

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we express our feelings, thoughts, information, emotions, experiences, ideas, and so on. Language can also be taken as a social phenomenon, which is used in our society to establish the relation among the human beings. It means that language is the most unique, most essential and most innovative gift only for human beings. Human beings have unique place in the universe due to the possession of language, which makes them different from animals. It is the most valuable quality of human mind; people cannot think any social, artistic and academic activities going on without language. It is also a voluntary vocal system of human communication. Language is a set of ideas and structures in the field of teaching and learning processes. It is not an easy task to define 'language'. The word 'Language' has been defined in various ways by various scholars. According to Sapir (1921, p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires of voluntarily produced symbols." Chomsky (1957, p. 13), defines "A language as "...a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." Similarly, according to Yadava, (2001, p. 4) "Languages are a symbol systems ... based on pure or arbitrary convention ... infinitely extendable and modifiable according to the changing needs of the speakers."

Anthropologists regard language as a form of cultural behavior, sociologists as an interaction between members of a social group, students of literature as an artistic medium, philosophers as a means of interpreting human experience and language teachers as a set of skills.

1.1.1 The Place of English in Nepal

The English language, which was already introduced in Nepal during the Malla period by Christian missionaries, was also given priority in Rana's autocratic regime. When the Rana Prime Minister Janga Bahadur Rana visited England in 1907 B.S. to strengthen the ties of friendship with the powerful British Empire, he was so impressed by the English language that he established Durbar High school in 1910 B.S. in order to give English Education to the children of Rana families only. Durbar High School is the first formal primary school in Nepal. The English language was introduced in the higher education with the establishment of Tri-Chandra College. The English language in the academic field of Nepal got momentum after the establishment of S.L.C. Board in 1990 B.S. and Tribhuvan University in 2016 B.S., respectively. After the establishment of democracy in 2007 B.S., a number of schools and colleges were established throughout the kingdom. Realizing the importance of the English language, the government of Nepal has included English in school and higher level curriculum as a compulsory subject. Especially the NESP 2028 B.S. has brought a revolutionary change by planning curriculums and textbooks for each grade from grade four to bachelor's level including English at secondary level as well as higher level of education.

In Nepal, English has largely been treated as an academic subject and has been taught as a compulsory. English curricula have been designed for different levels and level-wise aims and objectives have been determined. Textbooks are designed to meet the goals of curriculums but in the context of Nepal; textbooks have been taken as the sole source for achieving goals for the curricula. In other words, ELT text books have been all in all in most of the academic institutions of Nepal. So after a long felt need to change the traditional idea of ELT, textbooks and curriculums, new curricula and textbooks have seen approved and were implemented in all the schools and campuses across the country. The curriculums and textbooks of English have come along with new

shape, construction and with relevant and up to date information with the introduction of new curriculums and textbooks for higher secondary level in 2056 B.S. Communicative functions of the language have been focused inductively. Not only form and meaning of linguistic items but also their contextual uses are covered in these textbooks. For this purpose 'Meaning Into Words' Intermediate and upper Intermediate' are being used as the textbooks in addition to 'Magic of Words' and 'Heritage of Words' at grade 11 and 12. The first two books are designed focusing on grammar. It means grammar practice has been the focal point in the higher secondary level also.

1.1.2 Language Proficiency

Language proficiency refers to a person's skills in using a language for a specific purpose such as how well a person can read, write, speak or understand language. It is generally measured through the use of a proficiency test. A proficiency test is not linked to a particular course of instruction but measures the learner's general level of mastery and it may be a result of previous instruction and learning. This study measures the proficiency of the 12th grade students in subject-verb agreement.

Proficiency here refers to the ability of the 12th grade students in English subject-verb agreement in their written responses regarding the test items.

1.1.2.1 Proficiency of Grader Twelve Students

Proficiency of the 12th grade means the ability of the students in using subject-verb agreement accurately for their academic and communicative purpose.

1.1.2.2 Proficiency of PCL 2nd Year Students

Proficiency of PCL 2nd year students means the ability of students in using subject-verb agreement accurately for their academic and communicative purpose.

1.1.3 Subject-verb Agreement

The structure of the English language is the relationship of subject-verb and object. In many languages we can see the two parts: nouns and verbs. So the subject of the sentence must agree with the verb of that particular sentence. Likewise, the verb of sentence must agree with the subject of that particular sentence. Such type of one to one relationship between subject and verb is called subject-verb agreement.

The subject, verb, copula, determiners and modifiers which are closely linked with the structure are studied in the structure of English sentence.

Subject: It refers to something about which a statement or assertion is made in the rest of the sentence and it is a term used in the analysis of grammatical functions to refer to a major constituent of sentence or clause structure, traditionally associated with the 'doer' of an action. for example: 'My mother writes to me three times in a week.' (Crystal, 2003, p. 441)

Verb: It refers to an element which can display morphological contrast of tense, aspect, voice, mood, person and number. The verb can be categorized into two types: auxiliary verb and main verb. For example 'Hari brings the basket.' 'John is a teacher.' (Crystal, 2003, p. 490)

Agreement: Grammatical constraints requiring that if one word has a particular form, other words occurring in the same construction must take the appropriate corresponding form.

*You speaks English.

You speak English. (Celce-Murica and Larsen-Freeman, 1999, p. 58).

Copula: Copula or be is the most frequent verb in English, has more distinct form with respect to person, number and tense than any other verb in English. It links a subject to a complement in English and has little independent meaning. For example: 'I am a student'. 'She is weak'. (Celce-Murica and Larsen-Freeman, 1999, p. 56).

Determiner: It is used with a noun or phrase, which limits its meaning in some way. There are three subcategories of determiners to consider when sequencing determiners before a noun. For example: Each of the girls sings well. (Core determiner).

All the boys are student (Pre-determiner)

A lot of students have returned from races (Post determiner) (Celce-Murica and Larsen-Freeman, 1999, p. 65)

1.1.3.1 Identification of Subject

Different constituent parts of a sentence have different grammatical functions. A subject is one such grammatical function. According to Aarts and Aarts (1986, p.133), the function subject may be attributed to a constituent of a sentence on the basis of the following criteria:

Position

Concord

Repetition in tag questions

Passivization

Position

In terms of position the function subject is associated with an obligatory constituent of the sentence which "typically precedes the main verb in a sentence and is most closely related to it" (Richards et al. 1985, p.278). For instance, in the sentence "The boy plays football" the constituent

phrase 'the boy' is the subject of the sentence, as it precedes the main verb 'plays'.

Concord

In English, the verb agrees with the subject number. Therefore, sentence 3 and 4 are ungrammatical.

eg. 1. Ram pays football. 2. The boys play football.

(sg) (sg) (pl) (pl)

*3. Ram play football. 4. The boys plays football.

(sg) (p1) (p1) (sg)

Passivization

The subject of an active sentence occurs in the "by phrase" of the corresponding passive sentence.

eg. Active: The boy killed a snake.

Passive: A snake was killed by the boy.

"The boy" is the subject of the first sentence (active) because it occurs in the 'by-phrase' of the second sentence (passive).

Repetition in tag questions

The subject of a sentence is repeated in tag questions and occurs in its pronominalized form. Eg.- John hates Marry, doesn't he?

In the above sentence the constituent phrase 'John' is the subject of the sentence as it occurs in its pronominalized form 'he'.

1.1.3.2 Realization of Subject

According to Aarts and Aarts (1986, p. 147), the function subject can be realized by:

A noun phrase,

eg. **The boys** play football

A finite clause,

eg. **That he is the best student** is self-evident.

A non finite clause,

eg. **To win races** needs much practice.

Anticipatory it+finite/ non finite clause,

eg. **It** needs much practice **to win races**.

It is self-evident **that he is the best player**.

Unstressed 'there' is existential sentence,

eg. **There** is a book on the table.

A prepositional phrase,

eg. **After five o'clock** is the best time to meet.

1.1.4 Rules of Subject Verb Agreement in English

Language is operated by the underlying rules and these rules differ from one language to another. The English language has specific rules for word formation, word order, sentence pattern, stress, intonation and others. The present study is concerned with subject-verb agreement.

The rules on subject verb agreement in English are as follows:

(Celce-Murica and Larsen-Freeman, 1999, pp. 68-74).

i) A singular verb is used with singular noun.

E.g. The boy plays football.

ii) A plural verb is used with plural noun.

E.g. The boys play football.

iii) Somebody, something, everybody, every thing, nobody etc takes a singular verb.

E.g. Somebody has talked to me.

iv) Some common and proper nouns ending in 'S' and 'ics' take singular verb.

E.g. No news is good news.

Mathematics is a difficult subject.

v) If an adjective functions as subject, it takes a plural verb.

E.g. The beautiful are selected for the beauty contest.

vi) Fraction and percentages take the singular verb when they modify a mass noun and the plural verb when they modify a plural noun. When they modify a collective noun, either the singular or the plural verb may be used.

Eg. Half of the milk is spoiled. (Mass)

One third of students are absent. (Plural)

One tenth of the population of Nepal is/ are rich. (Collective)

vii) Collective noun may take either singular or plural form of verb depending on the meaning.

Eg. The gang of four has been discredited. (the gang as a whole)

The gang of four have been discredited. (the individual gang member)

viii) Noun in set of two can take the singular verb when the noun 'pair' is present but the plural verb when the noun 'pair' is absent regardless of whether one pair or more is being referred to.

Eg. A pair of trousers is on the sofa.

My scissors are on the sofa.

ix) A verb clause takes a singular verb.

Eg. To win game, needs much labour.

x) Since a noun clause is equivalent to the noun phrase, it takes both form of verb.

Eg. That he stood first in the exam is not surprise one.

What were once human dwelling are now nothing but piles of rubble.

xi) Basic arithmetical operations/ add, subtract, multiply, divide) take singular verbs:

Eg. Four times five equal twenty.

xii) When two nouns are joined with 'and' a plural verb is used.

E.g. Hari and Biru are students.

xiii) A unit noun takes a singular verb.

E.g. Ten miles is a long distance.

xiv) When two singular subjects are joined with each and every, singular verb is used.

E.g. Each girl and boy is present today.

xv) Quantifiers take a plural verb when they modify a plural noun and the singular when they modify a mass noun.

E.g. Some of boys are present today.

All of the milk is polluted.

xvi) 'A number of' takes the plural verb but 'the number of' takes the singular verb.

E.g. A number of girls are weak.

The number of girls is weak.

xvii) Many a singular noun takes singular verb.

E.g. Many a flower is in the garden.

xviii) When two subjects together express one idea or refers to the some person or thing, the singular verb is used.

E.g. Bread and butter is food.

My friend and benefactor has come.

xix) one of + plural noun takes singular verb.

E.g. One of boys has gone.

She is one of the best mother.

xx) If the two subjects are joined by on, as well as, in addition to, with, together with, noun in apposition etc. joining words, the verb agrees with the number of the first subject.

E.g. I as well as my friend am going abroad.

Mahesh, a leader of these boys, was absent yesterday.

xxi) 'None of + plural noun' can take singular and plural form of verb.

E.g. None of the girls play/plays cricket.

xxii) 'Each/Either/one of + plural nouns' take a singular verb.

E.g. Each of them is absent.

xxiii) 'A bouquet of, a crowd of, a herd of, a team of, a series of, a galaxy of etc. + plural nouns' take singular verb.

E.g. A bouquet of flowers was given to each students.

A series of books has been published.

A team of experts is busy in the research.

xxiv) Approximately rule is applied in sentences beginning with 'there' followed by conjoined nouns/pronouns.

E.g. There is a cat and a dog in the garden.

Exception: When the first noun or pronoun is singular and the second is plural it poses considerable difficulty.

E.g. There is/are a boy and two girls in the garden.

xxv) The majority of +plural noun may take a plural verb.

The majority of MPs are absent.

1.1.5 Proficiency Test

Proficiency test is concerned with assessing what has been learned of a known or unknown syllabus. It is rarely based on any syllabus. It is concerned more with future performance than past experience. It is designed to test a learner's linguistic ability in relation to a particular task. The test is administered to the students from various language backgrounds. This test is applicable to predict the common standard to all who present themselves in the examination. This test differs from achievement test with regard to uncertainty about previous instruction and with regard to its future needs for certain purpose, it differs from aptitude test. In proficiency test, students' achievement is measured for specific task to be performed later. According to Hughes (1995).

The proficiency tests are designed to measure people's ability in a language. The content of a proficiency test, therefore, is not based on the content of objectives of language course which people taking the test may have followed. Rather, it is based on a specification of what candidates have to be able to do in the language in order to

be considered proficient which means having sufficient command of the language for a particular purpose. (p. 9)

It is a test which measures how much of a language some one has learnt. A proficiency test is not linked to a particular course of instruction, but measures the learner's general level of language mastery. Some proficiency tests have been standardized for world wide use, such as the American TOEFL TEST which is used to measure the English language proficiency of foreign students who wish to study in the USA. More sophisticated proficiency tests may be constructed as research tools to determine just how much control over a language is needed for certain purposes.

1.2 Review of the Related Literature

Many studies have been done to find out errors in subject-verb agreement made by those English learners who had different language background. Some people have done comparative study on subject-verb agreement between English and other languages. Thus, an attempt is made here to review the related literature particularly in Nepal.

Shrestha (1989) has studied errors in subject verb agreement in English. The errors made by learners have been analyzed in terms of their gravity and frequency in his study.

Adhikari (1997) has made study to find out the proficiency in the use of question tag by the students of grade nine of urban and rural school of Bardia district and found that the performance of urban school students were better than that of rural school. Students and boys led the girls in the test.

Shah (2000) carried out a research on subject-verb agreement of Maithili and English and found out that the subject-verb agreement

system between Maithili and English are different except gender only in the present tense.

Mahato (2001) did a comparative study on subject-verb agreement in English and Tharu language and has concluded that English and Tharu verbs agree with subject in a clause or a sentence.

Neupane (2002) has attempted to find out the proficiency of grade 9 students in the use of prepositions. He found that while comparing government aided school students with private school students, the latter scored better than the former.

Shah (2003) carried out a research on writing proficiency of grade nine students. The findings of this study was that the writing skills of boys were better than writing skills of girl students and obtained more marks in mechanics of writing than in guided and free writing composition.

Kandel (2004) carried out a study on English Language proficiency of the B.Ed. students on the basis of IELTS to determine the overall English language proficiency of B.Ed. students majoring in English. The findings of his study is just 4.53 band score out of total band I which makes 50.33%. It shows the inadequateness of overall proficiency of the B.Ed. students.

Parajuli (2006) attempted to find out the proficiency in the use of conjunction of grade IX. He reached the conclusion that the proficiency of the students of faculty of science was found better than the students of Education and Humanities. He also focused that the proficiency of girls was better than boys.

Mehata (2006) has carried out a research work on 'A comparative study on subject-verb agreement in 'Bhojpuri and 'English'. He found that both languages lack agreement distinction with the gender of the first person subject. Similarly, in both languages verb-agreement system is marked with tense. The subject verb agreement with third person pronoun with

respect to number is similar in both languages. The agreement of verbs is completely of the third person subject in Bhojpuri. But in English such agreement is not influenced by gender or honorability.

1.3 Objectives of the Study

The research was carried out to fulfill the following objectives:

- i. To find out the proficiency of grade twelve students in subject-verb agreement.
- ii. To compare the proficiency on the basis of the following variables:
 - a. Boys Vs Girls.
 - b. PCL Vs Higher Secondary School.
- iii. To point out the pedagogical implications of the study.

1.4 Significance of the Study

Though this study seems to be a small task it certainly deserves the great importance in the field of ELT in Nepal. School as well as college students and teachers will be directly benefited by the findings of this study.

This study will provide valuable insight to the people involved in teaching/learning the English language in Nepal. Remedies for the problems and pedagogic strategies certainly help students, teachers, syllabus designers, textbook or workbook writers, test designers, examiners and new researchers who are interested in this particular field. With the help of the study one can get true picture of the proficiency in the use of subject-verb agreement achieved by the students of twelfth grade in Kathmandu district.

1.5 Definition of Specific Terms

PCL: It refers to proficiency certificate level (intermediate level) of Tribhuvan University.

Higher Secondary Education Board (HSEB) 10+2: This is the level under Higher Secondary Education Board and students get admission after they have passed S.L.C. The study of grade eleven and twelve is provided under (HSEB) 10+2 board.

Stream: It refers to the group of students studying in Education Science and Humanities in this research.

Gender: It refers to the condition of being male and female. In other words it is related to sexual identity or boys and girls.

CHAPTER – TWO

METHODOLOGY

This research is based on the data obtained from the directly administered tests here mean the test items or set of questions related to the written response of the sampled population. The test items are followed by personal details related to the sex, stream and level/grade. The personal details are purposefully helpful for the objectives mentioned in 1.3 (i), (ii) (a) and (b) and (iii). The test items have been used to measure the proficiency of sampled population.

2.1 Sources of Data

The researcher used both types, primary and secondary sources for the collection of data.

2.1.1 Primary Sources of Data

The students of the twelfth grade studying in government and colleges and Higher Secondary Schools were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

The researcher has taken secondary sources of data from different books, curriculums, journals and theses. The main sources are: Crystal (1971), Corder (1973), Murphy (1997), Sharma (1997), Thomson and Martinet (1986), Bhusal, (1998), Ghimire (1998), Celce-Murica and Larsen-Freeman (1999), Yadav, (2001) and Turton (2006). Apart from these, the books prescribed for grade twelve were also used.

2.2 Population of the Study

Eighty students of four colleges/ campuses of Kathmandu district studying English as a compulsory and optional subject in grade twelve were the population for the research.

2.3 Sampling Procedure

The researcher selected the sample population from four different colleges of Kathmandu district. The total number of sample included eighty students, twenty from each college/ campus consisting of equal number of boys and girls. The researcher used stratified random sampling technique.

In other words, while sampling the population, the researcher visited the colleges by his own and purposively selected population consisting equal number of boys and girls from each college. It can be summarized in the following table on the basis of stream (the first stratum) Gender (the second stratum) and levels/grade (the third stratum). This is given below:

Table No. 1
Sampling Technique

Stream	Gender		Level/ grade				Total Population
	Boys	Girls	PCL		HSS		
			Boys	Girls	Boys	Girls	
Education	10	10	5	5	5	5	20
Science	10	10	5	5	5	5	20
Management	10	10	5	5	5	5	20
Humanities	10	10	5	5	5	5	20

2.4 Tools for Data Collection

A set of tests consisting of the subjective and objective test items were constructed and administered as a research tools for data collection. The test items were constructed on the basis of the textbook and the course of study of grade twelve students. While administering the tests the following specification grid was used.

Table No. 2
Tools Used in the Study

S.N.	Types of Questions	Number of Questions	Full Marks
1.	Tick the correct form of verb from the bracket	10	10
2.	Fill in the blanks choosing the correct alternative	10	10
3.	True/false item	10	10
4.	Find out the errors and correct them	10	10
5.	Free writing	2	10

There were altogether 42 questions (Appendix -2). All questions carried one mark except questions for free writing. To measure the proficiency in their own production, two questions for free writing having 10 marks were used.

2.5 Process of Data Collection

The researcher collected the data from primary sources. In the process of data collection, he adopted the following steps:

1. At first, he went to the concerned colleges to meet the principal and got permission to administer the test, explaining the purpose of the test.
2. After getting permission from the principal, he met the English language lecturer.
3. Then he fixed the date to administer the test and the test was conducted for one and half hours.
4. On the fixed date, he conducted a test to the sample of that particular college and collected the answer sheet of the participants.

2.6 Limitations of the Study

The study was limited with respect to the following points.

1. The population of the study was grade twelve students of the Kathmandu valley only.
2. The study was limited to the eighty students of four different colleges only.
3. The study was limited to the subject verb agreement in English language.
4. The primary data for this study was collected only from the subjective and objective test.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with interpretation and analysis of the data. The data have been analyzed and interpreted under three main headings:

1. Total proficiency of Twelfth grade students in English subject verb agreement.
2. Gender-wise comparison.
3. Comparison on the basis of 10+2 level and PCL second year.

The answer sheets of the students were marked systematically and the scores they had, were tabulated faculty-wise, Gender-wise and on the basis of level and grade. After that mean scores of the students of each college and stream were calculated accordingly. The differences of the mean scores in each variable were calculated. Then the one who has greater mean scores and percentage is regarded more proficient. Analysis and interpretation has been made with reference to the population below and above the total mean score of sampled population.

All the questions used for data collection have been listed in Appendix II. The mean scores were calculated in this way.

$$\text{Mean Score (X)} = \frac{\sum x}{N}$$

[$\sum x$ = Summation of scores, N= No of Students]

3.1 Total Proficiency of Grade Twelve Students in English Subject-verb Agreement

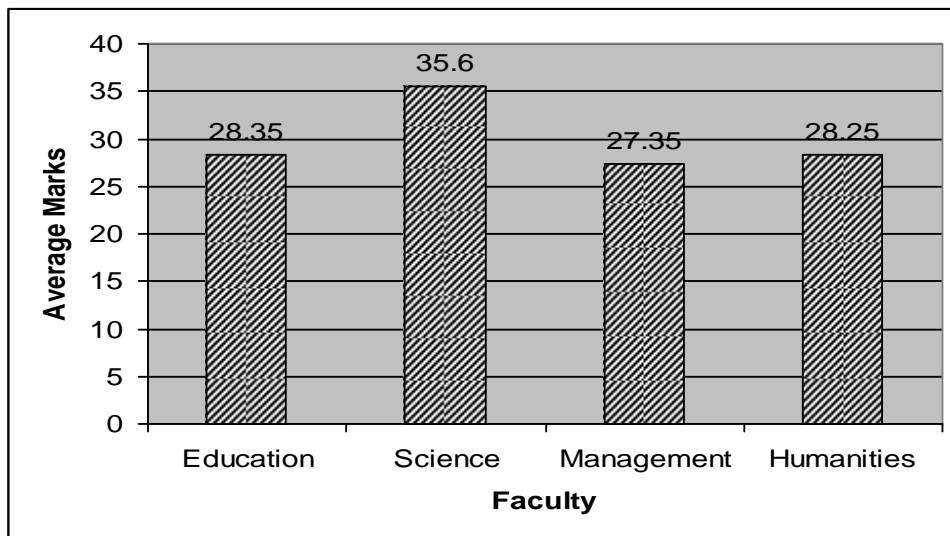
The proficiency of the twelfth graders in English subject-verb agreement includes the total marks and the mean score of each stream divided by the total population and four streams respectively. The total

marks obtained by eighty students of four streams are 2389. So, the mean score is 29.86. The details can be seen in Appendix 11.

The mean score of the sampled populations can be shown in the following bar diagram:

Chart No. 1

**Total Proficiency of Grade Twelve Students in English Subject-
Verb Agreement**



The test-items that were administered directly consisted of 50 full marks and the scores they obtained were added and divided by the total number of the population on the one hand and the mean score of each stream was calculated using the formula $\frac{\sum x}{n}$ and divided by four on the other. As a result, their mean score was found 29.86 which was 59.72%.

This shows that total proficiency of grade twelve students from four different streams of Kathmandu district is just 59.72%. It means 59.72% students are proficient in English subject verb agreement.

3.2 Gender-Wise Comparison

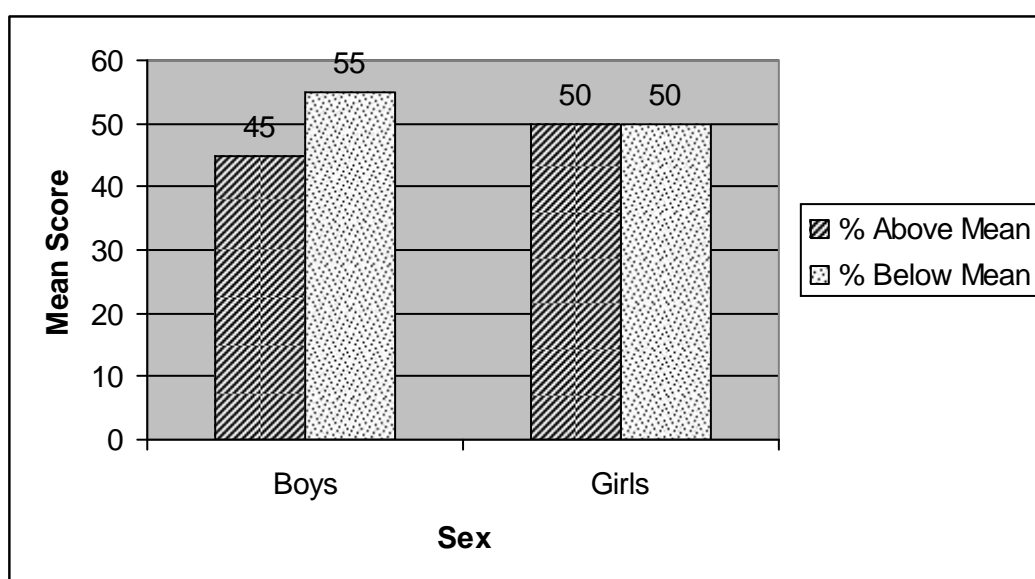
Many research works were conducted in comparing the proficiency regarding gender in various aspects of language. Adhikari (1997), Bhusal (1998) and Ghimire (1998) in their M.Ed. theses came up with the findings that male students performed better than female in the use of the question tags, present perfect and past perfect tense and in reading and writing skills. But Sharma (1997) and K.C. (1998), in their M.Ed. theses, found that female students performed better than male students in the use of voice and transformation.

Along with their findings related to gender, this research has also compared the proficiency regarding gender in English subject-verb agreement.

Gender-wise comparison includes the comparison between the mean score of male and female and their percentage below and above mean. The details can be see in appendix 11.

Summary is presented in the following bar graph:

Chart No. 2
Gender – Wise Comparison



Above chart-2 shows that the mean score in five test items of the boys was 29.52. Out of 40 boys, 18 boys (45%) were above mean score and 22 boys (55%) were below mean score. Similarly, the mean score in five test items of the girls was 30.02. Out of 40 girls, 20 girls (50%) were above mean score and 20 (50%) were below it. In comparison, the mean score of girls is greater than boys. The mean score of girls is 0.68 (2.25%) more than boys. Similarly, the population below mean is less in girls than in boys. As a result, the girls are slightly more proficient than boys. Though overall proficiency of girls is greater than boys, one interesting fact generated through this research is that boys from education and science streams scored 673 marks which is more by 9 marks than what the girls scored. It is shown in the following table.

Table No. 3
Total Score of Education and Science

Faculty	Boys' Score	Girls' Score
Education	284	283
Science	259	351
Total	643	634

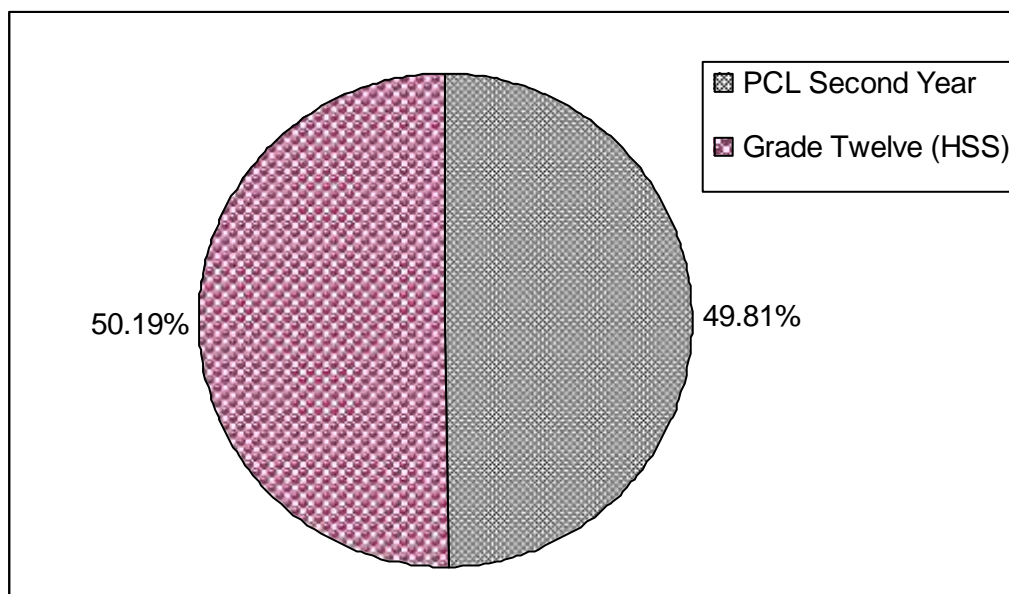
3.3 Comparison of the proficiency of students of HSS and PCL College (Second Year)

This comparison includes the mean score of the students of HSS and PCL colleges and the population as well as percentage below mean and above mean score. The details can be seen in appendix -11.

The mean score regarding the students of HSS and PCL second year level and grade twelve can be shown in the following pie-chart.

Chart No. 3

Comparison on the Basis of 10+2 Level and PCL Second Year



Above chart -3 shows that the mean score of PCL second year students was 29.75 out of 40 girls, 20 students (50%) were above mean score and 20 (50%) were below it. Similarly, the mean score of (HSS) grade twelve students was 29.97. Out of 40 students, 18 (45%) were above mean and 22 (55%) were below it. In comparison, the overall mean percentage of the students of grade twelve was 50.19% and the overall mean percentage of the students of PCL second year was 49.81% and the difference of proficiency percentage between the students of HSS and PCL second year was 0.38%. Thus, it is found that the students of HSS are slightly more proficient than the students of PCL second year. Although HSS students occupy more number below mean score than PCL second year students, former is more proficient than the latter one.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of the study was to find out the proficiency of the twelfth graders in English subject-verb agreement. Moreover, the study was carried out to find the comparative proficiency of the students between gender and students of HSS and PCL 2nd year.

The findings of the present study obtained from the analysis and interpretation of the data are summarized as follows:

- i) Total proficiency of the twelve grade students of Kathmandu district among four different colleges is found to be 29.86 i.e. 59.72%. It means they are found to be 59.72% proficient in subject-verb agreement. Similarly, out of 80 students included in the study, 42 are found below the mean score i.e. 52.5% and only 47.5% (38) are above it.
- ii) In gender-wise comparison, girls are found to be more proficient than the boys as the mean score of girls is 30.2 which is 0.68 (2.25%) more than the mean score of their counterparts which is 29.52. Moreover, out of 40 boys, 22 are below average. It means only (18) 45% boys are above mean score whereas out of 40 girls 50% girls are above it. The interesting fact is that boys from education and science are slightly more proficient than girl students.
- iii) The proficiency level of both the groups (HSS and PCL second year) was found almost same because the difference between their level is only 0.22.

4.2 Recommendations

On the basis of the findings of the present study, the researcher would like to make the following recommendations:

1. The total proficiency in English subject-verb agreement is found to be 59.86% only. Most of the questions included in the test items were from grade twelve textbook and the common subjects they frequently encountered. The proficiency shown in the study is not satisfactory. So more exercises with examples regarding subject-verb agreement should be included in the textbooks.
2. Correct sentence making exercises with examples should be emphasized because the students scored the lowest marks in this category.
3. The students are not serious to learn the appropriate use of subject-verb agreement so the teaching learning activities should not be only exam oriented but skill oriented.
4. Sufficient examples with rules should be given to make learning effective, permanent and meaningful. Appropriate teaching materials should be used whenever possible while teaching subject verb agreement to enhance understanding of the students.

Finally, the findings of this research are limited only to 80 students of four different colleges/ campuses with four faculties of Kathmandu district only. Therefore, it cannot be claimed that the findings of this study are applicable for all the campuses and higher secondary schools of Nepal. To test the validity of these findings, it is desirable to carry out further research in this area covering greater number of campuses and higher secondary schools as well as students. The similar type of research works can be carried out in other districts and other area of grammar and language skills.

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APPENDICES

APPENDIX - 1

Dear Students,

This test items have been prepared to draw data/information for the research work entitled "**PROFICIENCY OF TWELVE GRADE STUDENTS IN ENGLISH SUBJECT-VERB AGREEMENT**" Which is being carried out under the guidance of Prof. Dr. Govinda Raj Bhattarai, Central Department of English Language Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher hopes that you all will cooperate with him in giving correct information that will be invaluable contribution to accomplish this research work. Since this is a formal study your response and identity will be utilized strictly for the research purpose only.

I would be very grateful to you for your kind cooperation. Thank you

Lal Dhari Pandit

APPENDIX - 2

Test Items

Full Marks : 50

Time: 1 ½ hrs.

Student's name:Sex:.....

District:.....

Name of the College/ Campuses:.....Stream:.....

Roll No:..... Grade:.....

Name of the previous school:

Nature of the previous school: Private Government aided

Group A

Tick (✓) the correct form of verb in the given brackets

(1x10=10)

Example:

A bus driver (drive/✓drives) buses.

- i. Krishna (work/works) for a large company.
- ii. The little house (has/have) green shutters.
- iii. Ghosts Sometime (haunt/haunts) houses.
- iv. All people (have/has) dreams.
- v. The earth (rotate/rotates) on its axis once a day.
- vi. Someone (is/are) following us.
- vii. No news (is/are) good news for Rita.
- viii. No body (is/are) using the car today.
- ix. At one time there (were/was) trees in the garden.

x. Why did Binod (come/comes) late?

Group B

Fill in the blanks choosing the correct one from the given alternative as in the example given below (1x10=10)

Example:

Thereare... some men mending the road.

a) is b)✓ are c) was

i. Mona Lisa painted by Leonardo Da Vinci.

a) was b) were c) are

ii. A lot of fish in the Mediterraneanbeing killed by pollution.

a) Is b) are c) am

iii. Ihaving my back massaged.

a) adores b) adoring c) adore

iv. Maria does more swimming than he jogging.

a) do b) does c) did

v) Ice-cream, cake and chips all food.

a) is b) are c) do

vi. Ten miles a long distance.

a) is b) are c) do

vii. Whisky and soda..... only Jim's food.

a) are b) is c) were

viii. A bouquet of flowers..... awarded to Manisha.

a) were b) was c) are

ix. The people of America very rich.

a) is b) are c) was

x. No one To go to pub.

a) like b) likes c) has liked

Group C

Tick (✓) before the correct statements and cross (X) before the in correct statements.

(1x10=10)

Example:

The cattle are grazing in the field. [✓]

- i) The books on the table are expensive.
- ii) I as well as my friends am going to college
- iii) The rest of the story are boring.
- iv) Ram believes in God.
- v) Somebody is knocking at the door.
- vi) The beautiful is selected for the beauty contest.
- vii) Ramesh was following the girl.
- viii) Gopal Bdr. was more nervous person in the bank.
- ix) Illness mean sickness.
- x) The Nepalese is hard working.

Group D

Find out the errors and correct them: (1x10 = 10)

Example:

Advertisements encourages people to spend more money.

Advertisements encourage people to spend more money.

- i) Gita works much harder than Lalita do.
- ⇒
- ii) The air pressure in the cylinder prevent the valve from opening.

⇒

iii) The Welsh Mountains is supposed to be very beautiful.

⇒

iv) He asked me if I were married.

⇒

v) I wish my parents will listen to me.

⇒

vi) Keshab, a leader of these people, were absent yesterday.

⇒

vii) A team of experts are busy in the research.

⇒

viii) Every boy and every girl were present in the party.

⇒

ix) Which way did he go?

⇒

x) A lot of people believe that the president is about to resign.

⇒

Group E

Free Writing

(2x5=10)

a) Write a short paragraph about yourself in about 60 words.

- b. Write a short paragraph about the picnic program you have taken part in 60 words.

APPENDIX - 3

Answer Key

S.N.	Group A	S.N.	Group B	S.N.	Group C
i	works	i	was	i	√
ii	has	ii	are	ii	√
iii	haunt	iii	adore	iii	x
iv	have	iv	does	iv	√
v	rotates	v	are	v	√
vi	is	vi	is	vi	x
vii	is	vii	is	vii	√
viii	is	viii	was	viii	√
ix	were	ix	are	ix	x
x	come	x	likes	x	x

Group D

- i) Does - Gita works much harder than Lalita does.
- ii) Prevents - The air pressure in the cylinder prevents the valve from opening.
- iii) Are - The Welsh Mountains are supposed to be very beautiful.
- iv) Was - He asked me if I was married.
- v) Would - I wish my parent would listen to me.
- vi) Was - Keshab, a leader of these people, was absent yesterday.
- vii) Is - A team of experts is busy in the research.
- viii) Was - Every boy and every girl was present in the party
- ix) Go - Which way did he go?
- x) Believe - A lot of people believe that the president is about to resign.

APPENDIX - 4

Stream-wise Proficiency

Education (Mahendra Rantna MC and Koteswor HSS)								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	4	6	5	2	5	22	M	
S2	6	7	4	2	6	25	M	
S3	8	5	4	5	3	25	M	
S4	5	5	4	3	5	22	M	
S5	7	5	8	3	6	29	M	
Mean	6	5.6	5	3	5	24.6		123
S6	4	3	7	2	4	20	F	
S7	5	7	4	2	4	22	F	
S8	8	9	4	6	8	35	F	
S9	7	5	6	7	8	33	F	
S10	6	8	7	5	6	32	F	
Mean	6	6.4	5.6	4.4	6	28.4		142
S11	9	9	8	4	8	38	M	
S12	9	8	6	4	9	36	M	
S13	9	8	8	7	7	39	M	
S14	3	8	7	3	7	28	M	
S15	6	5	3	3	3	20	M	
Mean	7.2	7.6	6.4	4.2	6.8	32.2		161
S16	8	5	6	3	6	28	F	
S17	6	6	2	4	7	25	F	
S16	7	5	5	4	4	25	F	
S19	8	7	6	3	6	30	F	
S20	9	8	5	4	7	33	F	
Mean	7.6	6.2	4.8	3.6	6	28.2		141

Science Patan MC and Grammar HSS								
TI	1	2	3	4	5	Total	Sex	Total
S1	8	5	6	9	5	33	M	
S2	10	9	9	5	7	40	M	
S3	7	6	6	8	5	32	M	
S4	7	6	6	9	8	36	M	
S5	6	6	4	8	5	29	M	
Mean	7.6	6.4	6.2	7.8	6	34.0		170
S6	9	6	7	9	4	35	F	
S7	8	6	7	10	3	34	F	
S8	9	5	7	10	4	35	F	
S9	8	6	7	8	4	33	F	
S10	5	7	8	6	5	31	F	
Mean	7.8	6	7.2	8.6	4	33.6		168
S11	7	6	4	4	9	30	M	
S12	7	8	7	10	7	39	M	
S13	8	9	6	8	6	37	M	
S14	6	9	7	9	9	40	M	
S15	9	9	9	10	6	43	M	
Mean	7.4	8.2	6.6	8.2	7.4	37.8		189
S16	10	9	7	7	9	42	F	
S17	7	6	4	3	7	27	F	
S16	9	9	8	5	9	40	F	
S19	9	9	7	7	9	41	F	
S20	7	9	6	3	8	33	F	
Mean	8.4	8.4	6.4	5	8.4	36.6		183

Management (Patan MC and Grammar HSS)								
TI	1	2	3	4	5	Total	Sex	Total
S1	8	5	4	2	4	23	M	
S2	4	9	8	3	4	28	M	
S3	8	8	8	6	6	36	M	
S4	8	5	5	3	4	25	M	
S5	6	5	5	4	5	25	M	
Mean	6.8	6.4	6	3.6	4.6	27.4		137
S6	6	7	4	3	2	22	F	
S7	8	8	8	9	6	39	F	
S8	6	6	5	6	4	27	F	
S9	7	9	4	4	5	29	F	
S10	7	5	8	4	5	29	F	
Mean	6.8	7	5.8	5.2	4.4	29.2		146
S11	5	6	5	2	5	23	M	
S12	5	5	3	2	2	17	M	
S13	5	7	5	3	6	26	M	
S14	8	8	6	2	7	31	M	
S15	8	5	6	3	5	27	M	
Mean	6.2	6.2	5	2.4	5	24.8		124
S16	4	6	5	3	3	21	F	
S17	7	7	6	3	5	28	F	
S16	7	7	6	4	5	29	F	
S19	9	9	6	2	5	31	F	
S20	8	7	6	4	6	31	F	
Mean	7	7.2	5.8	3.2	4.8	28.0		140

Humanities (Patan MC and Koteswor HSS)								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	4	4	3	3	3	17	M	
S2	4	6	4	2	6	22	M	
S3	8	6	6	2	8	30	M	
S4	9	7	7	5	7	35	M	
S5	10	8	9	2	6	35	M	
Mean	7	6.2	5.8	2.8	6	27.8		137
S6	3	4	6	5	6	24	F	
S7	10	9	9	6	8	42	F	
S8	10	9	9	5	5	38	F	
S9	9	8	9	5	4	35	F	
S10	6	3	7	3	7	26	F	
Mean	7.6	6.6	8	4.8	6	33.0		146
S11	7	7	3	2	3	22	M	
S12	5	4	8	2	4	23	M	
S13	3	8	4	5	5	25	M	
S14	8	8	3	4	6	29	M	
S15	10	9	9	6	5	39	M	
Mean	6.6	7.2	5.4	3.8	4.6	27.6		124
S16	7	6	3	4	5	25	F	
S17	6	8	3	3	7	27	F	
S16	6	7	3	2	5	23	F	
S19	6	7	5	3	5	26	F	
S20	6	3	4	2	7	22	F	
Mean	6.2	6.2	3.6	2.8	5.8	24.6		140

APPENDIX - 5

Gender
Boy's Score

Education								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	4	6	5	2	5	22	M	
S2	6	7	4	2	6	25	M	
S3	8	5	4	5	3	25	M	
S4	5	5	4	3	5	22	M	
S5	7	5	8	3	6	29	M	
Mean	6	5.6	5	3	5	24.6		123
S6	9	9	8	4	8	38	M	
S7	9	8	6	4	9	36	M	
S8	9	8	8	7	7	39	M	
S9	3	8	7	3	7	28	M	
S10	6	5	3	3	3	20	M	
Mean	7.2	7.6	6.4	4.2	6.8	322		161
Science								
S11	8	5	6	9	5	33	M	
S12	10	9	9	5	7	40	M	
S13	7	6	6	8	5	32	M	
S14	7	6	6	9	8	36	M	
S15	6	6	4	8	5	29	M	
Mean	7.6	6.4	6.2	7.8	6	34.0		170
S16	7	6	4	4	9	30	M	
S17	7	8	7	10	7	39	M	
S16	8	9	6	8	5	37	M	
S19	6	9	7	9	9	40	M	
S20	9	9	9	10	6	43	M	
Mean	7.4	8.2	6.6	8.2	7.4	37.8		189

Management								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	8	5	4	2	4	23	M	
S2	4	9	8	3	4	28	M	
S3	8	8	8	6	6	36	M	
S4	8	5	5	3	4	25	M	
S5	6	5	5	4	5	25	M	
Mean	6.8	6.4	6	3.6	4.6	27.4		137
S6	5	6	5	2	5	23	M	
S7	5	5	3	2	2	17	M	
S8	5	7	5	3	6	26	M	
S9	8	8	6	2	7	31	M	
S10	8	5	6	3	5	27	M	
Mean	6.2	6.2	5	2.4	5	24.8		124
Humanities								
S11	4	4	3	3	3	17	M	
S12	4	6	4	2	6	22	M	
S13	8	6	6	2	8	30	M	
S14	9	7	7	5	7	35	M	
S15	40	8	9	2	6	35	M	
Mean	7	6.2	5.8	2.8	6	27.8		139
S16	7	7	3	2	3	22	M	
S17	5	4	8	2	4	23	M	
S16	3	8	4	5	5	25	M	
S19	8	8	3	4	6	29	M	
S20	10	9	9	6	5	39	M	
Mean	6.6	7.2	5.4	3.8	4.6	27.6		138

APPENDIX - 6

Gender

Girls' Score

Education								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	4	3	7	2	4	20	F	
S2	5	7	4	2	4	22	F	
S3	8	9	4	6	8	35	F	
S4	7	5	6	7	8	33	F	
S5	6	8	7	5	6	32	F	
Mean	6	6.4	5.6	4.4	6	28.4		142
S6	5	5	6	3	6	28	F	
S7	6	6	2	4	7	25	F	
S8	7	5	5	4	4	25	F	
S9	8	7	6	3	6	30	F	
S10	9	8	5	4	7	33	F	
Mean	7.6	6.2	4.8	3.6	6	28.2		141
Science								
S11	9	6	7	9	4	35	F	
S12	8	6	7	10	3	34	F	
S13	9	5	7	10	4	35	F	
S14	8	6	7	8	4	33	F	
S15	5	4	8	6	5	31	F	
Mean	7.8	6	7.2	8.6	4	33.6		168
S16	10	9	7	7	9	42	F	
S17	7	6	4	3	7	27	F	
S16	9	9	8	5	9	40	F	
S19	9	9	7	7	9	41	F	
S20	7	9	6	3	8	33	F	
Mean	8.4	8.4	6.4	5	8.4	36.6		183

Management								
TI	1	2	3	4	5	Total	Sex	Total
S.N.								
S1	6	7	4	3	2	22	F	
S2	8	8	8	9	6	39	F	
S3	6	6	5	6	4	27	F	
S4	7	9	4	4	5	29	F	
S5	7	5	8	4	5	29	F	
Mean	6.8	7	5.8	5.2	4.4	29.2		146
S6	4	6	5	3	3	21	F	
S7	7	7	6	3	5	28	F	
S8	7	7	6	4	5	29	F	
S9	9	9	6	2	5	31	F	
S10	8	7	6	4	6	31	F	
Mean	7	7.2	5.8	3.2	4.8	28.0		140
Humanities								
S11	3	4	6	5	6	24	F	
S12	10	9	9	6	8	42	F	
S13	10	9	9	5	5	38	F	
S14	9	8	9	5	4	35	F	
S15	6	3	7	3	7	26	F	
Mean	6	6.6	8	4.8	6	33.0		165
S16	7.6	6	3	4	5	25	F	
S17	7	8	3	3	7	27	F	
S16	6	7	3	2	5	23	F	
S19	6	7	5	3	5	26	F	
S20	6	3	4	2	7	22	F	
Mean	6.2	6.2	3.6	2.8	5.8	24.6		123

APPENDIX - 7

**Level/ Grade (Educational Background)
(From PCL Level) (Government Aided)**

Education									
TI	1	2	3	4	5	Total	Sex	EB	Total
S.N.									
S1	4	6	5	2	5	22	M	Gov.	
S2	6	7	4	2	6	25	M	Gov.	
S3	8	5	4	5	3	25	M	Gov.	
S4	5	5	4	3	5	22	M	Gov.	
S5	7	5	8	3	6	29	M	Gov.	
Mean	6	5.6	5	3	5	24.6			123
S6	4	3	7	2	4	20	F	Gov.	
S7	5	7	4	2	4	22	F	Gov.	
S8	8	9	4	6	8	35	F	Gov.	
S9	7	5	6	7	8	33	F	Gov.	
S10	6	8	7	5	6	32	F	Gov.	
Mean	6	6.4	5.6	4.4	6	28.4			142
Science									
S11	8	5	6	9	5	33	M	Gov.	
S12	10	9	9	5	7	40	M	Gov.	
S13	7	6	6	8	5	32	M	Gov.	
S14	7	6	6	9	8	36	M	Gov.	
S15	6	6	4	8	5	29	M	Gov.	
Mean	7.6	6.4	6.2	7.8	6	34.0			170
S16	9	6	7	9	4	35	F	Gov.	
S17	8	6	7	10	3	34	F	Gov.	
S16	9	5	7	10	4	25	F	Gov.	
S19	8	6	7	8	4	33	F	Gov.	
S20	5	7	8	6	5	31	F	Gov.	
Mean	7.8	6	7.2	8.6	4	33.6			168

Management									
TI	1	2	3	4	5	Total	Sex		Total
S.N.									
S1	8	5	4	2	4	23	F	Gov.	
S2	4	9	8	3	4	28	F	Gov.	
S3	8	8	8	6	6	36	F	Gov.	
S4	8	5	5	3	4	25	F	Gov.	
S5	6	5	5	4	5	25	F	Gov.	
Mean	6.8	6.4	6	3.6	4.6	27.4			137
S6	6	7	4	3	2	22	F	Gov.	
S7	8	8	8	9	6	39	F	Gov.	
S8	6	6	5	6	4	27	F	Gov.	
S9	7	9	4	4	5	29	F	Gov.	
S10	7	5	8	4	5	29	F	Gov.	
Mean	6.8	7	5.8	5.2	4.4	29.2			146
Humanities									
S11	4	4	3	3	3	17	F	Gov.	
S12	4	6	4	2	6	22	F	Gov.	
S13	8	6	6	2	8	30	F	Gov.	
S14	9	7	7	5	7	35	F	Gov.	
S15	10	8	9	2	6	35	F	Gov.	
Mean	7	6.2	5.8	2.8	6	27.8			139
S16	3	4	6	5	6	24	F	Gov.	
S17	10	9	9	6	8	42	F	Gov.	
S16	10	9	9	5	5	38	F	Gov.	
S19	9	8	9	5	4	35	F	Gov.	
S20	6	3	7	3	7	26	F	Gov.	
Mean	7.6	6.6	8	4.8	6	33.0	F	Gov.	165

APPENDIX - 8

**Level/ Grade (Educational Background)
(From HSS) (Private College)**

Education									
TI	1	2	3	4	5	Total	Sex	EB	Total
S.N.									
S1	9	9	8	4	8	38	M	Pri.	
S2	9	8	6	4	9	36	M	Pri.	
S3	9	8	8	7	7	39	M	Pri.	
S4	3	8	7	3	7	28	M	Pri.	
S5	6	5	3	3	3	20	M	Pri.	
Mean	7.2	7.6	6.4	4.2	6.8	32.2			161
S6	8	5	6	3	6	28	F	Pri.	
S7	6	6	2	4	7	25	F	Pri.	
S8	7	5	5	4	4	25	F	Pri.	
S9	8	7	6	3	6	30	F	Pri.	
S10	9	8	5	4	7	33	F	Pri.	
Mean	7.6	6.2	4.8	3.6	6	28.2			141
Science									
S11	7	6	4	4	9	30	M	Pri.	
S12	7	8	7	10	7	39	M	Pri.	
S13	8	9	6	8	6	37	M	Pri.	
S14	6	9	7	9	9	40	M	Pri.	
S15	9	9	9	10	6	43	M	Pri.	
Mean	7.4	8.2	6.6	8.2	7.4	37.8			189
S16	10	9	7	7	9	42	F	Pri.	
S17	7	6	4	3	7	27	F	Pri.	
S16	9	9	8	5	9	40	F	Pri.	
S19	9	9	7	7	9	41	F	Pri.	
S20	7	9	6	3	8	33	F	Pri.	
Mean	8.4	8.4	6.4	5	8.4	36.6			183

Management									
TI	1	2	3	4	5	Total	Sex		Total
S.N.									
S1	5	6	5	2	5	23	M	Pri.	
S2	5	5	3	2	2	17	M	Pri.	
S3	5	7	5	3	6	26	M	Pri.	
S4	8	8	6	2	7	31	M	Pri.	
S5	8	5	6	3	5	27	M	Pri.	
Mean	6.2	6.2	5	2.4	5	24.8			124
S6	4	6	5	3	3	21	F	Pri.	
S7	7	7	6	3	3	28	F	Pri.	
S8	7	7	6	4	5	29	F	Pri.	
S9	9	9	6	2	5	31	F	Pri.	
S10	8	7	6	4	6	31	F	Pri.	
Mean	7	7.2	5.8	3.2	4.8	28.0			140
Humanities									
S11	7	7	3	2	3	22	M	Pri.	
S12	5	4	8	2	4	23	M	Pri.	
S13	3	8	4	5	5	25	M	Pri.	
S14	8	8	3	4	6	29	M	Pri.	
S15	10	9	9	6	5	39	M	Pri.	
Mean	6.6	7.2	5.4	3.8	4.6	27.6			138
S16	7	6	3	4	5	25	F	Pri.	
S17	6	8	3	3	7	27	F	Pri.	
S16	6	7	3	2	5	23	F	Pri.	
S19	6	7	5	3	5	26	F	Pri.	
S20	6	3	4	2	7	22	F	Pri.	
Mean	6.2	6.2	3.6	2.8	5.8	24.6	F	Pri.	123

Appendix - 9
Gender (Holistic Comparison)

Education																	
TI	1	2	3	4	5	Total	Sex	Total	TI	1	2	3	4	5	Total	Sex	Total
S.N.																	
S1	4	6	5	2	5	22	M		S6	4	3	7	2	4	20	F	
S2	6	7	4	2	6	25	M		S7	5	7	4	2	4	22	F	
S3	8	5	4	5	3	25	M		S8	8	9	4	6	8	35	F	
S4	5	5	4	3	5	22	M		S9	7	5	6	7	8	33	F	
S5	7	5	8	3	6	29	M		S10	6	8	7	5	6	32	F	
Mean	6	5.6	5	3	5	24.6		123	Mean	6	6.4	5.6	4.4	6	28.4		142
S11	9	9	8	4	8	38	M		S16	8	5	6	3	6	28	F	
S12	9	8	6	4	9	36	M		S17	6	6	2	4	7	25	F	
S13	9	8	8	7	7	39	M		S16	7	5	5	4	4	25	F	
S14	3	8	7	3	7	28	M		S19	8	7	6	3	6	30	F	
S15	6	5	3	3	3	20	M		S20	9	8	5	4	7	33	F	
Mean	7.2	7.6	6.4	4.2	6.8	32.2		161	Mean	7.6	6.2	4.8	3.6	6	28.2		141

Science																	
TI	1	2	3	4	5	Total	Sex	Total	TI	1	2	3	4	5	Total	Sex	Total
S.N.																	
S1	8	5	6	9	5	33	M		S6	9	6	7	9	4	35	F	
S2	10	9	9	5	7	40	M		S7	8	6	7	10	3	34	F	
S3	7	6	6	8	5	32	M		S8	9	5	7	10	4	35	F	
S4	7	6	6	9	8	36	M		S9	8	6	7	8	4	33	F	
S5	6	6	4	8	5	29	M		S10	5	7	8	6	5	39	F	
Mean	7.6	6.4	6.2	7.8	6	34		170	Mean	7.8	6	7.2	8.6	4	33.6		168
S11	7	6	4	4	9	30	M		S16	10	9	7	7	7	42	F	
S12	7	8	7	10	7	39	M		S17	7	6	4	3	9	27	F	
S13	8	9	6	8	6	37	M		S16	9	9	8	5	9	40	F	
S14	6	9	7	9	9	40	M		S19	9	9	7	7	9	41	F	
S15	9	9	9	10	6	43	M		S20	7	9	6	3	8	33	F	
Mean	7.4	8.2	6.6	8.2	7.4	37.8		189	Mean	8.4	8.4	6.4	5	8.4	36.6		183

Management																	
TI	1	2	3	4	5	Total	Sex	Total	TI	1	2	3	4	5	Total	Sex	Total
S.N.																	
S1	8	5	4	2	4	23	M		S6	6	7	4	3	2	22	F	
S2	4	9	8	3	4	28	M		S7	8	8	8	9	6	39	F	
S3	8	8	8	6	6	36	M		S8	6	6	5	6	4	27	F	
S4	8	5	5	3	4	25	M		S9	7	9	4	4	5	29	F	
S5	6	5	5	4	5	25	M		S10	7	5	8	4	5	29	F	
Mean	6.8	6.4	6.3	6.4	6.6	27.4		137	Mean	6.8	7.5	5.8	5.2	4.4	29		146
S11	5	6	5	2	5	23	M		S16	4	6	5	3	3	21	F	
S12	5	5	3	2	2	17	M		S17	7	7	6	3	5	28	F	
S13	5	7	5	3	6	26	M		S16	7	7	6	4	5	29	F	
S14	8	8	6	2	7	31	M		S19	9	9	6	2	5	31	F	
S15	8	5	6	3	5	27	M		S20	8	8	6	4	6	31	F	
Mean	6.2	6.2	5.2	4.5	5	24.8		124	Mean	7.7	7.5	5.8	3.2	4.8	28.0		140

Humanities																	
TI	1	2	3	4	5	Total	Sex	Total	TI	1	2	3	4	5	Total	Sex	Total
S.N.																	
S1	4	4	3	3	3	17	M		S6	3	4	6	5	6	24	F	
S2	4	6	4	2	6	22	M		S7	10	9	9	6	8	42	F	
S3	8	6	6	2	8	30	M		S8	10	9	9	5	5	38	F	
S4	9	7	7	5	7	35	M		S9	9	8	9	5	4	35	F	
S5	10	8	9	2	6	35	M		S10	6	3	7	3	7	26	F	
Mean	4	6.2	5.8	2.8	6	27.8		139	Mean	7.6	6.6	8	4.8	6	33.0		165
S11	4	7	3	2	3	22	M		S16	7	6	3	4	5	25	F	
S12	2	4	8	2	4	23	M		S17	6	8	3	3	7	27	F	
S13	.	8	4	5	5	25	M		S16	6	7	3	2	5	23	F	
S14	8	8	3	4	6	29	M		S19	6	7	5	3	5	26	F	
S15	10	9	9	6	5	39	M		S20	6	3	4	2	7	22	F	
Mean	6.6	7.2	5.4	3.8	4.6	27.6		138	Mean	6.2	6.2	3.6	2.8	5.8	24.6		123

APPENDIX - 10

Name of Colleges

1. Mahendra Ranta Multiple Campus, Kathmandu
2. Patan Multiple Campus, Lalitpur
3. Koteswor Higher Secondary School, Kathmandu
4. Grammar Higher Secondary School, Kathmandu

APPENDIX - 11

Table 1

Total Proficiency of Twelve Grade Students in English Subject-Verb Agreement

Faculty	Total Number of Population	Total Marks	Total Average Marks	Average Percentage
Education	20	567	28.35	56.7
Science	20	710	35.6	71
Management	20	547	27.35	54.7
Humanities	20	565	28.25	56.5
Total	80	2389	29.86	59.72

Source: Appendix 4.

Table 2

Gender-wise Comparison

Gender	Total Population	Mean Score	Above Mean		Below Mean	
			Population Number	%	No. of Population	%
Boys	40	29.52	18	45	22	55
Girls	40	30.2	20	50	20	50

Source: Appendix 5,6 & 9

Table 3

Level/ Grade-wise (Educational Background) Comparison

Level/ Grade	Total Population	Mean Score	Above Mean		Below Mean	
			No. of Population	%	No. of Population	%
PCL Second Year	40	29.75	20	50	20	50
Grade Twelve (HSS)	40	29.97	18	45	22	55

Source: Appendix 7,8 & 9