

**PROFICIENCY OF NON-NATIVE NEPALI SPEAKERS
IN THE USE OF COMMUNICATIVE FUNCTIONS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Master of Education in English**

**Submitted by
Umesh Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

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2010**

T.U. Reg. No.: 37140-94

Campus Roll No.: 262

Second Year Examination Roll No.: 280558/2066

Date of Approval of the

Thesis Proposal: 2067-05-24

Date of Submission:

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Umesh Adhikari** has prepared this thesis entitled **Proficiency of Non-native Nepali Speakers in the Use of Communicative Functions** under my guidance and supervision.

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DEDICATION

Dedicated to my late mother Dev Kumari Adhikari.

ACKNOWLEDGEMENTS

I am very much indebted to my thesis supervisor **Dr. Anju Giri**, Professor at the Department of English Education, T.U. Kirtipur, for her special contribution for providing me with essential ideas and techniques to carry out this research work. I am extremely grateful to her for her regular guidance, invaluable suggestions, encouragement and co-operation to carry out my thesis in this form from very beginning.

I would like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education. Similarly, I am equally indebted to the senior faculties at the Department of English Education **Prof. Dr. Jai Raj Awasthi**, **Prof. Dr. Shanti Basnyat**, **Prof. Dr. Tirtha Raj Khanniya** and **Prof Dr. Govinda Raj Bhattarai** for their support and encouragement.

I am grateful to **Dr. Anjana Bhattarai**, **Dr. Bal Mukunda Bhandari** and other faculty members of the department for their genuine inspiration and insightful suggestions.

I am gratefully acknowledge my deep indebtedness to my wife **Mrs. Meena Adhikari (Khanal)** and my brother **Mr. Ramesh Adhikari** for their continuous support, encouragement and assistance not only to bring out this thesis but also to complete my Master Degree on time.

My sweet remembrance also goes to my small daughter **Tankeshwary Adhikari** who constantly teased me by throwing, writing and tearing the pages at the time of writing the thesis.

Last but not least, I am highly grateful to my father **Govinda Adhikari** and late mother **Dev Kumari Adhikari** without whom I would not get this achievement in my life.

Umesh Adhikari

ABSTRACT

The study entitled '**Proficiency of Non-native Nepali Speakers in the Use of Communicative Functions**' is an attempt to compare, analyze and find out the communicative proficiency of four groups of non-native Nepali speakers, i.e. Magar, Rai, Yadav, and Shrestha who are studying in different schools of Kathmandu valley. The researcher has tried to find out the itemwise proficiency of the students in terms of school, gender and mothertongue. From the whole study, the researcher found 48.78% proficiency of the students. Similarly, female students were better in comparison to male students. Among all four group of non-native Nepali speakers, Rai and Yadav group of students showed the best and weakest proficiency respectively.

This thesis comprises four chapters. Chapter one deals with the introduction, review of the related literature objectives and significant of the study. Chapter two introduces the methodology adapted for the study under which sources of data, population of the study, sample population, tools of data collection, process of data collection and limitations of the study are mentioned. In order to carry out the research, the researcher has used two types of data collection, i.e. primary source of data collection and secondary source of data collection. The population of the study constitutes the tenth graders studying in five different schools of Kathmandu valley. To collect the data the researcher visited the selected schools and administered the questionnaire to the sample population. Chapter three includes analysis and interpretation of the data in which the researcher has used both descriptive and analytical approaches for the analysis and interpretation of the data. Chapter four consists of findings and recommendations.

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ABBREVIATIONS AND SYMBOLS

C.A.	:	Correct Answers
E.A.	:	Elixir Academy
etc.	:	Etcetera
G.P.S.	:	Grammer Public School
G.S.S.	:	Gyanodaya Secondary School
I.A.	:	Incorrect Answers
I.A.	:	Intermediate in Arts
i.e.	:	That is
I.Ed.	:	Intermediate in Education
M.Ed.	:	Master in Education
N.A.	:	Nobel Academy
N.A.	:	No Answers
p.	:	Page
P.C.L.	:	Proficiency in Certificate Level
Reg.	:	Registration
S.L.C.	:	School Leaving Certificate
S.S.S.	:	Saradha Secondary School
T.	:	Total
T.U.	:	Tribhuvan University
U.N.O.	:	United Nations Organization

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is an important property of human beings. We can perform many things by using language. Communication is possible through different ways and means among them human beings use aural-oral means of communication which is as important as food for survival in the speech community.

"A language is a set of signals by which we communicate" (Todd, 1987, p.6). It is the most widely used means of communication. By communication, we mean the exchange of ideas, thoughts, feelings, etc. between two or more persons.

Human being is a social creature. He/she can not live in isolation. In order to fulfill his/her desires, needs and expectations, he/she needs language to communicate. So, language communicates. "Human language is used not only to convey the message for out – groups but used to communicate ideas and information within speech community" (Bandhu, 2060, p.8). Indeed, language is the most valuable single possession of the human race in the absence of which no human being will be alive in this vary world .

To talk about the English language, it is one of the UN languages which is spoken by millions of people in this world. The U.N.O. has allowed it as an official language. So, it is called an international language. One in every seven human beings can speak it. More than half of the world's books and three-quarters of international mails are in English. English has the largest vocabulary perhaps as many as two million words and one of the noblest bodies of literature. In a nutshell, we can say that it is the international language for Nepal and a vital tool for all students to become successful in

local, national and international communication. Undoubtedly, English is one of the means of communication globally and is also the major world language.

1.1.1 ELT Situation

The 20th century has witnessed a lot of progress in the field of linguistics and language pedagogy. A number of approaches and methods of teaching and learning have been proposed and practiced. The grammar translation method was practiced at the very beginning in a long run and it is still in use. To overcome the inadequacies of grammar translation method, other several methods such as direct method, audio-lingual method, communicative method have been practiced over the years. In addition to the behaviouristic approach, we have also practiced natural approach, communicative approach, functional approach, etc. By the same token, various types of syllabi have been used and replaced by another one. For example, lexical syllable was replaced by structural syllabus, and communicative syllabus has now been in practice.

There has been a dominant role of different philosophies or language and language learning at the stages of historical development. The behaviouristic approach which is related to structuralism in linguistics and empiricists school of thought in philosophy, emphasized the stimulus-response-reinforcement minimizing the role of human cognition. Cognitive psychologists, on the other hand, emphasized on the role of cognition. After Chomsky's criticisms of Skinner's 'Review of verbal behaviour' (1959), he introduced and defined the LAD (i.e. Language Acquisition Device) and explained the role of LAD in language acquisition and learning. Chomsky, one of the renowned linguist of the 20th century emphasized the linguistic competence which he calls "creativity" in language – the fact that a competent native speaker can produce a meaningful sentence which has no exact precedent in the speaker's earlier linguistic experience, as well as the fact that competent auditors can understand the sentence immediately, although it is equally new to them (Abraham 2005, p.151). Later, Hymes (1972) proposed that in addition to the linguistic

competence we need to acquire communicative competence. According to him, communicative competence refers to 'the intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context' (as cited in Khaniya 2005, p. 23).

In fact, when children acquire their first language they not only grasp the formal properties of language but also the functional aspect of it. So, a child becomes linguistically and communicatively competent. But in the case of second language, learner may not be communicatively competent in that language even though he is linguistically competent. He may produce grammatically correct sentences but it does not mean that those sentences are situationally appropriate. Indeed, a language user does not become communicatively competent unless he knows when to use a particular structure to whom, when, where and in what manner. The fact is that he has to be situationally appropriate to the content in serving different communicative functions.

1.1.2 Language and Culture in Nepal

Language and culture are regarded as the two sides of the same coin. Cultural knowledge including knowledge of various sub-cultures is referred to as language. Culture is a complex network of knowledge, belief, art, morals, foods, dresses, festivals, laws, customs, rituals and other capabilities and habits acquired by a man as a member of a society. Language is a cultural phenomenon through which this abstract nexus is materialized and articulated. Language is the product and active participant of culture.

We all know that, Nepal is a multilingual, multicultural, multireligious and multiethnic country. Nepal, though a small country, has been very fertile for language. According to the census report of 2001 there are more than 102 ethnic groups. Out of those groups, Brahmin, Chhetri, so-called Untouchable and Indigenous respectively consists of 12.74, 15.80, 13.35 and about 39 percentage of the ethnic groups. These ethnic groups may perhaps have

different background in respect of their religion, culture, language, etc. Therefore, their communicative proficiency in the use of different communicative functions may perhaps also be different by virtue of their such unique self identity in religion, culture, language, etc. Especially, the choice of exponents which are the language utterances or forms that different non-native Nepali speakers use to express a message largely depends upon the linguistic competence and the situation to be encountered and the personalities involved in speaking and the degree of formality to be observed. Due to this reasons, the researcher has focused his study on Proficiency of Non-Native Nepali Speakers in the Use of Communicative Functions which might be a new research work in the English Education Department.

1.1.3 Language Functions

The present two year English curriculum for grade ten has two main purposes: one is to enable 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. With this purpose in mind, the curriculum has been prepared in order to make the grade ten courses more applicable to society both in Nepal and outside world.

Language in the curriculum is seen as a skill that allows one to get things done. The things done through language are described as functions. Since the entire research is based on the communicative functions it is worth-mentioning to talk about language functions in details.

Wilkins (1976, p. 26) states that

The categories of communicative functions refer to the expressing functions or functional meaning (i.e. the social purpose of the utterance). For him, categories of communicative functions are intended to handle the use of language.

Corder (1973, p. 32) reveals the fact that

Most of linguists in one way or another try to work into the definition some statement about the function of language usually in the form of such phrases as: by which man communicates; a system of communications; for the purpose of communication.

Corder takes languages as a means of communication. He further notices the language function as to use to some purpose, to communicate, and be communicated to; to assume certain roles.

According to Halliday:

The term 'function' is used in two distinct though related sense at two very different points in the description of language. First, it is used in the sense of 'grammatical (or syntactic) function' to refer to elements of linguistic structures such as actor, and goal or subject and object or theme and rheme. These functions are the role occupied by classes of words, phrases and the like in the structure of higher units. Secondly, it is used to refer to the 'functions' of language as a whole, which plays a certain role our lives; that is required to serve certain universal type of demand. (1973, p. 104)

To quote Sthapit (2000, p. 9), "A thing can be said to have at least three facts: substance, form and function. For example, the three facts to a glass can be described as

Substance : - glass, steel, paper or plastic

Form	: - cylindrical with one end open
Function	: - communicating message

So, what is a function? The function of a thing is the purpose it serves or the use it is put to."

Thus, despite finding various definitions of language functions, we come into conclusion that language function is the purpose for which language is used. Language function is the umbrella term which constitutes both grammatical function and communicative function. By grammatical function, we understand the relationship of a constituent (word or phrase) with other constituents in a sentence, whereas communicative function refers to the role that language plays in communication in a social context. To go into the realm of grammatical functions is outside the scope of this research. So the communicative function is described in some detail here.

To be straightforward, language function or function of language generally refers to the communicative function of language. For example, language is used to instruct people, to express attitude, to seek, or impart factual information, to socialize, etc. So, instructing, expressing attitude, imparting and seeking factual information, etc. are some of the functions of language.

1.1.4 Classification of Communicative Functions

Communicative functions of a language have been classified variously from broad to narrow classifications. Many linguists have defined and classified it differently.

How many functions does language have? This question can not be answered definitely, partly because the complex nature of language and society and their interrelationship defies any such enumeration and partly because there is nothing like the only

right or proper way of classifying language functions. As a result the number of communicative functions of language depends on how broad or how narrow a given classification system is, (Sthapit, 2000, p. 10).

Thus, we can say that various linguists have the right to classify the language functions differently. Some classifications of language functions are outlined below:

Wilkins (1976, p. 44) classifies language functions into six types as follows:

1. **Judgment and Evaluation:** This category deals with assessments and the subsequent expression of those assessments. For example, valuation, verdiction, committal, release, approval, disapproval, etc.
2. **Suasion:** These are categories of utterance designed to affect the behaviour of others. For example, inducement, compulsion, prediction, tolerance, etc.
3. **Argument:** These categories relate to the exchange of information and views. For example, information, agreement, disagreement, concession, etc.
4. **Rational Inquiry and Exposition:** This category relates to the rational organization of thought and speech. For example, implication, deduction, supposition, assumption, proposition, classification, comparison, contrast, generalization, etc.
5. **Personal Emotions:** The functions in this category express the speaker's emotional reactions to events and people. For example, positive emotions like pleasure, enjoyment, satisfaction, delight, wonder, etc. and negative shock, displeasure, dissatisfaction, annoyance, irritation, care, anxiety, etc.

6. **Emotional Relations:** These are largely phatic utterances expressing as they do various relationships with the person addressed. For example, greeting, sympathy, gratitude, flattery, hostility, etc.

Halliday (1973) gives seven different functions of languages as follows:

1. **Instrumental:** The instrumental function serves to manipulate the environment to cause certain events to happen.
2. **Regulatory:** The regulatory function of language is the control of events.
3. **Representational:** The representational function is the use of language to make statements, convey facts and knowledge, explain or report-that is, to 'represent' reality as one sees it.
4. **Interaction:** The interactional function of language serves to ensure social maintenance.
5. **Personal:** The personal function allows a speaker to express feelings, emotions, personality, etc.
6. **Heuristic:** The heuristic function involves language used to acquire knowledge, to learn about the environment. Heuristic functions are often conveyed in the form of questions that will lead to answers.
7. **Imaginative:** The imaginative function serves to create imaginary systems or ideas.

Cordor (1973, p.44) classifies language functions as:

1. **Personal:** If the orientation is towards the speaker we have the personal functions of language. It is through this function that the speaker reveals his attitude towards what he is speaking about.

2. **Directive:** If the orientation is towards the hearer we have the directive function of language. It is the function of controlling the behaviour of the participant.
3. **Phatic:** If the focus is on the contact between the participants we have the phatic function of language which establishes relations, maintains them and promotes feelings of goodwill and fellowship, or social solidarity.
4. **Referential:** If the focus is on topic we have referential function of language.
5. **Metalinguistic:** This function is associated with the code. When language is used to talk about language itself, it is the metalinguistic function of language.
6. **Imaginative:** Where the focus is on the message, we have the imaginative function of language.

Van.Ek (1976, p.45) classifies language functions into six types as follows:

1. Imparting and seeking actual information. For example, identifying, reporting, correcting, asking, etc.
2. Expressing and finding out intellectual attitudes. For example, expressing agreement and disagreement, inquiring about agreement or disagreement, denying something, accepting/ declaiming an offer or invitation, offering to do something, giving and seeking permission to do something, etc.
3. Expressing and finding out emotional attitude. For example, expressing pleasure/displeasure, hope/surprise, satisfaction/dissatisfaction, sympathy, want/desire, etc.
4. Expressing and finding out moral attitudes. For example, apologizing, granting forgiveness, expressing approval/disapproval, regret, indifference, etc.

5. Getting things done (Suasion). For example, suggesting a course of action, requesting others to do something, inviting others to do something, advising others to do something, warning, instructing, offering, requesting, etc.
6. Socializing. For example, greeting and meeting people, introducing, taking leave, attracting attention, congratulating and proposing a toast.

1.1.5 Correlation Between Language Forms and Language Functions

There is no one – to – one correlation between language forms and language functions. One linguistic form can fulfill a variety of communicative functions and, conversely, one function can be fulfilled by variety of linguistic forms. Concludingly, the form-function relationship can be seen in three different ways:

- a. One linguistic form may serve variety of communicative functions.

For example	- You shall have it tomorrow.
Form	- Declarative
Function	- Offering something
	- Threatening
	- Promising

- b. One linguistic form may serve one communicative function.

For example	- I'm Sorry.
Form	- Declarative
Function	- Making an apology

- c. Several Linguistic forms may serve one communicative function.

For example-

Forms	- You shouldn't write her.
	- If I were you I would stop writing her.
	- Why don't you stop writing her?
	- How about stop writing her?
	- I wonder if you could stop writing her.
	- Try not to write her.

- Stop writing her.
- It's better if you stop writing her.
- Suggest stop writing her.

Function - Asking to stop writing her.

1.1.6 Language Functions

The content of the secondary English curriculum can be seen as a set of functions realized linguistically by grammatical structures and lexical items. The following ten language functions are selected from English curriculum of grade ten for the fulfillment of this study. The language functions are given below along with examples.

S.N.	Functions	Language
1.	Reporting Statements	He told me (that) he was leaving.
2.	Reporting Questions	Gita asked me where Hari was. She asked me if he was at home.
3.	Reporting commands	The head teacher told me to come school at ten o'clock
4.	Giving and withholding permission	You can But you mustn't ... Let her sit here. Don't let them write in the book.
5.	Reporting, giving and withholding permission	I'm allowed to stay at home on Saturday. They are not permitted to enter through this gate.
6.	Giving advice /warnings	You should .../you ought to ... Why don't you ...? You aren't allowed to ...
7.	Expressing conditions (I)	If you play volleyball, you'll be late. If you don't eat, you'll be hungry.
8.	Expressing conditions (II) (Unless, had, provided that, if only)	Unless Sita could sing, She would not be very popular. If he had not come to Nepal, he would not have seen Mt. Everest.

9.	Asking for reasons purposes and their responses (because, because of, so that, for, to, in order to, therefore, etc.)	Why did you go to Pokhara ? I went to Pokhara because Why do you go to the bank? I go to bank so that I can
10.	Expressing unexpected results (though/although/even though, however, in spite of , despite, etc.)	Although he is rich, he wears rages. The water was icy cold, however we went swimming.

(Adapted from Secondary Level English Curriculum CDC, Nepal)

1.1.7 Testing Proficiency of Communicative Functions

The notion whether how situationally a person is appropriate to the context in the use of different communicative functions is the matter of how proficient that person is in that function. The term 'proficiency' is derived from the word 'proficient' which means according to the Oxford Advanced Learner's Dictionary (1989), 'be able to do something in a skilled or an expert way because of training and practice'. So, the term of proficiency refers to the capability or efficiency of the students in the two broader skills of languages productive and receptive. So the term 'Proficiency', more specifically, refers to the capability or efficiency of the students in the use of different communicative functions with reasonable ease according to the situations and needs directed towards them. This vividly shows the fact that the notion of proficiency is taken from the objective laid down in the use of the communicative functions in the English language curriculum of the secondary level so as to make the students capable to communicate and understand the day-to-day situations, problems, needs, desires, etc. directed towards them.

With regards to testing proficiency of communicative functions, it seems difficult to have a straightforward position. Different testing experts have given different arguments. It is said that testing proficiency of communicative function does not require that the tests themselves should be communicative. As has been argued elsewhere, the context of an utterance emerges as very vital in establishing its meaning.

What is convincing about testing is that the performance task in communicative test should be representative of the type of task the learner might encounter in their real life situation. They are also expected to correspond to normal language use where an integration of communicative skill is required. (Khaniya, 2005, p. 25)

In fact, while testing proficiency of communicative functions the tester should try to judge the students' ability to use language appropriately for fulfilling different language functions in various contexts. A language test that seeks to find out what candidates can do with language provides a focus for purposeful everyday communication activities. At the initial stage, the tester may give new structures and ask the students to use those exponents in serving different communicative functions appropriately. The tester may also give a situational context and ask to use a particular function in that situation. The students can also be asked to form various types of dialogues or conversation which will fit in the given situations. Communicative exchanges can also be asked by giving the situations of different formality levels of various exponents for serving different communicative functions. The tester may prepare questionnaire of different sorts such as questions requiring some context of language use so that the informants will write as many communicative functions related to the situations as they know. The tester may prepare multiple choice questions to elicit the receptive abilities of the students.

1.2 Review of the Related Literature

A very few researches have been carried out regarding the communicative proficiency of the students in the use of communicative functions. Some of the researches related to my research study are as follows:

Guragain (2003) has conducted a research entitled 'A Study on the Learner's Ability to Use Colloquial'. He wanted to find out the master's level students' ability to use colloquial communicative expressions. He found that students were better at interpretation the expressions than producing the same and that M.Ed. (English) students were the most able and MBS students were the least able to use colloquial communicative expressions.

Sharma (2004) has carried out a research entitled 'A Study on the Proficiency in the Communicative Functions and their Exponents: A Comparative Study'. He wanted to examine the proficiency of the S.L.C. level students in the communicative function and their strengths and weaknesses in the structures and communicative functions. He found that the students' proficiency in English Language Structures and communicative functions was not satisfactory. They had more mistakes in written discourse than oral discourse.

Dahal (2004) has conducted a research on 'Students' Proficiency in Expressing Communicative Function'. He wanted to find out the students' proficiency in expressing communicative functions. He also wanted to find out form function reciprocity and show the vertical relationship of communicative functions between secondary and higher secondary level. He found out that students' proficiency was not found satisfactory. Most of the functions were realized by only one form and most of the exponents were found in declarative forms and most of the exponents were found to be used under only one function.

Yadav (2005) has carried out a research entitled 'Proficiency of Secondary Level Students in Using Communicative Functions in English'. His main objective was to find out the proficiency of both receptive and productive

language skills of secondary level students in using communicative functions. He concluded that the proficiency of the secondary level students was not satisfactory. He found that comparatively the proficiency of the secondary level students was found to be better in receptive skills than in productive skills.

Ghimire (2007) has carried out a research on 'A study on PCL Second Year Students' Proficiency in Communicative Functions in English'. He wanted to find out the PCL second year students' communicative proficiency on the basis of communicative functions as taught and learned in their PCL first year study from the newly introduced textbook named 'New Headway Intermediate Students' Book'. He also wanted to compare students' proficiency in a both receptive and productive way. He concluded that students were better in the communicative purpose, i.e. they were more proficient in using appropriate expressions of languages on their own to serve those communicative functions in the given situations. The findings also revealed that I.A. students' communicative proficiency both receptive and productive was better compared against their I. Ed. counterparts.

Gyanwali (2007) has conducted a research entitled 'Grade X Students' Proficiency in the Use of Communicative Functions'. He wanted to examine the students' proficiency in certain functions. He also wanted to find out the students' weakness and strengths in the structure and communicative functions. He came to the conclusion that the students were weak in relating language functions with their correct responses.

Thus, some researches have done their research on grade IX whereas others on grade X as well as P.C.L. students' proficiency in the use of communicative functions but till now no one has done their research on the Non-native Nepali Speakers. Therefore, the researcher thinks that the study might be a new study in the English Education Department and would be fruitful for the curriculum and syllabus designers, textbook writers, language trainers, teachers, students and other new researchers as well.

1.3 Objectives of the Study

This study aimed at achieving the following objectives:

1. To find out the proficiency of ‘Non-native Nepali Speakers in the Use of Communicative Functions’.
2. To compare and analyze itemwise proficiency of Non-native Nepali Speakers in the use of language functions in terms of the following variables:
 - A. School
 - B. Gender
 - C. Mother tongue
3. To suggest some pedagogical implications of the findings of this study.

1.4 Significance of the Study

As the study provides information about students' proficiency level in serving different communicative functions by different Non-native Nepali Speakers, the significance of this study can hardly be exaggerated in the field of English language pedagogy. All the curriculum experts and syllabus designers will know the scenarios of the proficiency level of different communicative functions shown by the students of different Non-native Nepali Speakers, and will accordingly design the course. By the same token, the teachers will decide whether to prioritize the particular students having come from particular Non-native Nepali Speakers while teaching communicative functions. As a result, the students who come from different Non-native Nepali community will be benefited in teaching and learning activities. This shows the importance of teaching communicative functions to different Non-native Nepali Speakers so as to feel them easy in day-to-day communication.

CHAPTER - TWO

METHODOLOGY

Methodology is a process by means of which new facts and information about a particular subject matter is sought. The study was conducted by using the following methodology.

2.1 Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the tenth graders of different Non-native Nepali Speakers who were studying in different schools of Kathmandu valley.

2.1.2 Secondary Sources of Data

A number of curriculums, books, journals, pervious theses and research reports were used for carrying out the works successfully. Some of them were Todd (1991), Wilkins (1976), Van. Ek (1976), Corder (1973).

2.2 Population of the Study

The population of the study constituted of different non-native Nepali speakers of tenth grade studying in five different schools of Kathmandu valley.

2.3 Sample Population

The researcher randomly selected five secondary schools of Kathmandu valley. From each school, eight students studying in grade ten; two from each group consisting of 50% boys and 50% girls from each school were selected by

random sampling procedure. Thus, the total sample population of the study consisted of forty students.

2.4 Tools for Data Collection

To collect the data, the researcher designed a set of tests of different sorts such as questions requiring some contexts of language use so that the informants would write as many communicative functions related to the situation. The researcher prepared both subjective and objective questions. He designed a test which consisted of ninety questions from ten language functions; nine questions from each language functions consisting of four subjective and five objective questions.

2.5 Process of Data Collection

After preparing the test items the researcher collected the data by using the following procedures:

- i) At first, he visited the selected schools and requested to the principals for their help and co-operation to collect the data. He entered the classroom and informed the students orally about the programme.
- ii) Then, he selected the required number of the students using random sampling method.
- iii) After that, the test of both subjective and objective questions were distributed to the sample students consisting of equal number of boys and girls. The time given them was two hours.
- iv) The answer sheets of the students were collected and checked on the basis of the language structures and functions referred by grade ten curriculum.
- v) At last, the outcomes of their answers were tabulated for interpretation.

2.6 Limitations of the Study

The study had been limited in the following ways:

- i. The study had been limited to the tenth graders of Kathmandu valley.
- ii. The study had been limited to the four Non-native Nepali Speakers i.e. Magar, Rai, Yadav and Shrestha. The study had been limited to forty students consisting of 50% boys and 50% girls randomly selected for the test from five different schools of Kathmandu valley.
- iii. The study had been limited to ten language functions out of twenty language functions that are set for tenth graders by Curriculum Development Center, Sanothimi, Bhaktapur.
- iv. The study had been limited to written test (i.e. subjective and objective) only.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

The researcher collected all the answer sheets of the students and checked them according to the structures and functions set for the students of grade ten by the Curriculum Development Center, Sanothimi, Bhaktapur. Then the data were tabulated in terms of school, gender and mothertongue.

For each item 1 mark was given and students' proficiency in the use of communicative functions was evaluated accordingly. At that time he did not consider the minor mistakes of the subjective answers. The students who secured below 35, 35-44, 45-59, 60-74 and above 75 were considered as poor, satisfactory, good, very good and excellent proficiency respectively. Then the collected data were analyzed and presented descriptively by using different statistical techniques. So, this chapter consists of three parts.

- i) Schoolwise analysis of students' proficiency of communicative functions.
- ii) Genderwise analysis of students' proficiency of communicative functions.
- iii) Mother tonguewise analysis of students' proficiency of communicative functions.

3.1 Schoolwise Analysis

The main objective of this study is to find out the students' proficiency of communicative functions. For this purpose five schools of Kathmandu valley were selected randomly. From each school, eight students studying in grade ten; two from each group (i.e. Shrestha, Magar, Rai and Yadav) consisting of 50% boys and 50% girls were selected using random sampling method. Then, the researcher administered the test which consisted of ninety questions from ten language functions; nine questions from each language functions consisting of four subjective and five objective questions. The answer sheets of the students

were collected and checked on the basis of the language structures and functions prescribed by grade ten curriculum. Therefore, this part describes schoolwise analysis of the students' proficiency of communicative functions.

3.1.1 Total Proficiency of the Students

Table No. 1

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
1755	48.75	1613	44.80	232	6.44	3600

The above table shows the total proficiency of the students in all ten items. According to the table, out of 3600 questions the students gave 48.75% correct answers, 44.80% incorrect answers and 6.44% questions were not answered. So, the students showed good proficiency.

3.1.2 Total Comparison of Schools

Table No. 2

Name of the Schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	419	58.19	253	35.13	48	6.66	720
E.A.	328	45.55	367	50.97	25	3.47	720
G.S.S.	335	46.52	338	46.94	47	6.52	720
G.P.S.	345	47.91	336	46.66	39	5.41	720
S.S.S.	328	45.55	319	44.30	73	10.13	720

The above table shows the total comparison of all the schools in ten items. According to the table, out of 720 questions the students of Nobel Academy gave 58.19% correct answers, 35.13% incorrect answers and 6.66% questions were not answered. The students of Elixir Academy gave 45.55% correct answers, 50.97% incorrect answers and 3.47% questions were out of answers. Similarly, the students of Gyanodaya Secondary School gave 46.52% correct answers, 46.94% incorrect answers and 6.52% questions were not answered. The students of Grammar Public School gave 47.91% correct answers, 46.66% incorrect answers and 5.41% questions were not answered. In the same way, the students of Saradha Secondary School gave 45.55% correct answers,

44.30% incorrect answers and 10.13% questions were not answered. Therefore, the proficiency of the students studying in all the schools was found good.

3.1.3 Itemwise Total Proficiency of the Students

Table No. 3

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	159	44.16	190	52.77	11	3.05	360
Item - 2	145	40.27	198	55.00	17	4.72	360
Item - 3	164	45.55	188	52.22	8	2.22	360
Item - 4	179	49.72	168	46.66	13	3.61	360
Item - 5	118	32.77	148	41.11	94	26.11	360
Item - 6	228	63.33	122	33.88	10	2.77	360
Item - 7	191	53.05	158	43.88	11	3.05	360
Item - 8	161	44.72	169	46.94	30	8.33	360
Item - 9	199	55.27	138	38.33	23	6.38	360
Item - 10	211	58.61	134	37.22	15	4.16	360

According to the above table, in Item No. 1, 360 questions were asked to 40 students but only 44.16% answers were correct, 52.77% answers were incorrect and 3.05% questions were out of answers. In Item No. 2, 40.27% answers were correct, 55% answers were incorrect and 4.72% questions were out of answers. In Item No. 3, 45.55% answers were correct, 52.22% answers were incorrect and 2.22% questions were out of answers. In Item No. 4, 49.72% answers were correct, 46.66% answers were incorrect and 3.61% questions were out of answers. In Item No. 5, 32.77% answers were correct, 41.11% answers were incorrect and 26.11% questions were not answered. In Item No. 6, 63.33% answers were correct, 33.88% answers were incorrect and 2.77% questions were not answered. In Item No. 7, 53.05% answers were correct, 43.88% answers were incorrect and 3.05% questions were out of answers. In Item No. 8, 44.72% answers were correct, 46.94% answers were incorrect and 8.33% questions were not answered. In Item No. 9, 55.27% answers were correct, 38.33% answers were incorrect and 6.38% questions were not answered. In Item No. 10, 58.61% answers were correct, 37.22%

answers were incorrect and 4.16% questions were out of answers. Therefore, according to the chart students' communicative proficiency in Item No. 6 was found very good but in Item No. 1, 3, 4,7 ,8 and 9 was found good. Similarly, students' communicative proficiency in Item No. 5 (i.e. Reporting, giving and withholding permission) was found poorest among all. On the other hand, they showed satisfactory proficiency in Item No.2.

3.1.4 Total Proficiency of Nobel Academy

Table No. 4

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
419	58.19	253	35.13	48	6.66	720

The above table shows the total proficiency of the students studying in Nobel Academy. According to the table, 720 questions were asked in all the items in which the students gave 58.19% correct answers, 35.13% incorrect answers and 6.66% questions were out of answers. Thus, the students of Nobel Academy showed good proficiency.

3.1.5 Itemwise Proficiency of Nobel Academy

Table No. 5

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	33	45.83	36	50.00	3	4.16	72
Item - 2	43	59.72	29	40.27	0	0	72
Item - 3	53	73.61	18	25.00	1	1.38	72
Item - 4	49	68.05	23	31.94	0	0	72
Item - 5	27	37.5	35	48.61	10	13.88	72
Item - 6	46	63.88	23	31.94	3	4.16	72
Item - 7	46	63.88	21	29.16	5	6.94	72
Item - 8	29	40.27	29	40.27	14	19.44	72
Item - 9	42	58.33	19	26.38	11	15.27	72
Item - 10	51	70.83	20	27.77	1	1.38	72

The above table shows that in Item No. 1, 48.83% answers were correct, 50% answers were incorrect and 4.16% questions were not answered. In Item No. 2, 59.72% answers were correct and 40.27% answers were incorrect. In Item No. 3, 73.61% answers were incorrect, 25% answers were incorrect and 1.38%

questions were not answered. In Item No. 4, 68.05% answers were correct and 31.94% answers were not correct. In Item No. 5, 37.5% answers were correct, 48.61% answers were incorrect and 13.88% questions were not answered. In Item No. 6, 63.88% answers were correct, 31.94% answers were incorrect and 4.16% questions were out of answers. In Item No. 8, 40.27% answers were correct, 40.27% answers were incorrect and 19.44% questions were not answered. In Item No. 9, 58.33% answers were correct, 26.38% answers were incorrect and 15.27% questions were out of answers. In Item No. 10, 70.83% answers were correct, 27.77% answers were incorrect and 1.38% questions were not answered. Therefore, students' communicative proficiency in Item No. 3, 4, 6, 7 and 10 was found very good but in Item No. 2 and 9 was found good. Similarly, they showed satisfactory proficiency in Item No. 1, 5 and 8.

3.1.6 Total Proficiency of Elixir Academy

Table No. 6

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
328	45.55	367	50.97	25	3.47	720

The above table shows the total proficiency of the students of Elixir Academy. According to the table, 720 questions were asked in all the items in which they gave 45.55% correct answers, 50.97% incorrect answers and 3.47% questions were out of answers. Therefore, the students of Elixir Academy showed good proficiency.

3.1.7 Itemwise Proficiency of Elixir Academy

Table No. 7

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	34	47.22	36	50.00	2	2.77	72
Item - 2	22	30.55	49	68.05	1	1.38	72
Item - 3	30	41.66	41	56.94	1	1.38	72
Item - 4	31	43.05	40	55.55	1	1.38	72
Item - 5	26	36.11	29	40.27	17	23.61	72
Item - 6	45	62.5	26	36.11	1	1.38	72
Item - 7	27	37.5	45	62.5	0	0	72
Item - 8	21	29.16	50	69.44	1	1.38	72
Item - 9	46	63.88	25	34.72	1	1.38	72
Item - 10	46	63.88	26	36.11	0	0	72

According to the above table, in Item No. 1, 47.22% answers were correct, 50% answers were incorrect and 2.77% questions were out of answers. In Item No. 2, 30.55% answers were correct, 68.05% answers were incorrect and 1.38% questions were not answered. In Item No. 3, 41.66% answers were correct, 56.94% answers were incorrect and 1.38% questions were out of answers. In Item No. 4, 43.05% answers were correct, 55.55% answers were incorrect and 1.38% questions were not answered. In Item No. 5, 36.11% answers were correct, 40.27% answers were incorrect and 23.61% questions were out of answers. In Item No. 6, 62.5% answers were correct, 36.11% answers were incorrect and 1.38% questions were out of answers. In Item No. 7, 37.5% answers were correct and 62.5% answers were incorrect. In Item No. 8, 29.16% answers were correct, 69.44% answers were incorrect and 1.38% questions were out of answers. In Item No. 9, 63.88% answers were correct, 34.72% answers were incorrect and 1.38% questions were not answered. In Item No. 10, 63.88% answers were correct and 36.11% answers were incorrect. Thus, students' communicative proficiency of Elixir Academy in Item No. 9 and 10 was found very good but in Item No. 1 and 6 was found good. Similarly,

students showed satisfactory proficiency in Item No. 3, 4, 5 and 7. On the other hand, they showed poor proficiency in Item No. 2 and 8.

3.1.8 Total Proficiency of Gyanodaya Secondary School

Table No. 8

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
335	46.52	338	46.94	47	6.52	720

The above table shows the total proficiency of the students of Gyanodaya Secondary School. According to the table, 720 questions were asked in all the items in which they gave 46.52% correct answers, 46.94% incorrect answers and 6.52% questions were not answered. Therefore their proficiency was found good.

3.1.9 Itemwise Proficiency of Gyanodaya Secondary School

Table No. 9

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	28	38.88	41	56.94	3	4.16	72
Item - 2	31	43.05	39	40.27	2	2.77	72
Item - 3	26	36.11	44	61.11	2	2.77	72
Item - 4	33	45.83	35	48.61	4	5.55	72
Item - 5	23	31.94	32	44.44	17	23.61	72
Item - 6	52	72.22	17	23.61	3	4.16	72
Item - 7	33	45.83	38	52.77	1	1.38	72
Item - 8	41	56.94	28	38.88	3	4.16	72
Item - 9	36	50.00	28	38.88	8	11.11	72
Item - 10	32	44.44	36	26.38	4	5.55	72

The above table shows the students' communicative proficiency of Gyanodaya Secondary School. In Item No. 1, 38.88% answers were correct, 56.94%

answers were incorrect and 4.16% questions were not answered. In Item No. 2, 43.05% answers were correct, 40.27% answers were not correct and 2.77% questions were out of answers. In Item No. 3, 36.11% answers were correct, 61.11% answers were incorrect and 2.77% questions were out of answers. In Item No. 4, 45.83% answers were correct, 48.61% answers were incorrect and 5.55% questions were out of answers. In Item No. 5, 31.94% answers were correct, 44.44% answers were incorrect and 23.61% questions were out of answers. In Item No. 6, 72.22% answers were correct, 23.61% answers were incorrect and 4.16% questions were out of answers. In Item No. 7, 45.83% answers were correct, 52.77% answers were incorrect and 1.38% questions were not answered. In Item No. 8, 56.94% answers were correct, 38.88% answers were incorrect and 4.16% questions were out of answers. In Item No. 9, 50% questions were correct, 38.88% questions were incorrect and 11.11% questions were out of answers. In Item No. 10, 44.44% answers were correct, 26.38% answers were incorrect and 5.55% questions were out of answers. Thus, students' communicative proficiency of Gyanodaya Secondary School in Item No. 6 was found very good but in Item No. 4, 7, 8, 9 and 10 was found good. Similarly, students showed satisfactory proficiency in Item No. 1, 2 and 3 whereas poor in Item No 5.

3.1.10 Total Proficiency of Grammar Public School

Table No. 10

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
345	47.91	336	46.66	39	5.41	720

The above table shows the total proficiency of the students of Grammar Public School. According to the table, 720 questions were asked in all the items in which they gave 47.91% correct answers, 46.66 % incorrect answers and 5.41 % questions were not answered. Thus, the students showed good proficiency.

3.1.11 Itemwise Proficiency of Grammar Public School

Table No. 11

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	32	44.44	40	55.55	0	0	72
Item - 2	29	40.27	37	51.38	6	8.33	72
Item - 3	33	45.83	36	50.00	3	4.16	72
Item - 4	34	47.22	35	48.61	3	4.16	72
Item - 5	25	34.72	30	41.66	17	23.61	72
Item - 6	41	56.94	30	41.66	1	1.38	72
Item - 7	38	52.77	30	41.66	4	5.55	72
Item - 8	40	55.55	31	43.05	1	1.38	72
Item - 9	31	43.05	38	52.77	3	4.16	72
Item - 10	42	58.33	29	40.27	1	1.38	72

The above table shows the students' communicative proficiency of Grammar Public School, Koteshwor in 10 Items. In Item No. 1, 44.44% answers were correct and 55.55% answers were incorrect. In Item No. 2, 40.27% answers were correct, 51.38% answers were incorrect and 8.33 % questions were not answered. In Item No. 3, 45.83% answers were correct, 50% answers were incorrect and 4.16% questions were out of answers. In Item No. 4, 47.22% answers were correct, 48.61% answers were incorrect and 4.16% questions were not answered. In Item No. 5, 34.72% answers were correct, 41.66% answers were incorrect and 23.61% questions were not answered. In Item No. 6, 56.94% answers were correct, 41.66% answers were incorrect and 1.38% questions were out of answers. In Item No. 7, 52.77% answers were correct, 41.66% answers were incorrect and 5.55% questions were not answered. In Item No. 8, 55.55% answers were correct, 43.05% questions were incorrect and 1.38% questions were out of answers. In Item No. 9, 43.05% answers were correct, 52.77% answers were incorrect and 4.16% questions were not

answered. In Item No. 10, 58.33% answers were correct, 40.27% answers were incorrect and 1.38% questions were not answered. Thus, students' communicative proficiency of Grammar Public School in Item No. 1, 3, 4, 6, 7, 8 and 10 was found good but in Item No. 2 and 9 was found satisfactory. Similarly, students showed poor proficiency in Item No.5

3.1.12 Total Proficiency of Saradha Secondary School

Table No. 12

Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
328	45.55	319	44.30	73	10.13	720

The above table shows the total proficiency of Saradha Secondary School. According to the table, out of 720 questions, the students gave 45.55% correct answers, 44.30% incorrect answers and 10.13% questions were not answered. Thus, the students of Saradha Secondary School showed good proficiency.

3.1.13 Itemwise Proficiency of Saradha Secondary School

Table No. 13

Item No.	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
Item - 1	32	44.44	37	51.38	3	4.16	72
Item - 2	20	27.77	44	61.11	8	11.11	72
Item - 3	22	30.55	49	68.05	1	1.38	72
Item - 4	32	44.44	35	48.61	5	6.94	72
Item - 5	17	23.61	22	30.55	33	45.83	72
Item - 6	44	61.11	26	36.11	2	2.77	72
Item - 7	47	65.27	24	33.33	1	1.38	72
Item - 8	30	41.66	31	43.05	11	15.27	72
Item - 9	44	61.11	28	38.88	0	0	72
Item - 10	40	55.55	23	31.94	9	12.5	72

The above table shows that 44.44% correct answers and 51.38% incorrect answers were given in Item No. 1 in which 4.16% questions were out of

answers. Only 27.77% correct answers and 61.11% incorrect answers were given in Item No. 2 in which 11.11% questions were not answered. In Item No. 3, they gave 30.55% correct answers, 68.05% incorrect answers and 1.38% questions were out of answers. In Item No. 4, they gave 44.44 % correct answers, 48.61% incorrect answers and 6.94% questions were out of answers. In Item No. 5, only 23.61% answers were correct, 30.55% answers were incorrect and 45.83% questions left unanswered. Similarly, 61.11% answers were correct and 36.11% answers were incorrect in Item No. 6 where 2.77% questions left unanswered. In Item No. 7, 65.27% answers were correct, 83.33% answers were incorrect and 1.38% questions were not answered. In Item No. 8, 41.66% answers were correct, 43.05% answers were incorrect and 15.27% questions were not answered. In Item No. 9, 61.11% answers were correct and 38.88% answers were incorrect. Item No. 10, 55.55% answers were correct, 31.94% answers were incorrect and 12.5% questions left unanswered. Therefore, they showed very good proficiency in Item No. 6, 7, and 9 but good proficiency in Item No. 1, 4 and 10. Similarly, they showed satisfactory proficiency in Item No. 8 but poor proficiency in Item No. 2 ,3 and 5.

3.1.14 Comparison of Schools in Item No. 1.

Table No. 14

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	33	45.83	36	50.00	3	4.16	72
E.A.	34	47.22	36	50.00	2	2.77	72
G.S.S.	28	38.88	41	56.94	3	4.16	72
G.P.S.	32	44.44	40	55.55	0	0	72
S.S.S.	32	44.44	37	51.38	3	4.16	72

The above table shows the schoolwise proficiency of the students studying in five different schools of Kathmandu valley. According to the table, in Item No. 1, 72 questions were asked to 40 students but the students of Nobel Academy

gave only 45.83% correct answers, 50% incorrect answers and 4.16% questions were not answered. Likewise, the students of Elixir Academy gave 47.22% correct answers, 50% incorrect answers and 2.77% questions were out of answers. The students of Gyanodaya Secondary School gave 38.88% correct answers, 56.94% incorrect answers and 4.16% questions were out of answers. The students of Grammar Public School gave only 44.44% correct answers and 55.55% incorrect answers. The students of Saradha Secondary School gave 44.44% correct answers, 51.38% incorrect answers and 4.16% questions were out of answers. That is why, the students of all the schools except GSS showed good proficiency in Item No. 1 whereas GSS students showed satisfactory proficiency.

3.1.15 Comparison of Schools in Item No. 2

Table No. 15

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	43	59.72	29	40.27	0	0	72
E.A.	22	30.55	49	68.05	1	1.38	72
G.S.S.	31	43.05	39	54.16	2	2.77	72
G.P.S.	29	40.27	37	51.38	6	8.33	72
S.S.S.	20	27.77	44	61.11	8	11.11	72

The above table depicts the students' proficiency of all the sample schools in Item No. 2. According to the table, the students of Nobel Academy gave 59.72% correct answers, 40.27% incorrect answers and none of the questions were out of answers. The students of Elixir Academy gave only 30.55% correct answers, 68.05% incorrect answers and 1.38% questions were not answered. The students of Gyanodaya Secondary School gave 43.05% correct answers, 54.16% incorrect answers and 2.77% questions were out of answers. The students of Grammar Public School were able to give 40.27% correct answers, 51.38% incorrect answers and they were not able to give the answers of 8.33%

questions. Similarly, 27.77% correct answers and 61.11% incorrect answers were given by the students of Saradha Secondary School where 11.11% questions were out of answers. Thus, the students of Nobel Academy showed very good proficiency in Item No. 8 but GSS and GPS students showed satisfactory proficiency. On the other hand, the students of EA and SSS showed poor proficiency. Among all the schools the proficiency of the students studying in Elixir Academy and Saradha Secondary school was the lowest and the students studying in Nobel Academy was the highest.

3.1.16 Comparison of Schools in Item No. 3

Table No. 16

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	53	73.61	18	25.00	1	1.38	72
E.A.	30	41.66	41	56.94	1	1.38	72
G.S.S.	26	38.11	44	61.11	2	2.77	72
G.P.S.	33	45.83	36	50.00	3	4.16	72
S.S.S.	22	30.55	49	68.05	1	1.38	72

The above table shows that 73.61% correct answers and 25% incorrect answers were given in Item No. 3 by the students of Nobel Academy and they were not able to give the answers of 1.38% questions. The students of Elixir Academy gave 41.66% correct answers, 56.94% incorrect answers and 1.38% questions were not answered. The students of Gyanodaya Secondary School gave 38.11% correct answers, 61.11% incorrect answers whereas 2.77% questions left unanswered. Similarly, the students of Grammar Public School gave 45.83% correct answers, 50% incorrect answers and 4.16% questions were out of answers. Likewise, 30.55% correct answers and 68.05% incorrect answers were given by the students of Saradha Secondary School where 1.38% questions left unanswered. Therefore, the students of Nobel Academy showed very good proficiency in Item No. 3 whereas GPs showed good proficiency. If

we compare all the schools, the proficiency of the students studying in Nobel Academy was the highest and the students studying in Saradha Secondary School was the lowest among all the schools. On the other hand, the students of EA and GPS showed satisfactory proficiency whereas SSS showed poor.

3.1.17 Comparison of Schools in Item No. 4

Table No. 17

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	49	68.05	23	31.94	0	0	72
E.A.	31	43.05	40	55.55	1	1.38	72
G.S.S.	33	45.83	35	48.61	4	5.55	72
G.P.S.	34	47.22	35	48.61	3	4.16	72
S.S.S.	32	44.44	35	48.61	5	6.94	72

The above table depicts the schoolwise proficiency of the students in Item No. 4. According to the table, 68.05% correct answers and 31.94% incorrect answers were given by the students of Nobel Academy. The students of Elixir Academy gave 43.05% correct answers, 55.55% incorrect answers whereas 1.38% questions left unanswered. The students of Gyanodaya Secondary School gave 45.83% correct answers, 48.61% incorrect answers and they could not give the answers of 5.55% questions. Similarly, 47.22% correct answers and 48.61% incorrect answers were given by the students of Grammar Public School in which 4.16% questions were out of answers. Likewise, the students of Saradha Secondary School gave 44.44% correct answers, 48.61% incorrect answers and 6.94% questions were not answered. Thus, the proficiency of the students studying in Nobel Academy was found very good in Item No. 4 whereas GSS, GPS and SSS was found good. Similarly, the students of EA showed satisfactory proficiency.

3.1.18 Comparison of Schools in Item No. 5

Table No. 18

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	27	37.5	35	48.61	10	13.88	72
E.A.	26	36.11	29	40.27	17	23.61	72
G.S.S.	23	31.94	32	44.44	17	23.61	72
G.P.S.	25	34.72	30	41.66	17	23.61	72
S.S.S.	17	23.61	22	30.55	33	45.83	72

The above table shows the schoolwise proficiency of the students in Item No. 5. The students of Nobel Academy gave 37.5% correct answers, 48.61% incorrect answers and 13.88% questions were out of answers. The students of Elixir Academy gave 36.11% correct answers, 40.27% incorrect answers and 23.61% questions were not answered. The students of Gyanodaya Secondary School gave 31.94% correct answers, 44.44% incorrect answers and 23.61% questions were out of answers. Similarly, 34.72% correct answers and 41.66% incorrect answers were given by the students of Grammar Public School where 23.61% questions left unanswered. Similarly, the students of Saradha Secondary School gave 23.61% correct answers, 30.55% incorrect answers and 45.83% questions were out of answers. Therefore, the students of EA and NA showed satisfactory proficiency in Item No. 5 whereas remaining others showed poor.

3.1.19 Comparison of Schools in Item No. 6

Table No. 19

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	46	63.88	23	31.94	3	4.16	72
E.A.	45	62.5	26	36.11	1	1.38	72
G.S.S.	52	72.22	17	23.61	3	4.16	72
G.P.S.	41	56.94	30	41.66	1	1.38	72
S.S.S.	44	61.11	26	36.11	2	2.77	72

The above table shows the students' proficiency of all the sample schools in Item No. 6. According to the table, the students of Novel Academy gave 63.88% correct answers, 31.94% incorrect answers and 4.16% questions were not answered. The students of Elixir Academy gave 62.5% correct answers, 36.11% incorrect answers and 1.38% questions left unanswered. The students of Gyanodaya Secondary School gave 72.22% correct answers, 23.61% incorrect answers and they were not able to give the answer of 4.16% questions. The students of Grammar Public School gave 56.94% correct answers, 41.66% incorrect answers and 1.38% questions were not answered. Likewise, 61.11% correct answers and 36.11% incorrect answers were given by the students of Saradha Secondary School where 2.77% questions were not answered. Therefore, the students' proficiency of all the sample schools except GPS was found very good in Item No. 6 as the students of GPS was found good.

3.1.20 Comparison of Schools in Item No. 7

Table No. 20

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	46	63.88	21	29.16	5	6.94	72
E.A.	27	37.5	45	62.5	0	0	72
G.S.S.	33	45.83	38	52.77	1	1.38	72
G.P.S.	38	52.77	30	41.66	4	5.55	72
S.S.S.	47	65.27	24	33.33	1	1.38	72

The above table depicts the schoolwise proficiency of the students studying in five different school of Kathmandu valley. As given in the table, in Item No. 7, 63.88% correct answers and 29.16% incorrect answers were given by the students of Nobel Academy where 6.94% questions were not answered. The students of Elixir Academy gave 37.5% correct answers and 62.5% incorrect answers. The students of Gyanodaya Secondary school gave 45.83% correct answers, 52.77% incorrect answers and 1.38 % questions were not answered. Similarly, the students of Grammar Public School gave 52.77% correct answers, 41.66% incorrect answers and 5.55% questions were out of answers. Likewise, the students of Saradha Secondary School gave 65.27% correct answers, 33.33% incorrect answers and 1.38% questions were not answered. That is why, the proficiency of the students studying in Nobel Academy and Saradha Secondary was found very good. Similarly, the students of GPS and GSS showed good proficiency. On the other hand, the students of EA showed satisfactory proficiency in this item.

3.1.21 Comparison of Schools in Item No. 8

Table No. 21

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	29	40.27	29	40.27	14	19.44	72
E.A.	21	29.16	50	69.44	1	1.38	72
G.S.S.	41	56.94	28	38.88	3	4.16	72
G.P.S.	40	55.55	31	43.05	1	1.38	72
S.S.S.	30	41.61	31	43.05	11	15.27	72

The above table shows the schoolwise proficiency of the students in Item No. 8. As given in the table, the students of Nobel Academy gave 40.27% correct answers and 40.27% incorrect answers whereas 19.44% questions were out of answers. The students of Elixir Academy gave 29.16% correct answers, 69.44% incorrect answers and 1.38% questions were not answered. The students of Gyanodaya Secondary School gave 56.94% correct answers, 38.88% incorrect answers and 4.16% questions were not answered. The students of Grammar Public School gave 55.55% correct answers, 43.05% incorrect answers and 1.38% questions were out of answers. Similarly, 43.05% incorrect answers, 41.61% correct answers were given by the students of Saradha Secondary School where 15.27% questions were out of answers. Therefore, GSS and GPS students showed good, NA and SSS showed satisfactory and EA showed poor proficiency in this item.

3.1.22 Comparison of Schools in Item No. 9

Table No. 22

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	42	58.33	19	26.38	11	15.27	72
E.A.	46	63.88	25	34.72	1	1.38	72
G.S.S.	36	50.00	28	38.88	8	11.11	72
G.P.S.	31	43.05	38	52.77	3	4.16	72
S.S.S.	44	61.11	28	38.88	0	0	72

The above table shows the students' proficiency of all the sample schools in Item No. 9. According to the table, 58.33% correct answers and 26.38% incorrect answers were given by the students of Nobel Academy where 15.27% questions were not answered. The students of Elixir Academy gave 63.88% correct answers, 34.72% incorrect answers and 1.38% questions were out of answers. The students of Gyanodaya Secondary School gave 50% correct answers, 38.88% incorrect answers whereas 11.11% questions were not answered. The students of Grammar Public School gave answers of 43.05% correct answers, 52.77% incorrect answers and 4.16% questions were out of answers. Similarly, the students of Saradha Secondary School gave answers of all the questions among them 61.11% answers were correct and 38.88% answers were incorrect. That is why, the students of EA and SSS showed very good, NA and GSS showed good and GPS showed satisfactory proficiency in Item No. 9.

3.1.23 Comparison of Schools in Item No. 10

Table No. 23

Name of the schools	Correct Answers	%	Incorrect Answers	%	No Answers	%	Total
N.A.	51	70.83	20	27.77	1	1.38	72
E.A.	46	63.88	26	36.11	0	0	72
G.S.S.	32	44.44	36	50.00	4	5.55	72
G.P.S.	42	58.33	29	40.27	1	1.38	72
S.S.S.	40	55.55	23	31.94	9	12.5	72

The above table shows the students' proficiency of all the sample schools in Item No. 10. According to the table, 70.83% correct answers and 27.77% incorrect answers were given by the students of Nobel Academy whereas 1.38% questions were out of answers. The students of Elixir Academy gave 63.88% correct answers and 36.11% incorrect answers. The students of Gyanodaya Secondary School gave 44.44% correct answers, 50% incorrect

answers and 5.55% questions were not answered. Similarly, the students of Grammar Public School gave 58.33% correct answers, 40.27% incorrect answers and 1.38% questions were out of answers. Likewise, 55.55% correct answers, 31.94% incorrect answers were given by the students of Saradha Secondary School where 12.5% questions were out of answers. Thus, the students of NA and EA showed very good proficiency. On the other hand, GPS, GSS and SSS showed good proficiency.

3.2 Genderwise Analysis

One of the objectives of this thesis is to compare the proficiency of the students in term of gender. Considering this fact, the researcher administered the test items to forty students consisting of 50% boys and 50% girls. After the test he checked their answer sheets and tabulated the marks under two headings, i.e. male and female. So, this part deals with the genderwise proficiency of the students.

3.2.1 Total Proficiency of the Students

Table No. 24

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
854	47.44	844	46.88	102	5.66	1800	901	50.05	769	42.72	130	7.22	1800

The above table shows the genderwise total proficiency of the students. According to the table, out of 1800 questions, male students gave 47.44% correct answers, 46.88% incorrect answers and 5.66% questions were not answered. On the other hand, female students gave 50.05% correct answers, 42.72% incorrect answers and 7.22% questions were not answered. Therefore, both groups showed good proficiency.

3.2.2 Itemwise Proficiency of the Students

Table No. 25

Items No.	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	72	40.00	105	58.33	3	1.66	180	87	48.33	85	47.22	8	4.44	180
Item - 2	67	37.22	106	58.88	7	3.88	180	78	43.33	92	51.11	10	5.55	180
Item - 3	84	46.66	92	51.11	4	2.22	180	80	44.44	96	53.33	4	2.22	180
Item - 4	87	48.33	87	48.33	6	3.33	180	92	51.11	81	45.00	7	3.38	180
Item - 5	58	32.22	80	44.44	42	23.33	180	60	33.33	68	37.77	52	28.88	180
Item - 6	107	59.44	68	37.77	5	2.77	180	121	67.22	54	30.00	5	2.77	180
Item - 7	88	48.88	88	48.88	4	2.22	180	103	57.22	70	38.88	7	3.88	180
Item - 8	88	48.88	79	43.88	13	7.22	180	73	40.55	90	50.00	17	9.44	180
Item - 9	100	55.55	69	38.33	11	6.11	180	99	55.00	69	38.33	12	6.66	180
Item - 10	103	57.22	70	38.88	7	3.88	180	108	60.00	64	35.55	8	4.44	180

The above table shows that in each Item 360 questions were asked to forty students were 180 questions were asked to male students and remaining 180 questions were asked to female students. According to the chart, in Item No. 1 male students gave 40% correct answers, 58.33% incorrect answers and 1.66% questions were out of answers. On the other hand, female students gave 48.33% correct answers, 47.22% incorrect answers and 4.44% questions were not answered. So, the proficiency of female students in Item No. 1 was found better in comparison to male students. In Item No. 2, male students gave 37.22% correct answers, 58.88% incorrect answers and 3.88% questions were out of answers. On the other hand, female students gave 43.33% correct answers, 51.11% incorrect answers and 5.55% questions left unanswered. In Item No. 3, male students gave 46.66% correct answers, 51.11% incorrect answers and 2.22% questions were not answered. On the other hand, female students gave 44.44% correct answers, 53.33% incorrect answers and 2.22% questions were out of answers. In Item No. 4, male students gave 48.33%

correct answers, 48.33% incorrect answers and 3.33% questions were not answered. On the other hand, female students gave 51.11% correct answers, 45% incorrect answers, and 3.38% questions were not answered. In Item No. 5, male students gave 32.22% correct answers, 44.44% incorrect answers and 23.33% questions left unanswered. On the other hand, female students gave 33.33% correct answers, 37.77% incorrect answers and 28.88% questions were out of answers. In Item No. 6, male students gave 59.44% correct answers, 37.77% incorrect answers, and 2.77% questions were not answered. On the other hand, female students gave 67.22% correct answers, 30% incorrect answers and 2.77% questions were out of answers. In Item No. 7, male students gave 48.88% correct answers, 48.88% incorrect answers and 2.22% questions were not answered. On the other hand, female students gave 57.22% correct answers, 38.88% incorrect answers and 3.88% questions were out of answers. In Item No. 8, male students gave 48.88% correct answers, 43.88% incorrect answers and 7.22% questions were not answered. On the other hand, female students gave 40.55% correct answers, 50% incorrect answers and 9.44% questions were found unanswered. In Item No. 9, male students gave 55.55% correct answers, 38.33% incorrect answers and 6.11% questions were out of answers. On the other hand, female students gave 55% correct answers, 38.33% incorrect answers and 6.66% questions were not answered. In Item No. 10, male students gave 57.22% correct answers, 38.88% incorrect answers and 3.88% questions were out of answers. On the other hand, female students gave 60% correct answers, 35.55% incorrect answers and 4.44% questions were not answered. In this way, male students showed very good proficiency in Item No. 6; good in Item No. 3, 4, 7, 8, 9 and 10; satisfactory in Item No. 1 and 2. On the other hand, female students showed very good proficiency in Item No. 6 and 10; good in Item No. 1, 2, 3, 4, 7 and 9; satisfactory in Item No. 8; and poor in Item No. 5.

3.2.3 Total Proficiency of Nobel Academy

Table No. 26

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
199	55.27	144	40	17	4.72	360	220	61.11	109	30.27	31	8.61	360

The above table shows the genderwise total proficiency of the students of Nobel Academy. According to the table, out of 360 questions, male students gave 55.27% correct answers, 40% incorrect answers and 4.72 % questions were not answered. On the other hand, female students gave 61.11% correct answers, 30.27% incorrect answers and 8.61% questions were not answered. Therefore, female students showed satisfactory proficiency in comparison to male students.

3.2.4 Itemwise Proficiency of Nobel Academy

Table No. 27

Item No.	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	15	41.66	20	55.55	1	2.77	36	18	50	16	44.44	2	5.55	36
Item - 2	15	41.66	21	58.33	0	0	36	28	77.77	8	22.22	0	0	36
Item - 3	25	69.44	11	30.55	0	0	36	28	77.77	7	19.44	1	2.77	36
Item - 4	22	61.11	14	38.88	0	0	36	27	75.00	9	25.00	0	0	36
Item - 5	17	47.22	15	41.66	4	11.11	36	10	27.77	20	55.55	6	16.66	36
Item - 6	22	61.11	13	36.11	1	2.77	36	24	66.66	10	27.77	2	5.55	36
Item - 7	21	58.33	13	36.11	2	5.55	36	25	69.44	8	22.22	3	8.33	36
Item - 8	16	44.44	16	44.44	4	11.11	36	13	36.11	13	36.11	10	27.77	36
Item - 9	22	61.11	10	27.77	4	11.11	36	20	55.55	9	25.00	7	19.44	36
Item - 10	24	66.66	11	30.55	1	2.77	36	27	75.55	9	25.00	0	0	36

The above table shows that in Item No. 1, male students gave 41.66% correct answers, 55.55% incorrect answers and 2.77% questions were out of answers. On the other hand, female students gave 50% correct answers, 44.44%

incorrect answers and 5.55% questions were out of answers. In Item No. 2, 41.66 % correct answers, 58.33% incorrect answers were given by the male students. On the other hand, female students gave 77.77% correct answers, 22.22% incorrect answers. In Item No. 3, male students gave 69.44% correct answers and 30.55% incorrect answers. On the other hand, 77.77% correct answers and 19.44% incorrect answers were given by female students where 2.77% questions were out of answers. In Item No.4, male students gave 61.11% correct answers and 38.88% incorrect answers. On the other hand, female students gave 75% correct answers and 25% incorrect answers. In Item No. 5, male students gave 47.22% correct answers, 41.66% incorrect answers and 11.11% questions were out of answers. On the other hand, female students gave 27.77% correct answer, 55.55% incorrect answers and 16.66% questions were not answered. In Item No. 6, 61.11% correct answers, 36.11% incorrect answers were given by the male students where 2.77% questions were not answered. On the other hand, 66.66% correct answers, 27.77% incorrect answers were given by the female students and they could not give the answers of 5.55% questions. In Item No. 7, male students gave 58.33% correct answers, 36.11% incorrect answers and 5.55% questions were out of answers. On the other hand, female students gave 69.44% correct answers, 22.22% incorrect answers and they were not able to give the answers of 8.33% questions. In Item No. 8, male students gave 44.44% correct answers, 44.44% incorrect answer and 11.11% questions were out of answers. On the other hand, female students gave 36.11% correct answers, 36.11% incorrect answers and 27.77% questions were not answered. In Item No. 9, male students gave 60.11% correct answers, 27.77% incorrect answers and 11.11% questions were out of answers. On the other hand, female students gave 55.55% correct answers, 25% incorrect answers and 19.44% questions were out of answers. In Item No.10, male students gave 66.66% correct answers, 30.55% incorrect answers and 2.77% questions were out of answers. On the other hand, female students gave 75% correct answers and 25% incorrect answers. That is why male students showed very good proficiency in Item No. 3, 4, 6, 9 and 10; good

in Item No.5, 7, and 8; and satisfactory in Item No. 1 and 2. On the other hand, female students showed excellent proficiency in Item No. 2, 3, 4 and 10; very good in Item No.6 and 7; satisfactory in Item No. 8; and poor in Item No. 5.

3.2.5 Total Proficiency of Elixir Academy

Table No. 28

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
156	43.33	197	54.72	7	1.94	360	172	47.77	170	47.22	18	5	360

The above table shows the genderwise total proficiency of the students of Elixir. According to the table, out of 360 questions, male students gave 4.33% correct answers, 54.72% incorrect answers and 1.94% questions were not answered. On the other hand, female students gave 47.77% correct answers, 47.22% incorrect answers and 5% questions were not answered. Therefore, male and female groups showed satisfactory and good proficiency respectively.

3.2.6 Itemwise Proficiency of Elixir Academy

Table No. 29

Item No.	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	14	38.88	21	58.33	1	2.77	36	20	55.55	15	41.66	1	2.77	36
Item - 2	11	30.55	25	69.44	0	0	36	11	30.55	24	66.66	1	2.77	36
Item - 3	16	44.44	20	55.55	0	0	36	14	38.88	21	58.33	1	2.77	36
Item - 4	17	47.22	18	50.00	1	2.77	36	14	38.88	22	61.11	0	0	36
Item - 5	10	27.77	22	61.11	4	11.11	36	16	44.44	7	19.44	13	36.11	36
Item - 6	20	55.55	15	41.66	1	2.77	36	25	69.44	11	30.55	0	0	36
Item - 7	13	36.11	23	63.88	0	0	36	14	38.88	22	61.11	0	0	36
Item - 8	12	33.33	24	66.66	0	0	36	9	25.00	26	72.22	1	2.77	36
Item - 9	22	61.11	14	38.88	0	0	36	24	66.66	11	30.55	1	2.77	36
Item - 10	21	58.33	15	41.66	0	0	36	25	69.44	11	30.55	0	0	36

The above table shows that in Item No. 1, male EA students gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were not answered. On the other hand, female EA students gave 55.55% correct answers, 41.66% incorrect answers and 2.77% questions were out of answers. In Item No. 2, male students gave 30.55% correct answers and 69.44% incorrect answers. On the other hand, female students gave 30.55% correct answers, 66.66% incorrect answers and 2.77% questions were not answered. In Item No. 3, male students gave 44.44% correct answers and 55.55% incorrect answers. On the other hand, female student gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were out of answers. In Item No. 4, 47.22% correct answers and 50% incorrect answers were given by the male students where 2.77% questions were out of answers. On the other hand, female students gave 38.88% correct answers and 61.11% incorrect answers in which they answered all the questions. In Item No. 5, male students gave 27.77% correct answers, 61.11% incorrect answers and 11.11% questions were out of answers. On the other hand, female students gave 44.44% correct answers, 19.44% incorrect answers and 36.11% questions left unanswered. In Item No. 6, male students gave 55.55% correct answers, 41.66% incorrect answers and 2.77% questions were out of answers. On the other hand, 69.44% correct answers and 30.55% incorrect answers were given by female students. In Item No.7, male students gave 36.11% correct answers and 33.88% incorrect answers in which they answered all the questions. On the other hand, female students gave 38.88% correct answers and 61.11% incorrect answers in which they answered all the questions same like male students. In Item No. 8, male students gave 33.33% correct answers and 66.66% incorrect answers. On the other hand, female students gave 25% correct answers, 72.22% incorrect answers and 2.77% questions were not answered. In Item No. 9, male students gave 61.11% correct answers and 38.88% incorrect answers in which they answered all the questions. On the other hand, female students gave 66.66% correct answers, 30.55% incorrect answers and 2.77% questions were not answered. In Item No. 10, male students gave 58.33% correct answers and 41.66% incorrect answers. On the other hand, female students gave 69.44% correct answers and 30.55% incorrect answers. In this item both male and

female students answered all the questions. Thus, male students showed very good proficiency in Item No. 9; good in Item No.3, 4, 6 and 10; satisfactory in Item No. 1 and 7; and poor in Item No. 2, 5 and 8. On the other hand, female students showed very good proficiency in Item No. 6, 9 and 10; good in Item No. 1; and 5 satisfactory in Item No. 3, 4 and 7; and poor in Item No. 2, 3, 4, 7 and 8.

3.2.7 Total Proficiency of Gyanodaya Secondary School

Table No. 30

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
153	42.5	173	48.05	34	9.44	360	182	50.55	165	45.83	13	3.61	360

The above table shows the genderwise total proficiency of the students of Gyanodaya Secondary School. According to the table, out of 360 questions, male students gave 42.5% correct answers, 48.05% incorrect answers and 9.44% questions were not answered. On the other hand, female students gave 50.55% correct answers, 45.83% incorrect answers and 3.61% questions were not answered. Therefore, female students showed good whereas male students showed satisfactory proficiency.

3.2.8 Itemwise Proficiency of Gyanodaya Secondary School

Table No. 31

Item No.	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	14	38.88	21	58.33	1	2.77	36	14	38.88	20	55.55	2	5.55	36
Item - 2	13	36.11	22	61.11	1	2.77	36	18	50.00	17	47.22	1	2.77	36
Item - 3	14	38.88	20	55.55	2	5.55	36	12	33.33	24	66.66	0	0	36
Item - 4	16	44.44	17	47.22	3	8.33	36	17	47.22	18	50.00	1	2.77	36
Item - 5	9	25.00	14	38.88	13	36.11	36	14	38.88	18	50.00	4	11.11	36
Item - 6	24	66.66	10	27.77	2	5.55	36	28	77.77	7	19.44	1	2.77	36
Item - 7	12	33.33	24	66.66	0	0	36	21	58.33	14	38.88	1	2.77	36
Item - 8	18	50.00	15	41.66	3	8.33	36	23	63.88	13	36.11	0	0	36
Item - 9	17	47.22	13	36.11	6	16.66	36	19	52.77	15	41.66	2	5.55	36
Item - 10	16	44.44	17	47.22	3	8.33	36	16	44.44	19	52.77	1	2.77	36

The above table shows the proficiency of the students studying in Gyanodaya Secondary School in ten different items. According to the table, in Item No. 1, male students gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were not answered. On the other hand, female students gave 38.88% correct answers, 55.55% incorrect answers and 5.55% questions were not answered. In Item No. 2, male students gave 36.11% correct answers, 61.11% incorrect answers and 2.77% questions were not answered. On the other hand, female students gave 50% correct answers, 47.22% incorrect answers and 2.77% questions were out of answers. In Item No. 3, male students gave 38.88% correct answers, 55.55% incorrect answers and 5.55% questions were not answered. On the other hand, female students gave 33.33% correct answers and 66.66% incorrect answers. In Item No. 4, male students gave 44.44% correct answers, 47.22% incorrect answers and 8.33% questions were not answered. On the other hand, female students gave 47.22% correct answers, 50% incorrect answers and 2.77% questions were out of answers. In Item No. 5, male students gave 25% correct answers, 38.88% incorrect answers and 36.11% questions were not answered. On the other hand, female students gave 38.88% correct answers, 50% incorrect answers and 11.11% questions were not answered. In item No. 6, male students gave 66.66% correct answers, 27.77% incorrect answers and 5.55% questions were not answered. On the other hand, female students gave 77.77% correct answers, 19.44% incorrect answers, and 2.77% questions were not answered. In Item No. 7, male students gave 33.33% correct answers and 66.66% incorrect answers in which they answered all the questions. On the other hand, female students gave 58.33% correct answers 38.88% incorrect answers and 2.77% questions were not answered. In Item No. 8, male students gave 50% correct answers, 41.66% incorrect answers and 8.33% questions were out of answers. On the other hand, female students gave 63.88% correct answers and 36.11% incorrect answers. In Item No. 9, male students gave 47.22% correct answers, 36.11% incorrect answers and 16.66% questions were not answered. On the other hand, female students gave 52.77% correct answers, 41.66% incorrect answers and 5.55% questions were out of answers. In Item No. 10, male students gave 44.44% correct answers, 47.22% incorrect answers and 8.33% questions were not

answered. On the other hand, female students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were out of answers. Therefore, male students showed very good proficiency in Item No. 6; good in Item No. 4, 8, 9 and 10; satisfactory in Item No. 1, 2 and 3; and poor in Item No. 5 and 7. On the other hand, female students showed very good proficiency in Item No. 6 and 8; good in Item No. 2, 4, 7, 9 and 10; satisfactory in Item No. 1 and 4; and poor in Item No. 3.

3.2.9 Total Proficiency of Grammar Public School

Table No. 32

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
175	48.61	168	46.66	17	4.72	360	170	47.22	168	46.66	22	6.11	360

The above table shows the genderwise total proficiency of the students of Grammar Public School. According to the table, out of 360 questions, male students gave 48.61% correct answers, 46.66% incorrect answers and 4.72% questions were not answered. On the other hand, female students gave 47.22% correct answers, 46.66% incorrect answers and 6.11% questions were not answered. Therefore, both groups showed good proficiency.

3.2.10 Itemwise Proficiency of Grammar Public School

Table No. 33

Item No.	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	15	41.66	21	58.33	0	0	36	17	47.22	19	52.77	0	0	36
Item - 2	17	47.22	15	41.66	4	11.11	36	12	33.33	22	61.11	2	5.55	36
Item - 3	17	47.22	17	42.22	2	5.55	36	16	44.44	19	52.77	1	2.77	36
Item - 4	16	44.44	19	52.77	1	2.77	36	18	50.00	16	44.44	2	5.55	36
Item - 5	13	36.11	18	50.00	5	13.88	36	12	33.33	12	33.33	12	33.33	36
Item - 6	18	50.00	18	50.00	0	0	36	23	63.88	12	33.33	1	2.77	36
Item - 7	18	50.00	16	44.44	2	5.55	36	20	55.55	14	38.88	2	5.55	36
Item - 8	24	66.66	11	30.55	1	2.77	36	16	44.44	20	55.55	0	0	36
Item - 9	16	44.44	19	52.77	1	2.77	36	15	41.66	19	52.77	2	5.55	36
Item - 10	21	58.33	14	38.88	1	2.77	36	21	58.33	15	41.66	0	0	36

The above table shows the itemwise proficiency of the students studying in Grammar Public School. According to the table, in Item No. 1, male students gave 41.66% correct answers and 58.33% incorrect answers in which they answered all the questions. On the other hand, female students gave 47.22% correct answers and 52.77% incorrect answers. In Item No. 2, male students gave 47.22% correct answers, 41.66% incorrect answers, and 11.11% questions were not answered. On the other hand, female students gave 33.33% correct answers, 61.11% incorrect answers and 5.55% questions were out of answers. In Item No. 3, male students gave 47.22% correct answers, 42.22% incorrect answers and 5.55% questions were out of answers. On the other hand, female students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. In Item No. 4, male students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were out of answers. On the other hand, female students gave 50% correct answers, 44.44% incorrect answers and 5.55% questions were not answered. In item No. 5, male students gave 36.11% correct answers, 50% incorrect answers and 13.88% questions were not answered. On the other hand, female students gave 33.33% correct answers, 33.33% incorrect answers and 33.33% questions were out of answers. In Item No. 6, male students gave 50% correct answers and 50% incorrect answers where none of the questions were left unanswered. On the other hand, female students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were not answered. In Item No. 7, male students gave 50% correct answers, 44.44% incorrect answers and 5.55% questions were not answered. On the other hand, 55.55% correct answers, 38.88% incorrect answers were given by female students in which 5.55% questions were not answered. In Item No. 8, male students gave 66.66% correct answers, 30.55% incorrect answers and 2.77% questions were found unanswered. On the other hand, female students gave 44.44% correct answers and 55.55% incorrect answers in which they answered all the questions. In Item No. 9, male students

gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. On the other hand, female students gave 41.66% correct answers, 52.77% incorrect answers and 5.55% questions were not answered. In Item No. 10, male students gave 58.33% correct answers, 38.88% incorrect answers and 2.77% questions were not answered. On the other hand, female students gave 58.33% correct answers and 41.66% incorrect answers in which they answered all the questions. Thus, the proficiency of male students was found very good in Item No. 8; good in item No. 2, 3, 4, 6, 7, 9 and 10; satisfactory in Item No. 1 and 5. On the other hand, the proficiency of female students was found very good in Item No. 6; good in Item No. 1, 3, 4, 7, 8 and 10; satisfactory in Item No. 9; and poor proficiency in Item No. 2 and 5.

3.2.11 Total Proficiency of Saradha Secondary School

Table No. 34

Male							Female						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
171	47.5	162	45	27	7.5	360	157	43.61	157	43.61	46	12.77	360

The above table shows the genderwise total proficiency of the students of Saradha Secondary School. According to the table, out of 360 questions, male students gave 47.5% correct answers, 45% incorrect answers and 7.5% questions were not answered. On the other hand, female students gave 43.61% correct answers, 43.61% incorrect answers and 12.77% questions were not answered. Therefore, male groups of students showed good whereas female showed satisfactory proficiency.

3.2.12 Itemwise Proficiency of Saradha Secondary School

Table No. 35

Items No.	Male						Female							
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
Item - 1	14	38.88	22	61.11	0	0	36	18	50.00	15	41.66	3	8.33	36
Item - 2	11	30.55	23	63.88	2	5.55	36	9	25.00	21	58.33	6	16.66	36
Item - 3	12	33.33	24	66.66	0	0	36	10	27.77	25	69.44	1	2.77	36
Item - 4	16	44.44	19	52.77	1	2.77	36	16	44.44	16	44.44	4	11.11	36
Item - 5	9	25.00	11	30.55	16	44.44	36	8	22.22	11	30.55	17	47.22	36
Item - 6	23	63.88	12	33.33	1	2.77	36	21	58.33	14	38.88	1	2.77	36
Item - 7	24	66.66	12	33.33	0	0	36	23	63.88	12	33.33	1	2.77	36
Item - 8	18	50.00	13	36.11	5	13.88	36	12	33.33	18	50.00	6	16.66	36
Item - 9	23	63.88	13	36.11	0	0	36	21	58.33	15	41.66	0	0	36
Item - 10	21	58.33	13	36.11	2	5.55	36	19	52.77	10	27.77	7	19.44	36

The above table shows the students' proficiency of Saradha Secondary School. According to the chart, in Item No. 1, male students gave 38.88% correct answers and 61.11% incorrect answers. On the other hand, female students gave 50% correct answers, 41.66% incorrect answers and 8.33% questions were not answered. In Item No. 2, male students gave 30.55% correct answers, 63.88% incorrect answers and 5.55% questions were out of answers. On the other hand, female students gave 25% correct answers, 58.33% incorrect answers and 16.66% questions were not answered. In Item No. 3, male students gave 33.33% correct answers and 66.66% incorrect answers. On the other hand, 27.77% correct answers and 69.44% incorrect answers were given by the female students in which 2.77% questions were not answered. In Item No. 4, male students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. On the other hand, female students gave 44.44% correct answers, 44.44% incorrect answers and 11.11% questions were out of answers. In Item No. 5, male students gave 25% correct answers,

30.55% incorrect answers and 44.44% questions were not answered. On the other hand, female students gave 22.22% correct answers, 30.55% incorrect answers and 47.22% questions were out of answers. In Item No. 6, male students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were out of answers. On the other hand, female students gave 58.33% correct answers, 38.88% incorrect answers and 2.77 questions were out of answers. In Item No. 7, male students gave 66.66% correct answers and 33.33% incorrect answers. On the other hand, female students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were out of answers. In Item No. 8, male students gave 50% correct answers, 36.11% incorrect answers and 13.88% questions were not answered. On the other hand, female students gave 33.33% correct answers, 50% incorrect answers and 16.66% questions were not answered. In Item No. 9, male students gave 63.88% correct answers and 36.11% incorrect answers. On the other hand, female students gave 58.33% correct answers and 41.66% incorrect answers in which both male and female students answered all the questions. In Item No. 10, male students gave 58.33% correct answers, 36.11% incorrect answers and 5.55% questioned were out of answers. On the other hand, female students gave 52.77% correct answers, 27.77% incorrect answers and 19.44% questions were not answered. Thus, the proficiency of male students was found very good in Item No. 6, 7 and 9; good in Item No. 4, 8 and 10; satisfactory in Item No. 1; and poor in Item No. 2, 3 and 5. On the other hand, female students showed very good proficiency in Item No. 7; good in Item No. 1, 4, 6, 9 and 10; and poor in Item No. 2, 3, 5 and 8.

3.2.13 Comparison of Schools in Item No. 1

Table No. 36

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	15	41.66	20	55.55	1	2.77	36	18	50.00	16	44.44	2	5.55	36
E.A.	14	38.88	21	58.33	1	2.77	36	20	55.55	15	41.66	1	2.77	36
G.S.S.	14	38.88	21	58.33	1	2.77	36	14	38.88	20	55.55	2	5.55	36
G.P.S.	15	41.66	21	58.33	0	0	36	17	47.22	19	52.77	0	0	36
S.S.S	14	38.88	22	61.11	0	0	36	18	50.00	15	41.66	3	8.33	36

The above table shows the schoolwise proficiency of the students studying in five different schools of Kathmandu valley in Item No. 1. According to the chart, the students of each school were asked 36 questions where the total number of the students was eight consisting of 50% boys and 50% girls from each communities. As mentioned in the above chart, male NA students gave 41.66% correct answers, 55.55% incorrect answers and 2.77 questions were not answered. On the other hand, female NA students gave 50% correct answers, 44.44% incorrect answers and 5.55% questions were not answered. Out of 36 questions, male EA students gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were out of answers. On the other hand, female EA students gave 55.55% correct answers, 41.66% incorrect answers and 2.77% questions were not answered. Male GSS students gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were out of answers. On the other hand, female GSS students gave 38.88% correct answers, 55.55% incorrect answers and 5.55% questions were out of answers. Male GPS students gave 41.66% correct answers and 58.33% incorrect answers. On the other hand, female GPS students gave 47.22% correct answers and 52.77% incorrect answers. Male SSS students gave 38.88% correct answers and 61.11% incorrect answers. On the other hand, female SSS students gave 50% correct answers, 41.66% incorrect answers and 8.33% questions were out of

answers. Thus, the proficiency of male students of all the schools was found satisfactory. On the other hand, female EA, GPS and SSS students showed good and GSS showed satisfactory proficiency.

3.2.14 Comparison of Schools in Item No. 2

Table No. 37

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	15	41.66	21	58.33	0	0	36	28	77.77	8	22.22	0	0	36
E.A.	11	30.55	25	69.44	0	0	36	11	30.55	24	66.66	1	2.77	36
G.S.S.	13	36.11	22	61.11	1	2.77	36	18	50.00	17	47.22	1	2.77	36
G.P.S.	17	47.22	15	41.66	4	11.11	36	12	33.33	22	61.11	2	5.55	36
S.S.S	11	30.55	23	63.88	2	5.55	36	9	25.00	21	58.33	6	16.66	36

The above table shows students' proficiency of all sample students in Item No. 2. According to the chart, male NA students gave 41.66% correct answers and 58.33% incorrect answers in which none of the questions were out of answers. On the other hand, female NA students gave 77.77% correct answers and 22.22% incorrect answers in which they answered all the questions. Male EA students gave 30.55% correct answers and 69.44% incorrect answers. On the other hand, female EA students gave 30.55% correct answers, 66.66% incorrect answers and 2.77% questions were not answered. Male GSS students gave 36.11% correct answers, 61.11% incorrect answer and 2.77% questions were out of answers. On the other hand, female GSS students gave 50% correct answers, 47.22% incorrect answers and 2.77% questions were not answered. Similarly, male GPS students gave 47.22% correct answers, 41.66% incorrect answers and 11.11% questions were not answered. On the other hand, female GPS students gave 33.33% correct answers, 61.11% incorrect answers and 5.55% questions were out of answers. Likewise, male SSS students gave 30.55% correct answers, 63.88% incorrect answers and 5.55% questions were not answered. On the other hand, female SSS students gave 25% correct

answers, 58.33% incorrect answers and 16.66% questions were not answered. Thus, the proficiency of male students of all the schools was found satisfactory. On the other hand, female group of NA, EA, GPS and SSS showed good proficiency. Similarly, female students of GSS showed satisfactory proficiency.

3.2.15 Comparison of Schools in Item No. 3

Table No. 38

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	25	69.44	11	30.55	0	0	36	28	77.77	7	19.44	1	2.77	36
E.A.	16	44.44	20	55.55	0	0	36	14	38.88	21	58.33	1	2.77	36
G.S.S.	14	38.88	20	55.55	2	5.55	36	12	33.33	24	66.66	0	0	36
G.P.S.	17	47.22	17	47.22	2	5.55	36	16	44.44	19	52.77	1	2.77	36
S.S.S	12	33.33	24	66.66	0	0	36	10	27.77	25	69.44	1	2.77	36

The above table shows students' proficiency of all sample schools in Item No. 3. According to the chart, out of 36 questions male NA students gave 69.44% correct answers and 30.55% incorrect answers. On the other hand, female NA students gave 77.77% correct answers, 19.44% incorrect answers and 2.77% questions were out of answers. Male EA students gave 44.44% correct answers and 55.55% incorrect answers. On the other hand, female EA students gave 38.88% correct answers, 58.33% incorrect answers and 2.77% questions were not answered. Male GSS students gave 38.88% correct answers, 55.55% incorrect answers and 5.55% questions were out of answers. On the other hand, female GSS students gave 33.33% correct answers and 66.66% incorrect answers. Male GPS students gave 47.22% correct answers, 47.22% incorrect answers and 5.55% questions were not answered. On the other hand, female GPS students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were out of answers. Similarly, male SSS students gave

33.33% correct answers and 66.66% incorrect answers. On the other hand, female SSS students gave 27.77% correct answers, 69.44% incorrect answers and 2.77% questions were not answered. Therefore, both groups of NA showed very good and GPS and EA showed good proficiency. On the other hand, male group of GSS showed satisfactory but female group showed poor proficiency. Similarly, both groups of SSS students showed poor proficiency.

3.2.16 Comparison of Schools in Item No. 4

Table No. 39

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	22	61.11	14	38.88	0	0	36	27	75.00	9	25.00	0	0	36
E.A.	17	47.22	18	50.00	1	2.77	36	14	38.88	22	61.11	0	0	36
G.S.S.	16	44.44	17	47.22	3	8.33	36	17	47.22	18	50.00	1	2.77	36
G.P.S.	16	44.44	19	52.77	1	2.77	36	18	50.00	16	44.44	2	5.55	36
S.S.S	16	44.44	19	52.77	1	2.77	36	16	44.44	16	44.44	4	11.11	36

The above table shows students' proficiency of all sample students in Item No. 4. According to the chart, male NA students gave 61.11% correct answers and 38.88% incorrect answers. On the other hand, female NA students gave 75% correct answers and 25% incorrect answers. Male EA students gave 47.22% correct answers, 50% incorrect answers and 2.77% questions were out of answers. On the other hand, female EA students gave 38.88% correct answers and 61.11% incorrect answers. Likewise, male GSS students gave 44.44% correct answers, 47.22% incorrect answers and 8.33% questions were out of answers. On the other hand, female GSS students gave 47.22% correct answers, 50% incorrect answers and 2.77% questions were not answered. Similarly, male GPS students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. On the other hand, female GPS students gave 50% correct answers, 44.44% incorrect answers and 5.55%

questions were out of answers. In the same way, male SSS students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. On the other hand, female SSS students gave 44.44% correct answers, 44.44% incorrect answers and 11.11% questions left unanswered. In this way, male and female students of NA showed very good and excellent proficiency respectively. On the other hand, both groups of EA, GPS, GSS and SSS showed good proficiency except female group of EA as they showed satisfactory proficiency.

3.2.17 Comparison of Schools in Item No. 5

Table No. 40

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	17	47.22	15	41.66	4	11.11	36	10	27.77	20	55.55	6	16.16	36
E.A.	10	27.77	22	61.11	4	11.11	36	16	44.44	7	19.44	13	36.11	36
G.S.S.	9	25.00	14	38.88	13	36.11	36	14	38.88	18	50.00	4	11.11	36
G.P.S.	13	36.11	18	50.00	5	13.88	36	12	33.33	12	33.33	12	33.33	36
S.S.S	9	25.00	11	30.55	16	44.44	36	8	22.22	11	30.55	17	42.22	36

The above table shows the students' proficiency of all sample school in Item No. 5. According to the chart, out of 36 questions male NA students gave 47.22% correct answers, 41.66% incorrect answers and 11.11% questions were out of answers. On the other hand, out of 36 questions 27.77% correct answer and 55.55% incorrect answers were given by female NA students in which 16.16% questions were not answered. Male EA students gave 27.77% correct answers, 61.11% incorrect answers and 11.11% questions left unanswered. On the other hand, female EA students gave 44.44% correct answers, 19.44% incorrect answers and 36.11% questions were not answered. Male GSS students gave 25% correct answers, 38.88% incorrect answers and 36.11% questions were out of answers. On the other hand, 38.88% correct answers, 50% incorrect answers were giving by female GSS students in which 11.11%

questions left unanswered. Similarly, male GPS students gave 36.11% correct answers, 50% incorrect answers and 13.88% questions were not answered. On the other hand, female GPS students gave 33.33% correct answers, 33.33% incorrect answers and 33.33% questions were out of answers. Likewise, 25% correct answers and 30.55% incorrect answers were given by male SSS students in which 44.44% questions were not answered. On the other hand, 22.22% correct answers and 30.55% incorrect answers were given by female SSS students in which 42.22% questions were out of answers. Therefore, both groups of SSS showed poor proficiency. On the other hand, male NA students showed good and female students showed poor proficiency but opposite case happened to the students of EA. Similarly, male GSS students showed poor and female showed satisfactory but male students of GPS showed satisfactory and female showed poor proficiency.

3.2.18 Comparison of Schools in Item No. 6

Table No. 41

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	22	61.11	13	36.11	1	2.77	36	24	66.66	10	27.77	2	5.55	36
E.A.	20	55.55	15	41.66	1	2.77	36	25	69.44	11	30.55	0	0	36
G.S.S.	24	66.66	10	27.77	2	5.55	36	28	77.77	7	19.44	1	2.77	36
G.P.S.	18	50.00	18	50.00	0	0	36	23	63.88	12	33.33	1	2.77	36
S.S.S	23	63.88	12	33.33	1	2.77	36	21	58.33	14	38.88	1	2.77	36

The above table shows the students' proficiency of all sample school in Item No. 6. According to the table, male NA students gave 61.11% correct answers, 36.11% incorrect answers and 2.77% questions were out of answers. On the other hand, female NA students gave 66.66% correct answers, 27.77% incorrect answers and 5.55% question were not answered. Male EA students gave 55.55% correct answers, 41.66% incorrect answers and 2.77% questions

were not answered. On the other hand, female EA students gave 69.44% correct answers and 30.55% incorrect answers. Similarly, out of 36 questions, male GSS students gave 66.66% correct answers, 27.77% incorrect answers and 5.55% questions were out of answers. On the other hand, female GSS students gave 77.77% correct answers, 19.44% incorrect answers and 2.77% questions were not answered. Male GPS students gave 50% correct answers and 50% incorrect answers in which they answered all the questions. On the other hand, female GPS students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were out of answers. Likewise, male SSS students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were out of answers. On the other hand, 58.33% correct answers and 38.88% incorrect answers were given by female SSS students in which 2.77% questions were not answered. Therefore, both groups of NA showed very good proficiency. Similarly, male groups of GSS and SSS, and female group of EA and GPS showed very good proficiency. Male group of EA and GPS showed good, female group of GSS showed excellent and SSS students showed good proficiency.

3.2.19 Comparison of Schools in Item No. 7

Table No. 42

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	21	58.33	13	36.11	2	5.55	36	25	69.44	8	22.22	3	8.33	36
E.A.	13	36.11	23	63.88	0	0	36	14	38.88	22	61.11	0	0	36
G.S.S.	12	33.33	24	66.66	0	0	36	21	58.33	14	38.88	1	2.77	36
G.P.S.	18	50.00	16	44.44	2	5.55	36	20	55.55	14	38.88	2	5.55	36
S.S.S	24	66.66	12	33.33	0	0	36	23	63.88	12	33.33	1	2.77	36

The above table shows the genderwise proficiency of all sample school in Item No. 7. According to the table, 58.33% correct answers and 36.11% incorrect answers were given by male NA students in which 5.55% questions were not answered. On the other hand, 69.44% correct answers and 22.22% incorrect

answers were given by female students in which 8.33% questions were out of answers. Out of 36 questions, male EA students gave 36.11% correct answers and 63.88% incorrect answers in which they answered all the questions. On the other hand, female EA students gave 38.88% correct answers and 61.11% incorrect answers. Male GSS students gave 33.33% correct answers and 66.66% incorrect answers. On the other hand, female GSS students gave 58.33% correct answers, 38.88% incorrect answers and 2.77% questions were not answered. Male GPS students gave 50% correct answers, 44.44% incorrect answers and 5.55% questions were not answered. On the other hand, female GPS students gave 55.55% correct answers, 38.88% incorrect answers and 5.55% questions left unanswered. Similarly, male SSS students gave 66.66% correct answers and 33.33% incorrect answers in which they answered all the questions. On the other hand, female SSS students gave 63.88% correct answers, 33.33% incorrect answers and 2.77% questions were not answered. Therefore, male group of NA and GPS showed good and female group of NA and SSS showed very good proficiency. Similarly, male students of SSS showed very good, EA showed satisfactory and GSS showed poor proficiency. On the other hand, female students of GSS and GPS showed good but EA showed satisfactory proficiency.

3.2.20 Comparison of Schools in Item No. 8

Table No. 43

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	16	44.44	16	44.44	4	11.11	36	13	36.11	13	36.11	10	27.77	36
E.A.	12	33.33	24	66.66	0	0	36	9	25.00	26	72.22	1	2.77	36
G.S.S.	18	50.00	15	41.66	3	8.33	36	23	63.88	13	36.11	0	0	36
G.P.S.	24	66.66	11	30.55	1	2.77	36	16	44.44	20	55.55	0	0	36
S.S.S	18	50.00	13	36.11	5	13.88	36	12	33.33	18	50.00	6	16.66	36

The above table shows the genderwise proficiency of all sample schools in Item No. 8. According to the table, male NA students gave 44.44% correct answers, 44.44% incorrect answers and 11.11% questions were not answered.

On the other hand, female NA students gave 36.11% correct answers and 36.11% incorrect answers in which 27.77% questions were out of answers. Male EA students gave 33.33% correct answers and 66.66% incorrect answers. On the other hand, female EA students gave 25% correct answers, 72.22% incorrect answers and 2.77% questions were out of answers. Male GSS students gave 50% correct answers, 41.66% incorrect answers and 8.33% questions were not answered. On the other hand, female GSS students were able to give 63.88% correct answers and 36.11% incorrect answers. Similarly, male GPS students gave 66.66% correct answers, 30.55% incorrect answers and 2.77% questions were not answered. On the other hand, female GPS students gave 44.44% correct answers and 55.55% incorrect answers in which they answered all the questions. Likewise, male SSS students gave 50% correct answers, 36.11% incorrect answers and they were not able to give the answers of 13.88% questions. On the other hand, female SSS students were able to give 33.33% correct answers, 50% incorrect answers and 16.66% questions were not answered. That is why, male students of GPS showed very good, NA, SSS and GPS showed good and EA showed poor proficiency. On the other hand, female students of GSS showed very good, GPS showed good, NA showed satisfactory; and EA and SSS showed poor proficiency in this item.

3.2.21 Comparison of Schools in Item No. 9

Table No. 44

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	22	61.11	10	27.77	4	11.11	36	20	55.55	9	25.00	7	19.44	36
E.A.	22	61.11	14	38.88	0	0	36	24	66.66	11	30.55	1	2.77	36
G.S.S.	17	47.22	13	36.11	6	16.66	36	19	52.77	15	41.66	2	5.55	36
G.P.S.	16	44.44	19	52.77	1	2.77	36	15	41.66	19	52.77	2	5.55	36
S.S.S	23	63.88	13	36.11	0	0	36	21	58.33	15	41.66	0	0	36

The above table shows the genderwise comparison of proficiency of all sample schools in Item No. 9. According to the table, male NA students gave 61.11% correct answers, 27.77% incorrect answers and 11.11% questions were not answered. On the other hand, female NA students gave 55.55% correct

answers, 25% incorrect answers and 19.44% questions were out of answers. Male EA students gave 61.11% correct answers and 38.88% incorrect answers in which they answered all the questions. On the other hand, female EA students gave 66.66% correct answers, 30.55% incorrect answers and 2.77% questions were not answered. Male GSS students gave 47.22% correct answers, 36.11% incorrect answer and 16.66% questions were not answered. On the other hand, female students gave, 52.77% correct answers, 41.66% incorrect answers and 5.55% questions were not answered. Male GPS students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were not answered. On the other hand, female GPS students gave 41.66% correct answers and 52.77% incorrect answers in which they left 5.55% questions unanswered. Similarly, male SSS students gave 63.88% correct answers and 36.11% incorrect answers. On the other hand, female SSS students gave 58.33% correct answers and 41.66% incorrect answers. Therefore, male students of NA, EA and SSS showed very good and GSS and GPS students showed good proficiency, on the other hand, female students of EA showed very good, NA, GSS and SSS showed good and GPS showed satisfactory proficiency in this item.

3.2.22 Comparison of Schools in Item No. 10

Table No. 45

Name of the school	Male							Female						
	C A	%	I A	%	N A	%	T	C A	%	I A	%	N A	%	T
N.A.	24	66.66	11	30.55	1	2.77	36	27	75.00	9	25.00	0	0	36
E.A.	21	58.33	15	41.66	0	0	36	25	69.44	11	30.55	0	0	36
G.S.S.	16	44.44	17	47.22	3	8.33	36	16	44.44	19	52.77	1	2.77	36
G.P.S.	21	58.33	14	38.88	1	2.77	36	21	58.33	15	41.66	0	0	36
S.S.S	21	58.33	13	36.11	2	5.55	36	19	52.77	10	27.77	7	19.44	36

The above table shows the genderwise comparison of proficiency of all sample schools. According to the table, male NA students were able to give 66.66% correct answers and 30.55% incorrect answers in which they left 2.77% questions unanswered. On the other hand, female students gave 75% correct answers and 25% incorrect answers in which they answered all the questions.

Male EA students gave 58.33% correct answers and 41.66% incorrect answers. On the other hand, female students gave 69.44% correct answers and 30.55% incorrect answers in which both groups gave answers of all the questions. Male GSS students gave 44.44% correct answers, 47.22% incorrect answers and 8.33% questions were not answered. On the other hand, female students gave 44.44% correct answers, 52.77% incorrect answers and 2.77% questions were out of answers. Male GPS students gave 58.33% correct answers, 38.88% incorrect answers and 2.77% questions were not answered. On the other hand, 58.33% correct answers and 41.66% incorrect answers were given by the female students. Similarly, out of 36 questions, 58.33% correct answers and 36.11% incorrect answers were given by the male students of SSS in which 5.55% questions were not answered. On the other hand, 52.77% correct answers and 27.77% incorrect answers were given by the female students in which 19.44% questions were out of answers. Therefore, male group of NA showed very good and female showed excellent proficiency. Similarly, male and female students of EA showed good and very good proficiency respectively. On the other hand, both groups of GSS, GPS and SSS showed good proficiency in this item.

3.3 Mother Tonguewise Analysis

To compare and analyze the proficiency of the students in terms of mother tongue is one of the objectives of this dissertation. So, this chapter deals with the mother tonguewise proficiency of the students. But, because of the time limit and length of the thesis, the researcher tried to interpret the data on the whole.

3.3.1 Total Proficiency of the Students

Table No. 46

Magar							Rai							Shrestha							Yadav						
CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
433	48.11	406	45.11	61	6.77	900	454	50.44	402	44.66	44	4.88	900	439	48.77	393	43.66	68	7.55	900	429	47.66	412	45.77	59	6.55	900

The above table shows the mother tonguewise total proficiency of the students. According to the table, 900 questions were asked to each groups in which Magar students gave 48.11% correct answers, 45.11 % incorrect answers and 6.77% questions were not answered. On the other hand, Rai students gave 50.44% correct answers, 44.66% incorrect answers and 4.88% questions were not answered. Similarly, Shrestha students gave 48.77% correct answers, 43.66% incorrect answers 7.55% questions were not answered. On the other hand, Yadav students gave 47.66% correct answers, 45.77% incorrect answers and 6.55% questions were not answered. Therefore, all groups of students showed good proficiency.

3.3.2 Schoolwise Total Comparison of Schools

Table No. 47

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
N.A.	89	49.44	89	49.44	2	1.11	180	101	56.11	71	39.44	8	4.44	180	118	65.55	38	21.11	24	13.33	180	111	61.66	55	30.55	14	7.77	180
E.A.	75	41.66	98	54.44	7	3.88	180	93	51.66	78	43.33	9	5	180	81	45	97	53.88	2	1.11	180	79	43.88	94	52.22	7	3.88	180
G.S.S.	90	50	68	37.77	22	12.22	180	73	40.55	99	55	8	4.44	180	84	46.66	90	50	6	3.33	180	88	48.88	81	45	11	6.11	180
G.P.S.	91	50.55	78	43.33	11	6.11	180	113	62.77	66	36.66	1	0.55	180	75	41.66	85	47.22	20	11.11	180	66	36.66	107	59.44	7	3.88	180
S.S.S.	88	48.88	73	40.55	19	10.55	180	74	41.11	88	48.88	18	10	180	81	45	83	46.11	16	8.88	180	85	47.22	75	41.66	20	11.11	180
Grand total	433	48.11	406	45.11	61	6.77	900	454	50.44	402	44.66	44	4.88	900	439	48.77	393	43.66	68	7.55	900	429	47.66	412	45.77	59	6.55	900

The above table shows the schoolwise total comparison of schools. According to the table, 180 questions were asked to each group in ten language functions, in which Magar group of students of Nobel Academy gave 49.44% correct

answers, 49.55% incorrect answers and 1.11 % questions were not answered. On the other hand, Rai students gave 56.11% correct answers, 39.44% incorrect answers and 4.44% questions were not answered. Similarly, Shrestha students gave 65.55 correct answers, 21.11% incorrect answers and 13.38% question were not answered. On the other hand, Yadav students gave 61.11% correct answers, 30.55% incorrect answers and 7.77% questions were not answered. Therefore, out of four groups, Magar group of students showed the weakest proficiency.

Magar group of students of Elixir Academy gave 41.66% correct answers, 54.44% incorrect answers and 3.88% questions were not answered. On the other hand, Rai students gave 51.66% correct answers, 43.33% incorrect answers and 5% questions were not answered. Similarly, Shrestha students gave 45% correct answers, 53.88% incorrect answers and 1.11% question were not answered. On the other hand, Yadav students gave 43.88% correct answers, 52.22% incorrect answers and 3.88% question were not answered. Therefore, out of four groups, Rai students gave better proficiency in comparison to others.

Magar group of students of Ganodaya Secondary school gave 50% correct answers, 37.77% incorrect answers and 12.22% questions were not answered. On the other hand, Rai students gave 40.55% correct answers, 55% incorrect answers and 4.44% questions were not answered. Similarly, Shrestha students gave 46.66% correct answers, 50% incorrect answers and 3.33% question were not answered. On the other hand, Yadav students gave 48.88% correct answers, 45% incorrect answers and 6.11% questions were not answered. Therefore, out of four groups the proficiency of Magar students was found better in comparison to others.

Magar group of students of Grammar Public School gave 50.55% correct answers, 43.33% incorrect answers and 6.11% questions were not answered. On the other hand, Rai students gave 62.77% correct answers, 36.66 %

incorrect answers and 0.55% questions were not answered. Similarly, Shrestha students gave 41.66% correct answers, 47.22% incorrect answers and 11.11% questions were not answered. On the other hand, Yadav students gave 36.66% correct answers, 59.44% incorrect answers and 3.88% question were not answered. Therefore, both Magar and Rai group of Grammar Public School showed better proficiency in comparison to others.

Magar students of Saradha Secondary School gave 48.88% correct answers, 40.55% incorrect answers and 10.55% questions were not answered. On the other hand, Rai students gave 41.11% correct answers, 48.88% incorrect answers and 10% questions were not answered. Similarly, Shrestha students gave 45% correct answers, 46.11% incorrect answers and 8.88% question questions were not answered. On the other hand, Yadav students gave 47.22% correct answers, 41.66% incorrect answers and 11.11% questions were not answered. Therefore, all groups of students showed similar type of proficiency as their proficiency was found satisfactory.

3.3.3 Itemwise Total Proficiency of the Students

Table No. 48

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	40	44.4	47	52.2	3	3.33	90	39	43.3	49	54.4	2	2.22	90	38	42.2	48	53.3	4	4.44	90	42	46.6	46	51.1	2	2.22	90
Item 2	39	43.3	47	52.2	4	4.44	90	38	42.2	51	56.6	1	1.11	90	36	40	47	52.2	7	7.77	90	32	35.5	53	58.8	5	5.55	90
Item 3	38	42.2	48	53.3	4	4.44	90	46	51.1	43	47.7	1	1.11	90	41	45.5	47	52.2	2	2.22	90	39	43.3	50	55.5	1	1.11	90
Item 4	48	53.3	38	42.2	4	4.44	90	41	45.5	47	52.2	2	2.22	90	46	51.1	40	44.4	4	4.44	90	44	48.8	43	47.7	3	3.33	90
Item 5	35	38.8	31	34.4	24	26.6	90	34	37.7	36	40	20	22.2	90	25	27.7	40	44.4	25	27.7	90	24	26.6	41	45.5	25	27.7	90
Item 6	52	57.7	35	38.8	3	3.33	90	61	67.7	26	28.8	3	3.33	90	58	64.4	30	33.3	2	2.22	90	57	63.3	31	34.4	2	2.22	90
Item 7	44	48.8	45	50	1	1.11	90	51	56.6	37	41.1	2	2.22	90	49	54.4	36	40	5	5.55	90	47	52.2	40	44.4	3	3.33	90
Item 8	40	44.4	45	50	5	5.55	90	42	46.6	43	47.7	5	5.55	90	43	47.7	36	40	11	12.2	90	36	40	45	50	9	10	90
Item 9	48	53.3	35	38.8	7	7.77	90	50	55.5	37	41.1	3	3.33	90	49	54.4	34	37.7	7	7.77	90	52	57.7	32	35.5	6	6.66	90
Item 10	49	54.4	35	38.8	6	6.66	90	52	57.7	33	36.6	5	5.55	90	54	60	35	38.8	1	1.11	90	56	62.2	31	34.4	3	3.33	90
Total	433	48.1	406	45.1	61	6.77	900	454	50.4	402	44.6	44	4.88	900	439	48.7	393	43.6	68	7.55	900	429	47.6	412	45.7	59	6.55	900

The above table shows the itemwise total proficiency of the students. According to the table, 90 questions were asked to teach groups in each item in which Magar students gave 44.44% correct answers, 52.22% incorrect answers and 3.33% questions were not answered in Item No. 1. On the other hand, Rai students gave 43.33% correct answers, 54.44% incorrect answers and 2.22% questions were not answered. Similarly, Shrestha students gave 42.22% correct answers, 53.33% incorrect answers and 4.44% questions were not answered. In Item No. 2, Magar students gave 43.33% correct answers, 52.22% incorrect answers and 4.44% questions were not answered. On the other hand, Rai students gave 42.22% correct answers, 56.66% incorrect answers and 1.11% questions were not answered. Similarly, Shrestha students gave 40% correct answers, 52.22% incorrect answers and 7.77% questions were not answered. On the other hand, Yadav students gave 35.55% correct answers, 58.88% incorrect answers and 5.55% questions were not answered. In Item No. 3, Magar students gave 42.22% correct answers, 53.33% incorrect answers and 4.44% questions were not answered. On the other hand, Rai students gave 51.11% correct answers, 47.77% incorrect answers and 1.11% questions were not answered. Similarly, Shrestha students gave 45.55% correct answers, 52.22% incorrect answers and 2.22% questions were not answered. On the other hand, Yadav students gave 43.33% correct answers, 55.55% incorrect answers and 1.11 questions were not answered. On the other hand, Rai students gave 45.55% correct answers, 52.22% incorrect answers and 4.44% questions were not answered. In Item No. 4, Magar students gave 53.33% correct answers 42.22% incorrect answers and 4.44% questions were not answered. On the other hand, Yadav students gave 48.88% correct answers, 47.77% incorrect answers and 3.33% questions were not answered. In Item No. 5, Magar students gave 38.88% correct answers, 34.44% incorrect answers and 26.66% questions were not answered. On the other hand, Rai students gave 37.77% correct answers, 40% incorrect answers and 2.22% questions were not answered. Similarly, Shrestha students gave 27.77% correct answers, 44.44% incorrect answers and 27.77% questions were not answered. On the other hand,

Yadav students gave 26.66% correct answers, 45.55% incorrect answers and 27.77% questions were not answered. In Item No. 6, Magar students gave 57.77% correct answers, 38.88% incorrect answers and 3.33% questions were not answered. On the other hand, Rai students gave 67.77% correct answers, 28.88% incorrect answers and 3.33% questions were not answered. Similarly, Shrestha students gave 64.44% correct answers, 33.33% incorrect answers and 2.22% questions were not answered. On the other hand, Yadav students gave 63.33% correct answers, 34.44% incorrect answers and 2.22% questions were not answered. In Item No-7, Magar students gave 48.88% correct answers, 50% incorrect answers and 1.11% questions were not answered. On the other hand, Rai students gave 56.66% correct answers, 41.11% incorrect answers and 2.22% questions were not answered. Similarly, Shrestha students gave 54.44% correct answers, 40% incorrect answers and 5.55% questions were not answered. On the other hand, Yadav students gave 52.22% correct answers, 44.44% incorrect answers and 3.33% questions were not answered. In Item No. 8, Magar students gave 44.44% incorrect answers, 50% incorrect answers and 5.55% questions were not answered. On the other hand Rai students gave 46.66% correct answers, 47.77 % incorrect answers and 5.55% questions were not answered. Similarly, Shrestha students gave 47.77% correct answers, 40% incorrect answers and 12.22% questions were not answered. On the their hand Yadav students gave 40% correct answers, 50% incorrect answers and 10% questions were not answered. In Item No. 9, Magar students gave 53.33% correct answers, 38.88% incorrect answers and 7.77% questions were not answered. On the other hand, Rai students gave 55.55% correct answers, 41.11% incorrect answers and 3.33% questions were not answered. Similarly, Shrestha students gave 54.44% correct answers, 37.77% incorrect answers and 7.77% questions were not answered. In item no. 10, Magar students gave 54.44% correct answers, 38.88% incorrect answers and 6.66% questions were not answered. On the other hand, Rai students gave 57.77% correct answers, 36.66 % incorrect answers and 5.55% questions were not answered. Similarly, Shrestha students gave 60% correct answers, 38.88% incorrect answers and

1.11% questions were not answered. On the other hand, Yadav students gave 62.22% correct answers, 34.44% incorrect answers and 3.33% questions were not answered.

3.3.4 Total Proficiency of Nobel Academy

Table No. 49

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	6	33.33	12	66.66	0	0	18	8	44.44	10	55.55	0	0	18	9	50	7	38.88	2	11.11	18	10	55.55	7	38.88	1	5.55	18
Item 2	7	38.88	11	61.11	0	0	18	8	44.44	10	55.55	0	0	18	16	88.88	2	11.11	0	0	18	12	66.66	6	33.33	0	0	18
Item 3	11	61.11	7	38.88	0	0	18	11	61.11	6	33.33	1	5.55	18	16	88.88	2	11.11	0	0	18	15	83.33	3	16.66	0	0	18
Item 4	11	61.11	7	38.88	0	0	18	11	61.11	7	38.88	0	0	18	13	72.22	5	27.77	0	0	18	14	77.77	4	22.22	0	0	18
Item 5	8	44.44	10	55.55	0	0	18	8	44.44	8	44.44	2	11.11	18	5	27.77	9	50	4	22.22	18	6	33.33	8	44.44	4	22.22	18
Item 6	11	61.11	7	38.88	0	0	18	14	77.77	4	22.22	0	0	18	12	66.66	4	22.22	2	11.11	18	9	50	8	44.44	1	5.55	18
Item 7	7	38.88	11	61.11	0	0	18	11	61.11	5	27.77	2	11.11	18	14	77.77	2	11.11	2	11.11	18	14	77.77	3	16.66	1	5.55	18
Item 8	7	38.88	11	61.11	0	0	18	9	50	7	38.88	2	11.11	18	8	44.44	2	11.11	8	44.44	18	5	27.77	9	50	4	22.22	18
Item 9	9	50	8	44.44	1	5.55	18	10	55.55	7	38.88	1	5.55	18	10	55.55	2	11.11	6	33.33	18	13	72.22	2	11.11	3	33.33	18
Item 10	12	66.66	5	27.77	1	5.55	18	11	61.11	7	38.88	0	0	18	15	83.33	3	16.66	0	0	18	13	72.22	5	27.77	0	0	18
Total	89	49.44	89	49.44	2	1.11	180	101	56.11	71	39.44	8	4.44	180	118	65.55	38	21.11	24	13.33	180	111	61.66	55	30.55	14	7.77	180

The above table shows the mother tonguewise total proficiency of Nobel Academy. According to the table, out of ten language functions, Magar students gave 49.44%, correct answers, 49.44 % incorrect answers and 1.11% questions were not answered. On the other hand, Rai students gave 56.11% correct answers, 39.44% incorrect answers and 4.44% questions were not answered. Similarly, Shrestha students gave 65.55% correct answers, 21.11% incorrect answers and 13.33 % questions were not answered. On the other hand, Yadav students gave 61.66% correct answers, 30.55% incorrect answers and 7.77 questions were not answered. Therefore, Shrestha and Yadav group of students showed very good whereas Rai and Magar students showed good proficiency.

3.3.5 Total Proficiency of Elixir Academy

Table No. 50

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	7	38.88	11	61.11	0	0	18	9	50	7	38.88	2	11.11	18	9	50	9	50	0	0	18	9	50	9	50	0	0	18
Item 2	9	50	9	50	0	0	18	5	27.77	13	72.77	0	0	18	3	16.66	14	77.77	1	5.55	18	5	27.77	13	72.22	0	0	18
Item 3	5	27.77	13	72.22	0	0	18	8	44.44	10	55.55	0	0	18	9	50	9	50	0	0	18	8	44.44	9	50	1	5.5	18
Item 4	8	44.44	9	50	1	5.55	18	10	55.55	8	44.44	0	0	18	7	38.88	11	61.11	0	0	18	6	33.33	12	66.66	0	0	18
Item 5	6	33.33	6	33.33	6	33.33	18	8	44.44	4	22.22	6	33.33	18	6	33.33	12	66.66	0	0	18	6	33.33	7	38.88	5	27.77	18
Item 6	9	50	9	50	0	0	18	12	66.66	5	27.77	1	5.55	18	12	66.66	6	33.33	0	0	18	12	66.66	6	33.33	0	0	18
Item 7	5	27.77	13	72.77	0	0	18	10	55.55	8	44.44	0	0	18	5	27.77	13	72.22	0	0	18	7	38.88	11	61.11	0	0	18
Item 8	5	27.77	13	72.77	0	0	18	5	27.77	13	72.77	0	0	18	9	50	8	44.44	1	5.55	18	2	11.11	16	88.88	0	0	18
Item 9	12	66.66	6	33.33	0	0	18	12	66.66	6	33.33	0	0	18	10	55.55	8	44.44	0	0	18	12	66.66	5	27.77	1	5.55	18
Item 10	9	50	9	50	0	0	18	14	77.77	4	22.22	0	0	18	11	61.11	7	38.88	0	0	18	12	66.66	6	33.33	0	0	18
Total	75	41.66	98	54.44	7	3.88	180	93	51.66	78	43.33	9	5	180	81	45	97	53.88	2	1.11	180	79	43.88	94	52.22	7	3.88	180

The above table shows the mother tonguewise total proficiency of Elixir Academy. According to the table, out of ten language functions, Magar students gave 41.66%, correct answers, 54.44 % incorrect answers and 3.88% questions were not answered. On the other hand, Rai students gave 51.66% correct answers, 43.33% incorrect answers and 5% questions were not answered. Similarly, Shrestha students gave 45% correct answers, 43.88% incorrect answers and 1.33 % questions were not answered. On the other hand, Yadav students gave 43.88% correct answers, 52.22% incorrect answers and 3.88% questions were not answered. Therefore, Rai and Shrestha group of students showed good whereas Magar and Yadav showed satisfactory proficiency.

3.3.6 Total Proficiency of Gyanodaya Secondary School

Table No. 51

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	7	38.88	9	50	2	11.11	18	5	27.77	13	72.22	0	0	18	8	44.44	9	50	1	5.55	18	8	44.44	10	55.55	0	0	18
Item 2	9	50	8	44.44	1	5.55	18	7	38.88	11	61.11	0	0	18	8	44.44	10	55.55	0	0	18	7	38.88	10	55.55	1	5.55	18
Item 3	7	38.88	9	50	2	11.11	18	6	33.33	12	66.66	0	0	18	5	27.77	13	72.22	0	0	18	8	44.44	10	55.55	0	0	18
Item 4	10	55.55	7	38.88	1	5.55	18	6	33.33	11	61.11	1	5.55	18	7	38.88	10	55.55	1	5.55	18	10	55.55	7	38.88	1	5.55	18
Item 5	7	38.88	6	33.33	5	27.77	18	7	38.88	7	38.88	4	22.22	18	7	38.88	7	38.88	4	22.22	18	2	11.11	12	66.66	4	22.22	18
Item 6	14	77.77	3	16.66	1	5.55	18	12	66.66	5	27.77	1	5.55	18	11	61.11	7	38.88	0	0	18	15	83.33	2	11.11	1	5.55	18
Item 7	11	61.11	7	38.88	0	0	18	6	33.33	12	66.66	0	0	18	9	50	9	50	0	0	18	7	38.88	10	55.55	1	5.55	18
Item 8	10	55.55	5	27.77	3	16.66	18	9	50	9	50	0	0	18	12	66.66	6	33.33	0	0	18	10	55.55	8	44.44	0	0	18
Item 9	7	38.88	7	38.88	4	22.22	18	9	50	7	38.88	2	11.11	18	11	61.11	7	38.88	0	0	18	9	50	7	38.88	2	11.11	18
Item 10	8	44.44	7	38.88	3	16.66	18	6	33.33	12	66.66	0	0	18	6	33.33	12	66.66	0	0	18	12	66.66	5	27.77	1	5.55	18
Total	90	50	68	37.77	22	12.22	180	73	40.55	99	55	8	4.44	180	84	46.66	90	50	6	3.33	180	88	48.88	81	45	11	6.11	180

The above table shows the mother tongue wise total proficiency of Gyanodaya Secondary School. According to the table, out of ten language functions, Magar students gave 50% correct answers, 37.77% incorrect answers and 12.22% questions were not answered. On the other hand, Rai students gave 45.55% correct answers, 55% incorrect answers and 4.44% questions were not answered. Similarly, Shrestha students gave 46.66% correct answers and 50% incorrect answers and 3.33% questions were not answered. On the other hand, Yadav students gave 48.88% correct answers, 45% incorrect answers and 6.11% questions were not answered. Therefore, Magar, Shrestha and Yadav groups of students showed good whereas Rai group of students showed satisfactory proficiency.

3.3.7 Total Proficiency of Grammar Public School

Table No. 52

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	10	55.55	8	44.44	0	0	18	12	66.66	6	33.33	0	0	18	4	22.22	14	77.77	0	0	18	6	33.33	12	66.66	0	0	18
Item 2	10	55.55	7	38.88	1	5.55	18	11	61.11	7	38.88	0	0	18	3	16.66	11	61.11	4	22.22	18	5	27.77	12	66.66	1	5.55	18
Item 3	10	55.55	7	38.88	1	5.55	18	14	77.77	4	22.22	0	0	18	6	33.33	10	55.55	2	11.11	18	3	16.66	15	83.33	0	0	18
Item 4	9	50	8	44.44	1	5.55	18	8	44.44	10	55.55	0	0	18	12	66.66	5	27.77	1	5.55	18	5	27.77	12	66.66	1	5.55	18
Item 5	9	50	5	27.77	4	22.22	18	8	44.44	10	55.55	0	0	18	4	22.22	5	27.77	9	50	18	4	22.22	10	55.55	4	22.22	18
Item 6	8	44.44	9	50	1	5.55	18	12	66.66	6	33.33	0	0	18	12	66.66	6	33.33	0	0	18	9	50	9	50	0	0	18
Item 7	10	55.55	7	38.88	1	5.55	18	12	66.66	6	33.33	0	0	18	10	55.55	6	33.33	2	11.11	18	6	33.33	11	61.11	1	5.55	18
Item 8	8	44.44	10	55.55	0	0	18	14	77.77	4	22.22	0	0	18	7	38.88	10	55.55	1	5.55	18	11	61.11	7	38.88	0	0	18
Item 9	8	44.44	8	44.44	2	11.11	18	9	50	9	50	0	0	18	6	33.33	11	61.11	1	5.55	18	8	44.44	10	55.55	0	0	18
Item 10	9	50	9	50	0	0	18	13	72.22	4	22.22	1	5.55	18	11	61.11	7	38.88	0	0	18	9	50	9	50	0	0	18
Total	91	50.55	78	43.33	11	6.11	180	113	62.77	66	36.66	1	0.55	180	75	41.66	85	47.22	20	11.11	180	66	36.66	107	59.44	7	3.88	180

The above table shows the mother tongue wise total proficiency of Grammar Public School. According to the table, out of ten language functions, Magar students gave 50.55% correct answers, 43.33% incorrect answers and 6.11% questions were not answered. On the other hand, Rai students gave 62.77% correct answers, 36.66% incorrect answers and 0.55% questions were not answered. Similarly, Shrestha students gave 41.66% correct answers, 47.22% incorrect answers and 11.11% questions were not answered. On the other hand, Yadav students gave 36.66% correct answers, 59.44% incorrect answers and 3.88 questions were not answered. Therefore, Rai group of students

showed very good, Magar showed good and remaining others showed satisfactory proficiency.

3.3.8 Total Proficiency of Saradha Secondary School

Table No. 53

Item No.	Magar							Rai							Shrestha							Yadav						
	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T	CA	%	IA	%	NA	%	T
Item 1	10	55.55	7	38.88	1	5.55	18	5	27.77	13	72.22	0	0	18	8	44.44	9	50	1	5.55	18	9	50	8	44.44	1	5.55	18
Item 2	4	22.22	12	66.66	2	11.11	18	7	38.88	10	55.55	1	5.55	18	6	33.33	10	55.55	2	11.11	18	3	16.66	12	66.66	3	16.66	18
Item 3	5	27.77	12	66.66	1	5.55	18	7	38.88	11	61.11	0	0	18	5	27.77	13	72.22	0	0	18	5	27.77	13	72.22	0	0	18
Item 4	10	55.55	7	38.88	1	5.55	18	6	33.33	11	61.11	1	5.55	18	7	38.88	9	50	2	11.11	18	8	44.44	9	50	1	5.55	18
Item 5	5	27.77	4	22.22	9	50	18	3	16.66	7	38.88	8	44.44	18	3	16.66	7	38.88	8	44.44	18	6	33.33	4	22.22	8	44.44	18
Item 6	10	55.55	7	38.88	1	5.55	18	11	61.11	6	33.33	1	5.55	18	11	61.11	7	38.88	0	0	18	12	66.66	6	33.33	0	0	18
Item 7	11	61.11	7	38.88	0	0	18	12	66.66	6	33.33	0	0	18	11	61.11	6	33.33	1	5.55	18	13	72.22	5	27.77	0	0	18
Item 8	10	55.55	6	33.33	2	11.11	18	5	27.77	10	55.55	3	16.66	18	7	38.88	10	55.55	1	5.55	18	8	44.44	5	27.77	5	27.77	18
Item 9	12	66.66	6	33.33	0	0	18	10	55.55	8	44.44	0	0	18	12	66.66	6	33.33	0	0	18	10	55.55	8	44.44	0	0	18
Item 10	11	61.11	5	27.77	2	11.11	18	8	44.44	6	33.33	4	22.22	18	11	61.11	6	33.33	1	5.55	18	10	55.55	6	33.33	2	11.11	18
Total	88	48.88	73	40.55	19	10.55	180	74	41.11	88	48.88	18	10	180	81	45	83	46.11	16	8.88	180	85	47.22	75	41.66	20	11.11	180

The above table shows the mother tonguewise total proficiency of Sarada Secondary School. According to the table, out of ten language functions, Magar students gave 48.88% correct answers, 40.55% incorrect answers and 10.55% questions were not answered. On the other hand, Rai students gave 41.11% correct answers, 48.88% incorrect answers and 10% questions were not answered. Similarly, Shrestha students gave 45% correct answers, 46.11% incorrect answers and 8.88% questions were not answered. On the other hand, Yadav students gave 47.22% correct answers, 41.66% incorrect answers and 11.11% questions were not answered. Therefore, Magar groups of students showed satisfactory whereas others showed good proficiency.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

While writing the thesis this section is as important as other sections from which we come to know about the conclusion of the whole study and some important tips for all who are involved in teaching field, course design and administration as well. Considering this fact the researcher has tried to go in depth of his study to find out the shortcomings in the matter of communicative proficiency of non-native Nepali speakers who are studying in grade ten so as to suggest some pedagogical implications on the basis of the findings obtained from the whole analysis.

The study itself has its good aspect that it is related with the various language functions which are necessary for the students in day-to-day communication to socialize them in the societies of the present world. There are various language functions in the textbook of grade ten which facilitate the learners to learn language through communication but effective teaching methods, presentation of those functions and modern scientific teaching equipments which are the important parts to get the students mastered in this field are not found satisfactory. As a result, students were able to give the answers of nearly 50% questions and many questions related to some items left unanswered. Therefore, from the whole study the researcher found various findings and recommendations which are mentioned in this section.

4.1. Findings

Some of the major findings obtained from the analysis and interpretations are mentioned below:

- i) As a whole it was found that the total proficiency of the students was 48.78 %. Therefore, their proficiency was proved as good.

- ii) In terms of schoolwise proficiency of the students the study showed that the performance of the students of Nobel Academy was the best, and Elixir Academy and Saradha Secondary School was the weakest among five sample schools as the proficiency of the first one was found 58.19% and remaining others was 45.55%.
- iii) Out of all sample students in ten language functions the proficiency of male and female students was found 47.44% and 50.05% respectively. Therefore, female students showed better performance in comparison to male students in which the difference in their performance was less than 3%.
- iv) All the sample schools showed the best performance in item no. 6 (i.e. giving advice/warning) and the weakest performance in item no. 5. (i.e. reporting, giving and withholding permission) out of ten language functions.
- v) Among all four groups of non-native Nepali speakers Rai group of students showed the best and Yadav group of students showed the weakest performance as their proficiency was found 50.44% and 47.66% respectively.
- vi) Many exponents were found in declarative forms. For example, ‘why you go to gym center?’ for asking questions instead of ‘why do you go to gym center?’

4.2. Recommendations

The following recommendations have been made on the basis of the findings obtained from the analysis.

- i) Concerned persons and authorities should launch effective programmes from which students will have access to language functions to use them appropriately.
- ii) Students should be encouraged to use appropriate language functions in appropriate situation from the very beginning.
- iii) Most of the students of all the sample schools did not have the clear concept about item no. 5 (i.e. reporting, giving and withholding permission). Therefore, their performance was found the weakest among all language items. For this, teachers should make them clear about this language item with simple introduction and examples.
- iv) At the time of teaching, priority should be given to male students to enhance their well performance.
- v) Yadav group of students should be given any kind of opportunity and priority in comparison to others to improve their performance.
- vi) To minimize the declarative forms of sentence teachers should help and motivate the students by using several language functions with their structures.

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APPENDIX – 1
SAMPLE TEST QUESTIONNAIRE
SUBJECTIVE QUESTIONS

School's Name :

.....

Student's Name :

Class :

Caste :

Sex: Male () Female ()

Time : 1.00 hour

Imagine the following situations. What would you do?

1. Pretend that you were the thief yesterday. You stole ten thousands rupees from Suren's house. Report to your friend about what you told the house owner during stolen?

.....
.....

2. You and one of your friends didn't do the homework given by your English class teacher. The English class teacher asked you several questions about why you didn't do. Report any one question to your friends that he asked.

.....
.....

3. Imagine that you are a teacher. One of your students asks you to go out to drink water. Give permission to the student.

.....
.....

4. One of your friends Sarmila is studying in a campus. She wants part time job. She comes to your house for advice. Give advice to her.

.....
.....

5. A husband and wife have had a fight. She is with her family. They are talking on the phone, and he wants her to come. She is expressing her condition (I).

.....
.....

6. You were a regular student of class ten but you missed your class the day before. Your class teacher asked you about why you didn't come. Give him/her any one reason.

.....
.....

7. Pretend that you are a student of class ten. Yesterday you went late to school so the head teacher told you to come school on time. Report what he/she told you.

.....
.....

8. Imagine that you are a guard of a company. You always stand on the parking place. Next behind you is a place where there is a signboard written 'No Parking Here'. One of the men comes with motorcycle and wants to park his cycle there. Withhold permission.

.....
.....

9. A boy/girl likes to marry with you. You like him/her very much and like to marry with him/her but you are expressing your condition (I).

.....
.....

10. You and a fellow worker are talking. He is telling you about a conversation about overtime work he recently had with the boss. Report to your friend about what the boss told you.

.....
.....

11. You had gone to Pokhara two weeks ago for taking part in an interview. The interviewer asked you two questions which were very important. Report those two questions that he asked.

- a.
- b.

12. You are travelling by a bus on the way to Biratnagar from Kathmandu. One of the passengers beside you is smoking. Withhold permission.

.....
.....

13. Imagine that you are a doctor. One of your friends comes there at your clinic that he/she has a problem of diarrhoea. Give him/her advice.

.....
.....

14. A boy is asking his father for getting permission to use the family motorcycle. The father wants to give permission on certain condition. He is expressing his condition (I).

.....
.....

15. One of your close friends requests you to go to Pokhara but you don't like to go there. You request her/him to go to Nagarkot, but she doesn't like to go to Nagarkot. Ask her/him one reason about why she likes to go to Pokhara not to Nagarkot.

.....
.....

16. Fill in the blank to complete the sentences of your partner.

a. Though he was tired,

.....

b. In spite of his request,

.....

c. He failed the exam, even though

.....

d. Although it was raining outside,

.....

17. Suppose that you are a Nepalese Army. You have been serving as a Nepalese Army for two years. Mr. Dill Bahadur Gurung is the chief of the army. Report in about two sentences about what he told you to do.

a.

b.

18. You have recently heard The English News from Radio Nepal by Shila Chanda. Report to your friend the headline that you heard.

.....

.....

19. Yesterday you met to your friend on the way to school. Report one question that you asked him/her on the way that he/she became very happy with you.

.....

.....

20. Read the following sentence and report on what your partner has said.

A. Ram, finish the work before you leave.

B.

21. Give examples how each of the following communicative function can be expressed in different ways.

a. withholding permission

.....

b. reporting, withholding permission

i)

ii)

c. reporting permission

i)

ii)

22. One of your friends wants to go to abroad. He/She can't decide whether to go by bus, train or plane. He/She comes at your house with the problem. Give him/her advice.

.....
.....

23. You are physically weak student in your class. You are always beaten by your friends. Express your condition (II).

.....
.....

24. Suppose that you are a famous football player. You always hit the goal when you are at the corner. Now you are at the front of the ground. Express your condition (II).

.....
.....

25. One of you classmates always goes to the temple but you don't know why he/she goes there. Ask him/her why he/she goes there.

.....
.....

26. You are the oldest son of your parents. You are never loved by your parents. Your parents love to your elder brother very much. Now express your condition (I).

.....
.....

27. Your younger brother is going to take an exam but he is not well-prepared. Advise him.

.....
.....

28. Read the following sentence and report your friend what Mina says.

A. I am going to learn to swim.

B.

29. Fill in the blank spaces.

a. If he laboured hard,

b. He could win the race , if he

30. One of your neighbours always goes to the gym centre but you don't know why he/she goes there. Ask him/ her why he/she goes there.

.....
.....

Thanking you !

OBJECTIVE QUESTIONS

School's Name:

Student's Name:.....

Class:.....

Caste:.....

Sex: Male () Female ()

Time: 1 hour

Tick () the best answer.

1. 'She told me that she was watching an excellent movie' is said when someone wants
 - a. to report command
 - b. to report question
 - c. to report statement
 - d. to report permission
2. 'She asked me if she would meet me' serves the communicative function of
 - a. reporting statement
 - b. clarifying
 - c. showing the limit of knowledge
 - d. reporting question
3. The expression 'I'm allowed to stay at home on Saturday' serves the communicative function of
 - a. reporting, giving permission
 - b. reporting, withholding permission
 - c. reporting past event
 - d. asking for permission
4. The expression 'you can but you mustn't 'serves the communicative function of
 - a. reporting, withholding permission
 - b. giving and withholding permission
 - c. withholding permission
 - d. withholding warning
5. The expression 'The head teacher told me to come school at ten o'clock' serves the communicative function of
 - a. reporting command
 - b. giving advice
 - c. reporting statement
 - d. giving permission

6. The expression 'you should take Cetamole' serves the communicative function of
- a. giving permission
 - b. giving advice
 - c. giving instruction
 - d. talking about personal experience
7. When someone says 'If Anil fails the exam, he won't come'. Here the person is
- a. expressing performance
 - b. expressing intention
 - c. telling purpose
 - d. expressing condition (I)
8. When someone says 'I go to the bank so that I can purchase the money.' Here the speaker is
- a. asking for reason.
 - b. expressing condition
 - c. telling purpose
 - d. expressing unexpected result
9. When someone says 'she was 85 years old, however she still lived a very active life.' Here the person is
- a. expressing her ability
 - b. expressing her performance
 - c. agreeing
 - d. expression unexpected result
10. The expression 'I hear you are getting a transfer and promotion' serves the communicative function of
- a. describing
 - b. reporting command
 - c. reporting statement
 - d. talking about present event
11. The expression 'Priti asked where the party was' serves the communicative function of reporting question.
- a. strongly agree
 - b. fairly agree
 - c. disagree
 - d. strongly disagree
12. The expression 'The chief of the army told her not to shut him' serves the communicative function of
- a. reporting command
 - b. advising
 - c. suggesting
 - d. reporting statement

13. The statement 'Ram wasn't permitted to enter the classroom' is an example of
- a. giving permission
 - b. reporting giving permission
 - c. reporting, withholding permission.
 - d. warning.
14. The sentence 'you may go' is an example of
- a. ordering
 - b. giving permission
 - c. commanding
 - d. expressing intention
15. The expression 'Don't let her take photograph until/ unless she's asked the caretaker' serves the communicative function of
- a. commanding
 - b. ordering
 - c. withholding permission
 - d. advising
16. The statement 'If you don't eat, you will be hungry' serves the communicative function of expressing condition (I)
- a. strongly agree
 - b. fairly agree
 - c. disagree
 - d. strongly disagree
17. The expression 'If it goes on raining like this, there will be a lot of landslides' serves the communicative function of
- a. expressing condition(II)
 - b. expressing condition(I)
 - c. expressing unexpected result
 - d. reporting statement
18. When someone says 'The water was icy cold, however, we went swimming.' Here the person is
- a. expressing condition
 - b. expressing willingness
 - c. expressing unexpected result
 - d. expressing probability
19. Mahesh says 'I am unlucky'. This can be reported as
- a. Mahesh says that I am unlucky.
 - b. Mahesh says that I was unlucky
 - c. Mahesh says that he is unlucky
 - d. Mahesh said that he was unlucky
20. 'Professor Johnson asked me what my problem was. He asked me if he could solve my problem. 'Here the person is
- a. seeking information
 - b. reporting question
 - c. complaining
 - d. reporting statement

29. The expression 'If he doesn't run fast he will lose the race' serves the communicative functions of
- a. expressing ability to do something
 - b. expressing condition (I)
 - c. expressing condition (II)
 - d. expressing unexpected result
30. He says 'I can't tell you anything about her'. Here the statement can be reported as
- a. He says that he couldn't tell him anything about her.
 - b. He says that he couldn't have told anything about her.
 - c. He says that he couldn't tell me anything about him.
 - d. He says that he can't tell me anything about her.
31. 'She asked me if she would meet me' is the reporting question of
- a. She said to me "Shall we meet him?"
 - b. She said to me "Shall I meet you ?"
 - c. She said to me "Shall I meet her?"
 - d. She said to me "Will I meet you ?"
32. The expression 'The boss of the restaurant told his employees to be honest' serves the communicative function of
- a. reporting command
 - b. giving advise
 - c. giving instruction
 - d. suggesting
33. 'You mustn't take the drug again' is said for
- a. expressing inability
 - b. warning
 - c. giving advise
 - d. expressing compliments
34. The expression 'If I were you, I would stop writing him' serves the communicative function of
- a. expressing condition(II)
 - b. expressing willingness
 - c. advising
 - d. giving permission
35. 'They aren't permitted to enter through this gate' is said for
- a. giving permission
 - b. giving warning
 - c. withholding permission
 - d. reporting, withholding permission

36. 'If you the glass, you would have been punished'.
Here the possible answer to fill the gap is
- | | |
|----------------|---------------|
| a. have broken | b. had broken |
| c. broke | d. break |
37. 'If he hadn't come to Nepal, he wouldn't have seen Mt. Everest' is said for
- | | |
|---|---------------------------------------|
| a. expressing condition (I) | b. expressing condition (II) |
| c. expressing inability to do something | d. persuading someone to do something |
38. 'Although her parents objected, she still insisted on getting married' is said for
- | | |
|--------------------|---------------------------------|
| a. committing | b. expressing unexpected result |
| c. expressing want | d. accepting |
39. The expression 'If you learn English, you will go to America' serves the communicative function of
- | | |
|---------------------------------|------------------------------|
| a. expressing condition (I) | b. expressing condition (II) |
| c. expressing unexpected result | d. accepting |
40. 'Reporting other people speech' is similar to the communicative function of
- | | |
|---------------|---------------|
| a. describing | b. quoting |
| c. telling | c. specifying |
41. 'The teacher told the student to be straight' is said for
- | | |
|----------------|----------------------|
| a. warning | b. giving direction |
| c. criticizing | d. reporting command |
42. 'Don't let your students make noise in the classroom' is an example of
- | | |
|-------------------------------------|---------------------------|
| a. reporting withholding permission | b. withholding permission |
| c. suggesting | d. warning |
43. 'You mustn't spit here' is said for
- | | |
|------------------|--------------------------|
| a. warning | b. making request |
| c. making offers | d. expressing intentions |
44. The expression 'If he had not come to Nepal, we wouldn't have seen Fewa Lake' serves the communicative function of
- | | |
|---------------------------------|------------------------------|
| a. expressing condition (I) | b. expressing condition (II) |
| c. expressing unexpected result | d. denying |

45. When some one says 'I had gone to abroad for earning money.' Here the person is
- a. telling purpose
 - b. talking about the past
 - c. describing purpose
 - d. clarifying
46. 'No roads are good, Here the possible answer to fill the gap is
- a. as they spend huge money
 - b. even though they spend huge money
 - c. in spite of they spend huge money
 - d. because of they spend huge money
47. 'Because of fuel shortage, no vehicles are running' is said for
- a. giving purpose
 - b. describing purpose
 - c. giving reason
 - d. expressing unexpected result
48. When someone says 'Why do you come to school?' Here the person is
- a. asking for reason
 - b. seeking permission
 - c. asking for permission
 - d. asking for purpose
49. The expression 'You should do exercise' is said for
- a. giving instruction
 - b. persuading someone to do something
 - c. advising
 - d. giving permission
50. The expression 'Unless Prabina could dance, she wouldn't be very popular' serves the communicative function of
- a. expressing unexpected result
 - b. expressing condition (I)
 - c. expressing condition (II)
 - d. expressing inability to do something

Thanking you !

