

CHAPTER - ONE

INTRODUCTION

1.1 General Background

It is very difficult to define the term ‘**Language**’ even if it is one of the means of communication. It is purely gift of human beings. No other creatures use language except human beings. So it is species specific. The widely known definition of language is the voluntary vocal system of human communication. Language is the medium of communication by the help of which human beings are being able to interact, share and interchange their ideas, opinions and thoughts with each other. Many languages have their own writing system but some languages do not have. Bloomfield (1934:21) says, ‘writing is not language but merely a way of recording language by means of visible marks’. Language has different characteristics which make it different from other communication systems. Language changes from time to time. For example, there is a marked difference between the English which was used in Chaucer’s time and the English of today. The same is true with the Nepali language as well. The languages used by the people in the time of Prithivi Narayan Shah were different from the Nepali language used by the people of this 21st century.

There are various modes of communication viz aural, visual, olfactory, tactile and gustatory. However, linguistics involves only aural and visual modes of communication.

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. Language is so essential for human being that it is almost impossible to survive without it. In fact, the

uniqueness of human lies in the way he/she communicates with language. It is language that makes him/her different from other animals.

In the Encyclopedia Britannica (vol.13) language is defined as "an arbitrary system of vocal symbols by means of which human being as member of social group and participants in a culture interacts and communicates".

Language is manifested through speech and writing. We can find different languages being used in different communities of people. It may differ from one country to another country, one community to another community and one caste to another caste. Wardaugh (1998:1) defines it as 'what the members of a particular society speak.'

Discussing the purpose of language teaching and learning, Jespersen (1961) writes: "we learn language.....(our native tongue as well as others) so as to be enabled to get sensible first hand communication about the thoughts of others and so as to have for ourselves too (if possible) a means of making others part-takers of our own thoughts."

Similar ideas have been expressed by Wilkins (1979) who says that 'we learn and use a language as a form or means of communication.' In this opinion 'expression' or speech is the central substance of communication as it takes place easily in any situation.

According to Sapir (1978:8) 'Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.'

While teaching a language, we must not ignore its components. The basic components of every language are phonology, lexicon, grammar and semantics. All these components make the totality of the language. So all the components should be learned or taught at the time of

learning language. But all the components can not be taught at the same time, this whole realm of English teaching can be divided into pronunciation teaching, vocabulary teaching grammar teaching and teaching of language skills.

1.1.1 The English Language

There are a number of languages in the world. English is one of the most dominant international language in the universe. It has international marketability. Broadly speaking, English is learned and taught almost all over the world for the purpose of general communication. English serves as a link language that links between the people of the world. It is spoken as the mother tongue in the countries like Britain, America, Canada, Scotland, etc. It has the largest body of vocabulary and the richest body of literature.

Several languages are spoken in the world. However, English has been recognized as an international language. English is spoken as a first, second and foreign language in many parts of the world. Most of the important books on different areas are written in English. The English language has, therefore, become an inevitable source of medium for non-English speakers too.

We have derived great benefit by learning the English language. We have come in with the western civilization. The western countries are much advanced in Science, technology, medicine, economics and other branches of knowledge. But English is foreign language in Nepal. It is difficult for many to master a foreign language. Because of such significance of the English language, the curriculum designers changed the present curriculum in communicative functional aspect of language.

1.1.2 English in Nepal

The English language has been teaching and learning from school level to university as a foreign or second language in Nepal. In the reference of Tribhuvan University, there are mainly two departments which are dealing with the English language with different purposes. Such as: “The central department of English’ which emphasizes on language, literature and art. On the other hand, there is “The department of English language education” which concerns to produce the trained teachers to teach English language with its different aspects.

The development of English education in Nepal is closely associated with the rise of Prime Minister Jung Bahadur Rana. After his visit of England, he established Durbar High School in 1853. It was the first English school to teach English language in Nepal. Since then English has been mentioned in the curriculum right from grade four up to Master’s level. In some faculties it has been made compulsory up to Bachelor’s level. Now, it has crossed many decades by modernizing its aims of teaching and learning. In the past there were no trained teachers and their teaching technique was solely based on Grammar Translation method. It is true to say “A bad instrument in the hands of a good artist, tunes well”. However, the curriculum was amended and handed to the same unskilled teachers, and the result was found worthless.

1.1.3 Language Function

Language function can be broadly classified as grammatical and communicative functions. Grammatical functions deal with the relationship that constituent in a sentence has with another constituent. Mainly there are five grammatical functions; they are subject, predicate, object, complement and adjunct. For example, in the sentence ‘He gives

me a book,' 'he is the subject; 'a book' is the object of the sentences, 'gives' is the predicate and the rest part is complement etc. The main function of language is its communicative function. Communicative function of the language refers to the communication for which a language is used in a community. Thus, communicative function is what specific communicative need the language is used for in a community.

In short, the term language function or function of language generally refers to the communicative function of language. To go into the discussion on grammatical function is out side the scope of this research. So, communicative function is described in some detail here.

According to **Sthapit** (2002:9); "A thing can be said to have at least three facets: Substance, form and function for example the three facets of a glass can be described as:

Substance: glass, paper or plastic

Form: cylindrical with one end open

Function: serving liquids

Similarly, a language can be said to have the following three facets:

Substance: sounds/letters and punctuation marks

Form: patterns of sounds/letters, words and phrase

Function: communicating mass

For instance, a glass serves the purpose of serving liquid or it is used to serve liquids; therefore serving liquid is a function of a glass. Similarly language the purpose of describing people or it is used to describe people. so describing people is one of the functions of language.

1.1.4 Language Function: Some Classifications

M.A.K.Halliday (1964) classifies the function of language into three categories.

- i. **Ideational function:** Ideational function refers to the language used for the expression of the content that helps to express the speaker's experience, feelings, ideas of the real world.
- ii. **Textual function:** Language is used to talk about language itself to solve the textual function. It is similar to Roman Jakobson's meta-linguistic function.
- iii. **Interpersonal function:** Language maintains the interpersonal relationship in society that is why the function is termed as interpersonal.

Roman Jakobson (1996) counts all the constituents in a speech event to classify the language function. A speech event has six components. Each of the factors determines different functions of language. They are:

- (i) **Emotive function** (emphasis is on addressers)
- (ii) **Connotive function** (emphasis is on addressers)
- (iii) **Referential function** (emphasis is on context)
- (iv) **Phatic function** (emphasis is on contact)
- (v) **Meta-lingual function** (emphasis is on code)
- (vi) **Poetic function** (emphasis is on form)

J.L. Austin (1962) describes the following two types of language function:

- (i) **Constative function:** The sentence that describes states or tells something about something is called a constative function of language.
- (ii) **Performative function:** Certain sentences perform action or do some act which is termed as performative function of language. This function of language is also divided five sub-

types viz, verdictive, exercitive, commissive, behavitive and expositive functions of language.

S. Pit Coder (1973) classifies the language into six categories which are same as Jacobson's. They are:

- (i) **Personal function:** emphasis is on addresser.
- (ii) **Directive function:** emphasis is on addresser.
- (iii) **Referential function:** emphasis is on context
- (iv) **Phatic function:** emphasis is on contact.
- (v) **Meta-lingual function:** emphasis is on code.
- (vi) **Poetic function:** emphasis is on form.

J.A. Van Ek. (1975) has classified the function of language into six different types:

- (i) **Imparting and seeking factual information** (identifying, reporting, correcting, asking etc.)
- (ii) **Expressing and finding out intellectual attitudes** (expressing and enquiring about agreement and disagreement, accepting or declining an offer or invitation etc.)
- (iii) **Expressing and finding out modern attitudes** (apologizing, approving or disapproving, etc.)
- (iv) **Getting things done** (suasion, suggesting course of action, advising, warning, etc.)
- (v) **Socializing** (greeting and leaving people, attracting attention, proposing a toast, etc.)

D.A. Wilkins (1976) distinguishes eight language functions:

- (i) **Modality:** It describes the degree of certainty or judgment.

- (ii) **Moral discipline and evaluation:** It serves to express approval and disapproval.
- (iii) **Suasion:** This function serves to persuade, suggest, argue and request.
- (iv) **Argument:** This helps us informing, arguing, asserting, denying etc.
- (v) **Rational enquiry and exposition:** This function of language serves to indicate, exemplify, define and draw inferences etc.
- (vi) **Personal emotions:** This language function is used to express pleasure, displeasure, annoyance, irritation, etc.
- (vii) **Emotional relations:** this language function serves to express greetings, attitudes, etc.
- (viii) **Interpersonal relations:** This function of language is used to express different degrees of formalities in society.

Finocchiaro (1983) classifies the language functions into the following broad categories:

- (i) **Personal:** Clarifying or arranging one's ideas, expressing one's thought or feelings.
- (ii) **Interpersonal:** Enabling us to establish and maintain desirable social relationships.
- (iii) **Directive:** Attempting to influence the actions of others accepting or refusing direction.
- (iv) **Referential:** Talking to report things, actions, events or people in the environment in the future, talking about language (often learned as meta-linguistic).

- (v) **Imaginative:** Discussing, expressing ideas, suggesting, solving problems, etc.

From the above classifications of language functions, we can draw a conclusion that the number of language function depends on classification.

1.1.5 Communicative Proficiency: A Theoretical Review

Communicative proficiency is sometimes described as communicative language ability and more commonly as ‘Communicative competence’. A brief overview of it follows.

1.1.6. Communicative Competence

Communicative competence is that aspect of competence that enables the human beings to convey and interpret a message and to negotiate meanings interpersonally within a specific context. It refers to the native speaker’s ability to produce and understand sentences, which are appropriate to the context in which they occur what speakers need to know in order to communicate effectively in distinct social settings.

Richards et. al. (1985:49) state, “Communicative competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences.

Communicative Competence Includes

- (i) Knowledge of the grammar and vocabulary of the language
- (ii) Knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing that topics may be talked about in different types of speech events, knowing which

address forms should be used with different persons one speaks to and in different situations).

- (iii) Knowing how to use and respond to different types of speech acts, such as request, apologies, thanks and invitations.
- (iv) Knowing how to use language appropriately. For e.g. when someone wishes to communicate with others, they must recognize the social setting, their relationship to the others persons(s) and the types of language they can be used for a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used for e.g., the English statement “its rather cold here could be a request, particularly to someone in a lower role relationship, to close a window or a door or to turn on the heating”.

1.1.7 A Theoretical Framework of Communicative Language Ability

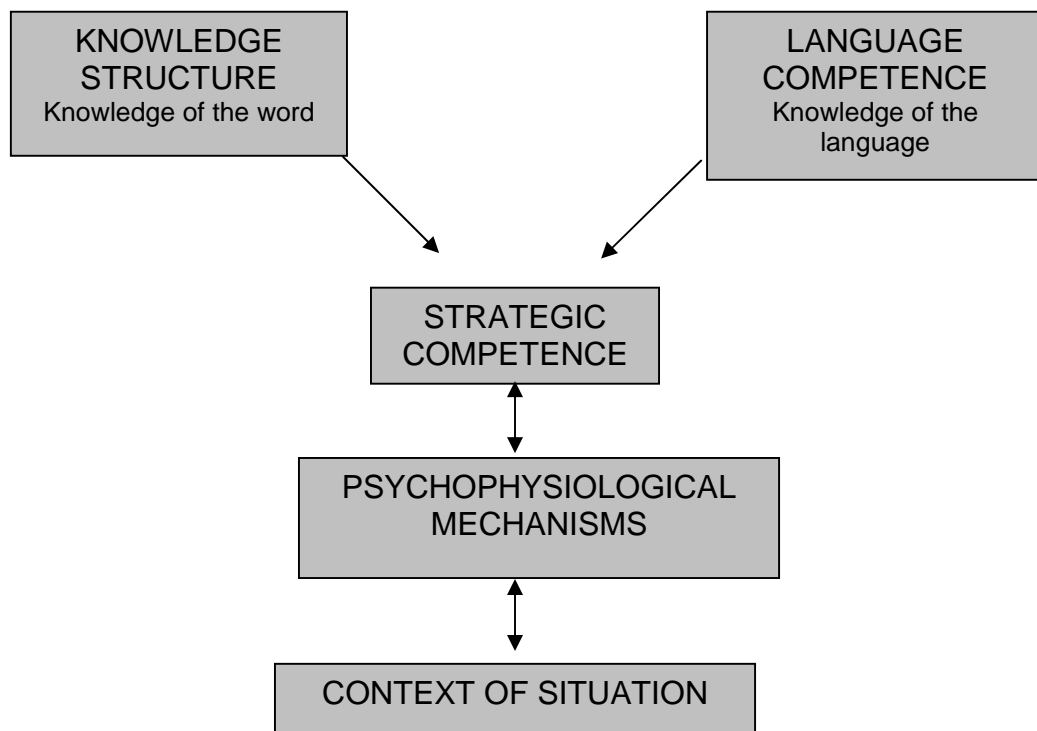
According to **Lyle F. Bachman** (1990), **CLA** can be described as consisting of both knowledge or competence and the capacity for implementing or executing that competence in appropriate, contextualized communication language use. In his theoretical framework of **CLA** he has included the three components:

- (i) Language Competence
- (ii) Strategic Competence
- (iii) Psycho physiological Mechanisms

Language competence comprises essentially a set of specific knowledge components that are utilized in communication via language. Strategic competence is the term uses to characterize the mental capacity

for implementing the component of language competence in contextualized communicative language use. Strategic competence thus provides the means for relating language competencies to features of the context of situation in which language use takes place and to the language user's knowledge structures (Socio-cultural knowledge, real world knowledge). Psychological mechanism refers to the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (sound, light). The interactions of these components of CLA with the language use context and language user's knowledge structure are illustrated in the following:

Figure No. 1

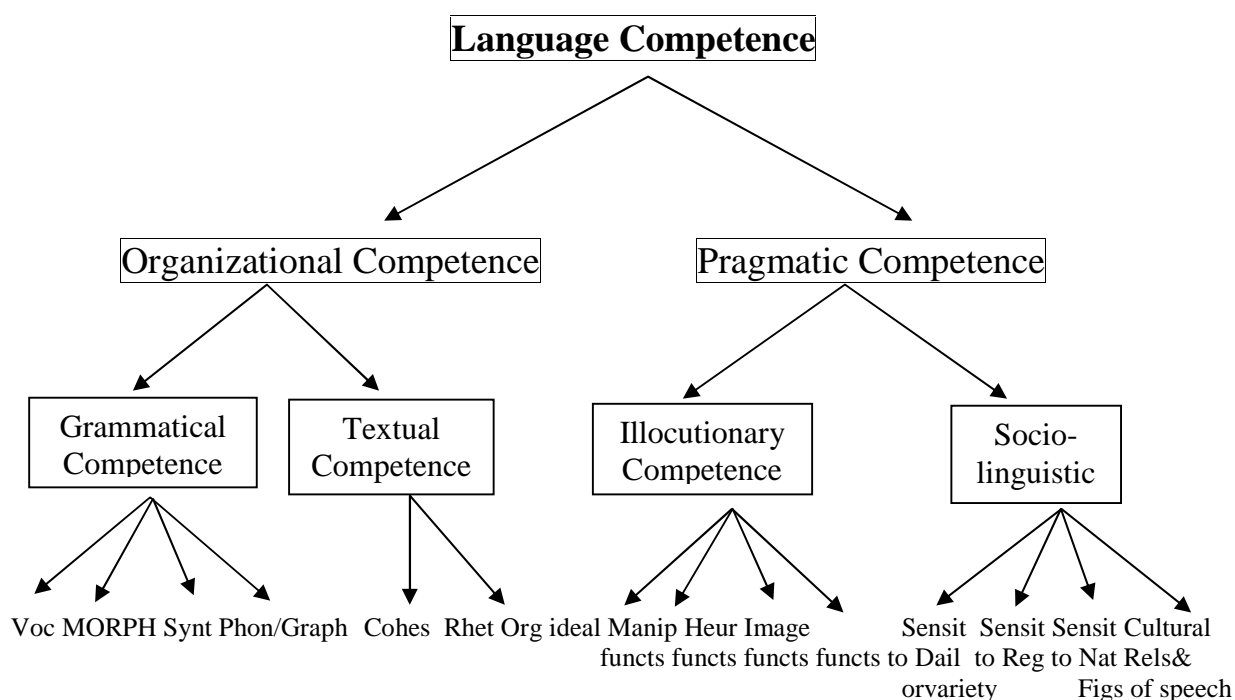


Components of communicative Language ability in communicative language use. (Bachman 1990:87)

The description of language competence presented here builds up on these empirical findings by grouping morphology, syntax, vocabulary,

cohesion and organization under one component, 'organizational competence'. 'Pragmatic competence' is redefined to include not only elements of sociolinguists' competence, but also those abilities related to the functions that are performed through language use. Language competencies can thus be classified into two types, organizational competence and pragmatic competence. Each of these consists of several categories. The components are illustrated in the following figure:

Figure No. 2



Components of language competence (Bachman 1990: 85)

In describing a theoretical framework for specifying individual's communicative competence in a second language, **Munby (1978)**, includes 'linguistic encoding' (the realization of language use as verbal forms), 'socio-semantic basis of linguistic knowledge, and discourse level of operation' . **Canale and Swain (1980)**, examining the theoretical basis of language teaching and language testing distinguish 'grammatical competence' which includes lexis, morphology, sentence grammar semantics, and phonology form 'sociolinguistic competence' , which

consists of socio-cultural rules of discourse , while **Canale (1983)**, makes a further distinction between ‘ Sociolinguistic competence’ and discourse competence’ (**Cohesion and Coherence**). Finally **(1982)** in a far-reaching description of ‘linguistic competence’ includes ‘resource grammar’, ‘discourse grammar’ and ‘performance style’. **Bachman and Palmer (1982 a)**, on the other hand, found some support for distinctness of components of what they called ‘communicative proficiency’. They develop pragmatic competence an sociologist competence. The result of the study suggests that the components of what they called grammatical and pragmatic competence are closely related with each other.

1.1.8 Measurement of Communicative Proficiency

The term ‘measurement’ refers to the process of quantifying the characteristics of persons according to explicit procedures and rules. This definition of measurement includes three distinguishing features of individual such as: quantification, characteristics, rules and procedures. Here quantification involves the assigning of numbers such as verbal accounts or nonverbal, non-numerical categories or rankings etc. The second term ‘characteristics’ refers to the indirect observation of mental attributes such as aptitude, intelligence, motivation, and field dependence/independence and attitude etc. The third characteristic of measurement is rules and procedures. It means the ‘blind’ or haphazard assignment of numbers to characteristics of individuals cannot be regarded as measurement. Measures then are distinguished from such ‘pseudo-measurement by the explicit procedures and rules upon which they are based. There are many different types of measure in the social sciences including ranking rating scales and tests.

The language abilities we are interested in measuring are obstruct and that we can never directly observe, or know, in any absolute sense, an

individual's true score for any ability. This can be only being estimated on the basis of the score actually obtained on a given text of that ability.

Here, the researcher will try to test (measure) overall communicative proficiency through their (informants) performance using communicative language testing as a tool to perceive the ability of communicative proficiency. The researcher believes that testing communicative proficiency of the second language learners/users is an obstruct phenomenon in the sense that no one can measure the language proficiency as the hundred percent valid test. Where the researcher suppose to test communicative ability. (i) Communicative function. (ii) Testing pragmatic sensitivity. (iii) Testing speaking creating the natural setting as far as possible. (iv) Testing listening.

1.1.8.1 Testing Communicative Function of Language

Language is a means of communication. Two or more than two people exchange their ideas, feelings and vision through language. This process of exchanging, feeling, experience, ideas and so, it is called communication. For example, requesting, suggesting, commanding, advising, directing, ordering etc. so communicative function tests tend to measure the language in use regarding the ability of expressing and understanding different communicative function in different situations.

Type 1: Which of the following exponents of request is most polite?

- a) Open the window.
- b) Open the window, please.
- c) Open the window, will you?
- d) Would you mind opening the window?

Type 2: Fill in the blanks with appropriate words.

The expression “stop it I tell you”, serves the communicative function of.....

1.1.8.2 Testing Pragmatic Sensitivity

Pragmatics is concerned with speaker meaning in language. It deals with both linguistic and non-linguistic contexts. In other words, pragmatics is the study of the relations between language and context that are basic to an account of language understanding. Pragmatics thus is the highest and the most abstract level of language and is difficult to test its sensitivity. However the following types of questions can be used for testing pragmatics sensitivity.

True / False Items:

- The expression, ” where are you going?” Made by a father to his son knowing that he is going to the cinema, means he wants to know the cause why he wants to go there.....

1.1.8.3 Testing Listening

Listening tests can be divided into two broad categories.

I. **Testing discrimination:** - It refers to testing segmental sounds and supra segmental features at recognition level. For example:

1. (Written or Spoken) I will thread it for you.
 - a) Thread
 - b) Tread
 - c) Threat
 - d) Dread

II. **Testing Comprehension:** - The general technique to test listening comprehension consists of presenting orally to the students an utterance in target language and checking to see if the students understand the complete utterance or certain crucial parts of it.

1.1.8.4 Testing Speaking

Testing the ability to speak is the most important aspect of language testing. However at all stages beyond the elementary levels of mimicry and repetition it is an extremely difficult skill to test, as it is far too complex skill to permit any reliable analysis to be made for the purpose of objective testing. Question relating to criteria for measuring the speaking skills and correct pronunciation remain largely unanswered. It is possible for people but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax yet succeed in expressing themselves fairly and clearly. The general technique of testing speaking is to give the students sufficient clues to produce certain utterances that contain the problems. The usual technique of testing speaking ability may take usually the form of oral interview, a picture description and reading aloud etc. Here in this research the research has mentioned mainly three of questions such as:

- i. Read aloud: to test pronunciation as distinct from the total speaking skill.
- ii. Picture/Map with proper clues, supposing to test the connected speech in a realistic context
- iii. And the oral interview etc.

1.2 Review of the Related Literature

Different research studies have been carried out related to this area but no research has been done on regarding the comparative study on the communicative proficiency between the students of public and private school of grade nine. Some of the researches carried out in the department of English language education are as follows.

Paudel (1997) conducted a research work on “A comparative study on the use of voice by 10 graders between government and private schools”. He found that the students of private schools have the better proficiency on the use of voice in comparison with government schools of grade 10.

Giri (1981) carried out a research on ‘A comparative study of English language proficiency of the students studying in grade 10 in the secondary level of Doti and Katmandu districts’. He found that the students of urban had greater proficiency in the English language than the rural school students.

Guragai (2003) carried out a research entitled ‘A study on the learners ‘ability to use colloquial communicative expressions. He found that the communicative function of language has been completely ignored he also found that interpreting the expression is better than producing the same.

Paudyal (2004) conducted a research work on “A comparative study on the communicative proficiency of M. A. & M. ED. 1st year students. His conclusion was the communicative proficiency of M. ED. 1st year students was better than M. A. 1st year students.

Kandel (2004) carried out a research entitled ‘A study on the proficiency of B. ED. Students. He found that the proficiency level of B.

ED. Students of English is found to be inadequate. The students could not perform equally well in all the skills.

1.3 Objectives of the Study

The general objective of the study is to examine and compare the communicative proficiency level between nine graders of public and private schools. In particular, the study has the following objectives:

1. To determine the communicative proficiency of nine graders.
2. To compare the abilities of the students in term of the following variables.
 - I. Public schools vs. Private schools.
 -) Male vs. female.
 - II. Content oriented variables.
 -) Receptive type of language function (Item no.1).
 -) Productive type of language function(Item no.2) .
3. To point out some pedagogical suggestions.

1.4 Significance of the Study

The study will be useful for all those who are directly or indirectly involved in the English language learning and teaching it will also be very useful for curriculum designers, textbook writers and teacher trainers. It will be particularly useful to those teachers and students who are teaching in public and private schools in grade nine.

CHAPTER-TWO

METHODOLOGY

The proposed methodology is described below:

2.1 Sources of Data

The researcher collected data from the following two sources:

2.1.1 Primary Sources

The primary sources of data for the study were Grade Nine students of public and private school. Four public and four private schools were taken for the study. Ten students from each selected school were chosen for the investigation. It was based on the responses made by the students through test-items distributed to the students.

2.1.2 Secondary Sources

The related books, thesis, journals, reports and other reference materials related to the present study were consulted for designing question paper, test-items and data processing/ analyzing.

2.2 Sampling Procedure

The researcher visited four public and four private schools of Kathmandu districts viz Golden Peak School Sarswatinagar, Rajdhani Higher Secondary School Old Baneshwor, Societal Higher Secondary School New Baneshwor, Mount View Secondary School Mitrapark, Pashupati Mitra Secondary school Chhabhil, Nandi Ratri School Naksal, Manohar secondary school Tangal, Nepal Rastriya Higher Secondary School Baluju to administer the test-items. Eighty students of grade nine were chosen for the purpose of carrying out the research. The size of

sample population was equal in number from both public and private school by using simple random sampling procedure.

2.3 Tools for Data Collection

For this research, test-items were the tools for data collection. While collecting the data, the researcher directly visited the students with the prepared copies of questionnaire which consists of mainly two types of questions such as: item no. 1 to test the receptive type of language functions and item no 2 to test the productive type of language functions. The full marks of the questionnaire were 50 and this mark was divided to each type of questions such as: 24 marks for testing the receptive abilities and 26 marks for testing the productive abilities.

2.4 Process of Data Collection

- (i) The researcher visited four public and four private schools which are already mentioned in the sources of data with the prepared set of test items.
- (ii) Then she requested the head teacher and subject teacher of selected schools to assign her a convenient time and date for the administration of the test to the concerned students.
- (iii) Eighty students from eight different schools of Kathmandu districts viz Golden Peak School Sarswatinagar, Rajdhani Higher Secondary School Old Baneshwor, Societal Higher Secondary School New Baneshwor, Mount View Secondary School Mitrapark, Pashupati Mitra Secondary School Chhabehil, Nandi Ratri School Naksal, Manohar secondary School Tangal, Nepal Rastriya Higher Secondary School Balaju were selected and administered randomly.
- (iv) Out of eighty students, forty were from public and another forty from private schools.
- (v) Equal number of boys and girls were included in the study.

- (vi) The students were chosen from each level (high, mid and low) of grade nine.
- (vii) She distributed the receptive and productive type of test items at the same time and the students were asked to complete the test item with in one and half hours.
- (viii) The instruction was clearly written in the questionnaire and she gave the brief instruction orally as well.
- (ix) The same set of tools was administered to all the students.
- (x) The tabulated data were analyzed and interpreted by using descriptive and the simple statistical tools.

2.5 Limitations of the Study

- (i) The population of the study was limited to the four public and four private schools of Kathmandu district viz Golden Peak School Sarswatinagar, Rajdhani Higher Secondary School Old Baneshwor, Societal Higher Secondary School New Baneshwor, Mount View Secondary School Mitrapark, Pashupati Mitra Secondary school Chhabehil, Nandi Ratri School Naksal, Manohar secondary school Tangal, Nepal Rastriya Higher Secondary School Balaju.
- (ii) Equal number of boys and girls were involved in this study.
- (iii) The informants were grade nine students of public and private school.
- (iv) The primary data for this study were collected only from the written texts that includes receptive (item no1) and productive (item no.2) type of language functions.
- (v) The study has focused on the communicative proficiency.

CHAPTER –THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. According to the set of objectives of the study, the researcher marked the responses of the students very carefully and tabulated the scores systematically.

Analysis and interpretation of the data were done under the following headings.

1. Analysis and interpretation of the total communicative proficiency on the whole.
2. Communicative proficiency of public school students.
3. Communicative proficiency of private school students.
4. Analysis and comparison of the total communicative proficiency between public and private school students.
5. Gender –wise presentation of the communicative proficiency.
6. Item –wise presentation of communicative proficiency
7. School –wise analysis and interpretation of the communicative proficiency.

3.1 Presentation of the Total Communicative Proficiency on the Whole

Table No. 1: Total Communicative Proficiency

Total Sample	Sample Size	Full marks	Obtained Marks	Average Marks	Percentage
80	80	4000	2347	29.34	58.68
Boys	40	2000	1146	28.65	57.30
Girls	40	2000	1201	30.03	60.05
Private Schools	40	2000	1344	33.60	67.20
Public Schools	40	2000	1003	25.08	50.15

The above table shows the total communicative proficiency of sample students(80) in terms of informants' oriented variables. Here, 40 students from public and the same number from private schools were taken as the sample population, using simple random sampling procedure. The students scored 2347 marks or 58.67% out of 4000 full marks on the whole.

From the above table, we came to know that girls were more competent in communicative proficiency as they have scored 60.05 % or 1201 marks and boys scored 1146 i.e. 57.30 % out of 4000 full marks.

Like wise, Private school students scored 67.20 % and public school students scored 25.07 % out of 4000 full marks.

So, the above table proved that the girls were found more competent than the boys. Like wise, the percentage of the marks was found better in Private school students' performance than in public school students. By this fact, we can say, the students of private school were better than those of the Public school students.

3.2 Communicative Proficiency of Public School Students

Table no. 2: Communicative Proficiency of Public School Students

Variables	Sample Size	Full marks	Obtained marks	Average marks	Percentage
Boys	20	1000	482	24.1	48.2
Girls	20	1000	521	26.05	52.1

Table no. 2 shows the total communicative proficiency of boys and girls in public schools. The total sample size was 40 and total marks were 2000. The number of the boys and girls were equally involved in the study.

The boys scored 482 or 48.2% and the girls scored 521 or 52.1% out of 4000 full marks. Thus, it can be observed that the girls were much better than the boys in public schools.

3.3 Communicative Proficiency of Private School Students

Table no. 3: Communicative Proficiency of Private School Students

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	20	1000	664	33.2	66.4
Girls	20	1000	680	34	68

Table no. 3 shows the total communicative proficiency of boys and girls in private schools. The total sample size was 40 and total marks were 2000. The number of the boys and girls were equally involved in the study.

The boys scored 664 or 66.4% and the girls scored 680 or 68% out of 4000 full marks.

Thus, we can conclude that the proficiency of the girls was found better than the boys in private schools.

3.4 Total Communicative Proficiency between Public and Private School Students

Table no.4: Public Vs Private Schools

Variables	Sample Size	Full marks	Obtained marks	Average marks	Percentage
Public Schools	40	2000	1344	33.6	67.2
Private Schools	40	2000	1003	25.07	50.15

From the above table, we can make a clear comparison between the students of public and private schools. The students of Private School scored 1344 or 67.2% and the students who were studying in public school scored 1003 or 50.15 % out of 4000 full marks.

By looking at the great difference in scored between public and private schools, we can conclude that there was clear difference between the two groups. The percentage was found better in the scores of private school students' than public school students'. Because of these facts, the performance of the students in private school was accounted the best.

3.5 Communicative Proficiency on the basis of Gender

Table no.5: Male Vs Female

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	40	2000	1146	28.65	57.3
Girls	40	2000	1201	30.025	60.05

The above table shows the total communicative proficiency in terms of gender. The boys scored 1146 or 57.3 % and girls scored 1201 or 60.05 % out of 4000 full marks.

From the table given above it is clear that in totality, the performance was not satisfactory but comparatively, the proficiency of girls were found more satisfactory than the proficiency of boys in totality.

3.5.1 Proficiency of Boys Between Public and Private Schools

Table No. 6: Proficiency of Boys' Between Public and Private Schools

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Public schools	20	1000	482	24.1	48.2
Private schools	20	1000	664	33.2	66.4

Table No. 6 attempts to make a difference of proficiency of the boys between public and private schools. The boys of public school scored 482 or 48.2 % and the boys of private school scored 664 or 66.4 % out of 2000 full marks. Because of this fact, the performance of the boys in private school was accounted the best.

3.5.2 Proficiency of Girls Between Public and Private Schools

Table no. 7: Proficiency of Girls' Between Public and Private Schools

Variables	Sample Size	Full Marks	Obtained Marks	Average marks	Percentage
Public schools	20	1000	521	26.05	52.1
Private schools	20	1000	680	34	68

From the table above, we can make a clear comparison between the proficiency of girls of public and private school. The girls of public school scored 521 or 52.1 % and the girls of private school scored 680 or 68 % out of 2000 full marks. The sample sizes of each school were 20.

The mark which was secured by private school girls was higher than the public school girls. Hence, the girls of public school were far better than that of the public schools.

3.6 Item Wise Comparison of Communicative Proficiency between Public and Private School Students

The questionnaire consists of two kinds of questions i.e. Item no. 1 and Item no. 2 and they are related with communicative Language functions: Item no. 1 deals with receptive type of language functions and Item no. 2 productive type of language function.

Therefore here, the item wise comparison refers to the comparison between two types of question. Total full marks of item no. 1 were 1920 and item no. 2 was 2080 out of 4000 full marks.

3.6.1 Item Wise Presentation of Communicative Proficiency of Public Schools

Table No. 8: Item Wise Presentation of Communicative Proficiency Of Public Schools

Language Items	Sample size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	40	960	635	15.87	66.14
Item No. 2	40	1040	368	9.2	35.38

The above table presents the total communicative proficiency of the students of public schools in terms of language items. The public school students scored 635 or 66.14% out of 960 full marks in item no 1. On the other hand; they scored 368 or 35.38% out of 1040 full marks in item no .2.

So, from the above table it can be observed that students were found weak in productive type of language functions.

3.6.2 Item Wise Analysis of Communicative Proficiency of Private Schools

Table No. 9: Item Wise Presentation of Communicative Proficiency of Private Schools

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	40	960	767	19.17	79.89
Item No. 2	40	1040	577	14.42	55.48

The above table presents the total communicative proficiency of private schools in terms of language items. Regarding the item no. 1. (Receptive type of language function) the students from the private school scored 767 or 79.89.7% out of 960 full marks. In item no 2, (productive type of language function), they scored and 577 or 55.48% out of 1040 full marks.

So, from the above table it can be observed that students from private school were found weak in productive type of language function.

3.6.3 Item Wise Analysis of Total Communicative Proficiency

Table No. 10: Item Wise Analysis of Total Communicative Proficiency

Language Items	Full marks	Obtained Marks	Average Marks	Percentage
Item No. 1	1920	1402	17.5	73.02
Item No. 2	2080	945	11.81	45.43

The above table reveals various facts. It collectively shows the total proficiency of the students achieved in two items, which had been already

analyzed separately. The students scored 1402 or 73.02% out of 1920 full marks in item no. 1, where as, in item no. 2 they scored 945 or 45.43% out of 2080 full marks.

From the above table it can be observed that the students did not show good proficiency in each of the items. But, the proficiency of students in item no. 1 is comparatively better than their proficiency in item no. 2.

3.6.4 Analysis of Total Proficiency in Item No 1 in Terms of Schooling System

Table No. 11: Analysis of Total Proficiency in Item No 1 in Terms of Schooling System

Variables	Sample size	Full Marks	Obtained Marks	Average Marks	Percentage
Public Schools	40	960	635	15.87	66.14
Private Schools	40	960	767	19.17	79.89

The above table shows the communicative proficiency in item no. 1 with reference to schooling system. The students of public schools scored 635 or 66.14 % and the students of private school scored 767 or 79.89 % out of 1920(960 each of the school) full marks.

From the above table we can say that the students from the private schools were found more satisfactory in item no. 1 than the students of public schools.

3.6.5 Analysis of Total Proficiency in Item No 2 in Terms of Schooling System

Table no. 12: Analysis of Total Proficiency in Item No 2 in Terms of Schooling System

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Public Schools	40	1040	368	9.2	35.38
Private Schools	40	1040	577	14.42	55.48

The above table shows the communicative proficiency in item no. 2 with reference to schooling system .The students of public schools scored 368 or35.38% and the students of private schools scored 577 or 55.48% out of 2080 full marks in the same item.

From the above table we can say that the students of private school were more competent in item no. 2 than the students of public schools.

3.6.6 Analysis of Total Proficiency in Item Number 1 with Reference to Gender

Table No. 13: Analysis of Total Proficiency in Item No 1 With Reference to Gender

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	40	960	694	17.35	72.29
Girls	40	960	708	17.7	73.75

Table no 13 compares the marks obtained by boys and girls in item no 1. The boys scored 694 or 72.29 % and the girls scored 708 or 73.75% out of 1920 full marks.

The marks scored of the two groups were respectively the same. We can conclude that there was no significant difference between the two

sexes. The percentage of the marks found little bit difference and thus, the sex had no effect in the performance. It can also be said that girls were better than the boys.

3.6.7 Analysis of Total Proficiency in Item Number 2 with Reference to Gender

Table No. 14: Analysis of Total Proficiency in Item No 2 With Reference to Gender

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	40	1040	452	11.3	43.46
Girls	40	1040	493	12.32	47.40

The above table shows the total proficiency of boys and girls in item no 2. In item no 2, boys scored 452 or 43.46 % whereas girls scored 493 or 47.40 % out of 2080 full marks.

So, the above table proved that the proficiency of the girls was found more satisfactory than the proficiency of boys' in this item.

3.6.8 Presentation of Total Proficiency of Public Schools in Terms of Gender in Item No .1

Table No. 15: Presentation of Total Proficiency of Public Schools in Terms of Sex in Item No. 1

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	20	480	316	15.8	65.83
Girls	20	480	319	15.95	66.45

Table no 15 shows the total communicative proficiency of public schools in terms of sex in item no 1. The boys from the public school scored 316 or 65.83% and the girls' scored 319 or 63.8% out of 960 full marks.

It is clear that, in totality, boys' performance in this item was not satisfactory. But, the proficiency of the girls was a little bit satisfactory.

3.6.9 Presentation of Total Proficiency of Private School in Terms of Gender in Item No.1

Table No. 16: Presentation of Total Proficiency of Private Schools in Terms of Gender in Item No. 1

Variables	Sample size	Full marks	Obtained marks	Average marks	Percentage
Boys	20	480	378	18.9	78.75
Girls	20	480	389	19.45	81.04

Table no. 16 shows the total communicative proficiency of private schools in terms of sex in item no.1. The boys of private school were able to score 378 or 78.75% and girls scored 389 or 81.04 % out of 960 full marks in item no.1.

From the above table we can conclude that performance of the girls was more satisfactory than the boys' performance in this item.

3.6.10 Presentation of Total Proficiency of Public School in Terms of Gender in Item No. 2

Table No. 17: Male Vs Female in Item No. 2

Variables	Sample size	Full marks	Obtained marks	Average marks	Percentage
Boys	20	520	166	8.3	31.92
Girls	20	520	202	10.1	38.84

Table no. 17 shows the total communicative proficiency of public schools in terms of sex in item no. 2. The boys of public school scored

166 or 31.92% and girls scored 202 or 38.84% out of 1040 full marks in item no. 2.

So, the above table proved that the girls were found more competent than the boys in this item.

3.6.11 Presentation of Total Proficiency of Private Schools in Terms of Gender in Item No. 2

Table No. 18: Presentation of Total Proficiency of Private Schools in Terms of Sex in Item No. 2

Variables	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Boys	20	520	286	14.3	55
Girls	20	520	291	14.55	55.96

Table no. 18 shows the total communicative proficiency of private schools in terms of sex in item no. 2. The boys of private school scored 286 or 55 % and girls scored 291 or 55.96% out of 1040 full marks in item no 2.

The marks scored of the two groups were respectively the same. We can conclude that there was no significant difference between the two sexes. The percentage of the marks found little bit difference and thus, the sex had no effect in the performance. It can also be said that girls were better than boys.

3.7 Communicative Proficiency of Golden Peak School

Table No. 19: Communicative Proficiency of Golden Peak School Sarswatinagar

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	193	19.3	80.41
Item No. 2	10	260	136	13.6	52.30

The above table shows the total communicative proficiency in item no. 1 and 2. The students scored 193 or 80.41% in item no. 1 out of 240 full marks. Like wise, the same students scored 136 or 52.30% in item no.2 out of 260 full marks in item no. 2.

Thus, their proficiency in both of the items was satisfactory but comparatively, the students' proficiency in item no. 1 was found more satisfactory than their proficiency in item no. 2.

3.8 Communicative proficiency of Rajdhani Higher Secondary School

Table No. 20: Communicative Proficiency of Rajdhani Higher Secondary School Baneshwor

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	176	17.6	73.3
Item No. 2	10	260	165	16.5	63.46

The above table shows the total communicative proficiency in item no 1 and 2. The students scored 176 or 73.3% in item no.1 out of 240 full marks. Like wise, the same students scored 165 or 63.46% out of 260 full marks in item no. 2.

So, the students did not show good proficiency in each of the items. But, the proficiency of students in item no. 1 is comparatively satisfactory than the proficiency of them in item no. 2.

3.9 Communicative Proficiency of Mount View School

Table No. 21: Communicative Proficiency of Mount View School Mitrapark

Language Items	Sample Size	Full marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	201	20.1	83.75
Item No. 2	10	260	148	14.8	56.92

The above table indicates that in item no 1, the students scored 201 or 83.75% out of 240 full marks. In item no. 2, 148 or 56.92% were scored out of 260 full marks.

Thus, their proficiency in both of the items was satisfactory but comparatively, the proficiency of students in item no. 1 was found more satisfactory than their proficiency in item no. 2.

3.10 Communicative Proficiency of Societal Higher Secondary School

Table No. 22: Communicative proficiency of Societal Higher Secondary School New Baneshwor

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	197	19.7	82.08
Item No. 2	10	260	128	12.8	49.23

The above table shows the total communicative proficiency in item no. 1 and 2. The students scored 197 or 82.08% in item no. 1 out of 240 full marks. Like wise, the same students scored 128 or 49.23% out of 260 full marks in item no. 2.

So, the students' showed good proficiency in each of the items. But, the proficiency of students in item no 1 is comparatively very much satisfactory than the proficiency of them in item no. 2.

3.11 Communicative Proficiency of Rastriya Higher Secondary School

Table No. 23: Communicative Proficiency of Rastriya Higher Secondary School Balaju

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	166	16.6	69.16
Item No. 2	10	260	98	9.8	37.69

The above table shows the total communicative proficiency in item no. 1 and 2. The students scored 166 or 69% in item no. 1 out of 240 full marks. Like wise, the same students scored 98 or 37.69% in item no. 2 out of 260 full marks.

So, the students did not show good proficiency in each of the items. But, the proficiency of students in item no. 1 is comparatively satisfactory than the proficiency of them in item no. 2.

3.12 Communicative Proficiency of Nandiratri School

Table No. 24: Communicative Proficiency of Nandiratri School Naksal

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item no 1	10	240	145	14.5	60.41
Item no 2	10	260	93	9.3	35.76

Table no.24 shows the total communicative proficiency in terms of language items. The students scored 145 or 60.41 % out of 240 full marks in item no. 1. and in item no. 2 they scored 93 or 35.76 % out of 260 full marks.

From the above table we can conclude that the students showed unsatisfactory proficiency in both of the items. However, the students' proficiency in item no. 1 is comparatively satisfactory than their proficiency in item no. 2.

3.13 Communicative Proficiency of Pashupati Mitra Secondary School

Table No. 25: Communicative Proficiency of Pashupati Mitra Secondary School Chhabhil

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	139	13.9	57.91
Item No. 2	10	260	69	6.9	26.53

The above table shows the total communicative proficiency in item no. 1 and 2. The students scored 139 or 57.91% in item no. 1 out of 240 full marks. Like wise, the same students scored 69 or 26.53% in item no. 2 out of 260 full marks.

From the above table we can conclude that the students showed unsatisfactory proficiency in both of the items. However, the students' proficiency in item no. 1 is comparatively satisfactory that their proficiency in item no. 2.

3.14 Communicative Proficiency of Mahohar Secondary School

Table No. 26: Communicative Proficiency of Manohar Secondary School

Language Items	Sample Size	Full Marks	Obtained Marks	Average Marks	Percentage
Item No. 1	10	240	185	18.5	77.08
Item No. 2	10	260	108	10.8	41.53

The above table indicates that the students scored 185 or 77.08% out of 240 full marks in item no. 1. Whereas In item no. 2, they scored 108 or 41.53% out of 500 full marks.

Thus, their proficiency in both of the items was satisfactory but comparatively, the proficiency of students in item no. 1 was found more satisfactory than their proficiency in item no. 2.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

The main objective of this research was to identify the communicative proficiency of public and private school students of grade nine and compare their ability in terms of informant and content oriented variables. Eight schools of KTM district including public and private were selected and ten students from each school were chosen for the study. Two sets of test items were administered among the 80 students.

All the students were asked to answer the question in written form. Both type of test item (i.e. test item no. 1 for receptive type of language function and test item no.2 for productive type of language function) were responded by the students through written medium only.

From the analysis and interpretation, the researcher found that the communicative ability of public schools of grade nine students' was not satisfactory .They had more mistakes and errors in productive type of language function than the receptive type of language function.

4.1 Findings

The major findings of this research are as follows:

1. The communicative ability of the public and private school students was not satisfactory according to their level and the expectations of the researcher. The expectation of the researcher was more than 80% but they failed to score the above percentage.
2. The students from the private school scored 1344 or 67.20% out of 2000 full marks On the other hand, public students scored 1003 or 50.15% out of 2000 full marks. So, the communicative proficiency

of private school students was found far better than the public school students.

3. All the aimed population of the students took part in written test though some students felt hesitation to take part in written productive function i.e. item no.2 with the encouragement of the researcher they took part in it whether they could respond correctly or not.
4. In comparison the test items, the test item no.1 was found to be more responded than the test item no.2, but none of them was satisfactorily responded because both of them have below 80% correct responses. Thus, we can say that the students were found better in receptive type of language function than in productive type of language function.
5. The students from the private school scored 767 or 79.89 % out of 960 full marks in item no1. Where as, public school students scored 635 or 66.14 % out of 960 full marks. In this way, the students of private school were found more competent in receptive type of language function than the students of public school.
6. The students from the private school scored 577 or 55.48 % out of 1040 full marks in item no2. Where as, public school students scored 368 or 35.38 % out of 1040 full marks. So, the students of private schools were found more competent in productive type of language function than the students of public school.
7. In comparison private schools, the students of Mount View secondary school scored the highest marks i.e.349 or 69.8% out of 500 full marks among all other private schools.

8. In comparison of public schools Manohar Secondary School secured the best position among all the public schools.
9. Female students were found better than their male counterparts.
10. While comparing school wise proficiency Mount View secondary school secured the best position among all other schools.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the data some recommendations are made as follows:

1. Proficiency in language can't be evaluated only by the exam so language teaching should not be exam oriented. If it happens so the basic aspect of language learning will be hidden in the shadow.
2. The use of mother tongue in English should be used as only technique.
3. English class should be student oriented rather than the teacher centered.
4. The communicative approach should be used instead of Grammar translation method because it lacks some of the language skills.
5. Teaching burden should not be given to the teachers.
6. Refresher training should be conducted for the teachers to update them with new approaches, methods and techniques in language teaching.
7. The political interference mainly in the public school should be isolated.

8. The problems of discipline in school should be solved by parents-teachers interaction. Individual record keeping is necessary to inform their parents as well as to students' performance.
9. Class size should be manageable for effective teaching and motivating the learners properly.
10. The students have to get chances to adequate exposure of language.
11. The opportunities to participate in language seminars, meetings, workshop etc. should be provided to the students so that they can taste the variety of English language and its feature from the scholars, experts, teachers, linguists etc.

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APPENDIX - 2

Sample Population

List of Schools Selected for the Study

Public schools

1. Manohar Secondary School Tangal
2. Rastriya Higher Secondary School Balaju
3. Nandiratari Secondary School Naksal
4. Pashupati Mitra Secondary Chhabehil

Private schools

1. Mount View Secondary School Mitrapark
2. Golden Peak Higher Secondary School Sarswati Nagar
3. Rajdhani Higher Secondary School Baneshwor
4. Societal Higher Secondary School New Baneshwor

APPENDIX-3

Name of the Students from Public School

1	Sunita Bhattarai	21	42.00
2	Primala Shakya	20	40.00
3	Salina Kandal	19	38.00
4	Nirmala Ghimira	30	60.00
5	Deepa Lama	22	44.00
6	Sushil Sanget	17	34.00
7	Sita Ra Adhikari	20	40.00
8	Ramashwer Signdal	7	14.00
9	Roshan Lama	36	72.00
10	Uddab Dhungana	16	32.00
11	Ramesh Nepali	16	32.00
12	Vijaya Gurung	24	48.00
13	Janaki Rana	35	70.00
14	Kaal Sedhai	18	36.00
15	Shreejana Lama	14	28.00
16	Sujit Prajapati	26	52.00
17	Vishwata Taang	32	64.00
18	Madan Krishna Dangol	21	42.00
19	Ranjana Thapa	28	56.00
20	Ayushma Thapaagar	24	48.00
21	Santosh Kalathoki	30	60.00
22	Anup Tamang	30	60.00
23	Bijaya Singh	34	68.00
24	Rina Khatri	30	60.00
25	Pabitra Kattel	35	70.00
26	Pooja Nepali	36	72.00
27	Hari Kumar Giri	25	50.00

28	Min Kuari Gurung	25	50.00
29	Indira	17	34.00
30	Kishor Shrestha	31	62.00
31	Baikun Rimal	24	48.00
32	Rajan Rai	23	46.00
33	Pankaj Singh	31	62.00
34	Shiva Hari pudasaini	30	60.00
35	Rajan Sikhada	23	46.00
36	Chetna pant	19	38.00
37	Madhu Lakandari	27	54.00
38	Kaushila Dhungel	32	64.00
39	Srijana Rana	35	70.00
40	Gyanu Adhikari	20	40.00

APPENDIX-4

Name of the students from private school

1	Sandeep Thapa	37	74.00
2	Raju Koirala	34	68.00
3	Pasang Diki Sharpa	30	60.00
4	Tsering Sherpa	37	74.00
5	Cheyne Tanmang	23	46.00
6	Sangita Thapa Magar	32	64.00
7	Renu Subba	31	62.00
8	Samjhana Adhikari	39	78.00
9	Santoshi Adhikari	29	58.00
10	Bina Uprati	37	74.00
11	Sirita Ghimire	35	70.00
12	Sachhanda Dahal	35	70.00
13	Rajani Budhathoki	32	64.00
14	Manisha Budhathoki	39	78.00
15	Monika Maharjan	31	62.00
16	Rajan Thapa	34	68.00
17	Prabin Thapa	38	76.00
18	Anina Shrestha	33	66.00
19	Sabina Thapa	32	64.00
20	Nawaraj Neupana	32	64.00
21	Pranish Dangol	37	74.00
22	Manoj Shahi	33	66.00
23	Bikash Shah	34	68.00
24	Suraj Shrestha	32	64.00
25	Chandan Kapali	40	80.00

26	Kipa Baidya	37	74.00
27	Sandhya Sangat	35	70.00
28	Sumira Sangat	31	62.00
29	Annu Vaidya	36	72.00
30	Shikha Dahal	34	68.00
31	Sanju Aryal	38	76.00
32	Sital Bastola	28	56.00
33	Parishipan Oli	36	72.00
34	Feroj Ali	31	62.00
35	Sushila Marasini	33	66.00
36	Aarati Joshi	37	74.00
37	Anup Bhandari	35	70.00
38	ahesh Singh	31	62.00
39	Shristi Shara	31	62.00
40	Rajan Raj Khanal	25	50.00