CHAPTER ONE
INTRODUCTION

1 .1   General Background

Language is the most widely used means of communication where thoughts, feelings, emotions and so on are expressed by it. Besides, being a means of communication, it is an instrument of thinking as well as source of delight. Language dissipates superfluous nervous energy and directs motion in others– both human and animals, sets matter in motion as in charms and incantations, transfers knowledge from one person to another and from one generation to another. Without language, man would have remained only a dumb animal. Because of its omnipresence, language is often taken for granted. But many times, it has become the serious concern not only of linguists but also of philosophers, logicians, psychologists, scientists and the literary critics. Despite the practice made to define a language most of the definitions have proved inadequate. Some of the definitions are as follows:

Wardhaugh (1981: p.1) writes that language is "what the members of a particular society speaks" Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with others in a group. Varshney (1995: p.1) says language is a complex human phenomenon; all attempts to define it have to be proved inadequate. In a nutshell, language is an 'organized noise' used in actual social situation. According to Sapir (1921:P.8) "Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 2005, p.1).

From the above definitions, it can be concluded that language is the means of communication which is used in a certain language community to transfer the

message to each other. It is always vocal in the sense that only sounds produced by human vocal organs is called language. However, the message can be transferred from other different signs and symbols which can not make language.

In conclusion, language is an organized noise used in actual social situations that is why it has also been defined as contextualized systematic sounds.

1.1.1   The English Language

English has spread its wings all over the world as an international language. It is a lingua franca in many countries and its importance is increasing day by day.

Nowadays the English language has become an important vehicle for the transmission of modern civilization. It is the means of presenting our feelings in the world. It is a vast store of knowledge and technology is explored through it. It is, therefore, important means to achieve the success. It is widely accepted that English language is a dominant language in the world. If we look at the media, we find that over fifty percent of the world newspaper, scientific and technical periodicals and more than sixty percent of the world radio stations use English as medium of communication. Undoubtedly, it is a passport to travel the whole world. It is also master key of the store-house of knowledge and it plays the role of a library language in all developing countries. This shows that we can not relish the fruit of rapid development and innovation made in the field of science and technology, industrial development, international relationship and tremendous progress made in different fields without having proper knowledge of English.

Nepal, being a productive land for languages, more than seventy languages are spoken natively (Rai, 2000, p.160). In this diversity, the English language has been flourished as a foreign and second language. The English language is also

given a great importance in its education system. Now, it is taught as a compulsory subject right from the grade one to bachelor level and the medium of all further education.

The general objectives of teaching English in secondary level are, to enable the students to communicate in speech and writing with other people who speak English to understand oral skills for developing competency in reading all types of written materials.

For the fulfilment of the above objectives, CDC has prepared the secondary level English curriculum. Within the curriculum, there are four specific objectives among them; reading is one of the main specific objectives of English curriculum. There are eleven sub skills on reading. For the measurement of student achievement on these skills, specification grid has mentioned a model question to fulfil the objectives of the reading skill. Two long and two short texts were asked to measure the students' achievement in the model questions. So, I measured the students' achievement in reading skills by the help of the model questions.

1.1.2   Objectives of the Curriculum

The English Language curriculum of the secondary level has specified two types of objectives: one is general and another is specific. General objectives refer to the objectives which are fulfilled only after the completion of the whole academic programme. These general objectives are determined considering the nation's political, cultural, geographical factors and psychological factors of the learners which cannot be measured within the limited time and course.

Specific objectives refer to the short term objectives which are fulfilled after the teaching of certain topic. As they are short and specific terms, they can be

measured, observed and compared after the lesson and they differ according to the nature of topic and subject matter.

The secondary level curriculum (2055, p. 44-45) has mentioned the following general objectives:

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

Among the above objectives, the third objective: to develop competence in understanding a variety of reading texts and the sixth objective: to read, appreciate and enjoy literary texts are related to reading skill which is the researcher's area.

Specific objectives of secondary level English are given according to skills. Since my research is on reading, I would like to mention the specific reading objectives.

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Especially they should be able to:

R_1 read short texts intensively for detailed understanding

R_2 read longer texts extensively for general understanding

R_3 show understanding of the underlying themes and ideas of texts

R_4 show understanding of an argument

R_5 retrieve specific information from texts by means of a variety of reading techniques e.g. skimming, scanning and synthesizing

R_6 recognize the structure and organization of paragraphs and longer texts through developing an awareness of cohesive devices

R_7 anticipate the likely continuation interrupted texts

R_8 appreciate literacy texts of an appropriate level

R_9 deduce the meaning of the unfamiliar lexical items by means of contextual, syntactic and semantic clues

R_{10} use an appropriate English-English dictionary effectively

R_{11} understand and interpret information presented in diagrammatic form.

If we study the secondary English curriculum and the textbook designed for secondary level, the students of secondary level must have sound reading skills in a variety of texts. The texts are rich in current affairs and interesting events which can enable the learners to develop reading skills in them.

1.1.3 Reading

Reading generally means understanding or making sense of a given text. Until some years ago, it was taken as passive and receptive skill. In course of development, it has been started to view as active, productive and communicative skill. Reading has been defined variously by different scholars. Some of the definitions of reading are as follows:

The simple way of defining reading is "understanding a text" (Khaniya 2005, p. 139). In Grellet's (1981, p.1) words reading is interpreted as "extracting the required information" from a written text as efficiently as possible. It can also be defined as the amalgamation of visual and non visual experience or behaviour or reading is decoding print or deciphering, print or reading is understanding, interpreting or making sense of a given text etc. However, reading in the classroom for easy understanding can be defined as making sense of a given text the process during which all other possible meaning of reading include themselves.

Krisnaswamy, (2004, p. 124) define reading as "A psycholinguistic guessing game which involves discourse processing". Reading is an activity in which the reader reconstructs a message which has been encoded by the writer as a graphic display, it is an extraction of meaning from print, call it construction, reconstruction or deconstruction. It is not merely the physical recitation or decoding but discourse processing."

In conclusion we can say that reading is an interactive process in which the guessing of the probable hypothesis at any given point in discourse processing becomes crucial.

Despite the earlier dispute over, is reading a unitary competence or a combination of a set of sub skills? At the present movement, it is argued that if there is any activity that can contribute to the improvement of reading comprehension, then that activity that can contribute to the improvement of reading compression. In consonance with this idea, Munby (1979, p.123-130) lists the following skills as sub-skills of reading:

i.   Recognizing the script of language: Under this sub- skill, the candidate can develop the skill like discriminating the graphemes, following grapheme sequence (spelling system) and understanding punctuation.

ii.   Deducing the meaning and use of unfamiliar lexical items. This sub skill develops understanding the word formation: like stems/ roots, affixation, deviation, compounding and the contextual clues etc.

iii.   Understanding explicitly stated information: The candidate can understand the written information for their practical use. When they read the text intensively they not only understand its gist but also what their practical aspect is. So, candidate should try to grasp the intended view of stated information.

iv. Understanding information not explicitly stated: The learners can understand not explicitly stated information through making inferences and figurative language in this skill. In other words, students find out hidden meaning of the text.

v. Understanding conceptual meaning: The conceptual meaning here maybe the quantity and amount, definiteness, comparison degree, time (tense and aspect) , location direction, means; instrument and cause; result, purpose etc.

vi. Understanding the communicative value (function) of sentences and utterances: In this sub skill, the candidate should understand the function of the language either the sentence may be with explicit indicators or implicit indicators. For example, without indicators; an interrogative that is polite command; a statement that is in fact a suggestion, warning etc.

vii. Understanding relations within the sentence: In this sub skills candidate should understand the elements of the sentence structure, negation, modal auxiliaries, theme etc.

viii. Understanding relations between the parts of a text through lexical cohesion devices by the repetition, synonymy, hyponymy etc. the candidate should understand the relations between parts of a text.

ix. Interpreting text by going outside it: In this sub skill, the candidate should understand the text by the help of some parts of it, like reading between the lines etc.

x. Recognizing indicators in discourse: This sub skill is useful for introducing an idea, developing an idea (eg. Adding points, reinforcing arguments), transition to another idea and concluding the idea.

xi. Identifying the main points or important information in a piece of discourse: This sub skill can be obtained by vocal underlining (eg.

Decreased speed increased volume) end- focus and end weight, verbal clues etc.

xii.   Distinguishing the main idea from supporting details: This sub skill may be completed if the candidate can differentiate primary from secondary, whole from parts and so on.

xiii.   Extracting salient points to summarize (the text, an idea, etc.) : In this sub skill learner can summarize the whole text or a specific idea/ topic in the text and the underlying idea or point of the text.

xiv.   Selective extraction of relevant points from a text: In this skill, the coordination of related information, the ordered rearrangement of contrasting items etc. are involved.

xv.   Basic references skills: In this sub skill, the learner should understand and use of the table of contents and index, card catalogue etc.

xvi.   Skimming: The candidate should know the gist of a text by reading.

xvii.   Scanning: The candidate should know detail information.

xviii.   Scanning to locate specifically required information: The particular information can be clear under this sub skill.

xix.   Transco ding information to diagrammatic display: In this sub skill the learner can interpret the diagram, chart, tables in his own words.

From the above mentioned literature, it appears that reading is an activity which can be seen as a complex task which depends on a multiplicity of perceptual, linguistic and cognitive process.

1.1.4 Importance of Reading Skill

Importance of reading skill can be highlighted by a short quotation forwarded by Bacon "Reading Maketh a full man; ...." (Krisnaswamy, 2004, p. 124). If one gives deep attention towards this short quotation they will realize how reading is

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responsible to make a full man. A simple example can be taken as a fully illiterate person frequently found to have said, I am blind since I could not get opportunity to read. Despite having two eyes, such person is feeling blind, which is real from the fact that reading opens the door to see actual words. Reading ability is a great quality of people, who are in the position to grasp the activities the world is doing. Another, advantage of reading is that, printed materials are the cheap source of information than other audio - video and online. On the whole, importance of reading skill can be highlighted by the help of following two points.

i.   Reading for pleasure

It is the nature of human beings, who always want to lead happy life. Among the various means to lead happy life, reading is one, since various types of reading articles are found to have been written for the sake of pleasure i.e. film review, cinema news, poem, story, cartoon, caricature and other literary composition etc. Such type of reading not only please a particular person, but also makes him to forget his present problem for a while and sometime may provide a better solution to face the problem.

ii.   Reading for information

It is the major significance of reading as uneducated people are dying without having ability to implement suggested direction.

Reading is very important in learning a foreign language, even those who do not have many chances to meet native speakers. They can learn language through reading books. For the learners of English as a foreign language reading is only means of exposure. That is why it can be said that where there is little reading there is little language learning. If one can expand one's horizon of knowledge only by practicing reading, he will acquire the reading skills.

1.1.5   Reading as an Active and Productive Skill

Traditional perspective towards reading was restricted only as receptive and non-productive activity. Researchers simply took, as meaning is lying in the text waiting to be passively absorbed. But a lot of researches conducted have supported with valuable evidence that reading is a productive skill. As the study has shown

that the reader will have to be actively involved and will have to work to get the meaning out.

Two competing models of language processing have had a central place in the debate on the nature of reading comprehension. Out of the two, second approach top - down approach emphasizes the reconstruction of meaning rather than the decoding of a form. The interaction of the reader and text is the central to the process, which has been schematized by Combourne (1979) (as cited in Sharma and Phyak 2005, p. 234) as follows:

Past experience, language $\rightarrow$ selective aspect of print $\rightarrow$ meaning $\rightarrow$
Institutions and expectations   sound pronunciation if necessary

Reading is not only an active but also an interactive one for various reasons.

Reading is basically an interactive process where the interaction of the reader and the text is the result of the subject at hand, knowledge of and expectations about how language works, and motivation, interest and attitude towards the content of the text. Rather than decoding each symbol, or even every word, the reader forms hypothesis about text elements and then 'samples' the text to determine whether or not the hypothesis are correct. This means, as we read we may hypothesize about what the writer intends to say. The hypothesis may immediately be modified by what s/he actually says or replaced by a new hypothesis about what will follow.

Second aspect of reading as a productive skill is its communicative function. Once the readers go through a reading text it often triggers an activity in their mind. We see the following examples, how reading provokes responses in the readers.

-      Students read an e-mail or a letter and write reply to it
-      Students read a map and follow directions to locate a place

- They read a recipe and prepare an omelet
- They read an instrument manual and fix a fan.
- They read a passage and produce a summary out of it

Such productive reading activities should be flexible and varified. It is essential to take into account the authors' point of view, intention and tone for a full understanding of the text and produce an effective response. The aim of exercises must be clearly defined and a clear distinction should be made between teaching and testing.

1.1.6 Types of Reading

Reading involves the variety of skills. The purpose of reading should be in mind before the readers go through the text. We can identify different types of reading on the basis of various factors.

(i)   On the basis of speed or space
- slow reading
- faster/rapid reading

(ii)   On the basis of noise
- Silent reading
- Loud reading/ reading aloud

(iii)   On the basis of focus of attention during the reading
- Skimming
- Scanning

 (iv)   On the basis of general purpose of reading
- Intensive reading
- Extensive reading   (Sharma, 2004: P. 265)

Diagrammatically, the classification can be shown as follow:

Reading

Speed based   noise based   focus based   Purpose based

Slow normal rapid   silent   loud   skimming   scanning   intensive   extensive
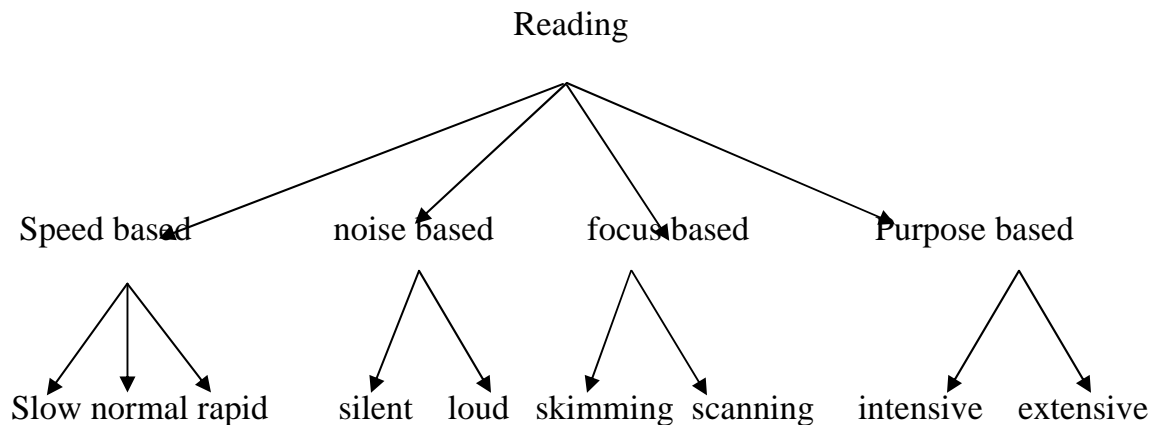
The above reading models are described here as below:

(a)   Slow reading

The slow reading refers to the slow speed of reading. Generally, slow reading occurs in the first stage of reading, if the reader is reading difficult passage and to understand the texts in depth and learning about the language system, the slow reading occurs automatically.

(b)   Rapid reading/faster reading

Fast/rapid reading refers to the reading in relative to the faster reading. This type of reading is used after being an expert in language, while reading silently by native speakers, while reading for self study and while reading very simple or easy text.

In practicing rapid reading, read and take notes, fill in the out line summarizing, paraphrasing, expressing ideas in different modes types of activities can be used.

(c)   Silent reading

Silent reading is one of the higher faculties in the art of reading whereas loud reading doesn't help to develop through content and sometimes hinders the process

of understanding. Silent reading is considered to be best kind of reading as the mind is fully engaged in this act.

(d)   Reading aloud / loud reading

This type of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. Moreover, it is aimed to enable the students to read with due expressions and to understand the meaning of the read words and sentences. The supreme objective of loud reading is to develop the students a desire for silent reading. It is mainly useful for the primary level students.

(e)   Skimming

It is a reading technique necessarily for quick and efficient reading. When skimming, readers go through the reading materials quickly in order to get gist of it to know how it is organized or to get an idea of the tone or the tension of the writer (Grellet, 1981, p.19)

For this reading technique the following tasks can be used orally:
-        Comparing values, finding and comparing events, selecting a title, drawing inferences, deciding the question; creating a title.

(f)   Scanning

When scanning, readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so. Readers only let their eyes wonder over the text until they find what they are looking for, whether it is a name, a date or a less specific piece of information. For practicing this skill the following types of activities are suggested.

Finding new words for old, locating grammars features finding advertisement, comparing details, checking dates, shopping lists, making word sets, newspapers headlines.

(g) Intensive reading

In this type of reading students are expected to understand everything. They read and be able to answer detailed vocabulary and comprehension questions. Intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading. This reading aims as assimilation of language skills including the skills of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning.

To sum up, in intensive reading, the students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage. They are in this stage of practicing reading.

(h) Extensive reading

This type of reading is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher. Extensive reading is reading in quantity and in order to gain a general understanding of what is said. Thus, extensive reading means to reads silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure, and without the help of a teacher. It is useful to take pleasure (Bhandari, 2007, p. 164-167).

1.1.7 Stages of Teaching Reading

There are mainly three stages of teaching reading

(i)   Pre- reading stage

This is the preparing stage of reading. The main activities included in the stage before the actual reading as like,

- Guessing the topic and the contents through headlines, illustration, pictures, etc.
- Presenting some new words which will appear in the text
- Giving a brief introduction to the text.
- Brain storming about the content, plot or character of the text.
- Giving one or two guiding or sign post questions (orally or on the board) for students to think about as they read
- Telling the purpose of the reading text
- Giving illustration from the text.

(ii)   While- reading stage

This is the actual reading stage. In this stage, students read the text to find the answers to some specific questions or to get the gist of it, etc. The following activities are included in this stage:

- Scanning the passage to locate the some specific information
- Skimming for general idea
- Answering the questions asked to them
- Completing the incomplete sentences
- Completing the chart, table, map etc.
- Matching halves
- Choosing the appropriate answers among the alternative
- Asking questions to each other.

(iii)   Post- reading stage

This is the evaluation stage and the teacher asks the students to check their responses. Post reading stage includes the following activities.

-       discussing the new and interesting event in the text

-       discussing and debating about the controversial topic in the text

-       doing the language exercises based on the text

-       summarizing the text, orally or in written form

-       role playing or improving the scenes of the text

-       students carrying out a project work based on the text.

(Sharma and Phyak, 2005, p. 243)

1.1.8 Testing Reading

If we look towards the history of testing, reading and writing skills are found to have been focused but whether they are tested properly or not is another matter. By and large, testing depends on the purpose and context in which it takes place. Similarly, level of students is a major criterion. Testing of language starts right from recognizing the script of a language to complex reading like, understanding conceptual meaning, understanding the communicative value of sentences and understanding relation among the sentences.

Therefore, various techniques have to be used for testing reading skill. It is important that considerable attention is given to the selection of the text to be included in the test. The quality of test depends on the quality of text selected. The following types of test have been suggested by Hughes (1995, p. 120-124)

i.   Multiple choices: In this test the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives. This is regarded as a useful test item.

ii.   Unique answer: If there is a only one possible correct response, in the short test that is called unique answer. This might be single word or number or something slightly longer.

iii.   Short answer: When unique answer items are not possible, short answer items can be used.

iv.   Guided short answer: A student who has the answer in his/her head after reading the relevant part of the passage may not be able to express well. This is the problem of student in writing answer this type of tests are necessary.

v.   Summary cloze : A reading passage must be summarized by the tester, and then gaps are left in the summary for completion by the candidate . This is really an extension of the guided short answer technique and shares its qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

vi.   Information transfer: One way of minimizing demands on candidates writing ability is to require them to show successful completion of a reading task by supplying simple information in a table following a route on a map, labeling a picture and so on.

vii. Identifying order of events: In this test item the candidate are required to arrange the number of events etc.

viii. Identifying referents: In this item the candidates are required to identify the referents.

ix.   Guessing meaning of unfamiliar words from context: It was suggested that items of this kind have a place in final achievement and proficiency tests.

Similarly Heaton (1988, p. 110-133) has suggested the following techniques of testing reading.

i.   True/false reading test: It is one of the most widely used tests. The marking can be reliable and real knowledge can be tested in this test item. This test item can be useful in class test as well.

ii.   Multiple choice items: This test offers a useful way of testing reading comprehension. However, not all multiple choice reading tests are necessarily good test of reading comprehension. The candidate can provides evidence of successful reading by making a mark against one out of a number of alternatives. There are two sub types of multiple choices: Short text, Longer text

iii.   Completion item: Completion items measures recall rather than recognition. Although, such items are similar in many ways to open -ended questions in testing reading comprehension.

iv.   Rearrange item: This item is particularly useful for testing the ability to understand a sequence of steps in a process or events in a narratives. While in a exercise for classroom practice the students are required to rewrite the jumbled sentences in their correct order.

v.   Cloze procedures : They are similar in appearance to completion items. In cloze test, the words are deleted systematically in a regular interval. Thus, once the actual text has been chosen. The construction of a cloze test is purely mechanical: every n^{th} word is deleted by the test writer. In this test the candidate is required to write the words that fit into those blanks.

vi.   Open ended and miscellaneous item: The term 'open ended' is used to refer to those questions which elicit a completely subjective response on the part of candidate . The response required may range from one word answer to one or two sentences.

vii.   Cursory reading: Cursory reading is an extensive reading in which students do not read each item but they read a text for general information and understanding. It is a silent reading and its purpose is to approve and disapprove the text

1.2   Review of Related Literature

Different studies have been carried out by different researchers in the field of reading. Most of the previous researches of reading have been found in relation to comprehension and a very few are in speed. But nobody has done the research on gap between the curriculum objectives and achievement in reading skill of secondary level students. In course of completing this study, the researcher has reviewed some of the related research works.

Giri (1981) has studied and compared the overall performance of the students of Kathmandu and Doti districts and found that the students of Kathmandu are more proficient in listening speaking and reading than those of Doti. Here, the performance has exclusively measured only in terms of comprehension. He was found that the language proficiency acquired by the grade ten students of Kathamndu was greater than that of the students of Doti. This shows that the students of Kathmandu make use of the language better than the students of Doti.

Siwakoti (1996) has done an analysis of reading proficiency of secondary school of Jhapa district. He found that the students of Jhapa district are more proficient in newspaper than in magazine and the proficiency of the students of private schools are more proficient than the students of government schools.

Shrestha (1998) has carried out a study on reading comprehension in the English language of the students on seen passage and unseen passage. She found that the performances on seen and unseen passages are positively corelated.

Subedi (2000) carried out a comparative study of reading comprehension of the grade nine students of Kathmandu and Jhapa districts and found that the students of urban schools in Kathmandu had a better performances in higher reading comprehension level in magazine than in newspaper whereas the students of rural schools in Jhapa were better in comprehending newspapers.

Gaulee (2001) carried out a research on English reading speed of Nepalese students involving the students of secondary level from Dailekh, Surkhet and Kathmandu. The researcher found out that the students of Kathmandu had the faster reading speed than those of Surkhet and Dailekh.

Wagle (2002) carried out a study on reading comprehension and speed of the ninth graders of public schools in Kathmandu. She found out that the students who had better performance in reading comprehension and reading speed in pre-test had better reading performance in post-test in both types of texts seen and unseen.

Neupane (2006) carried out a research work on reading proficiency of grade ten students of kathmandu and Gorkha district. She found out that the students of Gorkha district performed better in skimming, scanning and guessing meaning except in inferring than the students of Kathamndu district.

Many research works have been carried out in the field of reading comprehension. This study is different from other studies that have been done before. It had attempted to find out the gap between objectives prescribed and achievement.

1.3   Objectives of the Study

The objectives of this study are as follows

i.   to find out and analyze the gap between curriculum objectives and students' achievement.

ii.   to suggest some pedagogical implications

1.4   Significance of the Study

This study, being the first in the field of curriculum objectives and their achievement, it would be significant for the prospective researchers since it opens the arena for them. Similarly, it will be useful for the curriculum designers as it would make them evaluate objectives prescribed. It is significance equally for the curriculum evaluation committee who, with help of this study, will compare objectives prescribed and achievement made. Finally, all those concerned persons like teachers, students, textbook writers will be benefited with the result of this study.

CHAPTER: TWO
METHODOLOGY

For the achievement of the above mentioned objectives the researcher adopted the following methodological strategies.

2.1 Sources of Data

The research made use of both primary and secondary sources of data. Thus, the study was based on the following sources of data.

2.1.1 Primary Sources

The primary sources of data for the study were the grade eleven students.

2.1.2 Secondary Source of Data

For the facilitation of the study all the materials like curriculum, text books, journals, articles pertaining to the objectives, were used. Some of the secondary sources in addition to primary sources of study were supporting materials, specification grid (with model questions) approved by the department which are related with the title. Books like Varshney (2003) and Heaton (1988) were the secondary sources of data.

2.2 Sampling Procedure

The researcher applied both random and non-random sampling procedure. In random sampling each element in the population is probable to be selected. Here, the researcher applied it in the selection of students from four schools, eighty in number. Similarly, in non-random sampling procedure researcher's judgment and

accessibility were focused, which the researcher applied in the selection of schools in Rukum district.

2.3   Tools for Data Collection

In order to collect data for the study, a test was used to measure the achievement of the students corresponding to all the reading objectives prescribed. Simple statistical as well as descriptive tools of measure were used to analyze and interpretation of the data. Mean (the average marks) and percentage was used among the means of measurement of test.

2.4   Procedure of Data Collection

The following are the step-wise procedure that the researcher followed to collect the required information in carrying out the investigation:

i.   The researcher went to the field and sought consent from the school administration.

ii.   The researcher used random sampling procedure to select students whereas schools were selected through non-random procedure.

ii.   The researcher contacted the students of secondary level of the selected schools and established rapport with them.

iii.   The researcher fixed the time for data collection with subjects and conducted different tests to derive the required information.

iv.   The researcher collected data from the test were compared with the objectives prescribed.

2.5   Limitations of the Study

The proposed study had the following limitations:

i.   The study was only concerned with the four schools of Rukum districts.

ii.   This study was limited to the achievement of secondary level students' in conjunction with reading objectives prescribed.

iii.   Only eighty students from four secondary schools were selected.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the students understudy. The main concern of the present research work was to find out the gap between secondary level English curriculum and the students' achievement of Rukum district in reading skills. The purpose behind selecting this district was to represent the remote area of Nepal, which suffered from the 12 years conflict as well.

Simple statistical as well as descriptive tools were used to analyze and interpret the data. All the test items used and the marks obtained by the students were tabulated for achieving the same goal. Mean (the average marks) and percentage were used among the means of measurement of the test. The performances of the students at the time of research was analyzed on the basis of the marks they obtained in the given test-items and as a whole, too. At first, the performance of the holistic performance was analyzed than the performance of the students among different four schools was analyzed.

3.1 Achievement of Students in Reading Sub-Skills of Individual School as a Whole

In this table holistic skill wise analysis was calculated and tabulated.

Table No. 1

SN	Name of Schools	Sub-skills							Total
		R1	R2/6	R3/11	R4/8	R5	R7	R9/10	
	Full Marks	10	15	8	3	4	3	2	
1	TJHSS (M O)	4.25	6.95	2.55	1.35	1.47	1.62	1.22	19.45
2	BHSS (M O)	3.9	5.2	4.05	1.12	1.8	1.07	0.65	17.79
3	RGHSS (M O)	3.47	5.35	2.1	0.87	1.35	0.85	0.55	14.55
4	MHSS (M O)	2.4	3.95	1.35	0.42	1.72	0.9	1	11.75
N=4	Total	14.2	21.45	10.05	3.76	6.34	4.44	3.42	

From the above table, mean of the total selected schools in different sub skills had calculated by using the formula:

$$M = \frac{\Sigma X}{N}$$

From sub-skill, 1 or R1

$N = 4$

$X = 14.2$

$$M = \frac{\Sigma X}{N}$$

$$= \frac{14.2}{4}$$

$$= 3.50$$

$$= 35\%$$

from sub skill, R2/6

$N = 4$

$$M = \frac{\Sigma X}{N}$$

$$= \frac{21.45}{4}$$

$$= 5.36$$

$$= 35.75\%$$

From sub-skill, R3/6

N= 4

X=10.05

$$M = \frac{\Sigma X}{N}$$

$$= \frac{10.05}{4}$$

$$= 2.51$$

$$= 31.37\%$$

from sub skill ,R4/8

N   = 4

X   =3.76

$$M = \frac{\Sigma X}{N}$$

$$= \frac{3.7}{4}$$

$$= 0.94$$

$$= 31.33\%$$

From sub-skill, R_5

N   = 4

X   =6.34

$$M = \frac{\Sigma X}{N}$$

$$= \frac{6.34}{4}$$

$$= 1.58$$

$$= 39.5\%$$

from sub skill, R_7

N   = 4

X   = 4.44

$$M = \frac{\Sigma X}{N}$$

$$= \frac{4.44}{4}$$

$$= 1.11$$

$$= 37\%$$

From sub skill, R9/10

N = 4

X=3.42

$$M = \frac{\Sigma X}{N}$$

$$= \frac{3.42}{4}$$

$$= 0.85$$

$$= 42.5\%$$

in the above table,

N= Number of schools

X = Sum of total mark

M = Mean (average)

Table no. 1 shows that the students' achievement in different sub-skills was found very poor and pitiable. The highest marks were only 42.5 percent in sub-skills no. 9 and 10 i.e.R9 and R10. In this skill students could deduce the meaning from contextual, syntactic and semantic clues and they could memorize the different word meaning. As a whole, the students of Rukum were found good in vocabulary skill achievement. In other skills, less than 40% mark was found which indicates the large gap of students' achievement. They performed good marks in sub skill no.5 i.e. R_5 using the reading techniques like skimming and scanning. They scored high marks in it in comparison to other sub-skills. In other words, they retrieved specific information and answer the question. The variation of interest and familiarity of the text might affect on such result.

On the other hand, the students of Rukum district scored the lowest marks in giving argument in their own words and appreciate the literary text. Especially in the sub-skills no.4 and 8 i.e. R_4 and R_8, students scored only 31.33 percent marks. In the same way, they performed a bit more marks in sub skills no. 3 and 11 i.e. R_3 and R_{11} by showing understanding of underlined themes and ideas of text which was very difficult for them and it was also difficult to identify and interpret the diagrammatic form. For the achievement of such skills the readiness of the students and proper teaching process was necessary. The students' achievement was found poor and it was also found that there was the lack of balance in student achievement in different sub skills so that the students are not made ready to study and they were found exam-oriented. Most of the students showed negative attitude towards the English language, which manifested imbalance performance.

3.2 Gaps in Achievement of Students in Reading Skill as a Whole in Rukum District

On the basis of table no. 1 the average marks were calculated in percentage in this table.

Table No. 2

SN	Sub-skills	FM	MO in		Gap in		Remarks
			Av.	Per.	Av.	Per.	
1	R_1	10	3.50	35	6.5	65	
2	R_2 and R_6	15	5.36	33.36	9.64	64.26	
3	R_3 and R_{11}	8	2.51	31.37	5.49	68.63	
4	R_4 and R_8	3	0.94	31.33	2.06	68.67	Maximum gap
5	R_5	4	1.58	39.5	2.42	60.5	
6	R_7	3	1.11	37	1.89	63	
7	R_9 and R_{10}	2	0.85	42.5	1.15	57.5	Minimum gap
	Total	45	15.88				

The above table was prepared on the basis of previous 1 table. This table shows that there was a large gap in students' achievement of Rukum district. It was also found that the gap of students' achievement in various sub skills of reading was found varied in between and among the schools in Rukum district. As a whole, the highest gap was found in reading sub skill no 4/8 i.e. R_4/ R_8 and lowest gap was found in sub skills no 9/10 i.e. R_9/R_{10} in the vocabulary achievement. Then in the other skills, their performance was in between these two skills.

3.3 Comparison of Students' Achievement and the Gap Variation Between the Individual Schools of Rukum District

The students' achievement was found varied between schools and among the students that was tabulated here (through the use of appendix I-IV).

Table No. 3

SN	F M	Type of Mark	Name of the Schools				Remarks
			TJHSS	BHSS	RGHSS	MHSS	The gap
1	45	Max MO	30	26	22	16	variation
		Gap	15	19	23	29	between the
		Percent	33.33	42.22	51.11	64.44	schools as well
2	45	Av. MO	19	17	16	10	as the students
		Gap	26	28	29	35	of the same
		Percent	57.77	62.22	64.44	77.77	school was
3	45	Min. MO	7	11	8	6	found.
		Gap	38	34	37	39	
		Percent	84.44	75.55	8.22	66.66	

The above table indicates the gap within a school and among the schools of Rukum district. It was also found that there were three types of students in each school. Some of them were talented, some were average and some were poor. Even in the TJHSS, the best school in comparison to the selected school, there were also very poor students in comparison to other schools. The above table further shows that, the students of TJHSS was ahead in obtain maximum marks, which scored 30 marks out of 45 . The students of MHSS scored only 16 marks and the students of other two schools, BHSS and RGHSS scored 26 and 22 marks respectively which shows that there was the variation in students' achievement between the schools and students as well.

On the other hand, it was also found that the students of TJHSS were poor in comparison to the lowest marks of the individual students. The lowest marks of individual students in BHSS was 11 and 6 marks was found in MHSS. Other two schools were found in between them.

It was concluded that there was found the gap among and between the students as well as the schools.

3.4 Gaps of Students' Achievement in Reading Skills of Individual School 'as a Whole' in Rukum District

The summary of the whole table analysis was calculated and concluded in this table.

Table No. 4

SN	Schools	FM	Marks in		Gap in		Remarks
			Average	Percent	Mark	Percent	
1	TJHSS	45	19.45	65.78	25.55	56.77	Minimum gap
2	BHSS	45	17.79	39.53	27.21	60.46	
3	RGHSS	45	14.55	32.33	30.45	67.66	
4	MHSS	45	11.75	26.11	33.25	73.88	Maximum gap
N=4	Total (X)		63.54				

From the above table

X=63.54

N = 4

Mean (Average) = $\dfrac{\Sigma X}{N}$

= $\dfrac{63.54}{4}$

= 15.88

Then, percentage $= \dfrac{MO}{FM} \times 100$ Gap in marks (out of 45)

$= \dfrac{15.88}{45} \times 100$ Gap $= ($ FM-MO) Marks

                                                    $= 45\text{-}15.88$ Marks

$= \dfrac{1588.00}{45}$ $= 29.12$ Marks

$= 35.28$

So, 35.28%

Again,   Gap $= $ (FM-MO) %

                            $= (100\text{-}35.28)$

                             $= 64.72\%$

          So, gap $= 64.72\%$

The table shows that the students of TJHSS Musikot had a minimum gap. The average marks of the school were 35.28 percent and gap was 64.72 percent. This was the highest marks than the other selected three schools although it was the low marks in comparison to the full marks. The average marks of the students of this school were above the minimum marks 14.4 out of 45 marks. Similarly, the students of MHSS fell in the lower rank because they scored only 11. 75 and it was found 73.89 percent gap in reading skill. The students of other two schools, BHSS and RGHSS were found in between the TJHSS and MHSS.

The above table shows that the vast gap between students' achievement and objectives of reading skill was found in Rukum district because the achievement was 35.28% and the gap was found 64.72%. Such type of over sixty percent gap seems serious, which should be minimized as much as possible.

3.5 Achievement of Students' at Different Sub-skills of Different Four Selected Schools

Researcher tabulated the students' achievement of different schools in four different headings on the basis of total marks obtained in different sub-skills in each school. The marks were calculated using the mean score which has been given in Appendices I to IV. The average marks of each school were calculated using the formula of mean.

3.5.1 Achievement of Students at TJHSS in Different Sub-skills of Reading Skill

Achievement of student at TJHSS was tabulated in the Appendix I. The average marks were calculated on the basis of marks obtained by students in the test. The average marks were tabulated and calculated in the table no. 5 below.

Table No. 5

SN	Sub-skills	F M	No. of Students	MO in total	Marks in Av.	Marks in per.	Remark
1	R_1	10	20	85	4.25	42.5	
2	R_2 and R_6	15	20	139	6.95	46.33	
3	R_3 and R_{11}	8	20	51.5	2.55	31.87	
4	R_4 and R_8	3	20	27	1.35	45	
5	R_5	4	20	29.5	1.47	36.75	
6	R_7	3	20	32.5	1.62	54.0	
7	R_9 and R_{10}	2	20	24.5	1.22	61.0	
	Total (x)	45	N=20	389	19.45	43.22	

In the above table ,

N= The total number of students

 x= Total mark obtained by whole students

M = Mean (average)

Then, the total number of the students (N) =20

Total marks obtained by the students (x) =389

Formula,

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{289}{20}$$

$$= 19.45 \qquad = 43.22\%$$

The above table shows that the students of TJHSS scored 19.45 marks i.e. 43.22 percent out of 45 marks in reading skill. Then the researcher analyzed the eleven sub-skills of reading indicating R_1 to R_{11}, among those sub-skills. Researcher was analyzed some of the sub-skills because of the similarity of sub-skills by grouping. Before the analysis of these skills, the researcher prepared the model test items on the basis of the specification grid which was applied because this is an important document implemented in our country.

In the above table, it was found that the low achievement of students' because the average marks of the students was very low which was lower than 50 percent. The achievement was found varied according to the different sub-skills as well.

The table no 5 shows that some of the students scored high marks and some of them scored very low marks in comparison. So, the varied result was found in every sub skills. Some students were found very talented because they solved all the questions and scored good marks but some of them performed poorly. In the above table, the students of TJHSS scored high marks in sub skill no. 9/10 i.e. R_{10}. It indicates that their memorization capacity was good and they were R_9 focused the vocabulary in the English language than the others. As a result, they wrote the correct answer in vocabulary and they were found good in deducing the meaning

of unfamiliar lexical items by means of contextual, syntactic and semantic clues. In the same way, they showed good performance in sub skill no.7, in which the proper word of interrupted text was required to supply. They scored 45 percent marks in this sub-skill. Then, their performance was seen satisfactory in longer text items. Most of the students solved such type of questions which were arranged in question no.1 for longer text item. Which was higher marks than short text although short texts are regarded easier than the longer text. On the other hand, reading sub skill no. 6 i.e. R_6 was also measured by the same question because they were similar in nature. The performance of this school was lower in reading sub skill no.3/11 i.e. R_3/R_{11} than the other which indicated that they were poor in comprehension questions. The students of TJHSS   secured the highest marks in reading sub-skill No. 9/10 i.e. R_9/R_{10} and it scored the lowest marks in reading sub skill no. 3/11 i.e. R_3/R_{11}. Then the other skills were found between the above two group of skills. So, it was concluded that students of this school were curious to learn the English language by memorizing the vocabulary. If the school administration could manage the proper teaching learning environment, the students' achievement would be effective.

3.5.2   Achievement of Students at BHSS in Different Sub-Skills of Reading Skill

Achievement of students at BHSS was tabulated in the Appendix II. The average marks were calculated on the basis of marks obtained by students in the test. The average marks were tabulated and calculated in the table no.6 below.

Table No. 6

SN	Sub-skills	FM	No. of Students	MO in total	Marks in Av.	Marks in per.	Remark

1	R₁	10	20	78	3.9	39	
2	R_2 and R_6	15	20	104	5.2	34.66	
3	R_3 and R_{11}	8	20	81	4.05	50.62	
4	R_4 and R_8	3	20	22.5	1.12	37.5	
5	R_5	4	20	36	1.8	45	
6	R_7	3	20	21.5	1.07	35.66	
7	R_9 and R_{10}	2	20	13	0.65	32.5	
	Total(x)	45	N=20	356	17.79	39.53	

In the above table ,

N= The total number of students

x= Total mark obtained by whole students

M = Mean (average)

Then, the total number of the students (N) =20

Total marks obtained by the students (x) = 356

Formula,

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{356}{20}$$

$$= 17.79$$

$$= 39.51\%$$

The above table shows that the students of BHSS scored 17.79 marks i.e. 39.51 percent marks out of 45. It was found that they secured poor marks in the vocabulary text i.e. sub-skill no 9 and 10. They were unable to write the correct meaning of the words or they showed the poor performance on it which also indicates that they had the poor capacity to deduce the meaning of the unfamiliar

lexical items by means of contextual, syntactic and semantic clues. It was found that most of the answers were written by guessing the words which they had memorized in the classroom teaching but they wrote them wrong. Similarly, their poor performance was seen in the longer text i.e. R_2/ R_6. Their answer in longer text was found very poor which is opposite of result of the students of TJHSS produced. But they were seen well in the understanding of the underlying themes and ideas of the text. From this question the researcher checked their performance of sub-skill no 11 i.e. R11 because the person who had poor capacity to catch the theme and ideas of the text can interpret the diagramatic form. For example, the capable students who could write the answer of the theme could interpret the routine of the important places like Bus Park and so on. Then, their poor performance was seen in R4 and R8. They couldn't get high marks in fill in the blanks types of test items which is a kind of interrupted text. Their performance in literary text was also very poor. Then rests of the sub -skills were in between these skills.

Finally, it was concluded that there was not any skill that the students performed best. Even studying in the same school students' capacity was found varied. However, such variation in performance might be caused because of sociological, geographical and even person's interest towards learning stratification.

3.5.3 Achievement of Students at RGHSS in Different Sub-skills of Reading Skill

Achievement of the at RGHSS was tabulated in the Appendix III then the average marks was calculated on the basis of marks obtained by students in the test. The average marks were tabulated and calculated in the table no. 7 below.

Table No. 7

SN	Sub-skills	FM	No. of Students	MO in total	Marks in Av.	Marks in per.	Remark
1	R_1	15	20	69.5	3.47	34.7	
2	R_2 and R_6	10	20	107	5.35	35.66	
3	R_3 and R_{11}	8	20	42	2.1	26.25	
4	R_4 and R_8	3	20	17.5	0.87	29.0	
5	R_5	4	20	27	1.35	33.75	
6	R_7	3	20	17	0.85	28.33	
7	R_9 and R_{10}	2	20	11	0.55	27.5	
	Total(x)	45	N= 20	291	14.55		

In the above table,

N= The total number of students

x= Total mark obtained by whole students

M = Mean (average)

Then, the total number of the students (N) =20

Total marks obtained by the students (x) =291

Formula,

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{291}{20}$$

$$= 14.55$$

$$= 32.33\%$$

The above table shows that the RGHSS got the 14.55 marks out of 45 i.e. 32.33 percent whereas maximum mark or full mark was 45 and minimum mark was 14.4. The students of RGHSS secured very poor marks in reading sub skill no 3/11

i.e. R_3/R_{11}. It performed the poor performance in vocabulary sub-skill i.e. R9 /R10. It indicates that they were unable to solve questions related to vocabulary and use of dictionary. In other words, they were poor in use of the simple words of their own. In comparison to this sub-skill no 9 and 10 they were ahead in sub-skill no 2 and 6. They scored 5.35 marks i.e. 35.66 percent in such test item so that they were better in sub-skill no 2 and 6 on the basis of their performance. Then, the rest of other sub-skills fell in between these sub-skills. It was also found that they were poor in literary text reading R_8. The students of RGHSS were poor in comparison to the student of other two schools, TJHSS and BHSS. The students of RGHSS scored minimum marks in sub-skill no 4/8 i.e. R_4/R_8. It was obvious that the argumentative questions were difficult for the poor students. The RGHSS got 1.35 i.e. 33.75 percent marks in sub-skill no 5. They also scored 3.47 i.e. 34.7 percent marks in the R1, which indicates that the students of this school favored the short text than the longer one. Finally, the students of RGHSS scored very low marks in average. The average marks of this school was just the minimum marks i.e. 14.4. It also shows that RGHSS had the low achievement in students' achievement of reading skills.

3.5.4 Achievement of Students at MHSS in Different Sub-Skills of Reading Skill

Achievement of students at MHSS was tabulated in the Appendix IV then the average mark was calculated on the basis of marks obtained by students in the test. The average mark was tabulated and calculated in the table no. 8 below.

Table No. 8

SN	Sub-skills	FM	No. of Students	MO in total	Marks in Av.	Marks in per.	Remark

1	R_1	15	20	48	2.4	23	
2	R_2 and R_6	10	20	79	3.95	24.46	
3	R_3 and R_{11}	8	20	27	1.35	16.87	
4	R_4 and R_8	3	20	8.5	0.42	30	
5	R_5	4	20	34.5	1.72	42.5	
6	R_7	3	20	18	0.9	30.0	
7	R_9 and R_{10}	2	20	20	1	50	
	Total(x)	45	N = 20	234	11.75		

In the above table,

N= The total number of students

x= Total mark obtained by whole students

M = Mean (average)

Then, the total number of the students (N) =20

Total marks obtained by the students (x) =234

Formula,

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{234}{20}$$

$$= 11.75$$

$$= 26.11\%$$

In the above table the mark of MHSS was pitiable because it scored only 11.76 i.e. 26.11 percent mark out of 45 which was the lowest mark than the other selected three schools. In comparison to the other sub-skill, R_9 and R_{10} were found satisfactory because they scored 50 percent marks in this item which indicates that the students were curious to learn the language by the help of words. They had

memorized many related words of the model questions that helped them to write the best answer of this test. So, the researcher concluded that if the proper teaching environment was maintained by the concerned authority, the students of that school could show the better performance. At the time of data collection, the school was found in very poor condition due to the lack of proper administration, physical and economical problem.

On the other hand, the school was found back in scoring high marks in understanding of the underlying theme and the ideas of the text and in interpreting the diagrammatic form. For the completion of such objectives, the school had to manage all basic factors at first. In the same way, the students of MHSS were found poor in longer text to analyze and understand. As a result, they became poor in identifying the structure and organization of the paragraph. Similarly, they were also poor in short text. But they were clever in understanding of the underlying themes and ideas and to describe in their own words especially in the fulfillment of sub-skill no 3 i.e. R3. In spite of the poorness in reading skill, they scored average marks in giving the free ideas and solved the questions of literary text. The text was studied by them and they had remembered till my test.

So, they wrote the satisfactory answer in this sub-skill. It was also found that they were ahead in fill in the blanks types of sub-skills i.e. likely continuation of interrupted text. The students showed their good performance in retrieving the specific information from the text by means of variety of reading techniques, e.g. skimming, scanning etc.

Finally, it was found that performance of the whole students was seen varied in every sub-skill. There was found the vast gap in various sub-skills.

All the above result showed that the students of different schools had the lack of opportunity to take qualitative education due to trained teacher, proper teaching materials. If they got chance of proper teaching learning environment, trained teacher, sufficient materials, etc. they could score good marks so that the awareness of an importance of English language should be expand in such remote area.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this research work was to find out the gap between curriculum objectives and students' achievement and analyze it in the reading skills in Rukum district. The major focus of selecting this district was to represent the rural area mainly the birth place of 12 years conflict which paralyzed the academic scenario as well. To find out the gap and analyze it, the achievement of students was tabulated under the different headings (skill wise and holistic table). The result was analyzed out on the basis of the average marks of the selected students.

The major findings of this research are as follows:

i.   The average gap in reading skills of secondary level was found 29.12 i.e. 64.72 percent in Rukum district.

ii.   The students of TJHSS scored the highest marks in comparison to other selected three schools although the gap of this school was found 56.77 percent. On the other hand the students of MHSS had obtain the lowest marks in comparison to others and 73.88 percent gap was found. The students of other two schools BHSS and RGHSS were found in between the above two schools.

iii.   It was found that the gap between curriculum objectives and students' achievement varied among and between the schools as well as the students of the same school.

iv.   The students of Rukum were found good in vocabulary sub-skill i.e. R_9/R_{10} than in the creative reading skills. They were poor in literary text and

understanding and giving argument which were related to reading sub-skill no 4 and 8 i.e. R_4/R_8.

v.   It was found that the students of Rukum were very much exam- oriented.

4.2   Recommendations

It was found that there is the vast gap in reading skills in Rukum district. Therefore, it should be improved as soon as possible. So the researcher would like to propose the following recommendations.

i.   The curriculum should be made so as to fulfil the need of a contemporary society and learners' interest. Then textbook should be made according to the curriculum objective, including interesting simplified activities.

ii.   Sufficient teaching materials should be provided and learner centered method should be applied in teaching. Evaluation and follow up activities should be conducted accordingly.

iii.   More research should be conducted in the field of curriculum objectives and students achievement. Then the recommendations of those studies should be implemented.

iv.   The trained teachers should be appointed and refresher training should be conducted occasionally. Reading materials should be provided to the students by the school administration and games and interesting activities should be included in teaching learning to enhance reading skills.

v.   The awareness of the importance English language should be expanded which can work as a remedial capsule to bridge the gap between curriculum objective and students' achievement.

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APPENDIX 'I'

Students' achievement of TJHSS in different sub-skills of reading skill

S.N	Students	Sub-skills	R1	R2/6	R3/11	R4/8	R5	R7	R9/10	Total
		F M	10	15	8	3	4	3	2	45
1	Bikash khadka	45	3	5.5	2	1	2	0.5	0.5	15
2	Opiram Oli	45	1.5	3	1	0.5	1	0.5	0.5	8
3	Prem kumar Oli	45	1	3	1	0.5	0.5	2	0.5	7
4	Prakash Pun	45	4.5	5.5	-	2	1	2.5	2	17
5	Mankumari Budha	45	3	8.5	-	3	-	2.5	2	19
6	Manisha Gautam	45	4	7	1	2.5	-	2	2	19
7	Narayani K.C	45	5	6	3	-	2	-	-	18
8	Namuna Reulee	45	4	7	3	2	-	1	2	18
9	Laxman Gurung	45	6	5	4	-	2	2	-	18
10	Laximi Roka	45	6	10	4	2	2	2	2	28
11	Lokendra Thapa	45	6.5	12	3.5	2	2.5	2	1.5	30
12	Karna Khadka	45	5.5	10.5	4.5	2	2.5	1.5	1.5	28
13	Hari Sharma	45	6	12.5	4	1.5	2.5	2	1.5	30
14	Dipak K.C	45	5	8.5	3	1.5	2	2	2	24
15	Rim Bdr Oli	45	6	6.5	4	1	2	1.5	2	23
16	Milan B. C	45	5.5	10	4.5	2	2	2	2	28
17	Nirmala Oli	45	4	6.5	2	-	2	2	0.5	17
18	Padam Bista	45	-	5	5	1	2	2	1	16
19	Mohan K. C.	45	4	6	-	2	1	2	1	16
20	Prakash Khadka	45	4.5	-	2	0.5	0.5	1.5	-	9
	Total		**85**	**139**	**51.5**	**27**	**29.5**	**32.5**	**24.5**	**389**
	Average Marks		**4.25**	**6.95**	**2.55**	**1.35**	**1.47**	**1.62**	**1.22**	**19.45**

APPENDIX 'II'

Students' achievement of BHSS in different sub-skills of reading skill

SN	Students	Subskills	R1	R2/6	R3/11	R4/8	R5	R7	R9/10	Total
		FM	10	15	8	3	4	3	2	45
1	Pabita K. C.	45	-	4	2	1	3	2	2	14
2	Sumitra Shahi	45	5	9	5.5	1	1	3	1.5	26
3	Tarak Hamal	45	5	-	4	1	2	0.5	0.5	13
4	Ubaraj Puri	45	3	4.5	6	1.5	0.5	1	0.5	17
5	Rachana Shaha	45	3	6.5	4	2	2	-	1.5	19
6	Putala Jaisi	45	2	-	3.5	2	2	1.5	-	11
7	Rudra Malla	45	3	4	3	1	2	2	1	16
8	Rudra Oli	45	2.5	4.5	3	-	2	-	-	12
9	Radha K. C.	45	5.5	8	6	1.5	2	-	-	23
10	Ramlal Giri	45	3.5	3.5	4.5	1	2	1.5	1	17
11	Rita Khanal	45	3.5	3.5	4.5	1	1	0.5	-	14
12	Prasanata K. C.	45	3	4.5	5	-	2	0.5	-	15
13	Kamala Giri	45	4	3.5	4	1	2	0.5	-	15
14	Karuna Giri	45	3	4	3.5	2	1	-	0.5	14
15	Kalpana B. K.	45	5	6	4.5	1	2	0.5	-	19
16	Khadga Bhudha	45	6.5	8.5	-	2	2	2	1	23
17	Subhadra Dahal	45	6	9.5	4	1	2	1	0.5	24
18	Tarak K. C.	45	4.5	8	4.5	1.5	2	1.5	0.1	23
19	Yaya Thapa	45	7	8.5	3.5	-	2	2	1	24
20	Ubraj Malla	45	3	4	5	1	1.5	1.5	1	17
	Total		**78**	**104**	**81**	**22.5**	**36**	**21.5**	**13**	**356**
	Average		**3.9**	**5.3**	**4.05**	**1.12**	**1.8**	**0.075**	**0.65**	

APPENDIX 'III'

Students' achievement of RGHSS in different sub-skills of reading skill

SN	Students	Sub skills	R1	R2/6	R3/11	R4/8	R5	R7	R9/10	Total
		FM	10	15	8	3	4	3	2	45
1	Bhagawati Oli	45	2	4	3	0.5	1.5	1	-	12
2	Lalita Oli	45	2	5	-	-	1	-	-	8
3	Manoj Oli	45	4	6	1	1	2	2	1	17
4	Jagadish Oli	45	3.5	5.5	0.5	-	1.5	1.5	1.5	14
5	lalita Khadka	45	4	7	1	2	2	-	-	16
6	Premkala Bantha	45	3	6	2	-	1	1	-	13
7	Prakashman Oli	45	3	5	2	-	1	1	-	12
8	Pabita Oli	45	6	7	3	1	2	-	1	20
9	Rim Bdr.Malla	45	1	3	1	-	2	1	-	8
10	Man Badr. Oli .	45	5	7	3	2	1	-	2	20
11	Shankar Oli	45	4.5	6.5	2	2	1	2	1	19
12	Dayaram Pun	45	3	5	2	1	2	1	-	14
13	Surendra Chand	45	5	9	4	0.5	2	0.5	1	22
14	Dipendra Pun	45	3	4	2.5	1	1	0.5	-	12
15	Hiralal Oli	45	4	3	2.5	1	1	-	0.5	12
16	Pawan Lamichane	45	4.5	7	3	2	2	0.5	-	19
17	Kabita Nakal	45	3	4	2	-	1	2	1	13
18	Mankala Nakal	45	3	5	2.5	1.5	1	1	2	16
19	Kamalsingh Oli	45	3	4	3	0.5	1	0.5	-	12
20	Dipak Oli	45	3	4	2	1.5	-	1.5	-	12
	Total		**69.5**	**107**	**42**	**17.5**	**27**	**17**	**11**	**219**
	Average		**3.47**	**5.35**	**21**	**0.87**	**1.35**	**0.85**	**0.55**	

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APPENDIX 'IV'

Students' achievement of MHSS in different sub-skills of reading skill

SN	Students	Sub skills	R1	R2/6	R3/11	R4/8	R5	R7	R9/10	Total
		FM	10	15	8	3	4	3	2	45
1	Arun Khadka	45	2.5	4	1	1	2	0.5	1	12
2	Balaram Dangi	45	2	4.5	-	1	2	1.5	1	12
3	Basanta Khadka	45	2	4	1	-	2	1	-	10
4	Bhawana Gharti.	45	2.5	4	2	1	2	1	0.5	13
5	Bir Bahadur B. C.	45	3	4.5	2.5	-	2	1	1	14
6	Bhawana Pun	45	2	3	1	-	2	-	-	8
7	Kamala Bista	45	-	4	3	1.5	2	0.5	1	12
8	Rim Kumar K. C.	45	2.5	6	2	-	2.5	1.5	1.5	16
9	Narayan Oli	45	3	4	2	-	2	2	-	13
10	Ganesh Oli	45	2	5	1	1	1	-	2	13
11	Gokarna Khadka	45	3	5	2	-	2	2	-	14
12	Hom Bdr. Khadka	45	4	6	-	-	2	2	1	15
13	Kam Bdr. Oli	45	3	4	1	-	2	1	2	13
14	Kedar K. C.	45	2	1.5	2	-	1	-	1.5	8
15	Lalmaya Oli	45	3	7	-	-	2	1	2	15
16	Gangaram Oli	45	2	1	-	1	1	-	1	6
17	Kuber Oli	45	1	3	-	1	-	1	1	7
18	Lal Bdr. Bista	45	4	3	2	-	2	1	2	14
19	Ananta K. C.	45	2	2	1.5	-	1	-	1.5	8
20	Mahendra Nepali	45	2.5	3.5	2	1	2	1	-	12
	Total		**48**	**79**	**27**	**8.5**	**34.5**	**18**	**20**	**235**
	Average		**2.4**	**3.95**	**1.35**	**0.42**	**1.72**	**0.9**	**1**	

APPENDIX 'V'

Structure of the test item evaluation

S.N.	Sub skills	Question No.	Full Mark
1	R_2 and R_6	1	15
2	R_1	4	10
3	R_3/R_{11}	3A i and ii	8
4	R_4/R_8	2 B	3
5	R_5	2 A and 2 D	4
6	R_7	3B	3
7	R_9/R_{10}	3 C i and ii	2
Total			45

ANSWER SHEET

Q.N. 1

A. i. Darkness

ii closer

iii sell

iv. best

v. nothing

vi. Noise

B. i. Suren was fishing in the sun Kosi River

ii. When twilight was changing into darkness, he saw a bright object.

iii. The Silence of the object made him think that it was not a helicopter.

iv. When he went close to the object a door opened and he was drawn into the vessel.

v. They knew Suren by using a long distance listening device.

C.　I . F　　ii. F　　iii. T　　iv. T

D. i. The spaceship came from another planet.

ii. The voice said "Welcome to our spaceship, Suren, 'Don't be afraid. Sit down on the coach behind you".

iii. Yes, they knew Suren's name by distance listening device.

Q .No 2

A. I. gets　　ii scrub　　iii. Women　　iv scrub　　v. nearly

B. I. She was naughty

ii. The servants had to:

- clean pots, and utensils

- Take care of the children

iii. The title is 'Madam and Her Madam' and Poets is Langston Hughes

Q.3

A. i. Paper notes are lighter than metal ones, they are worth the amount and metal note are heavy and take much times to account

ii. a. If all paper money were abolished then the corers and corers of rupee- coins would have to be minted.

   b. The piece of text explains about the use and importance of paper money.

B. i. Copper coins   ii Scared   iii. Worth

C. i. allowed

   ii heavier

D. i invented

   ii. Short

Q. 4 1. i. demise   ii. Sad   iii pioneer

4.2   b,

   a

   c

4.3 i. Mr. Nepali died in 5th September 2007.

   ii. Neon air travels Pvt. Ltd. Express the condolence to Mr. Nepali

   iii. Yes, he worked in BHS School.

   iv. Yes, He was the pioneer of BHS School.