1. INTRODUCTION

1.1. General Background

Language is not an end in itself …… it is a way of connection between souls, a means of communication. [Otto Jazzperson, 1904.4] [quoted from Sthapit 2003, NELTA Journal, Page 1]

Language is something we tend to take for granted something with which we are familiar from childhood in a practical, unrefreshing way. It is a means of human communication through which we express our feelings, thoughts, wants, desires and expressions etc. It can also be taken as a social phenomenon which is used in our society to establish social relationships among human beings. In Which words, we disect nature along lines laid down by our native languages.

There are many languages in the world. Among them, the most important one is English which is used as the main international lingua franca. it is also used as an official language in many parts of the world. The Nepalese students learn English as a foreign language .The modern civilization of the western world is being transmitted to the eastern world via the English language. Thus, the gravity of the English language is more powerful. It has a significant influence in the education system of Nepal. A good number of books, Newspapers, magazines are found in English medium in Nepal. So, English language has a great role in every field. It is the most powerful, influential and common mean of communication.

1.1.1. The description of vocabulary and Edible items.

In several areas of applied linguistics, vocabulary can be defined as a fixed set of words used as the parts of the definitions of other words which is found in the lexicography and language teaching. Vocabulary is used as lexical items i.e. active vocabulary and as words i.e. passive vocabulary- David Crystal.

Vocabulary is the store of words as the union of a particular meaning with a particular complex of sounds capable of a particular grammatical employment. It is such a vital aspect of language in the lack of which it is difficult to communicate even if someone has a good knowledge of the system of language in question. In this respect Wallance [1982.9] says that "…..it is possible to have a good knowledge of how the system of language works and yet not be able to communicate in it, whereas if we have the vocabulary we need it is

usually possible to communicate after a fashion." There is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Vocabulary should be exposed to the students considering their level of language. Harmer [1991.153] says," if language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh."

Vocabulary can be compared with flesh and blood of language. It can be roughly defined as ' the words we teach in the foreign language. Richards et.al[1985].' 'Vocabulary refers to a set of lexemes including single words, compound words and idioms.'

Generally language learning can be compared with the learning of vocabulary because a person who has more vocabulary power can make use of that language than the person who has less vocabulary power. But it is the fact that we can't learn all the vocabularies even if we spend the whole of our life in learning language, we may miss many things to learn. So, I'm the researcher here has tried to study the vocabulary related to edible items in grade VI in terms of the different variables.

Edible items are those items which are fit or suitable to be eaten not poisonous. Funk and Wagnails in New standard dictionary of the English language, the word edible /edi-bl / means suitable to be eaten or eatable or something that may be eaten for food. There are different varieties of edible items but they are difficult to learn all the items. Only it is possible to learn some common items which are used in our daily purpose and available in our surrounding environment [home or market].So ,the researcher will be tried to include her study in the following edible items for primary graduates,

1 Fruits
2 Vegetables
3 meats
4 bakery items
5 Dairy products
6 Grains, pulses, cereals and lentils
7 Nuts and spices
8 other items [miscellaneous]

At conclusion, Vocabulary may have special importance for adult learners since it is one area of language which doesn't appear to be slowed by age. Although, sounds are the building blocks of language, word is probably the most important unit of language which is always meaningful. Wilkins

[1972.111].vocabulary is the indispensable aspect of language without grammar very little can be conveyed without vocabulary nothing can be conveyed.

1.2.   Review of the Related Literature

Vocabulary devolvement is an important and significant item for language learning. So several studies have been carried out on vocabulary achievement focusing on different levels and variables. But, no research has been carried out in vocabulary development related to edible items. However, some of the studies have been made in vocabulary which are somehow related to this study can be reviewed as below.

Chudal[1997] has carried out a research entitled 'a study of the vocabulary achievement of the students of grade six'. His objective of the study was to investigate the students' achievement of English vocabulary used in the English Textbook for Grade VI and to make gender wise comparison of the vocabulary achievement. He has found that the achievement level was poor and the boys were found better than the girls.

Khatri [2000] has carried out a research entitled 'a study of English vocabulary achievement of the students of Grade VIII. He wanted to investigate students' achievement of English vocabulary and to compare the vocabulary achievement in nouns with the achievement in verbs. He has found that the English vocabulary achievement of the students of Grade Eight was satisfactory in total. However, the achievement in nouns was found better than the achievement in verbs.

Karki[2000]has carried out a research entitled 'a study of English vocabulary achievement of the students of Grade VIII. He wanted to investigate students' achievement of English vocabulary and to compare the vocabulary achievement in nouns with the achievement in verbs. He has found that the English vocabulary achievement of the students of Grade Eight was satisfactory in total. However, the achievement of the students' in nouns was found better than the achievement in verbs.

Tiwari [2001] has carried out a research entitled 'a study of vocabulary achievement of the students of Grade X. The objective of the study was to investigate the students achievement of English vocabulary used in the new English Textbook for Grade X. He found that the total vocabulary achievement of the students was found not satisfactory and there was a great disparity in students' achievement of English vocabulary in different schools.

Lal Mani Kattel (2005), carried out a research entitled 'an analysis of vocabulary items used in the New English textbook for Grade three'. His purpose was to study the vocabulary items in terms of parts of speech, frequency, syllable structure, consonant cluster and morphological structure. The major finding s of this study are:

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Nouns occupy the highest number of vocabulary items for all textbooks, the auxiliary verb 'is' has the highest number of frequency among all the words found in the Grade 1,2 and 3 textbooks. Syllabic patterns having syllabic contoid are also found in the textbook of grade three and both Môno-morphemic and polymonomorphemic words are found to be used in the textbook.

Although, these studies mentioned above are related to vocabulary development, no research has been done on the study of vocabulary development of Grade VI in edible items. So the researcher carried out her research in this area. Thus, this study differs from the rest of studies carried out in the department till present date and the researcher hopes that this research will be a fresh research in the department.

1.3 Objectives of the study

The objectives of the study are as follows:

1] To study the vocabulary development of Grade VI, the vocabulary domains being edible items in terms of the following varieties:

1. Fruits
2 Vegetables
3 meats
4 bakery items
5 Dairy products
6 Grains, pulses, cereals and lentils
7 Nuts and spices
8 other items [miscellaneous

2]To make a comparative study of the above vocabulary development in terms of the following variables:

1] Informant –based Variables
1. Government Schools vs. Private Schools
2.Rural schools vs. Urban schools
3.Boys vs. Girls

II] Vocabulary –based Variables
a] Domain –based
Fruits vs. Vegetables vs. Meats vs. Bakery items vs. Dairy products vs. Nuts and Spices vs. Grains , Pulses, Cereals and Lentils vs. Miscellaneous

b] Nature –based
Active vocabulary vs. Passive vocabulary

3] To determine the appropriateness of the test items
4] To suggest some pedagogical implications

1.4] Significance of the study

This study will be beneficial to the students, teachers, curriculum designers, textbook writers, language trainers, businessman, and cooks.. More specifically, this will be directly and indirectly beneficial to the persons who are interested in different varieties of the food items. Hopefully, this research will have global significance as well.

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CHAPTER: TWO

2. METHODOLOGY

Research methodology is a sequential procedure and methods to be adopted in a systematic study (Kothari 1993.19.) Thus to fulfil the above objectives of the proposed study the following methodology is adopted.

2.1 Sources of Data collection

There are two types of sources of data: i] Primary and
ii] secondary

The study is based mainly on the primary data.

2.1.1 Primary Source

The primary data is collected from the students of grade VI mentioned in 2.2.1

2.1.2 Secondary Source

The secondary sources such as related books, dictionaries and journals are based to reinforce primary sources and to get introductory information.

2.2 Population of the Study

The population of the study consists the students of two private and two public schools from urban and rural areas of Bagmati zone.

2.2.1 Sample Population

The sample population consists of eighty students selected from the four schools mentioned below. This is presented diagrammatically as follows.

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                        ┌─────────────────┐
                        │   80 Students   │
                        └─────────────────┘


┌─────────────────────┐
│  40 Private Schools │
└─────────────────────┘
                                              ┌──────────────────┐
                                              │ 40 Public Schools│
                                              └──────────────────┘


20 Rural Schools      20 Urban Schools    20 Rural Schools       20 Urban
Schools


10Boys  10Girls       10Boys  10Girls      10Boys  10Girls    10Boys 10Girls
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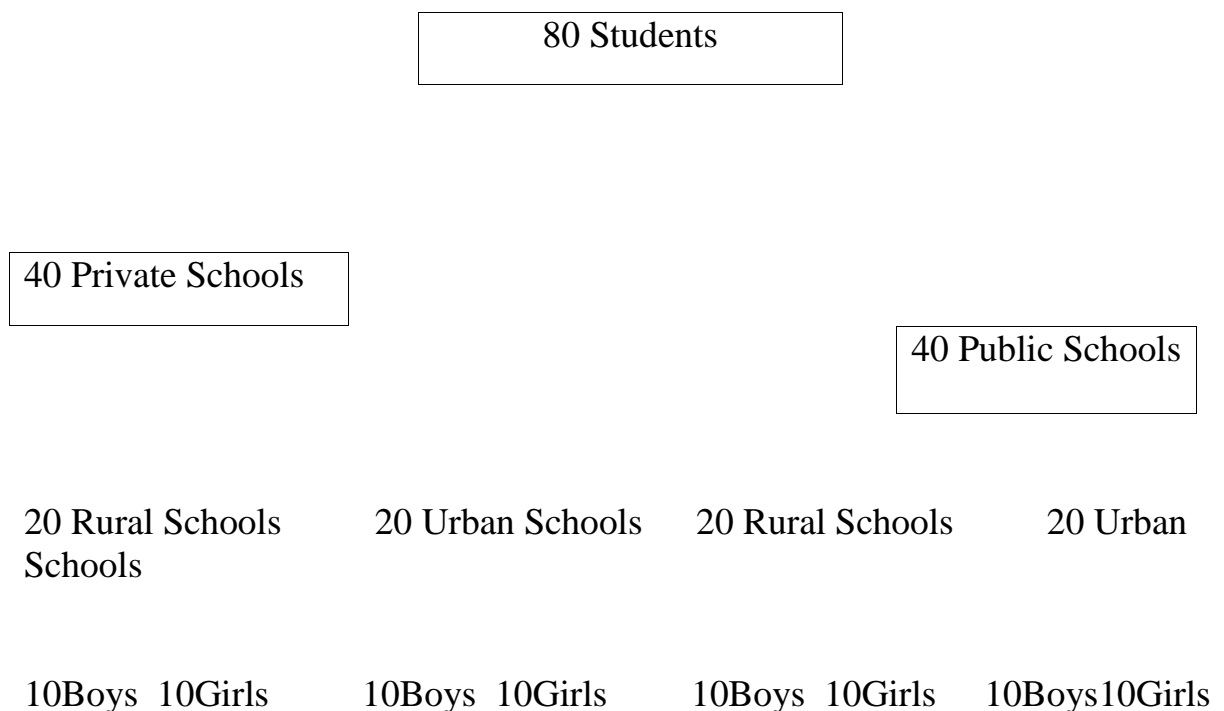
2.2.2 Sampling Procedure

The sample population is selected using the stratified random sampling procedure with equal representation.

2.3 Tools for Data Collection

The tools for data collection are two sets of questionnaire.
The first set consists of only one questionnaire which is open ended. The second set consists a couple of questionnaires, one of "Look and write type" and other of "Look and choose the correct one" (a multiple choice answer sheet is provided for it.)

2.4 Process of Data Collection

At first the researcher collects the real edible items as much as possible. The realia is supplemented with pictures whereas necessary. Before actual data collection, the pilot test is carried out. On the basis of the finding of the pilot test, second draft is prepared as a questionnaire. There are different sets of questionnaire related to edible items which are mentioned above in the objectives of the study no 3.1. There are two type of questionnaire i] Open ended
ii] Multiple Choice questionnaires

The result of the first type is described as active vocabulary and the result of second type is described as passive vocabulary.

After that she selects two public and two private Schools from rural and urban areas. Then she visits the concerned institute one after another with the set of questionnaire at hand and dedicates it to selected students getting permission with Schools authority and help of the principal and administration of respective institute.

Firstly to test student's active vocabulary the students are asked to write different items oneself described in 1.3.1 as many items as they can write. Secondly to test the students' passive vocabulary the researcher shows the real edible items as well as the pictures one at a time. Then the students are asked to write their names [edible items] in the given sheets of the paper.

Secondly, again for testing the students' passive vocabulary, the researcher distributes the sets of questionnaire to the selected students and asks them to choose the appropriate answer from multiple choice items.

The students do this work according to the direction given by the researcher. Having administered this work in each school, the researcher collects the answer paper and analyses it statistically.

2.5 Limitations of the study

1. The primary graduates are limited to graduates studying in grade VI

2. The primary graduates are limited to graduates from the following four schools of Bagmati zone

Two schools [one govt. and one private] of Kathmandu district.

Two schools [one govt. and one private] of Kavre district.

3. The domains of vocabulary are limited to the following areas of edible items:

1. Fruits
2 Vegetables
3 meats
4 bakery items
5 Dairy products
6 Grains, pulses, cereals and lentils
7 Nuts and spices
8 other items [miscellaneous

4. The population of the study is limited to:

1. only the students of primary graduates
2. only the students from four institutes
3. random selection of 20 students from each school.

5.The medium of language is used English .

CHAPTER :THREE

Analysis and Interpretation

While analysing the data from the different sets of questionnaire, responses are assigned marks differently. From the first set of questionnaire i.e. open –ended (active) questionnaire, the researcher determines how many responses match with the target items giving one mark to each match. While assigning marks, spelling errors are ignored and if the students write targeted items they are marked as correct. So marks can be either one or zero (+ or -).

Total marks obtained by the boys, girls, and both boys and girls (G. total) are counted and tabulated under respective headings for each fruit item. At the end, the total scores are also presented in percentage forms. As a whole there are 80 students including 4 schools. The number of boys from each school is ten; it is the case with girls from each school.

Analysis and interpretation has been done on the basis of two criteria:

1. Active vocabulary and
2. Passive vocabulary

Active language consists the tables of eight edible items where marks obtained by the students are tabulated on the basis of score as well as percentage. The passive vocabulary consists the tables of marks obtained by boys and girls separately. Item wise analysis has been done in the given score. Then public schools are compared with private schools. Similarly, rural schools are compared with urban schools and boys are compared with girls. At last, active vocabulary is compared with the passive vocabulary. By the help of the analysis of the marks obtained by the students. It has been done item analysis and central tendencies.

1. ACTIVE VOCABULARY

Tables

Table1.1   **1.Fruit Items**

Table showing the active vocabulary of fruit items of the students of Private Rural:

Dipendra Police High school, Kavre.

			Marks obtained				
SN	fruits	FM	Boys	Girls	FM	G. total	GT in%
1	apple	10	9	10	20	19	95
2	banana	10	8	9	20	17	85
3	cherry	10	2	1	20	3	15
4	coconut	10	4	3	20	7	35
5	grape	10	8	7	20	15	75
6	guava	10	6	4	20	10	50
7	jackfruit	10	2	0	20	2	10
8	lemon	10	1	0	20	1	5
9	mango	10	10	8	20	18	90
10	orange	10	9	8	20	17	85
11	papaya	10	8	6	20	14	70
12	pear	10	6	2	20	8	40
13	pineapple	10	8	8	20	16	80
14	pomegranate	10	5	2	20	7	35
15	water-melon	10	5	7	20	12	60
	total	150	91	75	300	166	
	percentage	100	60.66	50	100	55.33	
Note:							
FM=full mark							
GT=Grand total of both boys and girls together							

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This table shows the active vocabulary of the students under fruit items. There are 20 students as a whole: 10 boys and 10 girls. There are15 targeted items in which boys have secured 91 marks out of 150 FM. i.e. 60.66% and girls have secured 75marks out of 150FM i.e.50%. The grand total mark is 166 out of 300 FM. That is the average score of a student of this school is 55.33%.Thus the boys of this school are found considerably better than girls.

Table1.2

Government   Rural: Mahendra Secondary High School, Kavre.

SN	Fruits	FM	Marks obtained		FM	G. total	GT in%
			Boys	Girls			
1	apple	10	10	10	20	20	100
2	banana	10	7	6	20	13	65
3	cherry	10	0	2	20	2	10
4	coconut	10	0	0	20	0	0
5	grape	10	2	6	20	8	40
6	guava	10	0	0	20	0	0
7	jackfruit	10	0	0	20	0	0
8	lemon	10	0	0	20	0	0
9	mango	10	9	6	20	15	75
10	orange	10	3	8	20	11	55
11	papaya	10	1	0	20	1	5
12	pear	10	1	0	20	1	5
13	pineapple	10	2	1	20	3	15
14	pomegranate	10	0	0	20	0	0
15	watermelon	10	0	0	20	0	0
	total	150	35	39	300	74	
	Percentage	100	23.33%	26%	100	24.66%	

This table shows the active vocabulary development of the students under fruit items. There are15 targeted items in which boys have secured 35 marks out of 150 FM i.e. 23.33% and girls have secured 39 marks 39 marks out of 150 FM i. e. 26%. The grand total mark is 74out of 300 FM. That is the average score of a student this school is 24.66%.Thus, the girls of this school are found slightly better than boys.

Table1.3

Private Urban :   Arunima Higher Secondary School, Kathmandu.

Marks obtained

SN	Fruits	FM	Boys	Girls	FM	G. total	%
1	apple	10	10	10	20	20	100
2	banana	10	10	10	20	20	100

						G. total	GT in%
3	cherry	10	4	8	20	12	60
4	coconut	10	6	4	20	10	50
5	grape	10	8	10	20	18	90
6	guava	10	7	9	20	16	80
7	jackfruit	10	2	4	20	6	30
8	lemon	10	3	5	20	8	
9	mango	10	10	8	20	18	90
10	orange	10	10	10	20	20	100
11	papaya	10	9	9	20	18	90
12	pear	10	3	9	20	12	60
13	pineapple	10	10	8	20	18	90
14	pomegranate	10	3	5	20	8	40
15	watermelon	10	10	7	20	17	85
	total	150	105	116	300	221	
	percentage	100	70%	77.33%	100	73.66%	

This table shows the vocabulary development of the students of private urban school under fruit items. Out of 15-targeted items, boys have secured 105 marks out of 150 FM i.e. 70% and girls have secured 116 marks out of 150 FM i.e. 77.33%. The grand total mark is 221 out of 300 FM . That is the average score of a student this school is 73.66%. Thus, the girls of this school are found fairly better than boys.

Table1.4

Government Urban : Mangaladevi Lower Secondary School, Kathmandu.

Marks obtained

SN	Fruits	FM	Boys	Girls	FM	G. total	GT in%
1	apple	10	10	10	20	20	100
2	banana	10	9	10	20	19	95
3	cherry	10	0	0	20	0	0
4	coconut	10	1	0	20	1	5
5	grape	10	1	2	20	3	15
6	guava	10	1	2	20	3	15
7	jackfruit	10	0	0	20	0	0
8	lemon	10	1	0	20	1	5
9	mango	10	6	9	20	15	75
10	orange	10	6	9	20	15	75
11	papaya	10	1	2	20	3	15
12	pear	10	0	0	20	0	0
13	pineapple	10	0	2	20	2	10
14	pomegranate	10	0	0	20	0	0
15	watermelon	10	1	0	20	1	5
	Total	150	37	46	300	83	
	Percentage		24.66%	30.66%		27.66%	

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		100			100		

This table shows the active vocabulary development of the students of the public urban school under fruit items. Among the 15-targeted items, boys have secured 37 marks out of 150 FM i.e. 24.66% and girls have secured 46 marks out of 150 FM i.e. 30.66%. The grand total mark is 83 out of 300FM. That is the average score of a student of this school is 27.66%. Thus, the girls of this school are found fairly better than boys.

Table1.5

I.1. Government Schools vs. Private Schools

SN	Stream	Table No.	FM	Marks obtained	Total	%
1	Private	T1.1 + T1.3	600	166+221	387	64.5
2	Government	T1.2 + T1.4	600	74+83	157	26.16

As a whole = 1200 387+157 544 45.33

Table1.6

I.2. Rural Schools vs. Urban schools

SN	Stream	Table NO	FM	Marks obtained	Total	%
1	Rural School	T1.1 + T1.2	600	166 + 74	240	40
2	Urban School	T1.3 + T1.4	600	221 + 83	304	50.66
		As a whole=	1200	240 +304	544	45.33

Table1.7

1.3 Boys vs. Girls

SN	Variables	RS	US	FM	Total marks	%	PS	GS	FM	Total marks	%
1	boys	126	142	600	268	44.66	196	72	600	268	44.66
2	girls	114	162	600	276	46	191	85	600	276	46
	As a whole	240	304	1200	544	45.33	387	157	1200	544	

Note: T1.1= Dipendra Police school   : Private Rural   RS=Rural School

        T1.2= Mahendra Secondary School : Government Rural   US=Urban School

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T1.3=Arunima H.S. School   : Private Urban   PS=Private
School
         T1.4= Mangaladevi L. S. School : Government Urban
GS=Government School

Observations on T 1.5to 1.7
1 Private schools are exceeding far better than Government schools
1.1 Between Private schools, Arunima H.S. school is far better than Dipendra
Police High school
1.2. Between Government schools, Mangaladevi L. S. School is slightly better
than Mahendra Secondary school
2. Urban schools are considerably better than rural schools.
2.1. Between Urban schools, Arunima H.S. School is exceeding far better than
Mangaladevi L.S. School.
2.2. Between Rural schools, Dipendra Police High School is exceeding far
better than Mahendra secondary School.
3. Girls are slightly better than boys.
3.1Between girls, girls from urban schools are far better than those from rural
schools. Similarly, girls from private schools are exceeding far better than those
from government schools.
 Exception: Boys from DPHS are considerably better than girls from this school.

ITEMWISE   ANALYSIS

Table 1.8

		Private	School				Government	School	
	FM>	20	20	40	100	20	20	40	100
SN	Items	T1.1	T1.3	T1.1+T1.3	%	T1.2	T1.4	T1.2+T1.4	%
1	apple	19	20	39	98	20	20	40	100
2	banana	17	20	37	93	13	19	32	80
3	cherry	3	12	15	38	2	0	2	5
4	coconut	7	10	17	43	0	1	1	2.5
5	grape	15	18	33	83	8	3	11	27.5
6	guava	10	16	26	65	0	3	3	7.5
7	jackfruit	2	6	8	20	0	0	0	0
8	lemon	1	8	9	23	0	1	1	2.5
9	mango	18	18	36	90	15	15	30	75
10	orange	17	20	37	93	11	15	26	65
11	payaya	14	18	32	80	1	3	4	10
12	pear	8	12	20	50	1	0	1	2.5
13	pineapple	16	18	34	85	3	2	5	12.5
14	pomegranate	7	8	15	38	0	0	0	0
15	watermelon	12	17	29	73	0	1	1	2.5
	Total	166	221	387		74	83	157	

	Percentage	55.3	73.66	64.5			24.7	27.7	26.7	

Note: T1= Dipendra Police school   : Private Rural
        T2= Mahendra Secondary School : Government Rural
        T3=Arunima H.S. School   : Private Urban
         T4=Mangaladevi L. S. School :Government Urban

Table 1.9
List of most common to least common items of the four schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order.
Group A: scoring 50% and above and
Group B: scoring less than50%

Private schools		Government schools	
Group A	Group B	Group A	Group B
1 apple	11 coconut	1 apple	5 grape
2banana	12 cherry	2 banana	6 pineapple
orange	pomegranate	3 mango	7payaya
4 mango	14 lemon	4 orange	8 guava
5 pineapple	15 jackfruit		9 cherry
6 grape			10 coconut
7 papaya			lemon
8 watermelon			pear
9 guava			Water melon
10 pear			14 jackfruit
			15 pomegranate

Observations:
 Apple, banana, orange and mango are found to be the most common items in private and government combined; the least common ones being jack fruit, pomegranate, lemon, cherry, and coconut.

Table 1.10

		Rural School					Urban School			
	FM>	20	20	40	%	20	20	40	%
SN	Items	T1.1	T1.2	T1.1+T1.2	100	T1.3	T1.4	T1.3+T1.4	100
1	apple	19	20	39	98	20	20	40	100
2	banana	17	13	30	75	20	19	39	97.5
3	cherry	3	2	5	13	12	0	12	30
4	coconut	7	0	7	18	10	1	11	27.5
5	grape	15	8	23	58	18	3	21	52.5
6	guava	10	0	10	25	16	3	19	47.5

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7	jackfruit	2	0	2	5	6	0	6	15
8	lemon	10	0	1	2.5	8	1	9	22.5
9	mango	18	15	33	83	18	15	33	82.5
10	orange	17	11	28	70	20	15	35	87.5
11	papaya	14	1	15	38	18	3	21	52.5
12	pear	8	1	9	23	12	0	12	30
13	pineapple	16	3	19	48	18	2	20	50
14	pomegranate	7	0	7	18	8	0	8	20
15	watermelon	12	0	12	30	17	1	18	45
	Total	166	74	240		221	83	304	
	Percentage	55.3	24.66	40		73.7	27.7	34	

Note: T1= Dipendra Police school   : Private Rural

         T2= Mahendra Secondary School : Government Rural

         T3=Arunima H.S. School   : Private Urban

          T4=Mangaladevi L. S. School :Government Urban

Table 1.11

List of most common to least common items of the four schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order.

Group A: scoring 50% and above and

Group B: scoring less than50%

Rural School		Urban School	
Group A	Group B	Group A	Group B
1 apple	6 pineapple	1 apple	8 guava
2 mango	7papaya	2 banana	9 watermelon
3 banana	8watermelon	3 orange	10 cherry
4 orange	9 guava	4 mango	pear
5 grape	10 pear	5 grape	12coconut
	11 coconut	papaya	13 lemon
	pomegranate	7pineapple	14 pomegranate
	13 cherry		15 jackfruit
	14 jackfruit		
	15 lemon		

Observations:

 apple, banana, mango, orange and grape are found to be the most common items in rural and urban schools; the least common ones being jackfruit, lemon, pomegranate, coconut, cherry, pear, watermelon, and guava.

2] Vegetable Items

Table 2. 1

Table showing the active vocabulary Vegetable items of the students of Private Rural : Dipendra Police High School, kavre

Marked obtained

SN	Vegetables	FM	Boys	Girls	FM	G. Total	%
1	artichoke	10	0	0	20	0	0
2	cabbage	10	5	4	20	9	45
3	carrot	10	10	6	20	16	80
4	cauliflower	10	8	8	20	16	80
5	chilly	10	3	4	20	7	35
6	eggplant	10	7	2	20	9	45
7	garlic	10	4	1	20	5	25
8	ladyfinger	10	5	7	20	12	60
9	mushroom	10	3	1	20	4	20
10	onion	10	3	2	20	5	25
11	potato	10	7	8	20	15	75
12	pumpkin	10	5	4	20	9	45
13	radish	10	6	5	20	11	55
14	spinach	10	3	4	20	7	35
15	sweet potato	10	1	0	20	1	5
16	tomato	10	3	9	20	12	6
17	turnip	10	1	0	20	1	
	Total	170	74	65	340	139	
	Percentage	100	43.5	38.3	100	40.88	

This table shows the active vocabulary of the students under vegetable items. Among the 17 targeted items boys have secured 74 marks out of 170 FM i.e. 43.5 % and girls have secured 65 marks out of 170 FM i.e. 38.3%. The grand total mark is 139 out of 340 FM. That is the avg. score of a student of this school is 40.88%. Thus the boys of this school are found fairly better than girls.

Table 2.2
Government Rural: Mahendra Secondary School ,kavre

SN	Vegetable	FM	Boys	Girls	FM	G. Total	%
1	artichoke	10	0	0	20	0	0
2	cabbage	10	0	0	20	0	0
3	carrot	10	2	0	20	2	10
4	cauliflower	10	4	5	20	9	45
5	chilly	10	2	0	20	2	10

6	eggplant	10	1	1	20	2	10
7	garlic	10	0	0	20	0	0
8	ladyfinger	10	1	0	20	1	5
9	mushroom	10	0	0	20	0	0
10	onion	10	1	1	20	2	2
11	potato	10	8	6	20	14	70
12	pumpkin	10	2	2	20	4	20
13	radish	10	0	2	20	2	10
14	spinach	10	0	0	20	0	0
15	sweet potato	10	0	0	20	0	0
16	tomato	10	6	2	20	8	40
17	turnip	10	0	0	20	0	0
	Total	170	27	19	340	46	
	percentage	100	15.88	11.17	100	13.52	

This table shows the active vocabulary of the students under vegetable items. Among the 17 targeted items boys have secured 27 marks out of 170 FM i.e. 15.88 % and girls have secured 19marks out of 170 FM i.e. 11.17%. The grand total mark is 46 out of 340 FM. That is the avg. score of a student of this school is 13.52% . Thus the boys of this school are found slightly better than girls.

Table 2.3
Private Urban: Arunima Secondary High School, Kathmandu
Marked Obtained

SN	Vegetables	FM	Boys	Girls	FM	G. total	%
1	artichoke	10	0	0	20	0	0
2	cabbage	10	6	9	20	15	75
3	carrot	10	10	9	20	19	95
4	cauliflower	10	10	10	20	20	100
5	chilly	10	5	8	20	13	65
6	eggplant		5	7	20	12	60
7	garlic	10	5	6	20	11	55
8	lady's finger		5	7	20	12	60
9	mushroom	10	3	6	20	9	45
10	onion		6	8	20	14	70
11	potato	10	8	10	20	18	90
12	pumpkin		5	7	20	12	60
13	radish	10	8	10	20	18	90
14	spinach		7	9	20	16	80
15	sweet potato	10	2	1	20	3	15
16	tomato		5	9	20	14	70

17	turnip	10	3	5	20	8	40
	Total	170	93	121	340	214	
	Percentage	100	54.7	71.17	100	62.94	

In This table Among the 17 targeted items boys have secured 93 marks out of 170 FM i.e. 54.70 % and girls have secured 121marks out of 170 FM i.e. 71.17%. The grand total mark is 214 out of 340 FM. That is the avg. score of a student of this school is 62.94%. Thus the girls of this school are found far better than boys.

Table 2.4

Government Urban: Mangaladevi Lower Secondary School, Kathmandu

Marked Obtained

SN	vegetables	FM	Boys	Girls	FM	G .Total	%
1	artichoke	10	0	0	20	0	0
2	cabbage	10	1	0	20	1	5
3	carrot	10	1	0	20	1	5
4	cauliflower	10	3	7	20	10	50
5	chilly	10	0	5	20	5	25
6	eggplant	10	1	3	20	4	20
7	garlic	10	0	0	20	0	0
8	lady's finger	10	1	1	20	2	10
9	mushroom	10	0	0	20	0	0
10	onion	10	4	5	20	9	45
11	potato	10	7	9	20	16	80
12	pumpkin	10	1	0	20	1	5
13	radish	10	0	0	20	0	0
14	spinach	10	0	0	20	0	0
15	sweet potato	10	0	0	20	0	0
16	tomato	10	6	4	20	10	50
17	turnip	10	0	0	20	0	0
	Total	170	25	34	340	59	
	Percentage	100	14.70	20	100	17.35	

In This table Among the 17 targeted items boys have secured 25 marks out of 170 FM i.e. 14.70 % and girls have secured 35marks out of 170 FM i.e. 20%. The grand total mark is 59 out of 340 FM. That is the avg. score of a student of this school is 17.35% . Thus the girls of this school are found fairly better than boys.

Table 2.5

1.1 Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T2.1+T2.3	680	139+214	353	51.91
2	Government	T2.2+T2.4	680	46+59	105	15.44
	As a whole		1360	353+105	458	33.67

Table 2.6

Rural vs. Urban schools

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T2.1+T2.2	680	139+46	185	27.20
2	Urban	T2.3+T2.4	680	214+59	273	40.11
	As a whole		1360	185+273	458	33.67

Table 2.7

1.3   Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	101	118	680	219	32.2	167	52	680	219	32.20
2	Girls	84	155	680	239	35.14	186	53	680	239	33.14
	As a whole	185	273	1360	458	33.67	353	105	1360	458	33.67

Observations

1   Private Schools are exceeding far better than government Schools.

1.1   Between private Schools, Arunima H.S.S. is far better than D.P.H.S.

1.2   Between Government Schools, MLSS is slightly better than MSS.

2   Urban Schools are considerably better than Rural Schools .

2.1   Between Urban Schools, AHSS. is exceeding far better than MLSS.

2.2   Between Rural Schools, DPHS. is exceeding far better than MSS.

3   Girls are slightly better than boys.

3.1   Between girls, girls from urban Schools are far better than those from rural Schools. Similarly girls from private schools are exceeding far better than from government schools.

Exception: boys from rural schools are better than girls from those schools.

Item wise Analysis

Table 2.8

Private School   Government School

FM	20	20	40	100	20	20	40	100

SN	Items	T2.1	T2.3	T2.1+T2.3	%	T2.2	T2.4	T2.2+T2.4	%
1	artichoke	0	0	0	0	0	0	0	0
2	cabbage	9	15	24	60	0	1	1	2.5
3	carrot	16	19	35	87.5	2	1	3	7.5
4	cauliflower	16	20	36	90	9	10	19	47.5
5	chilly	7	13	20	50	2	5	7	17.5
6	egg-plant	9	12	21	52.5	2	4	6	15
7	garlic	5	11	16	40	0	0	0	0
8	ladyfinger	12	12	24	6	1	2	3	7.5
9	mushroom	4	9	13	32.5	0	0	0	0
10	onion	5	14	19	47.5	2	9	11	27.5
11	potatoes	15	18	33	82.5	14	16	30	75
12	pumpkin	9	12	21	52.5	4	1	5	12.5
13	reddish	11	18	29	72.5	2	0	2	5
14	spinach	7	16	23	57.5	0	0	0	0
15	sweet potato	1	3	4	10	0	0	0	0
16	tomato	12	14	26	65	8	10	18	45
17	turnip	1	8	9	22.5	0	0	0	0
	Total	139	214	353		46	59	105	
	Percentage	40.88	62.94	51.91		13.52	17.35	15.44	

Table 2.9

List of most common to least common items of the four schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above

Group B: scoring less than 50%

Private School		Government School	
Group A	**Group B**	**Group A**	**Group B**
1cauliflower	12 onion	1 potato	2 cauliflower
2carrot	13 garlic		3 tomato
3 potatoes	14 mushroom		4 onion
4 radish	15 turnip		5 chilly
5 tomato	16 sweet potato		6 eggplant
6 cabbage	17 artichoke		7 pumpkin
lady's finger			8 carrot
8 spinach			lady's finger
9 pumpkin			10 radish
egg plant			11 cabbage
11 chilly			12 artichoke
			garlic
			mushroom
			spinach

| | | | | sweet potato |
| | | | | turnip |

Observations: potato is found to be the most common item in private and government combined; the least common ones being artichoke, sweet potato, turnip, mushroom, garlic and onion.

Table 2.10

Rural Schools   Urban School

	FM	20	20	40	%	20	20	40	%
SN	Items	T2.1	T2.2	T2.1+T2.2	100	T2.3	T2.4	T2.3+T2.4	100
1	artichoke	0	0	0	0	0	0	0	
2	cabbage	9	0	9	22.5	15	1	40	
3	carrot	16	2	18	45	19	1	50	
4	cauliflower	16	9	25	62.5	20	10	75	
5	chilly	7	2	9	22.5	13	5	45	
6	eggplant	9	2	11	27.5	12	4	40	
7	garlic	5	0	5	12.5	11	0	27.5	
8	lady's finger	12	1	13	32.5	12	2	35	
9	mushroom	4	0	4	10	9	0	22.5	
10	onion	5	2	7	17.5	14	9	57.5	
11	potato	15	14	29	72.5	18	16	85	
12	pumpkin	9	4	13	32.5	12	1	32.5	
13	radish	11	2	13	32.5	18	0	45	
14	spinach	7	0	7	17.5	16	0	40	
15	sweet potato	1	0	1	2.5	3	0	7.5	
16	tomato	12	8	20	50	14	10	60	
17	turnip	1	0	1	2.5	8	0	20	
-	Total	139	46	185	-	214	59	-	
-	Percentage	40.88	13.52	27.20	-	62.94	17.35	40.14	

Table 2.11

List of most common to least common items of the four schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

Private School		**Government School**	
Group A	**Group B**	**Group A**	**Group B**
1 potato	4 carrot	1 potato	6 chilly

2 cauliflower	5 lady's finger	2 cauliflower	radish
3 tomato	pumpkin	3 tomato	7 cabbage
	radish	4 onion	egg plant
	8 egg plant	5 carrot	spinach
	9 cabbage		11 lady's finger
	chilly		12 pumpkin
	11 spinach		13 garlic
	onion		14 mushroom
	13 garlic		15 turnip
	14 mushroom		16 sweet potato
	15 sweet potato		17 artichoke
	turnip		
	17 artichoke		

Observations: potato, cauliflower and tomato are found to be the most common items in rural and combined The least ones being Sweet potato, Turnip, mushroom, garlic, pumpkin, lady's finger, spinach, eggplant, cabbage, radish, chilly.

3. Meat Items

Table 3.1

Table showing active vocabulary of meats of the students of:

Private Rural: Dipendra Police High School School, Kavre

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	beef	10	3	0	20	3	15
2	buff	10	6	6	20	12	60
3	chicken	10	10	9	20	19	95
4	duck	10	3	1	20	4	20
5	fish	10	7	3	20	10	50
6	lamb	10	1	0	20	1	5
7	mutton	10	4	4	20	8	40
8	pork	10	1	1	20	2	10
9	turkey	10	3	1	20	4	20
	Total	90	38	25	180	63	
	Percentage	100	42.22	27.77	100	35	

In This table Among the 9 targeted items boys have secured 38 marks out of 90 FM i.e. 42.22 % and girls have secured 25 marks out of 90 FM i.e. 27.77%. The grand total mark is 63 out of 180 FM. That is the avg. score of a student of this school is 35%. Thus the boys of this school are found considerably better than girls.

Table 3.2

Government Rural: Mahendra Secondary High School, Kavre

SN	Items	FM	Boys	Girls	FM	G. Total	%

1	beef	10	0	0	20	0	0
2	buff	10	1	0	20	1	5
3	chicken	10	1	1	20	2	10
4	duck	10	2	1	20	3	15
5	fish	10	5	8	20	13	65
6	lamb	10	0	0	20	0	0
7	mutton	10	4	6	20	10	50
8	pork	10	0	0	20	0	0
9	turkey	10	0	0	20	0	0
	Total	**90**	**13**	**16**	**180**	**29**	
	Percentage	**100**	**14.44**	**17.77**	**100**	**16.11**	

In This table Among the 9 targeted items boys have secured 13 marks out of 90 FM i.e. 14.44% and girls have secured 16 marks out of 90 FM i.e. 17.77%. The grand total mark is 29 out of 180 FM. That is the avg. score of a student of this school is 16.11%. Thus the girls of this school are found slightly better than boys.

Table 3.3

Private Rural: Arunima Higher Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	beef	10	2	1	20	3	15
2	buff	10	1	3	20	4	20
3	chicken	10	6	8	20	14	70
4	duck	10	7	9	20	16	80
5	fish	10	10	9	20	19	95
6	lamb	10	2	2	20	4	20
7	mutton	10	3	4	20	7	35
8	pork	10	2	2	20	4	20
9	turkey	10	6	8	20	14	70
	Total	**90**	**13**	**46**	**180**	**85**	
	Percentage	**100**	**43.33**	**51.11**	**100**	**47.22**	

In This table Among the 9 targeted items boys have secured 39 marks out of 90 FM i.e. 43.33 % and girls have secured 46 marks out of 90 FM i.e. 51.11%. The grand total mark is 85 out of 180 FM. That is the avg. score of a student of this school is 47.22%. Thus the girls of this school are found fairly better than boys.

Table 3.4

Government Urban: Mangladevi Lower Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	beef	10	0	1	20	1	5

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2	buff	10	0	6	20	6	30
3	chicken	10	4	1	20	14	70
4	duck	10	0	2	20	2	10
5	fish	10	34	8	20	12	60
6	lamb	10	0	0	20	0	0
7	mutton	10	5	10	20	15	75
8	pork	10	0	0	20	0	0
9	turkey	10	0	0	20	0	0
	Total	**90**	**13**	**37**	**180**	**50**	
	Percentage	**100**	**14.44**	**41.11**	**100**	**27.77**	

In This table Among the 9 targeted items boys have secured 13 marks out of 90 FM i.e. 14.44 % and girls have secured 37 marks out of 90 FM i.e. 41.11%. The grand total mark is 50 out of 180 FM. That is the avg. score of a student of this school is 27.77%. Thus the girls of this school are found exceeding far better than boys.

Table 3.5

Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T3.1+T3.3	360	63+85	148	41.11
2	Government	T3.2+T3.4	360	29+50	79	21.94
	As a whole		720	148+79	227	31.52

Table 3.6
Rural vs. Urban school

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T3.1+T3.2	360	63+29	92	25.55
2	Urban	T3.3+T3.4	360	85+50	135	37.50
	As a whole		720	92+135	227	31.52

Table 3.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	51	52	360	103	28.61	77	26	360	103	28.61
2	Girls	41	83	360	124	34.44	71	53	360	124	34.44

		92	135	720	227	31.52	148	79	720	227	31.52
	As a whole										

Observations

1   Private Schools are far better than government Schools.

1.1   Between private Schools, Arunima H.S.S. is considerably better than D.P.H.S.

1.2   Between Government Schools, MLSS is considerably better than MSS.

2   Urban Schools are considerably better than Rural Schools.

2.1   Between Urban Schools, AHSS. is far better than MLSS.

2.2   Between Rural Schools, DPHS. is far better than MSS.

3   Girls are fairly better than boys.

Between girls, girls from urban Schools are far better than those from rural Schools. Similarly girls from private schools are fairly better than those from government schools.

One Exception: boys from DPHS are considerably better than girls from this school

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ITEMWISE ANALYSIS

Table 3.8

Private Schools   Government Schools

SN	Items	FM 20 T3.1	20 T3.3	40 T3.1+T3.3	100 %	20 T3.2	20 T3.4	40 T3.2+T3.4	100 %
1	beef	3	3	6	15	0	1	1	2.5
2	buff	12	4	16	40	1	6	7	17.5
3	chicken	19	14	33	82.5	2	14	16	40
4	duck	4	16	20	50	3	2	5	12.5
5	fish	10	19	29	72.5	13	12	25	62.5
6	lamb	1	4	5	12.5	0	0	0	0
7	mutton	8	7	15	37.5	10	15	25	62.5
8	pork	2	4	6	15	0	0	0	0
9	turkey	4	14	18	45	0	0	0	0
	Total	63	**85**	148		**29**	**50**	79	
	Percentage	35	**47.22**	41.11		**16.11**	**27.77**	21.94	

Table 3.9

List of most common to least common items of the four Schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

Private School   **Government School**

Group A	Group B		Group A	Group B

1 chicken	4 turkey	1 fish	3 chicken
2 duck	5 buff	mutton	4 buff
3 fish	6 mutton		5 duck
	7 beef		6 beef
	pork		7 lamb
	9 lamb		pork
			turkey

Observations: only the fish item is found to be the most common item in Private and Government combined. The least ones being pork ,beef, turkey and buff.

Table 3.10

Rural Schools   **Urban School**

SN	Items	20 T3.1	20 T3.2	40 T3.1+T3.2	% 100	20 T3.3	20 T3.4	40 T3.3+T3.4	% 100
	FM	20	20	40	%	20	20	40	%
		T3.1	T3.2	T3.1+T3.2	100	T3.3	T3.4	T3.3+T3.4	100
1	beef	3	0	3	7.5	3	1	4	10
2	buff	12	1	13	32.5	4	6	10	25
3	chicken	19	2	21	52.5	14	14	28	70
4	duck	4	3	7	17.5	16	2	18	45
5	fish	10	13	23	57.5	19	12	31	47.5
6	lamb	1	0	1	2.5	4	0	4	10
7	mutton	8	10	18	45	7	15	22	55
8	pork	2	0	2	5	4	0	4	10
9	turkey	4	0	4	10	14	0	14	35
10	Total	63	**29**	92		**85**	**50**	135	
11	Percentage	35	**16.11**	25.55		**47.22**	**27.77**	37.5	

Table 3.11

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

Rural Schools   Urban Schools

Group A	Group B	Group A	Group B
1 fish	3 mutton	1 fish	4 buff
2 chicken	4 buff	2 chicken	5 duck
	5 duck	3 mutton	6 turkey

	6 turkey		7 beef
	7 beef		lamb
	8 pork		pork
	9 lamb		

Observations: fish and chicken items are found to be the most common items in Rural and Urban combined; the least ones being pork, beef, Turkey, duck and buff.

4. Bakery items

Table 4.1

Table showing the active vocabulary of Bakery items of the students of:
Private Rural: Dipendra Police High School, kavre

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	biscuit	10	5	2	20	7	35
2	bread	10	1	6	20	16	80
3	cake	10	10	10	20	20	100
4	cookies	10	3	2	20	5	25
5	cream roll	10	1	0	20	1	5
6	donut	10	2	1	20	3	15
7	pie	10	6	2	20	8	40
8	pop	10	5	9	20	14	70
9	Total	80	42	32	20	74	
10	Percentage	100	52.5	40	160	46.25	
11					100		

This table shows that boys have secured 42 marks out of 80 FM i.e. 52.5 % and girls have secured 32 marks out of 80 FM i.e. 40%. The grand total mark is 74 out of 160 FM. That is the avg. score of a student of this school is 46.25%. Thus the boys of this school are found slightly better than girls.

Table 4.2

Government Rural: Mahendra Secondary School, kavre
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	biscuit	10	0	2	20	2	10
2	bread	10	5	6	20	11	55
3	cake	10	2	7	20	9	45
4	cookies	10	0	0	20	0	0
5	cream roll	10	0	0	20	0	0
6	donut	10	1	0	20	1	5
7	pie	10	0	0	20	0	0
8	pop	10	1	1	20	2	10
9	Total	80	9	16	160	25	
10	Percentage	100	11.25	20	100	15.62	

This table shows that boys have secured 9 marks out of 80 FM i.e. 11.25% and girls have secured 16 marks out of 80 FM i.e. 20%. The grand total mark is 25 out of 160 FM. That is the avg. score of a student of this school is 15.62%. Thus the girls of this school are found fairly better than boys.

Table 4.3
Private Urban: Arunima Higher Secondary, Kathmandu
Marked obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	biscuit	10	6	10	20	16	80
2	bread	10	10	10	20	20	100
3	cake	10	9	10	20	19	95
4	cookies	10	5	5	20	10	50
5	cream roll	10	3	5	20	8	40
6	donut	10	3	7	20	10	50
7	pie	10	3	5	20	8	40
8	pop	10	3	5	20	8	40
9	Total	80	42	57	160	99	
10	Percentage	100	52.5	71.25	100	61.87	

This table shows that boys have secured 42 marks out of 80 FM i.e. 52.5% and girls have secured 57 marks out of 80 FM i.e. 72.25%. The grand total mark is 99 out of 160 FM. That is the avg. score of a student of this school is 61.87%. Thus the girls of this school are found far better than boys.

Table4.4
Government Urban: Mangala Devi Lower secondary school, Kathmandu
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	biscuit	10	3	0	20	3	15
2	bread	10	4	7	20	11	55
3	cake	10	7	10	20	17	85
4	cookies	10	1	0	20	1	5
5	cream roll	10	0	0	20	0	0
6	donut	10	5	5	20	10	50
7	pie	10	0	0	20	0	0
8	pop	10	3	2	20	5	25
9	Total	80	23	24	160	47	
10	Percentage	100	28.75	30	100	29.37	

This table shows that boys have secured 23 marks out of 80 FM i.e. 28.75% and girls have secured 24 marks out of 80 FM i.e. 30%. The grand total mark is 47 out of 160 FM. That is the avg. score of a student of this school is 29.37% . Thus the girls of this school are found slightly better than boys.

Table 4.5

Government schools vs. Private schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T4.1+T4.3	320	74+99	173	54.06
2	Government	T4.2+T4.4	320	25+47	72	22.5
	As a whole		40	173+72	245	38.28

Table 4.6

Rural Schools Vs Urban Schools

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T4.1+T4.2	320	74+25	99	30.93
2	Urban	T4.3+T4.4	320	99+47	146	45.62
	As a whole		640	99+46	245	38.28

Table 4.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	51	65	320	116	36.25	84	32	320	116	36.25

2	Girls	48	81	320	129	40.31	89	40	320	129	40.31
	As a whole	99	146	640	245	38.28	173	72	640	245	38.28

Observations

1 Private Schools are exceeding far better than government Schools.
1.1 Between private Schools, Arunima H.S.S. is far better than D.P.H.S.
1.2 Between Government Schools, MLSS is considerably better than MSS.
2 Urban Schools are considerably better than Rural Schools.
2.1 Between Urban Schools, AHSS is exceeding far better than MLSS.
2.2 Between Rural Schools, DPHS is exceeding far better than MSS.
3 Girls are slightly better than boys.
3.1 Between girls, girls from urban Schools are far better than those from rural Schools. Similarly girls from private schools are exceeding far better than from government schools.

One Exception: boys from DPHS are slightly better than girls from this school

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ITEMWISE ANALYSIS

Table 4.8

Private Schools
Government Schools

	FM	20	20	40	100	20	20	40	100
SN	Items	T4.1	T4.3	T4.1+T4.3	%	T4.2	T4.4	T4.2+T4.4	%
1	biscuit	7	16	23	57.5	2	3	5	12.5
2	bread	16	20	36	90	11	11	22	55
3	cake	20	19	39	97.5	9	17	26	65
4	cookies	5	10	15	37.5	0	1	1	2.5
5	cream roll	1	8	9	22.5	0	0	0	0
6	donut	3	10	13	32.5	1	10	11	27.5
7	pie	8	8	16	40	0	0	0	0
8	pop	14	8	22	55	2	5	7	17.5
9	Total	74	99	173		25	47	72	
	Percentage	46.25	61.87	54.06		15.62	29.37	22.5	

Table 4.9

List of most common to least common items of the four Schools combined Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above

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	Private School		Government School
Group A	**Group B**	**Group A**	**Group B**
1 cake	5 pie	1 cake	3 donut
2 bread	6 cookies	2 bread	4 pop
3 biscuit	7 donut		5 biscuit
4 pop	8 cream roll		6 cookies
			7 cream roll
			8 Pie

Observations: cake and bread items are found to be the most common items in Private and Government combined; The least common ones being and cream roll, pie, cookies and donut

Table 4.10

			Rural Schools				Urban School		
	FM	20	20	40	%	20	20	40	%
SN	Items	T4.1	T4.2	T4.1+T4.2	100	T4.3	T4.4	T4.3+T4.4	100
1	biscuit	7	2	9	22.5	16	3	19	47.5
2	bread	16	11	27	67.5	20	11	31	77.5
3	cake	20	9	29	72.5	19	17	36	90
4	cookies	5	0	5	12.5	10	1	11	27.5
5	cream roll	1	0	1	2.5	8	0	8	20
6	donut	3	1	4	10	10	10	20	50
7	pie	8	0	8	20	8	0	8	20
8	pop	14	2	16	40	8	5	13	32.50
9	Total	74	25	99		99	47	146	
10	Percentage	46.25	15.62	30.93		61.87	29.37	45.62	

Table 4.11

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

	Rural Schools		Urban Schools
Group A	**Group B**	**Group A**	**Group B**
1 cake	3 pop	1cake	4 biscuit
2 bread	4 biscuit	2 bread	5 pop
	5 pie	3 donut	6 cookies
	6 cookies		7 cream roll
	7 donut		pie

	8 cream roll		

Observations: cake and bread items are found to be the most common items in Rural and Urban combined; the least common ones being cookies and cream, pie, pop and biscuit.

5.Dairy products

Table 5.1

Table showing the active vocabulary of dairy products of students of:
Private Rural : Dipendra Police High School, kavre

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	butter	10	10	8	20	18	90
2	buttermilk	10	0	0	20	0	0
3	cheese	10	9	7	20	16	80
4	curd	10	8	5	20	13	65
5	ghee	10	8	6	20	14	70
6	hard cheese	10	1	1	20	2	10
7	ice cream	10	6	3	20	9	45
8	khuwa	10	4	1	20	5	25
9	milk	10	10	10	20	20	100
	Total	90	56	41	180	97	
	Percentage	100	62.22	45.55	100	53.88	

This table shows that boys have secured 56 marks out of 90 FM i.e. 62.22% and girls have secured 41 marks out of 90 FM i.e. 45.55%. The grand total mark is 97 out of 180 FM. That is the avg. score of a student of this school is 53.88%. Thus the boys of this school are found far better than girls.

Table 5.2

Government Rural: Mahendra Secondary High School, Kavre

Marked Obtained

- -

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	butter	10	0	0	20	0	0
2	buttermilk	10	0	0	20	0	0
3	cheese	10	0	0	20	0	0
4	curd	10	0	0	20	0	0
5	ghee	10	1	8	20	9	45
6	hard cheese	10	0	0	20	0	0
7	ice cream	10	1	1	20	2	10
8	khuwa	10	1	0	20	1	5
9	milk	10	7	7	20	14	70
	Total	**90**	**10**	**16**	**180**	**26**	
	Percentage	**100**	**14.44**	**17.77**	**100**	**14.44**	

This table shows that boys have secured 10 marks out of 90 FM i.e. 11.11 % and girls have secured 16 marks out of 90 FM i.e. 17.77%. The grand total mark is 26 out of 180 FM. That is the avg. score of a student of this school is 14.44%. Thus the girls of this school are found slightly better than boys.

Table 5.3
Private Urban: Arunima Higher Secondary School, Kathmandu
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	butter	10	8	9	20	17	85
2	buttermilk	10	4	3	20	7	35
3	cheese	10	10	10	20	20	100
4	curd	10	8	8	20	16	80
5	ghee	10	6	10	20	16	80
6	hard cheese	10	6	2	20	8	40
7	ice cream	10	8	10	20	18	90
8	khuwa	10	7	4	20	11	55
9	milk	10	9	10	20	19	95
	Total	90	66	66	180	132	
10	Percentage	100	73.33	73.33	100	73.33	

This table shows that boys and girls both groups have secured same marks is 66 out of 90 FM i.e. 73.33%. The grand total mark is 132 out of 180 FM. That is the avg. score of a student of this school is 73.33%. Thus the girls and boys are found equal in this school.

Table 5.4

Government Urban: Mangladevi Lower Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	butter	10	2	2	20	4	20
2	buttermilk	10	0	0	20	0	0
3	cheese	10	2	2	20	6	30
4	curd	10	0	0	20	0	0
5	ghee	10	0	0	20	0	0
6	hard cheese	10	0	0	20	0	0
7	ice cream	10	7	7	20	10	50
8	khuwa	10	0	0	20	0	0
9	milk	10	10	10	20	20	100
	Total	**90**	**19**	**21**	**180**	**40**	
	Percentage	**100**	**21.11**	**23.33**	**100**	**22.22**	

This table shows that boys have secured 19 marks out of 90 FM i.e. 21.11 % and girls have secured 21 marks out of 90 FM i.e. 23.33%. The grand total mark is 40 out of 180 FM. That is the avg. score of a student of this school is 22.22%. Thus the girls of this school are found slightly better than boys.

Table 5.5

Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T5.1+T5.3	360	97+132	229	63.61
2	Government	T5.2+T5.4	360	26+40	66	18.33
	As a whole		720	229+66	295	40.97

Table 5.6

Rural Schools Vs Urban Schools

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T5.1+T5.2	360	97+26	123	34.16
2	Urban	T5.3+T5.4	360	132+40	172	47.77
	As a whole		720	123+172	295	40.97

Table 5.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%

1	boys	66	85	360	151	41.94	122	29	360	151	41.94
2	Girls	57	87	360	144	40	107	37	360	144	40
	As a whole	123	172	720	295	40.97	229	66	720	295	40.97

Observations

1   Private Schools are exceeding far better than government Schools.

1.2 Between private Schools, Arunima H.S.S. is far better than D.P.H.S.

1.3 Between Government Schools, MLSS is fairly better than MSS.

2   Urban Schools are considerably better than Rural Schools .

2.1 Between Urban Schools, AHSS. is exceeding far better than MLSS.

2.2 Between Rural Schools, DPHS. is exceeding far better than MSS.

3   Boys are slightly better than Girls in an avg. score.

3.1 Between boys, boys from urban Schools are considerably better than those from rural Schools. Similarly boys from private schools are exceeding far better than from government schools.

One Exception: Girls from Govt stream are found slightly better than boys from this stream and boys and girls both are found equal in AHSS Kathmandu.

ITEMWISE   ANALYSIS

Table 5.8

Private Schools   Government Schools

	FM	20	20	40	100	20	20	40	100
SN	Items	T5.1	T5.3	T5.1+T5.3	%	T5.2	T5.4	T5.2+T5.4	%
1	butter	18	17	35	87.5	0	4	4	4
2	buttermilk	0	7	7	17.5	0	0	0	0
3	cheese	16	20	36	90	0	6	6	15
4	curd	13	16	29	72.5	0	0	0	0
5	ghee	14	16	30	75	9	0	9	22.5
6	hard cheese	2	8	10	25	0	0	0	0
7	ice cream	9	18	27	67.5	2	10	12	30
8	khuwa	5	11	16	40	1	0	1	2.5
9	milk	20	19	39	97.5	14	20	34	35
	Total	97	132	229		**26**	**40**	66	
	Percentage	53.88	73.33	63.61		**14.44**	**22.22**	18.33	

Table 5.9

List of most common to least common items of the four Schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order

Private School　　　　**Government School**

Group A	Group B	Group A	Group B
1 milk	7 khuwa	1 milk	2 ice cream
2 cheese	8 hard cheese		3 ghee
3 butter	9 buttermilk		4 cheese
4 ghee			5 butter
5 curd			6 khuwa
6 ice cream			7 hard cheese
			8 buttermilk
			9 curd

Observations: milk is found to be the most common item in Private and Government combined; the least ones being buttermilk, hard cheese and khuwa

Table 5.10

Rural Schools　　　　　　　　　　　　　**Urban School**

SN	Items	FM	20	20	40	%	20	20	40	%
			T5.1	T5.2	T5.1+T5.2	100	T5.3	T5.4	T5.3+T5.4	100
1	butter		18	0	18	45	17	4	21	52.5
2	buttermilk		0	0	0	0	7	0	7	17.5
3	cheese		16	0	16	40	20	6	26	65
4	curd		13	0	13	32.5	16	0	16	40
5	ghee		14	9	23	57.5	16	0	16	40
6	hard cheese		2	0	2	5	8	0	8	20
7	ice cream		9	2	11	27.5	18	10	28	70
8	khuwa		5	1	6	15	11	0	11	27.5
9	milk		20	14	24	85	19	20	39	97.5
10	**Total**		97	**26**	123		132	**40**	172	
	Percentage		53.88	**14.44**	34.16		73.33	**22.22**	47.77	

Table 5.11
List of most common to least common items of the four Schools combined
.Most common ones are listed in descending order; least common ones are listed in ascending order

Rural Schools　　　　　　　Urban Schools

Group A	Group B	Group A	Group B
1 milk	3 butter	1 milk	5 curd

2 Ghee	4 cheese	2 ice cream	6 ghee
	5 curd	3 cheese	7 khuwa
	6 ice cream	4 butter	8 hard cheese
	7 khuwa		9 butter milk
	8 hard cheese		
	9 butter milk		

Observations: this table, milk is found to be the most common item in Rural and Urban combined; the least common ones being hard cheese, khuwa, and curd

6. NUTS AND SPICES

Table showing the active vocabulary of nuts and spices of the students of:
Private Rural: Dipendra Police High School, kavre
Table 6.1

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	almond	10	2	1	20	3	15
2	aswin	10	0	0	20	0	0
3	betel nut	10	5	2	20	7	35
4	cardamom	10	1	0	20	1	5
5	cashewnut	10	10	6	20	16	80
6	cassia	10	0	0	20	0	0
7	chilly	10	2	0	20	2	10
8	cinnamon	10	0	0	20	0	0
9	clove	10	1	0	20	1	5
10	coconut	10	10	5	20	15	75
11	coriander	10	0	0	20	0	0
12	cumin	10	0	0	20	0	0
13	fenugreek	10	0	0	20	0	0
14	garlic	10	4	4	20	8	40
15	ginger	10	7	5	20	12	60
16	green small cardamom	10	0	0	20	0	0
17	nutmeg	10	0	1	20	1	5
18	raisin	10	0	1	20	1	5
19	turmeric	10	0	0	20	0	0
	total	190	42	25	380	67	
	percentage	100	22.10	13.15	100	17.63	

This table shows that boys have secured 42 marks out of 190 FM i.e. 22.10% and girls have secured 25 marks out of 190 FM i.e. 13.15%. The grand total

mark is 67 out of 380 FM. That is the avg. score of a student of this school is 17.63%. Thus the boys of this school are found fairly better than girls.

Table 6.2
Government Rural: Mahendra Secondary High School, Kavre
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	almond	10	0	0	20	0	0
2	aswin	10	0	0	20	0	0
3	betel nut	10	0	0	20	0	0
4	cardamom	10	0	0	20	0	0
5	cashewnut	10	0	0	20	0	0
6	cassia	10	0	0	20	0	0
7	chilly	10	2	0	20	2	10
8	cinnamon	10	0	0	20	0	0
9	clove	10	0	0	20	0	0
10	coconut	10	0	0	20	0	0
11	coriander	10	0	0	20	0	0
12	cumin	10	0	0	20	0	0
13	fenugreek	10	0	0	20	0	0
14	garlic	10	3	3	20	6	30
15	ginger	10	0	0	20	0	0
16	green small cardamom	10	0	0	20	0	0
17	nutmeg	10	0	0	20	0	0
18	raisin	10	0	0	20	0	0
19	turmeric	10	0	0	20	0	0
	Total	**190**	**5**	**3**	**380**	**8**	
	Percentage	**100**	**2.63**	**1.57**	**100**	**2.10**	

In This table boys have secured 2.63 % and girls have secured 1.57%. The grand total mark is 8 out of 380 FM. That is the avg. score of a student of this school is 2.10%. Thus the boys of this school are found slightly better than girls, but the result seems very poor while comparing other schools.

Table 6.3
Private Urban: Arunima Higher Secondary School, Kathmandu
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	almond	10	8	6	20	14	10
2	aswin	10	0	1	20	1	0
3	betel nut	10	7	10	20	17	35
4	cardamom	10	5	1	20	6	5
5	cashewnut	10	7	6	20	13	0

6	cassia	10	0	0	20	0	0
7	chilly	10	0	0	20	0	0
8	cinnamon	10	5	3	20	8	10
9	clove	10	6	6	20	12	15
10	coconut	10	4	7	20	11	0
11	coriander	10	0	0	20	0	0
12	cumin	10	1	0	20	1	0
13	fenugreek	10	0	0	20	0	0
14	garlic	10	0	0	20	0	0
15	ginger	10	0	0	20	0	0
16	green small cardamom	10	2	1	20	3	0
17	nutmeg	10	0	3	20	3	0
18	raisin	10	6	4	20	10	10
19	turmeric	10	0	0	20	0	0
	Total	**190**	**51**	**48**	**380**	**99**	
	Percentage	**100**	**26.84**	**25.26**	**100**	**26.05**	

This table shows that boys have secured 26.84% and girls have secured 25.26%. The grand total mark is 26.05% Thus, the boys of this school are found slightly better than girls.

Table 6.4

Government Urban Mangladevi Lower Secondary School, Kathmandu
Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	almond	10	2	0	20	2	10
2	aswin	10	0	0	20	0	0
3	betel nut	10	5	2	20	7	35
4	cardamom	10	1	0	20	1	5
5	cashewnut	10	0	0	20	0	0
6	cassia	10	0	0	20	0	0
7	chilly	10	2	2	20	0	0
8	cinnamon	10	3	0	20	2	10
9	clove	10	0	0	20	3	15
10	coconut	10	0	0	20	0	0
11	coriander	10	0	0	20	0	0
12	cumin	10	0	0	20	0	0
13	fenugreek	10	0	0	20	0	0
14	garlic	10	0	0	20	0	0
15	ginger	10	0	0	20	0	0
16	green small cardamom	10	0	0	20	0	0
17	nutmeg	10	0	0	20	0	0
18	raisin	10	2	0	20	2	10

19	turmeric	10	0	0	20	0	0
	Total	**190**	**15**	**2**	**380**	**17**	
	Percentage	**100**	**7.89**	**1.05**	**100**	**4.47**	

This table shows that boys have secured 7.89% and girls have secured 1.05%. The grand total mark is 4.47% Thus the boys of this school are found fairly better than girls. but the result seems very poor while comparing other items.

Table 6.5

Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T6.1+T6.3	760	67+99	167	21.84
2	Government	T6.2+T6.4	760	8+17	25	3.28
	As a whole		1520	166+25	191	12.56

Table 6.6

Rural Schools Vs Urban Schools

S.N.	**Stream**	**Table No**	**FM**	**Marks obtained**	**Total**	**%**
1	Rural	T6.1+T6.2	760	67+8	75	9.86
2	Urban	T6.3+T6.4	760	99+17	116	15.26
	As a whole		1520	75+116	191	12.56

Table 6.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	47	66	760	113	14.86	93	20	760	113	14.86
2	Girls	28	55	760	78	10.26	73	5	760	78	10.26
	As a whole	75	116	1520	191	12.56	166	25	1520	191	12.56

Observations

1 Private Schools are far better than government Schools.

1.2 Between private Schools, Arunima H.S.S. is fairly better than D.P.H.S.

1.3 Between Government Schools, MLSS is slightly better than MSS.

2 Urban Schools are fairly better than Rural Schools.

2.1 Between Urban Schools, AHSS is far better than MLSS.

2.2 Between Rural Schools, DPHS is far better than MSS.

3 boys are slightly better than Girls.

3.1 Between boys, boys from urban Schools are slightly better than those from rural Schools. Similarly boys from private schools are far better than from government schools.

ITEMWISE ANALYSIS

Table 6.8

Private Schools   Government Schools

	FM	20	20	40	100	20	20	40	100
SN	Items	T6.1	T6.3	T6.1+T6.3	%	T6.2	T6.4	T6.2+T6.4	%
1	almond	3	14	17	42.5	0	2	2	5
2	aswin	0	1	1	2.5	0	0	0	0
3	betel nut	7	17	24	60	0	7	7	17.5
4	cardamom	1	6	7	17.5	0	1	1	2.5
5	cashewnut	16	13	29	72.5	0	0	0	0
6	cassia	0	0	0	0	0	0	0	0
7	chilly	2	0	2	5	2	0	2	5
8	cinnamon	0	8	8	20	0	2	2	0
9	clove	1	12	13	32.5	0	3	3	7.5
10	coconut	15	11	26	65	0	0	0	0
11	coriander	0	0	0	0	0	0	0	0
12	cumin	0	1	1	2.5	0	0	0	0
13	fenugreek	0	0	0	0	0	0	0	0
14	garlic	8	0	8	20	6	0	6	15
15	ginger	12	0	12	30	0	0	0	0
16	green small cardamom	0	3	3	7.5	0	0	0	0
17	nutmeg	1	3	4	10	0	0	0	0
18	raisin	1	10	11	27.5	0	2	2	5
19	turmeric	0	0	0	0	0	0	0	0
	Total	67	**99**	166		**8**	**17**	25	
	Percentage	17.63	**26.05**	21.84		**2.10**	**4.47**	3.28	

Table 6.9

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order

  Group A: scoring 50% & above
  Group B: scoring less than 50%
Private School   Government School

Group A	Group B	Group A	Group B
1 cashew nut	4 almond		1 betel nut
2 coconut	6 ginger		2 garlic
3 betel nut	5 clove		3 clove
	16 cassia		6 cassia
	17 coriander		aswin
	18 turmeric		turmeric
	19 fenugreek		fenugreek

Observations: cashew nut, coconut and betel nut are found to be the most common items in Private schools; the least common ones being fenugreek, turmeric, coriander, cassia, cumin, as win, green small cardamom,chilly,nutmeg,coriander,cinnamon,ginger,raisin,garlic,clove and almond.

Table 6.10

Rural Schools   Urban School

SN	FM / Items	20 / T6.1	20 / T6.2	40 / T6.1+T6.2	% / 100	20 / T6.3	20 / T6.4	40 / T6.3+T6.4	% / 100
1	almond	3	0	3	7.5	14	2	16	40
2	aswin	0	0		0	1	0	1	2.5
3	betel nut	7	0	7	17.5	17	7	24	60
4	cardamom	1	0	1	2.5	6	1	7	17.5
5	cashewnut	16	0	16	40	13	0	13	32.5
6	cassia	0	0	0	0	0	0	0	0
7	chilly	2	2	4	10	0	0	0	0
8	cinnamon	0	0	0	0	8	2	10	25
9	clove	1	0	1	2.5	12	3	15	37.5
10	coconut	15	0	15	37.5	11	0	11	27.5
11	coriander	0	0	0	0	0	0	0	0
12	cumin	0	0	0	0	1	0	1	2.5
13	fenugreek	0	0	0	0	0	0	0	0
14	garlic	8	6	14	35	0	0	0	0
15	ginger	12	0	12	30	0	0	0	0
16	green small cardamom	0	0	0	0	3	0	3	7.5
17	nutmeg	1	0	1	2.5	3	0	3	7.5
18	raisin	1	0	1	2.5	10	2	12	30
19	turmeric	0	0	0	0	0	0	0	0
	Total	67	**8**	75		**99**	**17**	116	

Percentage	17.63	**2.10**	9.86		**26.05**	**4.47**	15.26	

Table 6.11

List of most common to least common items of the four Schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above

Group B: scoring less than 50%

Rural Schools   Urban Schools

Group A	Group B	Group A	Group B
	1cashew nut turmeric	1.betel nut	2.almond cassia
	2.coconut aswin		3.clove chilly
	3.garlic cassia		cumin fenugreek
	4.ginger cinnamon		4.cashew nut garlic
	5.betel nut fenugreek		5.raisin
	6. chilly g.s. cardamom		6.coconut
	7. almond		7. cinnamon
	8. cardamom		8. cardamom
	9. clove		9. g. s. cardamom
	nutmeg		nut meg
	raisin		11. aswin
	12. coriander		cumin
	cumin		

Observations: betel nut is found to be the most common item in Urban schools; the least common ones being fenugreek, cassia, turmeric, coriander, aswin, g. s. cardamom, cinnamon, chilly, nutmeg, ginger, cardamom, garlic, cumin, raisin, clove, almond, coconut and cashew nut .

7 Grains, pulses, cereals and lentils

Table 7.1

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Table showing the active vocabulary of grains, pulses, cereals and lentils of the students of: Private Rural: Dipendra Police High School, kavre

Marked Obtained

SN	Vegetables	FM	Boys	Girls	FM	G. Total	%
1	barley	10	3	1	20	4	20
2	bean	10	2	1	20	3	15
3	buck wheat	10	1	0	20	1	5
4	cereal	10	2	0	20	2	10
5	grain	10	2	2	20	4	20
6	kidney bean	10	1	0	20	1	5
7	lentil	10	1	0	20	1	5
8	maize	10	10	10	20	20	100
9	mustard	10	2	1	20	3	15
10	pea	10	4	1	20	5	25
11	rice	10	10	9	20	19	95
12	soybean	10	2	3	20	5	25
13	veatch	10	1	0	20	1	5
14	wheat	10	8	7	20	15	75
	Total	170	49	35	280	84	
	Percentage	100	35	25	100	30	

In this table boys have secured 49 marks out of 140 FM i.e. 35 % and girls have secured 35 marks out of 140 FM i.e. 25%. The grand total mark is 84 out of 280 FM. That is the avg. score of a student of this school is 30% . Thus the boys of this school are found considerably better than girls.

Table 7.2
Government Rural: Mahendra Secondary High School, Kavre

Marked Obtained

SN	Vegetables	FM	Boys	Girls	FM	G. Total	%
1	barley	10	0	0	20	0	0
2	bean	10	0	0	20	0	0
3	buck wheat	10	0	0	20	0	0
4	cereal	10	0	0	20	0	0
5	grain	10	0	0	20	0	0
6	kidney bean	10	0	0	20	0	0

7	lentil	10	0	0	20	0	0
8	maize	10	1	0	20	1	5
9	mustard	10	0	0	20	0	0
10	pea	10	1	0	20	1	5
11	rice	10	6	7	20	13	65
12	soybean	10	0	0	20	0	0
13	vetch	10	0	0	20	0	0
14	wheat	10	0	1	20	1	5
	Total	170	8	8	280	16	
	Percentage	100	5.71	5.71	100	5.71	

In this table boys have secured 8 marks out of 140 FM i.e. 5.71 % and girls have secured same marks out of 140 FM i.e. 5.71%. The grand total mark is 16 out of 280 FM. That is the avg. score of a student of this school is 5.71%. Thus the boys and girls of this school are found equal.

Table 7.3
Private Urban: Arunima Higher School, Kathmandu
Marked Obtained

SN	Vegetables	FM	Boys	Girls	FM	G. Total	%
1	barley	10	2	4	20	6	30
2	bean	10	3	6	20	9	45
3	buck wheat	10	3	0	20	3	15
4	cereal	10	2	2	20	4	20
5	grain	10	5	6	20	11	55
6	kidney bean	10	1	1	20	2	10
7	lentil	10	1	0	20	1	5
8	maize	10	9	10	20	19	95
9	mustard	10	2	6	20	8	40
10	pea	10	6	6	20	12	60
11	rice	10	8	10	20	18	690
12	soybean	10	2	2	20	4	20
13	vetch	10	1	0	20	1	5
	wheat	10	8	10	20	18	90
	Total	170	53	63	280	116	
	Percentage	100	37.85	45	100	41.42	

In this table boys have secured 53 marks out of 140 FM i.e. 37.85 % and girls have secured 63 marks out of 140 FM i.e. 45%. The grand total mark is 116 out of 280 FM. That is the avg. score of a student of this school is 41.42%. Thus the girls of this school are found fairly better than boys..

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Table 7.4

Government Urban Mangladevi Lower. Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	barley	10	0	0	20	0	0
2	bean	10	2	0	20	2	10
3	buck wheat	10	0	0	20	0	0
4	cereal	10	2	0	20	2	10
5	grain	10	2	0	20	2	10
6	kidney bean	10	0	0	20	0	0
7	lentil	10	1	0	20	1	5
8	maize	10	3	0	20	3	15
9	mustard	10	0	2	20	2	10
10	pea	10	2	0	20	2	10
11	rice	10	7	9	20	16	80
12	soybean	10	0	3	20	3	15
13	vetch	10	0	0	20	0	0
	wheat	10	0	0	20	0	0
	Total	170	19	14	280	33	
	Percentage	100	13.57	10	100	11.78	

In this table boys have secured 19 marks out of 140 FM i.e. 13.57 % and girls have secured 14 marks out of 140 FM i.e. 10%. The grand total mark is 33 out of 280 FM. That is the avg. score of a student of this school is 11.78%. Thus, the boys of this school are found slightly better than girls.

Table 7.5

Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T7.1+T7.3	560	84+116	200	35.71
2	Government	T7.2+T7.4	560	16+33	49	8.75
	As a whole		1120	200+149	249	22.23

Table 7.6

Rural Schools Vs Urban Schools

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T7.1+T7.2	560	84+16	100	17.85
2	Urban	T7.3+T7.4	560	116+33	149	26.60
	As a		120	100+149	249	22.23

	whole								

Table 7.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	57	72	560	129	23.03	102	27	560	129	23.03
2	Girls	43	77	560	120	21.42	98	22	560	120	21.42
	As a whole	98	149		249	22.23	200	49	1120	249	22.23

Observations

1 Private Schools are exceeding far better than government Schools.

1.4 Between private Schools, Arunima H.S.S. is considerably better than D.P.H.S.

1.5 Between Government Schools, MLSS is fairly better than MSS.

2   Urban Schools are fairly better than Rural Schools.

2.1 Between Urban Schools, AHSS is exceeding far better than MLSS.

2.2 Between Rural Schools, DPHS is far better than MSS.

3 boys are slightly better than Girls.

3.1 Between boys, boys from urban Schools are fairly better than those from rural Schools. Similarly boys from private schools are exceeding far better than from government schools.

Exception: girls from AHSS are fairly better than boys from this school and both are found equal in MSHS.

<u>ITEMWISE   ANALYSIS</u>

Table 7.8

Private Schools   Government Schools

	FM	20	20	40	100	20	20	40	100
SN	Items	T7.1	T7.3	T7.1+T7.3	%	T7.2	T7.4	T7.2+T7.4	%
1	barley	4	6	10	25	0	0	0	0
2	bean	3	9	12	30	0	2	2	5
3	buck wheat	1	3	4	10	0	0	0	0
4	cereal	2	4	6	15	0	2	2	5
5	grain	4	11	15	37.50	0	2	2	5
6	kidney bean	1	2	3	5	0	0	0	0
7	lentil	1	1	2	7.50	0	1	1	2.50

8	maize	20	19	39	97.50	1	3	4	10
9	mustard	3	8	11	27.50	0	2	2	5
10	pea	5	12	17	42.50	1	2	3	7.5
11	rice	19	18	37	92.50	13	16	29	72.50
12	soybean	5	4	9	22.50	0	3	3	7.50
13	veatch	1	1	2	5	0	0	0	0
	wheat	15	18	33	82.50	1	0		2.5
	Total	84	116	200		16	33	49	
	Percentage	30	41.42	35.71		5.71	11.78	8.75	

Table 7.9

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order.

Group A: scoring 50% & above
Group B: scoring less than 50%

Private School		Government School	
Group A	**Group B**	**Group A**	**Group B**
1 maize	4 pea	1 rice	2. maize
2 rice	5 gram		3. soybean
3 wheat	6 bean		pea
	7 mustard		5 bean
	8 barley		cereal
	9 soybean		gram
	10 cereal		mustard
	11 buckwheat		9 wheat
	12. kidney bean		lentil
	13 vetch		barley
	lentil		vetch
			buckwheat
			kidney bean

Observations: rice is found to be the most common items in Private and govt combined; the least ones being vetch, lentil, kidney bean, buckwheat, barley, cereal, soybean, mustard, bean, gram and pea.

Table 7.10

	Rural Schools					Urban School			
	FM	20	20	40	%	20	20	40	%
SN	Items	T7.1	T7.2	T7.1+T7.2	100	T7.3	T7.4	T7.3+T7.4	100
1	barley	4	0	4	10	6	0	6	15
2	bean	3	0	3	7.50	9	2	11	27.50
3	buck wheat	1	0	1	2.50	3	0	3	7.50

4	cereal	2	0	2	5	4	2	6	15
5	gram	4	0	4	10	11	2	13	32.50
6	kidney bean	1	0	1	2.50	2	0	2	5
7	lentil	1	0	1	2.50	1	1	2	5
8	maize	20	1	21	52.50	19	3	22	5
9	mustard	3	0	3	7.50	8	2	10	25
10	pea	5	1	6	15	12	2	14	35
11	rice	19	13	32	80	18	16	34	85
12	soybean	5	0	5	12.50	4	3	7	17.50
13	vetch	1	0	1	2.50	1	0	1	2.50
14	wheat	15	1	16	40	18	0	18	45
	Total	84	16	100		116	33	149	
	Percentage	30	5.71	17.85		41.42	11.78	26.60	

Table 7.11

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

Rural Schools   Urban Schools

Group A	Group B	Group A	Group B
1 rice	3 wheat	1 rice	3 wheat
2 maize	4 pea	2 maize	4 pea
	5 soybean		5 gram
	6 barley		6 bean
	gram		7 mustard
	8 mustard		8 soybean
	bean		9 barley
	10 cereal		cereal
	11 buckwheat		11 buckwheat
	kidney bean		12 kidney bean
	lentil		lentil
	vetch		14 vetch

Observations: rice and maize are found to be the most common items in Rural as well as Urban schools; The least ones being vetch, kidney bean,lentil,buckwheat,cereal,barley,mustard,bean,soybean,gram,wheat and pea.

8 Miscellaneous
Table 8.1
Table showing the active vocabulary of miscellaneous items of the students of :
Private Rural: Dipendra Police High School, kavre

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Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	betel	10	5	1	20	6	30
2	bitten rice	10	0	0	20	0	0
3	egg	10	7	4	20	11	55
4	honey	10	6	4	20	10	50
5	oil	10	8	5	20	13	65
6	salt	10	10	9	20	19	95
7	sugar	10	10	8	20	18	90
8	sugarcane	10	4	2	20	6	30
9	sweets	10	0	0	20	0	0
10	tea	10	6	3	20	9	45
	total	100	56	36	200	92	
	percentage	100	56	36	100	46	

In this table boys have secured 56 % and girls have secured 36% out of 100 FM. The grand total mark is 92 out of 200 FM. That is the avg. score of a student of this school is 46%. Thus the boys of this school are found far better than girls.

Table 8.2

Government Rural: Mahendra Secondary High School, Kavre

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	betel	10	0	0	20	0	0
2	bitten rice	10	0	0	20	0	0
3	egg	10	0	1	20	1	5
4	honey	10	0	0	20	0	0
5	oil	10	2	2	20	4	20
6	salt	10	8	9	20	17	85
7	sugar	10	2	3	20	5	25
8	sugarcane	10	0	0	20	0	0
9	sweets	10	0	0	20	0	0
10	tea	10	1	4	20	5	25
	total	100	13	19	200	32	
	percentage	100	13	19	100	16%	

In this table boys have secured 13 % and girls have secured 19% out of 100 FM. The grand total mark is 32 out of 200 FM. That is the avg. score of a student of this school is 16%. Thus the girls of this school are found fairly better than boys

Table 8.3

Private Urban: Arunima Higher Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	betel	10	4	2	20	6	30
2	bitten rice	10	5	2	20	7	35
3	egg	10	7	4	20	11	55
4	honey	10	6	6	20	12	60
5	oil	10	6	7	20	13	65
6	salt	10	10	8	20	18	90
7	sugar	10	10	9	20	19	95
8	sugarcane	10	3	5	20	8	40
9	sweets	10	4	4	20	8	40
10	tea	10	7	5	20	12	60
	total	100	62	52	200	114	
	percentage	100	62%	52%	100	57%	

In this table boys have secured 62 % and girls have secured 52% out of 100 FM. The grand total mark is 114 out of 200 FM. That is the avg. score of a student of this school is 57%. Thus the boys of this school are found fairly better than girls.

Table 8.4

Private Urban: Mangaladevi Lower Secondary School, Kathmandu

Marked Obtained

SN	Items	FM	Boys	Girls	FM	G. Total	%
1	betel	10	3	1	20	4	20
2	bitten rice	10	0	0	20	0	0
3	egg	10	2	0	20	2	10
4	honey	10	1	1	20	2	10
5	oil	10	1	0	20	1	5
6	salt	10	3	4	20	7	35
7	sugar	10	4	5	20	9	45
8	sugarcane	10	3	3	20	6	30
9	sweets	10	1	0	20	1	5
10	tea	10	3	0	20	3	15
	total	100	21	14	200	35	
	percentage	100	21%	14%	100	17.5%	

In this table boys have secured 21 % and girls have secured 14% out of 100 FM. The grand total mark is 35 out of 200 FM. That is the avg. score of a student of this school is 17.5%. Thus the boys of this school are found fairly better than girls.

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Table 8.5

Government schools vs. Private Schools

SN	Stream	Table no	FM	Marks obtained	Total	%
1	Private	T8.1+T8.3	400	92 +114	206	51.5
2	Government	T8.2+T8.4	400	32+35	67	16.75
	As a whole		800	206+67	273	34.12

Table 8.6

Rural Schools Vs Urban Schools

S.N.	Stream	Table No	FM	Marks obtained	Total	%
1	Rural	T8.1+T8.2	400	92+32	124	31
2	Urban	T8.3+T8.4	400	114+35	149	37.25
	As a whole		800	124+149	273	34.12

Table 8.7

Boys Vs Girls

S.N.	Variables	RS	US	FM	Total Marks	%	PS	GS	FM	Total Marks	%
1	boys	69	83	400	152	38	118	34	400	152	38
2	Girls	55	66	400	121	30.25	88	33	400	121	30.25
	As a whole	124	149	800	273	34.12	206	67	800	273	34.12

Observations

1 Private Schools are exceeding far better than government Schools.

1.1 Between private Schools, Arunima H.S.S. is considerably better than D.P.H.S.

1.2 Between Government Schools, MLSS is slightly better than MSS.

2 Urban Schools are fairly better than Rural Schools.

2.1 Between Urban Schools, AHSS. is exceeding far better than MLSS.

2.2 Between Rural Schools, DPHS. is exceeding far better than MSS.

3 boys are exceeding fairly better than Girls.

3.1 Between boys, boys from urban Schools are fairly better than those from rural Schools. Similarly boys from private schools are exceeding far better than from government schools.

Exception: girls from MSS are fairly better than boys from this school

ITEMWISE ANALYSIS

Table 8.8

Private Schools   Government Schools

	FM	20	20	40	100	20	20	40	100

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SN	Items	T8.1	T8.3	T8.1+T8.3	%	T8.2	T8.4	T8.2+T8.4	%
1	betel	6	6	12	30	0	4	4	10
2	bitten rice	0	7	7	17.5	0	0	0	0
3	egg	11	11	22	55	1	2	3	7.5
4	honey	10	12	22	55	0	2	2	5
5	oil	13	13	26	65	4	1	5	12.5
6	salt	19	18	37	92.5	17	7	24	60
7	sugar	18	19	37	92.5	5	9	14	35
8	sugarcane	6	8	14	35	0	6	6	15
9	sweets	0	8	8	20	0	1	1	2.5
10	tea	9	12	21	52.5	5	3	8	20
	Total	92	114	206		32	35	67	
	Percentage	46	57%	51.50		16%	17.5%	16.75	

Table 8.9

List of most common to least common items of the four Schools combined.
Most common ones are listed in descending order; least common ones are listed
in ascending order

Group A: scoring 50% & above
Group B: scoring less than 50%

Private School		Government School	
Group A	**Group B**	**Group A**	**Group B**
1 salt	7 sugarcane	1 salt	2 sugar
2 sugar	8 betel		3 tea
3 oil	9 sweets		4 oil
4 egg	10 bitten rice		5 betel
5 honey			6 sugarcane
6 tea			7 egg
			8 honey
			9 sweet
			10 bitten rice

Observations: salt is found to be the most common items in Private and govt
combined .The least ones being and bitten rice, sweets, betel and sugarcane.

Table 8.10

	Rural Schools					Urban School			
	FM	20	20	40	%	20	20	40	100
SN	Items	T8.1	T8.2	T8.1+T8.2	100	T8.3	T8.4	T8.3+T8.4	%
1	betel	6	0	6	15	6	4	10	25
2	bitten rice	0	0	0	0	7	0	7	17.5
3	egg	11	1	12	30	11	2	13	32.5
4	honey	10	0	10	25	12	2	14	35
5	oil	13	4	17	42.50	13	1	14	35
6	salt	19	17	36	90	18	7	25	62.5

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7	sugar	18	5	23	57.50	19	9	28	70
8	sugarcane	6	0	6	15	8	6	14	35
9	sweets	0	0	0	0	8	1	9	22.5
10	tea	9	5	14	35	12	3	15	37.5
11	**Total**	92	32	124		114	35	149	
12	**Percentage**	46	16%	31		57%	17.5%	37.25	

Table 8.11

List of most common to least common items of the four Schools combined. Most common ones are listed in descending order; least common ones are listed in ascending order

Group A: scoring 50% & above

Group B: scoring less than 50%

Rural Schools		Urban Schools	
Group A	**Group B**	**Group A**	**Group B**
1 salt	3 oil	1 salt	3 tea
2 sugar	4 tea	2 sugar	4 honey
	5 egg		oil
	6 honey		sugarcane
	7 betel		7 egg
	sugarcane		8 betel
	9 bitten rice		9 sweets
	10 sweets		10 bitten rice

Observations: this table, salt and sugar are found to be the most common items in Rural as well as Urban schools. The least ones being bitten rice, betel, sugarcane, egg, honey, tea and oil.

II_ Vocabulary based variables

Table 9

Domain based Analysis

| SN	Variables	FM	G TOTAL	TOTAL %	BOYS %	GIRLS %
1	Fruits	1200	544	45.33	44.66	46
2	Vegetables	1360	458	33.67	32.20	35.14
3	Meats	720	227	31.52	28.61	34.44
4	Bakery Items	640	245	38.28	36.25	40.31
5	Dairy Products	720	295	40.97	41.94	40
6	Nuts and Spices	1520	191	12.57	14.86	10.26
7	Grains, Pulses, Cereals and Lentils	1120	249	22.23	23.63	21.42
8	Miscellaneous	800	273	34.12	38	30.25

This table shows the domain-based analysis of vocabulary items under active questionnaire. There are 8 types of variables. Out of these, fruits variable comes in first rank securing 45.33%, dairy products in second rank securing

40.97% , bakery items in third rank securing 38.28%.The rest other variables as miscellaneous, vegetable, meats, grains, pulses, cereals and lentils items and nuts and spices respectively found in lower rank.

By observing the boys and Girls % score, girls are found better than boys in fruits, vegetables, meats and bakery items. Similarly boys are found better than girls in rest other items.
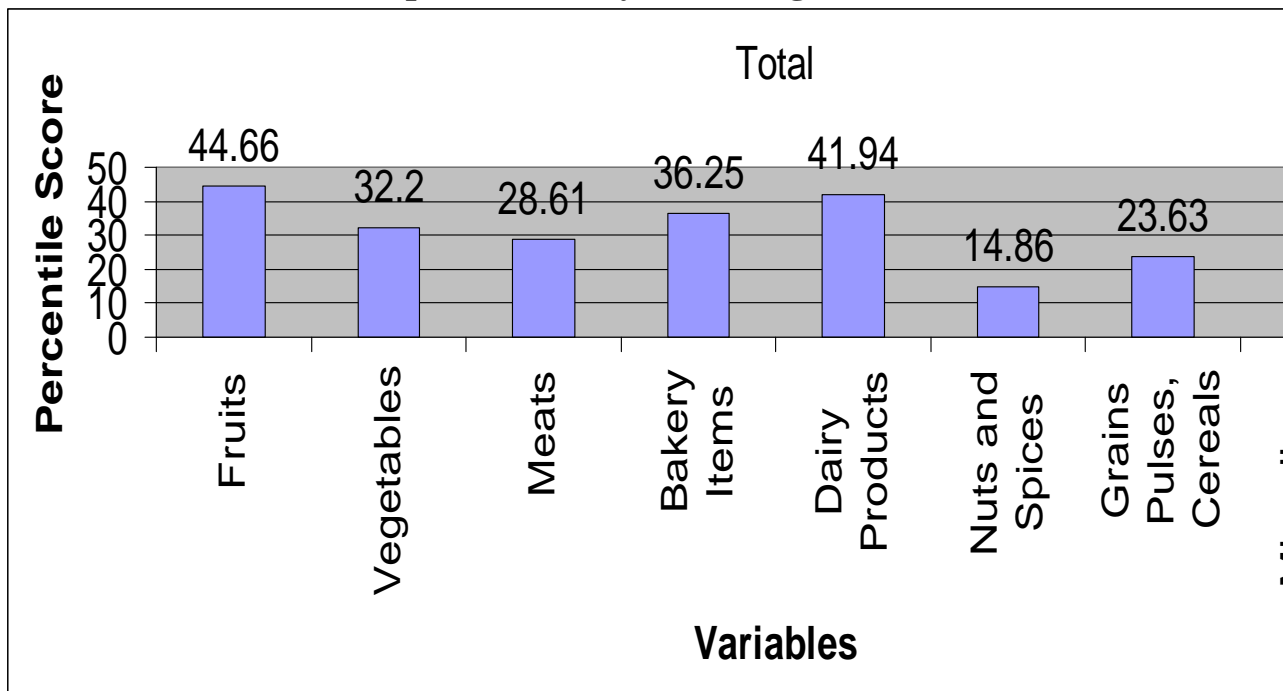
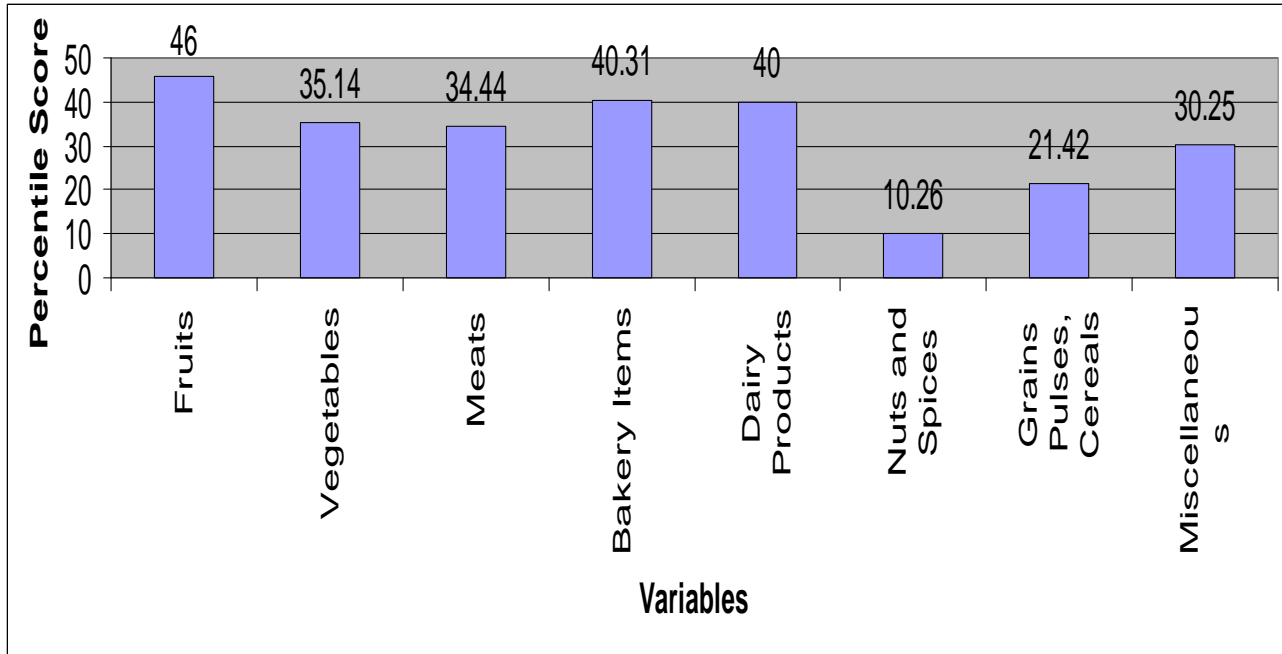**Graphical Presentation**

Comparison by total score% among the variables
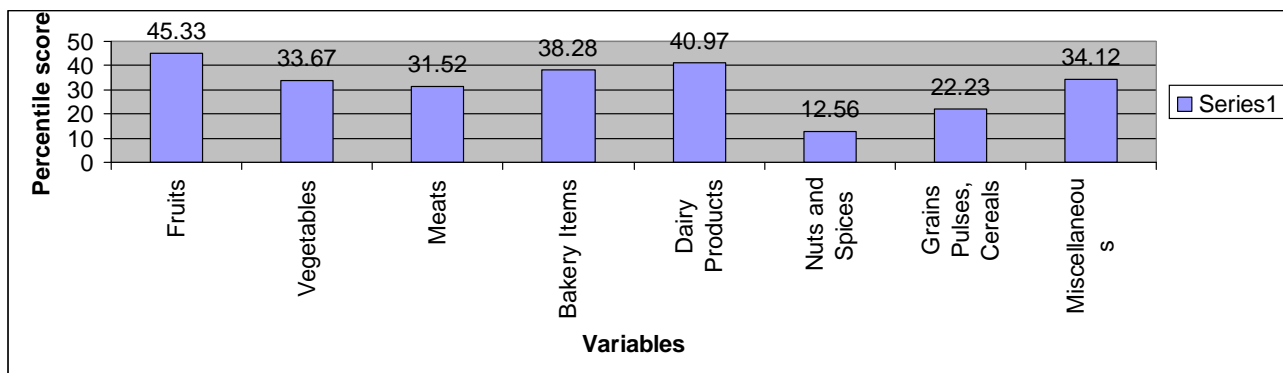
This graph shows that fruit is found the highest in score and nuts and spices is found to be the least in score.

Comparison of Boys %among the variables

This graph shows that fruit is found the highest in score and nuts and spices item is found to be the least in score

Comparison of Girls % among the variables

This graph shows that fruit is found the highest in score and nuts and spices item is found to be the least in score.

2 Passive vocabulary

PR: Dipendra Police High School, KAVRE

Table No. A

Sn	Variables	Marks Obtained by boys											Total Marks	%
		FM	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10		
1	Fruits	15	15	15	15	15	13	15	15	15	15	15	148	98.66
2	Vegetable	17	17	15	16	16	14	14	17	17	15	14	155	91.17
3	Meats	9	9	9	9	6	9	8	9	9	8	7	83	92.22
4	Bakery Items	8	8	8	8	8	8	8	8	8	8	5	77	96.25
5	Dairy Products	9	7	7	7	7	8	9	9	6	7	7	74	82.22
6	Nuts & Spices	19	9	7	14	9	9	12	17	11	13	6	107	56.15
7	Gr,Pls..& lentils	14	7	11	9	9	11	11	12	13	10	10	103	73.57
8	Miscellaneous	10	10	10	9	10	10	8	10	10	9	9	95	95
	Total	101	82	82	87	80	82	85	97	89	85	73	842	
	Percentage	100	81.18	81.18	86.13	79.2	81.18	84.2	96.03	88.1	84.2	72.27		

Sn	Variables	FM	**Marks Obtained by Girls**										Total Marks	%
			G1	G2	G3	G4	G5	G6	G7	G8	G9	G10		
1	Fruits	15	15	11	15	15	15	15	15	14	15	11	141	94
2	Vegetable	17	16	8	16	14	16	16	17	12	17	13	145	85.29
3	Meats	9	5	6	1	8	9	3	9	9	9	2	61	67.77
4	Bakery Items	8	8	5	7	7	7	8	8	8	8	3	69	86.25
5	Dairy Products	9	8	3	8	7	6	6	8	9	7	4	66	73.33
6	Nuts & Spices	19	4	8	7	10	7	6	7	12	8	11	80	42.1
7	Gr,Pls..& lentils	14	8	4	9	9	9	9	10	8	11	9	86	61.42
8	Miscellaneous	10	9	7	10	10	9	9	10	7	10	6	87	87
	Total	101	73	52	73	80	78	72	84	79	85	59	735	72.77
	Percentage	100	72.27	51.5	72.3	79	77.2	71.3	83.16	78.2	84.12	58.41	72.77	

Private Urban: Arunima Higher Secondary School, Kathmandu
Table No. B

Sn	Variables	FM	**Marks Obtained by boys**										Total Marks	%
			B1	B2	B3	B4	B5	B6	B7	B8	B9	B10		
1	Fruits	15	15	13	15	15	15	15	15	14	15	14	146	97.33
2	Vegetable	17	15	17	17	16	17	17	17	17	17	14	164	96.47
3	Meats	9	7	7	7	9	9	9	9	7	7	9	80	88.88
4	Bakery Items	8	6	8	8	1	4	8	8	8	8	7	66	82.5
5	Dairy Products	9	5	5	7	3	7	7	9	7	6	9	65	72.22
6	Nuts & Spices	19	6	9	12	8	15	12	12	12	13	15	114	60
7	Gr,Pls..& lentils	14	8	10	10	9	10	10	12	10	10	12	101	72.14
8	Miscellaneous	10	10	10	10	7	4	10	10	10	10	10	91	91
	Total	101	72	79	86	68	81	88	92	85	86	90	827	81.83

				78.2 1	85. 14	67. 32	80. 19	87. 72	91. 08	91. 08	84. 15	85. 14		81.8 8
	Percentage	10 0	71. 28										89.1	

Sn	Variables	**Marks Obtained by Girls**											Total Mar ks	%
		F M	G1	G 2	G 3	G 4	G5	G 6	G7	G 8	G9	G 10		
1	Fruits	15	6	12	10	14	15	14	15	14	15	12	127	84.6 6
2	Vegetable	17	8	15	12	15	16	15	16	15	15	10	137	80.5 8
3	Meats	9	3	8	9	9	8	7	8	7	8	8	75	83.3 3
4	Bakery Items	8	5	6	7	7	6	7	6	7	8	7	66	52.5
5	Dairy Products	9	7	5	8	6	9	8	9	8	7	6	73	81.1 1
6	Nuts & Spices	19	15	12	15	12	15	14	15	12	10	15	135	71.0 5
7	Gr,Pls..& lentils	14	11	10	12	10	12	10	11	10	9	10	105	75
8	Miscellaneo us	10	10	10	9	8	8	10	9	10	10	10	94	94
	Total	10 1	65	78	82	81	89	85	89	83	82	78	812	80.3 9
	Percentage	10 0	64. 35	77. 2 2	81. 18	80. 19	88. 11	84. 15	88. 11	82. 17	81. 18	77. 22	80.3 9	

Note: B Refers to Boys and G refers to Girls

Table No C

Government Rural: Mahendra Secondary High School, Kavre

Sn	Variables	**Marks Obtained by boys**											Total Mar ks	%
		F M	B1	B 2	B 3	B 4	B5	B 6	B7	B 8	B9	B 10		
1	Fruits	15	9	4	6	7	12	7	6	7	15	5	78	52
2	Vegetable	17	4	8	9	9	8	8	7	7	11	7	78	45.8 8
3	Meats	9	6	3	3	5	9	3	6	6	9	5	55	61.1 1
4	Bakery Items	8	5	3	2	4	7	2	6	5	8	5	47	58.7 5
5	Dairy Products	9	3	4	4	5	6	3	6	3	6	4	44	48.8 8
6	Nuts &	19	4	8	11	9	7	9	6	6	11	9	80	42.1

Sn	Variables												Total	%
	Spices													
7	Gr,Pls..& lentils	14	3	5	7	6	8	7	6	8	10	7	67	47.85
8	Miscellaneous	10	5	5	6	7	7	3	5	5	10	4	57	57
	Total	101	39	40	48	52	64	42	48	47	80	46	506	50.09
	Percentage	100	38.61	39.6	47.52	51.48	63.36	41.58	47.52	46.53	79	45.54	50.09	

Sn	Variables	Marks Obtained by Girls											Total Marks	%
		FM	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10		
1	Fruits	15	15	2	8	6	15	2	4	8	2	3	65	43.33
2	Vegetable	17	14	2	4	8	14	3	5	6	2	2	60	35.29
3	Meats	9	6	2	1	7	6	2	3	5	2	2	36	40
4	Bakery Items	8	8	0	2	4	8	6	1	3	1	4	37	46.25
5	Dairy Products	9	6	0	2	2	6	1	2	3	2	2	26	28.88
6	Nuts & Spices	19	7	4	0	4	10	3	5	5	7	4	49	25.78
7	Gr,Pls..& lentils	14	10	3	1	2	9	0	5	3	2	2	37	26.42
8	Miscellaneous	10	10	3	2	2	10	3	5	2	2	2	41	41
	Total	101	76	16	20	35	78	20	30	35	20	21	351	34.75
	Percentage	100	75.24	15.84	20	34.65	77.22	20	29.7	34.65	19.8	20.79	34.71	

Note: B Refers to Boys and G refers to Girls

Government Urban: Mangaladevi Lower Secondary School, Kathmandu
Table No. D

Sn	Variables	Marks Obtained by boys	Total	%

		F M	B1	B 2	B 3	B 4	B5	B 6	B7	B 8	B9	B 10	Mar ks	
1	Fruits	15	9	11	5	8	11	12	14	12	15	13	110	73.3 3
2	Vegetable	17	17	9	7	7	7	11	14	9	4	8	93	54.7
3	Meats	9	7	7	3	5	7	6	9	6	7	6	63	70
4	Bakery Items	8	8	6	4	6	7	7	8	6	7	7	66	82.5
5	Dairy Products	9	8	5	3	4	2	6	9	5	8	8	58	64.4 4
6	Nuts & Spices	19	8	7	2	9	8	9	9	10	9	8	79	41.5 7
7	Gr,Pls..& lentils	14	7	9	3	7	8	7	10	2	9	10	72	51.4 2
8	Miscellaneo us	10	10	6	2	5	7	8	10	7	9	9	73	73
	Total	10 1	74	60	29	51	57	66	83	57	68	69	614	60.7 9
	Percentage	10 0	73. 26	59 .4	28. 71	50. 49	56. 43	65. 34	82. 17	56. 43	67. 32	68. 31	60.7 9	

Sn	Variables	F M	G1	G 2	G 3	G 4	G5	G 6	G7	G 8	G9	G 10	Total Mar ks	%
							Marks Obtained by Girls						Total	
1	Fruits	15	15	15	9	15	15	14	13	5	10	9	120	80
2	Vegetable	17	9	9	10	14	10	14	15	8	7	10	106	62.3 5
3	Meats	9	9	9	6	8	9	7	7	5	6	6	72	80
4	Bakery Items	8	8	6	7	7	8	4	8	5	8	8	69	86.2 5
5	Dairy Products	9	8	9	7	7	9	6	8	3	4	4	65	72.2 2
6	Nuts & Spices	19	10	11	11	8	14	13	15	6	6	6	100	52.6 3
7	Gr,Pls..& lentils	14	9	7	7	9	7	9	11	8	8	5	80	57.2 4
8	Miscellaneo us	10	10	10	7	9	10	7	10	6	7	5	81	81
	Total	10 1	78	76	64	77	82	74	87	46	56	53	693	68.6 1
	Percentage	10 0	77. 22	75 .2 4	63. 36	76. 23	81. 18	73. 3	86. 1	4.5 4	55. 4	52. 47	68.6 1	

ITEMWISE   ANALYSIS OF Private Rural: Dipendra Police High School, KAVRE

		Boys M. obtained			Girls M. obtained		Class as a whole M. obtained	
SN	Items	FM	Marks	%	Marks	%	Marks	%
1	Fruits	150	148	98.66	141	94	300	289	96.33
2	Vegetables	170	155	91.17	145	85.29	340	300	88.23
3	Meats	90	83	92.22	61	67.77	180	144	80
4	Bakery Items	80	77	96.25	69	86.25	160	146	91.25
5	Dairy Products	90	74	82.22	66	73.33	180	140	77.77
6	Nuts and Spices	190	107	56.31	80	42.10	380	187	49.21
7	Grains, Pulses, Cereals and Lentils	140	103	73.57	86	61.42	280	189	67.5
8	Miscellaneous	100	95	95	87	87	200	182	91
	Total	1010	842	83.36	735	72.77	2020	1577	78.06

This table shows that there are 8 different Variables and marks obtained by the boys and girls in total and percentage differently and marks obtained by the class as a whole in total and percentage. Boys have secured 842 marks out of 1010 FM i.e. 83.36% and girls have secure 735 out of 1010 FM i.e.72.77%. The g. total mark is 1577 out of 2020 FM. That is the average score of the school is 78.06%. Thus, the boys of this school are found considerably better than girls.

TableB.1

ITEMWISE   ANALYSIS OF Private Urban: Arunima Higher Secondary School, Kathmandu

		Boys M. obtained			Girls M. obtained		Class as a whole M. obtained	
SN	Items	FM	Marks	%	Marks	%	Marks	%
1	Fruits	150	146	97.33	127	84.66	300	273	91

2	Vegetables	170	164	96.47	137	80.58	340	301	88.52
3	Meats	90	80	88.88	75	83.33	180	155	86.11
4	Bakery Items	80	66	82.5	66	82.5	160	132	82.15
5	Dairy Products	90	65	72.22	73	81.11	180	138	76.66
6	Nuts and Spices	190	114	60	135	71.05	380	249	65.52
7	Grains, Pulses, Cereals and Lentils	140	10.1	72.14	105	75	280	206	73.57
8	Miscellaneous	100	91	91	94	94	200	185	92.5
	Total	1010	827	81.83	812	80.39	2020	1639	81.95

This table shows that there are 8 different Variables and marks obtained by the boys and girls in total and percentage differently and marks obtained by the class as a whole in total and percentage. Boys have secured 827 marks out of 1010 FM i.e. 81.83% and girls have secure 812 out of 1010 FM i.e.80.39%. The G. total mark is 1639 out of 2020 FM. That is the average score of the school is 81.95%. Thus, the boys of this school are found slightly better than girls.

TableC.1.
ITEMWISE   ANALYSIS OF Government Rural: Mahendra Secondary High School, Kavre

Boys M. obtained				Girls M. obtained			Class as a whole M. obtained		
SN Items FM T. Mark %		FM	Marks	%	Marks	%		Marks	%
1	Fruits	150	78	52	65	43.33	300	143	47.66
2	Vegetables	170	78	45.88	60	35.29	340	138	40.58
3	Meats	90	55	61.11	36	40	180	91	50.55
4	Bakery Items	80	47	58.75	37	46.25	160	84	52.50
5	Dairy Products	90	44	48.88	26	28.88	180	70	38.88
6	Nuts and Spices	190	80	42.10	49	25.78	380	129	33.94
7	Grains, Pulses, Cereals and Lentils	140	67	47.85	37	26.42	280	104	37.14
8	Miscellaneous	100	57	57	41	41	200	98	49
	Total	1010	506	50.09	351	34.75	2020	857	42.42

- -

This table shows that there are 8 different Variables and marks obtained by the boys and girls in total and percentage differently and marks obtained by the class as a whole in total and percentage. Boys have secured 506 marks out of 1010 FM i.e. 50.09% and girls have secure 351out of 1010 FM i.e.34.75%. The G. total mark is 857 out of 2020 FM. That is the average score of the school is 42.42%. Thus, the boys of this school are found better than girls.

TableD.1

ITEMWISE ANALYSIS OF Government Urban: Mangaladevi L S School, Kathmandu

Boys M. obtained				Girls M. obtained			Class as a whole M. obtained	
SN Items FM	T. Mark	%	FM	Marks	%		Marks	%
1	Fruits	150	110	73.33	120	80	300	230	76.66
2	Vegetables	170	93	54.70	106	62.35	340	199	58.52
3	Meats	90	63	70	72	80	180	135	75
4	Bakery Items	80	66	82.5	69	86.25	160	135	8 4.37
5	Dairy Products	90	58	64.44	65	72.22	180	123	68.33
6	Nuts and Spices	190	79	41.57	100	52.63	380	179	47.10
7	Grains, Pulses, Cereals and Lentils	140	72	51.42	80	57.24	280	152	54. 2 8
8	Miscellaneous	100	73	73	81	81	200	154	77
	Total	1010	614	60.79	693	68.61	2020	1307	64.70

This table shows that there are 8 different Variables and marks obtained by the boys and girls in total and percentage differently and marks obtained by the class as a whole in total and percentage. Boys have secured 614 marks out of 1010 FM i.e. 60.79% and girls have secure 693 out of 1010 FM i.e.68.61%. The G. total mark is 1307 out of 2020 FM. That is the average score of the school is 64.70%.Thus, the girls of this school are found fairly better than boys.

Table E: Government Schools vs. Private Schools

		Government Schools			Private Schools	
SN	Items	FM	M.	%	M.	%

			Obtained		Obtained	
1	Fruits	600	373	62.16	562	93.66
2	Vegetables	680	337	49.55	601	88.38
3	Meats	360	226	62.77	299	83.05
4	Bakery Items	320	219	68.43	278	86.87
5	Dairy Products	360	193	53.61	278	77.22
6	Nuts and Spices	760	308	40.52	436	57.36
7	Grains, Pulses, Cereals and Lentils	560	256	45.71	395	70.53
8	Miscellaneous	400	252	63	367	91.75
	Total	4040	2164	53.56	3216	79.60

This table shows that out of 4040 FM, Government Schools have secured 2164 mark i.e.53.56% and Private Schools have secured 3216 mark i.e.79.60%. Thus, the Private Schools are exceeding far better than Government Schools.

Table F: Rural Schools vs. Urban Schools

		Rural **Schools**			**Urban** **Schools**	
SN	Items	FM	M. Obtained	%	M. Obtained	%
1	Fruits	600	432	72	503	83.83
2	Vegetables	680	438	64.41	500	73.52
3	Meats	360	235	65.27	290	80.55
4	Bakery Items	320	230	71.87	267	83.43
5	Dairy Products	360	210	58.33	261	72.5
6	Nuts and Spices	760	316	41.57	428	56.31
7	Grains, Pulses, Cereals and Lentils	560	293	52.32	358	63.92
8	Miscellaneous	400	280	70	339	84.75
	Total	4040	2434	60.24	2946	72.92

This table shows that out of 4040 FM, Rural Schools have secured 2434 mark i.e.60.24% and urban Schools have secured 2946 mark i.e.72.92 %. Thus, the urban Schools are considerably better than Rural Schools.

Table G: Boys   vs.   Girls

			Boys		Girls	
SN	Items	FM	M.	%	M.	%

			Obtained		Obtained	
1	Fruits	600	482	80.33	453	75.5
2	Vegetables	680	490	72.05	448	65.88
3	Meats	360	281	78.05	244	67.77
4	Bakery Items	320	256	80	241	75.31
5	Dairy Products	360	241	66.94	230	63.88
6	Nuts and Spices	760	380	50	364	47.89
7	Grains, Pulses, Cereals and Lentils	560	343	61.25	308	55
8	Miscellaneous	400	316	79	303	75.75
	Total	4040	2789	69.03	2591	64.13

This table shows that out of 4040 FM, boys have secured 2789 mark i.e.69.03% and girls have secured 2591 mark i.e.64.13 %. Thus, the boys are found slightly better than girls.

Table H: Domain Based Analysis in Passive Vocabulary

SN	Items	FM	G. Total	Total%
1	Fruits	1200	935	77.91
2	Vegetables	1360	938	68.97
3	Meats	720	525	72.91
4	Bakery Items	640	497	77.65
5	Dairy Products	720	471	65.41
6	Nuts and Spices	1520	744	48.94
7	Grains, Pulses, Cereals and Lentils	1120	651	58.12
8	Miscellaneous	800	619	77.37
	Total	8080	5380	66.58

Table I: Active Vocabulary vs. Passive Vocabulary

			Active Vocabulary		Passive Vocabulary	
SN	Items	FM	M. Obtained	%	M. Obtained	%
1	Fruits	1200	544	45.33	935	77.91
2	Vegetables	1360	458	33.67	938	68.97
3	Meats	720	227	31.52	525	72.91
4	Bakery Items	640	245	38.28	497	77.65
5	Dairy Products	720	295	40.97	471	65.41
6	Nuts and Spices	1520	191	12.57	744	48.94
7	Grains, Pulses,	1120	249	22.23	651	58.12

	Cereals and Lentils					
8	Miscellaneous	800	273	34.12	619	77.37
	Total	8080	2482	30.71	5380	66.58

This table shows that marks obtained by the students in passive vocabulary is exceeding far better than the marks obtained in the active vocabulary.

A .ITEM ANALYSIS

Item analysis is a process of evaluating the test items one by one with a view to ascertaining the appropriateness vis-à-vis the testes. It usually involves determining the 'Facility Value' and the 'Discrimination Index' of an item. Finally the item analysis of the tools has been carried out. All items have been examined from the point of view of

    i] difficulty level and
    ii] level of discrimination
1} Item difficulty level
        The index of difficulty level of an item simply shows how easy or difficult the particular item proved to be in the test. The 'difficulty level' is inversely proportional to the 'facility value'.
 It is determined applying the following stepwise procedure.
1] The marks obtained by the students are divided into two halves-upper half and lower half.
2] The number of the students responding each item correct is calculated in both the halves.
3] The number of the right responses to each item in both the halves are added and then the resultant number is divided by the total number of the students to determine the facility value. It is calculated by using the formula:
   FV= $\frac{\text{Correct U + Correct L}}{N}$

Here,
 Correct U= Number of candidates in Upper half answering the item correctly
 Correct L = Number of candidates in Lower half answering the item correctly
    N   = Total No of candidates
Note: A good test item should have a FV between 0.30 and 0.70 [Heaton .Writing English Language Tests 1975.Page No 179]
ii}Discrimination Index
        The extent to which an item discriminates between the good and the poor students is the discrimination index of the item. if the students performed well on the whole test ,tended to do well on an item and the students performed badly on the whole test tended to do badly on the same, then the item is a 'good 'one because it discriminates the good from the ' bad' in the same way as the total score.

It is calculated by using the formula. D= Correct U- Correct L
$$D = \frac{\text{Correct U} - \text{Correct L}}{n}$$

Here,

D=Discrimination Index

U= Upper half

L= Lower half

n= No of candidates in one half

The value of D falls generally between -1 to +1

Note: A good test item should have a [D] between 0.30 and 1.0. Between these two the higher the value of D , the better it discriminates.{Heaton. Writing English Language Tests,975 PageNo.180 and 182}

Tabulation in DI and FV:

There are 8 targeted items which include the 101 small elements. The no. of the students involving in the questionnaire are 20 in each school. Those students [20] are divided into two groups on the basis of their SN. The first group is Upper group i.e.B1 to B10 in SN and the second group is Lower group i.e.G1 to G10.in SN. The students responding all the targeted items are counted as correct respondents if not, they are neglected in both groups.

Table showing the FV and DI of each item of :

Table A.1.1. Private Rural: Dipendra Police High School, Kavre

SN	Variables	CU	CL	CU+CL	FV	CU-CL	D
1	Fruits	9	7	16	0.8	2	02
2	Vegetables	3	2	5	0.25	1	0.1
3	Meats	6	4	10	0.5	2	0.2
4	Bakery Items	9	5	14	0.7	4	.4
5	Dairy Products	2	1	3	0.15	1	0.1
6	Nuts and Spices	0	0	0	0	0	0
7	Grains, Pulses, Cereals and Lentils	0	0	0		0	0
8	Miscellaneous	6	4	10	0.5	2	0.2

Table B.1.1. Private   Urban: Arunima   Higher Secondary School, Kathmandu

SN	Variables	CU	CL	CU+CL	FV	CU-CL	D
1	Fruits	7	3	8	0.4	4	0.4
2	Vegetables	7	0	7	0.35	7	0.7
3	Meats	5	2	7	0.35	3	0.3
4	Bakery Items	6	1	7	0.35	5	0.5
5	Dairy Products	2	2	4	0.2	0	0
6	Nuts and Spices	0	0	0	0	0	0
7	Grains, Pulses, Cereals and Lentils	0	0	0	0	0	0
8	Miscellaneous	8	6	14	0.7	2	0.2

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Table C.1.1. Government Rural: Magenta Secondary High School Kavre

SN	Variables	CU	CL	CU+CL	FV	CU-CL	D
1	Fruits	1	2	3	0.15	-1	-0.1
2	Vegetables	0	0	0	0	0	0
3	Meats	2	0	2	0.1	2	-0.2
4	Bakery Items	1	2	3	0.15	-1	-0.1
5	Dairy Products	0	0	0	0	0	0
6	Nuts and Spices	0	0	0	0	0	0
7	Grains, Pulses , Cereals and Lentils	0	0	0	0	0	0
8	Miscellaneous	1	2	3	0.15	-1	-0.1

Table D.1.1. Mangaladevi Lower Secondary School, Kathmandu

SN	Variables	CU	CL	CU+CL	FV	CU-CL	D
1	Fruits	1	4	5	0.25	-3	-0.3
2	Vegetables	1	0	1	0.05	1	0.1
3	Meats	1	3	4	0.2	-2	-0.2
4	Bakery Items	2	5	7	0.35	-3	-0.3
5	Dairy Products	1	2	3	0.15	-1	-0.1
6	Nuts and Spices	0	0	0	0	0	0
7	Grains, Pulses ,Cereals and Lentils	0	0	0	0	0	0
8	Miscellaneous	2	4	6	0.3	-2	-0.2

Note: CU= Number of the candidates in upper half answering the item correctly

CL= Number of the candidates in lower half answering the item correctly
FV= Facility Value
D = Discrimination Index

B. Central Tendency

The marks obtained by the candidates in the different items can be analysed on the basis of the measures of the Central Tendency such as: Mean Median and Mode.

i)Mean

- -

The mean score refers to the arithmetical average i.e. the sum of the separate scores divided by the total number of the candidates.

Hence, M= Fx /N

Here, M=The Mean

= The sum of

X=The score

F= The number of times a score occurs

N= Total number of candidates

The Mean Score of this study is given below:

Marks(x)	Frequency(F)	FX	CF
16	1	16	1
20	3	60	4
21	1	21	5
29	1	29	6
30	1	30	7
35	2	70	9
39	1	39	10
40	1	40	11
42	1	42	12
46	2	92	14
47	1	47	15
48	2	96	17
51	1	51	18
52	2	104	20
53	1	53	21
56	1	56	22
57	2	114	24
59	1	59	25
60	1	60	26
64	2	128	28
65	1	65	29
66	1	66	30
68	2	136	32
69	1	69	33
72	2	144	35
73	3	219	38
74	2	148	40
76	2	152	42
77	1	77	43
78	5	390	48
79	2	158	50
80	3	240	53
81	2	162	55
82	5	410	60

83	2	166	62
84	1	84	63
85	5	425	68
86	2	172	70
87	2	174	72
88	2	176	74
89	3	267	77
90	1	90	78
92	1	92	79
97	1	97	80
		FX=5386	

Mean=   fx/N

=5386/80 = 67.32   Thus the Mean score of this study is   67.32

ii) Median

The median refers to the score gained by the middle candidate in the order of the merit. In the case of the 80 students in this study, there is no middle person and thus the score halfway between the lowest score in the top half and the highest score in the bottom half is taken as median .It is calculated by using this formula

Md= $\frac{N+1th\ iterm}{2}$

= $\frac{80+1}{2}$

= 81/2 = 40.5th term

Here, N=The total number of candidates

In the data of this study,

The lowest score in the top half   =76

The highest score in the bottom half =74

The median score =74

iii)Mode

The mode refers to the score which most candidates obtained. In this study, there is not only one variable to find out the value of mode. When, maximum frequency of more than one variable is same , then we use following formula to find out the mode

Mode=3Median-2Mean

=3x74 -2x67.32

= 222 – 134.64

$$= 87.36$$
Thus, here the mode is 87, as 2 out of 80 candidates have scored.

CHAPTER – FOUR

Findings and Recommendations

4.1. Findings

The findings of this study based on the analysis and interpretation of the data can be stated as follows;

1) In the study of vocabulary development of different items, 30.71% score is found in Active questionnaire and 66.58% score in Passive questionnaire. Thus, marks obtained by the students in passive vocabulary is exceeding far better than the marks obtained in the active vocabulary.

2) The vocabulary development on the basis of the active and passive questionnaire in Government and Private schools, it is found Private schools are exceeding far better than Government schools (Private=79.60%, Government=53.56%).

3) The vocabulary development on the basis of the active and passive questionnaire in Rural and Urban schools, it is found Urban schools are considerably better than Rural schools (Urban=72.92%, Rural=60.24%)

4) The vocabulary development on the basis of the active and passive questionnaire between boys and girls boys are found slightly better than girl (boys=69.03%, girls=64.13%)

5) The vocabulary development on the basis of the active and passive questionnaire in 8 variables, fruits ranked first getting77.91% and Nuts and spices ranked the least 48.94%.

4.2) Recommendations

On the basis of the finding mentioned above in the study, some recommendations can be made as follows:

1) The vocabulary development of students has been found comparatively exceeding far better in private schools than the government schools. Thus, government schools should be focused to develop in study.

2) The vocabulary development of students has been found comparatively considerably better in Urban schools than Rural schools. Thus, Rural schools should be focused to develop in study.

3) The vocabulary development of boys has been found slightly better than girls. Thus, so girl's education should be focused to increase as boy's education.

4) Among the 8 different variables of edible items, in so me variables (nuts and spices), students have been found very poor. So, course of study should be designed to cover the whole conmen edible items to develop the vocabulary of the students.

   Besides these focused opinions, the other following recommendations have bee made to improve the vocabulary development of students.

1) Teachers should be qualitative in rural as well as government schools found in private and urban schools.

2) Modern teaching methods should be applied in government as well as rural schools such as: Communicative method, direct method, and aural – oral method with interaction method. Lecture method should be less used in vocabulary study.

3) New resources should be available and applied in government as well as rural schools. Investment of the national's budget should be increased in rural and government schools as focused education.

4) Girl's education should be increased giving the priority to girls motivating in study by different rewards.

The teachers should carry out the item analysis of the tools used in the test. It helps them to use the appropriate test items in future. It gives them various useful information related to the student, course and study.

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