

**PROFICIENCY IN THE USE OF PREPOSITIONS
BY GRADE TEN STUDENTS**

**A Thesis submitted to the Department of English
Education, University Campus, Kirtipur in Partial
Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

BY

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**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2006**

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

To,

My parents, Gurus/Gurumas, Friends, elders and all my good wishers whose blessing is with me forever.

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ABSTRACT

The thesis entitled **Proficiency in The use of Prepositions by Grade Ten Students** is a practical study which deals with the topic itself.

This thesis attempts to find out the Proficiency of Grade Ten Students in the use of prepositions and compare the level of proficiency in terms of School, area and sex. To carry out this research, 80 students (20 from each school) studying in two public schools two private schools of Kathmandu district were selected randomly. For collecting data, a set of test items consisting seven items was developed and administered to the students. The students were intended to fill the gaps and describe the given pictures. The answer sheets were checked carefully and data were analyzed and interpreted using simple statistical tools of average and percentage and descriptive method. The present study was limited within twenty-five prepositions used in grad mine English textbook.

By this study it was found that the government school students committed more errors than the private school students. Among government school students, the rural government school students are weaker than the urban government school students. While comparing the rural government school students, the girls' proficiency was the poorest one.

This thesis consists of four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations.

The first chapter includes the introduction part of the thesis. It includes ten sub topics.

The second chapter deals with the methodology adopted during the study which consists eight sub-headings.

Chapter third deals with the analysis and interpretation of the data.

The fourth chapter comprises the findings and recommendations which are divided into two sub-chapters. The final part of this thesis includes the bibliography and appendices.

Date: 2063-08-06

Narayan Prasad Ammai

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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication through which we express our thoughts, feelings emotions, desires, ideas etc. It is a unique property of human beings, which makes them different from animals. Every human being uses language in order to communicate with other people. It is a social phenomenon, which is used in our society to establish the relationship among the human beings.

According to Sapir (1978:8), "Language is a primarily human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Similarly Wardhaugh (1972:3) says, "Language is a system of arbitrary vocal symbols used for human communication" (cited in Brown, 1994:4). OALD, (1996:662) defines language as "the system of sounds and words used by human to express their thoughts and feelings". In every language vocal sounds are organized systematically and languages have their own system of arrangements. The sounds and words in speech utterances are always structured in a particular way. Every language has its own grammatical system, which directs the correct form of the language in speech as well as in written form. Thus, language, the unique and living phenomenon, is the gateway of communication through which human being can express his/her feelings, thoughts, ideas and curiosities. A language lives so long as there are people who speak it and use it as their native tongue.

There are many languages in the world. Among them, English is one of the richest languages and generally acknowledged to be the world's most important language. It has become the language of science, commerce education, trade and international negotiations. Almost 60% of the world's advanced research is done in English and the rest is quickly translated into English. So, it becomes necessary for everyone to know English otherwise, they will cut themselves off from the world knowledge. English language is used as means of communication among people whose native languages are mutually unintelligible. Hence it is used as a lingua franca at international level. It is understood and spoken by more than half of the population of the world as a first, second and foreign language. Quirk, R., et al. in "Comprehensive grammar of English language" write English is spoken as a native language by more than 300 million people, most of them living in North America the British Isles, Australia, New Zealand, the Caribbean and South Africa. It is not only important but a top requirement of those seeking good jobs and is often the language in which much of the business of good jobs is conducted. It is needed for access to at least half of the world's scientific literature, and the most important scientific, literature, and the most important scientific journals are in English. It is thus intimately associated with technological and economic development and it is the principal language of international aid. English is accepted as a means of communication in diplomacy also. So being an international language, it is essential for establishing diplomatic relationship with foreign countries. Nearly half of the world's books have been written in English. Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. We can never reach to the rapid advancement an innovations

made in the field of science and technology, industrial development, international relationships, tremendous progress made in different field of human knowledge without the proper knowledge of English. English language is used and found at every nook and corner of the academic world as well as day to life. In this regard, Lederer (1990:1) notes, "one in every seven human beings can speak it (English). More than half of the world's books and three quarters of international mails are in English. Of all the languages, English has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature". Hence, we must benefit ourselves by this language.

1.2 Importance of English Language

There are many languages in the world that are used for communication. It is believed that more than 6000, distinct languages are used in the world today. Among them, English is the most widely used language in the world. It is the most prestigious lingua franca in the world. It is emerging and has already been accepted as the global language. It is regarded as the main language of international communication. The Internet and e-mail services are carried out mainly in English. It is one of the UN languages and widely used in different parts of the world. According to the American Heritage Dictionary, "English is the language of 'Indo-European' family. It belongs to the West Germanic sub-branch of the Germanic branch. It is spoken by about 350 million people in the world as a native language and a second or foreign language".

Wrenn, (1989:202) says that the vast expansion of English culture and commercial influence in many parts of the world, together with the

more recent dominance of the material civilization of the United States of America has suggested to many that English might well become the international auxiliary language of the world."

The above lines clearly show the importance of the English language for the developing countries in present time. Countries that have English as the national language are far more ahead in trade, business and modern technologies. Most of the important books of the world are written in English. So, it is very important for the developing nations like Nepal to know English to develop themselves.

In Nepal, English language is taught as a compulsory subject up to bachelor level and most of the private schools use English languages as a medium of instruction.

1.3 Importance of Grammar

Grammar plays a vital role in any language. It is the backbone of the languages. Oxford Advanced Learner's Dictionary (1996:517) defines grammar as "the rules in a language for changing the forms of words and combining them into sentences."

Lado (1977:244) says, "a grammatical pattern is more than any single utterance since it is the mould from which countless utterances can be produced. If grammar means the underlying principle, then none can handle the language without the knowledge of grammar.

Similarly, Crystal (1996) defines grammar as "an account of the language possible sentence structure, organized according to certain general principles." Thus, grammar is the description of the structure of a

language that allows us to form completely different sentences without its study grammatically correct sentences cannot be formulated. The sound knowledge of grammar is inevitable for the language learners. Grammar enables the learners to use the language accurately and appropriately.

According to Palmer (1971), it is grammar that makes language so essentially a human characteristic. Language is a system of systems. Each language has its own unique system. In other words, each language has its own grammar. Hence, grammar is the core of each language. According to Richards *et al.* (1985:125), grammar is "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language."

1.4 Proficiency test

A proficiency test is defined as a measure of how much of a language some one has learned". Davies *et al.* (1999). The proficiency test is designed to measure people's language ability without considering the course they have been taught and in which situation they learned. Proficiency test in prepositions is designed to measure whether the students are able to use prepositions correctly or not. The proficiency test is a way of measuring the language ability of students in anticipation of some tasks that they are expected to perform. It is also an investigation into the learning ability of the learners thus it is concerned with specific skills and abilities rather than general abilities. The proficiency test is concerned simply with measuring a student's control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task.

1.5 Word Classes

Words can be grouped together into word classes, traditionally called parts of speech. Words are assigned to the same class if they share a number of properties. Long man Dictionary of Applied linguistics defines word class as, "a group of words which are similar in function. Words are grouped into word classes according to how they combine with other words, how they change their form.

1.6 English Prepositions: An introduction

A preposition is a word used to show the way in which other words are connected. It is used to express basic relationships between words. We can express the relationships of time and place by the use of a preposition. For example:

- i. I can see you *on* Friday.
- ii. I will meet you *at* university.

Besides the relationships of time and place we can use prepositions to express many other different kinds of relationships, such as:

means- she came *by* train.

manner- she spoke *with* a smile.

reaction- I was shocked *at* his sudden death.

reason- I did it *for* my country.

A preposition is, then, a link in the chain of a sentence. It ties a noun or pronoun to the rest of the sentence. For example:

There is a rat *under* the bed.

This letter is *from* him.

However, we find various definitions of prepositions. Some of them are as follows:

- a. The Random House Dictionary of the English Language (1966:1137) defines prepositions as "any member of a class of words found in many languages that are used before nouns or adjectives to form phrases functioning as modifiers of verbs, nouns or adjectives and that typically express a spatial, temporal or other relation-ship as in, on, since etc."
- b. The shorter Oxford English Dictionary (1955) defines preposition as," one of the parts of speech, an indeclinable word or particle serving to mark the relation between two notional words, the letter of which is usu. a subject or a pronoun, as sow *in* hope, good *for* food etc."
- c. "A part of speech usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition as its name suggests, usually precedes the noun it governs (as opposed to a post-position)." Hartman, *et al.* 1972:78.
- d. "Prepositions are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs but, except after but and

except, the very must be in the ground form". (Thomson and Martinet, 1986:91)

- e. "In most general terms, a preposition expresses a relation between two entities one being that represented by the prepositional component of the various types of relational meaning, those of place and time are the most prominent and easy to identify. Other relationship may also be recognized, although it is difficult to describe prepositional meanings systematically in terms of such levels". (Quirk and Green Baun, 1973:274)

From the definitions quoted above, we can conclude that the prepositions are such grammatical words which are usually followed by noun phrases and which are preceded by prepositions are termed as prepositional phrases.

1.6.1 Prepositional Phrases

A prepositional phrase consists of a preposition followed by a prepositional complement, which is usually a noun phrase, a wh-clause an-ing clause, etc. for example: (a) *At* five o' clock we had covered half the distance. (b) The oak *behind* the pond seems to be dying.

1.6.2 The Functions of Prepositional Phrases

Prepositional phrases may function as:

- (a) Adverbial

eg: Peter was playing *with* greater skill.

- (b) Post-modifier *in* a noun phrase.

eg: The people *on* the bus were singing.

- (c) Verb complements

eg: John is *at* school.

(d) Complements of adjectives:

eg: She will be glad *of* your success.

(e) Subject, complement, etc.

eg: *Before* breakfast is when I do my best work.

The view from *above* the shore is magnificent.

1.6.3 Prepositional Adverbs

A prepositional adverb is an adverb which behaves like a preposition *with* the complement omitted.

eg. A car drove *past* the gate. (= a preposition)

A car drove *past*. (= a prepositional adverb)

1.6.4 Kind of Prepositions

According to Imam (2006:177), there are six different kinds of prepositions. They are as follows:

1. Simple preposition

A preposition, which consists of one word, is called simple preposition.

eg: at, by in, through, over under etc.

He is *at* home.

The tree was cut *down* by me. etc.

2. Double preposition

Prepositions consisting two (or more than one) words are called double prepositions.

eg: out of, up to, up on, next to, on to etc.

Why were you driven *out of* the house?

3. Compound preposition

Prepositions like across, along, above, about, before, behind, with out etc, are compound prepositions.

eg: His house is *across* the river.

We walked *along* the river's bank. etc.

4. Phrase preposition

The prepositions like in order to, in course of, in front of, with reference to, on account of etc are the examples of phrase prepositions.

eg: Have you any thing to say *with* reference to this questions?

5. Participial preposition

Concerning, considering, regarding, during etc. are the example of participial preposition.

eg: Let us talk with the chairman *concerning* this matter.

Considering his age, he should be given light punishment.

6. Disguised preposition

Disguised prepositions refer to the weakened forms of prepositions.
eg: on or of.

eg: They went out a- hunting (= *on* hunting).

It is 10 o'clock (= *of* the clock).

He has gone a- fishing (= *on* fishing).

Generally, prepositions are classified into two types. They are:

- (i) Simple preposition: The preposition, which consists of one word, is called simple preposition. Most of the English prepositions are of simple type. For example, for, in, to, by, with and so on.
- (ii) Complex preposition: The prepositions that consist of more than one word are called complex prepositions. For example: out of, with out, in front of and so on.

1.6.5 Some Rules of Prepositions

The following prepositions are used for the followings meanings. The prepositions are selected on the basis of their frequency from high to low found in grade 9 English textbook.

1. On

- a. Supported by; fastened or attached to; lying against; in contact with
pictures on the wall; a carpet on the floor;
- b. About; concerning
a lecture *on* Milton;
- c. indicating membership
He's *on* this committee.
- d. close to; against
a house *on* the main road.
- e. indicating time
On Monday; *on* the 1st of July.

2. At

- a. to denote place and direction.

at the bus depot; *at* his office;

- b. in the direction of; towards

laugh *at* somebody, look *at* something

- c. indicating distance

Hold it *at* arm's length.

- d. Indicating frequency

at all times; *at* regular intervals

- e. indicating appoint of time: *at* 3 o'clock

3. By

- a. near; at or to the side of ;beside

come and sit *by* me. My house is *by* the river.

- b. Showing direction of movement

They came *by* the fields, not *by* the roads.

- c. through the agency, means, or instrumentality of

She makes a living *by* teaching.

- d. in accordance with; in agreement with

By the terms of the agreement you've to pay Rs 500.

- e. according to

It is 9 o'clock *by* my watch.

4. For

- a. Indicating eventual possession

Here is a message *for* you.

b. indicating what is aimed at, or the attaining something

She was educated *for* the law.

c. indicating purpose

Let's go *for* a walk.

d. indicating linking, affection, etc.

He has a taste *for* classical music.

e. indicating suitability, fitness

You're fit *for* the job.

5. Of

a. indicating cause

He died *of* grief.

b. indicating separation in space or time

That village is five miles south *of* Delhi.

c. indicating origin, authorship

He is a man *of* humble origin.

d. indicating connection, reference or relation

the cause *of* the accident; the result *of* the debate, etc.

6. Off

a. not on; down from; away from

He fell *off* a ladder.

b. extending or branching from (of road or street)

His house is *off* the main road.

7. Over

(a) state of being above (with or without contact),

e.g. He carries a sweater *over* his shoulder.

(b) more than (a specified time, cost, amount, etc.),

e.g. He sold *over* two million copies.

(c) covering, on the other side of, across, from one side to the other,

e.g. There is a bridge *over* the river.

8. In

a. For countries and large towns, and places important to the speaker.

eg: *in* America; *in* the west of Asia; *in* Delhi; etc.

b. of time when

in the 20th century; *in* 1992; etc.

c. of time; *in* the course of; within the space of

in an hour; *in* a moment; *in* a few days;

d. indicating inclusion

a man *in* his forties; seven days *in* a week

9. From

a. used to introduce the place, point, person, etc. that is the starting-point.

travel *from* Delhi to Madrid; etc.

b. used to indicate the starting of a period of time

from childhood; *from* day to day; from the first of April etc.

c. used to indicate the place, object, etc.

stay away *from* school. etc.

d. showing the giver, sender, etc.

a book *from* my friend; a letter from my father. etc.

10. Between

'Between' is used to refer to an intermediate point in relation to two entities,

eg: Q comes *between* P and R in the English alphabet.

11. Through

'Through' is used for the following meanings:

- a. from the beginning to the end of something (duration),

eg: She nursed me *through* my long illness.

12. Up and Down

Up and down contrast in terms of vertical direction. 'Up' refers to or in a higher position on something whereas 'down' means from a higher point on something to a lower one.

eg: He climbed *up* a tree.

He climbed *down* a tree.

Tears ran *down* her face.

13. Along and Across

- a. Along and across contrast in terms of horizontal axis or direction.

'Along' means from one end towards the other whereas 'across' means from one side to another,

eg: Walk *along* the street. (from one end to the other)

Walk *across* the street. (from one side to another)

14. Into

'Into' as a preposition, is used for the following conditions:

(a) moving or moved to a point within (an enclosed or volume),

eg: Come *into* the house.

He dived *into* the water.

15. By

'By' is used for the following meaning:

a) nearness (near sb/sth),

eg. There is a chair *by* the desk.

b) not later than a specified time,

eg. He will have arrived *by* 5 p.m.

16. With

'With' is used for the following meanings:

a) *with* expresses instrumental meaning,

e.g. Someone had broken the window *with* a stone.

b) indicating the material or item used,

e.g. Fill the bowl *with* water.

c) indicating the manner,

e.g. He spoke *with* ease.

17. To

'To' is used for the following meanings:

a. in the direction of sth/towards sth,

eg: Tom went *to* the door.

b. indicating sth situated in a specified direction from sth,

eg: The mountains *to* the north of here

18. Without

'Without' is used for the following meanings:

- a. *Without* expresses the equivalent negative meanings of 'with' including that of instrument,

eg: I drew it *without* a ruler.

- b. not having, experiencing or showing something,

eg: You cannot leave the country *without* a passport.

19. After

'After', as a preposition, is used for the following meanings:

- a. Later than something, following something in time,

eg: leave *after* lunch, the day *after* tomorrow.

- b. indicating something happening repeatedly or continuously,

eg: day *after* day, week *after* week.

1.7 Comparison Between Proficiency and Errors

Proficiency is the overall language ability that enables the learner to use the language appropriately and accurately. On the other hand, error refers to the inadequate use of language due to incomplete knowledge of that language which happens in competence level.

Davies *et al.* (1999) say that the proficiency test measures peoples language ability without considering the course they have been taught and in which situation they learned. In proficiency test, the learners commit fewer errors if they have good proficiency in that language and if they

have poor proficiency, they commit more errors in language use. So the terms proficiency and error are interrelated.

In this research work, the researcher wants to test the 10th grader's proficiency in the use of prepositions. If they commit less errors, this means they have good proficiency and if they commit more errors, they have poor proficiency in the use of prepositions.

1.8 Literature Review

Several studies have been carried out on proficiency focusing on different grammatical items in the Department of English Education. Some of the studies carried out on the proficiency related to the present study are reviewed as follows:

Parajuli (1997) has compared the proficiency in the use of the simple present tense attained by the students of grade VII of private and public school. He found that the total proficiency of the students is the use of simple present tense was quite satisfactory. The private school students were better in performance than the public school students. Similarly, the boys were found to be better in performance than the girls.

Sharma (1997) has compared the use of the voice by 10th graders between government private schools of Kathmandu district. He found that the students of private schools were far better than the students of government schools in terms of the proficiency in the use of voice.

Bhusal (1998) attempted to find out the proficiency in the use of present perfect part perfect tense by ninth graders. His finding was that the students were not proficient in the use of present perfect and past

perfect tense. However, in overall proficiency, the boys were far ahead in comparison with the girls in every respect.

Karki (1998) has carried out a research work on "A study of proficiency in English sentence transformation of Grade Ten students" to find out the proficiency in English sentences transformation of grade ten students of rural and urban areas schools of Dailekh and Kathmandu district respectively. He found that the urban school students were found to be better than the rural school students and as a whole girls did better than boys.

Dawadi (1999) studied the proficiency in the use of defining relative clause made by the students of grade eights of government and private school of Kathmandu, Lalitpur and Bhaktapur districts. His finding was that private schools performed better than government schools and girls performed better than boys.

Karki (2000) studied the proficiency in the use of subject verb agreement between classes 11 and PCL 1st year students in Education stream. His result showed that in totality. The students of PCL first year were found more proficient than the students of class 11 in almost all the items. In sex wise comparison, the boy of PCL first year were more proficient than that of the boys of 11 where as the girls of PCL first year were more proficient than that of girls of class 11.

Basnet (2001) has analyzed the proficiency in the use of determiners of grade nine students of Dhankuta and Kathmandu districts, comparing different variable in terms sex and region. His finding was that the overall performance in the use of determiners was poor. The students

of Dhankuta district were more proficient than the students of Kathmandu district and the proficiency of the girls was better than the boys in total.

Karna (2002) carried out a research on "A study of Errors committed by Grade XII students in the use of Adverbs." He compared the status of proficiency in terms of schools and sex. His findings showed that the students of public schools had low proficiency and committed more errors than the private schools. On the other hand, the proficiency of girls was better than that of boys. Boys were found to commit more errors than girls in the use of adverbs.

Chauhan (2002) has carried out a research study entitled "A study on the use of prepositions. "The main objectives of his study were to establish the hierarchies of prepositions on the basis of their frequency used by the students in their answer sheets. His finding was that the students used altogether forty-one items of prepositions. Among them 'on' had the highest frequency i.e. 797 (12.26%) and beneath had the lowest frequency, i.e. 12 (0.18%), out of 6496 (table No. 1)

Khaniya (2002) has made an attempt to find out the proficiency of the students in Negative and Interrogative Transformation of the students in grade nine of Lamjung district. His finding showed that half of the students were found better in perform once in negative transformation and the proficiency of boys was better than that of girls in negative transformation whereas the girls were more proficient than the boys in interrogative transformation.

Neupane (2004) studied the proficiency of the B.B.S and B. Ed. first year students in the use of adjectives and adverbs. He compared the

status of proficiency in terms of campus and sex. His finding showed that the overall proficiency of the students was found to be satisfactory since they required above 50% marks. The students of education faculty were found more proficient than the B.B.S. students in the use of adjectives and adverbs on the other hand; the proficiency of the boys was higher than that of the girls in totality.

K.C. (2005) carried out a research work on "proficiency of Grade Ten Students in the use of Adverbs" to find out the grade ten students proficiency in the use of adverbs. Her finding showed that the overall proficiency of the students in the use of adverbs was found to be satisfactory in totality. They secured 57.13% of the marks private schools were found far better than the government schools. Urban schools performed far better than the rural schools and boys performed slightly better than the girls.

Although many studies have been done in the field of grammar, some are related to proficiency in the use of adverbs, adjectives, negative and interrogative transformation, determiners, subject verb agreement, defining relative clause, present perfect and past perfect, voice and simple present tense but no research has yet been carried out on "Proficiency in The use of Prepositions by Grade Ten Students". In this study, the researcher attempts to find out the grade 10 students proficiency in the use of prepositions and compare the status of proficiency in terms of schools, area and sex.

1.9 Objective of the Study

The objectives of the present study were as follows:

- a. To find out the grade 10 students proficiency in the use of prepositions.
- b. To compare the status of the level of proficiency in terms of the following variables:
 - (i.) Area wise comparison,
 - (ii.) School wise comparison and
 - (iii.) Sex wise comparison.
- c. To suggest some pedagogical implications.

1.10 Significance of the Study

This study attempts to find out proficiency of grade 10 students in the use of prepositions. The findings of the study will be significant in the field of language teaching. It will be significant to language students, teachers, textbook writers, curriculum and syllabus designers, methodologists and to those who are involved in the field of English language teaching. This study will also act as a guide for further study of prepositions.

CHAPTER TWO

METHODOLOGY

The researcher in this present study has adopted the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used to collect the information for this study.

2.1.1 Primary Source of Data

This research work was entirely based on the primary source of data. The students of grade ten were the primary sources of data for this study.

2.1.2 Secondary Source of Data

English textbook of grade nine, various grammar books, research reports, and previous research works, dictionaries, Journal and articles related to the topic were consulted to carry out this study.

2.2 Population of the Study

The population of this study included all the students of grade ten of four schools of Kathmandu district.

2.3 Sampling Procedure

The total sample population of this study consisted of 80 students. Four different schools (two government and two private) were selected purposively. These schools were also selected on the basis of area. One government and one private school from urban area and one government

and one private school from rural area were taken. Out of these four schools twenty students from each school (10 boys and 10 girls) were selected randomly.

2.4 Tools for Data Collection

A set of test items on the use of prepositions was prepared on the basis of English textbook of grade nine and other grammar books of school level were used to collect the data for this study. The test contained seven different items such as complete the given paragraph, complete the sentences, fill in the blank complete the dialogue, look at the given pictures and complete the sentences, read the paragraph and fill in the blank and describe the picture. The first item contained ten different prepositions carrying 10 marks. The second item contained ten marks for ten different questions. The third item contained 5 prepositions carrying 5 marks. Similarly, the fifth and sixth items carried 10 and 12 prepositions carrying 5 and 6 marks respectively and the seventh item contained 10 prepositions carrying 10 marks. (See appendix II)

2.5 Pilot Study

Before the final administration of the test items prepared, a pilot test was conducted to determine the test duration and check the appropriateness of the test items. The pilot test was conducted on two 10th graders of two schools. One from government school Jana Sewa secondary school Panga and one from L.R.I. secondary English Boarding School. During the test, the students were asked to answer the test items on their own pace. After they had finished the test, the researcher collected the answer sheets and checked them carefully. The average time

they took was one and half-hour. After checking the answer sheets, the researcher calculated the average marks. The average mark was 25.5 (51%). On the basis of the result of the pilot test, the researcher did not have to change the items first drafted since the 51% marks in the test was taken as the point of satisfaction.

2.6 Process of Data Collection

After taking the pilot test, the researcher went to the purposively selected schools i.e. 1.Mangal Higher Secondary School, Kirtipur, Kathmandu. 2 Shikharapur Secondary School, Pharping, Kathmandu. 3.Anandakuti Viddya Peeth Secondary School, Shyambhu, Kathmandu 4.Chandika Secondary School, Bard Bhanjyang, Kathmandu. The researcher contacted the principals and headmasters of the schools giving the letter from the department of English Education and asked their permission to carry out the study. After getting permission, he went to the classroom with the English teachers of those schools. Then, he introduced himself and explained his purpose to the students. After that, he made a list of all the students of grade 10 of the particular school and selected the required number of students in equal sex ratio on the basis of simple random sampling method. Then, the selected students were taken to another separate room for the test. Then, he instructed them very carefully about the time limitation and the activities they are supposed to do. Then, he administered the test with proper guidance.

The time duration of the test was 90 minutes. All the students finished the test within the allotted time. After that, the researcher collected the answer sheets from the students and thanked them for their co-operation. He checked the answer sheets very carefully and tabulated

the marks for analysis. The tabulated data were analyzed, interpreted and compared for the accurate result.

2.7 Limitation of the Study

The study has the following limitations:

1. The subject area was limited to prepositions only. It was limited within the following 25 prepositions: on, of, into, from, up, to, in, along, down, onto, under, over, off, through, in front of, between, across, out of, at, with, after, for, behind, by, without.
2. The study was based solely on written language.
3. The population of the study was limited to:
 - a. Grade ten students of Kathmandu district.
 - b. Two schools from government and two schools from private sector.
 - c. 80 students from four schools and equal number of boys and girls were involved in this study.

2.8 Data Analysis Procedure

For the analysis and interpretation of the data, both quantitative and descriptive methods were used. Quantitative method included simple statistical tools of average and percentage and the descriptive method included simple explanation of the data computed. While analyzing and interpreting the data, 50% marks in the test was taken as the point of satisfaction. So, the students securing above 50% marks were considered to be satisfactory and below were considered to be unsatisfactory in their performance.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The first objective of the study was to find out the grade 10 students' proficiency in the use of prepositions. For this, the researcher marked the responses of the students very carefully and tabulated the scores systematically. Then on the basis of the tabulated scores, the analysis and interpretation were carried out.

On the other hand, according to second objective of the study, the researcher listed all the prepositions used in grade nine English textbook. Then, he classified them in their respective types i.e. simple, complex and prepositional phrase systematically. Then after, he tabulated all those prepositions, analyzed and interpreted them.

The analysis and interpretation of the data were done under the following headings:

3.1 List of All the Prepositions Used in Grade Nine English Textbook

Table 1: Total prepositions used in grade nine English Textbook

S.N.	Kind of prepositions	Number of prepositions	Number of occurrences	Percentage
1.	Simple prepositions	38	2928	97.30
2.	Complex preposition	15	76	2.53
3.	Prepositional phrases	3	5	0.17
Total		56	3009	100

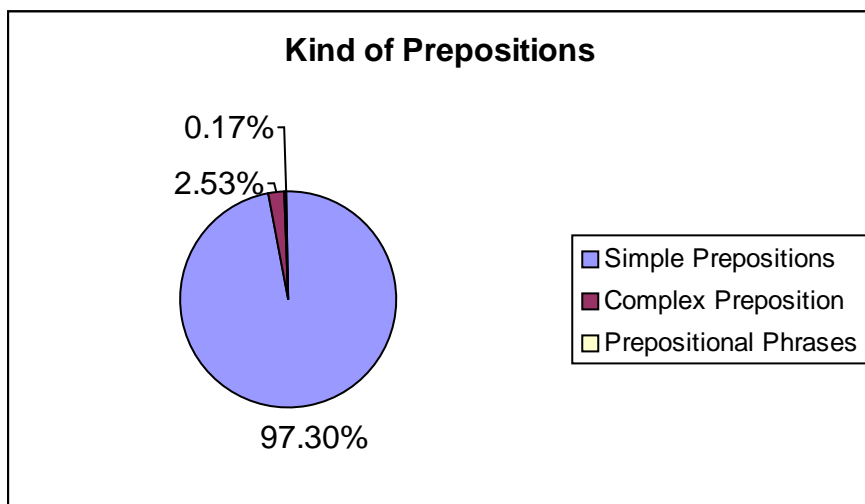
While going through the English textbook of grade nine, the researcher found 56 total prepositions. Then, he listed them all in their respective types i.e. simple prepositions, complex prepositions and prepositional phrases. The above table shows their numbers, their number of occurrences with their percentage. As it is already mentioned that there are only 56 total prepositions in grade nine English textbook. The simple prepositions are 38 in their number, their number of occurrences is 2928 i.e. 97.30% out of total prepositions.

Similarly, complex prepositions are 15 in numbers and their number of occurrences is 76 i.e. 2.53% out of the total prepositions. In the same way the prepositional phrases are three in numbers and their number of occurrences is five i.e. 0.07% out of total prepositions.

Diagrammatic Presentation of the total prepositions used in grade nine English textbook.

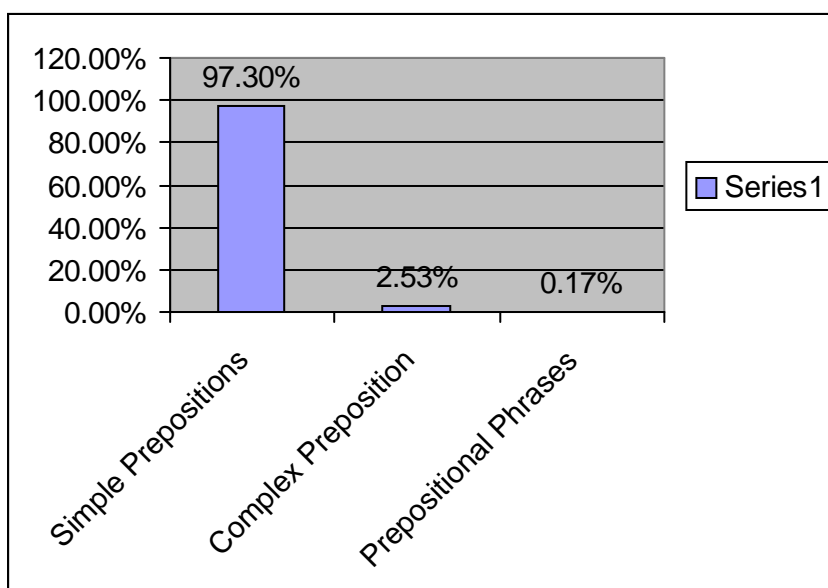
Presentation of the kinds of preposition in the pie-chart

Figure 1



Presentation of the kinds of prepositions in the simple bar diagram

Figure 2



3.2 Analysis of the Total Proficiency in the Use of Preposition

Table 2: Total Proficiency of the Students in Prepositions

Total Sample	Average marks	Percentage
80	22.96	45.92

The above table shows the total proficiency of 80 sample students in the use of prepositions. There were 7 items of prepositions on the test carrying 50 marks. The students secured 22.96 marks i.e. 45.92% out of the total marks. Since they secured below 50% marks and committed above 50% errors their overall proficiency in prepositions could be considered unsatisfactory.

Table 3: Comparison of Different Variables in Prepositions

Variables	Sample size	Average Marks	Percentage
Government	40	14.76	29.52
Private	40	31.16	62.32
Urban	40	24.7	49.4
Rural	40	21.22	42.45
Boys	40	23.57	47.14
Girls	40	22.35	44.7

The above table compares the proficiency of the students' school wise, areawise and sexwise. The sample size of each variable was 40. Out of total marks, students of government schools obtained 29.52% marks whereas the students of private schools obtained 62.32% marks. Hence, the private school students were found better than the government school students.

Similarly, the marks secured by urban area students were 49.4% where as rural area's students secured 42.45% marks. Hence the students of urban area were found more proficient as they committed less errors than the students of rural area.

Likewise, out of total marks, the boys obtained 47.14% marks where as the girls obtained 44.7% marks. Therefore, the boys were found slightly more proficient than the girls because the boys committed lesser errors than the girls.

3.3 Analysis of the total proficiency of rural school students

Table 4: Total proficiency of rural school students in prepositions

Variables		Sample size	Average marks	Percentage
Rural	Private	20	31.47	62.95
	Government	20	10.97	21.95

The above table compares the proficiency of the rural school's students. The sample size of each school was 20. Out of total marks, the private school students obtained 31.47 i.e. 62.95% marks where as the students of government schools obtained 10.97 i.e. 21.95% marks out of total marks. The private rural students committed lesser errors than the government rural students. Thus, the proficiency of rural private school students is far better than the students of rural government schools.

3.4 Analysis of the Total Proficiency of Urban School Students

Table 5: Total Proficiency of Urban School Students in Prepositions:

Variables		Sample size	Average marks	Percentage
Urban	Private	20	30.85	61.7
	Government	20	18.55	37.1

The above table shows the total proficiency of Urban private and urban government school students. The sample size of each school was 20. Out of total marks the urban private school students obtained 30.85 i.e. 61.7% marks where as the urban government school students obtained 18.55 i.e. 37.1% marks. Hence, the proficiency of urban private school students is far better than the proficiency of urban government school

students because the urban private school students committed far lesser errors in compassion with the urban government school students.

3.5 Analysis of the total proficiency of government school students

Table 6: Total Proficiency of Government School Students in Prepositions:

Variables		Sample size	Average marks	Percentage
Government	Rural	20	10.97	21.95
	Urban	20	18.55	37.1

The above table shows the proficiency of government rural and government urban schools' students' proficiency in prepositions. The sample size of each school was 20. Out of total 50 marks the government rural school students obtained 10.97 i.e. 21.95% marks where as the urban students obtained 18.55 i.e. 37.1% marks. Hence, the proficiency of urban students is better than the proficiency of rural students.

3.6 Analysis of the Total Proficiency of private school students

Table 7: Total Proficiency of Private School Students in Prepositions:

Variables		Sample size	Average size	Percentage
Private	Urban	20	30.85	61.7
	Rural	20	31.47	62.95

The above table shows the total proficiency of private urban and private rural School students in the use of prepositions. The sample size of each school was 20. Out of total 50 marks, the urban students obtained 30.85 i.e. 61.7% marks where as the rural students obtained 31.47 i.e.

62.95% marks. Hence, the proficiency of rural students is slightly better than the students of urban as the private rural school students committed slightly fewer errors.

3.7 Analysis of the Total Proficiency of Boys of Urban and Rural Areas

Table 8: Total Proficiency of Boys of Urban and Rural Area in Preposition:

Variables		Sample size	Average marks	Percentage
Boys	Urban	20	25.47	50.95
	Rural	20	21.67	43.35

The above table shows the proficiency of the boys of urban and rural area. The sample size was 20 of each. In urban area, the boys obtained 25.47 i.e. 50.95% marks where as the boys of rural area obtained 21.67 i.e. 43.35% marks out of the total marks. The urban school boys committed fewer errors than the rural school boys. Hence, the proficiency of urban boys is better than the rural boys.

3.8 Analysis of the Total Proficiency of Boys of Private and Government Schools.

Table 9: Total Proficiency of Boys of Private and Government School Students in Prepositions:

Variables		Sample size	Average marks	Percentage
Boys	Private	20	31	62
	Government	20	16.15	32.3

The above table reveals the proficiency of boys of private and government schools having the same sample size. The students of private schools obtained 32 i.e. 62% marks where as the students of government schools obtained 16.15 i.e.32.3% out of total marks. Hence, the proficiency of private school students is far better than the government school students. Since the private school boys committed far fewer errors in comparison with the government school boys.

3.9 Analysis of the Total Proficiency of Girls of Urban and Rural Area

Table 10: Total Proficiency of Girls of Urban and Rural Area Schools:

Variables		Sample size	Average marks	Percentage
Girls	Urban	20	23.92	47.85
	Rural	20	20.77	41.55

The above table shows the proficiency of girls of urban and rural schools. The sample size was 20 of each. The girls of urban school obtained 23.92 i.e. 47.85% marks where as the rural school girls obtained 20.77 i.e. 41.55 % out of total marks. Hence, the girls of urban schools are slightly better than the girls of rural schools as the urban school girls committed slightly fewer errors in the use of prepositions.

3.10 Analysis of the Total Proficiency of Girls of Private and Government Schools

Table 11: Total Proficiency of Girls of Private and Government Schools:

Variables		Sample size	Average marks	Percentage
Girls	Private	20	31.32	62.65
	Government	20	13.37	26.75

The above table shows the total proficiency of girls of private and government schools. The girls of private schools obtained 31.32 i.e. 62.65% marks where as the girls of government schools obtained 13.37 i.e. 26.75% out of total marks. The private school girls' performance could be considered better as they committed fewer errors than the government school girls. Hence, the proficiency of private schools girls is far better than the girls of government schools.

3.11 Comparison of the Total Proficiency of Different Sexes within and between the Urban and Rural Area

Table 12: Comparison of the Total Proficiency of Different Sexes both within and between Urban and Rural Area in Prepositions:

Variables		Sample size	Average marks	Percentage
Urban	Boys	20	25.74	50.95
	Girls	20	23.92	47.85
Rural	Boys	20	21.67	43.35
	Girls	20	20.77	41.55

The above table reveals various facts. It basically compares the proficiency of the boys and girls within and between urban and rural area. The sex ratio was equal in each area i.e. 20 each.

In urban area, the boys obtained 50.95% marks and the girls obtained 47.85% marks. Thus, the proficiency of both boys and girls in urban area was found unsatisfactory because girls could not cross 50% marks though boys crossed it. While comparing the total proficiency of the boys and girls of urban area, the boys were found better than the girls.

In rural area, the boys obtained 43.35% marks where as the girls obtained 41.55% marks. Hence, the proficiency of both boys and girls was unsatisfactory because both could not cross 50% marks and committed more than 50% errors.

While comparing the proficiency of the boys between urban and rural area, the boys of urban area obtained 50.95% marks and the boys of rural area obtained 43.35% marks. So, the boys of urban area were found better than the boys of rural area. Similarly, the girls of urban area obtained 47.85% marks where as the girls of rural area obtained 41.55% marks. Therefore, the girls of urban area performed better than the girls of rural area.

While comparing the proficiency of urban boys with the rural girls, the urban boys obtained 50.95% marks where as the rural girls obtained 41.55% marks. Therefore, the proficiency of the urban boys is better than the rural girls. Similarly, while comparing the urban girls with the rural boys, the urban girls obtained 47.85% marks and the rural boys obtained 43.35% marks. Thus, the proficiency of urban girls and rural boys could

be considered unsatisfactory since both could not cross 50% marks. While comparing the proficiency of urban girls with rural boys, the urban girls were found slightly better than the rural boys in the use of prepositions.

3.12 Comparison of the Total Proficiency of both Sexes within and between the Private and Government Schools

Table 13: Comparison of the Total Proficiency of Different Sexes within and between Private and Government Schools in Prepositions:

Variables		Sample size	Average marks	Percentage
Private	Boys	20	31	62
	Girls	20	31.32	62.65
Government	Boys	20	16.15	32.3
	Girls	20	13.37	26.75

The above table shows the proficiency of the boys and girls within and between private and government schools. The sex ratio was equal in each school i.e. 20.

In private school, the boys obtained 62% marks and the girls obtained 62.65% marks. Thus, the proficiency of both boys and girls was good since both crossed 60% marks. While comparing their proficiency, the proficiency of girls was slightly better than the boys.

In government school, the boys obtained 32.3% marks and the girls obtained 26.75% marks. Hence, the proficiency of both boys and girls was considered to be poor. While comparing their proficiency, the boys are better than the girls.

While comparing the proficiency of the boys between private and government schools, the boys of private school obtained 62% marks where as the boys of government schools obtained 32.3% marks. Hence, the proficiency of private students is far better than the government schools students. Similarly, the girls of private school obtained 62.65% marks where as the girls of government schools obtained 26.75% marks. Hence, the girls of private schools performed far better than the government schoolgirls.

While comparing the proficiency of private boys with government girls and private girls with government boys, the boys of private schools obtained 62% marks where as the girls of government schools obtained 26.75% marks. Hence, the proficiency of boys of private schools is far better than the girls of government school. Similarly, the girls of private schools obtained 62.65% marks where as the boys of government schools obtained 32.3%. Hence, the proficiency of the girls of private schools is far better than the boys of government schools.

3.13 Comparison of the Total Proficiency of both Sexes between and within Government of Urban and Private of Rural Schools in Preposition

Table 14: Comparison of the Total Proficiency of both Sexes of Government Urban and Private Rural Schools in Prepositions:

Variables		Sample size	Average marks	Percentage
Government Urban	Boys	10	20.45	40.9
	Girls	10	16.55	33.3
Private Rural	Boys	10	31.5	63
	Girls	10	13.45	62.9

The above table shows the proficiency of both boys and girls of government of urban and private of rural schools. While comparing the boys and girls of government of urban schools, the boys obtained 40.9% marks where as the girls obtained 33.3% marks. The proficiency of both sexes seems to be poor since they could not cross 50% marks. Hence, the proficiency of boys is better than the girls. Similarly, in case of private of rural schools, the boys obtained 63% marks and the girls secured 62.9% marks. Their proficiency could be considered good as both crossed 60% marks. The proficiency of boys is slightly better than the girls.

While comparing government of urban and private of rural schools, the boys of government of urban school secured 40.9% marks where as the private of rural students secured 63% marks. Hence, the proficiency level of private of rural school students is far better than the students of government of urban school. Similarly, in case of government of urban

schools girls and private rural school girls, the girls of government urban school secured 33.3% marks where as the girls of private rural school secured 62.9% marks. Therefore, the proficiency level of private rural girls is far better than the girls of government urban girls.

3.14 Comparison of the Total Proficiency of both Sexes within and between Private Urban and Government Rural School Students

Table 15: Comparison of the Total Proficiency of both Sexes within and between Private Urban and Government Rural School Students in Prepositions:

Variables		Sample size	Average marks	Percentage
Private Urban	Boys	10	30.5	61
	Girls	10	31.2	62.4
Government Rural	Boys	10	11.85	23.7
	Girls	10	10.1	20.2

The above table shows the comparison between and within private urban and government rural schools of both sexes. While comparing the proficiency of boys and girls of private urban school, the boys secured 61% marks. The proficiency level of boys and girls is good since both crossed 60% marks. The proficiency of girls is slightly better than the boys. Similarly, the boys of government rural obtained 23.7% marks where as the girls obtained 20.2% marks. Their proficiency could be considered as poor because they obtained below 40% marks. The proficiency level of boys is slightly better than the girls.

While comparing between private urban and government rural school students, the boys of private urban obtained 61% marks where as the boys of government rural schools obtained 23.7% marks. Hence, the private rural boys' proficiency is far better than the government rural girls.

While comparing the private urban boys with government rural girls and private urban girls with government rural boys, the private urban boys obtained 61% marks where as the government rural girls obtained 20.2%marks. Therefore, the proficiency level of private urban boys is far better than the government rural girls. Similarly, the private urban girls obtained 62.4% marks while the government rural boys secured 23.7% marks. Thus, the proficiency level of private urban girls is far better than the government rural boys.

3.15 Comparison of the Total Proficiency of both Sexes within and between Private Rural and Private Urban School Students in Preposition

Table 16: Comparison of the Total Proficiency of both Sexes within and between Private Rural and Private Urban School Students in Preposition

Variables		Sample size	Average marks	Percentage
Private Rural	Boys	10	31.5	63
	Girls	10	31.45	62.9
Private Urban	Boys	10	30.5	61
	Girls	10	31.2	62.4

The above table shows the proficiency of private rural and private urban students of both sexes. While comparing the proficiency of private rural boys with the girls, the boys obtained 63% marks where as the girls obtained 62.9% marks. Hence, the level of proficiency of both sexes could be considered good since both crossed 60% marks. The proficiency of boys is slightly better than the girls. Similarly, the boys of private urban secured 61% marks where as the girls obtained 62.4% marks. Therefore, the proficiency of girls seems to be better than the boys.

While comparing the proficiency of boys of private rural with private urban, the boys of private rural secured 63% marks where as the private urban boys secured 61% marks. Hence, the proficiency level of private rural boys is slightly better than the boys of private urban. Similarly, the girls of private rural secured 62.9% marks and the girls of private urban secured 62.4% marks. Hence, the proficiency level of private rural girls is slightly better than the private urban girls.

While comparing the boys of private rural with the girls of private urban and the girls of private rural with the boys of private urban, the boys of private rural secured 63% marks where as the girls of private urban secured 62.4%. Hence, their proficiency could be considered good as both grossed 60% marks. While comparing them, boys performed slightly better than the girls. Similarly, the girls of private rural secured 62.9% marks while the boys of private urban secured 61% marks. Their proficiency could be considered as good because both crossed 60% marks. Hence, the proficiency of private rural girls is slightly better than the proficiency of private urban boys.

3.16 Comparison of the total proficiency of both sexes within and between government urban and private urban school students in prepositions

Table 17: Comparison of the total Proficiency of both sexes within and between government urban and private urban school students in prepositions

Variables		Sample size	Average marks	Percentage
Government Urban	Boys	10	20.45	40.9
	Girls	10	16.65	33.3
Private Urban	Boys	10	30.5	61
	Girls	10	31.2	62.4

The above table shows the proficiency of both sexes of government urban and private urban schools. While comparing the boys with girls of government urban, the boys secured 40.9% marks where as the girls secured 33.3% marks. This shows that their proficiency is not satisfactory because they could not cross 50% marks. While comparing them, boys are better than the girls in prepositions. Similarly, the boys of private urban secured 61% marks where as the girls secured 62.4% marks. Both of their proficiency could be considered good as both secured 60% marks. While comparing them girls performed slightly better than the boys.

While comparing the both sexes between government urban and private urban schools, the boys of government urban secured 40.9% marks where as the boys of private urban secured 61% marks. Hence, the boys of private urban secured 61% marks. Hence, the boys of private

urban performed for better than the boys of government urban performed for better than the boys of government urban secured 33.3% marks while the girls of private urban secured 62.4% marks. Hence the private urban girls proficiency is for better than the government urban girls.

While comparing the government urban boys with private urban girls and government urban girls with private urban boys, the government urban boys secured 40.9% marks where as the private urban girls secured 62.4% marks. Hence, the proficiency of private urban girls is far better than the government urban boys. Similarly, the government urban girls secured 33.3% marks where as private urban boys secured 61% marks. Hence, the boys performed better than the girls.

3.17 Comparison of the proficiency of both sexes within and between private rural and government rural school students in prepositions

Table 18: Comparison of the Total Proficiency of both Sexes Within and between Private Rural and Government Rural School Students in Prepositions:

Variables		Sample size	Average marks	Percentage
Private	Boys	10	31.5	63
Rural	Girls	10	31.45	62.9
Government	Boys	10	11.85	23.7
Rural	Girls	10	10.1	20.2

The above table shows the comparison between and within the private rural and government rural school of both sexes. While comparing private rural boys with girls, the boys obtained 63% marks where as the

girls obtained 62.9% marks. Hence, the proficiency of boys is slightly better than the girls. Similarly, the boys of government rural secured 23.7% marks where as the girls obtained 20.2% marks. Their proficiency could be considered poor because they could not cross the 40% marks. Hence, while comparing them the boys performed slightly better than the girls.

While comparing between the private rural and government rural schools students of both sexes, the boys of private rural secured 63% marks where as the boys of government rural obtained 23.7% marks. Hence, the proficiency of private rural boys is far better than the boys of government rural school. Similarly, the girls of private rural secured 62.9% marks where as the girls of government rural secured 20.2% marks. Hence, the proficiency of private rural girls is far better than the girls of government rural.

While comparing the private rural boys with government rural girls, the boys of private rural school secured 63% marks where as the girls of government rural secured 20.2% marks. Hence, the boys' proficiency is far better than the girls. Similarly, the girls of private rural secured 62.9% marks where as the boys of government rural secured 23.7% marks. Hence, the proficiency of private rural girls is far better than the boys of government rural boys.

3.18 Comparison of the total proficiency of both sexes within and between government urban and government rural school students in prepositions

Table 19: Comparison of the total proficiency of both sexes within and between government urban and Government rural school students in prepositions

Variables		Sample size	Average marks	Percentage
Government Urban	Boys	10	20.45	40.9
	Girls	10	16.65	33.3
Government Rural	Boys	10	11.85	23.7
	Girls	10	10.1	20.2

The above table shows the comparison of proficiency between and within the government urban and government rural schools students of both sexes. While comparing the boys and girls within the government urban school, the boys obtained 40.9% marks where as the girls obtained 33.3% marks. Therefore their proficiency level could be considered as poor because they could not cross the 50% marks where as the girls obtained 20.2% marks. Their proficiency level could be considered as poor because they obtained the marks below 30% while comparing them, the boys performed better than the girls.

While comparing between the government urban and the government rural, the boys of government urban obtained 40.9% marks where as the boys of government rural obtained 23.7% marks. The level of proficiency of boys of both schools could be considered unsatisfactory since they could not cross 50% marks while comparing them the boys of

government urban performed better than the government rural boys. Similarly, the girls of government urban obtained 33.3% marks where as the girls of government rural obtained 20.2% marks. The proficiency level of both girls could be considered as because they could not cross 40% marks. While comparing them, the girls of government urban performed better then the government rural girls.

While comparing the government urban boys with the government urban boys with the government rural girls, the government urban boys obtained 40.9% marks where as the government rural girls obtained 20.2% marks. While comparing them, the boys of government urban performed better than the girls of government rural. Similarly, while comparing the girls of government urban with the boys of government rural, the girls of government urban secured 33.3% marks where as the boys of government rural secured 23.7% marks. Hence, the proficiency of government urban girls is better than the government rural boys.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this study was to find out the grade 10 students proficiency in the use of prepositions. For that the researcher compared the status of proficiency of the students in terms of school (government and private), area (urban and rural) and sex (boys and girls). Four schools of Kathmandu district including government and private, and urban and rural were selected. 20 students from each school, 10 boys and 10 girls were selected randomly.

The purpose of this study was to classify the total prepositions used in grade nine English textbook. For that, the researcher first listed all the prepositions used in grade nine English textbook systematically. Then he classified them in their respective types.

The researcher constructed a test package containing seven different items. By including seven types of items, the researcher intended to make the test more diversified. The test was administered among 80 students. After collecting data, the analysis and interpretation were done by using common statistical tools of average and percentage. First, the total proficiency of the students on the whole test was analyzed and interpreted, and then the comparison was made of different variables. After that, schoolwise, areawise and sexwise comparison was done. Then, comparison was made with the proficiency of the boys and the girls within and between government and private schools within and between urban and rural area.

Thus, from the above analysis and interpretation of the data, the findings are as follows:

4.1 Findings

The major findings of this research are as follows:

1. While analyzing the prepositions used in grade nine English textbook, the researcher found 56 total prepositions, out of them-
 - Simple prepositions have the highest number i.e. 38 or 67.86%.
 - Prepositional phrases have the lowest number i.e. 3 or 5.36%.
 - Similarly, the complex prepositions have 15 prepositions i.e. 26.78%.
 - Most of the prepositions used in grade nine English textbook are simple prepositions. The preposition "To" has the highest frequency i.e. 784 or 26.02% of occurrence out of 3009.

2. The total proficiency of the students in prepositions:
 - The overall proficiency of the students in the use of prepositions was found to be unsatisfactory since in totality, they committed above 50% errors in the use of prepositions and they secured 45.92% of the marks which was below 50%.

3. While comparing the different variables in the use of prepositions:

- Private school students were found far better than the government school students. Since private school students committed fewer errors and obtained 62.32% of the marks where as government school students obtained 29.52% of the total marks and committed more errors.
- Urban school students performed better than the rural school students. Since urban school students committed fewer errors than the rural school students and obtained 49.4% and 42.45% marks of the total marks respectively.
- Boys showed slightly better performance than the girls. Boys committed slightly fewer errors than the girls in the use of preposition and obtained 47.14% marks where as girls obtained 44.7% marks of the total marks.

4. While comparing the total proficiency of private and government school students of rural area:

- The students of private school (62.95%) performed far better than the students of government school (21.95%) of rural area because the private school students of rural area committed far fewer errors than the students of rural government schools in the use of prepositions.

5. While comparing the total proficiency of private and government school students of urban area:

- The students of private school (61.7%) performed far better than the students of government school (37.1%) of urban area.

6. While comparing the total proficiency of government schools of rural and urban area:

- The students of urban area (37.1%) performed better than the students of rural area (21.95%) of government schools.

7. While comparing the total proficiency of private school of rural and urban area:

- The students of rural area (62.95%) showed slightly better performance than the students of urban area (61.7%) of private schools.

8. While comparing the total proficiency of boys of urban and rural area

- The boys of urban area (50.95%) displayed better performance than the boys of rural area (43.35%).

9. While comparing the total proficiency of boys of private and government schools:

- The boys of private schools (62%) showed far better performance than the boys of government schools (32.3%).

10. While comparing the total proficiency of girls of urban and rural area:

- The girls of urban area (47.85%) performed better than the girls of rural area (41.55%).

11. While comparing the total proficiency of girls of private and government schools:

-The girls of private schools committed fewer errors than the girls of government schools.

12. While comparing the total proficiency of different sexes both within and between urban and rural area schools.

- The boys of urban area schools committed fewer errors than the girls of the same area and the performance of boys (50.95%) was found better than the girls (47.85%) of the urban area.

- The boys of rural area (43.35%) performed slightly better than the girls (41.55%) of the same area.

- The boys of urban schools (50.95%) showed better performance than the girls of rural schools (41.55%)

- The girls of urban schools (47.85%) showed slightly better performance than the boys of rural schools (43.35%).

13. While comparing the total proficiency of both sexes both within and between private and government schools:

- The girls (62.65%) of private schools showed slightly better performance than the boys (62%) of the same school.
- The boys (32.3%) of government schools showed better performance than the girls (26.75%) of the same school.
- The boys (62%) of private schools showed far better performance than the girls (26.75%) of government schools.
- The girls (62.65%) of private schools showed far better performance than the boys (32.3%) of government schools.

14. While comparing the total proficiency of both sexes between and within government urban and private rural schools:

- The boys (40.9%) of government urban showed better performance than the girls (33.3%) of the same school.
- The boys of private rural (63%) showed slightly better performance than the girls (62.9%) of the same school.
- The boys of private rural (63%) did far better than the boys of government urban (40.9%).
- The girls of private rural (62.9%) did far better than the girls of government urban (33.3%).
- The girls of private rural (62.9%) showed far better performance than the boys of government urban (40.9%).

- The boys of private rural (63%) showed far better performance than the girls of government urban (33.3%).

15. While comparing the total proficiency of both sexes between and within private urban and government rural schools:

- The boys (61%) of private urban performed far better than the boys (23.7%) of government rural.
- The girls (62.4%) of private urban showed far better performance than the girls (20.2%) of government rural.
- The girls (62.4%) of private urban showed slightly better performance than the boys (61%) of the same school.
- The boys(23.7%) of government rural showed slightly better performance than the girls (20.2%) of same school.

16. While comparing the total proficiency of both sexes between private rural and private urban schools:

- The boys of private rural (63%) showed slightly better performance than the boys (61%) of private urban.
- The girls of private rural (62.9%) displayed slightly better performance than the girls of private urban (62.4%).

17. While comparing the total proficiency of both sexes between government urban and private urban schools:

- The boys of private urban (61%) showed far better performance than the boys of government urban (40.9%).

- The girls of private urban (62.4%) showed far better performance than the girls of government urban (33.3%).

18. While comparing the total proficiency of both sexes between private rural and government rural schools.

- The boys of private rural (63%) showed far better performance than the boys of government rural (23.7%).
- The girls of private rural (62.9%) showed far better performance than the girls of government rural (20.2%).

19. While comparing the total proficiency of both sexes between government urban and government rural schools:

- The boys of government urban (40.9%) showed better performance than the boys of government rural (23.7%).
- The girls of government urban (33.3%) showed better performance than the girls of government rural (20.2%).

20. While comparing the total proficiency of all the students (80) of all (four) schools:

- The boys of private rural (63%) showed better performance than all the students of other schools. Among the girls, the girls of the same school (62.9%) showed better performance than the students of other schools.
- The girls of the government rural (20.2%) showed the poorest performance than all the students of other schools.

4.2 Recommendations

1. On the basis of the finding, the rural government school girls are found to be the poorest in the use of prepositions. So that to develop their proficiency in preposition extra course is needed. They are to be given emphasis. For them, extra tuition and coaching classes are needed.
2. For the government school students more practice in prepositions is needed. They are to be taught in their target language.
3. Prepositions should be taught creating meaningful situation. The teaching activities should be practical, use based and inductive with sufficient materials and appropriate examples.
4. Adequate exercises in the use of prepositions are required for the students. Thus, such kind of exercises should be provided to the students and taught in context appropriately and clearly.
5. Teaching of prepositions should be 'use based'. The students should also be supplied the essential information about its kinds, functions and uses.
6. Teaching should be 'student centered' and texts should be 'activity based'.
7. The medium of teaching should be English. The teacher should have the knowledge of different approaches, methods and techniques in language teaching.

8. Effective training should be conducted for the teachers to update them with new approaches, methods and techniques of language teaching.
9. There should be healthy competition among the students as well as among the schools.
10. There should be interaction between teachers and students.

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APPENDIX-I

A List of All the Prepositions used in Grade Nine English Textbook

S.N	Prepositions	Frequency of occurrence	Percentage	Types of Prepositions
1	To	784	26.02	Simple
2	in	537	17.82	Simple
3	of	354	11.74	Simple
4	for	247	8.19	Simple
5	with	181	6	Simple
6	at	159	5.27	Simple
7	on	141	4.67	Simple
8	from	105	3.48	Simple
9	by	75	2.48	Simple
10	about	55	1.82	Simple
11	below	34	1.12	Simple
12	before	32	1.06	Simple
13	into	31	1.02	Simple
14	up	28	0.92	Simple
15	after	25	0.82	Simple
16	off	17	0.56	Simple
17	next to	17	0.56	Complex
18	over	14	0.46	simple
19	between	13	0.43	Simple
20	in front of	12	0.39	Complex
21	down	12	0.39	simple
22	out of	12	0.39	complex
23	with out	10	0.33	complex
24	behind	10	0.33	simple
25	until	8	0.26	simple
26	since	7	0.23	simple
27	under	7	0.23	simple
28	against	7	0.23	simple
29	among	6	0.19	simple
30	within	5	0.16	complex
31	beside	5	0.16	simple

32	opposite	5	0.16	simple
33	towards	5	0.16	simple
34	up to	5	0.16	complex
35	above	4	0.13	simple
36	side by side	4	0.13	complex
37	behind	3	.09	simple
38	up on	2	0.09	complex
39	round	3	0.09	simple
40	till	3	0.09	simple
41	to the rights of	3	0.09	Prepositional phrase
42	across	3	0.09	simple
43	inside	3	0.09	simple
44	along	2	0.06	simple
45	in spite of	2	0.06	complex
46	due to	2	0.06	complex
47	instead of	1	0.03	complex
48	on to	1	0.03	complex
49	through	1	0.03	Simple
50	out	1	0.03	Simple
51	part	1	0.03	Simple
52	as long as	1	0.03	complex
53	outside of	1	0.3	prepositional phrase
54	at the bottom of	1	0.03	prepositional phrase
55	because of	1	0.03	complex
56	opposite to	1	0.03	complex
		3009	99.58	

APPENDIX-II

Test Items

These test items have been prepared to draw data/information for the research work entitled "Proficiency in the use of Prepositions by Grade Ten Students" which is carried out under the guidance of **Dr. Anjana Bhattra**, Lecturer, Central Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. The researcher hopes that you all co-operate with him to fill up these test items by taking part in this test and provide the data for his research study which will be invaluable contribution to accomplish this research work.

Thank You
Researcher

Narayan Prasad Ammai

T.U. Kirtipur, Kathmandu

F.M.: 50

Time: 1.5 hrs.

Sex: Male ()

School's Name:

Student's Name:

Class:

Female ()

Select the prepositions only from the box for all the text items.

on, of, into, from, up, to, in, along, down, onto, under, over, off, through, in front of, between, across, out of, at, with, after, for, behind, by, and with out.

Q.1. Complete the given paragraph writing the correct prepositions in the boxes. (1×10 = 10)

2 April 1973, Dr. Griffiths, Manchester university, was walking home when a social object crashed the street only three meters away him, smashing several pieces. It was a solid block ice, and, as a scientist, Dr. Griffiths immediately realized

its significance. He picked the largest piece and ran home put it his deep freeze, as a result, it became the best example a phenomenon so far unexplained by science.

2. Complete the following sentences using correct prepositions.

(1×10= 10)

1. Nobody can stand being laughed .
2. Everyone agreed John's proposal.
3. Elton insisted being called sir.
4. The house smelled Vanilla and lavender.
5. Helen resigned her job 3 months ago.
6. I told Tom to look his big sister while I was away.
7. In spite of all the difficulties they did succeed crossing the south pole on foot.
8. All expenses were paid by the company.
9. Friends often don't agree each other.
10. We are talking our friends.

3. Read the following paragraph about Babu Chiri Shepra and fill in the blank with appropriate prepositions. (8×0.5 = 4)

New Record by Babu Chhiri Sherpa

Babu Chiri Sherpa, a mountaineering guide, who has already set a world record. . . spending 21 hours the summit Mt Everest oxygen. He has also set a new world record. climbing the highest peak 16 hours and 56 minutes, 21st May 2000. He was welcomed by a crowdthe airport yesterday.

APPENDIX-III
Test Result (Marks)

1. Marks obtained by the individual students of Ananda Kuti Viddya Peeth Shyambhu, Kathmandu

(Private + Urban)

S.N.	Name of Students	Test Items							Total Marks
		1	2	3	4	5	6	7	
1	Kumar Karki	6	4	3	2	3.5	4.5	5	28
2	Nima T. Tamang	7	6	3.5	2	5	5	8	36.5
3	Rohan Aryal	8	5	3.5	2	3.5	5	5	32
4	Sajan Shrestha	7	6	3.5	2	5	5	9	37.5
5	Kulchandra Khanal	6	3	3	2	3	4.5	3	24.5
6	Firoj Timilsina	7	3	2.5	2	4	5	4	27.5
7	Lakpa Nuru	8	3	3	2	4	4.5	7	31.5
8	Raju Dhungana	7	3	3.5	2	4	5	7	31.35
9	Santosh Maharjan	7	2	4	2	3.5	5	7	30.5
10	Shiva Thapa	8	3	2	2	3.5	4	3	25.5
11	Sujina Maharjan	6	4	2	2	2.5	3.5	5	25
12	Partikshya Bhusal	8	3	2.5	3	3	5	8	32.5
13	Sarmila Maharjan	8	3	2.5	3	3	5	5	29.5
14	Binita Rijal	5	4	2	3	2.5	3.5	4	24
15	Partima Gautam	10	5	2	4	3	5	5	34
16	Tara Manandhar	9	5	2	4	3	4	7	34
17	Rojina Manandhar	9	5	2	4	3	4.5	8	35.5
18	Sumira Pradhan	9	5	2.5	4	3	4.5	6	34
19	Mandira Buddhacharya	9	4	3.5	1	3	3.5	5	29
20	Tina Kapali	10	5	2	4	3	3.5	7	34.5
	Total Marks	154	81	54.5	52	68	89.5	111	617
	Average Marks	7.7	4.05	2.73	2.6	3.4	4.48	5.55	30.85
	Marks Obtained by Boys	71	38	31.5	20	39	47.5	58	305
	Marks Obtained by Girls	83	43	23	32	29	42	60	312

2. Marks Obtained the individual Students of Shikharapur Secondary School Pharping, Kathmandu.

(Private + Rural)

S.N.	Name of Students	Test Items							Total Marks
		1	2	3	4	5	6	7	
1	Rajesh Adhikari	8	4	3.5	3	4	5	7	34.5
2	Samip Shrestha	7	4	4	3	3.5	4.5	6	32
3	Pradeep Shrestha	7	5	4	3	3.5	4.5	3	30
4	Rabin Acharya	8	4	4	3	3.5	4.5	9	36
5	Jayan Manadhar	7	4	4	3	3	5	2	28
6	Dinesh Thapa Magar	6	4	3	3	3.5	4.5	8	32
7	Hari Koirala	8	4	4	2	2.5	3.5	7	31
8	Anil Puri	7	4	4	3	3.5	5	6	32.5
9	Niroj Chapagain	7	4	4	3	3.5	4.5	6	32
10	Keshar Pudasaini	6	4	3	3	3	5	3	27
11	Muna Paudel	7	4	3	4	2	4.5	5	29.5
12	Archana K.C.	6	2	3.5	3	3	6	8	31.5
13	Priya Shrestha	8	2	4	3	3	5.5	5	30.5
14	pabitra Basnet	7	3	4	4	3	5	7	33
15	Binda Balami	7	3	4	3	2	4.5	7	30.5
16	Saru Tamang	8	1	4	5	3.5	4.5	6	32
17	Radha Dhakal	8	1	3.5	4	3	4.5	8	32
18	Tara Devi Raila	8	2	4	3	3	5.5	6	31.5
19	Punam Shrestha	7	2	4	4	2	5	7	31
20	Chandika Thapa	8	3	3	4	2.5	5	7	33.5
	Total Marks	145	64	74.5	66	60.5	96	123	629.5
	Average Marks	7.25	3.2	3.73	3.3	3.02	4.8	6.15	31.45
	Marks Obtained by Boys	71	41	3.75	29	33.5	46	57	315
	Marks Obtained by Girls	74	23	37	37	27	50	66	314.5

3. Marks Obtained the individual Students of Mangal Higher Secondary School, Kirtipur

(Government + Urban)

S.N.	Name of Students	Test Items							Total Marks
		1	2	3	4	5	6	7	
1	Narayan Kunwar	2	1	3.5	3	3.5	3	6	22
2	Sabin Maharjan	6	3	3.5	2	2	3	7	26.5
3	Nabin Neupane	6	3	4	3	3	3.5	5	27.5
4	Sumit Maharjan	6	3	4	3	3	3.5	5	27.5
5	Nabin Sharma	2	1	1.5	1	3.5	2	2	13
6	Atul Buddhacharya	3	1	4	3	3.5	2.5	5	22
7	Binod Chhinal	3	2	1.5	1	3	2.5	2	15
8	Binod Maharjan	5	1	1	4	4	2	3	20
9	Basanta Rijan	3	1	2	2	3.5	1.5	2	15
10	Roshan Pulami	4	0	1.5	2	3.5	3	2	16
11	Nirmala Maharjan	3	1	2	3	3	3	5	20
12	Tikeshori Shah	5	1	2	1	2	3	4	18
13	Nitita Tandukar	4	0	1	1	2	2.5	1	12
14	Binu Tamang	7	3	3.5	3	2	3	6	27.5
15	Suraksha Khanal	6	1	3	1	3	3	4	21
16	Gayatri Shrestha	5	2	1.5	2	2	3	1	16.5
17	Sumitra Pal	5	2	1	1	2	2	0	13
18	Sila Regmi	2	0	0	1	1	1	2	7
19	Reshma Maharjan	3	1	1	1	3	1.5	8	18.5
20	Sabita Shrestha	1	1	1	1	3	3	3	13
	Total Marks	81	28	42.5	39	55.5	52	73	371
	Average Marks	4.05	1.4	2.13	1.95	2.77	2.6	3.65	18.55
	Marks Obtained by Boys	40	16	26.5	24	32.5	26.5	39	204.5
	Marks Obtained by Girls	41	12	16	15	23	25.5	34	166.5

4. Marks Obtained the individual Students of Chandika Secondary School, Bard Hbanjyang, Kathmandu.

(Government + Rural)

S.N.	Name of Students	Test Items							Total Marks
		1	2	3	4	5	6	7	
1	Mahendra Regmi	4	0	2	2	3	4	4	19
2	Shiva Ram Bhurtel	0	1	0	0	1	1.5	1	4.5
3	Bisal Lama	2	2	2	1	2.5	2.5	5	17
4	Kumar Pokhrel	4	0	3	2	3.5	5	2	19.5
5	Prakash Koirala	2	2	1	2	1.5	2.5	0	11
6	Vijaya Pariyar	2	0	0	1	2.5	1	1	7.5
7	Janak Pokhrel	1	1	0	0	2	1.5	0	5.5
8	Bikendra Thapa	1	0	0	1	2.5	1.5	2	8
9	Sanjib Shrestha	4	1	3	0	3.5	5	3	19.5
10	Dhana Raj Khatri	1	0	1	1	2	2	0	7
11	Srijana Pokhrel	4	0	1.5	2	3.5	5	0	16
12	Nirmala Pokhrel	2	1	0.5	1	1	3	5	13.5
13	Anu Sigdel	2	0	0.5	0	2	1.5	3	9
14	Shilshila Shrestha	1	0	1	0	2.5	1.5	0	6
15	Kabita Pokhrel	4	1	2	2	3.5	4.5	2	19
16	Romina Pariyar	3	1	0.5	1	1.5	1	2	10
17	Jayanti Pokhrel	2	1	0	1	2.5	1	1	7.5
18	Nisha Basnet	2	0	0.5	0	3	1.5	0	8
19	Anita Lama	2	0	0	0	2	2.5	0	6.5
20	Susila Gurung	1	0	1.5	0	0.5	1.5	1	5.5
	Total Marks	44	11	20	17	46	49.5	32	219.5
	Average Marks	2.2	0.55	1	0.85	2.3	2.84	1.6	10.98
	Marks Obtained by Boys	21	7	12	10	24	26.5	18	118.5
	Marks Obtained by Girls	23	4	8	7	22	23	14	101