and Rodgers (1995) "It has been estimated that some 60% of world's population is multilingual. Both from a contemporary and historical perspective,

bilingualism and multilingualism are the norm, rather than exception" (p. 1). It is fair, then to say that throughout the history foreign language learning has always been an important practical concern. The English language has always been globalized because of its practical utility and a huge store of knowledge it shares with many other languages.

English is important for academic reasons. It is widely used in academic places for teaching and learning or studying and training to approach the world body of knowledge.

1.1.2 The English Language in Nepal

Though English is an international language, its history in the context of Nepal is not so long. When the country came under the influence of the Rana family, they extracted all the civil and military power in them. The Rana were aware of the fact that their regime would be in danger if they provided public education. Education was confined only to them and any reformative work was strictly prohibited including the establishment of schools in Nepal. However, due to expansion of British influence in Nepal the Ranas could not avoid diplomatic relations with the British. With the diplomatic relation with Britain, Nepal adopted English education in the country. Basically, the English language entered Nepal with the establishment of Durbar High School in 1854 in Kathmandu after the prime Minister Junga Bahadur Rana returned from Britain. He established the first English school in his own residence in Kathmandu. This school followed the British model of Indian Education. Awasthi (1978) states that "The main reason for opening this school was to make his children well-educated and enable them to handle relationship with the British power in India in an efficient manner" (p.2).

English education in Nepal, Prior to the New Education System Plan (NESP) 1971 was not well organized, though many education commissions were constituted to formulate the plan and execute them. It was NESP that defined English as one of the UN languages and thus put

it into the curricula. NESP studied the whole education system and gave suggestion to revise the existing curricula. Curriculum prepared according to the suggestion of NESP, allocated hundred full marks for English subject at the school level from grade four to ten. English was used to be taught even before NESP. Then the English subject was allocated two hundred full marks.

The English language was adopted in higher education only when the Prime Minister Chandra Shamsheer opened Tri-Chandra College in 1918. This was the result of his meeting with King George V during the monarch's visit to India. The nation witnessed a drastic political change in 1951 when there was a great public revolt under the leadership of King Tribhuvan against the Rana regime. Democracy was introduced over throwing the Rana regime. The ministry of education was set up in 1951. With the establishment of democratic government, numerous schools and colleges were opened through out the kingdom.

It is at the moment taught as a compulsory subject right from grade one to bachelor degree in government schools and colleges. In the context of private school, it is taught right from LKG to Higher level as a compulsory subject as well as it is the medium of instruction. In addition, it is used as an access language or library language and a means of instructional evaluation at higher level of evaluation.

1.1.3 Language Testing

Language testing is a process by which a student's ability, knowledge, performance in language use can be measured. There are various types of test which can be administered in course of language teaching/testing. Tests can be diagnostic, prognostic, aptitude, proficiency, achievement, placement and so on.

Testing is an integral part of education. Testing is used as a process of examining how far learners have learned what the teacher wishes them to learn. In this process the teacher usually makes queries in the classroom

during or after his teaching or administers an examination at the end of a lesson or a unit or a course of study.

The same basic understanding of the facts of language learning applies to language testing. What the student has to learn constitutes the corpus of what we have to test. Since the student has to learn language, it is language that we must test.

Similarly, Richards et al.(1985) define language testing as" the use of test or the study of theory and practice their use , development and evaluation. Test is any procedure for measuring ability, knowledge or performance"(p.377).

Language testing includes both linguistics and psychology because it is concerned with language and learning. Testing is an integral and essential part of education .Education involves both teaching and testing. And, therefore, we can say that there is whole-part relationship between education and testing.

1.1.4 Testing Language Skills

The trend of testing has completely changed in language education. Nowadays, a number of well known public examining bodies attempt to measure the candidates' success in performing purposeful and relevant task and their ability to communicate in the language. In this sense, such examinations undoubtedly exert a far more beneficial influence on syllabuses and teaching strategies than in past.

With the development of teaching trends, the trend of language testing has also been developed and language testing has been defined on the basis of the definition of language. Language can not be tested perfectly on the basis of testing language skills individually because all the skills of language are interrelated to one another. But generally, language has been tested by testing four language skills separately.

Listening skill means being able to listen and understand the text. It is the process of understanding and discriminating sounds/words, and context

and situation as well. Similarly, another important skill is speaking. To be linguistically proficient in a language one should be able to produce contextually appropriate utterances. A good speaker can only produce utterances according to situation.

Among the four language skills reading is the third in terms of hierarchy. It is the process of perceiving a written text in order to understand its content. It includes psychological and mental activities. The main purpose of reading is to understand the text. Under reading, there are many sub- skills: recognizing the words; vocalizing words/sentences, interpreting them. The fourth and important skill under language proficiency is writing. It is complex skill. It is the representation of speech in graphic symbol. In order to be a good writer one should have good writing skill. The processes of writing are planning, gathering data or information, drafting, revising and editing. Basnet (2005) defines writing as conveying meaning through the use of graphic symbols that represent language (p.213).

1.1.4.1 Testing Listening Comprehension

Testing listening means testing the ability of learners to discriminate sounds (phonemes), to recognize stress, intonation and to express what he or she has heard. Listening test should include all the authentic performance tasks. So while testing listening skill all the capabilities mentioned are tested either separately or in an integrative manner. Different tasks and activities can be given to the learners to perform while testing listening skill. The commonly used ways of testing listening comprehension are given below.

- Multiple choice questions
- True or false items
- Gap filling
- Matching exercises
- Short answer questions

- Information transfer techniques
- Dictation

1.1.4.2 Testing Speaking

The traditional ways of testing speaking skill have been taken as insufficient techniques. To test learners' speaking skill they should be asked to speak in particular contexts. In other words, other types of tests such as multiple choice tests or essay type answer to be written on papers can not judge the speaking ability of the learners. For this, the tester should be clear on what activities the candidate is expected to perform and should test according to his or her criteria. That means the learner should be asked to speak in a given context to test their speaking skill. Some of the commonly used methods of testing speaking skill are listed below.

- Interview
- Information transfer
- Interaction with peers
- Role play
- Discussion
- Exposition
- Conversation

1.1.4.3 Testing Reading Skill

Reading is the skill of recognizing words or word groups and deducing meaning from the text. While reading, the reader should know the implicit and explicit meaning of the text and be able to predict what comes next. That means the reader should be able to get the intended information from the text. To test the reading skill of the learners, they are asked not only simply to read the text but also to express if he or she perceived the required information or not. The following techniques can be applied to test reading skill of a learner.

- Matching items

- Multiple choice items
- True or false items
- Short answer question
- Summary
- Information transfer
- Cloze test

1.1.4.4 Testing Writing

Writing is the use of visual medium to manifest the graphological and grammatical system of the language. That means writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper. The primary purpose of testing writing is to make inferences about the language ability of the learners and the secondary purpose is to make decisions on the basis of those inferences. The marking systems of writing skill are generally of two types: holistic and analytic. In holistic scoring, writing is tested on the basis of total impression of the composition but the tester provides marks on the basis of item-wise procedure in analytical marking system. Testing writing should be based on the accuracy, fluency, relevance and the appropriateness of language used by the students. The following types of tests are generally applied to test writing skill of a person.

- Essay tests
- Describing pictures
- Writing a report
- Controlled writing
- Task editing
- Writing summary
- Writing freely on the given topic

1.1.5 Importance of Language Testing

The importance of language testing can be realized from teaching itself. The intention of teacher is not only to teach his/her students but also to

test their ability. Teaching/learning becomes meaningful if testing is done. Testing is important to ensure that the teaching is effective and if not, put more efforts to make it more effective. So, in many classroom situations, thus teaching and testing are hardly separated.

It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his teaching, and also some insights on whether he should continue the way he teaches or change it in order to make his teaching more effective. It is clear that even if the teacher may not have systematic knowledge about the effect of his teaching and testing s/he is likely to improve his performance by gaining insights through examinations, queries, and classroom interactions.

Testing is an unavoidable part of education. The proper employment of testing can assure the matching of educational program within the state of the student's knowledge and their motivation. What is important to note is that how a teacher makes a query in the classroom or evaluates academic achievement of his students depends, by and large, upon his understanding of the what and how of language testing.

1.1.6 Language Proficiency

Language proficiency refers to the ability to the overall four skills: listening, speaking, reading, writing. It is the capacity or the efficiency of the learners for the broader skills of language. It means a proficient speaker (user) of language should be able to listen and understand, speak, read and write perfectly in the same language. Richards et al. (1999) define proficiency "as a degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language" (p. 204)

Caroll (1980) maintains the view that language proficiency should prove an adequate indication of the candidate's ability to cope with real situations. This means the language proficiency determines the abilities of the candidates in a language and by the help of language abilities they

can tackle the various linguistic situations. The output of the candidates' performance is an indicator to describe to what extent they are being proficient.

Similarly, Allen and Davies (1977) "proficiency in a language implies adequate control over language skills for an extra linguistic purpose" (p. 46).

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. Alderson and Hughes (1981) state that "... Language proficiency is what language proficiency tests measures" (p. 152).

1.1.7 A Brief Introduction to the Magar Language

Nepal is a rich country in term of linguistic diversity. Though it is a small country, more than 92 (ninety two) languages are identified according to the CBS report 2001. Among ninety two languages, the Magars are the third largest ethnic group in Nepal. It is also the largest group among the indigenous nationalities. The language used by Magar is called 'Magarat' language which falls under the Tibeto-Burman language family.

Magar language community has been continuing with their efforts to develop a writing system, prepare dictionary, grammar and compile reading materials. The Central Department of Linguistics at T.U. has been engaged in developing expertise to boost up linguistic studies in Nepal. Its recent thrust on preparing an Encyclopedia of Nepali's languages for their systematic study can be taken as a significant step in the field of documenting Nepali's languages.

The total population of the Magars has been registered in the number of 16,22,421 i.e. 7.14 percent of the total population and the Magar language is being used as the mother tongue in the number of 770,116 i.e. 3.39% of the total population (CBS, 2001), other remaining Magars speak Khas and Nepali.

There are several controversial issues on Magar's origin and history due to the lack of sufficient and substantial evidences and accurate and chronological documents. It is believed that the Magars were first in Mid-Hill of central Nepal and had slowly migrated to other parts in the country over a long period of time. Lower hilly region of Palpa is considered to be the Magars residence from the very beginning and scattered into central and western part of Nepal.

The Population Census Report, 2001 shows that the Magar language speakers are increasing day by day. The Magar language speakers are originally found in the districts like Palpa, Tanahun, Nawalparasi, Baglung, Shyangja, Gulmi, Arghakhanchi, Myagdi, Udayapur, Parbat, Rukkum, Salyan, Banke, Bardiya, Dolpa, etc. The Magar language speakers have also settled down in some parts of India such as Darjeeling, Deharadun, Sikkim, Gorakhpur etc.

1.2 Review of the Related Literature

Many research studies have been carried out in connection with proficiency in different aspects of language and language itself. But no research has been carried out regarding English proficiency of speakers of the Magar and Nepali languages yet. Some of the researches carried out in the Department of English Education in connection with this study are as follows:

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

Adhikari (1997) has compared the proficiency of grade ten students of Bardiya district in the use of question tags. He found that rural schools were far behind than urban schools, and the boys were better than girls. They did better in written test than in oral test.

Karki (1998) has made an attempt to find out the proficiency in English sentence transformation of grade ten students of Dailekh and Kathmandu districts. He has concluded that the students of urban school were far better than the students of rural schools. Similarly, in the whole girls were better than boys.

G.C. (2002) carried out a study on reading comprehension ability of the PCL first year students and found that the girls were slightly better than boys. Similarly, the indo-Aryan native speakers were found to be better than the Tibeto-Burman native speakers.

Timsina (2006) carried out a research on "A Comparative Study on Language Proficiency of Dalit and Non-Dalit Students of Tehrathum District." he found that Dalit students have less English language proficiency than Non-Dalit students. The study calculated that Dalit students achieved 28.5% marks whereas Non-Dalit students achieved 41% marks in total.

Raika (2007) has carried out a research entitled 'Negative and Interrogative Transformation in the English and Magar Languages: A Comparative Study.' The main objective of this study was to identify the processes of negative and interrogative transformation in the Magar languages and compare and contrast the concerned processes of the Magar Language with that of English language. The result showed that (a) In the Magar language the prefix 'ma' is the negative which is placed before the main verb in all the tenses except continuous tenses. (b) Yes/No question is formed by using rising intonation in the statement sentence in the Magar language. The same yes/no question can also be formed by placing the element hi which refers to 'what' in the beginning of the sentence without changing the order of the other constituents in the sentence. (c) The equivalent of English wh- word in the Magar language in most of the cases occurs after the subject and also in the beginning of the sentence when they function as subjects.

Thapa (2007) carried out a research entitled 'A Comparative Study on English and Magar kinship terms.' The main purpose of his study was to make comparison and contrast between them. He found out that English has less number of kinship terms in comparison to the Magar language.

There are some comparative research studies carried out in the Department of English Education under Faculty of Education. However, the present study is different as no study has been carried out yet in 'English proficiency of speakers of the Magar and Nepali languages: A case of grade ten'. Thus, it is a new venture in itself.

1.3 Objectives of the Study

This study had the following objectives.

- (i) To determine the level of proficiency of Magar and Nepali speakers in English.
- (ii) To compare the proficiency level of these speakers.
- (iii) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of Study

The present study “English Proficiency of speakers of the Magar and Nepali languages: A case of grade ten” is significant to all those who are interested in the study of proficiency the students of the Magar and Nepali language. The findings of the study will also be significant to all those who are directly or indirectly involved in teaching and/or learning English as a second and/or foreign language in the context of Nepal. And it will also be helpful for the people like curriculum designers, subject experts textbook writers, course designers, etc.

1.5 Definition of Specific Terms

Standard Deviation: It refers to the commonest measure of the desparation of a distribution i.e. the degree to which scores vary from the mean.

T- test: t-test refers to the quantitative procedure for determining the statistical significance of the difference between the means on the two sets of score. In this study, it refers to the test applied to find out whether the mean difference between two groups is significant or not.

T – value: T-value refers to the calculation obtained from the mean and standard deviation of the given samples.

Mean: In this study, the term mean refers to the average marks obtained by a group of students.

Speakers of Magar: The speakers who speak Magar language.

Speakers of Nepali language: The speakers who speak Nepali language.

CHAPTER - TWO

METHODOLOGY

This chapter is concerned with the methodology adopted the research study. This study has followed the methodology, mentioned below in order to achieve the objectives specified.

2.1 Sources of Data

To carry out the present study, the researcher used both primary as well as secondary data.

2.1.1 Primary Sources of Data

The research is entirely based on the primary data collected from eighty Magar and Nepali speaking students studying at grade ten in ten government schools in Rupandehi district.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were various books, research reports, journals and websites. Some of them were: English textbook of grade ten, Best and Kahn (2002), Heaton (1983), Hughes (1989), Kothari (1985), Nunan (1992), Young Voices in ELT 2003.

2.2 Population of the Study

The total population of this study consisted of eighty students studying in grade ten in Rupandehi district.

2.3 Sampling Procedures

The sample population of this study was eighty students of Rupandehi district studying in grade ten. Out of them, forty were speakers of Magar and forty were speakers of the Nepali language. Equal number of male and female were included in this study i.e. twenty male and twenty female were in each group. The researcher selected the informants according to requirements since the study was completely based on the purposive/judgmental non-random samplings procedures.

2.4 Tools for Data Collection

The tools for the study were test items based on listening, speaking, reading and writing. For testing reading, a reading text was provided to the participants and they solved the problems after reading the text. For testing writing, the students were provided with different types of problems to be solved by writing. For example, read the given letter and respond to the sender. For listening, the researcher asked the students to listen to the text on the tape recorder and answer the question that followed. For speaking, he provided them with the situations and asked them to deal with them accordingly. For example, suggest your friend (in three points) how to be safe from AIDS. For Listening and speaking tests, the researcher provided them with the scores at the same time on the spot.

2.5 Process of Data Collection

The researcher visited the secondary schools of Rupandehi district where Magar and Nepali language speaker students study at Grade ten. He took the permission from the Headmasters and told the students why he wanted to carry out the research. He requested them for their co-operation.

He collected the sample in equal number from Magar and Nepal speakers according to the purpose because the study was based on purposive/Judgmental non-random sampling procedure. The researcher prepared the test items based on each language skill. He asked the students to be ready for taking the test. He administered the test according to the marks and time allocated. After the test, all the answer sheets were collected and checked carefully to determine the rank of the students. The rank was determined in terms of scores obtained in individual skill and overall proficiency as a whole. For listening, the students listened to the text from the tape recorder three times and answered the given questions. For testing speaking skill, the researcher provided them with the situations and asked them to deal with them

accordingly. For example, express your views (in three points) on practical education in the context of Nepal.

2.6 Limitations of the Study

The proposed study had the following limitations:

- i. The population of the study was limited to eighty students of Rupandehi district. Out of them forty were speakers of Magar and the same number from the Nepali language speakers.
- ii. The study was limited to ten government schools of Rupandehi district.
- iii. Only grade ten students were included in this study.
- iv. Test items represented listening, speaking, reading and writing tests.
- v. The findings were determined on the basis of test items distributed.
- vi. The right answers given by the students determined their proficiency.
- vii. The base of primary data was both from oral and written texts.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the students' performance in different skills and total performance as a whole. The main concern of this study is to compare the level of listening, speaking, reading and writing or overall English proficiency. So, the scores of the students of grade ten studying in Rupandehi district are analyzed and interpreted using statistical tools such as mean, percentage standard deviation and t-test.

3.1 Analysis of Overall English Ability

Overall English ability includes the scores obtained by the Magar and Nepali speakers in listening, speaking, reading and writing skills. The following table shows the overall English ability of the Magar and Nepali language speakers.

Table No. 1: Scores of the Magar and Nepali Language Speakers

Speakers of Magar			Speakers of Nepali language		
Scores (x)	No of students	Percent (%)	Scores (x)	No of students	Percent (%)
20-30	8	20	20-30	0	0
30-40	27	67.5	30-40	3	7.5
40-50	4	10	40-50	19	47.5
50-60	1	2.5	50-60	18	45
Total	N=40	100	Total	N=40	100

The above table shows that 20% speakers of Magar have got 20-30 score, 67.5, 30-40, 10%, 40-50 and 2.5%, 50-60. Similarly, none of the speakers of Nepali language have got 20-30 score, 7.5%, 30-40, 47.5%, 40-50 and 45%, 50-60 in overall English ability.

It indicates that the overall English Ability of speakers of Nepali language is better than speakers of Magar.

3.2 Analysis of Listening Ability

The following table shows the listening ability of the Magar and Nepali language speakers.

Table No. 2: Scores of the Magar and Nepali Language Speakers

Speakers of Magar			Speakers of Nepali language		
Scores (x)	No of students	Percent (%)	Scores (x)	No of students	Percent (%)
0-3	31	77.5	0-3	23	57.5
3-6	9	22.5	3-6	17	42.5
Total	N = 40	100	Total	N= 40	100

The above table shows that 77.5% speakers of Magar have got 0-3 and 22.5%, 3-6 scores. Similarly, 57.5% speakers of Nepali language have got 0-3 and 42.5%, 3-6 score in listening skill.

It indicates that speakers of the Nepali language have got higher level of listening ability than those of Magar.

3.3 Analysis of Speaking Ability

The following table shows the speaking ability of the Magar and Nepali language speakers.

Table No. 3: Scores of the Magar and Nepali Language Speakers

Speakers of Magar			Speakers of Nepali language		
Scores (x)	No of students	Percent (%)	Scores (x)	No of students	Percent (%)
0-4	32	80	0-4	17	42.5
4-8	8	20	4-8	23	57.5
Total	N= 40	100	Total	N=40	100

The above table shows that 80% speakers of Magar have got 0-4 score and 20%, 4-8 score. Similarly, 42.5% speakers of Nepali language have got 0-4 score and 37.5% , 4-8 scores in speaking skill.

It indicates that speakers of the Nepali language have got better speaking ability than speakers of Magar.

3.4 Analysis of Reading Ability

The following table shows the reading ability of the Magar and Nepali language speakers.

Table No. 4: Scores of the Magar and Nepali Language Speakers

Speakers of Magar			Speakers of Nepali language		
Scores (x)	No of students	Percent (%)	Scores (x)	No of students	Percent (%)
0-10	0	0	0-10	1	2.5
10-20	37	92.5	10-20	10	25.0
20-30	3	7.5	20-30	29	72.5
Total	N=40	100	Total	N=40	100

The above table shows that none of the speakers of Magar have got 0-10, score, 92% have got 10-20 score and 7.5%, 20-30 score. Similarly 2.5% speakers of Nepali language have got 0-10 score, 25%, 10-20 and 72.5%, 20-30 in reading skill.

It shows that speakers of the Nepali language have got better reading ability in comparison to speakers of Magar.

3.5 Analysis of Writing Ability

The following table shows the writing ability of the Magar and Nepali language speakers.

Table No. 5: Scores of the Magar and Nepali Language Speakers

Speakers of Magar			Nepali language students		
Scores (x)	No of students	Percent (%)	Scores (x)	No of students	Percent (%)
0-8	1	2.5	0-8	1	2.5
8-16	22	55	8-16	4	10
16-24	17	42.5	16-24	22	55
24-32	0	0	24-32	13	32.5
Total	N=40	100	Total	N=40	100

The above table shows that 2.5% speakers of Magar have got 0-8 score, 55%, 8-16, 42.5%, 16-24, and none of the students have got 24-32. Similarly, 2.5% speakers of Nepali language have got. 0-8 score, 10%, 8-16, 55%, 16-24 and 32.5%, 24-30 in writing skill.

It indicates that speakers of the Nepali language have got better writing ability in comparison to speakers of Magar.

Table No. 6: Listening Proficiency of the Magar and Nepali Speakers in Terms of Mean, Percentage, Standard Deviation and T-score

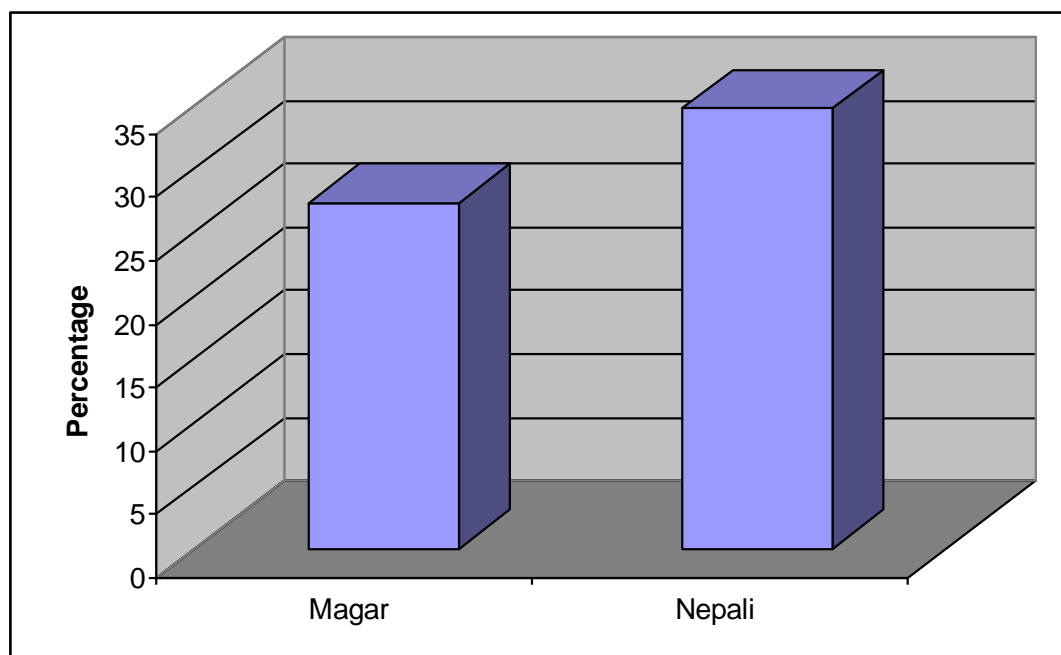
	Speakers of Magar	Speakers of Nepali language
No of students (N)	40	40
Mean (\bar{X})	2.18	2.78
Percentage (%)	27.25%	34.75%
Standard Deviation (S D)	1.25	1.48
Degree of freedom (d f)	78	
Calculated t-value	2	
Tabulated t-value	1.98	
Level of significance at 0.05	2 > 1.98	
Remarks	Significant Difference	

The above table presents the listening proficiency of the Magar and Nepali speakers. It shows that the listening proficiency of the Magar

speakers is 27.25% whereas it is 34.75% in case of the Nepali language speakers. The average score of the Magar speakers and Nepali language is 2.18 and 2.78 respectively, out of full marks 8.

Similarly, the standard deviation of the Magar speakers is 1.25 and the Nepali speaker is 1.48. The calculated value of the two groups (t-calculated) is 2 which is greater than the tabulated value (t-tabulated) 1.98 with 5% level of significance i.e. (α) 0.05 at 78 degree of freedom i.e. () =78. It shows that the listening proficiency of speakers of the Magar and Nepali language is significantly different. It is statistically significant because it is verified by t-test. The implication is that the speakers of the Nepali language have higher level of listening proficiency than speakers of Magar.

Figure No.1: Listening Proficiency of the Magar and Nepali Speakers



It is concluded from above chart that the listening proficiency of the speakers of Magar and Nepali language is different where the first group got 27.25% and the second group got 34.75% marks.

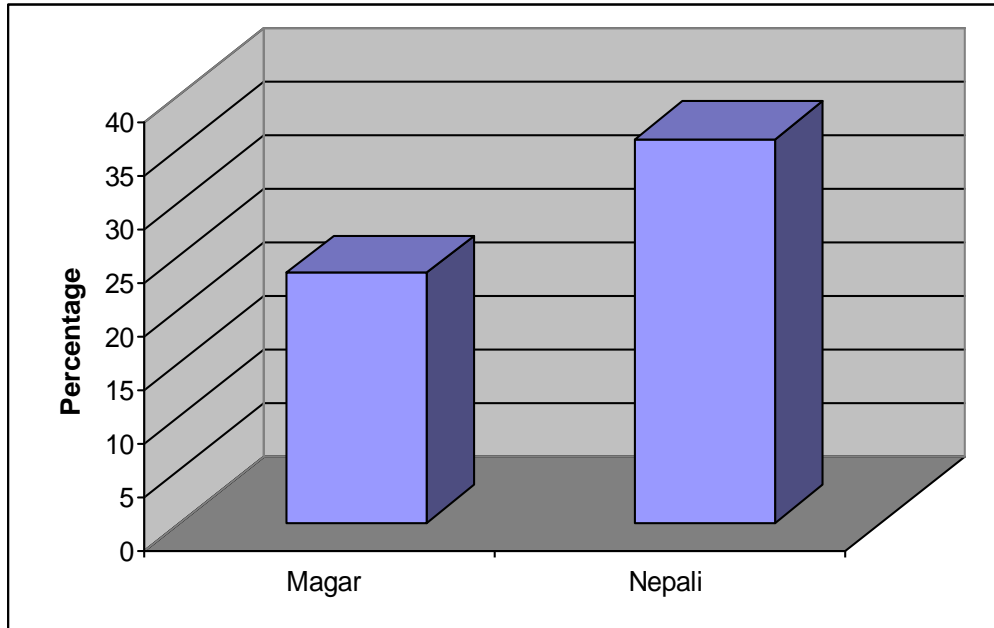
**Table No.7: Speaking Proficiency of the Magar and Nepali Speakers
in Terms of Mean, Percentage, Standard Deviation and T-test**

	Speakers of Magar	Speakers of Nepali language
No of students (N)	40	40
Mean (\bar{X})	2.8	4.3
Percentage (%)	23.33%	35.83%
Standard deviation (SD)	1.6	1.98
Degree of freedom (df)	78	
Calculated t-value	3.75	
Tabulated t-value	1.98	
Level of significance at 0.05	3.75 > 1.98	
Remarks	Significant difference	

The above table presents the speaking proficiency of speakers of the Magar and Nepali language. It shows that the speaking proficiency of speakers of Magar is 23.33% whereas the speaking proficiency of speakers of Nepali language is 35.83%. The average obtained marks of speakers of Magar and Nepali languages is 2.8 and 4.3 respectively, out of the full marks 12.

Similarly, the standard deviation of speakers of Magar is 1.6 and Nepali is 1.98. The calculated value of two groups is 3.75 which is greater than the tabulated value 1.98 with 5% level of significance i.e. (α) 0.05 at 78 degree of freedom i.e. (df) =78. It shows that the speaking proficiency of speakers of Magar and Nepali is significantly different. The implication is that the speakers of Nepali have higher level of speaking proficiency than those of Magar.

Figure No. 2: Speaking Proficiency of the Magar and Nepali Speakers



The above chart shows that speaking proficiency of speakers of Magar and the Nepali language is different where the first group obtained 23.33 % and the second one got 35.83% marks.

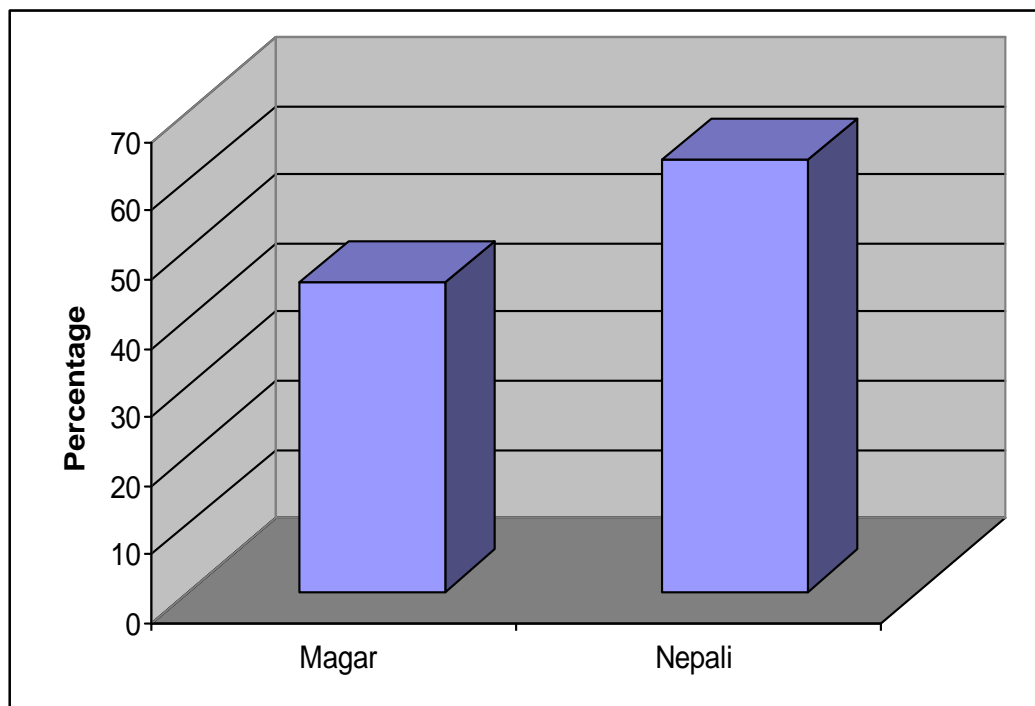
Table No. 8: Reading Proficiency of the Magar and Nepali Speakers Language in Terms of Mean, Percentage, Standard Deviation and T-test

	Speakers of Magar	Speakers of Nepali language
No of students (N)	40	40
Mean (\bar{X})	15.75	22
Percentage (%)	45%	62.86%
Standard deviation (SD)	2.63	5.1
Degree of freedom (df)	78	
Calculated t-value	6.87	
Tabulated t-value	1.98	
Level of significance at 0.05	6.87 > 1.98	
Remarks	Significant difference	

The above table presents the reading proficiency of Magar and Nepali. It shows that the reading proficiency of speaker of Magar is 45% whereas it is 62.86% of the Nepali speakers. Their average score is 15.75 and 22 respectively, out of the full marks 35.

Similarly, the standard deviation of Magar is 2.63 and Nepali is 5.1. The t-calculated value of both groups is 6.87 which is greater than the t-tabulated value 1.98 with 5% level of significance i.e. (α) 0.05 at 78 degree of freedom i.e. (df) =78. It shows that the reading proficiency of Magar and Nepali is significantly different. The implication is that the speakers of Nepali language have higher level of reading proficiency than the speakers of Magar.

Figure No. 3: Reading Proficiency of the Magar and Nepali Language



The above chart shows that the reading proficiency of the Magar and Nepali speakers is different where the first group obtained 45% and the last obtained 62.86% marks.

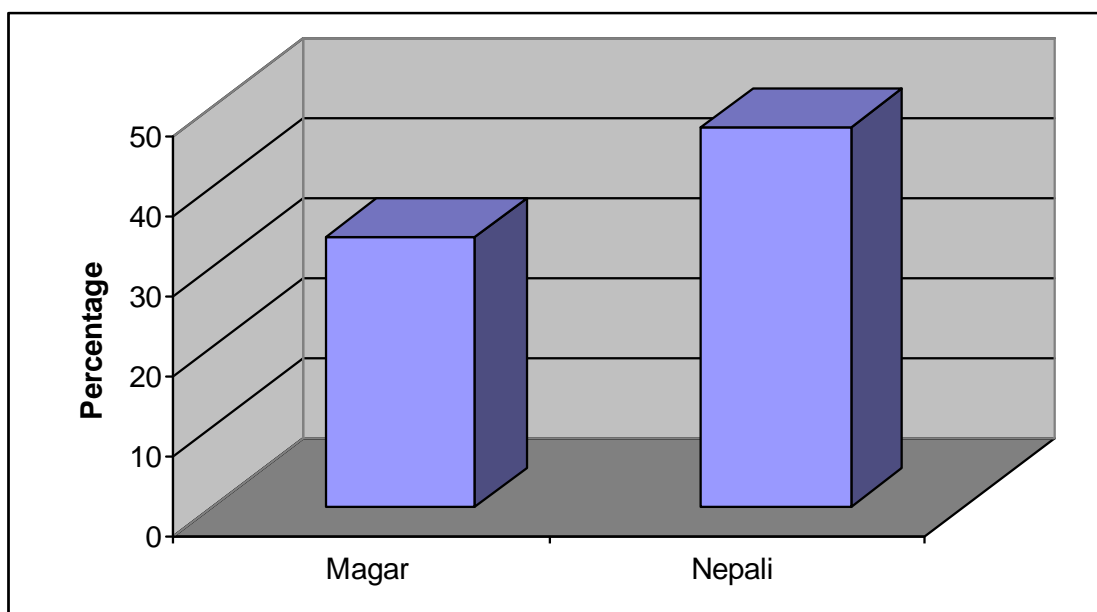
**Table No. 9: Writing Proficiency of the Magar and Nepali Speakers
in Terms of Mean, Percentage, Standard Deviation and T-test**

	Speakers of Magar	Speakers of Nepali language
No of students (N)	40	40
Mean (X)	15.2	21.4
Percentage (%)	33.78%	47.56%
Standard deviation (SD)	4.31	5.62
Degree of freedom (df)	78	
Calculated t-value	5.54	
Tabulated t-value	1.98	
Level of significance at 0.05	5.54 > 1.98	
Remarks	Significant difference	

The above table presents the writing proficiency of the Magar and Nepali. It shows that the writing proficiency of speakers of Magar is 33.78% whereas it is 47.56% of Nepali speakers. The average score of speakers of Magar and Nepali language is 15.2 and 21.4 respectively.

Similarly, the standard deviation of the Magar speakers is 4.31 and the Nepali speakers is 5.62. The t-calculated value of the both groups is 5.54 which is greater than the t-tabulated value 1.98 with 5% level of significance i.e. (α) = 0.05 at 78 degree of freedom i.e. (ν) = 78. It shows that the writing proficiency of Magar and Nepali speakers is significantly different. The implication is that the speakers of Nepali language have higher writing proficiency than those of Magar speakers.

Figure No. 4: Writing Proficiency of Magar and Nepali Speakers



The above bar chart shows that the writing proficiency of Magar and Nepali speakers is different where the former group got 33.78% and the latter group got 47.56% marks.

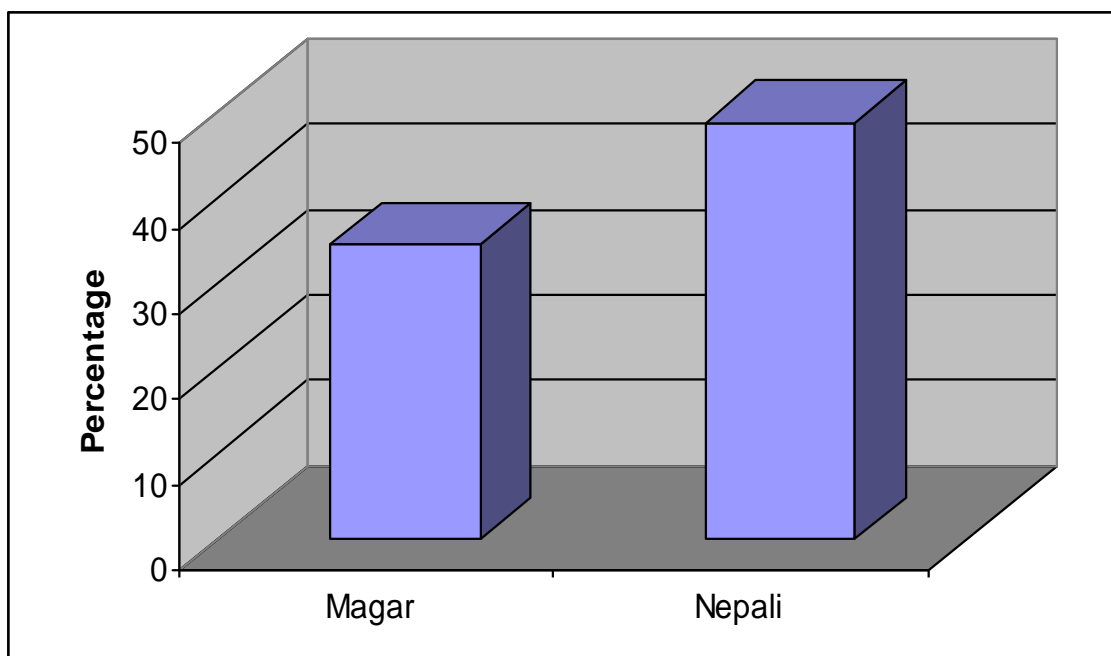
Table No. 10: Overall English Proficiency of the Magar and Nepali Speakers in Terms of Mean, Percentage, Standard Deviation and T-test

	Speakers of Magar	Speakers of Nepali language
No of students (N)	40	40
Mean (\bar{X})	34.5	48.75
Percentage (%)	34.5%	48.75%
Standard deviation (SD)	6.3	6.2
Degree of freedom (df)	78	
Calculated t-value	10.18	
Tabulated t-value	1.98	
Level of significance at 0.05	10.18 > 1.98	
Remarks	Significant difference	

The above table presents the overall English proficiency of the Magar and Nepali speakers. It shows that the Magar speakers obtained 34.5% marks whereas the Nepali speakers obtained 48.75% marks in overall English proficiency. The average score of the Magar speakers is 34.5 and Nepali 48.75.

Similarly, the standard deviation of the Magar and Nepali speakers is 6.3 and 6.2 respectively. The t-calculated value of the both groups is 10.18 which is greater than the t-tabulated value 1.98 with 5% level of significance i.e. $(\alpha)=0.05$ at 78 degree of freedom, i.e. $(df)=78$. It shows that the overall English proficiency of the Magar and Nepali is significantly different. The difference is statistically significant since it is verified by t-test. The implication is that the Nepali speakers have higher level of overall English proficiency than the Magar speakers.

Figure No. 5: Overall English Proficiency of the Magar and Nepali Speakers



The above bar chart shows that the overall English proficiency of the Magar and Nepali speakers is different where the former group obtained 34.5% and the latter group obtained 48.75% marks.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this research work was to find out the English proficiency of the Magar and Nepali language students. For this, the researcher presented four test items viz, listening, speaking, reading and writing separately. Thus, the following findings are extracted based on the performance of the students in each type of the test selected.

- a. In overall proficiency, the speakers of Magar obtained 34.5 marks i.e. 34.5% whereas the speakers of Nepali language obtained 48.75 marks i.e. 48.75%. The difference between two groups is statistically significant since it is verified by t-test. The implication is that the speakers of Nepali language have higher level of English proficiency than the speakers of Magar.
- b. In listening skill, the speakers of Magar obtained 2.18 marks i.e. 27.35% whereas the speakers of Nepali language obtained 2.78 i.e. 34.75%. The difference is statistically significant since it is verified by t-test. The implication is that the speakers of Nepali language have higher level of listening proficiency than the speakers of Magar.
- c. In speaking skill, the speakers of Magar obtained 2.8 i.e. 23.33% whereas the speakers of Nepali language got 4.3 i.e. 35.83%. The difference between two groups is statistically significant since it is proved by t-test. The implication is that the speakers of Nepali language have higher level of speaking proficiency than the speakers of Magar.
- d. In reading skill, the speakers of Magar obtained 15.75 average marks i.e. 45% whereas the speakers of Nepali language got 22 average marks i.e. 62.86%. The difference is statistically significant since it is verified by t-test. The implication is that

the speakers of Nepali language have higher level of reading proficiency than speakers of Magar.

- e. In writing skill, the speakers of Magar got 15.2 i.e. 33.78% whereas the speakers of Nepali language got 21.4 i.e. 47.56%. The different is statistically significant since it is verified by t-test. The implication is that the speakers of Nepali language have higher level of writing proficiency than speakers of Magar.
- f. English proficiency of students of Rupandehi district is higher for the case of Nepali language speakers and lower for the case Magar speakers.
- g. The respondents of this research were not able to achieve the expected level of English proficiency of the researcher.

4.2 Recommendations

On the basis of findings extracted from the analysis and interpretation of the data from the primary sources the following recommendations have been made for pedagogical purpose. They are as follows:

1. Equal emphasis should be given while teaching English language to both Magar and Nepali speaker students.
2. As or whole, different educational program should be conducted by the government to raise the position of government schools in this district.
3. It is highly recommended that the teacher selection process should be transparent being away from the political interference. Teacher with B .Ed. and M.Ed. qualification should be preferable.
4. The medium of teaching English in government school should be English from very beginning. The use of GT method should be minimized.
5. The teachers and students should be encouraged in listening practice using cassette player or the teacher's voice. The cassette prepared by CDC should be practiced many times.
6. Learning by doing method should be followed while involving the students in reading text. Similarly, different techniques like group work. Pair work, individual work, project work should be frequently used while teaching to the students.
7. While involving the students in writing, the teacher should follow controlled writing, guided writing and free writing according to necessity.
8. Some speakers of Magar do not take education so seriously because they are not aware of their children's bright future. So, the special programme should be conducted to make them aware.

9. Library facility should be provided by the school and the students should be made habituated to use English newspaper, journals and other supplementary materials to improve English proficiency.
10. All the materials prepared by CDC should be available at school in time.
11. New methods and techniques should be used while teaching English in the classroom.
12. Teaching program of the students do not meet the objectives of the course that it should be changed on the basis of its utility and invention of new things.

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APPENDIX - I

Test for Testing Listening Skill

Full Marks: 10 (4×2+2×1)

Time: 20m

Listen to the tape recorder and answer the questions given below.

I didn't study English at school in China. I started learning at evening classes when I was 22. It was only two evenings a week but I enjoyed the lessons. After 2 or 3 years and went on holiday to states and picked up a lot of expressions. Then I saved up and went to language schools in England for 2 months studying for 25 hours a week. There were all sorts of different nationalities in my class and we have to speak English. Anyway, I record my English is ok now. I work in Beijing and use English a lot in my job. I am a travel agent.

1. Answer the Questions in Short
 - I. How old was the speaker when he started learning English?
 - II. How many different countries did he go for learning English including China?
 - III. What job does the speaker do now and where?
2. Fill in the blanks.
 - i. In England the speaker studied English for hours in a week.
 - ii. Before England he went to learn English.
3. Write 'T' for true and 'F' for false.
 - i. The speaker is talking about the importance of English.
 - ii. In England people were from different countries to study English.

APPENDIX - II

Situation for Testing Speaking Skill

3×3+1 = 10

(One mark is for paralinguistic features)

- i. You met your best friend after five years. Conduct a dialogue between you two about different changes during the gap.
- ii. Express your views (in three points) on practical education in the context of Nepal.
- iii. Suggest your friend (in three points) how to be safe from AIDS.

APPENDIX - III

Test for Testing Reading Skill

(Source: The question asked in S.L.C. exam)

Full Mark: 10

Time: 20 min.

Read the following text and answer the questions given below.

Health means different things to different people. To some, it means not having pains anywhere in the body. Other think of it as being free of illness or disease. According to the World Health Organization (WHO), "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Most people just think of the last part of the definition "the absence of disease or infirmity." but apparently there is more to health than just that. Let us look at the other three aspects mentioned in the definition "Complete physical, mental and social well-being."

Physical health means how well all the different parts of the body function. Mental health refers to the ability to think clearly and sensibly, and social well-being means the ability to make and keep relationships with other people. All these different aspects are necessary for the complete health of the individual.

1. Answer the given questions in short.
 - (i) How does 'WHO' define health?
 - (ii) What does mental health refer to?
 - (iii) What does WHO stand for?
2. Choose the best answer.
 - a. According to WHO health means
 - (i) not having pains in the body.
 - (ii) to be free from illness.

(iii) to be physically, mentally and socially well.

(iv) to be socially well being

3. Fill in the blanks with appropriate word.

(i) Social well-being means the ability to make and keep with other people.

4. Write 'T' for true and 'F' for false.

(i) Health means same thing for all people.

(ii) Physical health means how well all the different parts of the body function.

APPENDIX - IV

Test for Testing Writing Skill

Full Marks: 20 (4×5)

Time: 40 min

Read the given letter and respond to the sender.

Saljhandi, Rupandehi

2065/04/15

Dear Sandesh,

We were all pained to hear that you had a car accident on your way to Saljhandi.

It however, gave us some relief to learn that the accident was a minor one and you were progressing well.

Please, inform us about your exact condition and say if any kind of help is needed from me. We are anxiously willing to hear from you soon.

Yours affectionately

Rajesh

1. Write a letter to your friend who has been studying in Singapore for 3 years telling him the current situation of Nepal.
2. Write short notes on any of the following topics.
 - (a) Your favourite subject
 - (b) Importance of computer education.
3. You are suffering from fever since last night. Write an application to your headmaster asking for 2 days sick leave.

4. Summarize the following passage.

The monsoon coming early this year, but a lot of farmers are not cheering as the negative impact of a perennial shortage of diesel, which was limited to the industrial and transportation sectors, has started to be felt by the agricultural sector as well. With the food shortage threatening the country, the unavailability of diesel has hit the agriculture sector as the fuel tanks of tractors used to plough the field have run dry. With their lands left untilled, farmers of the region are leaving their fields barren and watching their sampling wither.

APPENDIX -V

For the calculation of mean, standard deviation and t-test following formulas were used.

- i. For the calculation of mean

$$\text{Mean } (\bar{X}) = \frac{\sum fm}{N}$$

- ii. For the calculation of Standard Deviation

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

- iii. For the calculation of t-test

$$t = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

APPENDIX - VI

Scores Obtained by the Speakers of Magar in Each skill

S.N	Name of the Students	Listening	Speaking	Reading	Writing
1.	Maya Kaaucha	2.6	1.8	15	16
2.	Ramesh Thapa	1.8	1.6	12.5	13.25
3.	Rohit Budathoki	1.6	3.2	13	13
4.	Samjhana Pun	1.4	3.6	13.5	11
5.	Himal Shrish	1.2	1.8	16.5	11.25
6.	Ranjana Sinjali Magar	1.2	1.8	15.5	11.25
7.	Sarita Budathoki	1.8	3.2	14	10
8.	Sajhan Thapa	2.6	3.0	15	16.5
9.	Rosan Baidali	3.4	1.6	14	7
10.	Kirpa Pun	1.2	2.0	17	16.5
11.	Ramesh Sinjali Magar	1.4	2.4	16	16
12.	Puja Rana	1	3.2	10	14.5
13.	Santosh Thapa Magar	1.2	4.4	28	17.5
14.	Rita Ale	3.2	2.8	12	15.5
15.	Prem Bdr. Shrish	1.8	4.0	13.5	15.5
16.	Shankar Bdr. Budathoki	1.4	3.6	15.5	15
17.	Saraswati Saru Magar	1.5	2.8	13	14.5
18.	Sunil Kala Magar	1.0	3.2	11	17
19.	Sumitra Pun	3.2	4.2	11.5	16.5
20.	Aayush Shrish	3.4	4.0	11.5	14
21.	Hira Pun	2.4	2.0	20.5	16
22.	Radhika Shrish	2.6	2.2	11.5	18.5
23.	Niraj Thapa Magar	1.8	3.0	13	16
24.	Bal Bdr. Thapa	1.6	2.8	10.5	11.5
25.	Brasha Kumari Thapa	1	2.4	14	10
26.	Aayushma Rana	3.4	2	14.5	13.5

27.	Ramesh Rana	1.2	1.8	14	16
28.	Shanti Thapa	1.4	2.4	14	13
29.	Mahesh Thapa	1.8	2.8	17	14
30.	Suraj Pun	3.4	3.4	16.5	14.5
31.	Shantakala Magar	2.8	3.0	16	13.5
32.	Tara Sinjali Magar	2.6	4.4	13	11
33.	Madan Kala Magar	2.4	4.6	13	17
34.	Anita Pun	2.4	3.4	18	18.5
35.	Bishnu Thapa	3.8	4.4	16	13
36.	Mina Rana	1.6	3.2	18.5	14.5
37.	Monika Thapa	2.6	4.0	20.5	16.5
38.	Lekhamaya Thapa	3.4	2.0	14.5	16
39.	Harikala Chhantyal	3.0	2.4	18	18.5
40.	Niru Thapa	1.8	3.6	14	16

APPENDIX - VII

Total Scores Obtain by the Speakers of Magar

Full Marks: 100

S.N	Name of the Students	Gender	Total
1.	Maya Kaaucha	Female	35.4
2.	Ramesh Thapa	Male	29.15
3.	Rohit Budathoki	Male	30.8
4.	Samjhana Pun	Female	29.5
5.	Himal Shrish	Male	32.35
6.	Ranjana Sinjali Magar	Female	29.75
7.	Sarita Budathoki	Female	29
8.	Sajhan Thapa	Male	37.1
9.	Rosan Baidali	Male	26
10.	Kirpa Pun	Female	36.7
11.	Ramesh Sinjali Magar	Male	35.8
12.	Puja Rana	Female	28.7
13.	Santosh Thapa Magar	Male	51
14.	Rita Ale	Female	33.5
15.	Prem Bdr. Shrish	Male	34.8
16.	Shankar Bdr. Budathoki	Male	35.5
17.	Saraswati Saru Magar	Female	31.8
18.	Sunil Kala Magar	Male	32.2
19.	Sumitra Pun	Female	35.4
20.	Aayush Shrish	Male	32.9
21.	Hari Pun	Male	40.9
22.	Radhika Shrish	Female	34.8
23.	Niraj Thapa Magar	Male	33.8
24.	Bal Bdr. Thapa	Male	26.4
25.	Brasha Kumari Thapa	Female	27.4

26.	Aayushma Rana	Female	33.4
27.	Ramesh Rana	Male	33
28.	Shanti Thapa	Female	30.8
29.	Mahesh Thapa	Male	35.6
30.	Suraj Pun	Male	37.8
31.	Shanta Kala Magar	Female	35.3
32.	Tara Sinjali Magar	Male	31
33.	Madan Kala Magar	Male	37
34.	Anita Pun	Female	42
35.	Bishnu Thapa	Male	37.2
36.	Mina Rana	Female	37.8
37.	Monika Thapa	Female	43.6
38.	Lekha Maya Thapa	Female	35.9
39.	Harikala Chhantyal	Female	41.9
40.	Niru Thapa	Female	35.4

APPENDIX - VIII

Scores Obtained by the Speakers of Nepali in Each Skill

S.N	Name of the Students	Listening	Speaking	Reading	Writing
1.	Kalpana Pokhrel	2.8	6.4	24.5	20.25
2.	Sita Ghimire	2.6	5.8	25	20.5
3.	Sarmila Pandey	1.8	6.0	20	18.5
4.	Sarala Malla	1.6	1.8	21.5	25.5
5.	Niru Chhetri	1.2	3.4	20.5	21.25
6.	Kishor Banjade	1.0	2.8	20.5	24.25
7.	Sandeep Kharel	1.4	6.0	20	16.25
8.	Krishna Chapagain	1.6	4.2	27.5	22
9.	Pardeep Gautam	4.0	3.2	21.5	7.25
10.	Mahesh Bhandari	2.8	4.4	22	21.5
11.	Manika Balbare	3.0	3.8	23	16.5
12.	Samjhana Shahi	3.6	4.2	25.5	17.5
13.	Rekha Chalise	1.8	5.8	23.5	14
14.	Saraswati Karki	3.4	6.0	21	24.25
15.	Amal Sharma	2.0	6.2	22.5	20.5
16.	Amrita Regmi	2.4	3.4	23.5	22.5
17.	Laxmi Aryal	1.8	5.2	24	24.5
18.	Dilip Shahi	4.0	3.2	21	20.5
19.	Bishnu Chalise	2.4	5.4	19.5	15.5
20.	Padma Poudel	3.2	2.8	17	22.5
21.	Sarala Regmi	3.4	6.8	24	19.75
22.	Devi Regmi	2	2.4	23.5	25.25
23.	Bimal Poudel	3.8	4.8	24	24.75
24.	Samir B.K.	4	2.6	19	11.25

25.	Ashish Malla	3.2	6.2	21.5	27.25
26.	Salik Khanal	3.4	3.0	14	20.25
27.	Santosh Nepali	1.4	5.0	11.5	23.25
28.	Tika B.K.	3	6.4	7.5	26.25
29.	Ramesh Ghimire	2.3	3.6	22	22.75
30.	Krishna Bhusal	1.8	6	21	27.25
31.	Tara Nepal	2.4	4.4	20.5	18.25
32.	Rmu Gaire	2.2	6.2	20.5	24
33.	Mina Neupane	2	3.8	21.5	21.25
34.	Bhuvan Sharma	3	6.4	11.5	24.25
35.	Sagar Sen	3.2	2	16.5	11.25
36.	Kamala Acharya	1.8	4.2	13.5	24
37.	Anil Bhusal	3	3.4	16.5	22.5
38.	Pharsuram Regmi	4.4	3.0	15.5	25.5
39.	Khimlal Sapkota	4.2	4	21.5	23.25
40.	Mina Ghimire	1.8	3.2	20	21.5

APPENDIX - IX

Total Scores Obtain by the Speakers of Nepali Language

Full Marks: 100

S.N	Name of the Students	Gender	Total
41.	Kalpana Pokhrel	Female	53.95
42.	Sita Ghimire	Female	53.90
43.	Sarmila Pandey	Female	46.30
44.	Sarala Malla	Female	50.40
45.	Niru Chhetri	Female	46.35
46.	Kishor Banjade	Male	48.25
47.	Sandeep Kharel	Male	43.65
48.	Krishna Chapagain	Male	55.30
49.	Pardeep Gautam	Male	35.95
50.	Mahesh Bhandari	Male	50.70
51.	Monika Balbare	Female	46.30
52.	Samjhana Shahi	Female	50.82
53.	Rekha Chalise	Female	45.10
54.	Saraswati Karki	Female	54.65
55.	Aasana Sharma	Female	51.20
56.	Amrita Regmi	Female	51.80
57.	Laxmi Aryal	Female	55.5
58.	Dilip Shahi	Male	47.7
59.	Bishnu Chalise	Male	42.8
60.	Padma Poudel	Female	45.5
61.	Sarala Regmi	Female	53.95
62.	Devi Regmi	Female	53.15
63.	Bimal Poudel	Male	57.35
64.	Samir B.K.	Male	36.85

65.	Ashish Malla	Male	58.15
66.	Salik Khanal	Male	40.65
67.	Santosh Nepali	Male	40.15
68.	Tika B.K.	Female	43.15
69.	Ramesh Ghimire	Male	50.65
70.	Krishna Bhusal	Male	56.05
71.	Tara Nepal	Female	45.55
72.	Ramu Gaire	Male	52.9
73.	Mina Neupane	Female	48.55
74.	Bhuvan Sharma	Male	45.15
75.	Sagar Sen	Male	32.05
76.	Kamala Acharya	Female	43.50
77.	Anil Bhusal	Male	45.4
78.	Pharsuram Regmi	Male	48.4
79.	Khimlal Sapkota	Male	52.95
80.	Mina Ghimire	Female	46.5