

**A STUDY ON THE CO-RELATIONSHIP
BETWEEN
*SENT-UP AND THE SLC EXAMINATION RESULTS***

A Thesis Submitted to the Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal, in the Partial Fulfillment for the Master's Degree in English Education

By
Rajendra Prasad Kadel
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Faculty of Education,
University Campus, Kirtipur,
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2006

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2006

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Dedication

To

My Parents who bore and brought me up to the state of manhood and my brother *Bhim Panta* to make me what I am today. I will cherish their love, care, affection and utmost support to provide me with quality education.

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Abstract

This study attempts to find out the co-relationship between sent-up and the SLC examination results in English and determine the factors influencing the result. In order to do so, the researcher collected the primary data from the Principals/ headmasters, Secondary English Teachers, Question Setters of the SLC English examination, Educationists and Curriculum Designers of English with the help of a set of questionnaires. Similarly, he also collected the secondary data from the sampled schools, OCE and CDC Sanothimi, Bhaktapur. For the primary data, the sample population consists of Twenty Secondary English Teachers, Fourteen Principals/ Headmasters, Five Educationists, Three Question Setters of the SLC English examination and Two Curriculum Designers of English. For the secondary data, the sample population of the study consists of marks of two hundred and eighty students selected twenty students from each fourteen schools that they have secured in the sent up and SLC English examinations of Kathmandu district where the number of boys and girls were not necessarily accurate.

After obtaining primary and secondary data, it has been presented exclusively in the tabular form as well as graphical form in this study. The data was analysed in terms of different variables as school, sex and rank and as a whole with the same variable using the statistical methods of Mean and Co-relation Analysis. At the end, findings as well as recommendations have been made.

The main objectives of the study were to find out the co-relation between two results and determine the factors that influence the result. As a whole, it was found that the co-relationship between two exams was high and influencing factors for results were: grace marks system, availability of resources and materials, efforts of the students towards the exam, environment in the exam hall, process of examining the answer sheets, present examination structure, etc

The study is divided into four main chapters and other sub-chapters. The first chapter deals with general background, English education in Nepal, history of the SLC English examination in Nepal, Importance of the SLC examination in Nepal, English curriculum of secondary level, validity, review of the literature, objectives of the study, significance of the study and definition of the specific terms.

The second chapter deals with it encompasses sources of data, population of the study, sample population, sampling process, tools for data collection, process of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of the data which were obtained from primary and secondary sources. The data have been interpreted and analysed under the two main headings:

- I) Analysis and interpretation of the co-relationship between sent up and the SLC results 2062 in terms of school, sex, rank and nature of school.
- II) Analysis and interpretation of the opinions of different personalities towards the influencing factors for the result.

The fourth chapter consists of findings and recommendations.

Abbreviations

B. S.	- Bikram Sambat
et. al	- and others
OCE	- Office of the Controller of Examinations
CDC	- Curriculum Development Centre
DEO	- District Education Office
F. M.	- Full Marks
O. M.	- Marks obtained
B. Ed.	- Bachelor in Education
M. Ed.	- Master in Education
i. e.	- That is to say
e. g.	- For Example
SLC	- School Leaving Certificate
SEC	- Secondary English Curriculum
T. U.	- Tribhuvan University
SAARC	- South Asian Association for Regional Co-operation
NNEPC	- Nepal National Educational Planning Commission
NESP	- National Education System Plan
NELTA	- Nepal English Language Teachers' Association
etc.	- Etcetera
Dr.	- Doctor
Prof.	- Professor
LRIHSS	- Learning Realm International Higher Secondary School
H.	- Higher
Sec.	- Secondary
S.	- School
LA	- Little Angels'
GEMS	- Graded English Medium School
V. S.	- Vishwaniketan
LHSS	- Laboratory Higher Secondary School
JEMC	- Janak Educational Materials Company Ltd.
JPSS	- Jana Prabhat Secondary School
RRHSS	- Ratna Rajya Higher Secondary School
PKSS	- Padma Kanya Secondary School
NYSS	- Nepal Yubak Secondary School
SGSS	- Siddhi Ganesh Secondary School
TSS	- Tarun Secondary School
NRHSS	- Nepal Rastriya Higher secondary School
SVI	- Siddhartha Vanasthali Institute
VSNHSS	- Vishwa Niketan Higher Secondary School
GPS	- Galaxy Public School
PHSS	- Pragati Higher Secondary School
EXS	- The Excelsior School
SN	- Students Number
SNP	- Students Number Predicted
SNNP	- Students Number not Predicted

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Chapter-1

1. Introduction

1.1 General Background

Everyone is exposed to one or another kind of examination in his/her practical life. Examination exerts an influential role especially in the education system. Examination has got present shape through many twists and turns. According to Mayazaki (1963 p.33), '*Examination*' was originated from China for the first time which was for clinical use where it was employed in the selection of public officials. It was not employed in the schools at that time. Schools were meant for providing education for the students but there was not any sort of examination prescribed to evaluate the effectiveness of the teaching learning process. It reveals the fact that the examination system was used in other system for the first time rather than in the education system. The testing system used in the ancient and medieval times was the oral examinations. The Boston school committee in England used printed examination only in 1845 A.D. for the first time (Encyclopedia American 1991:715-16). This historical scenario shows that oral examination system came into existence before the existence of the written examination in the world.

The term 'examination' is derived from the term '*examen*' which refers to the tongue of a balance and is generally used to denote a systematic test of knowledge of skill or of special or general capacity, whether carried out under the authority of some public body or conducted by the teachers themselves. Four thousand years ago, the Chinese employed the examination in an elaborate form. Public discourses and disputations were regarded as the tests of ability in the ancient Indian academic life. Similarly, the Greeks, the Romans and others had also some sorts of examinations in their education system (Giri 1995:1).

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

(5th ed.), ‘An examination is a formal test of somebody’s knowledge or ability in a particular subject, especially by means of written questions or practical exercises.’ Anderson (1969:364) says ‘ask any students what things he is supposed to get out of a course and he will answer in terms of the test his teacher sets for him.’ An examination is to be a measure of a child’s ability and it must be a measure of the present and potential future ability as well as measure of the memory of the past. The child must be capable of responding to a situation at any time in any circumstances. If only the trained response is tested, it is useless and meaningless. Examination must not demand that the students come like overfilled tumblers of assorted memorized facts, having so much that they do not know where, or in what question to overspill (Underwood 1968:1-2).

However, examination is mainly criticized as being a test of memorization. Some of the philosophers like as Russel (1916), Krishnamurti (1953:14), Spencer (1988:6-7), etc. question the perpetuation of the examination itself. Krishnamurti (1953:14) says ‘We have made examinations and degrees the criterion of intelligence and have developed cunning minds that avoid vital human issues.’ Spencer (1988:6-7) says ‘I do not think that testing is necessary or useful or even excusable. At the best, testing does more harm than good, at the worst; it hinders, distorts and corrupts the learning process.’ Narayan (Times of India, April 17, 1988-1) says ‘in a civilized world, the examination should have no place because it is the culmination of all sadistic impulses.’

In conclusion, the test or public examinations are primarily tools for measuring each student’s performance in comparison with the performance of the other students or with the certain established norms. The only one function of a good examination is the evaluation of the student’s performance for the purpose of comparison or selection. However, examination is not free from its severe criticism. Examinations are conducted mainly in two ways: written and oral or interview. In the written examination, the examinees have to reflect their performance in the written form and in the oral examination, they reflect their performance orally. But the written examination has got dominant role in the whole education system in Nepal for many years shading the oral form of examination.

1.1.1 English Education in Nepal

Before the unification of the country by the late king Prithvi Narayan Shah in 1825 B. S., education in Nepal was highly influenced by two religions: Hinduism and Buddhism. Hinduism emphasized the Sanskrit education on the one hand and Buddhism advocated the

Gumba education on the other. So, Sanskrit and Gumba schools were in existence before the unification of modern Nepal. There was no trace of English education till that time.

Within a few years of unification, the country went under the ruling of Rana family. Rane regime started in Nepal after Junga Bahadur Rana became the prime minister of Nepal in 1903 B.S. He made the king only the nominal head of the country by holding all civil and military power in his hand. The Ranas were aware of the fact that their regime would be in danger if they provided public education. Therefore, the establishment of the school was strictly prohibited in Nepal. However, due to expansion of British influence in India, Ranas could not avoid the diplomatic relation with the British in Nepal by which Nepal adopted the English education in the country. Basically, the formal teaching and learning of English started in Nepal with the establishment of Durbar High School after Junga Bahadur Rana returned back to Nepal from Britain in 1910 B. S. It was just for the Ranas not for the public.

In 2007 B.S., there was a great public revolt under the leadership of king Tribhuvan against the Rana regime. Ranas were overthrown and the king came into the power again. The Ministry of Education was set up in 2007 B.S. and number of primary, secondary schools and colleges were established. In New Education System Plan (NESP) 2028, English was defined as one of the UN languages and put it in the curriculum. According to NESP 2028, English was taught from grade four. According to the present education system, English is taught and learnt as a compulsory subject from grade one to graduate level and from higher secondary level to post graduate level as an optional subject. This proves its need, popularity and significance.

1.1.2 History of the School Leaving Certificate (SLC) Examination System in Nepal

In Nepal, as elsewhere, there is a terminal examination at the end of high school which is called the School Leaving Certificate (SLC) or Matriculation examination. The examinations are usually of 3 hours duration and seek to evaluate the student's knowledge of the subject matter by means of subjective questions.

From educational point of view, such examinations are dysfunctional. It is technically fallacious and is no longer fulfilling the objectives of the educational system. It is inadequate and inconsistent as a guide to the development of individual progress. The present examination is a handicap to the normal progress and development of education.

In Nepal, the history of examination is not very old. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. Both education systems gave priority to rote learning. In the Gurukul system of education, a

learner had to memorize the whole book. One who failed to memorize the whole text would be supposed to have failed in the examination. Whole examination was in oral form since written examination was not encouraged.

The first English high school, Durbar High School was established in Nepal in 1910 B.S. which followed the British model of the Indian education which one time patterned after the Oxford and Cambridge system (Nepal National Education Planning Commission, 2011 B.S., p. 26). In 1986 B.S., SLC examination was conducted in Kathmandu for the first time. Prior to this period, this examination was conducted by Calcutta University and Patna University (Singh, G.B., 1996). Only in 1990 B.S., SLC board was established in Nepal for the first time. In these initial years, the total full mark was 800 and one had to obtain 288 marks to pass the exam. Classroom instruction as well as examination was conducted through the medium of English. The education ordinance, 1940 brought into force some important regulations in the evaluation aspects such as 1) cumulative record of each student to be kept and briefed it to the parents twice a year if possible 2) assessment to be made twice a year 3) Pupil failing for three consecutive years in the same grade to be dropped out from school 4) Question papers and answer sheets of the yearly examination to be kept intact until the next examination period 5) parents to be informed to their performance in the examination. National Education System Plan (NESP), 2028 B.S. revised the curriculum of 900 marks for secondary level. NESP also devised a) a system of internal examination b) 25% marks from internal evaluation to be added to the total SLC marks c) sent up examination of the SLC to be administered at district level. The educational structure applied in 2043/44 B.S. reduced the grand total marks for the SLC examination to 700. This structure, too, ended in 2055 B.S. and began the SLC examination system of grand total marks of 800 which is still in vogue in the Nepalese education system.

As per the new Education Ordinance 2002, the concerned school is responsible for primary level examination i.e. grade I-V. Concerned District Education Office (DEO) is responsible for the end of lower secondary level. Sent up examination is conducted by each an individual School or a group of Schools and Other school level examinations are conducted by each concerned school. The Office of the Controller of the Examination (OCE) under the Ministry of Education and Sports has been conducting the SLC examination in Nepal. Setting the question paper and scoring the examination copies are the responsibilities of the concerned bodies. In the SLC examination, the examinees appear as regular, compartmental, exempted and private. Marks obtained out of the maximum possible marks i.e. 100 are indicated along with pass (in division) or fail status. SLC examination is

conducted to evaluate the knowledge and skill gained by the students on the whole 10 years' study for which both the government and people have been spending a lot of time money and effort for the preparation of the SLC. But it is a great misfortune that the SLC results are not as good as we expect for years. Every year about 55% students fail in the SLC examination. So far as it is concerned with the English subject in SLC, most of the students fail after math where there can be many reasons as exam oriented study, rely on old questions for the preparation of the examination, lack of sufficient reading materials, lack of trained and qualified teachers, etc.

1.1.3 Importance of the School Leaving Certificate (SLC) Examination in Nepal

Office of the Controller of Examination (OCE) conducts the SLC examination normally second week of Chaitra through out the country at the same time. The main task of OCE include preparing the question papers, administering the examinations, checking the answer sheets, publishing the results, distributing the marks, etc. SLC examination has become a major landmark in an individual's life in the Nepalese society. It is also known as *Iron Gate* for the future study. It provides the ladder for one to get on to the higher education and also opens up the vista of making his/her own career development. Success in the SLC examination plays a decisive role in getting entrance to the campus, making the choice of subject in higher studies taking part in scholarship competition and opting for particular vocation. Performance in the SLC examination is also considered as one of the major criteria for sanctioning the operation of schools. For all these reasons, getting success by any hook or crook has become a norm or even a motivational principle to many. So, the teaching and learning activities and the evaluation system in this level must touch the feeling of the objectives of curriculum however, SLC has become the most influential factor in determining what students learn and what teachers focus on for teaching rather than on the objectives of the curriculum.

1.1.4 English Curriculum of Secondary Level

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

the curriculum. The following are the general objectives of teaching English as per the secondary English curriculum 2055: (Secondary English Curriculum 2055:45)

- Develop an understanding of and competence in spoken English
- Communicate fluently and accurately with the other speakers of English
- Develop competence in understanding a variety of reading texts
- Gain the skills necessary to write English appropriately and effectively
- Develop an ability to use simple reference materials
- Read, appreciate and enjoy literary texts
- Develop an awareness of cultural and ethical values relevant to Nepal

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

Lg. skills	Listening	Speaking	Reading	Writing	Total marks
Marks	8	12	45	35	100

A set of model questions are produced by CDC for submission to OCE to guide the question setters and examiners, and for dissemination to secondary schools.

(Secondary English Curriculum 2055: 42-54)

1.1.5 Validity: Predictive Validity

Validity is one of the main qualities of a good test. Heaton (1988) defines validity as ‘the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.’ Harrison (1991) defines validity as ‘Validity the extent to which the test measures what it is intended to measure.’ This is the mostly acceptable definition by a number of scholars. So, validity is the degree to which the test actually/ accurately measures what it is supposed to measure.

Though it is said that a test is said to be valid if it measures accurately what it is intended to measure but in practice no test can be absolutely valid or invalid. Therefore validity is the relative term and can be defined as the degree of accuracy of a test. There are different types of validity namely, content validity, face validity, construct validity, concurrent validity and predictive validity. The researcher in the present research will make a short description of predictive validity required for a good test.

The predictive validity is one kind of criterion related validity the other is being concurrent validity. Hughes (1989) defines the predictive validity as ‘.....this concerns the degree to which a test can predict candidates’ future performance.’ According to Weir (1998) a test can be said to have its predictive validity if it makes reasonably accurate predictions about future performance on the basis of its results. Thus, these definitions reveal the fact that any test is said to have its predictive validity if the scores of a group of learners on the test correlate with their scores on a valid test administered at a later time on future.

Heaton (1988) maintains that predictive validity is obtained as a result of comparing the results of the test with the results of two criterion measure:

- a) The subsequent performance of the testees on a certain task measured by some valid test; or
- b) The teacher’s ratings or any other such form of independent assessment given later.

For Bachmann (1998), in order to examine the predictive utility (validity) of test scores, we would need to collect data demonstrating a relationship between scores on the test and job or course performance. In this case, our primary concern is the accuracy with which our test scores predict the criterion behaviours in which we are interested.

1.2 Review of the Literature

The teaching of English has become a vexing issue in the academic circles in Nepal. Relevant aspects of teaching English have been studied and discussed by the researchers and

teachers. Some of the studies have been concentrated on the various aspects of teaching English at school level, and some others have focused on teaching English in higher studies.

Similarly, several studies have been carried out on examination system at school level. Some of them are concerned with general issues of examination system as a whole and some others have focused on SLC examination in Nepal. Only a few of them deal with the SLC English examination in Nepal. Keeping in view the SLC examination, some researchers have carried out the studies to several aspects of the SLC examination.

David Rathbone (1969) as mentioned in Phuyal, N.P. and B.B. Kunwar (1989) analyzed the *'Deficiencies of Nepali learners of English in Various Areas'* and showed how SLC students were ill-equipped with English.

Awasthi, J.R. (1979) conducted a research entitled *'A Study of Attitudes of Different Groups of People towards the English Language in Secondary Schools of Kathmandu District'* and found that more than 80% failures are in English in the SLC examination. He concluded that although the failure percentage is high in English in the SLC examination, the people had positive attitudes towards the English language.

H.C.A. Somerset as mentioned in Phuyal, N.P. and B.B. Kunwar (1989) studied the *'Development of the Public Examination in Nepal'* which was about examination at various levels of the school and their problems. It provided the relevant information about the problems of school examination and the need for reform.

Phuyal, N.P. and B.B. Kunwar (1989) attempted to find out the *'Causes of Failure in English in SLC Examination'* and concluded that examination system, curriculum, textbooks and untrained teachers are the main causes of failures in English in SLC examination.

Singh, G.B. (1996) studied on *'SLC Examination in Nepal'* and tried to make an overview of the issues and problems observed in the SLC examination system in Nepal.

Feldmann (1988-89) mentioned in the work of Giri (1995) carried out a research entitled *'The School Leaving Certificate Examination- a Critical Assessment'*. She concluded that rote learning and rote answer should be discouraged; essay questions, more reading passages and standardized grammar questions should be asked in the examination.

Giri, C. (1995) conducted a research on *'A Survey into People's Attitudes towards the Existing SLC Examination in Nepal'* and found that people did not have faith in the SLC examination due to the inherent defects in the examination mechanism.

Kshtree, A.K. (2001) carried out a research on '*A Study on the Wash back effect of the SLC Examination*' and concluded that the teachers should be trained, qualified, experienced and familiar with the new trends of education, curriculum, etc.

Batala, K.B. (2004) conducted a research entitled '*Validation of the SLC English Examination*' and found that content validity is satisfactory but it has low predictive validity.

Bhandari, A.L. (2004) carried out a research on '*A Descriptive and Attitudinal Study on the SLC English Question Papers and Specification Grid, 1999*' and found that some question items followed the specification grid properly but some items not.

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

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

The present study is different from the previous ones. No research in the past had investigated the area it has undertaken to study. The area and scope of this study are well defined and confined to the co-relationship between sent up and the SLC examination. In this sense, it differs from the other works in its objectives.

1.3 Objectives of the Study

The present research has the following objectives:

- To find out the co-relationship between the sent up and the SLC examination results in the subject English in terms of:
 - School-wise
 - Sex-wise
 - Rank-wise
- To determine the factors influencing results.
- To suggest some pedagogical implications on the basis of the study.

1.4 Significance of the Study

An examination is to be a measure of a child's ability and it must be a measure of the present and potential future ability as well as measure of the memory of the past. If only the trained response is tested, the testing is wasteful and useless. The child must be capable of responding to a situation at any time in any given circumstance. For this, the trained response

may not always be applicable. Examination must not demand that the students come like overfilled tumblers of assorted memorized facts, having so much that they do not know where, or in what, question to overflow (Underwood, 1968 p.1-2). Such examinations leave direct influence of testing in the teaching methods of teachers and the study habits of students. It is essential that the SLC examination system should be made a component to serve and realize the higher aims of the curriculum rather than it being a determining factor to direct the teaching learning process.

Many drastic changes have come in the field of education. Many changes have taken place in the primary and secondary education system but it brought no necessary changes in the system of examination especially in the system of SLC examination. A long term planning for the improvement of examination system is a long felt need in the realm of education in Nepal. Unless relationship between sent up examination and SLC examination is established, it will be difficult to determine to what extent the former reflects latter. Thus the study of co-relationship between sent up and the SLC examination is of great concern.

The co-relationship between sent up and SLC examination is undoubtedly of vital importance for a continuous and comprehensive evaluation in assessing student's performance which can lead to significant improvement in the instruction and guidance function. Evaluation might assist the student in the progress of becoming educated by providing rich and valid feedback and by revealing new avenues for the improvement. Thus, the students are encouraged to learn for mastery to explore and develop their potentiality and to take charge of their own life's pace. Nepal has been striving to achieve comprehensive evaluation by careful investigation of correlation between sent up and the SLC examination in order to avoid the inconsistencies that are appearing in the assessment of student's performance and abilities.

The impact of sent up examination on the SLC examination can not be denied because the former provides a basis for predicting student's performance on the latter. So, the greater the relationship between sent up and the SLC examination the more comprehensive, reliable and valid will be the evaluation. This type of study is urgently necessary because of its bearing on modern evaluation trends in assessing and developing student's progress.

The findings of this research will be significant to the teachers, course designers, syllabus designers, curriculum planners, test item setters, educational administrative and all the persons who are directly or indirectly involved in this field. This study will be useful to the prospective researchers who want to undertake researches related to this field in future. Hopefully, this research will have a global significance, too.

1.5 Definition of the Specific Terms

- a) Sent-up: - It is an examination conducted by each an individual school or a group of schools to screen and send up the students for the SLC at the end of grade 10.
- b) SLC: - It is an abbreviation form of School Leaving Certificate which refers to a degree that is offered to those students who get through in the SLC examination. It is conducted at the end of secondary school education by SLC examination board, Government of Nepal. It is also known as the first degree in the education of Nepal.
- c) Co-relation:- It is a statistical tool with the help of which, we can determine whether or not two or more variables are co-related and if they are co-related, what is the degree and direction of co-relation.
- d) Examination: - It means a formal test of somebody's knowledge or ability in a particular subject especially by means of written questions or practical exercises.
- e) Result:- It means the outcome or the marks in the examination
- f) r:- A term used to indicate the value of co-relation coefficient.
- g) Co-relation coefficient:- The degree of linear relationship between two or more variables
- h) Variable: - An attribute of a person or an object which 'varies' from person to person or from object to object.

Chapter-2

2. Methodology

2.1 Introduction

The study, in this section, deals with methodology. The researcher followed the following methodology during the study in order to achieve the objectives specified. He first of all selected schools in order to take population for the study on a lottery basis. After the selection of school, twenty students from each selected school were selected from random sampling as sample students for the research work. Then Principals/ Headmasters, Secondary English Teachers, Educationists, Question setters of the SLC examination and Curriculum Designers of English were included in the study.

2.2 Sources of Data

The researcher had used both primary and secondary sources of data as follows:

2.2.1 Primary Sources

The primary sources of data for the research were Principals/ Headmasters, Secondary English Teachers, Educationists, Question setters of the SLC examination and Curriculum Designers of English.

2.2.2 Secondary Sources

The secondary sources of data for the research work were SLC English question papers, Text books, Secondary/ SLC English Curriculum produced and published by CDC and JEMC, Sanothimi Bhaktapur and sent up and SLC English marks of the sampled students obtained from the selected schools. In addition to these sources of data, the researcher consulted different books, theses, journals, articles and reports related to the present research, e.g. Asasthi (1979), Bhattarai (2001), Bachman (1998), Singh (1996), Giri (1995), Khanal (1999), Bhandari (2004), Batala (2004) etc..

2.3 Population of the Study

For the primary data, the population of the study consists of Secondary English Teachers, Principals/ Headmasters, Educationists, Question Setters of the SLC English examination, Sanothimi Bhaktapur and Curriculum Designers of English CDC, Sanothimi Bhaktapur. For the secondary data, the population of the study consists of students' marks

that they have secured in the sent up and SLC English examinations of 2062 B. S of Kathmandu district. Those students were selected from 14 secondary schools of Kathmandu district consisting of 20 students from each school out of 563 secondary schools.

2.4 Sample Population

Out of 563 secondary schools, 14 secondary schools were taken on a lottery basis. Out of them, 7 were Public (Community) schools and 7 were Private (Institutional) schools. For the primary data, 14 Principals/ Headmasters and 20 Secondary English Teachers from and 5 Educationists, 3 Question Setters of the SLC English examination, Sanothimi Bhaktapur and 2 Curriculum Designers of English CDC, Sanothimi Bhaktapur. For the secondary data, students were selected from 14 secondary schools of Kathmandu district consisting of 20 students from each school out of 563 secondary schools selected by using simple random sampling procedure and their marks secured in sent up and SLC-2062 were used in the study. The list of schools is:

1. Laboratory Higher Secondary School, Kirtipur.
2. Learning Realm International Higher Secondary School, Kalanki.
3. The Excelsior School, Swayambhu.
4. Pragati Higher Secondary School, Balaju.
5. Galaxy Public School, Gyaneshwar.
6. V. S. Niketan Higher Secondary School, Minbhawan.
7. Siddhartha Vanasthali Institute, Balaju.
8. Nepal Rastriya Higher Secondary School, Nepaltar.
9. Tarun Secondary School, Balaju.
10. Siddi Ganesh Secondary School, Sorhakutte.
11. Nepal Yubak Secondary School, Paknajole.
12. Padma Kanya Secondary School, Dillibazar.
13. Ratna Rajya Higher Secondary School, Baneshwar.
14. Jana Prabhat Secondary School, Kalimati.

2.5 Tools for Data Collection

The researcher collected the secondary by getting the photocopy of marks ledger of all 280 students that they had secured in Sent up and the SLC examination-2062 from the sampled schools. He collected the primary data by using five different sets of questionnaires: one to elicit the information from the Principals/ Headmasters, one to

elicit the information from the Secondary English Teachers, one to elicit the information from the Educationists, one to elicit the information from the Curriculum Designers of English and other to elicit the information from the Question Setters of English in the SLC examination. These questionnaires consist of variety of questions: open ended and close ended. The informants had to fill up the questionnaire with appropriate answers as much as they can.

2.6 Process of Data Collection

The researcher himself had been involved in the process of data collection. Before collecting the data, the researcher made a contact with the Principals/ Headmasters of selected schools, Secondary English Teachers of those schools with an application and letters of District Education Office and Department of English Education. Having prepared the required copies of the questionnaires, he distributed one type of questionnaire to the Principals/ Headmasters and another questionnaire to the Secondary English Teachers. The researcher explained the purpose of the research to the respondents, and briefed the contents of the questionnaire. He explained briefly what they were supposed to do. At last, he collected all the filled up questionnaires. Similarly, questionnaires were also given to the Educationists, Question setters of the SLC English examination and Curriculum Designers of English Sanothimi Bhaktapur with an application and letter of Department of English Education. They were requested to answer the questionnaire. After few days, he collected the questionnaires from them.

After collecting the questionnaires, the researcher listed the marks secured by the students in their sent up and SLC English examinations. He also collected the sent up and SLC English question papers and Secondary English Curriculum produced and published by CDC and JEMC, Sanothimi Bhaktapur.

2.7 Limitation of the Study

This study has the following limitations:

- a) The study focused on the co-relationship between sent up and the SLC examination results only in the subject English.
- b) For the primary data, the population of the study is limited to 20 Secondary English Teachers, 14 Principals/ Headmasters, 5 Educationists, 3 Question Setters of the SLC English examination 2062 B. S. (2006), Sanothimi Bhaktapur and 2 Curriculum Designers of English CDC, Sanothimi Bhaktapur. For the secondary data, the

population of the study is limited to the two hundred and eighty students' marks that have been secured in the sent up and SLC examination 2062 B. S.

- c) The data is limited to only the marks of the sent up English and that of SLC English results secured by the students mentioned above in 2062 B. S.
- d) This study examines the predictive validity of the sent up English paper based on only the students from Kathmandu district.
- e) In determining the factors influencing sent up and the SLC examination results, the opinions of Principals/ Headmasters, Secondary English Teachers, Educationists, Question setters of the SLC English examination and Curriculum Designers of English were elicited.

Chapter-3

3. Analysis, Interpretation and Presentation of Data

3.1 Introduction

This chapter deals with analysis and interpretation of the data. The main concern of the present research work was to find out the co-relationship between the Sent-up and SLC examination results and determine the influencing factors for the results. For this purpose, 20 students from each sampled schools, Principals/ Headmasters and Secondary English Teachers of selected schools, Educationists, Question setters of SLC English examination and Curriculum Designers of English were taken as a sample population. The co-relationship of the result and the opinions of the respondents regarding the influencing factors of the result have been presented and described in this chapter.

This chapter has two main parts. The first part deals with the analysis of the predictive validity and the second part deals with the analysis of the responses given by the informants and the analysis of the researcher himself. For the purpose of examining the predictive validity, the researcher at first, has compared the performance of the students shown in the sent up English examination with the performance they have shown in their SLC English examination. Then, the co-relational analysis of the two sets of scores (performances) has been done. In support of the findings of the predictive validity, the researcher has further analysed the responses made by the different groups of informants and the analysis of the researcher himself.

The collected data are interpreted in terms of different variables. The researcher has compared the performance of the students of private and public schools of Kathmandu. He then has compared the performance of students in terms of Subject-wise, Rank-wise and Sex-wise. Finally, the researcher has presented the result of total sample population on the whole.

To analyse and present the result, the researcher has made the use of statistical as well as descriptive tools of measures. The researcher has analysed and interpreted data descriptively by using simple statistical tools like percentage, mean, co-relation coefficient, etc. and the data is presented using Para orthographic texts as tables, graphs and bar diagram.

3.2 Comparison between the Performances of the Students on two Examinations

Basically, this study has compared the two results of a group of students in the sent up and SLC English examinations to find out the predictive validity of the sent up English examination under the following headings:

- a) School-wise comparison
- b) Sex-wise comparison
- c) Rank-wise comparison

3.2.1 School-wise Comparison

I) Comparison between the two sets of scores of the Students of LHSS, Kirtipur

Table: 1

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	86	86	90	90
2	100	64	64	82	82
3	100	82	82	84	84
4	100	59	59	85	85
5	100	79	79	92	92
6	100	78	78	94	94
7	100	59	59	75	75
8	100	86	86	93	93
9	100	57	57	80	80
10	100	75	75	88	88
11	100	50	50	85	85
12	100	83	83	89	89
13	100	70	70	83	83
14	100	70	70	84	84
15	100	71	71	85	85
16	100	75	75	88	88
17	100	59	59	72	72
18	100	70	70	86	86
19	100	76	76	86	86
20	100	62	62	81	81
Total	2000	1411	70.55	1702	85.1

Figure: 1

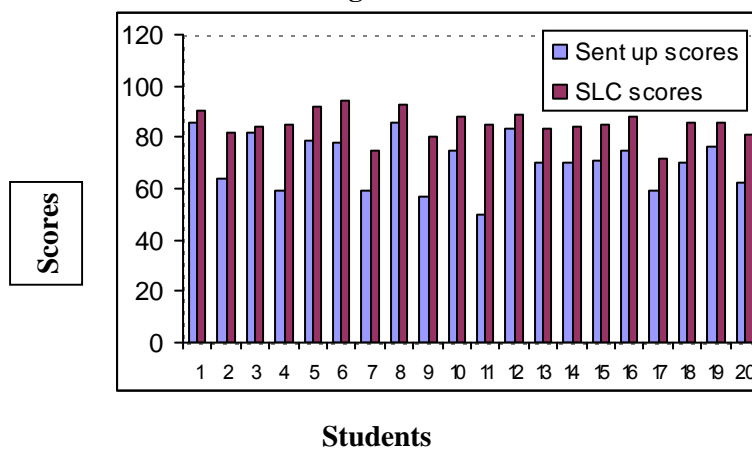


Table 1 indicates that all the twenty students who have obtained good marks in the sent up English examination also could obtain good marks in the SLC English examination.

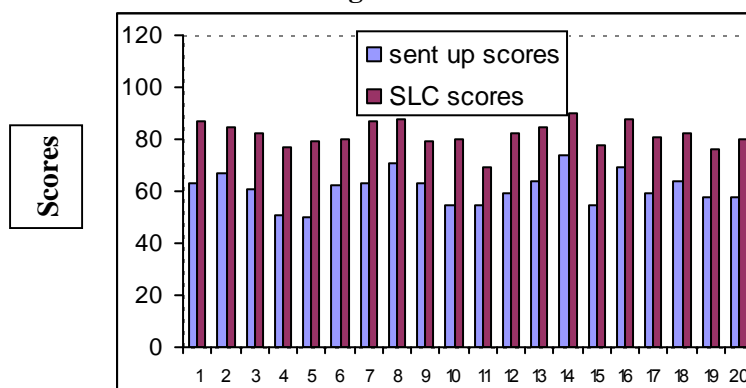
This shows that the sent up English question paper has really predicted the performance of the students from Laboratory H. Sec. School, Kirtipur well for their SLC English performance.

II) Comparison between the two sets of scores of the Students of LRIHSS, Kalanki

Table: 2

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	63	63	87	87
2	100	67	67	85	85
3	100	61	61	82	82
4	100	51	51	77	77
5	100	50	50	79	79
6	100	62	62	80	80
7	100	63	63	87	87
8	100	71	71	88	88
9	100	63	63	79	79
10	100	55	55	80	80
11	100	55	55	69	69
12	100	59	59	82	82
13	100	64	64	85	85
14	100	74	74	90	90
15	100	55	55	78	78
16	100	69	69	88	88
17	100	59	59	81	81
18	100	64	64	82	82
19	100	58	58	76	76
20	100	58	58	80	80
Total	2000	1221	61.05	1635	81.75

Figure: 2



Students

Table 2 indicates that all the twenty students who have obtained good marks in the sent up English examination also could obtain good marks in the SLC English examination. This shows that the sent up English question paper has really predicted the performance of the

students from L. R. I. H. Sec. School, Kalanki well for their SLC English examination performance.

III) Comparison between the two sets of scores of the Students of EXS, Swayambhu

Table: 3

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	76	76	82	82
2	100	76	76	81	81
3	100	79	79	78	78
4	100	75	75	71	71
5	100	83	83	83	83
6	100	82	82	83	83
7	100	70	70	82	82
8	100	81	81	82	82
9	100	82	82	82	82
10	100	80	80	87	87
11	100	80	80	79	79
12	100	79	79	85	85
13	100	86	86	85	85
14	100	80	80	71	71
15	100	72	72	68	68
16	100	80	80	82	82
17	100	80	80	85	85
18	100	88	88	84	84
19	100	80	80	81	81
20	100	81	81	79	79
Total	2000	1590	79.5	1610	80.5

Figure: 3

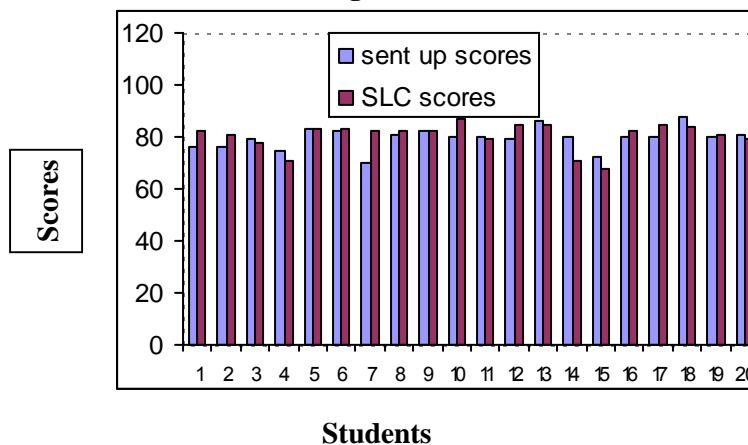


Table 3 indicates, out of twenty students, 8 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 12 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the

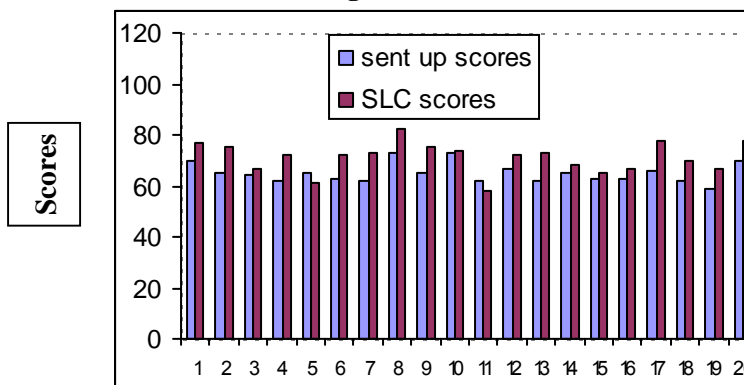
sent up English question paper has predicted only the performance of 12 students from The Excelsior School, Swayambhu well for their SLC English performance.

IV) Comparison between the two sets of scores of the Students of PHSS, Balaju

Table: 4

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	70	70	77	77
2	100	65	65	75	75
3	100	64	64	67	67
4	100	62	62	72	72
5	100	65	65	61	61
6	100	63	63	72	72
7	100	62	62	73	73
8	100	73	73	82	82
9	100	65	65	75	75
10	100	73	73	74	74
11	100	62	62	58	58
12	100	67	67	72	72
13	100	62	62	73	73
14	100	65	65	68	68
15	100	63	63	65	65
16	100	63	63	67	67
17	100	66	66	78	78
18	100	62	62	70	70
19	100	59	59	67	67
20	100	70	70	78	78
Total	2000	1301	65.05	1424	71.2

Figure: 4



Students

Table 4 indicates, out of twenty students, 2 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 18 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the

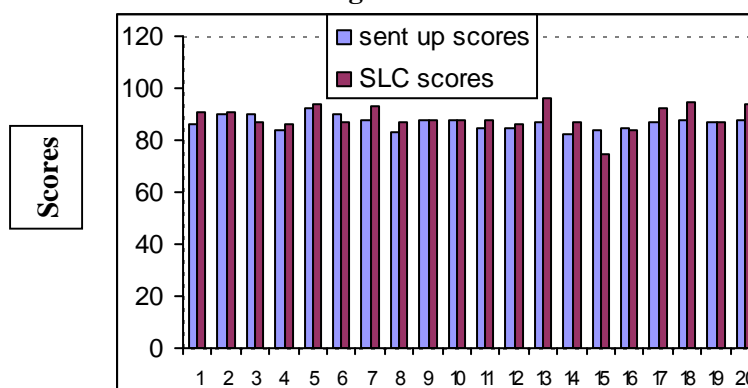
sent up English question paper has not predicted only the performance of 2 students from Pragati H. Sec. School, Balaju well for their SLC English performance.

V) Comparison between the two sets of scores of the Students of GPS, Gyaneshwor

Table: 5

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	86	86	91	91
2	100	90	90	91	91
3	100	90	90	87	87
4	100	84	84	86	86
5	100	92	92	94	94
6	100	90	90	87	87
7	100	88	88	93	93
8	100	83	83	87	87
9	100	88	88	88	88
10	100	88	88	88	88
11	100	85	85	88	88
12	100	85	85	86	86
13	100	87	87	96	96
14	100	82	82	87	87
15	100	84	84	75	75
16	100	85	85	84	84
17	100	87	87	92	92
18	100	88	88	95	95
19	100	87	87	87	87
20	100	88	88	94	94
Total	2000	1737	86.85	1776	88.8

Figure: 5



Students

Table 5 indicates, out of twenty students, 4 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 16 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the

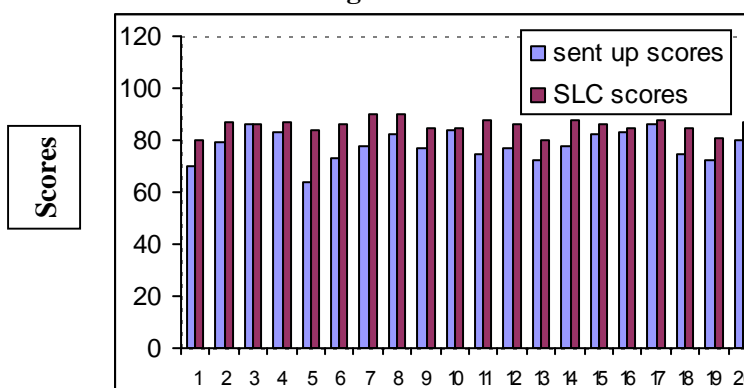
sent up English question paper has not predicted only the performance of 4 students from Galaxy Public School, Gyaneshwor well for their SLC English performance.

VI) Comparison between the two sets of scores of the Students of VSNHSS, Minbhawan

Table: 6

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	70	70	80	80
2	100	79	79	87	87
3	100	86	86	86	86
4	100	83	83	87	87
5	100	64	64	84	84
6	100	73	73	86	86
7	100	78	78	90	90
8	100	82	82	90	90
9	100	77	77	85	85
10	100	84	84	85	85
11	100	75	75	88	88
12	100	77	77	86	86
13	100	72	72	80	80
14	100	78	78	88	88
15	100	82	82	86	86
16	100	83	83	85	85
17	100	86	86	88	88
18	100	75	75	85	85
19	100	72	72	81	81
20	100	80	80	87	87
Total	2000	1556	77.8	1714	85.7

Figure: 6



Students

Table 6 indicates that all the twenty students who have obtained good marks in the sent up English examination also could obtain good marks in the SLC English examination. This shows that the sent up English question paper has really predicted the performance of

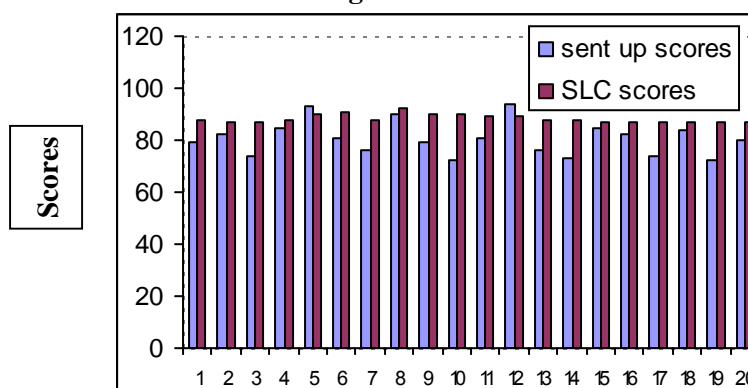
the students from V. S. Niketan H. Sec. School, Minbhawan well for their SLC English examination performance

VII) Comparison between the two sets of scores of the Students of SVI, Balaju

Table: 7

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	79	79	88	88
2	100	82	82	87	87
3	100	74	74	87	87
4	100	85	85	88	88
5	100	93	93	90	90
6	100	81	81	91	91
7	100	76	76	88	88
8	100	90	90	92	92
9	100	79	79	90	90
10	100	72	72	90	90
11	100	81	81	89	89
12	100	94	94	89	89
13	100	76	76	88	88
14	100	73	73	88	88
15	100	85	85	87	87
16	100	82	82	87	87
17	100	74	74	87	87
18	100	84	84	87	87
19	100	72	72	87	87
20	100	80	80	87	87
Total	2000	1612	80.6	1767	88.35

Figure: 7



Students

Table 7 indicates, out of twenty students, 2 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 18 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the

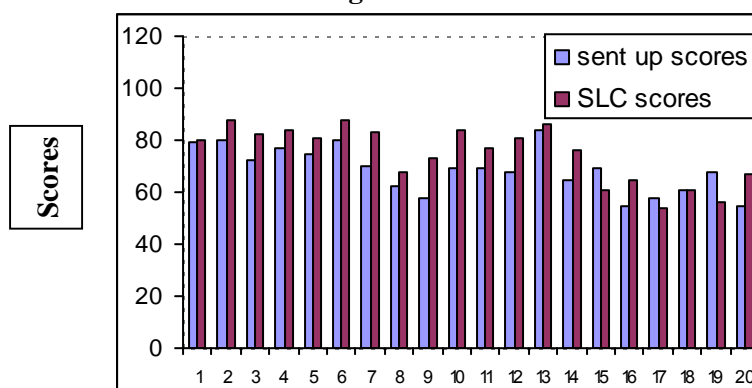
sent up English question paper has not predicted only the performance of 2 students from Siddhartha Vanasthali Institute, Balaju well for their SLC English performance.

VIII) Comparison between the two sets of scores of the Students of NRHSS, Nepaltar

Table: 8

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	79	79	80	80
2	100	80	80	88	88
3	100	72	72	82	82
4	100	77	77	84	84
5	100	75	75	81	81
6	100	80	80	88	88
7	100	70	70	83	83
8	100	62	62	68	68
9	100	58	58	73	73
10	100	69	69	84	84
11	100	69	69	77	77
12	100	68	68	81	81
13	100	84	84	86	86
14	100	65	65	76	76
15	100	69	69	61	61
16	100	55	55	65	65
17	100	58	58	54	54
18	100	61	61	61	61
19	100	68	68	56	56
20	100	55	55	67	67
Total	2000	1374	68.7	1495	74.75

Figure: 8



Students

Table 8 indicates, out of twenty students, 3 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 17 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the

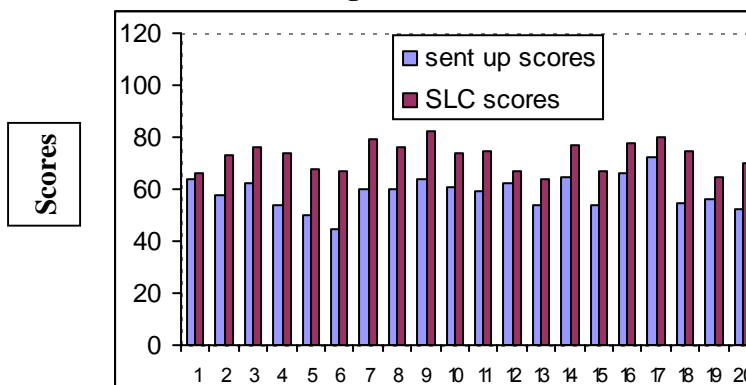
sent up English question paper has not predicted only the performance of 3 students from NRHSS, NepalTar well for their SLC English performance.

IX) Comparison between the two sets of scores of the Students of TSS, Balaju

Table: 9

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	64	64	66	66
2	100	58	58	73	73
3	100	62	62	76	76
4	100	54	54	74	74
5	100	50	50	68	68
6	100	45	45	67	67
7	100	60	60	79	79
8	100	60	60	76	76
9	100	64	64	82	82
10	100	61	61	74	74
11	100	59	59	75	75
12	100	62	62	67	67
13	100	54	54	64	64
14	100	65	65	77	77
15	100	54	54	67	67
16	100	66	66	78	78
17	100	72	72	80	80
18	100	55	55	75	75
19	100	56	56	65	65
20	100	52	52	70	70
Total	2000	1173	58.65	1453	72.65

Figure: 9



Students

Table 9 indicates that all the twenty students who have obtained good marks in the sent up English examination also could obtain good marks in the SLC English examination. This shows that the sent up English question paper has really predicted the performance of the students from Tarun Sec. School, Balaju well for their SLC English performance.

X) Comparison between the two sets of scores of the Students of SGSS, Sorhakhutte

Table: 10

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	57	57	87	87
2	100	56	56	81	81
3	100	58	58	75	75
4	100	66	66	74	74
5	100	61	61	73	73
6	100	59	59	77	77
7	100	50	50	72	72
8	100	52	52	73	73
9	100	62	62	82	82
10	100	52	52	68	68
11	100	50	50	63	63
12	100	58	58	80	80
13	100	46	46	67	67
14	100	47	47	62	62
15	100	40	40	49	49
16	100	56	56	69	69
17	100	52	52	66	66
18	100	50	50	73	73
19	100	39	39	47	47
20	100	46	46	65	65
Total	2000	1057	52.85	1403	70.15

Figure: 10

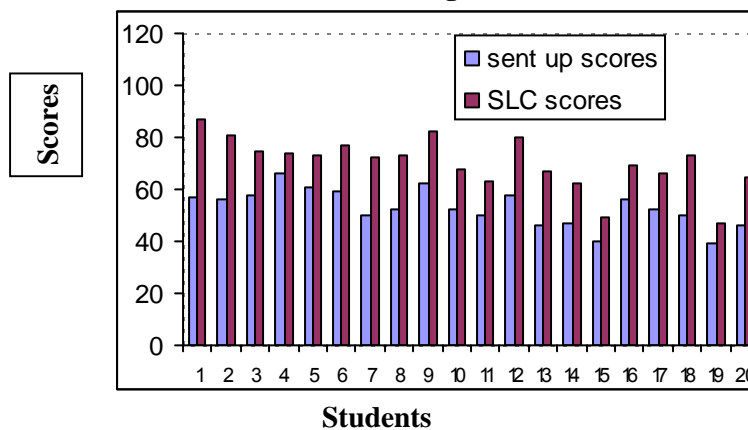


Table 10 indicates that all the twenty students who have obtained good marks in the sent up English examination also could obtain good marks in the SLC English examination. This shows that the sent up English question paper has really predicted the performance of the students from Siddhi Ganesh Sec. School, Sorhakhutte well for their SLC English performance.

XI) Comparison between the two sets of scores of the Students of NYSS, Paknajole

Table: 11

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	71	71	72	72
2	100	83	83	74	74
3	100	65	65	68	68
4	100	84	84	72	72
5	100	71	71	74	74
6	100	56	56	70	70
7	100	75	75	66	66
8	100	44	44	59	59
9	100	40	40	56	56
10	100	41	41	59	59
11	100	52	52	58	58
12	100	58	58	57	57
13	100	62	62	68	68
14	100	46	46	57	57
15	100	61	61	66	66
16	100	67	67	64	64
17	100	59	59	71	71
18	100	61	61	58	58
19	100	51	51	62	62
20	100	36	36	51	51
Total	2000	1183	59.15	1282	64.1

Figure: 11

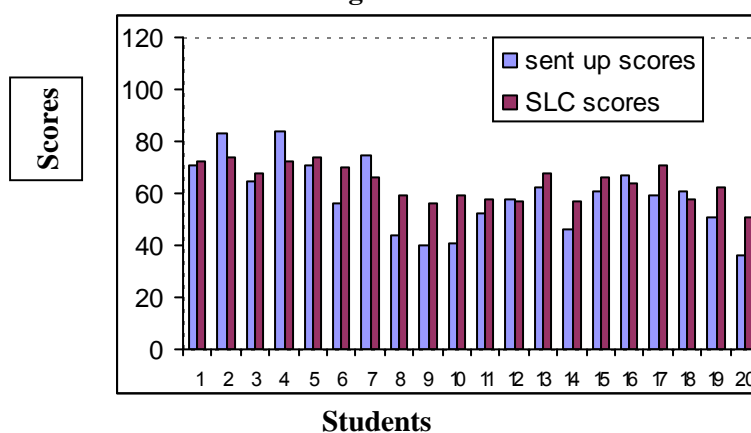


Table 11 indicates, out of twenty students, 6 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 14 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted only the performance of 14 students from Nepal Yubak Sec. School, Paknajole well for their SLC English performance.

XII) Comparison between the two sets of scores of the Students of PKSS, Dillibazar

Table: 12

S. N.	F. M.	Sent up scores	SLC scores
-------	-------	----------------	------------

		O. M.	P. M.	O. M.	P. M.
1	100	59	59	53	53
2	100	48	48	42	42
3	100	50	50	52	52
4	100	46	46	41	41
5	100	47	47	53	53
6	100	44	44	42	42
7	100	53	53	43	43
8	100	46	46	54	54
9	100	48	48	55	55
10	100	51	51	57	57
11	100	54	54	59	59
12	100	46	46	48	48
13	100	72	72	75	75
14	100	57	57	76	76
15	100	44	44	47	47
16	100	66	66	61	61
17	100	53	53	43	43
18	100	46	46	36	36
19	100	46	46	51	51
20	100	55	55	56	56
Total	2000	1031	51.55	1044	52.2

Figure: 12

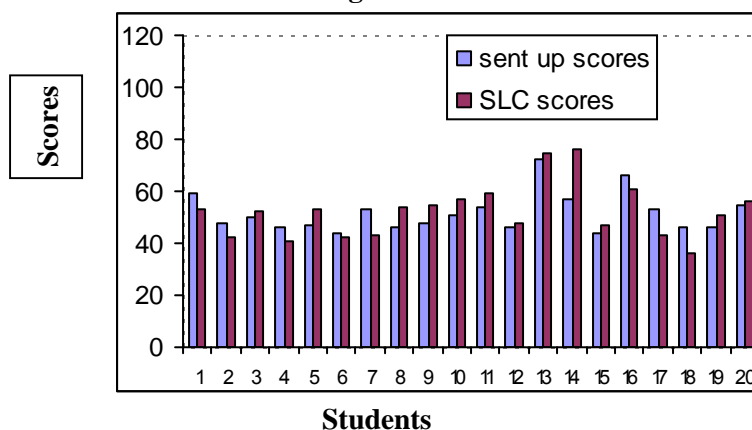


Table 12 indicates, out of twenty students, 8 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 12 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted only the performance of 12 students from Padmakanya Sec. School, Dillibazar well for their SLC English performance.

XIII) Comparison between the two sets of scores of the Students of RRHSS, Baneshwor

Table: 13

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.

1	100	78	78	88	88
2	100	72	72	84	84
3	100	70	70	85	85
4	100	56	56	81	81
5	100	55	55	73	73
6	100	68	68	83	83
7	100	51	51	66	66
8	100	66	66	79	79
9	100	46	46	55	55
10	100	70	70	78	78
11	100	54	54	58	58
12	100	67	67	77	77
13	100	53	53	65	65
14	100	46	46	59	59
15	100	53	53	70	70
16	100	73	73	73	73
17	100	63	63	69	69
18	100	46	46	55	55
19	100	46	46	45	45
20	100	60	60	68	68
Total	2000	1193	59.65	1411	70.55

Figure: 13

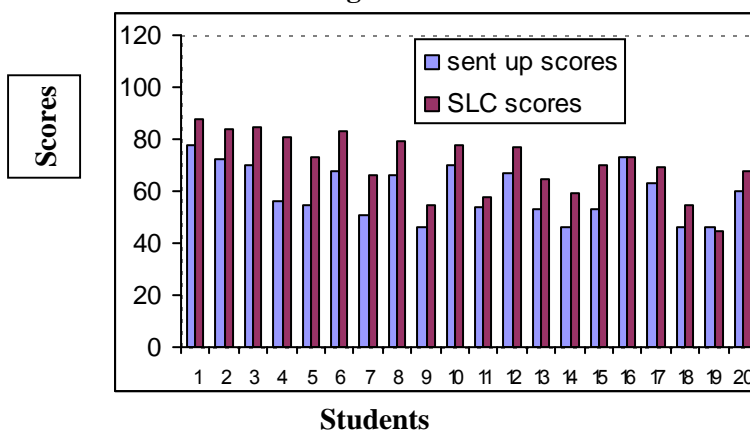


Table 13 indicates, out of twenty students, 1 student obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 19 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted only the performance of 19 students from Ratna Rajya H. Sec. School, Baneshwor well for their SLC English performance.

XIV) Comparison between the two sets of scores of the Students of JPSS, Kalimati

Table: 14

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	39	39	43	43

2	100	40	40	51	51
3	100	40	40	46	46
4	100	40	40	61	61
5	100	39	39	50	50
6	100	40	40	39	39
7	100	39	39	42	42
8	100	58	58	66	66
9	100	40	40	44	44
10	100	48	48	46	46
11	100	41	41	52	52
12	100	44	44	45	45
13	100	42	42	40	40
14	100	51	51	62	62
15	100	42	42	52	52
16	100	55	55	55	55
17	100	39	39	47	47
18	100	47	47	51	51
19	100	53	53	64	64
20	100	39	39	38	38
Total	2000	876	43.8	994	49.7

Figure: 14

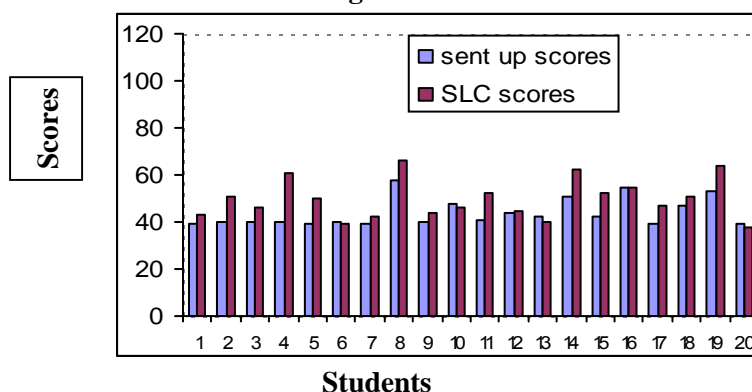


Table 14 indicates, out of twenty students, 4 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 16 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has not predicted only the performance of 16 students from Jana Prabhat Sec. School, Kalimati well for their SLC English performance.

3.2.2 School-wise Comparison on the whole

Table: 15

S. N.	Name of the Schools	Sent up scores			SLC scores			SNP	SNNP
		NS	FM	OM	NS	FM	OM		
1	Laboratory	20	2000	1411	20	2000	1702	20	0
2	LRI	20	2000	1221	20	2000	1635	20	0
3	EXS	20	2000	1590	20	2000	1610	12	8

4	PHSS	20	2000	1301	20	2000	1424	18	2
5	GPS	20	2000	1737	20	2000	1776	16	4
6	VSNHSS	20	2000	1556	20	2000	1714	20	0
7	SVI	20	2000	1612	20	2000	1767	18	2
8	NRHSS	20	2000	1374	20	2000	1495	17	3
9	TSS	20	2000	1173	20	2000	1453	20	0
10	SGSS	20	2000	1057	20	2000	1403	20	0
11	NYSS	20	2000	1183	20	2000	1282	14	6
12	PKSS	20	2000	1031	20	2000	1044	12	8
13	RRHSS	20	2000	1193	20	2000	1411	19	1
14	JPSS	20	2000	876	20	2000	994	16	4
	Total	280	28000	18315	280	28000	20710	242	38

Figure: 15

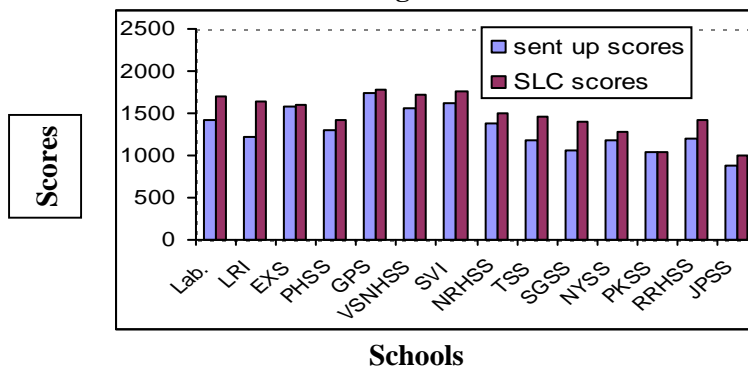


Table 15 indicates that on the whole out of 280 students, 242 students obtaining good marks in the sent up English examination could obtain good marks in their SLC English examination whereas only 38 students who had obtained good marks in the sent up English examination could not obtain good marks in the SLC English examination. This shows that out of 280 students on the whole the sent up English question paper has predicted the performance of the 242 students well for their SLC English performance.

The table also shows that the sent up English examination has predicted the performance of the highest number of students from the five schools namely Lab., LRI, VSNHSS, TSS and SGSS i.e. all 20 students in their SLC English examination whereas it has predicted the least number of students from EXS and PKSS i.e. 12 students out of 20 students though it is also not less than average. Those five schools which have the highest predictive validity three namely Lab., LRI and VSNHSS are Private (Institutional) Schools and rest two namely TSS, and SGSS are Public (Community-based) Schools. It, therefore, can be concluded that the sent up examination English question paper has high predictive validity.

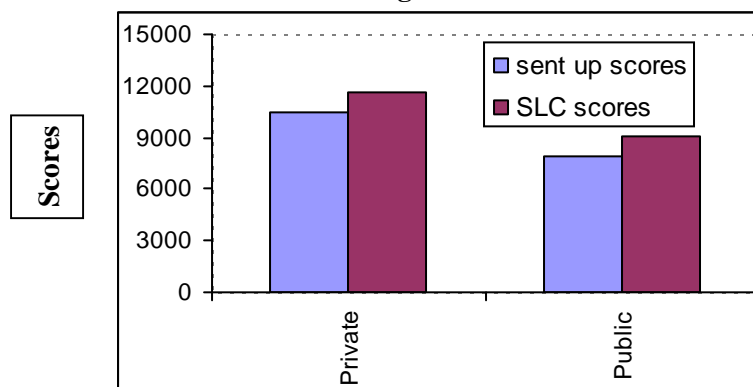
That is to say, almost all the students' i.e. 242 or about $\frac{7}{8}$ students from the total students 280 showing the performance in the sent up English examination could show the same performance in SLC English examination.

3.2.3 Comparison between Private and Public Schools on the whole

Table: 16

S. N.	Nature of Schools	Sent up scores			SLC scores			SNP	SNNP
		NS	FM	OM	NS	FM	OM		
1	Private	140	14000	10428	140	14000	11628	124	16
2	Public	140	14000	7887	140	14000	9082	118	22
	Total	280	28000	18315	280	28000	20710	242	38

Figure: 16



Schools

Table 16 indicates that in private schools on the whole out of 140 students, 124 students obtaining good marks in the sent up English examination could obtain good marks in their SLC English examination whereas only 16 students who had obtained good marks in the sent up English examination could not obtain good marks in the SLC English examination. Similarly, in public schools on the whole out of 140 students, 118 students obtaining good marks in the sent up English examination could obtain good marks in their SLC English examination whereas only 22 students who had obtained good marks in the sent up English examination could not obtain good marks in the SLC English examination. This shows that the predictive validity of Private schools' English question paper is higher than the Public schools' even though the predictive validity of Public schools also looks high on the average.

3.2.4 Sex-wise Comparison

There are 142 male students and 138 female students in total from all fourteen schools. The marks secured by each sex in both the results have been compared below:

I. Comparison between the two sets of scores of the Male students

Table: 17

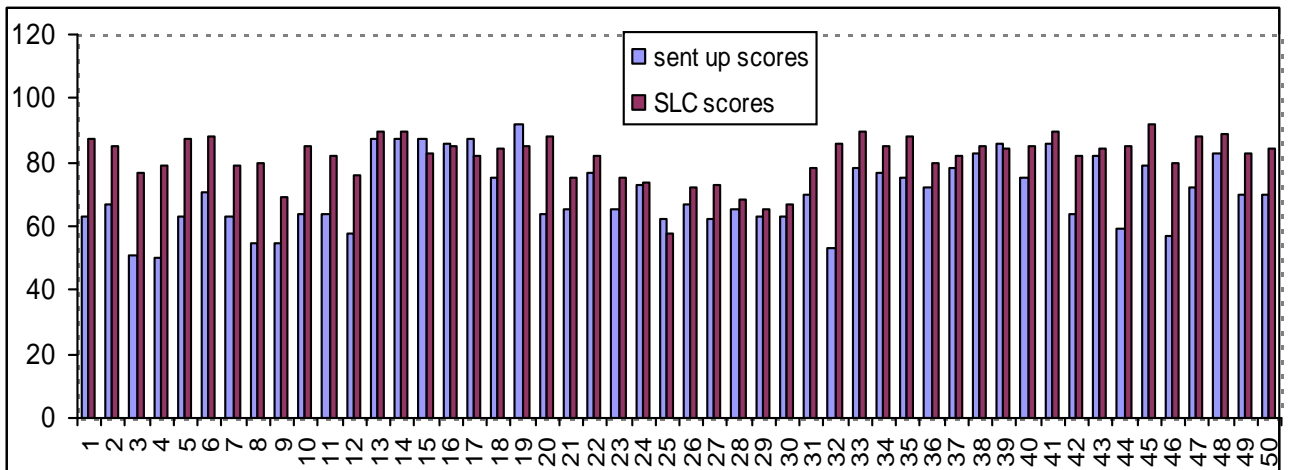
S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	63	63	87	87
2	100	67	67	85	85
3	100	51	51	77	77

4	100	50	50	79	79
5	100	63	63	87	87
6	100	71	71	88	88
7	100	63	63	79	79
8	100	55	55	80	80
9	100	55	55	69	69
10	100	64	64	85	85
11	100	64	64	82	82
12	100	58	58	76	76
13	100	87	87	90	90
14	100	87	87	90	90
15	100	87	87	83	83
16	100	86	86	85	85
17	100	87	87	82	82
18	100	75	75	84	84
19	100	92	92	85	85
20	100	64	64	88	88
21	100	65	65	75	75
22	100	77	77	82	82
23	100	65	65	75	75
24	100	73	73	74	74
25	100	62	62	58	58
26	100	67	67	72	72
27	100	62	62	73	73
28	100	65	65	68	68
29	100	63	63	65	65
30	100	63	63	67	67
31	100	70	70	78	78
32	100	53	53	86	86
33	100	78	78	90	90
34	100	77	77	85	85
35	100	75	75	88	88
36	100	72	72	80	80
37	100	78	78	82	82
38	100	83	83	85	85
39	100	86	86	84	84
40	100	75	75	85	85
41	100	86	86	90	90
42	100	64	64	82	82
43	100	82	82	84	84
44	100	59	59	85	85
45	100	79	79	92	92
46	100	57	57	80	80
47	100	72	72	88	88
48	100	83	83	89	89
49	100	70	70	83	83
50	100	70	70	84	84
51	100	71	71	85	85

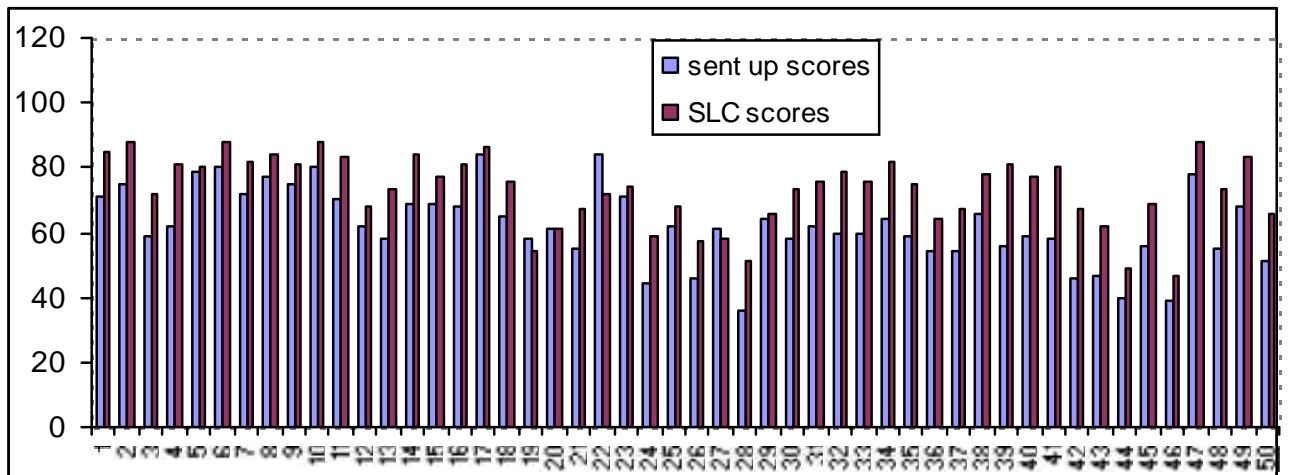
52	100	75	75	88	88
53	100	59	59	72	72
54	100	62	62	81	81
55	100	79	79	80	80
56	100	80	80	88	88
57	100	72	72	82	82
58	100	77	77	84	84
59	100	75	75	81	81
60	100	80	80	88	88
61	100	70	70	83	83
62	100	62	62	68	68
63	100	58	58	73	73
64	100	69	69	84	84
65	100	69	69	77	77
66	100	68	68	81	81
67	100	84	84	86	86
68	100	65	65	76	76
69	100	58	58	54	54
70	100	61	61	61	61
71	100	55	55	67	67
72	100	84	84	72	72
73	100	71	71	74	74
74	100	44	44	59	59
75	100	62	62	68	68
76	100	46	46	57	57
77	100	61	61	58	58
78	100	36	36	51	51
79	100	64	64	66	66
80	100	58	58	73	73
81	100	62	62	76	76
82	100	60	60	79	79
83	100	60	60	76	76
84	100	64	64	82	82
85	100	59	59	75	75
86	100	54	54	64	64
87	100	54	54	67	67
88	100	66	66	78	78
89	100	56	56	81	81
90	100	59	59	77	77
91	100	58	58	80	80
92	100	46	46	67	67
93	100	47	47	62	62
94	100	40	40	49	49
95	100	56	56	69	69
96	100	39	39	47	47
97	100	78	78	88	88
98	100	55	55	73	73
99	100	68	68	83	83

100	100	51	51	66	66
101	100	46	46	55	55
102	100	54	54	85	85
103	100	67	67	77	77
104	100	63	63	69	69
105	100	46	46	55	55
106	100	46	46	45	45
107	100	60	60	68	68
108	100	76	76	82	82
109	100	76	76	81	81
110	100	79	79	78	78
111	100	75	75	71	71
112	100	81	81	82	82
113	100	72	72	68	68
114	100	80	80	87	87
115	100	72	72	87	87
116	100	84	84	87	87
117	100	74	74	87	87
118	100	73	73	88	88
119	100	94	94	89	89
120	100	72	72	90	90
121	100	90	90	92	92
122	100	76	76	88	88
123	100	81	81	91	91
124	100	93	93	90	90
125	100	85	85	88	88
126	100	74	74	87	87
127	100	79	79	88	88
128	100	39	39	43	43
129	100	40	40	46	46
130	100	40	40	61	61
131	100	39	39	50	50
132	100	39	39	42	42
133	100	58	58	66	66
134	100	41	41	52	52
135	100	44	44	45	45
136	100	42	42	40	40
137	100	51	51	62	62
138	100	42	42	52	52
139	100	55	55	55	55
140	100	39	39	47	47
141	100	53	53	64	64
142	100	39	39	38	38
Total	14200	9247	65.18	10658	74.95

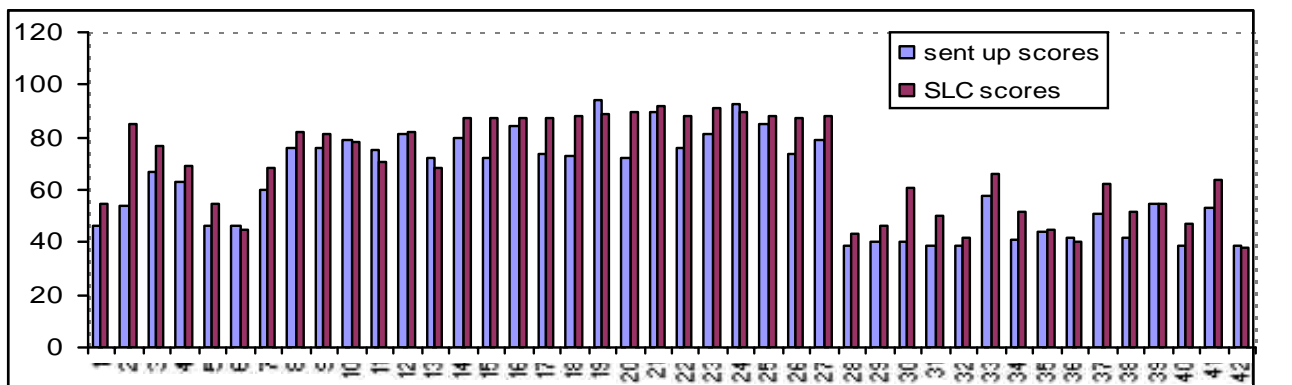
Figure: 17



Male Students



Male Students



Male Students

Table 17 indicates, out of 142 students, 14 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 128 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted the performance of 128 students well for their SLC English performance.

II. Comparison between the two sets of scores of the Female students

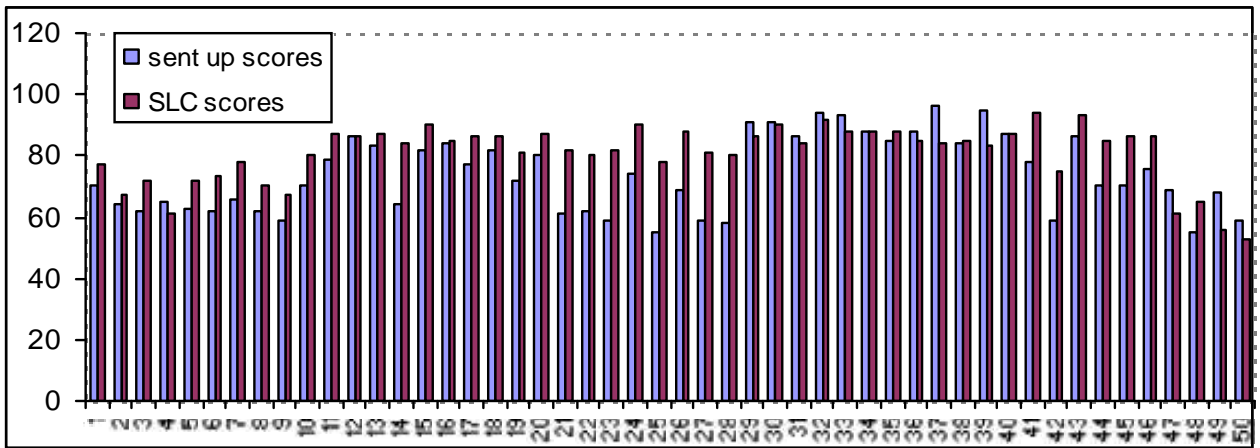
Table: 18

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	70	70	77	77
2	100	64	64	67	67
3	100	62	62	72	72
4	100	65	65	61	61
5	100	63	63	72	72
6	100	62	62	73	73
7	100	66	66	78	78
8	100	62	62	70	70
9	100	59	59	67	67
10	100	70	70	80	80
11	100	79	79	87	87
12	100	86	86	86	86
13	100	83	83	87	87
14	100	64	64	84	84
15	100	82	82	90	90
16	100	84	84	85	85
17	100	77	77	86	86
18	100	82	82	86	86
19	100	72	72	81	81
20	100	80	80	87	87
21	100	61	61	82	82
22	100	62	62	80	80
23	100	59	59	82	82
24	100	74	74	90	90
25	100	55	55	78	78
26	100	69	69	88	88
27	100	59	59	81	81
28	100	58	58	80	80
29	100	91	91	86	86
30	100	91	91	90	90
31	100	86	86	84	84
32	100	94	94	92	92
33	100	93	93	88	88
34	100	88	88	88	88
35	100	85	85	88	88
36	100	88	88	85	85
37	100	96	96	84	84
38	100	84	84	85	85
39	100	95	95	83	83
40	100	87	87	87	87
41	100	78	78	94	94
42	100	59	59	75	75
43	100	86	86	93	93
44	100	70	70	85	85

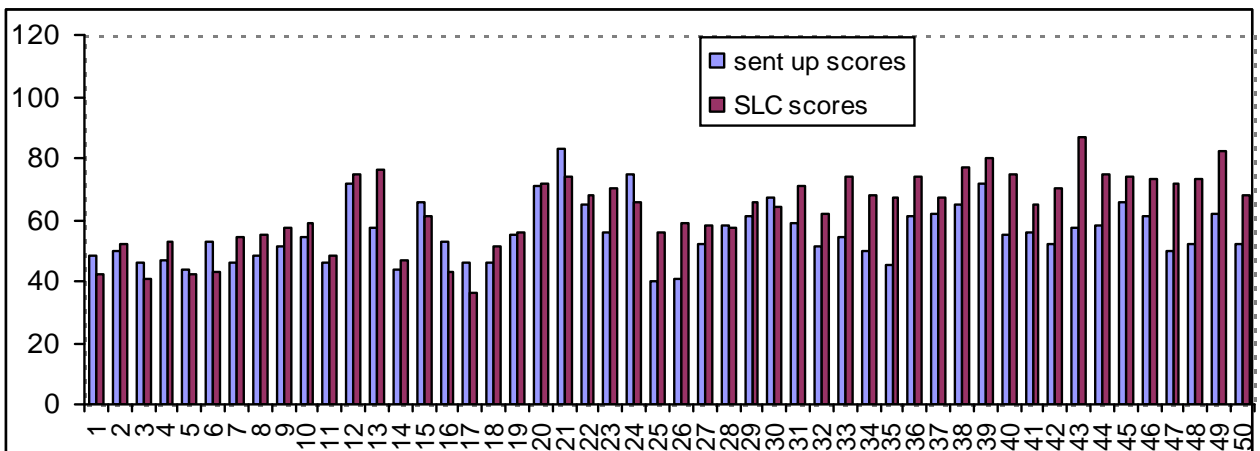
45	100	70	70	86	86
46	100	76	76	86	86
47	100	69	69	61	61
48	100	55	55	65	65
49	100	68	68	56	56
50	100	59	59	53	53
51	100	48	48	42	42
52	100	50	50	52	52
53	100	46	46	41	41
54	100	47	47	53	53
55	100	44	44	42	42
56	100	53	53	43	43
57	100	46	46	54	54
58	100	48	48	55	55
59	100	51	51	57	57
60	100	54	54	59	59
61	100	46	46	48	48
62	100	72	72	75	75
63	100	57	57	76	76
64	100	44	44	47	47
65	100	66	66	61	61
66	100	53	53	43	43
67	100	46	46	36	36
68	100	46	46	51	51
69	100	55	55	56	56
70	100	71	71	72	72
71	100	83	83	74	74
72	100	65	65	68	68
73	100	56	56	70	70
74	100	75	75	66	66
75	100	40	40	56	56
76	100	41	41	59	59
77	100	52	52	58	58
78	100	58	58	57	57
79	100	61	61	66	66
80	100	67	67	64	64
81	100	59	59	71	71
82	100	51	51	62	62
83	100	54	54	74	74
84	100	50	50	68	68
85	100	45	45	67	67
86	100	61	61	74	74
87	100	62	62	67	67
88	100	65	65	77	77
89	100	72	72	80	80
90	100	55	55	75	75
91	100	56	56	65	65
92	100	52	52	70	70

93	100	57	57	87	87
94	100	58	58	75	75
95	100	66	66	74	74
96	100	61	61	73	73
97	100	50	50	72	72
98	100	52	52	73	73
99	100	62	62	82	82
100	100	52	52	68	68
101	100	50	50	63	63
102	100	52	52	66	66
103	100	50	50	73	73
104	100	46	46	65	65
105	100	72	72	84	84
106	100	70	70	85	85
107	100	56	56	81	81
108	100	70	70	78	78
109	100	53	53	65	65
110	100	46	46	59	59
111	100	53	53	70	70
112	100	73	73	73	73
113	100	83	83	83	83
114	100	82	82	83	83
115	100	70	70	82	82
116	100	82	82	82	82
117	100	80	80	87	87
118	100	80	80	79	79
119	100	79	79	85	85
120	100	86	86	85	85
121	100	80	80	71	71
122	100	80	80	82	82
123	100	80	80	85	85
124	100	88	88	84	84
125	100	80	80	81	81
126	100	81	81	79	79
127	100	68	68	88	88
128	100	82	82	87	87
129	100	79	79	90	90
130	100	81	81	89	89
131	100	76	76	88	88
132	100	85	85	87	87
133	100	82	82	87	87
134	100	47	47	51	51
135	100	48	48	46	46
136	100	40	40	44	44
137	100	40	40	39	39
138	100	40	40	51	51
Total	13800	9068	65.71	10052	72.77

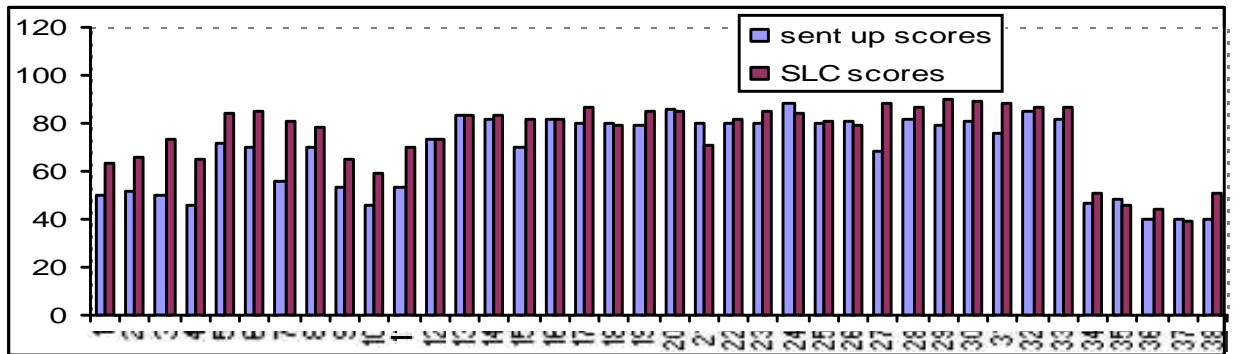
Figure: 18



Female Students



Female Students



Female Students

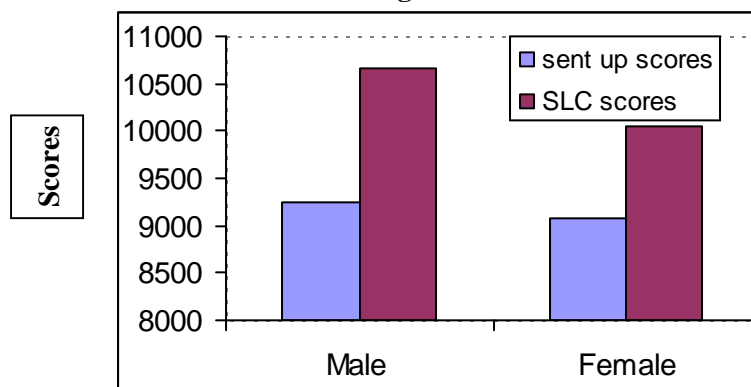
Table 18 indicates, out of 138 students, 24 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 114 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted the performance of 114 students well for their SLC English performance.

3.2.5 Sex-wise Comparison on the Whole

Table: 19

S. N.	Sex	Sent up scores			SLC scores			SNP	SNNP
		NS	FM	OM	NS	FM	OM		
1	Male	142	14200	9247	142	14200	10658	128	14
2	Female	138	13800	9068	138	13800	10052	114	24
	Total	280	28000	18315	280	28000	20710	242	38

Figure: 19



Sex

Table 19 indicates that on the whole out of 280 students, 242 students obtaining good marks in the sent up English examination could obtain good marks in their SLC English examination whereas only 38 students who had obtained good marks in the sent up English examination could not obtain good marks in the SLC English examination. This shows that out of 280 students on the whole the sent up English question paper has predicted the performance of the 242 students for their SLC English performance.

The table also shows that the sent up English examination has predicted the performance of the highest number of students from male students i.e. 128 students out of 142 in their SLC English examination whereas it has predicted the lowest number of students from female students i.e. 114 students out of 138 in their SLC English examination though it is also high. It, therefore, can be concluded that the predictive validity of sent up examination English question paper is high. That is to say, almost all the students' i.e. 242 or about $\frac{7}{8}$ students from the total students 280 showing the performance in the sent up English examination could show the same performance in SLC English examination.

3.2.6 Rank-wise Comparison

On the basis of the marks secured, the whole population of the students has been classified into four ranks. Those securing 80 and above out of 100 full marks in the sent up English examination have been kept in the first rank and those securing 60 and above have

been kept in the second rank. The third ranks are those who have secured 45 and above marks out of 100 marks and those securing below 45 marks out of 100 marks have been kept in the fourth rank in the sent up and SLC English examination. There are 61 students in the distinction, 114 students in the first division and 82 students in the second division and 23 students in the third division. The marks secured by each rank in both the results have been compared as follows:

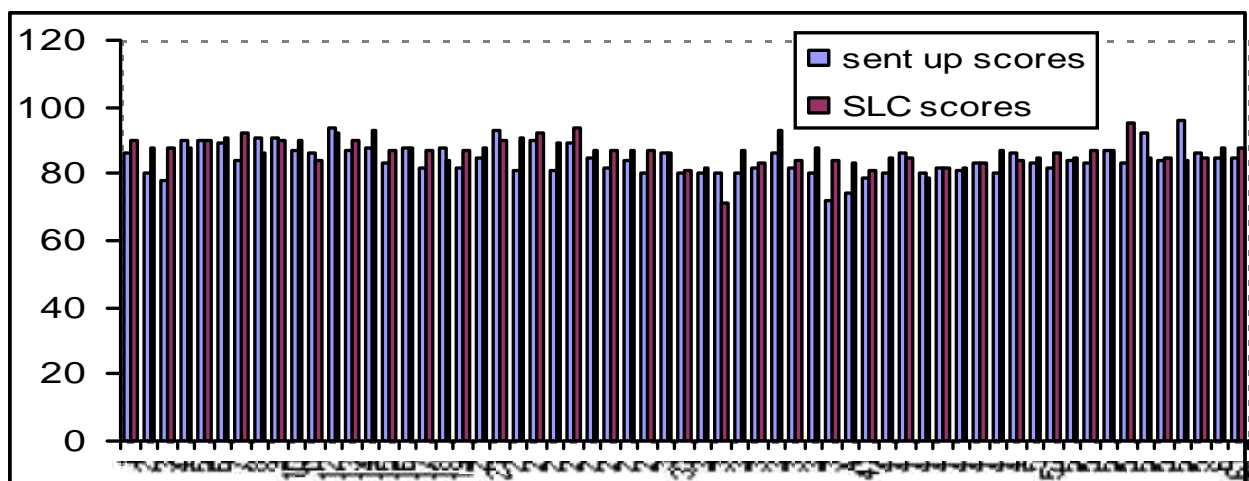
I) Comparison of the two sets of scores of the Distinction Holder Students

Table: 20

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	86	86	90	90
2	100	80	80	88	88
3	100	78	78	88	88
4	100	90	90	88	88
5	100	90	90	90	90
6	100	89	89	91	91
7	100	84	84	92	92
8	100	91	91	86	86
9	100	91	91	90	90
10	100	87	87	90	90
11	100	86	86	84	84
12	100	94	94	92	92
13	100	87	87	90	90
14	100	88	88	93	93
15	100	83	83	87	87
16	100	88	88	88	88
17	100	82	82	87	87
18	100	88	88	84	84
19	100	82	82	87	87
20	100	85	85	88	88
21	100	93	93	90	90
22	100	81	81	91	91
23	100	90	90	92	92
24	100	81	81	89	89
25	100	89	89	94	94
26	100	85	85	87	87
27	100	82	82	87	87
28	100	84	84	87	87
29	100	80	80	87	87
30	100	86	86	86	86
31	100	80	80	81	81
32	100	80	80	82	82
33	100	80	80	71	71
34	100	80	80	87	87

35	100	82	82	83	83
36	100	86	86	93	93
37	100	82	82	84	84
38	100	80	80	88	88
39	100	72	72	84	84
40	100	74	74	83	83
41	100	79	79	81	81
42	100	80	80	85	85
43	100	86	86	85	85
44	100	80	80	79	79
45	100	82	82	82	82
46	100	81	81	82	82
47	100	83	83	83	83
48	100	80	80	87	87
49	100	86	86	84	84
50	100	83	83	85	85
51	100	82	82	86	86
52	100	84	84	85	85
53	100	83	83	87	87
54	100	87	87	87	87
55	100	83	83	95	95
56	100	92	92	85	85
57	100	84	84	85	85
58	100	96	96	84	84
59	100	86	86	85	85
60	100	85	85	88	88
61	100	85	85	88	88
Total	6100	5143	84.31	5287	86.67

Figure: 20



Distinction Holder Students

Table 20 indicates, out of 61 students, 14 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 47 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English

question paper has predicted the performance of 47 students well for their SLC English performance.

II. Comparison between the two sets of scores of the First Division Holder Students

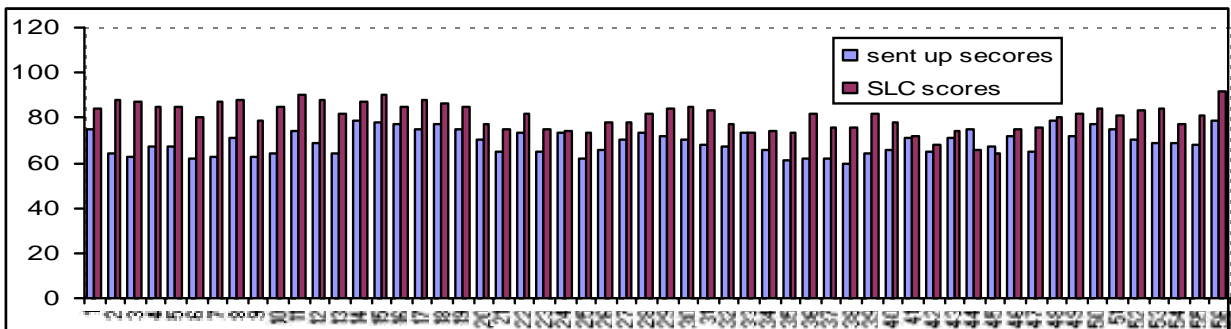
Table: 21

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	75	75	84	84
2	100	64	64	88	88
3	100	63	63	87	87
4	100	67	67	85	85
5	100	67	67	85	85
6	100	62	62	80	80
7	100	63	63	87	87
8	100	71	71	88	88
9	100	63	63	79	79
10	100	64	64	85	85
11	100	74	74	90	90
12	100	69	69	88	88
13	100	64	64	82	82
14	100	79	79	87	87
15	100	78	78	90	90
16	100	77	77	85	85
17	100	75	75	88	88
18	100	77	77	86	86
19	100	75	75	85	85
20	100	70	70	77	77
21	100	65	65	75	75
22	100	73	73	82	82
23	100	65	65	75	75
24	100	73	73	74	74
25	100	62	62	73	73
26	100	66	66	78	78
27	100	70	70	78	78
28	100	73	73	82	82
29	100	72	72	84	84
30	100	70	70	85	85
31	100	68	68	83	83
32	100	67	67	77	77
33	100	73	73	73	73
34	100	66	66	74	74
35	100	61	61	73	73
36	100	62	62	82	82
37	100	62	62	76	76
38	100	60	60	76	76
39	100	64	64	82	82
40	100	66	66	78	78
41	100	71	71	72	72

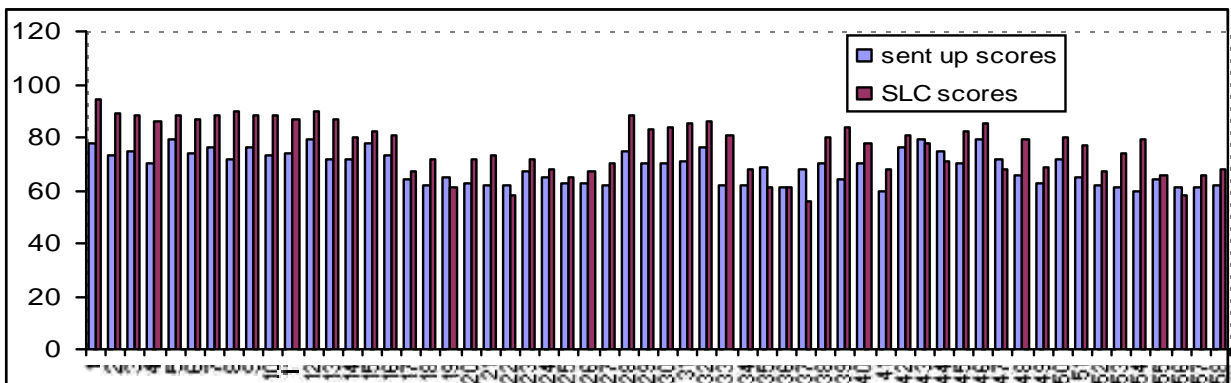
42	100	65	65	68	68
43	100	71	71	74	74
44	100	75	75	66	66
45	100	67	67	64	64
46	100	72	72	75	75
47	100	65	65	76	76
48	100	79	79	80	80
49	100	72	72	82	82
50	100	77	77	84	84
51	100	75	75	81	81
52	100	70	70	83	83
53	100	69	69	84	84
54	100	69	69	77	77
55	100	68	68	81	81
56	100	79	79	92	92
57	100	78	78	94	94
58	100	73	73	89	89
59	100	75	75	88	88
60	100	70	70	86	86
61	100	79	79	88	88
62	100	74	74	87	87
63	100	76	76	88	88
64	100	72	72	90	90
65	100	76	76	88	88
66	100	73	73	88	88
67	100	74	74	87	87
68	100	79	79	90	90
69	100	72	72	87	87
70	100	72	72	80	80
71	100	78	78	82	82
72	100	73	73	81	81
73	100	64	64	67	67
74	100	62	62	72	72
75	100	65	65	61	61
76	100	63	63	72	72
77	100	62	62	73	73
78	100	62	62	58	58
79	100	67	67	72	72
80	100	65	65	68	68
81	100	63	63	65	65
82	100	63	63	67	67
83	100	62	62	70	70
84	100	75	75	88	88
85	100	70	70	83	83
86	100	70	70	84	84
87	100	71	71	85	85
88	100	76	76	86	86
89	100	62	62	81	81

90	100	62	62	68	68
91	100	69	69	61	61
92	100	61	61	61	61
93	100	68	68	56	56
94	100	70	70	80	80
95	100	64	64	84	84
96	100	70	70	78	78
97	100	60	60	68	68
98	100	76	76	81	81
99	100	79	79	78	78
100	100	75	75	71	71
101	100	70	70	82	82
102	100	79	79	85	85
103	100	72	72	68	68
104	100	66	66	79	79
105	100	63	63	69	69
106	100	72	72	80	80
107	100	65	65	77	77
108	100	62	62	67	67
109	100	61	61	74	74
110	100	60	60	79	79
111	100	64	64	66	66
112	100	61	61	58	58
113	100	61	61	66	66
114	100	62	62	68	68
Total	11400	7867	69	8954	78.54

Figure: 21



First Division Holder Students



First Division Holder Students

Table 21 indicates, out of 114 students, 10 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 104 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted the performance of 104 students well for their SLC English performance.

III. Comparison between the two sets of scores of the Second Division Holder Students

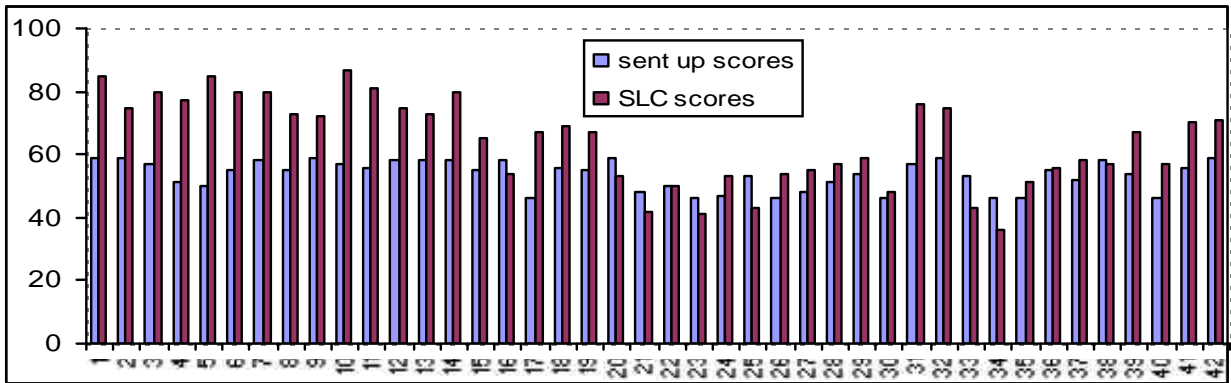
Table: 22

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	59	59	85	85
2	100	59	59	75	75
3	100	57	57	80	80
4	100	51	51	77	77
5	100	50	50	85	85
6	100	55	55	80	80
7	100	58	58	80	80
8	100	55	55	73	73
9	100	59	59	72	72
10	100	57	57	87	87
11	100	56	56	81	81
12	100	58	58	75	75
13	100	58	58	73	73
14	100	58	58	80	80
15	100	55	55	65	65
16	100	58	58	54	54
17	100	46	46	67	67
18	100	56	56	69	69
19	100	55	55	67	67
20	100	59	59	53	53
21	100	48	48	42	42
22	100	50	50	50	50
23	100	46	46	41	41
24	100	47	47	53	53
25	100	53	53	43	43
26	100	46	46	54	54
27	100	48	48	55	55
28	100	51	51	57	57
29	100	54	54	59	59
30	100	46	46	48	48
31	100	57	57	76	76
32	100	59	59	75	75

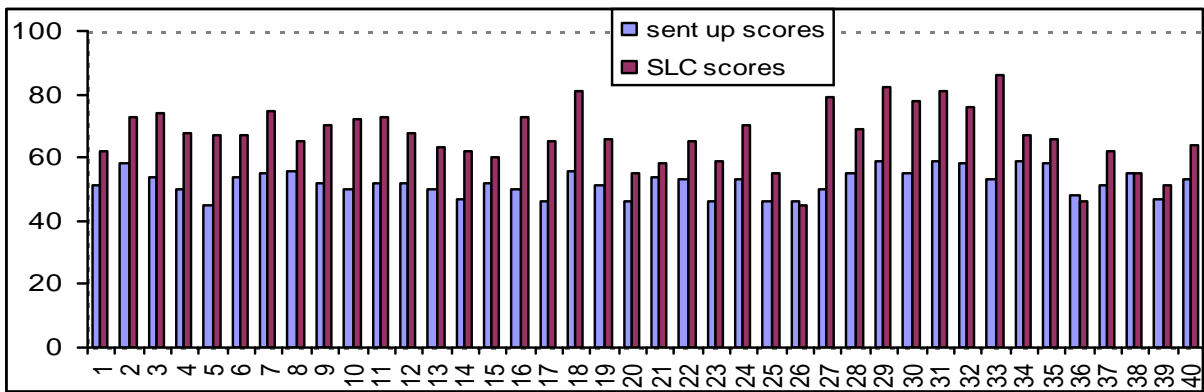
33	100	53	53	43	43
34	100	46	46	36	36
35	100	46	46	51	51
36	100	55	55	56	56
37	100	52	52	58	58
38	100	58	58	57	57
39	100	54	54	67	67
40	100	46	46	57	57
41	100	56	56	70	70
42	100	59	59	71	71
43	100	51	51	62	62
44	100	58	58	73	73
45	100	54	54	74	74
46	100	50	50	68	68
47	100	45	45	67	67
48	100	54	54	67	67
49	100	55	55	75	75
50	100	56	56	65	65
51	100	52	52	70	70
52	100	50	50	72	72
53	100	52	52	73	73
54	100	52	52	68	68
55	100	50	50	63	63
56	100	47	47	62	62
57	100	52	52	60	60
58	100	50	50	73	73
59	100	46	46	65	65
60	100	56	56	81	81
61	100	51	51	66	66
62	100	46	46	55	55
63	100	54	54	58	58
64	100	53	53	65	65
65	100	46	46	59	59
66	100	53	53	70	70
67	100	46	46	55	55
68	100	46	46	45	45
69	100	50	50	79	79
70	100	55	55	69	69
71	100	59	59	82	82
72	100	55	55	78	78
73	100	59	59	81	81
74	100	58	58	76	76
75	100	53	53	86	86
76	100	59	59	67	67
77	100	58	58	66	66
78	100	48	48	46	46
79	100	51	51	62	62
80	100	55	55	55	55

81	100	47	47	51	51
82	100	53	53	64	64
Total	8200	4334	52.85	5370	65.48

Figure: 22



Second Division Holder Students



Second Division Holder Students

Table 22 indicates, out of 82 students, 10 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 72 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted the performance of 72 students well for their SLC English performance.

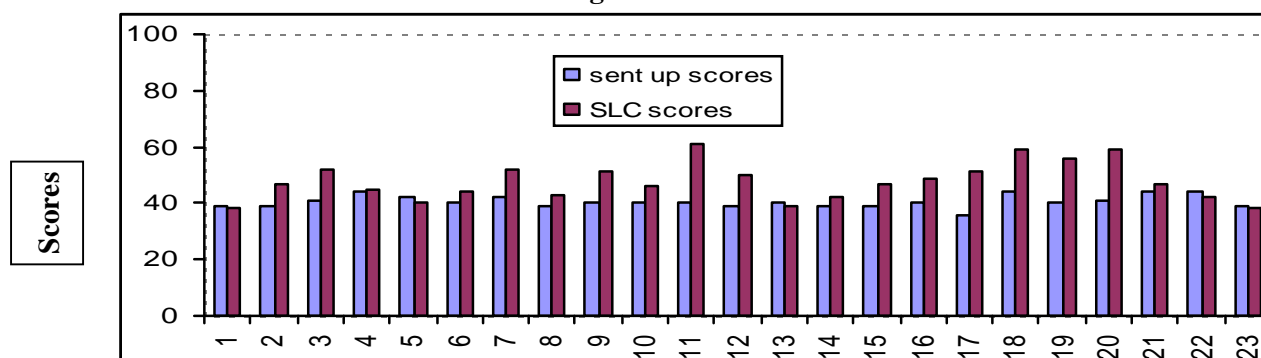
IV. Comparison between the two sets of scores of the Third Division Holder Students

Table: 23

S. N.	F. M.	Sent up scores		SLC scores	
		O. M.	P. M.	O. M.	P. M.
1	100	39	39	38	38
2	100	39	39	47	47
3	100	41	41	52	52
4	100	44	44	45	45
5	100	42	42	40	40

6	100	40	40	44	44
7	100	42	42	52	52
8	100	39	39	43	43
9	100	40	40	51	51
10	100	40	40	46	46
11	100	40	40	61	61
12	100	39	39	50	50
13	100	40	40	39	39
14	100	39	39	42	42
15	100	39	39	47	47
16	100	40	40	49	49
17	100	36	36	51	51
18	100	44	44	59	59
19	100	40	40	56	56
20	100	41	41	59	59
21	100	44	44	47	47
22	100	44	44	42	42
23	100	39	39	38	38
Total	2300	931	40.47	1098	47.73

Figure: 23



Third Division Holder Students

Table 23 indicates, out of 23 students, 5 students obtaining good marks in the sent up English examination could not obtain good marks in the SLC English examination whereas the others i.e. 18 students who obtained good marks in the sent up English examination also obtained good marks in the SLC English examination. This shows that the sent up English question paper has predicted performance of 18 students well for their SLC performance.

3.2.7 Rank-wise Comparison on the Whole

Table: 24

S. N.	Rank	Sent up scores			SLC scores			SNP	SNNP
		NS	FM	OM	NS	FM	OM		
1	Distinction	61	6100	5143	61	6100	5287	47	14
2	First Division	114	11400	7867	114	11400	8954	104	10
3	Second Division	82	8200	4334	82	8200	5370	73	9
4	Third Division	23	2300	931	23	2300	1098	18	5
	Total	280	28000	18315	280	28000	20710	242	38

Figure: 24

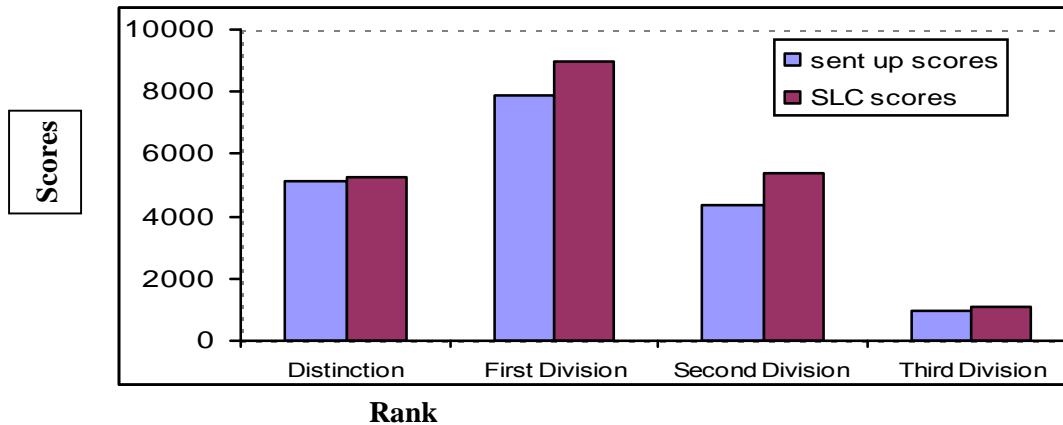


Table 23 indicates that on the whole out of 280 students, 242 students obtaining good marks in the sent up English examination could obtain good marks in their SLC English examination whereas only 38 students who had obtained good marks in the sent up English examination could not obtain good marks in the SLC English examination. This shows that out of 280 students on the whole the sent up English question paper has predicted the performance of the 242 students for their SLC English performance.

The table also shows that the sent up English examination has predicted the performance of the highest number of students from the first rank students i.e. 104 students out of 114 in their SLC English examination whereas it has predicted the lowest number of students from the Third Division holder students i.e. 18 students out of 23 in their SLC English examination though it is also high. It, therefore, can be concluded that the predictive validity of sent up examination English question paper is high. That is, almost all the students' i.e. 242 students from the total students 280 showing the performance in the sent up English examination could show the same performance in SLC English examination.

3.3 Co-relational Analysis

The statistical test with the help of which these relationships are studied, is called co-relation. Simply, co-relation is a statistical tool, with the help of which, we can determine whether or not two or more variables are co-related and if they are co-related, what is the degree and direction of co-relation. It is an analysis of co-variation of two or more variables. Co-relation analysis helps us in determining the degree of relationship between the variables.

3.3.1 Classification of Co-relation

Co-relation can be classified into three. They are:-

- a) Positive and Negative
- b) Simple, Partial and Multiple and
- c) Linear and non-linear

- a) **Positive and Negative:-** If both the variables are varying in the same direction i.e. if one variable is increasing and the other on an average is also increasing or if as one variable is decreasing, the other on an average is also decreasing, co-relation is said to be positive. If on the other hand, the variables are varying in opposite directions i.e. as one variable is increasing, the other is decreasing or vice-versa, co-relation is said to be negative.
- b) **Simple, Partial and Multiple:-** When only two variables are studied, it is said to be simple co-relation. In partial and multiple co-relations, three or more variables are studied simultaneously.
- c) **Linear and non-linear:-** If the change in one variable tends to bear a constant ratio to the change in the other variable, the co-relation said to be the linear and if the amount of change in one variable does not bear a constant ratio to the amount of change in the other variable, it is said to be non- linear.

The fundamental principle of the present research is to sort out the degree of co-relation between the two sets of scores. The scores of sent up examination here have been regarded as the criterion measure. So, the researcher has found out the predictive validity as a result of comparing the scores of sent up examination with the scores of the SLC examination. The basic concern in the co-relational analysis has been to identify whether a student scoring high on one measure also scores high on the other and whether a student scores low on one measure also scores low on another. In the present study, the researcher's question is i) whether the students who do well in one examination i.e. sent up examination also do well in the other i.e. SLC examination and ii) whether there is a relationship between two.

3.3.2 Methods of Studying Co-relation

For the purpose of studying the relationship or magnitude between the two sets of scores the researcher has used the three easiest methods in this study: Karl Pearson's correlation coefficient, scatter diagram and variance overlap.

- i) **Karl Pearson's correlation coefficient:-** Karl Pearson's method, popularly known as Pearsonian coefficient of correlation, is most widely used in practice. It is a statistical method which gives us the quantitative measures of the degree of the two variables that are related. There are various types of correlations but the concept underlying them all is the same. Once the meaning and interpretation of one type becomes clear, the others are almost the same. Karl Pearson's correlation coefficient which is denoted by 'r' has been used to measure the intensity or

degree of co-relationship between the two sets of scores as follows (Sthapit et al. 2004:376).

a) Actual Mean Method

$$r = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}} \quad \text{where } x = X - \bar{x}; y = Y - \bar{y}$$

b) Shortcut Method or Assumed Mean Method

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \quad \text{where, } x = X - A_1; y = Y - A_2$$

A_1 and A_2 are assumed means for x and y respectively.

If high scores on one variable are associated with the high scores on the other variable, there is a positive relationship between the two variables. If high scores on one variable are associated with the low scores on the other, there is a negative relationship between two. Finally, if there is no systematic pattern between high and low scores, there will be no relationship between the two sets of scores. Thus, there may be three basic correlation patterns between two variables. If there is a perfect relationship between two variables (either negative or positive), their magnitude of correlation coefficient would be either +1 or -1.

+1 correlation coefficient indicates a perfect positive correlation, -1 correlation coefficient indicates a perfect negative and a zero (0) correlation coefficient indicates no relationship between the variables. Of course, perfect correlations never happen in practice. Therefore, the magnitude of the correlation coefficient will vary from -1 to 0 to +1. The greater the value, the stronger the relationship between the two variables. It is important to know that the sign (+ or -) of the correlation coefficient does not have any effect on the degree of association, only on the direction of the association. That is, a coefficient of +0.70 has the same strength as a coefficient of -0.70. (Hatch and Farhady, 1982:195)

ii) Scatter Diagram:- It is a graphic method of studying the correlation coefficient between the two variables. Though the designation of the two variables in a scatter diagram is arbitrary, the left axis by convention is the independent variable and the right the dependent variable. The researcher has called the sent up scores the independent variable and SLC scores the dependent variable. The sets of points of the two scores (variables) have been plotted along the x-axis and y-axis of rectangular co-ordinates. Each point in a scatter diagram has represented a student's scores. Observing the closeness and dispersion of the co-ordinates, the

degree and the direction of correlation between the two sets of scores (variables) can be interpreted as follows:

- a) The correlation coefficient is positive if the direction of the dots or points moves from lower left to upper right corner.
- b) The coefficient is negative if the direction of the dots or points moves from lower right corner to the upper left.
- c) The correlation coefficient is high if the dots or points takes the shape of narrow band
- d) The correlation coefficient is low if the dots or points take the shape of scattered band.
- e) The correlation coefficient does not exist at all if the dots of points form a circle.

The researcher in this research work has used the scatter diagram only for the purpose of displaying the coefficient of correlation in a graphical form.

iii) The Variance Overlap:- Variance overlap is also a much more useful way of interpreting a correlation coefficient. This allows the research to see how much variance in one measure could be accounted for by the other. To do this, he simply squared the correlation coefficient to obtain the common variance between the two test scores. In any given test, the total standardized variance is 1.00. to the degree that two measures correlate they share variance. The higher the correlation the greater the common variance. If there is no correlation between the two measures, the variance overlap and the shared variance is zero.

For the purpose of interpreting correlation coefficient quantitatively, Carret (1970) has given the following established criteria:

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

Similarly, Sthapit et. al. (2004) has also given some relevant criteria for the interpretation of correlation coefficient which the researcher has used for his convenience in this research work as follows:

Interpretation of Correlation Coefficient

Table: 25

Degree	Direction	
	Positive	Negative
Perfect	+1.0	-1.0
Very High	+0.75 to +1.0	-0.75 to -1.0
High	+0.50 to +0.75	-0.50 to -0.75
Low	+0.25 to +0.50	-0.25 to -0.50

Very low	0.0 to 0.25	0.0 to -0.25
Absent	0.0	0.0

The raw data used in this research has been presented in the Appendix-I in detail. The correlation coefficient between the two sets of scores has been analysed and interpreted under the following headings:

- a) School-wise co-relational analysis
- b) Sex-wise co-relational analysis
- c) Rank-wise co-relational analysis

3.3.3 School-wise Co-relational Analysis

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

I. Co-relational analysis of the two sets of scores of students from Lab School, Kirtipur.

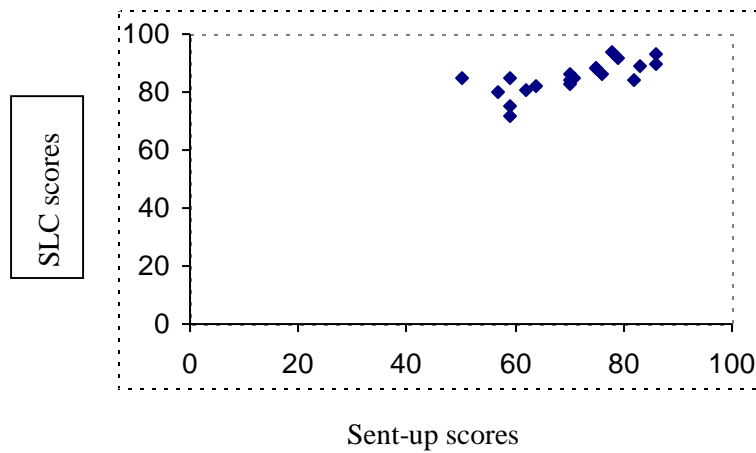
Table: 26

X	Y	$x = X - 71$	$y = Y - 85$	x^2	y^2	xy	r
86	90	15	5	225	25	75	
64	82	-7	-3	49	9	21	
82	84	11	-1	121	1	-11	
59	85	-12	0	144	0	0	
79	92	8	7	64	49	56	
78	94	7	9	49	81	63	
59	75	-12	-10	144	100	120	
86	93	15	8	225	64	120	
57	80	-14	-5	196	25	70	
75	88	4	3	16	9	12	
50	85	-21	0	441	0	0	
83	89	12	4	144	16	48	
70	83	-1	-2	1	4	2	
70	84	-1	-1	1	1	1	
71	85	0	0	0	0	0	
75	88	4	3	16	9	12	
59	72	-12	-13	144	169	156	
70	86	-1	1	1	1	-1	
76	86	5	1	25	1	5	
62	81	-9	-4	81	16	36	
$\Sigma X = 1411$	$\Sigma Y = 1702$	$\Sigma x = -9$	$\Sigma y = 2$	$\Sigma x^2 = 2087$	$\Sigma y^2 = 580$	$\Sigma xy = 785$	0.71

The coefficient of co-relation between the two sets of scores of the subject English of 20 students from Laboratory H. Sec. School, Kirtipur is determined to be + 0.71. This indicates

that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

Figure:- 25



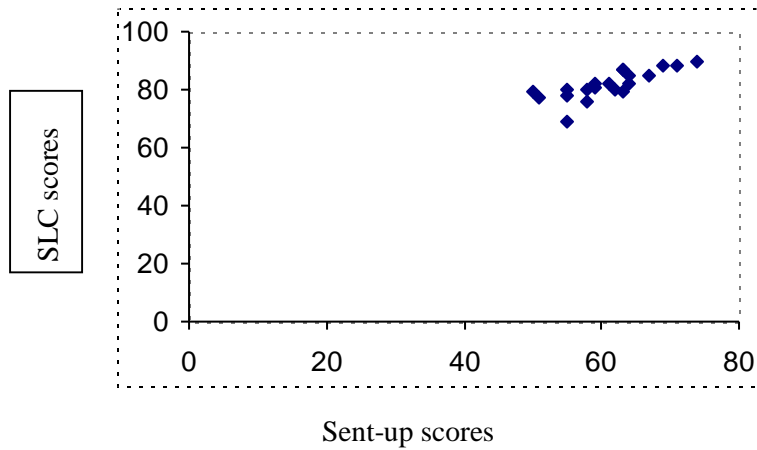
II. Co-relational analysis of the two sets of scores of students from LRIHSS, Kalanki.

Table: 27

X	Y	$x = X - 61$	$y = Y - 82$	x^2	y^2	xy	r
63	87	2	5	4	25	10	
67	85	6	3	36	9	18	
61	82	0	0	0	0	0	
51	77	-10	-5	100	25	50	
50	79	-11	-3	121	9	33	
62	80	1	-2	1	4	-2	
63	87	2	5	4	25	10	
71	88	10	6	100	36	60	
63	79	2	-3	4	9	-6	
55	80	-6	-2	36	4	12	
55	69	-6	-13	36	169	78	
59	82	-2	0	4	0	0	
64	85	3	3	9	9	9	
74	90	13	8	169	64	104	
55	78	-6	-4	36	16	24	
69	88	8	6	64	36	48	
59	81	-2	-1	4	1	2	
64	82	3	0	9	0	0	
58	76	-3	-6	9	36	18	
58	80	-3	-2	9	4	6	
$\Sigma X = 1221$	$\Sigma Y = 1635$	$\Sigma x = 1$	$\Sigma y = -5$	$\Sigma x^2 = 755$	$\Sigma y^2 = 481$	$\Sigma xy = 474$	0.78

The table above indicates that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Learning Realm H. Sec. School, Kalanki is determined to be + 0.78. This proves that the degree of co-relation between the two results is found very high and the direction of their relationship is positive.

Figure:- 26



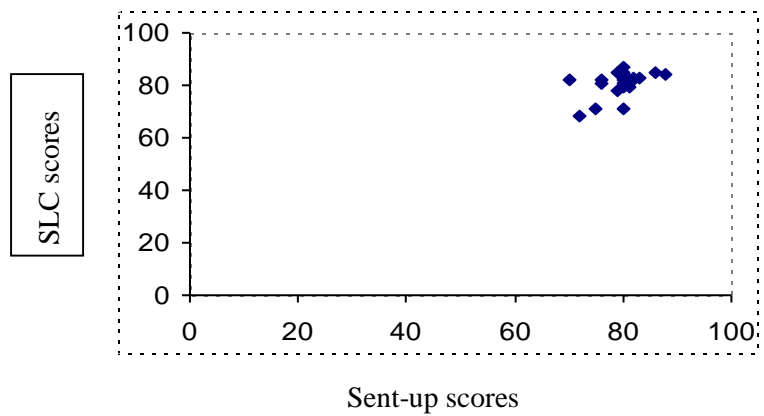
III. Co-relational analysis of the two sets of scores of students from EXS, Swayambhu.

Table: 28

X	Y	$x = X - 79$	$y = Y - 80$	x^2	y^2	xy	r
76	82	-3	2	9	4	-6	
76	81	-3	1	9	1	-3	
79	78	0	-2	0	4	0	
75	71	-4	-9	16	81	36	
83	83	4	3	16	9	12	
82	83	3	3	9	9	9	
70	82	-9	2	81	4	-18	
81	82	2	2	4	4	4	
82	82	3	2	9	4	6	
80	87	1	7	1	49	7	
80	79	1	-1	1	1	-1	
79	85	0	5	0	25	0	
86	85	6	5	36	25	30	
80	71	1	-9	1	81	-9	
72	68	-7	-12	49	144	84	
80	82	1	2	1	4	2	
80	85	1	5	1	25	5	
88	84	9	4	81	16	36	
80	81	1	1	1	1	1	
81	79	2	-1	4	1	-2	
$\Sigma X=1590$	$\Sigma Y=1610$	$\Sigma x=9$	$\Sigma y=10$	$\Sigma x^2=329$	$\Sigma y^2= 492$	$\Sigma xy= 193$	0.47

The table of above shows that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from The Excelsior Sec. School, Swayambhu is determined to be + 0.47. This indicates that the degree of co-relation between the two results is found low and the direction of their relationship is positive.

Figure:- 27

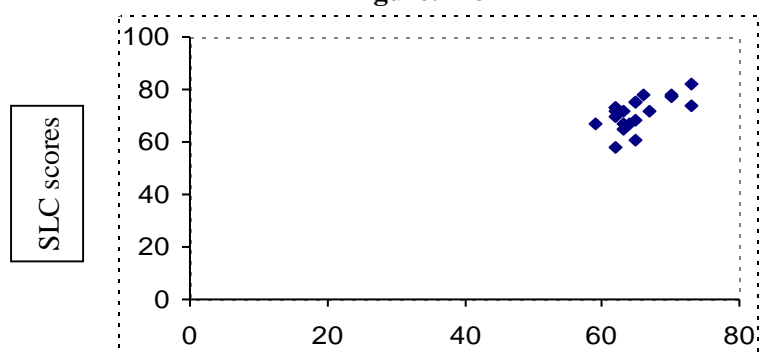


IV. Co-relational analysis of the two sets of scores of the students from PHSS, Balaju.

Table: 29

X	Y	$x = X - 65$	$y = Y - 71$	x^2	y^2	xy	r
70	77	5	6	25	36	30	
65	75	0	4	0	16	0	
64	67	-1	-4	1	16	4	
62	72	-3	1	9	1	-3	
65	61	0	-10	0	100	0	
63	72	-2	1	4	1	-2	
62	73	-3	2	9	4	-6	
73	82	8	11	64	121	88	
65	75	0	4	0	16	0	
73	74	8	3	64	9	24	
62	58	-3	-13	9	169	39	
67	72	2	1	4	1	2	
62	73	-3	2	9	4	-6	
65	68	0	-3	0	9	0	
63	65	-2	-6	4	36	12	
63	67	-2	-4	4	16	8	
66	78	1	7	1	49	7	
62	70	-3	-1	9	1	3	
59	67	-6	-4	36	16	24	
70	78	5	7	25	49	35	
$\sum X = 1301$	$\sum Y = 1424$	$\sum x = 1$	$\sum y = 4$	$\sum x^2 = 277$	$\sum y^2 = 670$	$\sum xy = 259$	0.60

Figure:- 28



Sent-up scores

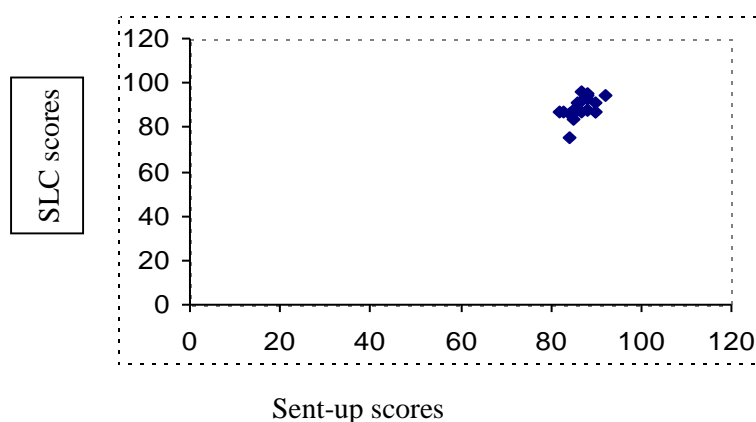
The table above shows that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Pragati H. Sec. School, Balaju is determined to be + 0.60. This proves that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

V. Co-relational analysis of the two sets of scores of students from GPS, Gyaneshwar.

Table: 30

X	Y	x= X-86	y = Y-87	x ²	y ²	xy	r
86	91	0	4	0	16	0	
90	91	4	4	16	16	16	
90	87	4	0	16	0	0	
84	86	-2	-1	4	1	2	
92	94	6	7	36	49	42	
90	87	4	0	16	0	0	
88	93	2	6	4	36	12	
83	87	-3	0	9	0	0	
88	88	2	1	4	1	2	
88	88	2	1	4	1	2	
85	88	-1	1	1	1	-1	
85	86	-1	-1	1	1	1	
87	96	1	9	1	81	9	
82	87	-4	0	16	0	0	
84	75	-2	-12	4	144	24	
85	84	-1	-3	1	9	3	
87	92	1	5	1	25	5	
88	95	2	8	4	64	16	
87	87	1	0	1	0	0	
88	94	2	7	4	529	14	
$\sum x^2 = 1737$	$\sum y^2 = 1776$	$\sum x = 17$	$\sum y = 36$	$\sum x^2 = 143$	$\sum y^2 = 974$	$\sum xy = 147$	0.40

Figure:- 29



The table above reveals that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Galaxy Public School, Gyaneshwar is

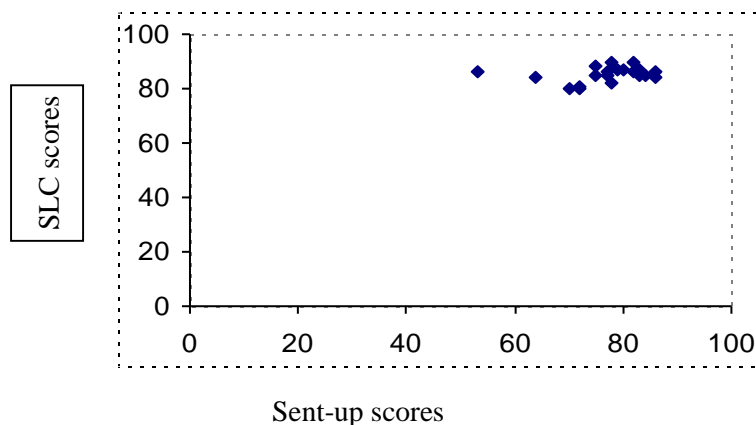
determined to be + 0.40. This indicates that the degree of co-relation between the two results is found low and the direction of their relationship is positive.

VI. Co-relational analysis of the two sets of scores of students from VSNS, Minbhawan.

Table: 31

X	Y	$x = X - 77$	$y = Y - 85$	x^2	y^2	xy	r
70	80	-7	-5	49	25	35	
79	87	2	2	4	4	4	
86	86	9	1	81	1	9	
83	87	6	2	36	4	12	
64	84	-13	-1	169	1	13	
73	86	-4	1	16	1	-4	
78	90	1	5	1	25	5	
82	90	5	5	25	25	25	
77	85	0	0	0	0	0	
84	85	7	0	49	0	0	
75	88	-2	3	4	9	-6	
77	86	0	1	0	1	0	
72	80	-5	-5	25	25	25	
78	88	1	3	1	9	3	
82	86	5	1	25	1	5	
83	85	6	0	36	0	0	
86	88	9	3	81	9	27	
75	85	-2	0	4	0	0	
72	81	-5	-4	25	16	20	
80	87	3	2	9	4	6	
$\sum X=1556$	$\sum Y=1714$	$\sum x= 16$	$\sum y= 14$	$\sum x^2= 640$	$\sum y^2= 160$	$\sum xy= 179$	0.55

Figure:- 30



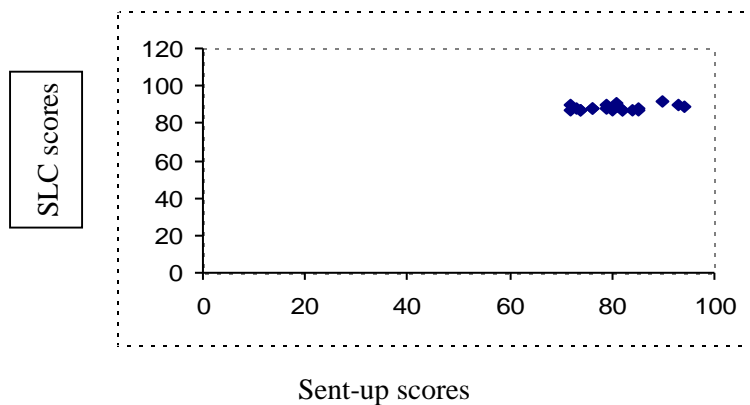
This table shows that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from V. S. Niketan H. Sec. School, Minbhawan is determined to be + 0.55. This makes obvious that the degree of co-relation between the two sets of scores is found high and the direction of their relationship is positive.

VII. Co-relational analysis of the two sets of scores of the students from SVI, Balaju.

Table: 32

X	Y	$x = X - 80$	$y = Y - 88$	x^2	y^2	xy	r
79	88	-1	0	1	0	0	
82	87	2	-1	4	1	-2	
74	87	-6	-1	36	1	6	
85	88	5	0	25	0	0	
93	90	13	2	169	4	26	
81	91	1	3	1	9	3	
76	88	-4	0	16	0	0	
90	92	10	4	100	16	40	
79	90	-1	2	1	4	-2	
72	90	8	2	64	4	16	
81	89	1	1	1	1	1	
94	89	14	1	196	1	14	
76	88	-4	0	16	0	0	
73	88	-7	0	49	0	0	
85	87	5	-1	25	1	-5	
82	87	2	-1	4	1	-2	
74	87	-6	-1	36	1	6	
84	87	4	-1	16	1	-4	
72	87	-8	-1	64	1	8	
80	87	0	-1	0	1	0	
$\Sigma X = 1612$	$\Sigma Y = 1767$	$\Sigma x = 12$	$\Sigma y = 7$	$\Sigma x^2 = 824$	$\Sigma y^2 = 47$	$\Sigma xy = 105$	0.53

Figure: 31



The table of above shows that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Siddhartha Vanasthali Institute, Balaju is determined to be + 0.53. This makes obvious that the degree of co-relation between the two sets of scores is found high and the direction of their relationship is positive.

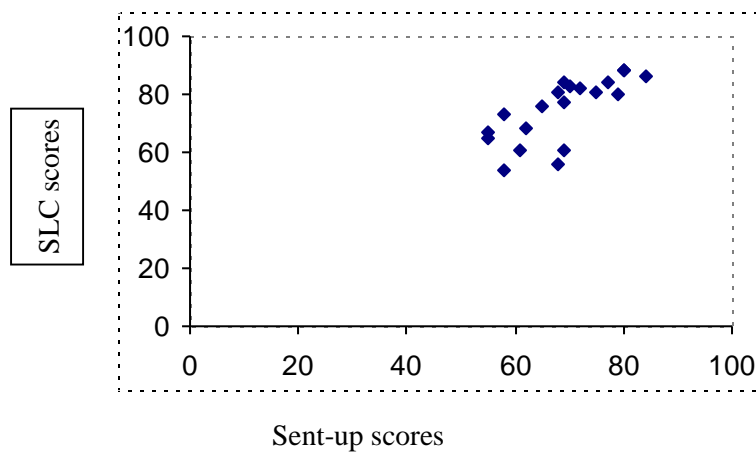
VIII. Co-relational analysis of the two sets of scores of students from NRHSS, Nepaltar.

Table: 33

X	Y	$x = X - 69$	$y = Y - 75$	x^2	y^2	xy	r
79	80	10	5	100	25	50	

80	88	11	13	121	169	143	
72	82	3	7	9	49	21	
77	84	8	9	64	81	72	
75	81	6	6	36	36	36	
80	88	11	13	121	169	143	
70	83	1	8	1	64	8	
62	68	-7	-7	49	49	49	
58	73	-11	-2	121	4	22	
69	84	0	9	0	81	0	
69	77	0	2	0	4	0	
68	81	-1	6	1	36	-6	
84	86	15	11	225	121	165	
65	76	-4	1	16	1	-4	
69	61	0	-14	0	196	0	
55	65	-14	-10	196	100	140	
58	54	-11	-21	121	441	231	
61	61	-8	-14	64	196	112	
68	56	-1	-19	1	361	19	
55	67	-14	-8	196	64	112	
$\Sigma X=1374$	$\Sigma Y=1495$	$\Sigma x=-6$	$\Sigma y=-5$	$\Sigma x^2= 1442$	$\Sigma y^2= 2247$	$\Sigma xy= 1313$	0.72

Figure:- 32



The table of above shows that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Nepal Rastriya H. Sec. School, Nepaltar is determined to be + 0.72. This proves that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

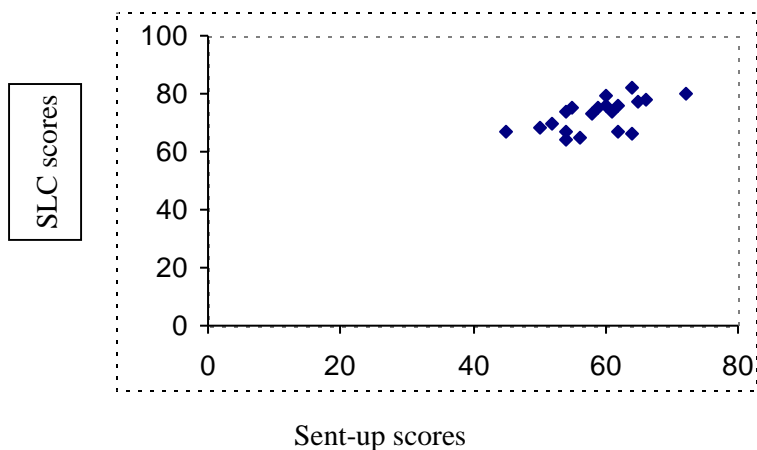
IX. Co-relational analysis of the two sets of scores of the students from TSS, Balaju.

Table: 34

X	Y	$x = X - 59$	$y = Y - 73$	x^2	y^2	xy	r
64	66	5	-7	25	49	-35	
58	73	-1	0	1	0	0	
62	76	3	3	9	9	9	
54	74	-5	1	25	1	-5	

50	68	-9	-5	81	25	45	
45	67	-14	-6	196	36	84	
60	79	1	6	1	36	6	
60	76	1	3	1	9	3	
64	82	5	9	25	81	45	
61	74	2	1	4	1	2	
59	75	0	2	0	4	0	
62	67	3	-6	9	36	-18	
54	64	-5	-9	25	81	45	
65	77	6	4	36	16	24	
54	67	-5	-6	25	36	30	
66	78	7	5	49	25	35	
72	80	13	7	169	49	91	
55	75	-4	2	16	4	-8	
56	65	-3	-8	9	64	24	
52	70	-7	-3	49	9	21	
$\Sigma X= 1173$	$\Sigma Y= 1453$	$\Sigma x=-7$	$\Sigma y=-7$	$\Sigma x^2= 755$	$\Sigma y^2= 571$	$\Sigma xy= 398$	0.60

Figure:- 33



This table indicates that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Tarun Sec. School, Balaju is determined to be + 0.60. This makes obvious that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

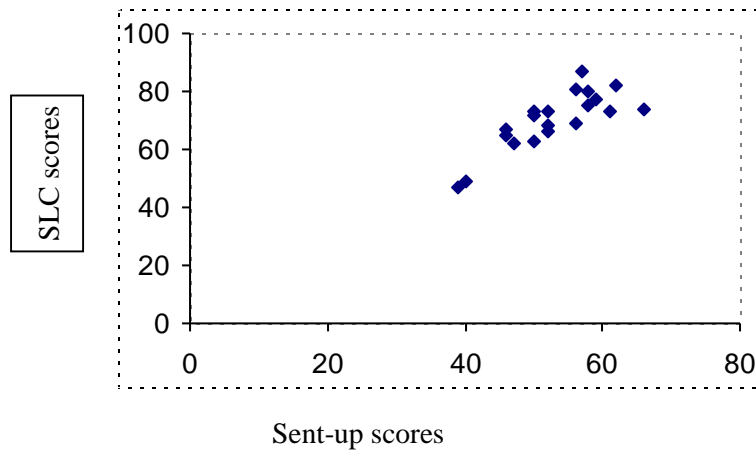
X. Co-relational analysis of the two sets of scores of students from SGSS, Sorhakutte.

Table: 35

X	Y	$x = X - 53$	$y = Y - 70$	x^2	y^2	xy	r
57	87	4	17	16	289	68	
56	81	3	11	9	121	33	
58	75	5	5	25	25	25	
66	74	13	4	169	16	52	
61	73	8	3	64	9	24	
59	77	6	7	36	49	42	
50	72	-3	2	9	4	-6	

52	73	-1	3	1	9	-3	
62	82	9	12	81	144	108	
52	68	-1	-2	1	4	2	
50	63	-3	-7	9	49	21	
58	80	5	10	25	100	50	
46	67	-7	-3	49	9	21	
47	62	-6	-8	36	64	48	
40	49	-13	-21	169	441	273	
56	69	3	-1	9	1	-3	
52	66	-1	-4	1	16	4	
50	73	-3	3	9	9	-9	
39	47	-14	-23	196	529	322	
46	65	-7	-5	49	25	35	
$\Sigma X= 1057$	$\Sigma Y= 1403$	$\Sigma x=-3$	$\Sigma y=3$	$\Sigma x^2= 963$	$\Sigma y^2= 1913$	$\Sigma xy= 1107$	0.81

Figure:- 34



The table of above indicates that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Siddi Ganesh Sec. School, Sorhakhutte is determined to be + 0.81. This shows that the degree of co-relation between the two results is found very high and the direction of their relationship is positive.

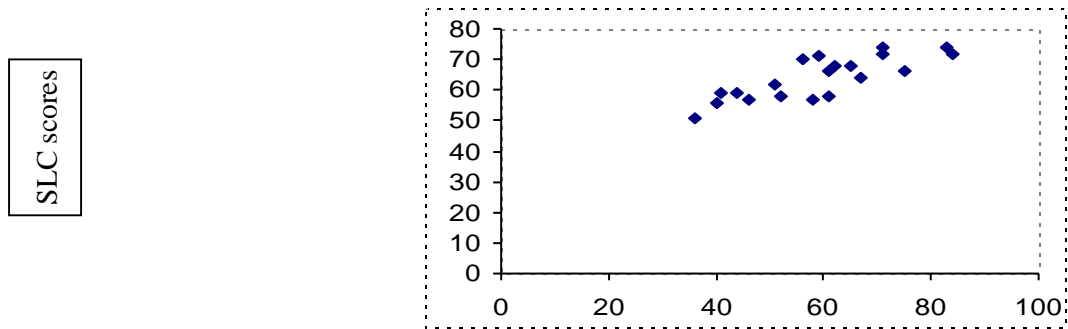
XI. Co-relational analysis of the two sets of scores of students from NYSS, Paknajole.

Table: 36

X	Y	$x = X - 59$	$y = Y - 64$	x^2	y^2	xy	r
71	72	12	8	144	64	96	
83	74	24	10	576	100	240	
65	68	6	4	36	16	24	
84	72	25	8	625	64	200	
71	74	12	10	144	100	120	
56	70	-3	6	9	36	-18	
75	66	16	2	256	4	32	
44	59	-15	-5	225	25	75	
40	56	-19	-8	361	64	152	
41	59	-18	-5	324	25	90	

52	58	-7	-6	49	36	42	
58	57	-1	-7	1	49	7	
62	68	3	4	9	16	12	
46	57	-13	-7	169	49	91	
61	66	2	2	4	4	4	
67	64	8	0	64	0	0	
59	71	0	7	0	49	0	
61	58	2	-6	4	36	-12	
51	62	-8	-2	64	4	16	
36	51	-23	-13	529	169	299	
$\Sigma X= 1183$	$\Sigma Y= 1282$	$\Sigma x= 3$	$\Sigma y= 2$	$\Sigma x^2= 3593$	$\Sigma y^2= 910$	$\Sigma xy= 1470$	0.81

Figure:- 35



Sent-up scores

The table of above reveals that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Nepal Yubak Sec. School, Paknajole is determined to be + 0.81. This indicates that the degree of co-relation between the two results is found very high and the direction of their relationship is positive.

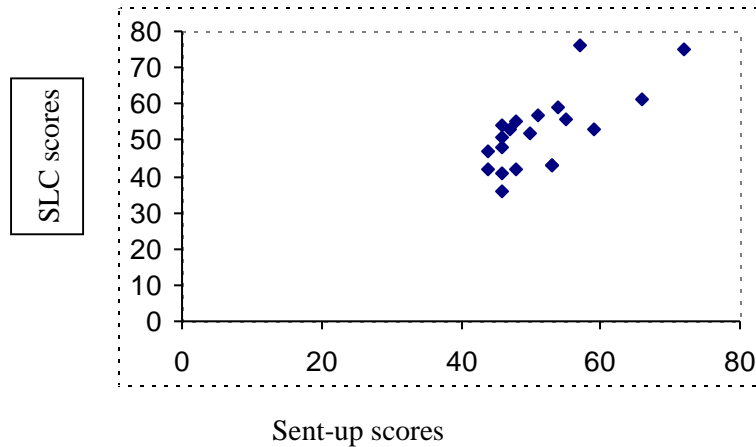
XII. Co-relational analysis of the two sets of scores of students from PKSS, Dillibazar.

Table: 37

X	Y	$x = X - 51$	$y = Y - 52$	x^2	y^2	xy	r
59	53	8	1	64	1	8	
48	42	-3	-10	9	100	30	
50	52	-1	0	1	0	0	
46	41	-5	-11	25	121	55	
47	53	-4	1	16	1	-4	
44	42	-7	-10	49	100	70	
53	43	2	-9	4	81	-18	
46	54	-5	2	25	4	-10	
48	55	-3	3	9	9	-9	
51	57	0	5	0	25	0	
54	59	3	7	9	49	21	
46	48	-5	-4	25	16	20	
72	75	21	23	441	529	483	
57	76	6	24	36	576	144	
44	47	-7	-5	49	25	35	

66	61	15	9	225	81	135	
53	43	2	9	4	81	18	
46	36	-5	-16	25	256	80	
46	51	-5	-1	25	1	5	
55	56	4	4	16	16	16	
$\Sigma X=1031$	$\Sigma Y=1044$	$\Sigma x= 11$	$\Sigma y= 22$	$\Sigma x^2= 1057$	$\Sigma y^2= 2072$	$\Sigma xy= 1079$	0.72

Figure:- 36



The table of above reveals that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Padma Kanya Sec. School, Dillibazar is determined to be + 0.72. This makes obvious that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

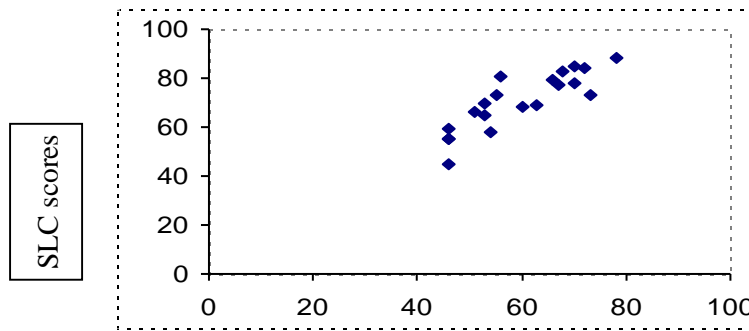
XIII. Co-relational analysis of the two sets of scores of students from RRS, Baneshwar.

Table: 38

X	Y	$x = X - 60$	$y = Y - 71$	x^2	y^2	xy	r
78	88	18	17	324	289	306	
72	84	12	13	144	169	156	
70	85	10	14	100	196	140	
56	81	-4	10	16	100	-40	
55	73	-5	2	25	4	-10	
68	83	8	12	64	144	96	
51	66	-9	-5	81	25	45	
66	79	6	8	36	64	48	
46	55	-14	-16	196	256	224	
70	78	10	7	100	49	70	
54	58	-6	-13	36	169	78	
67	77	7	6	49	36	42	
53	65	-7	-6	49	36	42	
46	59	-14	-12	196	144	168	
53	70	-7	-1	49	1	7	
73	73	13	2	169	4	26	
63	69	3	-2	9	4	-6	
46	55	-14	-16	196	256	224	

46	45	-14	-26	196	676	364	
60	68	0	-3	0	9	0	
$\Sigma X=1193$	$\Sigma Y=1411$	$\Sigma x=-7$	$\Sigma y=-9$	$\Sigma x^2=2035$	$\Sigma y^2=2631$	$\Sigma xy=1980$	0.85

Figure:- 37



Sent-up scores

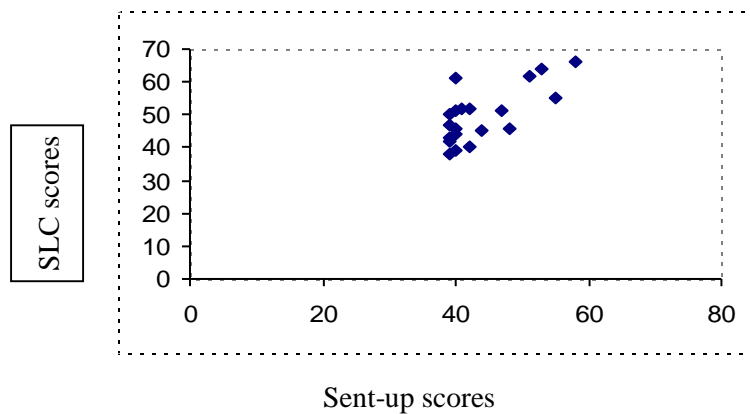
The table of above indicates that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Ratna Rajya H. Sec. School, Baneshwar is determined to be + 0.85. This makes clear that the degree of co-relation between the two results is found very high and the direction of their relationship is positive.

XIV. Co-relational analysis of the two sets of scores of students from JPS, Kalimati.

Table: 39

X	Y	$x = X - 44$	$y = Y - 50$	x^2	y^2	xy	r
39	43	-5	-7	25	49	35	
40	51	-4	1	16	1	-4	
40	46	-4	-4	16	16	16	
40	61	-4	11	16	121	-44	
39	50	-5	0	25	0	0	
40	39	-4	-11	16	121	44	
39	42	-5	-8	25	64	40	
58	66	14	16	196	256	224	
40	44	-4	-6	16	36	24	
48	46	4	-4	16	16	-16	
41	52	-3	2	9	4	-6	
44	45	0	-5	0	25	0	
42	40	-2	-10	4	100	20	
51	62	7	12	49	144	84	
42	52	-2	2	4	4	-4	
55	55	11	5	121	25	55	
39	47	-5	-3	25	9	15	
47	51	3	1	9	1	3	
53	64	9	14	81	196	126	
39	38	-5	-12	25	144	60	
$\Sigma X=876$	$\Sigma Y=994$	$\Sigma x=-4$	$\Sigma y=-6$	$\Sigma x^2=694$	$\Sigma y^2=1332$	$\Sigma xy=672$	0.69

Figure:- 38



This table indicates that the coefficient of co-relation between the two sets of scores of the subject English of 20 students from Jana Prabhat Sec. School, Kalimati is determined to be + 0.69. This makes clear that the degree of co-relation between the two results is found high and the direction of their relationship is positive.

3.3.4 School-wise Co-relational Analysis on the Whole

The co-relational analysis of the two sets of scores of the students from all the selected schools in the subject English on the whole has been calculated using the formula of ‘**Actual Mean Method**’ as follows:

School-Co-relational analysis of the two sets of scores on the whole

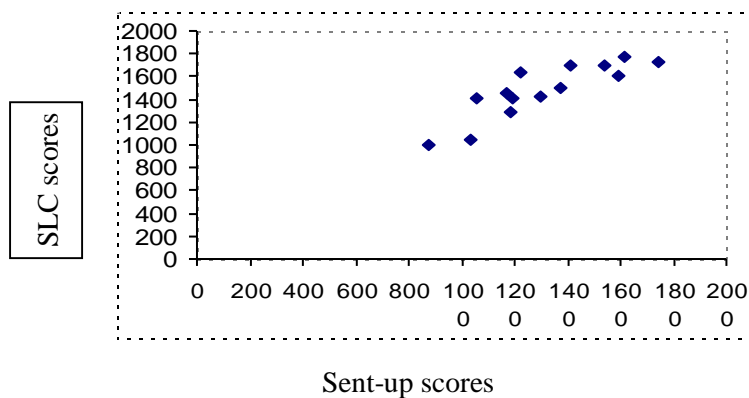
Table: 40

Schools	X	Y	x	y	x ²	y ²	xy	r
Lab.	1411	1702	-9	2	2087	580	785	
LRI	1221	1635	1	-5	755	481	474	
EXS	1590	1610	9	10	329	492	193	
PHSS	1301	1424	1	4	277	670	259	
GPS	1737	1776	17	36	143	974	147	
SVI	1612	1767	12	7	824	47	105	
VSNHSS	1556	1714	16	14	640	160	179	
NRHSS	1374	1495	-6	-5	1442	2247	1313	
TSS	1173	1453	-7	-7	755	571	398	
SGSS	1057	1403	-3	3	963	1913	1107	
NYSS	1183	1282	3	2	3593	910	1470	
JPSS	876	994	-4	-6	694	1332	672	
PKSS	1031	1044	11	22	1057	2072	1079	
RRHSS	1193	1411	-7	-9	2035	2631	1980	
G. Total	ΣX=18315	ΣY=20710	Σx=34	Σy=68	Σx ² =15594	Σy ² =15080	Σxy=10161	0.66

The table above shows the degree of co-relation between the two sets of scores of the fourteen high schools of Kathmandu district in the subject English. Out of them, the degree of co-relation between the two sets of scores of the twenty students from Ratna Rajya Higher

Sec. School, Baneshwar is calculated to be the highest i.e. +0.85 whereas that from Galaxy Public School, Gyaneshwar is determined to be the lowest i.e. +0.40 The coefficient of correlation between the two sets of scores of the students from the twelve schools on the whole is determined to be +0.66. This shows that the degree of co-relation between the two sets of scores of English of two hundred forty students from the twelve schools as a whole is high and the direction of their relationship is positive. In other words, the two sets of scores of the students on the whole are in high magnitude. And the increase or decrease in the value of one set of scores on average is associated with the increase or decrease in the value of another set of scores. It can be concluded from the analysis that the Sent-up examination English question paper could predict the performance of the students for their SLC English performance to some extent. That is, the Sent-up English question paper has high (positive) predictive validity.

Figure: 39

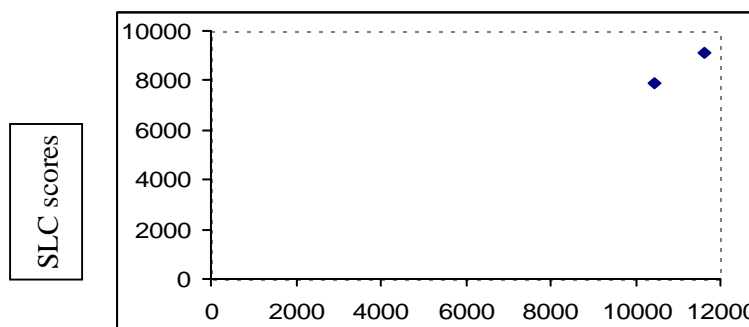


3.3.5 Co-relational analysis of the two sets of scores between Private and Public Schools

Table: 41

Schools	X	Y	x	y	x ²	y ²	xy	r
Private	10428	11628	47	68	5055	3404	2142	
Public	7887	9082	-13	0	10539	11676	8019	
G. Total	$\sum X=18315$	$\sum Y=20710$	34	68	$\sum x^2=15594$	$\sum y^2=15080$	$\sum xy=10161$	0.66

Figure: 40



Sent-up scores

The table above shows the degree of co-relation between the two sets of scores between private and public schools in the subject English. Out of them, the degree of co-relation between the two sets of scores of public school students is calculated to be the highest i.e. +0.72 whereas that of private school students is determined to be the lowest i.e. +0.51. The coefficient of co-relation between the two sets of scores on the whole is determined to be +0.66. This shows that the degree of co-relation between the two sets of scores of English between private and public schools as a whole is high and the direction of their relationship is positive. In other words, the two sets of scores of the students on the whole are in high magnitude. And the increase or decrease in the value of one set of scores on average is associated with the increase or decrease in the value of another set of scores. It can be concluded from the analysis that the Sent-up examination English question paper could predict the performance of the students for their SLC English performance on the average. That is, the Sent-up English question paper has high (positive) predictive validity.

3.3.6 Sex-wise Co-relational Analysis

The co-relational analysis of the two sets of scores of the students from all the selected schools in terms of sex has been calculated using the formula of ‘**Actual Mean Method**’ as follows:

I) Co-relational Analysis of the two sets of scores of female students

Table: 42

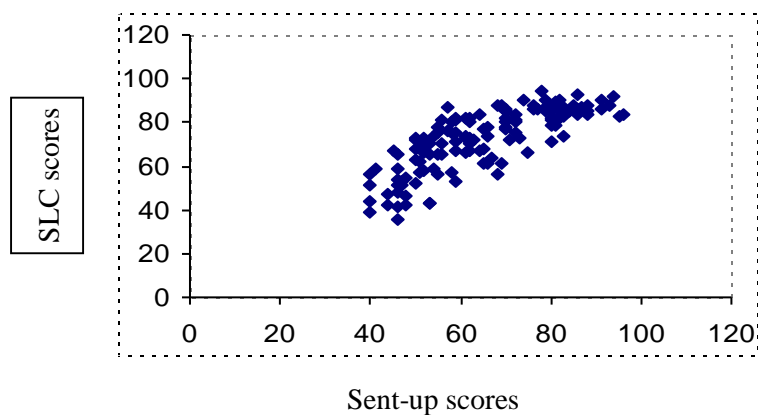
X	Y	$x = X - 65$	$y = Y - 73$	x^2	y^2	xy	r
70	77	5	4	25	16	20	
64	67	-1	-6	1	36	6	
62	72	-3	-1	9	1	3	
65	61	0	-12	0	144	0	
63	72	-2	-1	4	1	2	
62	73	-3	0	9	0	0	
66	78	1	5	1	25	5	
62	70	-3	-3	9	9	9	
59	67	-6	-6	36	36	36	
70	80	5	7	25	49	35	
79	87	14	14	196	196	196	
86	86	21	13	441	169	273	
83	87	18	14	324	196	252	
64	84	-1	11	1	121	-11	
82	90	17	17	289	289	289	

84	85	19	12	361	144	228	
77	86	12	13	144	169	156	
82	86	17	13	289	169	221	
72	81	7	8	49	64	56	
80	87	15	14	225	196	210	
61	82	-4	9	16	81	-36	
62	80	-3	7	9	49	-21	
59	82	-6	9	36	81	-54	
74	90	9	17	81	289	153	
55	78	-10	5	100	25	-50	
69	88	4	15	16	225	60	
59	81	-6	8	36	64	-48	
58	80	-7	7	49	49	-49	
91	86	26	13	676	169	338	
91	90	26	17	676	289	442	
86	84	21	11	441	121	231	
94	92	29	19	841	361	551	
93	88	28	15	784	225	420	
88	88	23	15	529	225	345	
85	88	20	15	400	225	300	
88	85	23	12	529	144	276	
96	84	31	11	961	121	341	
84	85	19	12	361	144	228	
95	83	30	10	900	100	300	
87	87	22	14	484	196	308	
78	94	13	21	169	441	273	
59	75	-6	2	36	4	-12	
86	93	21	20	441	400	420	
70	85	5	12	25	144	60	
70	86	5	13	25	169	65	
76	86	11	13	121	169	143	
69	61	4	-12	16	144	-48	
55	65	-10	-8	100	64	80	
68	56	3	-17	9	289	-51	
59	53	-6	-20	36	400	120	
48	42	-17	-31	289	961	527	
50	52	-15	-21	225	441	315	
46	41	-19	-32	361	1024	608	
47	53	-18	-20	324	400	360	
44	42	-21	-31	441	961	651	
53	43	-12	-30	144	900	360	
46	54	-19	-19	361	361	361	
48	55	-17	-18	289	324	306	
51	57	-14	-16	196	256	224	
54	59	-11	-14	121	196	154	
46	48	-19	-25	361	625	475	
72	75	7	2	49	4	14	
57	76	-8	3	64	9	-24	

44	47	-21	-26	441	676	546	
66	61	1	-12	1	144	-12	
53	43	-12	-30	144	900	360	
46	36	-19	-37	361	1369	703	
46	51	-19	-22	361	484	418	
55	56	-10	-17	100	289	170	
71	72	6	-1	36	1	-6	
83	74	18	1	324	1	18	
65	68	0	-5	0	25	0	
56	70	-9	-3	81	9	37	
75	66	10	-7	100	49	-70	
40	56	-25	-17	625	289	425	
41	59	-24	-14	576	196	336	
52	58	-13	-15	169	225	195	
58	57	-7	-16	49	256	112	
61	66	-4	-7	16	49	28	
67	64	2	-9	4	81	-18	
59	71	-6	-2	36	4	12	
51	62	-14	-11	196	121	154	
54	74	-11	1	121	1	-11	
50	68	-15	-5	225	25	75	
45	67	-20	-6	400	36	120	
61	74	-4	1	16	1	-4	
62	67	-3	-6	9	36	18	
65	77	0	4	0	16	0	
72	80	7	7	49	49	49	
55	75	-10	2	100	4	-20	
56	65	-9	-8	81	64	72	
52	70	-13	-3	169	9	39	
57	87	-8	14	64	196	-112	
58	75	-7	2	49	4	-14	
66	74	1	1	1	1	1	
61	73	-4	0	16	0	0	
50	72	-15	-1	225	1	15	
52	73	-13	0	169	0	0	
62	82	-3	9	9	81	-27	
52	68	-13	-5	169	25	65	
50	63	-15	-10	225	100	150	
52	66	-13	-7	169	49	91	
50	73	-15	0	225	0	0	
46	65	-19	-8	361	64	152	
72	84	7	11	49	121	77	
70	85	5	12	25	144	60	
56	81	-9	8	81	64	-72	
70	78	5	5	25	25	25	
53	65	-12	-8	144	64	96	
46	59	-19	-14	361	196	266	
53	70	-12	-3	144	9	36	

73	73	8	0	64	0	0	
83	83	18	10	324	100	180	
82	83	17	10	289	100	170	
70	82	5	9	25	81	45	
82	82	17	9	289	81	153	
80	87	15	14	225	196	210	
80	79	15	6	225	36	90	
79	85	14	12	196	144	168	
86	85	21	12	441	144	252	
80	71	15	-2	225	4	-30	
80	82	15	9	225	81	135	
80	85	15	12	225	144	180	
88	84	23	11	529	121	253	
80	81	15	8	225	64	120	
81	79	16	6	256	36	96	
68	88	3	15	9	225	45	
82	87	17	14	289	196	238	
79	90	14	17	196	289	238	
81	89	16	16	256	256	256	
76	88	11	15	121	225	165	
85	87	20	14	400	196	280	
82	87	17	14	289	196	238	
47	51	-18	-22	324	484	396	
48	46	-17	-27	289	729	459	
40	44	-25	-29	625	841	725	
40	39	-25	-34	625	1156	850	
40	51	-25	-22	625	484	550	
$\Sigma X=9053$	$\Sigma Y=10053$	$\Sigma x=98$	$\Sigma y=-31$	$\Sigma x^2=29678$	$\Sigma y^2=27061$	$\Sigma xy=22419$	0.79

Figure: 41



This table indicates that the coefficient of co-relation between the two sets of scores of the subject English of female students on the whole is determined to be + 0.79. This shows that the degree of co-relation between the two sets of scores is very high and the direction of their relationship is positive.

II) Co-relational Analysis of the two sets of scores of male students

Table: 43

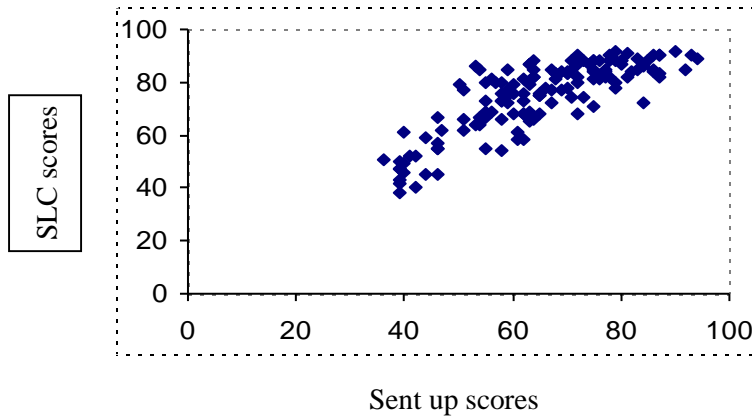
X	Y	$x = X - 65$	$y = Y - 75$	x^2	y^2	xy	r
63	87	-2	12	4	144	-24	
67	85	2	10	4	100	20	
51	77	-14	2	196	4	28	
50	79	-15	4	225	16	-60	
63	87	-2	12	4	144	-24	
71	88	6	13	36	169	78	
63	79	-2	4	4	16	-8	
55	80	-10	5	100	25	-50	
55	69	-10	-6	100	36	60	
64	85	-1	10	1	100	-10	
64	82	-1	7	1	49	-7	
58	76	-7	1	7	1	-7	
87	90	22	15	484	225	330	
87	90	22	15	484	225	330	
87	83	22	8	484	64	176	
86	85	21	10	441	100	210	
87	82	22	7	484	49	154	
75	84	10	9	100	81	90	
92	85	27	10	729	100	270	
64	88	-1	13	1	169	-13	
65	75	0	0	0	0	0	
77	82	12	7	144	49	84	
65	75	0	0	0	0	0	
73	74	8	-1	64	1	-8	
62	58	-3	-17	9	289	51	
67	72	2	-3	4	9	-6	
62	73	-3	-2	9	4	6	
65	68	0	-7	0	49	0	
63	65	-2	-10	4	100	20	
63	67	-2	-8	4	64	16	
70	78	5	3	25	9	15	
53	86	-12	11	144	121	-132	
78	90	13	15	169	225	195	
77	85	12	10	144	100	120	
75	88	10	13	100	169	130	
72	80	7	5	49	25	35	
78	82	13	7	169	49	91	
83	85	18	10	324	100	180	
86	84	21	9	441	81	189	
75	85	10	10	100	100	100	
86	90	21	15	441	225	315	
64	82	-1	7	1	49	-7	
82	84	17	9	289	81	153	
59	85	-6	10	36	100	-60	

79	92	14	17	196	289	238	
57	80	-8	5	64	25	-40	
72	88	7	13	49	169	91	
83	89	18	14	324	196	252	
70	83	5	8	25	64	40	
70	84	5	9	25	81	45	
71	85	6	10	36	100	60	
75	88	10	13	100	169	130	
59	72	-6	-3	36	9	18	
62	81	-3	6	9	36	-18	
79	80	14	5	196	25	70	
80	88	15	13	225	169	195	
72	82	7	7	49	49	49	
77	84	12	9	144	81	108	
75	81	10	6	100	36	60	
80	88	15	13	225	169	195	
70	83	5	8	25	64	40	
62	68	-3	-7	9	49	21	
58	73	-7	-2	49	4	14	
69	84	4	9	16	81	36	
69	77	4	2	16	4	8	
68	81	3	6	9	36	18	
84	86	19	11	361	121	209	
65	76	0	1	0	1	0	
58	54	-7	-21	49	441	147	
61	61	-4	-14	16	196	56	
55	67	-10	-8	100	64	80	
84	72	19	-3	361	9	-57	
71	74	6	-1	36	1	-6	
44	59	-21	-16	441	256	336	
62	68	-3	-7	9	49	21	
46	57	-19	-18	361	324	342	
61	58	-4	-17	16	289	68	
36	51	-29	-24	841	576	696	
64	66	-1	-9	1	81	9	
58	73	-7	-2	49	4	14	
62	76	-3	1	9	1	-3	
60	79	-5	4	25	16	-20	
60	76	-5	1	25	1	-5	
64	82	-1	7	1	49	-7	
59	75	-6	0	36	0	0	
54	64	-11	-11	121	121	121	
54	67	-11	-8	121	64	88	
66	78	1	3	1	9	3	
56	81	-9	6	81	36	-54	
59	77	-6	2	36	4	-12	
58	80	-7	5	49	25	-35	
46	67	-19	-8	361	64	152	

47	62	-18	-13	324	169	234	
40	49	-25	-26	625	676	650	
56	69	-9	-6	81	36	54	
39	47	-26	-28	676	784	728	
78	88	13	13	169	169	169	
55	73	-10	-2	100	4	20	
68	83	3	8	9	64	24	
51	66	-14	-9	196	81	126	
46	55	-19	-20	361	400	380	
54	85	-11	10	121	100	110	
67	77	2	2	4	4	4	
63	69	-2	-6	4	36	12	
46	55	-19	-20	361	400	380	
46	45	-19	-30	361	900	570	
60	68	-5	-7	25	49	35	
76	82	11	7	121	49	77	
76	81	11	6	121	36	66	
79	78	14	3	196	9	42	
75	71	10	-4	100	16	-40	
81	82	16	7	256	49	112	
72	68	7	-7	49	49	-49	
80	87	15	12	225	144	180	
72	87	7	12	49	144	84	
84	87	19	12	361	144	228	
74	87	9	12	81	144	108	
73	88	8	13	64	169	104	
94	89	29	14	841	196	406	
72	90	7	15	49	225	105	
90	92	25	17	625	289	425	
76	88	11	13	121	169	143	
81	91	16	16	256	256	256	
93	90	28	15	784	225	420	
85	88	20	13	400	169	260	
74	87	9	12	81	144	108	
79	88	14	13	196	169	182	
39	43	-26	-32	676	1024	832	
40	46	-25	-29	625	841	725	
40	61	-25	-14	625	196	350	
39	50	-26	-25	676	625	650	
39	42	-26	-33	676	1089	858	
58	66	-7	-9	49	81	63	
41	52	-24	-23	576	529	552	
44	45	-21	-30	441	900	630	
42	40	-23	-35	529	1225	805	
51	62	-14	-13	196	169	182	

42	52	-23	-23	529	529	529	
55	55	-10	-20	100	400	200	
39	47	-26	-28	676	784	728	
53	64	-12	-11	144	121	132	
39	38	-26	-37	676	1369	962	
$\Sigma X=9262$	$\Sigma Y=10657$	$\Sigma x=26$	$\Sigma y=-6$	$\Sigma x^2=27580$	$\Sigma y^2=25072$	$\Sigma xy=21714$	0.82

Figure: 42



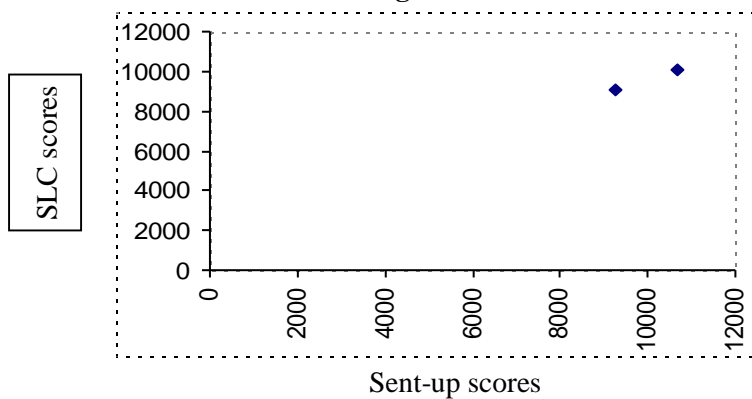
This table shows that the coefficient of co-relation between the two sets of scores of the subject English of male students on the whole is determined to be + 0.82. This indicates that the degree of co-relation between the two sets of scores is found very high and the direction of their relationship is positive.

3.3.7 Sex-wise Co-relational Analysis of the two sets of scores on the Whole

Table: 44

Sex	X	Y	x	y	x^2	y^2	xy	r
Male	9262	10657	26	-6	27580	25072	21714	
Female	9053	10053	98	-31	29678	27061	22419	
G. Total	$\Sigma X=18315$	$\Sigma Y=20710$	124	-37	$\Sigma x^2=57258$	$\Sigma y^2=52133$	$\Sigma xy=44133$	0.80

Figure: 43



This table indicates that the degree of co-relation between the two sets of scores of the male students in the subject English is determined to be the highest i.e. +0.82 whereas that of female students is determined to be the lowest i.e. +0.79. The coefficient of co-relation

between the two sets of scores of both male and female students on the whole in the subject English is determined to be +0.80. This shows that the degree of co-relation between the two sets of scores of English of both male and female students as a whole is very high and the direction of their relationship is positive. In other words, the two sets of scores of the students on the whole are related in very high magnitude. And the increase or decrease in the value of one set of scores on average is associated with the increase or decrease in the value of another set of scores. It can be concluded from the analysis that the Sent-up examination English question paper could predict the performance of the students for their SLC English performance. That is to say, the Sent-up English question paper has very high (positive) predictive validity.

3.3.8 Rank-wise Co-relational Analysis

The co-relational analysis of the two sets of scores of the students from all the selected schools in terms of rank has been calculated using the formula of ‘**Actual Mean Method**’ as follows:

I) Co-relational Analysis of the two sets of scores of the Distinction holder students

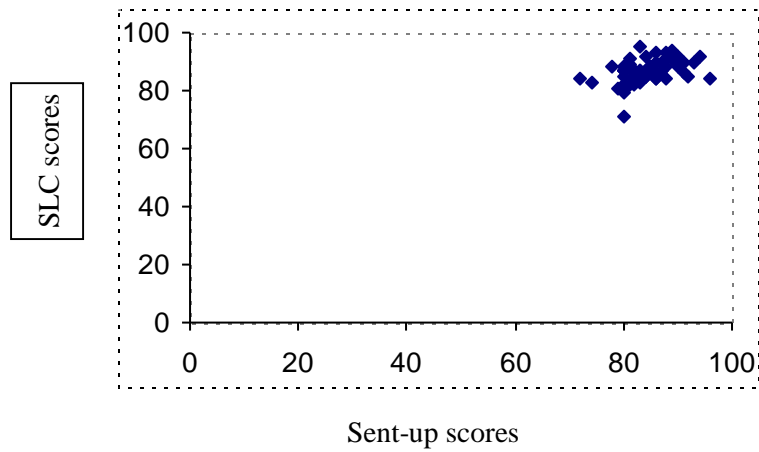
Table: 45

X	Y	$x = X - 84$	$y = Y - 87$	x^2	y^2	xy	r
86	90	2	3	4	9	6	
80	88	-4	1	16	1	-4	
78	88	-6	1	36	1	-6	
90	88	6	1	36	1	6	
90	90	6	3	36	9	18	
89	91	5	4	25	16	20	
84	92	0	5	0	25	0	
91	86	7	-1	49	1	-7	
91	90	7	3	49	9	21	
87	90	3	3	9	9	9	
86	84	2	-3	4	9	-6	
94	92	10	5	100	25	50	
87	90	3	3	9	9	9	
88	93	4	6	16	36	24	
83	87	-1	0	1	0	0	
88	88	4	1	16	1	4	
82	87	-2	0	4	0	0	
88	84	4	-3	16	9	-12	
82	87	-2	0	4	0	0	
85	88	1	1	1	1	1	
93	90	9	3	81	9	27	
81	91	-3	4	9	16	-12	

90	92	6	5	36	25	30	
81	89	-3	2	9	4	-6	
89	94	5	7	25	49	35	
85	87	1	0	1	0	0	
82	87	-2	0	4	0	0	
84	87	0	0	0	0	0	
80	87	-4	0	16	0	0	
86	86	2	-1	4	1	-2	
80	81	-4	-6	16	36	24	
80	82	-4	-5	16	25	20	
80	71	-4	-16	16	256	64	
80	87	-4	0	16	0	0	
82	83	-2	-4	4	16	8	
86	93	2	6	4	36	12	
82	84	-2	-3	4	9	6	
80	88	-4	1	16	1	-4	
72	84	-12	-3	144	9	36	
74	83	-10	-4	100	16	40	
79	81	-5	-6	25	36	30	
80	85	-4	-2	16	4	8	
86	85	2	-2	4	4	-4	
80	79	-4	-8	16	64	-32	
82	82	-2	-5	4	25	10	
81	82	-3	-5	9	25	15	
83	83	-1	-4	1	16	4	
80	87	-4	0	16	0	0	
86	84	2	-3	4	9	-6	
83	85	-1	-2	1	4	2	
82	86	-2	-1	4	1	2	
84	85	0	-2	0	4	0	
83	87	-1	0	1	0	0	
87	87	3	0	9	0	0	
83	95	-1	8	1	64	-8	
92	85	8	-2	64	4	-16	
84	85	0	-2	0	4	0	
96	84	12	3	144	9	36	
86	85	2	-2	4	4	-4	
85	88	1	1	1	1	1	
85	88	1	1	1	1	1	
$\Sigma X=5153$	$\Sigma Y=5287$	$\Sigma x=19$	$\Sigma y=-14$	$\Sigma x^2=1277$	$\Sigma y^2=958$	$\Sigma xy=450$	0.40

The table of above indicates that the coefficient of co-relation between the two sets of scores of the subject English from the distinction holder students is determined to be +0.40. This proves that the degree of co-relation between the two results is low and the direction of their relationship is positive.

Figure: 44



II) Co-relational Analysis of the two sets of scores of the 1st division holder students

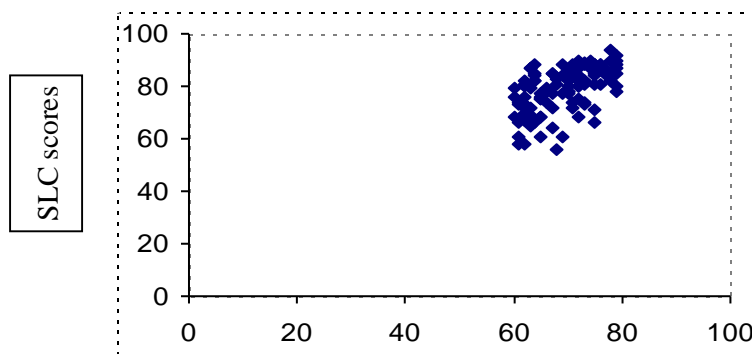
Table: 46

X	Y	$x = X - 69$	$y = Y - 78$	x^2	y^2	xy	r
75	84	6	6	36	36	36	
64	88	5	10	25	100	50	
63	87	6	9	36	81	54	
67	85	-2	7	4	49	-14	
67	85	-2	7	4	49	-14	
62	80	-7	2	49	4	-14	
63	87	6	9	36	81	54	
71	88	2	10	4	100	20	
63	79	-6	1	36	1	-6	
64	85	-5	7	25	49	-35	
74	90	5	12	25	144	60	
69	88	0	10	0	100	0	
64	82	-5	4	25	16	-20	
79	87	10	9	100	81	90	
78	90	9	12	81	144	108	
77	85	8	7	64	49	56	
75	88	6	10	36	100	60	
77	86	8	8	64	64	64	
75	85	6	7	36	49	42	
70	77	1	-1	1	1	-1	
65	75	-4	-3	16	9	12	
73	82	4	4	16	16	16	
65	75	-4	-3	16	9	12	
73	74	4	-4	16	16	-16	
62	73	-7	-5	49	25	35	
66	78	-3	0	9	0	0	
70	78	1	0	1	0	0	
73	82	4	4	16	16	16	
72	84	3	6	9	36	18	
70	85	1	7	1	49	7	

68	83	-1	5	1	25	-5	
67	77	-2	-1	4	1	2	
73	73	4	-5	16	25	-20	
66	74	-3	-4	9	16	12	
61	73	-8	-5	64	25	40	
62	82	-7	4	49	16	-28	
62	76	-7	-2	49	4	14	
60	76	-9	-2	81	4	18	
64	82	-5	4	25	16	-20	
66	78	-3	0	9	0	0	
71	72	2	-6	4	36	-12	
65	68	-4	-10	16	100	40	
71	74	2	-4	4	16	-8	
75	66	6	12	36	144	72	
67	64	-2	-14	4	196	28	
72	75	3	-3	9	9	-9	
65	76	-4	-2	16	4	8	
79	80	10	2	100	4	20	
72	82	3	4	9	16	12	
77	84	8	6	64	36	48	
75	81	6	3	36	9	18	
70	83	1	5	1	25	5	
69	84	0	6	0	36	0	
69	77	0	-1	0	1	0	
68	81	-1	3	1	9	-3	
79	92	10	14	100	196	140	
78	94	9	16	81	256	144	
73	89	4	11	16	121	44	
75	88	6	10	36	100	60	
70	86	1	8	1	64	8	
79	88	10	10	100	100	100	
74	87	6	9	36	81	54	
76	88	7	10	49	100	70	
72	90	3	12	9	144	36	
76	88	7	10	49	100	70	
73	88	4	10	16	100	40	
74	87	5	9	25	81	45	
79	90	10	12	100	144	120	
72	87	3	9	9	81	27	
72	80	3	2	9	4	6	
78	82	9	4	81	16	36	
73	81	4	3	16	9	12	
64	67	-5	-11	25	121	55	
62	72	-7	-6	49	36	42	
65	61	-4	-17	16	289	68	
63	72	-6	-6	36	36	36	
62	73	-7	-5	49	25	35	
62	58	-7	-20	49	400	140	

67	72	-2	-6	4	36	12	
65	68	-4	-10	16	100	40	
63	65	-6	-13	36	169	78	
63	67	-6	-11	36	121	66	
62	70	-7	-8	49	64	56	
75	88	6	10	36	100	60	
70	83	1	5	1	25	5	
70	84	1	6	1	36	6	
71	85	2	7	4	49	14	
76	86	7	8	49	64	56	
62	81	-7	3	49	9	-21	
62	68	-7	-10	49	100	70	
69	61	0	-17	0	289	0	
61	61	-8	-17	64	289	136	
68	56	-1	-22	1	484	22	
70	80	1	2	1	4	2	
64	84	-5	6	25	36	-30	
70	78	1	0	1	0	0	
60	68	-9	-10	81	100	90	
76	81	7	3	49	9	21	
79	78	10	0	100	0	0	
75	71	6	-7	36	49	42	
70	82	1	4	1	16	4	
79	85	10	7	100	49	70	
72	68	3	-10	9	100	-30	
66	79	-3	1	9	1	-3	
63	69	-6	-9	36	81	54	
72	80	3	2	9	4	6	
65	77	-4	-1	16	1	4	
62	67	-7	-11	49	121	77	
61	74	-8	-4	64	16	32	
60	79	-9	1	81	1	-9	
64	66	-5	-12	25	144	60	
61	58	-8	-20	64	400	160	
61	66	-8	-12	64	144	96	
62	68	-7	-10	49	100	70	
$\Sigma X=7877$	$\Sigma Y=8954$	$\Sigma x=36$	$\Sigma y=86$	$\Sigma x^2=3664$	$\Sigma y^2=8162$	$\Sigma xy=3626$	0.66

Figure: 45



Sent-up scores

This table indicates that the coefficient of co-relation between the two sets of scores of the subject English from the first division holder students is determined to be + 0.66. This shows that the degree of co-relation between the two results is high and the direction of their relationship is positive.

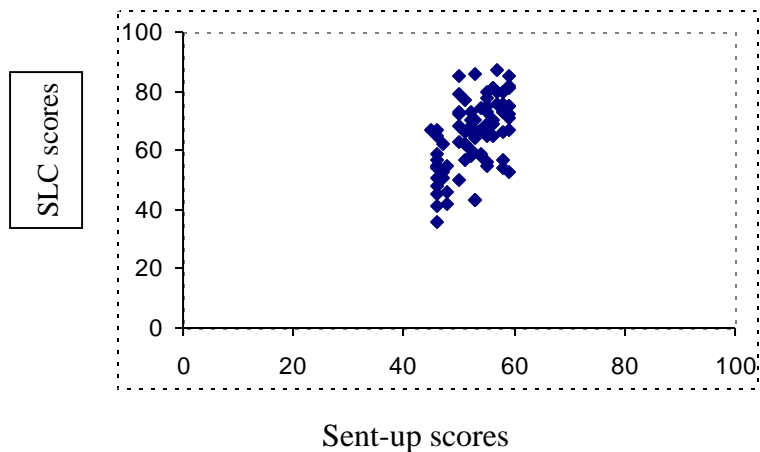
III) Co-relational Analysis of the two sets of scores of the 2nd division holder students

Table: 47

X	Y	$x = X - 53$	$y = Y - 65$	x^2	y^2	xy	r
59	85	6	20	36	400	120	
59	75	6	10	36	100	60	
57	80	4	15	16	225	60	
51	77	-2	12	4	144	-24	
50	85	-3	20	9	400	-60	
55	80	2	15	4	225	30	
58	80	5	15	25	225	75	
55	73	2	18	4	324	36	
59	72	6	7	36	49	42	
57	87	4	22	16	484	88	
56	81	3	16	9	256	48	
58	75	5	10	25	100	50	
58	73	5	8	25	64	40	
58	80	5	15	25	225	75	
55	65	2	0	4	0	0	
58	54	5	11	25	121	55	
46	67	-7	2	49	4	-14	
56	69	3	4	9	16	12	
55	67	2	2	4	4	4	
59	53	6	12	36	144	72	
48	42	-5	-13	25	169	65	
50	50	-3	-15	9	225	45	
46	41	-7	-24	49	576	168	
47	53	-6	-12	36	144	72	
53	43	0	-22	0	484	0	
46	54	-7	-11	49	121	77	
48	55	-5	-10	25	100	50	
51	57	-2	-8	4	64	16	
54	59	1	-6	1	36	-6	
46	48	-7	-17	49	289	119	
57	76	4	11	16	121	44	
59	75	6	10	36	100	60	
53	43	0	-22	0	484	0	
46	36	-7	-29	49	841	203	
46	51	-7	-14	49	196	98	
55	56	2	-9	4	81	-18	
52	58	-1	-7	1	49	7	

58	57	5	-8	25	64	-40	
54	67	1	2	1	4	2	
46	57	-7	-8	49	64	56	
56	70	3	5	9	25	15	
59	71	6	6	36	36	36	
51	62	-2	-3	4	9	6	
58	73	5	8	25	64	40	
54	74	1	9	1	81	9	
50	68	-3	3	9	9	-9	
45	67	-8	2	64	4	-16	
54	67	1	2	1	4	2	
55	75	2	10	4	100	20	
56	65	3	0	9	0	0	
52	70	-1	5	1	25	-5	
50	72	-3	7	9	49	-21	
52	73	-1	8	1	64	-8	
52	68	-1	3	1	9	-3	
50	63	-3	-2	9	4	6	
47	62	-6	-3	36	9	18	
52	60	-1	-5	1	25	5	
50	73	-3	8	9	64	-24	
46	65	-7	0	49	0	0	
56	81	3	16	9	256	48	
51	66	-2	1	4	1	-2	
46	55	-7	-10	49	100	70	
54	58	1	-7	1	49	-7	
53	65	0	0	0	0	0	
46	59	-7	-6	49	36	42	
53	70	0	5	0	25	0	
46	55	-7	-10	49	100	70	
46	45	-7	-20	49	400	140	
50	79	-3	14	9	196	-42	
55	69	2	4	4	16	8	
59	82	6	17	36	289	102	
55	78	2	13	4	169	26	
59	81	6	16	36	256	96	
58	76	5	11	25	121	55	
53	86	0	21	0	441	0	
59	67	6	2	36	4	12	
58	66	5	1	25	1	5	
48	46	-5	-19	25	361	95	
51	62	-2	-3	4	9	6	
55	55	2	-10	4	100	-20	
47	51	-6	-14	36	196	84	
53	64	0	-1	0	1	0	
$\Sigma X=4344$	$\Sigma Y=5370$	$\Sigma x=-12$	$\Sigma y=106$	$\Sigma x^2=1606$	$\Sigma y^2=11430$	$\Sigma xy=2646$	0.61

Figure: 46



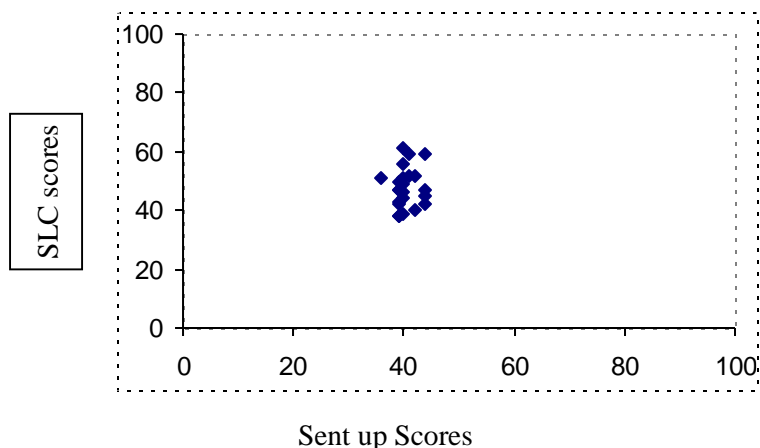
This table shows that the coefficient of co-relation between the two sets of scores of the subject English from the second division holder students is determined to be + 0.61. This proves that the degree of co-relation between the two sets of scores is found high and the direction of their relationship is positive.

IV) Co-relational Analysis of the two sets of scores of the 3rd division holder students

Table: 48

X	Y	$x = X - 40$	$y = Y - 48$	x^2	y^2	xy	r
39	38	-1	-10	1	100	10	
39	47	-1	-1	1	1	1	
41	52	1	4	1	16	4	
44	45	4	-3	16	9	-12	
42	40	2	8	4	64	16	
40	44	0	-4	0	16	0	
42	52	2	4	4	16	8	
39	43	-1	-5	1	25	5	
40	51	0	3	0	9	0	
40	46	0	-2	0	4	0	
40	61	0	13	0	169	0	
39	50	-1	2	1	4	-2	
40	39	0	-9	0	81	0	
39	42	-1	-6	1	36	6	
39	47	-1	-1	1	1	1	
40	49	0	1	0	1	0	
36	51	-4	3	16	9	-12	
44	59	4	11	16	121	44	
40	56	0	8	0	64	0	
41	59	1	11	1	121	11	
44	47	4	-1	16	1	-4	
44	42	4	6	16	36	24	
39	38	-1	-10	1	100	10	
$\Sigma X=941$	$\Sigma Y=1098$	$\Sigma x=11$	$\Sigma y=22$	$\Sigma x^2=97$	$\Sigma y^2=1004$	$\Sigma xy=110$	0.35

Figure: 47



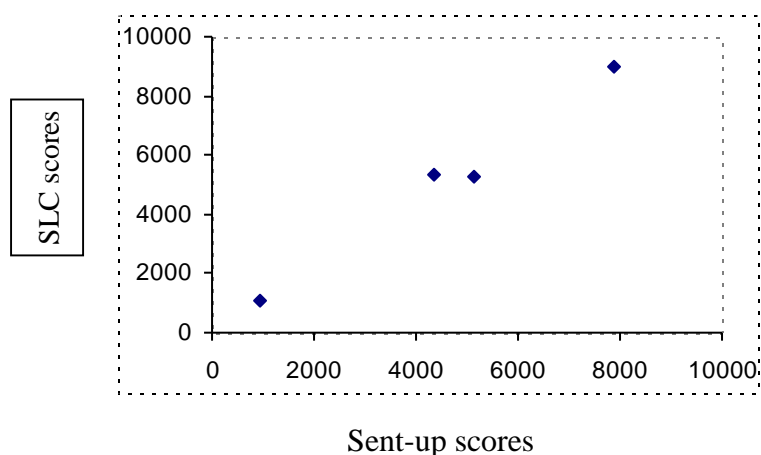
This table shows that the coefficient of co-relation between the two sets of scores of the subject English from the second division holder students is determined to be + 0.35. This proves that the degree of co-relation between the two sets of scores is found low and the direction of their relationship is positive.

3.3.9 Rank-wise Co-relational Analysis of two sets of scores on the Whole

Table: 49

Rank	X	Y	x	y	x^2	y^2	xy	r
Dist.	5153	5287	19	-14	1277	958	450	
1 st div.	7877	8954	36	86	3664	8162	3626	
2 nd div.	4344	5370	-12	106	1606	11430	2646	
3 rd div.	941	1098	11	22	97	1004	110	
G. Total	$\Sigma X=18315$	$\Sigma Y=20709$	$\Sigma x=54$	$\Sigma y=200$	$\Sigma x^2=6644$	$\Sigma y^2=21554$	$\Sigma xy=6832$	0.57

Figure: 48



This table above shows the degree of co-relation between the two sets of scores of the first division holder students in the subject English is determined to be the highest i.e. +0.66 whereas that of the third division holder students is determined to be the lowest i.e. +0.35.

The coefficient of co-relation between the two sets of scores on the whole is determined to be +0.57. This indicates that the degree of co-relation between the two sets of scores in the subject English as a whole is found high and the direction of their relationship is positive. In other words, the two sets of scores of English as a whole are related high. And the increase or decrease in the value of one set of scores on average is associated with the increase or decrease in the value of another set of scores. It can be concluded from the analysis that the Sent-up examination English question paper could predict the performance of the students for their SLC English performance. That is, the Sent-up English question paper has high (positive) predictive validity.

3.4 Co-relational Analysis of the two sets of scores on the Whole

Table: 50

X	Y	x = X - 65	y = Y - 74	x ²	y ²	xy	r
86	90	21	16	441	256	336	
64	82	-1	8	1	64	-8	
82	84	17	10	289	100	170	
59	85	-6	11	36	121	-66	
79	92	14	18	196	324	252	
78	94	13	20	169	400	260	
59	75	-6	1	36	1	-6	
86	93	21	19	441	361	399	
57	80	-8	6	64	36	-48	
75	88	10	14	100	196	140	
50	85	-15	11	225	121	-165	
83	89	18	15	324	225	270	
70	83	5	9	25	81	45	
70	84	5	10	25	100	50	
71	85	6	11	36	121	66	
75	88	10	14	100	196	140	
59	72	-6	-2	36	4	12	
70	86	5	12	25	144	60	
76	86	11	12	121	144	132	
62	81	-3	7	9	49	-21	
63	87	-2	13	4	169	-26	
67	85	2	11	4	121	22	
61	82	-4	8	16	64	-32	
51	77	-14	3	196	9	-42	
50	79	-15	5	225	25	-75	
62	80	-3	6	9	36	-18	
63	87	-2	13	4	169	-26	
71	88	6	14	36	196	84	
63	79	-2	5	4	25	-10	

55	80	-10	6	100	36	-60	
55	69	-10	-5	100	25	50	
59	82	-6	8	36	64	-48	
64	85	-1	11	1	121	-11	
74	90	9	16	81	256	144	
55	78	-10	4	100	16	-40	
69	88	4	14	16	196	56	
59	81	-6	7	36	49	-42	
64	82	-1	8	1	64	-8	
58	76	-7	2	49	4	-14	
58	80	-7	6	49	36	-42	
76	82	11	8	121	64	88	
76	81	11	7	121	49	77	
79	78	14	4	196	16	56	
75	71	10	-3	100	9	-30	
83	83	18	9	324	81	162	
82	83	17	9	289	81	153	
70	82	5	8	25	64	40	
81	82	16	8	256	64	128	
82	82	17	8	289	64	136	
80	87	15	13	225	169	195	
80	79	15	5	225	25	75	
79	85	14	11	196	121	154	
86	85	21	11	441	121	231	
80	71	15	-3	225	9	-45	
72	68	7	-6	49	36	-42	
80	82	15	8	225	64	120	
80	85	15	11	225	121	165	
88	84	23	10	529	100	230	
80	81	15	7	225	49	105	
81	79	16	5	256	25	80	
70	77	5	3	25	9	15	
65	75	0	1	0	1	0	
64	67	-1	-7	1	49	7	
62	72	-3	-2	9	4	6	
65	61	0	-13	0	169	0	
63	72	-2	-2	4	4	4	
62	73	-3	-1	9	1	3	
73	82	8	8	64	64	64	
65	75	0	1	0	1	0	
73	74	8	0	64	0	0	
62	58	-3	-16	9	256	48	
67	72	2	-2	4	4	-4	
62	73	-3	-1	9	1	3	
65	68	0	-6	0	36	0	
63	65	-2	-9	4	81	18	
63	67	-2	-7	4	49	14	
66	78	1	4	1	16	4	

62	70	-3	-4	9	16	12	
59	67	-6	-7	36	49	42	
70	78	5	4	25	16	20	
91	86	26	12	676	144	300	
91	90	26	16	676	256	416	
87	90	22	16	484	256	352	
86	84	21	10	441	100	210	
94	92	29	18	841	324	522	
87	90	22	16	484	256	352	
93	88	28	14	784	196	392	
87	83	22	9	484	81	198	
88	88	23	14	529	196	322	
85	88	20	14	400	196	280	
88	85	23	11	529	121	253	
86	85	21	11	441	121	231	
96	84	31	10	961	100	310	
87	82	22	8	484	64	176	
75	84	10	10	100	100	100	
84	85	19	11	361	121	209	
92	85	27	11	729	121	297	
95	83	30	9	900	81	270	
87	87	22	13	484	169	286	
64	88	-1	14	1	196	-14	
70	80	5	6	25	36	30	
79	87	14	13	196	169	182	
86	86	21	12	441	144	252	
83	87	18	13	324	169	234	
64	84	-1	10	1	100	-10	
53	86	-12	12	144	144	-144	
78	90	13	16	169	256	208	
82	90	17	16	289	256	272	
77	85	12	11	144	121	132	
84	85	19	11	361	121	209	
75	88	10	14	100	196	140	
77	86	12	12	144	144	144	
72	80	7	6	49	36	42	
78	82	13	8	169	64	104	
82	86	17	12	289	144	204	
83	85	18	11	324	121	198	
86	84	21	10	441	100	210	
75	85	10	11	100	121	110	
72	81	7	7	49	49	49	
80	87	15	13	225	169	195	
79	80	14	6	196	36	84	
80	88	15	14	225	196	210	
72	82	7	8	49	64	56	
77	84	12	10	144	100	120	
75	81	10	7	100	49	70	

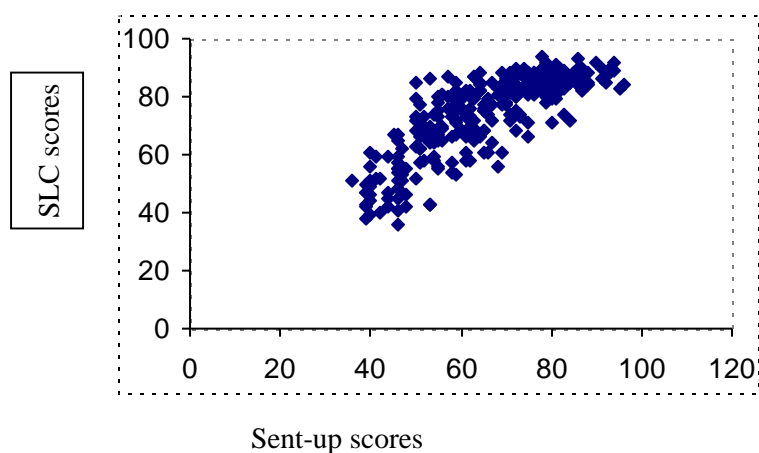
80	88	15	14	225	196	210	
70	83	5	9	25	81	45	
62	68	-3	-6	9	36	18	
58	73	-7	-1	49	1	7	
69	84	4	10	16	100	40	
69	77	4	3	16	9	12	
68	81	3	7	9	49	21	
84	86	19	12	361	144	228	
65	76	0	2	0	4	0	
69	61	4	-13	16	169	-52	
55	65	-10	-9	100	81	90	
58	54	-7	-10	49	100	70	
61	61	-4	-13	16	169	52	
68	56	3	-18	9	324	-54	
55	67	-10	-7	100	49	70	
64	66	-1	-8	1	64	8	
58	73	-7	-1	49	1	7	
62	76	-3	2	9	4	-6	
54	74	-11	0	121	0	0	
50	68	15	-6	225	36	-90	
45	67	-20	-7	400	49	140	
60	79	-5	5	25	25	-25	
60	76	-5	2	25	4	-10	
64	82	-1	8	1	64	-8	
61	74	-4	0	16	0	0	
59	75	-6	1	36	1	-6	
62	67	-3	-7	9	49	21	
54	64	-11	-10	121	100	110	
65	77	0	3	0	9	0	
54	67	-11	-7	121	49	77	
66	78	1	4	1	16	4	
72	80	7	6	49	36	42	
55	75	10	1	100	1	10	
56	65	-9	-9	81	81	81	
52	70	-13	-4	169	16	52	
57	87	-8	13	64	169	-104	
56	81	-9	7	81	49	-63	
58	75	-7	1	49	1	-7	
66	74	1	0	1	0	0	
61	73	-4	-1	16	1	4	
59	77	-6	3	36	9	-18	
50	72	-15	-2	225	4	30	
52	73	-13	-1	169	1	13	
62	82	-3	8	9	64	-24	
52	68	-13	-6	169	36	78	
50	63	-15	-11	225	121	165	
58	80	-7	6	49	36	-42	
46	67	-19	-7	361	49	133	

47	62	-18	-12	324	144	216	
40	49	-25	-25	625	625	625	
56	69	-9	-5	81	25	45	
52	66	-13	-8	169	64	104	
50	73	-15	-1	225	1	15	
39	47	-26	-27	676	729	702	
46	65	-19	-9	361	81	171	
71	72	6	-2	36	4	-12	
83	74	18	0	324	0	0	
65	68	0	-6	0	36	0	
84	72	19	-2	361	4	-38	
71	74	6	0	36	0	0	
56	70	-9	-4	81	16	36	
75	66	10	-8	100	64	-80	
44	59	-21	-15	441	225	315	
40	56	-25	-18	625	324	450	
41	59	-24	-15	576	225	360	
52	58	-13	-16	169	256	208	
58	57	-7	-17	49	289	119	
62	68	-3	-6	9	36	18	
46	57	-19	-17	361	289	323	
61	66	-3	-8	9	64	24	
67	64	2	-10	4	100	-20	
59	71	-6	-3	36	9	18	
61	58	-4	-16	16	256	64	
51	62	-14	-12	196	144	168	
36	51	-29	-23	841	529	667	
59	53	-6	-21	36	441	126	
48	42	-17	-32	289	1024	544	
50	52	-15	-22	225	484	330	
46	41	-19	-23	361	529	437	
47	53	-18	-21	324	441	378	
44	42	-21	-32	441	1024	672	
53	43	-12	-31	144	961	372	
46	54	-19	-20	361	400	380	
48	55	-17	-19	289	361	323	
51	57	-14	-17	196	289	238	
54	59	-11	-15	121	225	165	
46	48	-19	-26	361	676	494	
72	75	7	1	49	1	7	
57	76	-8	2	64	4	-16	
44	47	-21	-27	441	729	567	
66	61	1	-13	1	169	-13	
53	43	-12	-31	144	961	372	
46	36	-19	-38	361	1444	722	
46	51	-19	-23	361	529	437	
55	56	-10	-18	100	324	180	
78	88	13	14	169	196	182	

72	84	7	10	49	100	70	
70	85	5	11	25	121	55	
56	81	-9	7	81	49	-63	
55	73	-10	-1	100	1	10	
68	83	3	9	9	81	27	
51	66	-14	-8	196	64	112	
66	79	1	5	1	25	5	
46	55	-19	-19	361	361	361	
70	78	5	4	25	16	20	
54	58	-11	-16	121	256	176	
67	77	2	3	4	9	6	
53	65	-12	-9	144	81	108	
46	59	-19	-15	361	225	285	
53	70	-12	-4	144	16	48	
73	73	8	-1	64	1	-8	
63	69	-2	-5	4	25	10	
46	55	-19	-19	361	361	361	
46	45	-19	-29	361	841	551	
60	68	-5	-6	25	36	30	
39	43	-26	-31	676	961	806	
40	51	-25	-23	625	529	575	
40	46	-25	-28	625	784	700	
40	61	-25	-13	625	169	325	
39	50	-26	-24	676	576	624	
40	39	-25	-35	625	1225	875	
39	42	-26	-32	676	1024	832	
58	66	-7	-8	49	64	56	
40	44	-25	-30	625	900	750	
48	46	-17	-28	289	784	476	
41	52	-24	-22	576	484	528	
44	45	-21	-29	441	841	609	
42	40	-23	-34	529	1156	782	
51	62	-14	-12	196	144	168	
42	52	-23	-22	529	484	506	
55	55	-10	-19	100	361	190	
39	47	-26	-27	676	729	702	
47	51	-18	-23	324	529	414	
53	64	-12	-10	144	100	120	
39	38	-26	-36	676	1296	936	
80	87	15	14	225	196	210	
72	87	7	14	49	196	98	
84	87	19	13	361	169	247	
74	87	9	13	81	169	117	
82	87	17	13	289	169	221	
85	87	20	13	400	169	260	
73	88	8	14	64	196	112	
76	88	11	14	121	196	154	
94	89	29	15	841	225	435	

81	89	16	15	256	225	240	
72	90	7	16	49	256	112	
79	90	14	16	196	256	224	
90	92	25	18	625	324	450	
76	88	11	14	121	196	154	
81	91	16	17	256	289	272	
93	90	28	16	784	256	448	
85	88	20	14	400	196	280	
74	87	9	13	81	169	117	
82	87	14	13	196	169	182	
79	88	14	14	196	196	196	
$\Sigma X=18315$	$\Sigma Y=20710$	$\Sigma x=149$	$\Sigma y=-47$	$\Sigma x^2=57363$	$\Sigma y^2=51621$	$\Sigma xy=43368$	0.79

Figure: 49



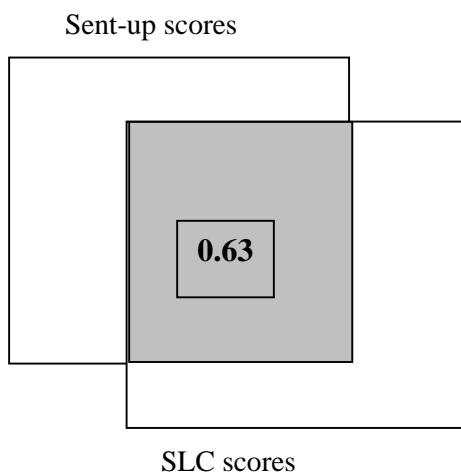
The coefficient of co-relation between the two sets of scores of the students in the subject English on the whole is calculated to be +0.79. This indicates that the degree of co-relation between the two sets of scores in the subject English as a whole is very high and the direction of their relationship on average is positive. In other words, the two sets of scores of the students in the subject English as a whole are related very high. And the increase or decrease in the value of one set of scores on average is associated with the increase or decrease in the value of another set of scores. It can be concluded from the analysis that the Sent-up examination English question paper could predict the performance of the students for their SLC English performance. That is, the Sent-up English question paper has very high (positive) predictive validity.

3.5 The Variance Overlap of Co-relation Coefficient

The co-relation between the two sets of scores is +0.79 and the variance overlap between the two would be $r^2 = +0.79^2 = +0.63$. That is to say, the surface intersection between the two scores equals $+0.79^2$ or +0.63 in the co-relation coefficient +0.79. This can be shown in the following figure.

This figure presented below tells us that the two measures have provided similar information. The magnitude of r^2 indicates that the amount of variance in the sent-up English score is accounted for by SLC English scores or vice-versa. This shows that there is high relationship between the two sets of scores. It can be concluded that the sent-up examination English question paper has high predictive validity on the average.

Figure: 50



3.6 Review of SLC English Examination Result

The new Secondary Curriculum was activated in 2055 B.S. SLC examination based on the new curriculum was started since 2056 B.S. The following table shows the record of SLC English examination result since 2056 to 2062 B.S.:

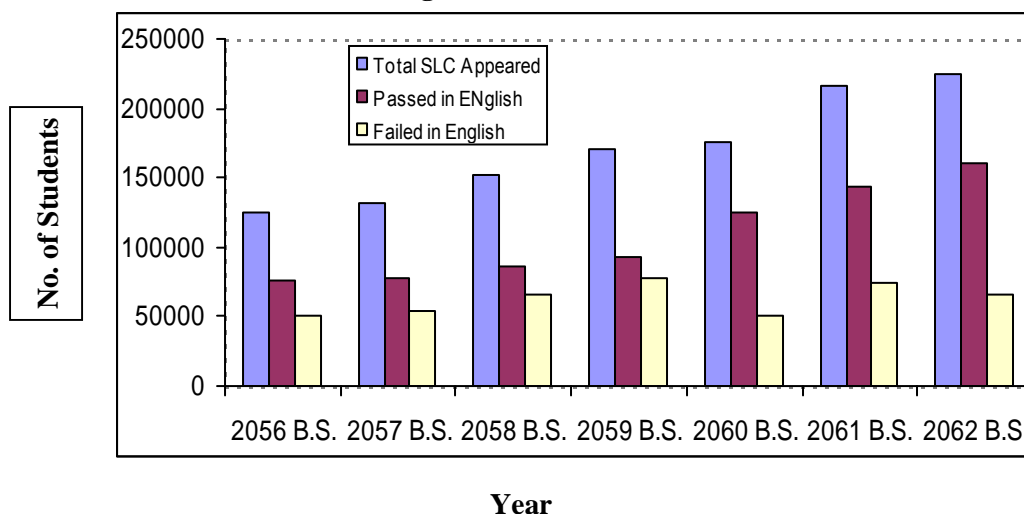
Table: 51

S.N.	Year	Total no. of students appeared in SLC	Passed students in English	Failed students in English
1	2056	125382	75399 (60%)	49983 (40%)
2	2057	131994	78547 (59.5%)	53447 (40.5%)
3	2058	152225	86707 (57%)	65518 (43%)
4	2059	170189	92542 (54%)	77647 (46%)
5	2060	175155	124694 (71%)	50461 (29%)
6	2061	216303	142760 (66%) *	73543 (34%) *
7	2062	225032	159772 (71%) *	65260 (29%) *

The table of above sketches about the SLC results from 2056 B.S in the subject English. to 2062 B.S. This shows that 40%, 40.5%, 43%, 46%, 29%, 34% and 29% of students out of total appeared students in SLC have failed in 2056, 2057, 2058, 2059, 2060,

2061 and 2062 B.S. respectively. Although the failure rate is decreasing in the recent years, more than 35% students fail in SLC every year on the average. The (*) mark indicates that data of 2061 and 2062 B.S. is not an exact because the exact number regarding passed and failed has not been carried out by OCE, Sanothimi till this research has been done.

Figure: 51



Source: Statistics: 1st and 2nd edition, OCE Sanothimi, Bhaktapur.

3.7 Influencing Factors for the Results

The fundamental principle of the present research in this sub-unit was to find out the factors influencing the results. For this purpose, the researcher had collected the opinions of different personalities as Principals/ Headmasters, Curriculum Designers, Educationists, Question Setters of SLC English examination and Secondary English Teachers. So, analysis of the information collected from such various personalities has been presented below:

3.7.1 Analysis of the Information Collected from the Secondary English Teachers (Appendix- VI)

In the questionnaire, there were twenty questions which were asked to each of the twenty English teachers of different schools of Kathmandu valley. Responses given by the English teachers to each question on the whole were analysed for the purpose of identifying the factors influencing the result.

In the first question, teachers responded that many students pass the sent up because of grace marks system, guardians' pressure, liberal checking, loose examination system, home centre for examination halo effect etc. On the other and, SLC creates a kind of terror and their confident level goes down, there is no chance of home centre, quite strict and tight

examination, unfair checking of answer sheets, giving more focus to math and science and, less focus to English, rote learning, time gap, practice etc. cause high failure in the SLC.

In the second question, all the teachers responded that the efforts of the students, difficulty level of the question, poor exam arrangement, environment in the exam hall, unfair examining of answer sheets, exam centre, questions asked from more practiced or less practiced chapters etc. cause that the students obtaining poor marks in the sent up paper may obtain good marks in the English question paper of SLC and vice-versa. In response to the third question, they replied that it can be fair and strict only in the urban areas but sent up is also conducted in fair and strict environment. In the fourth question, most of them agreed that examination of answer sheets in the SLC is not fair. 14 teachers out of 20 agreed that some sort of consideration is made in the sent up in response to the fifth question. Likewise, 16 teachers out of 20 agreed that sent up is relevant with SLC in term of course, standard and question paper format. In response to the seventh question, they replied that sent up paper is helpful to SLC because question is asked in the same pattern, standard, format and grid which helps the students to be familiar with the question format, build rapport with their concept of SLC and decrease the horror of examination. In the eighth question, they responded that the question paper does not cover all the contents of the whole course; it tries to cover most of the courses. In response to the ninth question, 15 out of 20 teachers replied that the question setters go through the curriculum, text books and their objectives while developing the question papers. Likewise, regarding the mark allocation majority of the teachers satisfied with this mark allocation but some of them put a different view that the mark allocation is not fair and proportional to all language skills and, so revision is necessary. 17 teachers out of 20 were sure to follow the grid thoroughly while setting the question papers by the question setters in both the examinations. The opinion was about fifty-fifty regarding the view for course coverage in the examination i.e. about fifty percent of total respondents agreed that the course is quite enough for the examination and about in the same range they denied it. According to the opinion of the teachers, the enough time for the preparation of examination helps for the better result though the time at present is also sufficient. In the fourteenth question, fifty percent of total respondents completely disagree with sent up paper is easier than SLC and remaining others were agreed with this to some extent. In the same way, most of them responded that this standard of question paper is not suitable to all so two different standard question paper is necessary: one for Boarding and towns and next for remote areas. In response to the question no. sixteen, all the teachers agreed that the question format is similar in both the examinations. Regarding the test items, almost all the teachers agreed that

both the question papers carry similar test items. Most of the teachers were agree to change this question format and add some more grammar, subjective and comprehensive questions in advance format. Similarly, they opined that sent up test should be made district wise at least to maintain certain norms and standard and SLC regional. In response to the last question, they accepted that there are some defects as lack of qualified and trained teachers in all the areas, required materials and equipments are not available everywhere easily, some literary portions and grammatical items should be added in the curriculum.

Based on the responses of the English teachers, it was concluded that Grace Mark system, Exam centre, Environment of the exam hall, Process of examining the answer sheets, Difficulty level of the question, Examination structure, Defects of curriculum, lack of trained and qualified teachers, emphasis to other subjects than English are the factors that influence the result.

3.7.2 Analysis of the Information Collected from the Principals/ Headmasters (Appendix- VII)

In the questionnaire, there were eighteen questions which were asked to each of the fourteen Principals/ Headmasters of Kathmandu valley. Responses to each question given by all the Principals/ Headmasters on the whole were analysed for the purpose of identifying the factors influencing the result.

In the first question, they responded that grace marks system, loose environment in the exam hall, casual (weak) evaluation, easy questions in sent up in the government schools of remote areas and guardians' pressure to schools are the main causes for the high pass rate in sent up whereas hast checking of answer sheets, poor teaching, lack of resources and materials, lack of English environment and lack of qualified English teachers in the remote areas are the main causes for the high failure rate in the SLC English examination. Similarly, in the second question, weak examination system, arrangement in the exam hall, practicing of unfair means, consciousness or overconfident of the student lack of fair checking and proper marking scheme are the main causes. In response to the third question, they said that both examinations are conducted in equally fair and strict environment though it varies from place to place and centre to centre. In the fourth question, almost all the respondents made similar responses that it is true to some extent because of the lack of trained and experienced manpower in examining the answer sheets and time boundary for checking the answer sheets. Regarding question number five, 9 Principals out of 14 agreed that it is true to some extent because they think that they would do better in the SLC where it works as an incentive. In the

sixth question, 12 Principals out of 14 agreed with the given statement. All the Principals made similar responses that the sent up paper is helpful to SLC because it helps the students to be familiar with SLC question pattern and format. In response to the question number eight, 12 Principals out of 14 agreed that the question setters go through the curriculum, textbooks and their objectives while developing the question paper. Almost all the respondents were agreed that the question setters follow the grid. In the tenth question, most of the principals said that it does not make any difference for English as it is more skill based than content based. According to the response for the eleventh question, the time is enough for the preparation of both examinations. In response to the twelfth question, they replied that in the remote areas the SLC question may be more difficult than sent up but in the cities and private schools, SLC is easier than sent up. Most of the principals agreed that this standard of question paper is suitable to all but some of them responded that it would better make two different sets: one for Private and city areas and the other for remote areas. In the fourteenth question, they agreed that both the question papers are in the same format. In response to the fifteenth question, all the principals responded that both question papers carry similar test items. Most of the principals suggested changing the present question format. 9 principals out of 14 responded that sent up should be made district wise because it is also a cause for wide gap between two results. In response to the last question, most of the principals gave the similar answer that review is necessary for the secondary English curriculum.

Based on the Principals/ Headmasters' responses, it was concluded that grace marks system, loose environment in the exam hall, casual (weak) evaluation, easy questions in sent up in the government schools of remote areas and guardians' pressure to schools are the main causes for the high pass rate in sent up whereas hast checking of answer sheets, poor teaching, lack of resources and materials, lack of English environment and lack of qualified English teachers in the remote areas, environment of exam hall, lack of trained and experienced examiners for checking answer sheets, examination structure, difficulty level of the question, etc. are the main causes for the high failure rate in the SLC English examination.

3.7.3 Analysis of the Information Collected from the Educationists (Appendix- VIII)

In the questionnaire, there were twenty questions which were asked to each of the five great personalities who have spent many years in the field of education. Responses given by the educationists to each question on the whole were analysed for the purpose of identifying the factors influencing the result.

In the first question, educationists responded that it is the great problem of public schools not the private ones. Loose policy to pass the students in the sent up in public schools, less working days in public schools, no educational environment in the school, social norms and values, use of unfair means in the exam, lack of close supervision of students during SLC preparation cause high failure in the SLC.

In the second question, they responded that the efforts of the students towards the SLC examination, environment in the exam hall and unfair examining of answer sheets are the main causes. In response to the third question, they denied with the given statement and replied that SLC can be fair and strict only in the urban areas but sent up is also conducted in fair and strict environment. In the fourth question, they agreed that examination of answer sheets in the SLC is not fair to some extent because of lack of trained and qualified manpower. Regarding the fifth question, they responded that generally it depends upon the individual; it is not found in private schools but some sort of consideration is made in the sent up in public schools. Likewise, 4 educationists out of 5 agreed that sent up is relevant with SLC in term of course, standard and question paper format. In response to the seventh question, they replied that sent up paper is helpful to SLC because it helps the students to be familiar with the SLC question pattern and build up their confidence to sit for the exam. In the eighth question, they responded questions are relevant. In response to the ninth question, they replied the question paper covers almost all the course but not all. Question setters of both examinations follow the curriculum, textbook and their objectives while developing question paper. Likewise, regarding the mark allocation most of them were satisfied with this mark allocation but some said it is not scientific. It is not scientific to ask the questions from the courses of grade 9 and 10 which should be removed. According to the opinion of the educationists, if more time is given for the preparation of examination, it helps for the better result though the time provided at present is also sufficient. In the fourteenth question, they responded that sent up paper is equally difficult as SLC and sometimes more difficult than SLC; it may be the case in remote areas. In the same way, they responded that this standard of question paper is not suitable to all. In response to the question no. sixteen, all the educationists agreed that the question pattern is similar in both the examinations. Regarding the test items, they all agreed that both the question papers carry similar test items. Most of the educationists were agree to change this question format and making it more practical and skill-based. Similarly, they opined that the present examination system is also a cause for bringing a wide gap between the results. In response to the last question, they responded that

there are some defects in the curriculum as nothing is perfect. So, its effectiveness should be reviewed and revision should be made.

Examining the responses of the educationists, the researcher concluded that process of examining answer sheets, difficulty level of the question, examination structure, curriculum, lack of trained and qualified teachers, no educational environment in the schools, environment in the exam centre are the factors that influence the result.

3.7.4 Analysis of the Information Collected from Curriculum Designers (Appendix- IX)

In the questionnaire, there were eighteen questions which were asked to each of the two curriculum designers of English, CDC, Sanothimi, Bhaktapur. Responses to each question given the curriculum designers on the whole were analysed for the purpose of identifying the factors influencing the result.

In the first question, both curriculum designers responded that lack of proper marking scheme, guardians' pressure in the sent up, nature of the test are the main causes for the high failure rate in the SLC English examination. Similarly, in the second question, they agreed that there are some weaknesses in checking the answer sheets. In response to the third question, they agreed that some sorts of considerations are made in the sent up. In the fourth question, they made similar responses that it is relevant because it is pre-SLC and same types test items are included. Regarding question number five, both agreed that sent up English paper is helpful to SLC as it is pre-SLC. In the sixth question, both curriculum designers replied that SLC question is more relevant to curriculum and their objectives than sent up. In the seventh question, they responded that it does not cover all the contents of the whole course but SLC questions (reading, writing and practical tests) cover all the learning outcomes set in the curriculum. In response to the question number eight they replied that in comparison to reading and writing skill tests, listening and speaking skills do not have adequate marks. Both curriculum designers responded that it is also a cause and government has already decided to ask the SLC questions only from the grade 10 course. In the tenth question, they responded that time is enough for the preparation of SLC examination. In response to the eleventh question, they said that it is true to some extent. In the twelfth question, they agreed that the present SLC question paper is not suitable to all the examinees. They agreed that question setters of both examinations set the questions in the same format. In the fourteenth question, they responded that both the question papers contain same test items. In response to the fifteenth question, they responded that generally it tests what it has claimed to test but not always and it is not necessary to change the present model of question

paper. In the sixteenth question, they replied that it is true to some extent but the main cause is classroom teaching and resources and materials available. Regarding the seventeenth question, they agreed that nothing is complete in itself and there should be added some literary texts. In response to the last question, they responded that there is a deficiency of teaching strategies as well as environment.

According to the curriculum Designers' responses, it was concluded that unfair in scoring the answer sheets, parents' pressure for the sent up pass, use of unfair means in the exam hall, course coverage, disproportional marks allocation for each language skills, standard of the question, curriculum, teaching-learning strategies, resources and materials available are the causes that influence the result.

3.7.5 Analysis of the Information Collected from the Question Setters of SLC English Examination (Appendix- X)

In the questionnaire, there were twenty questions which were asked to each of the three question setters of the SLC English examination in turn. Responses given by the question setters to each question on the whole were analysed for the purpose of investigating the factors influencing the result.

In the first question, all three question setters responded that carelessness in examining the answer sheets, effort of the students towards the exam, a kind of psychological horror and improper teaching are the causes for high failure in the SLC.

In the second question, they responded that the labour or carelessness of the students, standard of the question, environment in the exam hall and process of examining of answer sheets cause that the students obtaining poor marks in the sent up may obtain good marks in SLC and vice-versa. In response to the third question, they responded that SLC examination is not conducted in fair and strict environment; it can be fair and strict only in the urban areas. In the fourth question, all of them agreed that examination of answer sheets in the SLC is not fair. All three question setters agreed that some sort of consideration is made in the sent up in response to the fifth question. Likewise, they all were agreed that sent up is relevant with SLC in term of course, standard and question paper format. In response to the seventh question, they responded that sent up paper is helpful to SLC because question is asked in the same pattern, standard, format, weight age of marks and courses. In the eighth question, they made same response that the question paper does not cover all the contents of the whole course. In response to the ninth question, they replied that the question setters go through the curriculum, text books and their objectives while developing the question papers. Likewise,

regarding the mark allocation 2 of them responded that it is all right. 2 out of 3 were sure to follow the grid thoroughly while setting the question papers by the question setters in both the examinations. In response to the twelfth question, they replied that it affects to some extent but it does not make any difference in English. According to the opinion of the question setters of SLC, it would be better if a little bit more time is given after sent up for the preparation of SLC than now. In the fourteenth question, they responded that SLC paper is easier than sent up. In the same way, they responded that this standard of question paper is suitable for the students of SLC level. In response to the question no. sixteen, they all agreed that the question format is similar in both the examinations. Regarding the test items, 1 of them responded that it may vary but two of them responded it is similar. 2 of them were agreed to change this question format. Similarly, they all made same response that the present exam structure is also a cause. In response to the last question, 2 of them suggested for proper implementation than change.

Examining the responses of the English question setters of SLC English examination, the researcher concluded that lack of proper implementation of the curriculum, present examination structure, time factor; unfair checking of answer sheets, psychological horror, environment in the exam hall and improper teaching are the main factors that influence the result.

3.7.6 Analysis of the Researcher Himself

From the data of OCE, it is seen that more than 35% students fail in SLC in English even if the failure rate is decreasing in the recent years. If we analyse it closely, it is found that those students who fail in English, they are of government schools; it is rare case to fail the students in English from the English medium or private schools. Even in the government schools, schools of remote areas have very poor result. Government schools occupy 70-80% of total SLC appeared students whose result is just 20-30% in total.

In the government schools of rural areas, required resources and materials are not available, teachers are not qualified and trained, less school days in comparison to private schools, teachers are not responsible towards their duties and responsibilities and no teaching-learning environment in the schools because of the political situation of the country, are the main problems. Sent up examination can be conducted by individually, too. So, there are not any certain norms and standard and the teacher can set the questions in favour of him even if it can be of low standard to pass maximum number of students in his subject and show one of the most successful teachers in the school. Students practice the use of unfair

means in the exam hall due to the loose invigilation. Students can sit for the exam in their own school where they do not feel any psychological horror. There is pressure of guardians to school to pass in sent up and school wants to be safe from complain of students making them failed. To encourage the students in their study and doing better in the SLC examination, passing the idea of maximum number of students in the SLC examination from their schools, making some sort of consideration while examining the answer sheets and giving grace marks many students are made passed though they are incapable. On the other hand in the private schools, if the school realized the student can not pass SLC examination, they fail those students in the sent up examination because it is a matter of prestige to show 100% result in the SLC examination. Therefore, the sent up result is quite strict in the private schools.

In the SLC examination, there is no chance of home centre which creates some kind of psychological horror in the examiners, question is of national standard, exam is conducted nation-wide, answer sheets are not checked fairly due to the lack of trained examiners and enough time to check the copy seriously, there is not enough time for the preparation of SLC, there is not any sort of considerations in checking the answer sheets as in the sent up, the environment in the exam hall can be strict, students can not get proper guidance and learning environment due to the lack of trained and qualified teachers in the remote areas, mark allocation is not proper to all language skills and there are not sufficient resources and materials to practice for the exam. So, these can be the main causes for the high failure rate in SLC.

Chapter- Four

4. Findings and Recommendations

This chapter deals with the major findings of the study. On the basis of the findings, recommendations for the improvement of the examination, curriculum as well as course is put forward.

4.1 Findings

The followings are the major findings of this research:

1. On the whole, the coefficient of co-relation between the two sets of scores on sent up and SLC English examinations is +0.79. This indicates that the predictive validity of sent up examination English question paper is very high.
2. In terms of the school-wise co-relational analysis on the whole, the coefficient of co-relation between the two sets of scores on the sent up and SLC English examinations has been found to be +0.66. This indicates that that the predictive validity of the sent up English question paper is high.
3. In terms of sex-wise co-relational analysis on the whole, the co-relation coefficient between the two sets of scores on the sent up and SLC English examinations has been found to be +0.80. This shows that the predictive validity of the sent up English question paper is very high.
4. In terms of rank-wise co-relational analysis on the whole, the co-relation coefficient between the two sets of scores on the sent up and SLC English examinations is +0.69. This reveals that the sent up examination English question paper has high predictive validity.
5. Every year, more than 35% students of total SLC appeared students fail in SLC in English.
6. Almost all the failure students in English in SLC are of government schools
7. Resources, materials and trained and qualified teachers are not available in the remote areas.
8. The marks weighting to each skill in the test paper is not proportional to the weighting of its course contents in both sent up and SLC English question papers. It can be concluded that sent up and SLC examination English question paper could not represent the whole course proportionally.
9. Question paper of SLC English examination is harder for the government school students of remote areas.

10. Sent up English question paper is helpful and relevant to SLC in terms of course, standard and question format.
11. Examining process of SLC answer sheets are unfair due to lack of trained and experienced manpower and time boundary.
12. Question setters of both examinations go through curriculum, textbook and their objectives and follow the grid.
13. Both questions are set in the same format containing similar test items.
14. It is unscientific to ask the questions from the course of grade 9 and 10 but it does not affect in English because it is skill –oriented rather content-oriented.
15. Sent up examination is conducted by an individual school or a group of schools which has created problem to maintain the certain standard.
16. Factors influencing the sent up English examination are: practice of unfair means in the exam hall due to the loose invigilation, home centre, pressure of guardians to school to pass in sent up, to encourage the students in their study for better result in the SLC examination, passing the idea of maximum number of students in the SLC examination from their schools, making some sort of consideration while examining the answer sheets and giving grace marks for the failed students to make passed.
17. Factors influencing the SLC English examination are: Efforts of the students towards the SLC examination, standard of question, unfair checking of answer sheets, exam centre, practicing of unfair means in the of proper guidance, supervision and learning environment and availability sufficient resources and materials to practice for the exam.

4.2 Recommendations

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

1. Every year, 35% students of total SLC appeared students fail in SLC in English. So, proper action should be taken to solve this problem.
2. The students who fail in English in SLC are of government school students. So, the attempts should be made to reduce the rate.
3. Resources, materials and trained and qualified teachers are not available in the remote areas of government schools. Therefore, those things should be maintained in the remote areas.
4. The marks weighting to each skill in the test paper is not proportional to the weighting of its course contents in both sent up and SLC English question papers and sent up and SLC examination English question paper could not represent the whole course proportionally. So, the marks weighting to each skill in the test paper should be made proportional.
5. Question paper of SLC English examination is harder for the government school students of remote areas. So, the quality and standard of education in the rural areas should be increased.
6. Examining process of SLC answer sheets are unfair due to lack of trained and experienced manpower and time boundary. Therefore, steps should be taken to examine the SLC answer sheets in a fair way by trained examiners providing sufficient time to check.
7. Questions for SLC should be set only from the grade 10 course.
8. Sent up examination should be made district-level.
9. A little bit more time should be provided for the preparation of SLC after sent up examination for better result.
10. Sent up exam is also should be conducted in fair and strict environment and any sort of considerations should not be made in the name of passing many students in the sent up examination.
11. Close supervision should be made in government schools and teachers should be made responsible in their subjects
12. Curriculum and present question format should be reviewed.
13. SLC should be conducted in fair and strict environment with fair scoring.

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Appendix-I

List of two the Sets of Scores Obtained by 280 Students on Sent-up and SLC English Exam.

S. N.	Name of Students	F M	Sentup Scores	SLC Scores
1	Shishir Pokhrel	100	86	90
2	Suman Shrestha	100	64	82
3	Hom Bhandari	100	82	84
4	Suraj Bajracharya	100	59	85
5	Bibek Bhandari	100	79	92
6	Sangita Ranabhat	100	78	94
7	Rama Aryal	100	59	75
8	Shristina Shrestha	100	86	93
9	Nirajan Shrestha	100	57	80
10	Sandeep Shakya	100	75	88
11	Sharmila Tamang	100	50	85
12	Sajen Maharjan	100	83	89
13	Dipjal Dhungana	100	70	83
14	Deep Dherchan	100	70	84
15	Dil B. Lama	100	71	85
16	Sagar Adhikari	100	75	88
17	Suman Thakuri	100	59	72
18	Sadichhya Dali	100	70	86
19	Arpana Poudel	100	76	86
20	Prajwal Subba	100	62	81
21	Abhishek Joshi	100	63	87
22	Amit Adhikari	100	67	85
23	Anita Khatri	100	61	82
24	Avinash Pandit	100	51	77
25	Bal C. KC	100	50	79
26	Basanta Bhatta	100	62	80
27	Ayush Sharma	100	63	87
28	Birat Kunwar	100	71	88
29	Bipesh Khadka	100	63	79
30	Dipendra Pantha	100	55	80
31	Daya Lama	100	55	69
32	Indu Thapa	100	59	82
33	Dil M. Thapa	100	64	85
34	Erika Koirala	100	74	90

35	Dikshya Chand	100	55	78
36	Jyoti Pun	100	69	88
37	Leena Timilsina	100	59	81
38	Kshitiz Shrestha	100	64	82
39	Lokesh Verma	100	58	76
40	Menuka Paija	100	58	80
41	Sachin Sedhain	100	76	82
42	Ashik Shrestha	100	76	81
43	Sumit Rana	100	79	78
44	Bikash Lama	100	75	71
45	Smriti Nembang	100	83	83
46	Ritika Khadgi	100	82	83
47	Niva Shrestha	100	70	82
48	Bibek Panta	100	81	82
49	Sanjita Thapa	100	82	82
50	Karuna Ranabhat	100	80	87
51	Shilpa Poddar	100	80	79
52	Kabita Gurung	100	79	85
53	Rebica Chalise	100	86	85
54	Nima Sherpa	100	80	71
55	Nawang Sherpa	100	72	68
56	Amrita Giri	100	80	82
57	Anita Maharjan	100	80	85
58	Girju Rajbansi	100	88	84
59	Alina Tamang	100	80	81
60	Yanzi Sherpa	100	81	79
61	Ambika Thapa	100	70	77
62	Subash Raut	100	65	75
63	Dipa Thapa	100	64	67
64	Sabina Hamal	100	62	72
65	Sharmila Pandit	100	65	61
66	Mandira Gurung	100	63	72
67	Zeena Tamang	100	62	73
68	Sagar KC	100	73	82
69	Sanjiv Thapaliya	100	65	75
70	Rajesh Dali	100	73	74

71	Ramesh Shrestha	100	62	58
72	Suman Maharjan	100	67	72
73	Mahesh Budha.	100	62	73
74	Nirmal Dhungana	100	65	68
75	Sushil Ghimire	100	63	65
76	Shiva Khadka	100	63	67
77	Urmila Shrestha	100	66	78
78	Rupa Timilsina	100	62	70
79	Aruna Chhetri	100	59	67
80	Sujan Magar	100	70	78
81	Sanita Dhaubanj	100	86	91
82	Shriya Khadka	100	90	91
83	Nirav Giri	100	90	87
84	Ersa Tamrakar	100	84	86
85	Richa Jha	100	92	94
86	Nirosh Dhital	100	90	87
87	Sapana Shakya	100	88	93
88	Shasank Upreti	100	83	87
89	Pramisha Adhika	100	88	88
90	Pramila Phagu	100	88	88
91	Salona Baniya	100	85	88
92	Ranish Shrestha	100	85	86
93	Shristi Manan.	100	87	96
94	Nitin Gupta	100	82	87
95	Nitesh Shrestha	100	84	75
96	Roanee KC	100	85	84
97	Sujan Badal	100	87	92
98	Chandani Pun	100	88	95
99	Smriti Shrestha	100	87	87
100	Anjan Hamal	100	88	94
101	Sadichaya Bhand.	100	70	80
102	Amrita Sharma	100	79	87
103	Saru Pun	100	86	86
104	Soni Shrestha	100	83	87
105	Moni Shrestha	100	64	84
106	Manish Shakya	100	73	86
107	Dipesh Bhatta	100	78	90
108	Prarena Sigdel	100	82	90
109	Rustam Chhetri	100	77	85

110	Rakshya Ojha	100	84	85
111	Ranjan Karki	100	75	88
112	Kabita Lama	100	77	86
113	Anup Basnet	100	72	80
114	Rupesh KC	100	78	88
115	Shanta Thapa	100	82	86
116	Abhishek Pradhan	100	83	85
117	Umang Thapaliya	100	86	88
118	Subash Rai	100	75	85
119	Mandipa Khadka	100	72	81
120	Anupa Karki	100	80	87
121	Ashish Pradhan	100	79	88
122	Arati Karakhti	100	82	87
123	Sunil Thapa	100	74	87
124	Janak Adhikari	100	85	88
125	Prashant KC	100	93	90
126	Prajwal Shreshtha	100	81	91
127	Madhusudhan Ac.	100	76	88
128	Prasanna Subedi	100	90	92
129	Sonima Tamang	100	79	90
130	Sunil Gurung	100	72	90
131	Sophia Shrestha	100	81	89
132	Anup Dhungel	100	94	89
133	Riya Maharjan	100	76	88
134	Bhuwan Khadka	100	73	88
135	Arika Poudel	100	85	87
136	Puspa Kunwar	100	82	87
137	Raj Acharya	100	74	87
138	Suvash Dhakal	100	84	87
139	Tsering Sherpa	100	72	87
140	Sadish Pandey	100	80	87
141	Prabin Lama	100	79	80
142	Sanjib Thakuri	100	80	88
143	Dipak Lama	100	72	82
144	Buddhi Gurung	100	77	84
145	Gautam Magar	100	75	81
146	Sanjay Chhetri	100	80	88
147	Paropakar Adhik.	100	70	83
148	Milan Shakya	100	62	68

149	Ramesh Dulal	100	58	73
150	Shrawan Sapkota	100	69	84
151	Sudarshan Adhik.	100	69	77
152	Bishal Adhikari	100	68	81
153	Shyam Khadka	100	84	86
154	Sandesh KC	100	65	76
155	Indira Neupane	100	69	61
156	Mira Magar	100	55	65
157	Abhimanyu Bhan.	100	58	54
158	Nabin Rimal	100	61	61
159	Rita Acharya	100	68	56
160	Thakur Moktan	100	55	67
161	Sundar Shrestha	100	64	66
162	Desh Lama	100	58	73
163	Anup Dhungel	100	62	76
164	Srijana Tamang	100	54	74
165	Sanu Tamang	100	50	68
166	Reshma Lama	100	45	67
167	Pradip Shrestha	100	60	79
168	Netra Lama	100	60	76
169	Sandesh Shrestha	100	64	82
170	Soni Mahat	100	61	74
171	Sujan Basnet	100	59	75
172	Laxmi Khanal	100	62	67
173	Dinesh Pathak	100	54	64
174	Binita Phuyal	100	65	77
175	Shiva Khatri	100	54	67
176	Harihar Silwal	100	66	78
177	Binita Pradhan	100	72	80
178	Santoshi Aryal	100	55	75
179	Reema Nakarmi	100	56	65
180	Rita Adhikari	100	52	70
181	Janu Dhakal	100	57	87
182	Sanjay Karmach.	100	56	81
183	Sabina Mahat	100	58	75
184	Deepa Shahi	100	66	74
185	Sarika Panta	100	61	73
186	Khemraj Ghale	100	59	77
187	Radha Gurung	100	50	72

188	Binda Gurung	100	52	73
189	Binda Acharya	100	62	82
190	Sabina Bhattarai	100	52	68
191	Prarthana Lama	100	50	63
192	Suresh Thapaliya	100	58	80
193	Niranjan Adhikari	100	46	67
194	Nanda Tamang	100	47	62
195	Kailash Gurung	100	40	49
196	Sunil Shrestha	100	56	69
197	Upasana Pokhrel	100	52	66
198	Anju Adhikari	100	50	73
199	Kabi Neupane	100	39	47
200	Sabitra Dhakal	100	46	65
201	Ambika Ghimire	100	71	72
202	Ramila hrestha	100	83	74
203	Jyosana Suwal	100	65	68
204	Anil Mahato	100	84	72
205	Binod Gurung	100	71	74
206	Laxmi Maharjan	100	56	70
207	Kamala Thapa	100	75	66
208	Prabin Gautam	100	44	59
209	Rati Maharjan	100	40	56
210	Priti Maharjan	100	41	59
211	Anju Khadka	100	52	58
212	Sunita Tamang	100	58	57
213	Tsering Tamang	100	62	68
214	Amar Maharjan	100	46	57
215	Sujata Thapa	100	61	66
216	Anila Simkhada	100	67	64
217	Nagina Shrestha	100	59	71
218	Ashok Tripathi	100	61	58
219	Tara Thapa	100	51	62
220	Bal K. Ghimire	100	36	51
221	Shandani Dhakal	100	71	72
222	Dipa Shahi	100	83	74
223	Laxmi Gyawali	100	65	68
224	Sarita Subedi	100	84	72
225	Sonika guragai	100	71	74
226	Pramila Shrestha	100	56	70

227	Laxmi Basnet	100	75	66
228	Ranjali Rai	100	44	59
229	Samjhana Shrest.	100	40	56
230	Srijana Thapa	100	41	59
231	Tanseem Siddiki	100	52	58
232	Sushila Bista	100	58	57
233	Sabina Dhakal	100	62	68
234	Surakshaya Praja	100	46	57
235	Gita Lama	100	61	66
236	Pooja Basnet	100	67	64
237	Rupa Bhatta	100	59	71
238	Sarita Dhungel	100	61	58
239	Deepa Tamang	100	51	62
240	Mala Thapa	100	36	51
241	Abinash Pandey	100	78	88
242	Rina Sharma	100	72	84
243	Sunita Shrestha	100	70	85
244	Manita Ale	100	56	81
245	Dinesh Sibakiti	100	55	73
246	Milan Thakuri	100	68	83
247	Ishwor Koirala	100	51	66
248	Sobit Koirala	100	66	79
249	Raju Sahrestha	100	46	55
250	Nirlogi Shakya	100	70	78
251	Raju Chaudhary	100	54	58
252	Sujan Dangol	100	67	77
253	Bhawan Khati.	100	53	65
254	Mina Acharya	100	46	59
255	Sanju Tamang	100	53	70
256	Sabina Dahal	100	73	73
257	Rabindra Bhan.	100	63	69
258	Laba Bohora	100	46	55
259	Kumar Shrestha	100	46	45
260	Nabin Poudel	100	60	68
261	Bhan B. Darai	100	39	43
262	Urmila Shrestha	100	40	51
263	Arjun Adhikari	100	40	46
264	Krishna Chaudh.	100	40	61
265	Suraj Nepali	100	39	50

266	Pabita Basnet	100	40	39
267	Kalyan Samari	100	39	42
268	Ajay Lama	100	58	66
269	Gayatri Timilsina	100	40	44
270	Anita Maharjan	100	48	46
271	Sanjib Shrestha	100	41	52
272	Sudip Shrestha	100	44	45
273	Nabin Rajbhandar	100	42	40
274	Santosh Basnet	100	51	62
275	Mohmad Islam	100	42	52
276	Raj Poudel	100	55	55
277	Anil Maharjan	100	39	47
278	Rani Tamang	100	47	51
279	Sundar Rimal	100	53	64
280	Bikesh Shrestha		39	38

Appendix-II

Letter to Respondents

Date:-

Dear sir/miss/madam,

My name is Rajendra Prasad Kadel. I am an M. Ed. Student studying under the Department of English Education, Central Department of Education, University Campus, Tribhuvan University, Kirtipur. I am carrying out a research titled '*A Study on the Co-relationship between Sent up and the SLC Examination Results.*' The objectives of this research are to find the co-relationship between the two results and determine the factors influencing the result. This very paper is for identifying the influencing factors for the results. Your judgment and opinions are valuable for me in this respect.

I would like to request you to put your opinions regarding the questions given in the next page. The questions are related with the factors influencing sent up and the SLC results.

I am sorry for asking you to do this tedious job. However, your response will be very important for me. I would be grateful to you for this co-operation. Thank you very much for your willingness to give your opinions in this regard.

In case, you need any clarification, I will be available on the following telephone number- 9841454368.

Thank you very much for your participation in this study once again.

With gratitude,
Rajendra Prasad Kadel
M. Ed. in English,
T. U., Kirtipur,
Kathmandu

Appendix-III

Letter of Recommendation from the Department of English Education

Appendix-IV

Letter of Recommendation from the District Education Office, Kathmandu

Appendix-V

List of Schools Visited in the Reserach

1. Laboratory Higher Secondary School, Kirtipur.
2. Learning Realm International Higher Secondary School, Kalanki.
3. The Excelsior School, Swayambhu.
4. Pragati Higher Secondary School, Balaju.
5. Galaxy Public School, Gyaneshwar.
6. V. S. Niketan Higher Secondary School, Minbhawan.
7. Siddhartha Vanasthali Institute, Balaju.
8. Nepal Rastriya Higher Secondary School, Nepaltar.
9. Tarun Secondary School, Balaju.
10. Siddi Ganesh Secondary School, Sorhakhutte.
11. Nepal Yubak Secondary School, Paknajole.
12. Padma Kanya Secondary School, Dillibazar.
13. Ratna Rajya Higher Secondary School, Baneshwar.
14. Jana Prabhat Secondary School, Kalimati.
15. Saraswati Boarding Higher Secondary School, Chhetrapati
16. Neelgiri School, Paknajole
17. GEMS School, Dhapakhel, Lalitpur.
18. Little Angels' School, Hattiban, Lalitpur.