

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the general background, the review of the related literature, the objectives and significance of the study and definition of some specific terms.

### 1.1 General Background

Language is a specific property of human being which distinguishes them from other animals. It is the most advanced and powerful means of communication in social contexts. It functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experiences. Language has been defined in several ways by different linguists. According to Barbar (1964, p. 10) "Human language is a signaling system. As its materials, it uses vocal sounds. It is important to remember that, basically a language is secondary and derivative. In the history of each individual, speech is learned before writing and there is good research for believing. There were primitive communities that had speech without writing script but there is not even a single community wWhere language is written only, but spoken". So, it can be said that language is a system of communication through use of vocal sounds. Another linguist, Todd (1987, p. 6) has written, "Language is a set of signals by which we communicate." .This definition implies that language enables us to communicate our ideas, emotions, thoughts etc. by using either vocal sounds or written symbols. Similarly, Oxford Dictionary of English Etymology (1996) defines, "Language is a body of words used by people. It is a form of words and style of expression." Regarding the above mentioned definitions of language we can say that language is the most powerful medium for receiving and producing a message.

### **1.1.1 Importance of the English Language**

Though no language is superior or inferior to any other language in term of communicating ideas, English is taken as a dominant language because of its wide coverage, rich vocabulary and literature, large language functions and so on. It has played the role of link language and become an influential international language. Nowadays, it has a dominant role in almost all the areas of life, i.e. trade, science, foreign affairs, information technology and consecutively in all educational system of the world. It has been the gateway to the world body of knowledge.

English language teaching and learning activity in Nepal has come a long-way now since its inception. Sharma (1990, p. 36) has written, "It was Jung Bahadur who introduced English language teaching in Nepal due to the influence of British Education System in 1910 B. S." In Nepal, English has been accorded top importance. So, it is compulsorily taught right from Grade I to Bachelor Level and it is also taught as an optional subject in most of the educational institutions in Nepal. Besides, a number of English medium schools have been established in private sector under the supervision, guidance and control of the Ministry of Education.

Thus, teaching and learning of English has been an important job in Nepalese context as well. A working knowledge of English has become a requirement in a number of fields.

According to Sthapit (2000, p. 3), the important of English as a foreign language is for learning the following activities:

- To participate in classroom interactions.
- To study course materials and other related academic or professional matters.
- To use it as a medium of expression in assignments, tests and examinations.

- To read things for pleasure and general information.
- To gain access to the world body of knowledge.
- To participate in movies, plays, talks, radio and television programmes etc.
- To keep them a breast of what is going on around the world.
- To participate in international meetings, seminars, conferences etc.
- To communicate with foreigners in general.
- To develop the learner's personality and enhance their career development.

### **1.1.2 Language Skills**

Skill refers to such an ability to do something in an expert way. For example, a man can swim in the river because of his swimming skill. In the similar way a man uses language skills to exchange his ideas, thoughts, feelings, emotions, etc. Language skills are the modes or manners in which language is used.

Among the four basic skills of language listening and speaking are the primary skills used in communication even by the illiterate people. The other two skills: reading and writing are secondary skills. Speaking and writing are the encoding processes where by we communicate our ideas, thoughts or feelings through one or the other form of language. Listening and reading are the parallel decoding processes by which we understand either spoken or written language. These four skills; listening, speaking, reading and writing are in the order that we originally learn our native language and they are also in the order that any foreign language is now very frequently taught. Actually, listening and reading serve us to receive the information. So, they are referred to as receptive skills. On the other hand, speaking and writing are productive skills. We express our desires, feelings etc. through these productive skills. We acquire listening and speaking skills without any conscious efforts. Therefore, they are referred as primary or obligatory language skills. On the other hand, reading and writing are called secondary or optional language skills because we are not compelled to acquire or learn them to conduct our life.

### **1.1.3 Reading Skill**

Skill means an ability to do something expertly and well. Learning a language means acquiring the four basic skills: listening, speaking, reading and writing. Reading is one of the receptive skills in language learning which opens the gate of knowledge. Davies (1974, p. 185) has written, "Reading comprehension is a process of analysis of receiving message from a written text."

In reading, a variety of skills are involved which can and should be developed by continuous and systematic practice. The true meaning of reading skill resembles the recognition of the script of a language, the deduction of meaning and use of unfamiliar lexical items, understanding conceptual meaning and understanding relation between parts of a text through lexical cohesive devices.

The communicative approach to language teaching has given instructors a different understanding of the role of reading skill in the language classroom and the types of texts that can be used in instruction. Grellet (1981, p. 33) has defined reading comprehension as "extracting the required information from a written text as efficiently as possible."

### **1.1.4 Importance of Reading**

Reading is necessary for increasing one's own professional knowledge and keeping oneself updated with the things happening around there. Reading is also useful for language acquisition. According to Cross (2003, p. 255) "Reading offers language input, as listening does. However, because it is fast and silent, the efficient reader is exposed to much more accurate linguistic content in a short span of time than when listening or engaging in interactive activities". Similarly, Harmer (2008, p. 99) is of the opinion that "Reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing." Reading texts also provide good models for writing. At different times, teachers can encourage students to focus on vocabulary, grammar, punctuation and other minor aspects. We can use reading materials to

demonstrate the way we construct sentence, paragraph and whole text. Students then have good models for their own writing.

Reading skill plays a vital role in the field of academic life. One needs to go through a number of books from beginning level to advanced level of academic life. Even in daily life, people get information by reading different newspapers and magazines. In the country like Nepal, where most of students do not get adequate exposure to the spoken form of English, learn it by reading literature and periodicals, or scientific and technical journals written in English. Reading skill is also necessary to enjoy literature of different types in leisure time. Thus we can say that teaching and learning reading skill is quite significant.

### **1.1.5 Skills Involved in Reading**

Reading involves a variety of skills which should be developed through continuous and systematic reading practice. Reading requires the ability to recognize words. Learning word-recognition skill early leads to wider reading habits both in and out of school. Some of the skills involved in reading are listed below (Munby, 1978).

- Recognizing the script of language.
- Deducing the meaning of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly used.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relation between parts of a text through lexical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.

- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details. (as cited in Sharma & Phyak, 2007, p. 232)

### **1.1.6 Types of Reading**

We may have different purposes of reading a text such as reading for pleasure, reading for information etc. Based on the purpose of reading and the level of the readers involved there are different types of reading which are as follows:

#### **1.1.6.2 Speed or Pace Based Reading**

There are three types of reading on the basis of speed. They are:

##### **a. Slow Reading:**

It refers to the reading in slow speed. Generally slow reading occurs in the first stage of reading. If the reader is reading a difficult passage and wants to understand the text in depth, the slow reading occurs automatically.

##### **b. Normal Reading:**

It refers to that reading which is neither slow nor fast. This type of reading is useful while teaching reading skill.

##### **c. Fast Reading:**

It refers to relatively faster reading. Such type of reading occurs while reading a simple text silently by expert native speakers.

#### **1.1.6.2 Noise Based Reading**

There are two types of reading on the basis of noise. They are:

**a. Silent Reading:**

It refers to the way of reading without producing sound and understanding of message through the graphic symbols with our eyes. It is the mental process of receiving message. It is applied by the readers who are at the advanced level for perceiving a written text in order to understand its content. It is useful for library reading, self study, etc. as we can obtain a lot of information from silent reading.

**b. Loud Reading:**

Loud reading refers to reading a text by producing sounds. It is also called oral reading. It involves both mental and physical processes. Loud reading is useful for the beginners to improve spelling and pronunciation. This type of reading is applied to enable the students to read with correct pronunciation, articulation, intonation and rhythm. J.B. Heaten (1988, p. 90) has claimed that reading aloud can test other skills beside pronunciation such as reading comprehension, memory and organization.

**1.1.6.3 Focus Based Reading**

There are two types of reading on the basis of focus of attention during the reading. They are:

**a. Skimming:**

The reading in which readers quickly run their eyes over a text to get the gist is known as skimming. Grellet (1981, p. 19) has written, "when skimming, readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer." So, it is a type of rapid reading.

**b. Scanning:**

The reading in which the reader quickly goes through a text to find a particular piece of information is known as scanning. Harmer (2008, p. 101) has written,

"Students need to be able to scan the text for particular bits of information they are searching for." To find the date of birth from a text is an example of scanning.

#### **1.1.6.4. General Purpose Based Reading**

There are two types of reading on the basis of general purpose of reading. They are:

##### **a. Extensive Reading:**

Reading longer texts, usually for one's own pleasure, is known as extensive reading. In extensive reading, students are expected to have general understanding of the text without necessarily understanding every word. This is a fluent activity mainly involving global understanding." The purpose of the extensive reading program will be to train the student to read directly and fluently in the foreign language for his/her enjoyment, without the aid of the teacher." (Rivers, 1968, p. 229)

##### **b. Intensive Reading:**

Reading shorter texts to extract detail information is known as intensive reading. It requires a higher degree of understanding than extensive reading. Making students able to answer detailed vocabulary and comprehension questions is the main aim of intensive reading. Cross (2003, p. 262) has written, "Intensive reading involves the class in the close reading of a passage, normally a fairly short one." Similarly, Harmer (2008, p. 99) has written, "the term 'intensive reading' refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms." This is more an accuracy activity involving reading for details. It plays a vital role to further progress in language under the teacher's guidance.



### **1.1.7 Reading Comprehension**

Every reader reads to grasp information from the graphic representation of language. The terms 'reading' and 'reading comprehension' are sometimes used for referring to the same thing or process but they are different. Reading comprehension is one of the most complex forms of cognition which means complete understanding of a text. It is the result of information from visual, auditory, semantic, conceptual and linguistic sources combining instantly to provide a meaning of each sentence or fragment. Reading comprehension also involves understanding the value of the text.

Reading comprehension is entirely needed for the students of the higher and advanced levels. General intelligence, interest, previous knowledge of the subject helps the reader a lot in reading comprehension. In fact reading comprehension is the process of extracting three levels of meaning: lexical meaning, grammatical/structural meaning and socio-cultural meaning.

It is one of the complex processes of reading as many factors such as background knowledge, syntactic knowledge, vocabulary, role of orthography, implication of instruction etc. have to be considered. Indeed, reading comprehension is much more than just decoding a text.

### **1.1.8 Testing Reading Comprehension**

Reading comprehension refers to extracting required information from a written/printed text as effectively as possible. It is an activity that we normally do while reading newspapers, books, posters, road signs, etc. The purpose here is not to correct the pronunciation or recognize the different shapes of letters or words but to extract the required information as effectively as possible by looking at the written text. When someone reads the text, they normally guess, predict and anticipate many things about the content and ideas in order to comprehend it.

For testing reading comprehension after presenting a reading text the learners can be given various sorts of exercises based on the following points:

- Understanding the conceptual meaning and the communicative value of sentence.
- Deducing the meaning of unfamiliar lexical items from the text.
- Predicting what will happen next in the text.
- Identifying the main points or important information and distinguishing them from the supporting details.
- Extracting points selectively for summary or other purposes.
- Skimming the text to see what it is about.
- Scanning the text to locate specifically required information.
- Transcoding information for diagrammatic representations.

In testing reading comprehension questions are set to test the students' understanding of a written text. The following types of test items can be set for testing reading.

- i. Matching item
- ii. True/False item
- iii. Multiple choice item with short text
- iv. Multiple choice item with longer text
- v. Completion item
- vi. Short answer question item
- vii. Cloze test item

## **1.2 Review of Related Literature**

There are several researches carried out in the field of reading skill. Some of them are discussed in the following paragraphs.

**Shiwakoti (1996)** carried out a research on "*An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District.*" He found

that private school students' performance was higher than the government aided school students' on lexical, textual and contextual levels.

Likewise, **Khanal (1997)** carried out a study entitled "*A Study of the Effectiveness of the Cloze Test and Conventional Objective Tests in Testing Reading Comprehension in English.*" He found that the private school students did better in both cloze and objective tests compared to the government aided school students. He also found that private school students did better in unseen text.

Then, **Shrestha (1998)** carried out a research on "*A Study on Reading Comprehension in the English Language of the Students of Grade Eight*" in Lalitpur district. She found that students could comprehend seen text better than unseen one. She also found correlation between comprehending seen text and unseen text. If one does better in seen text then he/she can do better also in unseen text.

Similarly, for comparing reading proficiency of grade nine students between Kathmandu and Jhapa Districts **Subedi (2000)** carried out a research on "*Reading Comprehension of the Grade Nine Students of Katmandu and Jhapa District.*" He concluded that the students studying in the schools of Katmandu performed better than the students of Jhapa district.

Likewise, **Patel (2003)** carried out a research on "*Reading Comprehension Ability of the Students of Grade X.*" He found that the Grade X students of Rautahat district could comprehend written texts better than that of Makawanpur district.

In the similar field, **Poudel (2008)** carried out a research on "*A Comparative Study on Reading Comprehension of Grade Seven Students of Kaski and*

*Parvat Districts.*" He found that rural school students performed better than the urban school students.

Likewise, **Karki (2009)** carried out a research on "*Reading Comprehension of English Newspaper Articles.*" He concluded that reading comprehension ability of the private school students was found better than government aided school students and students of science stream were better than students of commerce, education, humanities stream.

This study is quite different from the studies that have been carried out so far as it tries to identify and compare the proficiency of grade VIII students in comprehending written text, who are from the urban and rural areas of Syangja district. Furthermore, this study is based on the reading comprehension ability of the students in terms of different variables such as location, school, sex, text type and test items.

### **1.3 Objective of the Study.**

The study had the following objectives:

- i. To identify the reading proficiency of the students of grade VIII.
- ii. To compare the test results of the students on the basis of the following variables.
  - a. Location of the school
  - b. School
  - c. Sex
  - d. Text type
  - e. Test item
- iii. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study investigates the students' proficiency in reading, one of the important skills of language. So, the study will be useful for those involved in

the field of language teaching in general and English language teaching in particular. In addition, the study will be significant for policy makers, language planners, curriculum designers, syllabus designers, text book writers, trainers, school administrators, teachers and students of English language. Finally, this research work will be helpful for future researchers who want to carry out research works in this field.

### **1.5 Definition of the Key Terms**

Cloze test:	An exercise or test where the students are asked to supply the missing words on a regular interval.
Cloze text:	Specially prepared reading passage from which certain words have been removed and replaced with blank spaces.
Comprehension:	Understanding the content of reading lesson.
Government school:	The school that is financially supported by the government of Nepal.
Proficiency:	The quality of doing or being able to do something in a skilled or an expert way because of training and practice.
Rural area:	The area occupied by village development committee
Seen text:	A reading passage extracted from the text book, 'Our English Book-Grade8', published by curriculum development centre.
Unseen text:	A reading passage extracted from external sources except from the text book maintaining the same level of difficulty.
Urban area:	The area occupied by municipality.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted to complete the present study. It particularly focuses on primary and secondary sources of data, sample population, sampling procedure, tools for data collection, process of data collection, process of data analysis and limitations of the study.

#### **2.1 Source of Data**

This research was mainly based on the field study. So, primary as well as secondary sources of data were utilized during the study. These sources are presented below.

##### **2.1.1 Primary Source of Data**

For this study, the primary sources of data were the grade VIII students from the selected government schools of Syangja district.

##### **2.1.2 Secondary Source of Data**

The secondary sources of data for this research were various books, textbooks, articles, reports, research studies, dictionaries, journals and websites related to the study and helpful to elaborate the research topic in an easier way. Some of them include Barbar (1964), Munby (1978) etc.

#### **2.2 Population of the Study**

The total population of the study consisted of all the students studying in grade VIII in various government schools of Syangja district.

### **2.3 Sample Population**

Eighty students studying in grade VIII from the eight government schools located in both the urban and rural area of Syangja district were the sample population for the study (see Appendix-I)

### **2.4 Sampling Procedure**

Judgmental sampling procedure was used for selecting the schools and simple random sampling procedure was used for selecting the students. Ten students consisting of five boys and five girls from each of the eight schools were selected and used as sample for conducting the test.

### **2.5 Tools for Data Collection**

The major tool for the collection of data was a written test on reading comprehension (see Appendix-II). The test included three types of reading texts, viz.; seen text, unseen text and cloze text. The seen text was extracted from 'Our English Book-grade 8' published by CDC and the unseen text was taken from 'A Complete English Practice Book' published by Asia publication. The cloze text was designed and prepared by the researcher himself. The seen text and the unseen text carried equal full marks, i.e. 20 and the cloze text carried 10 full marks. Thus, the total full marks carried by the text was 50 and time given to attempt the test was one and a half hour. The following types of test item were used for the collection of data.

- i. Matching item
- ii. Multiple choice item
- iii. True/False item
- iv. Completion item
- v. Short answer question item
- vi. Cloze test item

## **2.6 Pilot Study**

The achievement of the objectives of any research depends on the tools of data collection. In this study a written test was designed to collect data. The researcher carried out a pilot study to test the tentative results and effectiveness of the test items. For this purpose, five boys and five girls from grade VIII of Shree Ghante Higher Secondary School, Aaruchour-7, Syangja were chosen randomly and the test was administered to them. The average score was found to be 24.6 (52.8%) out of 50 marks (see Appendix-IV). Besides, all the students completed the test within the given time i.e. one and a half hour. On the basis of the average score of the given item, the researcher realized that the test items were appropriate and used the same test items for collecting data.

## **2.7 Process of Data Collection**

The researcher used the following procedures to collect the primary data.

- i. First of all, the researcher selected the reading text and prepared the test items based on these texts.
- ii. Then, the researcher conducted a pilot test to ensure the appropriateness and effectiveness of the test items.
- iii. Next, the researcher visited the selected schools and took permission from the authority to administer the test.
- iv. After selecting the students by taking the help of English teacher and making them clear about the purpose and manner of the test, the researcher administered the test to them in a favorable environment.
- v. Then, the researcher collected the students' answer sheet and thanked them for their participation and co-operation.

## **2.8 Process of Data Analysis**

After collecting data and assigning marks to the students' answer in accordance with the marking scheme (see Appendix- III), the researcher used different statistical tools such as average and percentage to analyze and interpret the



obtained marks. The researcher took the help of tables, diagrams and charts to make the description more explicit and clear.

## **2.9 Limitations of the Study**

This study has the following limitations.

- i. The study was limited to the reading comprehension ability of grade VIII students.
- ii. It was limited to the sample population of eighty students from eight government schools of Syangja district.
- iii. It was further limited to the analysis of the data obtained from the written test that consists of a seen text, an unseen text and a cloze text.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is concerned with the analysis and interpretation of the data obtained from the test administered to the students involved in the study. The students' answers were marked systematically and their obtained marks were tabulated, analyzed and interpreted according to the objectives of the study.

The scores of the students were analyzed in two ways. Firstly their scores were used and analyzed to identify their reading comprehension ability regarding the different variables. Secondly a comparative analysis was made on the ability of their reading comprehension in terms of such variables. The analysis and interpretation of the data has resulted in the following details.

#### **3.1 Location-wise RCA of the Students**

Schools located in both urban area and rural are of Syangja district were involved in the study. The RCA of grade VIII students of each location was analyzed and interpreted as follows:

##### **3.1.1 RCA of the Students of Urban Area**

The following table shows the RCA of grade VIII students of the urban area of Syangia district in the seen, unseen and cloze text.

**Table No. 1****RCA of the Students of Urban Area**

Schools	Score Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	50
KHHSS	Average	16.6	14.1	4	34.7	
	Percentage	83%	70.5%	40%	69.4%	
PBHSS	Average	14.2	11.6	4	29.8	
	Percentage	71%	58%	40%	59.6%	
RPSS	Average	9.9	9.2	1.9	21	
	Percentage	49.5%	46%	19%	42%	
UPSS	Average	15	10.2	2.4	27.6	
	Percentage	75%	51%	24%	55.2%	
As a whole RCA	Average	13.925	11.275	3.075	28.275	
	Percentage	69.62%	56.37%	30.75%	56.55%	

The above table reflects that the average marks obtained by the students of urban schools is 28.275 out of 50 marks. Thus, their overall reading comprehension ability has been found to be 56.55%. Likewise, the students were found to score 13.925 (69.62%) marks in the seen text, 11.275 (56.37%) marks in the unseen text and 3.075 (30.75%) marks in the cloze text. Thus, the students were found better in comprehending the seen text than the unseen and cloze texts.

**3.1.2 RCA of the Students of Rural Area**

The following table shows the RCA of grade VIII students of the schools located in rural area of Syangja district in the seen, unseen and cloze text.

**Table No. 2****RCA of the Students of Rural Area**

Schools	Score Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	
BLSS	Average	15.2	16.2	6	37.4	
	Percentage	76%	81%	60%	74.8%	
JHSS	Average	13.1	11.3	2.8	27.2	
	Percentage	65.5%	56.5%	28%	54.4%	
SHSS	Average	17	15.6	6.4	39	
	Percentage	85%	78%	64%	78%	
THSS	Average	14.7	10.6	3	28.3	
	Percentage	73.5%	53%	30%	56.6%	
As a whole	Average	15	13.43	4.55	32.98	
RCA	Percentage	75%	67.15%	45.5%	65.96%	

The above table reflects that the average marks obtained by the students of rural schools is 32.98 out of 50 marks. Thus, their overall reading comprehension ability has been found to be 65.96%. Likewise, the students were found to score 15 (75%) marks in seen text, 13.43 (67.15%) marks in unseen text and 4.55 (45.5%) marks in cloze text. Thus, the students were found better in comprehending the seen text than the unseen and cloze texts.

### 3.2 School-wise RCA of the Students

There were altogether eight schools involved in the study. The RCA of the students of each school was analyzed and interpreted as follows.

### 3.2.1 RCA of the Students of Shree Kajiman Haritika Higher Secondary School

The following table shows the RCA of the students of Shree Kajiman Haritika Higher Secondary School located at Putalibazar Municipality-5, in Syangja district in terms of sex, text type and test item variables.

**Table No. 3**  
**RCA of the Students of KHHSS**

Sex	Text Types	Score Types	FM	Test items						Total
				M	MC	T/F	C	SQ	CT	
			→	8	8	8	8	8	10	50
Boys	Seen	Average	4	3.6	3.6	2.8	3.4	-	17.4	
		Percentage	100%	90%	90%	70%	85%	-	87%	
	Unseen	Average	3.8	3.2	1.8	3	3.4	-	15.2	
		Percentage	95%	80%	45%	75%	85%	-	76%	
	Cloze	Average	-	-	-	-	-	5.4	5.4	
		Percentage	-	-	-	-	-	54%	54%	
	Total	Average	7.8	6.8	5.4	5.8	6.8	5.4	38	
		Percentage	97.5%	85%	67.5%	72.5%	85%	54%	76%	
Girls	Seen	Average	4	3.2	3.4	2.2	3	-	15.8	
		Percentage	100%	80%	85%	55%	75%	-	79%	
	Unseen	Average	2.8	2.6	2.6	2.8	2.2	-	13	
		Percentage	70%	65%	65%	70%	55%	-	65%	
	Cloze	Average	-	-	-	-	-	2.6	2.6	
		Percentage	-	-	-	-	-	26%	26%	
	Total	Average	6.8	5.8	6	5	5.2	2.6	31.4	
		Percentage	85%	72.5%	75%	62.5%	65%	26%	62.8%	
As a whole RCA	Seen	Average	4	3.4	3.5	2.5	3.2	-	16.6	
		Percentage	100%	85%	87.5%	62.5%	80%	-	62.8%	
	Unseen	Average	3.3	2.9	2.2	2.9	2.8	-	14.1	
		Percentage	82.5%	72.5%	55%	72.5%	70%	-	70.5%	
	Cloze	Average	-	-	-	-	-	4	4	
		Percentage	-	-	-	-	-	40%	40%	
	Total	Average	7.3	6.3	5.7	5.4	6	4	34.7	
		Percentage	91.25%	78.75%	71.25%	67.5%	75%	40%	69.4%	

The above table displays that the students of KHHSS obtained 34.7 average marks out of 50 marks in the test. Thus, their overall reading comprehension

ability has been found to be 69.4%. Similarly, in terms of sex variable, the boys' average score was 38 (76%) and the girls' average score was 31.4 (62.8%) out of 50 marks. So, it is seen that the boys' RCA is higher than the girls' by difference of 6.6 (13.2%) marks. Likewise, the students were found to score the highest marks, 16.6 (83%), in seen text; the lowest marks, 4 (40%), in cloze text and 14.1 (70.5%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 7.3 out of 8 (91.25%) in matching item and lowest, i.e. 4 out of 10 (40%) in cloze test item.

### **3.2.2 RCA of the Students of Shree Purnamrit Bhawani Higher Secondary School.**

The following table shows the RCA of the students of Shree Purnamrit Bhawani Higher Secondary School located at Walling Municipality-2, in Syangja district in terms of sex, text type and test item variables.

**Table No. 4**

**RCA of the Student of PBHSS**

Sex	Text Types	Score Types	FM	Test items						Total
				M	MC	T/F	C	SQ	CT	
			→	8	8	8	8	8	10	50
Boys	Seen	Average	3.6	3	2.2	3.8	3	-	15.6	
		Percentage	90%	75%	55%	95%	75%	-	78%	
	Unseen	Average	3.4	2.6	2.6	2.6	2.6	-	13.8	
		Percentage	85%	65%	65%	65%	65%	-	69%	
	Cloze	Average	-	-	-	-	-	5.4	5.4	
		Percentage	-	-	-	-	-	54%	54%	
	Total	Average	7	5.6	4.8	6.4	5.6	5.4	34.8	
		Percentage	87.5%	70%	60%	80%	70%	54%	69.6%	
Girls	Seen	Average	3	2.4	2.6	2.2	2.6	-	12.8	
		Percentage	75%	60%	65%	55%	65%	-	64%	
	Unseen	Average	3	1.8	1.6	0.8	2.2	-	9.4	
		Percentage	75%	45%	40%	20%	55%	-	47%	
	Cloze	Average	-	-	-	-	-	2.6	2.6	
		Percentage	-	-	-	-	-	26%	26%	
	Total	Average	6	4.2	4.2	3	4.8	2.6	24.8	
		Percentage	75%	52.5%	52.5 %	75%	60%	26%	49.6%	
As a whole RCA	Seen	Average	3.3	2.7	2.4	3	2.8	-	14.2	
		Percentage	82.5%	67.5%	60%	75%	70%	-	71%	
	Unseen	Average	3.2	2.2	2.1	1.7	2.4	-	11.6	
		Percentage	80%	55%	52.5%	42.5%	60%	-	58 %	
	Cloze	Average	-	-	-	-	-	4	4	
		Percentage	-	-	-	-	-	40%	40 %	
	Total	Average	6.5	4.9	4.5	4.7	5.2	4	29.8	
		Percentage	81.25%	61.25%	56.25%	58.75%	65%	40%	59.6%	

The above table displays that the students of PBHSS obtained 29.8 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 59.6%. Similarly, in terms of sex variable the boys'

average score was 34.8 (69.6%) and the girls' average score was 24.8 (49.6%) out of 50 marks. So, it is seen that the boys' RCA is higher than the girls' by difference of 10 (20%) marks. Likewise, the students were found to score the highest marks, 14.2 (71%) in seen text; the lowest marks, 4 (40%) in cloze text and 11.6 (58%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 6.5 out of 8 (81.25%) in matching item and lowest, i.e. 4 out of 10 (40%) in cloze test item.

### **3.2.3 RCA of the Students of Shree Ramkosh Phoolbari Secondary School**

The following table shows the RCA of the students of Shree Ramkosh Phoolbari Secondary School located at Putalibazar Municipality-6, in Syangja district in terms of sex, text type and test item variables.



**Table No. 5**  
**RCA of the Students of RPSS**

Sex	Text Types	Score Types	FM	Test items						Total
				M	MC	T/F	C	SQ	CT	
			→	8	8	8	8	8	10	50
Boys	Seen	Average	2.8	2.6	2.4	2.2	1	-	11	
		Percentage	70%	65%	60%	55%	25%	-	55%	
	Unseen	Average	2.4	2	2.4	1	2.4	-	10.2	
		Percentage	60%	50%	60%	25%	60%	-	51%	
	Cloze	Average	-	-	-	-	-	2.2	2.2	
		Percentage	-	-	-	-	-	22%	22%	
	Total	Average	5.2	4.6	4.8	3.2	3.4	2.2	23.4	
		Percentage	65	57.5%	60%	40%	42.5%	22%	46.8%	
	Girls	Seen	Average	1.6	2	2.4	1.2	1.6	-	8.8
			Percentage	40%	50%	60%	30%	40%	-	44%
Unseen		Average	2.2	0.6	2.2	0.8	2.4	-	8.2	
		Percentage	55%	15%	55%	20%	60%	-	41%	
Cloze		Average	-	-	-	-	-	1.6	1.6	
		Percentage	-	-	-	-	-	16%	16%	
Total		Average	3.8	2.6	4.6	2	4	1.6	18.6	
		Percentage	47.5%	32.5%	57.5%	25%	50%	16%	37.2%	
As a whole RCA		Seen	Average	2.2	2.3	2.4	1.7	1.3	-	9.9
			Percentage	55%	57.5%	60%	42.5%	32.5%	-	49.5%
	Unseen	Average	2.3	1.3	2.3	0.9	2.4	-	9.2	
		Percentage	57.5%	32.5%	57.5%	22.5%	60%	-	46%	
	Cloze	Average	-	-	-	-	-	1.9	1.9	
		Percentage	-	-	-	-	-	19%	19%	
	Total	Average	4.5	3.6	4.7	2.6	3.7	1.9	21	
		Percentage	56.25%	45%	58.75%	32.5%	46.25%	19%	42%	

The above table displays that the students of RPSS obtained 21 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 42%. Similarly, in terms of sex variable the boys' average

score was 23.4(46.8%) and the girls' average score was 18.6 (37.2%) out of 50 marks. So it is seen that the boys' RCA is higher than the girls' by difference of 4.8(9.6%) marks. Likewise, the students were found to score the highest marks, 9.9(49.5%) in seen text; the lowest marks, 1.9(19%) in cloze text and 9.2(46%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 4.7 out of 8 (58.75%) in True/False item and lowest, i.e. 1.9 out of 10 (19%) in cloze test item.

#### **3.2.4 RCA of the Students of Shree Upallo Pekhu Secondary School**

The following table shows the RCA of the students of Shree Upallo Pekhu Secondary School located at Walling Municipality -10, in Syangja district in terms of sex, text type and test item variables.

**Table No. 6**  
**RCA of the Students of UPSS**

Sex	Text Types	Score Types	FM	Test items						Total
				M	MC	T/F	C	SQ	CT	
			→	8	8	8	8	8	10	50
Boys	Seen	Average	4	3.4	3.6	2.4	2.6	-	16	
		Percentage	100%	85%	90%	60%	65%	-	80%	
	Unseen	Average	3.2	2	1.6	1.4	1.6	-	9.8	
		Percentage	80%	50%	40%	35%	40%	-	49%	
	Cloze	Average	-	-	-	-	-	2.8	2.8	
		Percentage	-	-	-	-	-	28%	28%	
	Total	Average	7.2	5.4	5.2	3.8	4.2	2.8	28.6	
		Percentage	90%	67.5%	65%	47.5%	52.5%	28%	57.2%	
Girls	Seen	Average	3.2	2.2	4	2.2	2.4	-	14	
		Percentage	80%	55%	100%	55%	60%	-	70%	
	Unseen	Average	2.4	2.8	2.2	1.2	2	-	10.6	
		Percentage	60%	70%	55%	30%	50%	-	53%	
	Cloze	Average	-	-	-	-	-	2	2	
		Percentage	-	-	-	-	-	20%	20%	
	Total	Average	5.6	5	6.2	3.4	4.4	2	26.6	
		Percentage	70%	62.5%	77.5%	42.5%	55%	20%	53.2%	
As a whole RCA	Seen	Average	3.6	2.8	3.8	2.3	2.5	-	15	
		Percentage	90%	70%	90%	57.5%	62.5%	-	75%	
	unseen	Average	2.8	2.4	1.9	1.3	1.8	-	10.2	
		Percentage	70%	60%	47.5%	32.5%	45%	-	51%	
	Cloze	Average	-	-	-	-	-	2.4	2.4	
		Percentage	-	-	-	-	-	24%	24%	
	Total	Average	6.4	5.2	5.7	3.6	4.3	2.4	27.6	
		Percentage	80%	65%	71.25%	45%	53.75%	24%	55.2%	

The above table displays that the students of UPSS obtained 27.6 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 55.2%. Similarly, in terms of sex variable the boys' average score was 28.6(57.2%) and the girls' average score was 26.6 (53.2%) out of 50 marks. So, it is seen that the boys' RCA is higher than the girls' by difference of 2(4%) marks. Likewise, the students were found to score the highest marks, 15(75%) in seen text; the lowest marks, 2.4(24%) in cloze text and 10.2(51%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally in terms of test item the students were found to score highest, i.e. 6.4 out of 8(80%) in matching item and lowest, i.e. 2.4 out of 10(24%) in cloze test item.

### **3.2.5 RCA of the Students of Shree Buddha Lower Secondary School**

The following table shows the RCA of the students of Shree Buddha Lower Secondary School located at Aaruchour V.D.C.-9, in Syangja district in terms of sex, text type and test item variables.

**Table No. 7**

**RCA of the Students of BLSS**

Sex	Text Types	Score Types	FM →	Test items						Total
				M	MC	T/F	C	SQ	CT	
				8	8	8	8	8	10	
Boys	Seen	Average	2.8	3.2	3.8	3	2.8	-	15.6	
		Percentage	70%	80%	95%	75%	70%	-	78%	
	Unseen	Average	3.4	3.6	3.6	1.4	3.8	-	15.8	
		Percentage	85%	90%	90%	35%	95%	-	79%	
	Cloze	Average	-	-	-	-	-	6.2	6.2	
		Percentage	-	-	-	-	-	62%	62%	
	Total	Average	6.2	6.8	7.4	4.4	6.6	6.2	37.6	
		Percentage	77.5%	85%	92.5%	55%	82.5%	62%	75.2%	
Girls	Seen	Average	4	2	3.4	2.4	3	-	14.8	
		Percentage	100%	50%	85%	60%	75%	-	74%	
	Unseen	Average	4	4	4	2.6	2	-	16.6	
		Percentage	100%	100%	100%	65%	50%	-	83%	
	Cloze	Average	-	-	-	-	-	5.8	5.8	
		Percentage	-	-	-	-	-	58%	58%	
	Total	Average	8	6	7.4	5	5	5.8	37.2	
		Percentage	100%	75%	92.5%	62.5%	62.5%	58%	74.4%	
As a whole RCA	Seen	Average	3.4	2.6	3.6	2.7	2.9	-	15.2	
		Percentage	85%	65%	90%	67.5%	72.5%	-	76%	
	Unseen	Average	3.7	3.8	3.8	2	2.9	-	16.2	
		Percentage	92.5%	95%	95%	50%	72.5%	-	81%	
	Cloze	Average	-	-	-	-	-	6	6	
		Percentage	-	-	-	-	-	60%	60%	
	Total	Average	7.1	6.4	7.4	4.7	5.8	6	37	
		Percentage	88.75%	80%	92.5%	58.75%	72.5%	60%	74.8%	

The above table displays that the students of BLSS obtained 37.4 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 74.8%. Similarly, in terms of sex variable the boys' average score was 37.6 (75.2%) and the girl's average score was 37.2 (74.4%) out of 50 marks. So, it is seen that the boys' RCA is higher than the girls' by difference of 0.4 (0.8%) marks. Likewise, the students were found to score the highest marks, 16.2 (81%) in unseen text; the lowest marks, 6(60%), in cloze text and 15.2 (76%) marks in seen text. This indicates that the students' RCA is better in unseen text than in seen and cloze texts in terms of text type. Finally in terms of test item the students were found to score highest, i.e. 7.1 out of 8 (88.75%) in matching item and lowest, i.e. 6 out of 10 (60%) in cloze test item.

### **3.2.6 RCA of the Students of Shree Jana Higher Secondary School**

The following table shows the RCA of the students of Shree Jana Higher Secondary School located at Rapakot V.D.C.-9, in Syangja district in terms of sex, text type and test item variables.

**Table No. 8**

**RCA of the Students of JHSS**

Sex	Text Types	Score Types	FM →	Test items						Total
				M	MC	T/F	C	SQ	CT	
				8	8	8	8	8	10	
Boys	Seen	Average	2.4	2.8	2.8	1.6	2	-	11.6	
		Percentage	60%	70%	70%	40%	50%	-	58%	
	Unseen	Average	1.8	2.8	3.2	1	1.2	-	10	
		Percentage	45%	70%	80%	25%	30%	-	50%	
	Cloze	Average	-	-	-	-	-	1.4	1.4	
		Percentage	-	-	-	-	-	14%	14%	
	Total	Average	4.2	5.6	6	2.6	3.2	1.4	23	
		Percentage	52.5%	70%	75%	32.5%	40%	14%	46%	
Girls	Seen	Average	3	3.4	2.6	2.4	3.2	-	14.6	
		Percentage	75%	85%	65%	60%	80%	-	73%	
	Unseen	Average	2.8	2.4	3.2	2	2.2	-	12.6	
		Percentage	70%	60%	80%	50%	55%	-	63%	
	Cloze	Average	-	-	-	-	-	4.2	4.2	
		Percentage	-	-	-	-	-	42%	42%	
	Total	Average	5.8	5.8	5.8	4.4	5.4	4.2	31.4	
		Percentage	72.5%	72.5%	72.5%	55%	67.5%	42%	62.8%	
As a whole RCA	Seen	Average	2.7	3.1	2.7	2	2.6	-	13.1	
		Percentage	67.5%	77.5%	67.5%	50%	65%	-	65.5%	
	Unseen	Average	2.3	2.6	3.2	1.5	1.7	-	11.3	
		Percentage	57.5%	65%	80%	37.5%	42.5%	-	56.5%	
	Cloze	Average	-	-	-	-	-	2.8	2.8	
		Percentage	-	-	-	-	-	28%	28%	
	Total	Average	5	5.7	5.9	3.5	4.3	2.8	27.2	
		Percentage	62.5%	71.25%	73.75%	43.75%	53.75%	28%	54.4%	

The above table displays that the students of JHSS obtained 27.2 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 54.4%. Similarly, in terms of sex variable the boys' average score was 23 (46%) and the girls' average score was 31.4 (62.8%) out

of 50 marks. So it is seen that the girls' RCA is higher than the boys' by difference of 8.4(16.8%) marks. Likewise, the students were found to score the highest marks, 13.1 (65.5%) in seen text; the lowest marks, 2.8(28%) in cloze text and 11.3 (56.5%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 5.9 out of 8 (73.75%) in True/False item and lowest, i.e. 2.8 out of 10 (28%) in cloze test item.

### **3.2.7 RCA of the Students of Shree Sarbodaya Higher Secondary School**

The following table shows the RCA of the students of Shree Sarbodaya Higher Secondary School located at Aaruchour V.D.C-2, in Syangja district in terms of sex, text type and test item variables.



**Table No. 9**  
**RCA of the Students of SHSS**

Sex	Text Types	Score Types	FM →	Test items						Total
				M	MC	T/F	C	SQ	CT	
				8	8	8	8	8	10	
Boys	Seen	Average	2.2	4	3.4	4	3.6	-	17.2	
		Percentage	55%	100%	85%	100%	90%	-	86%	
	Unseen	Average	3	3	3.6	2.8	3.8	-	16.2	
		Percentage	75%	75%	90%	70%	95%	-	81%	
	Cloze	Average	-	-	-	-	-	6.6	6.6	
		Percentage	-	-	-	-	-	66%	66%	
	Total	Average	5.2	7	7	6.8	7.4	6.6	40	
		Percentage	65%	87.5%	87.5%	85%	92.5%	66%	80%	
Girls	Seen	Average	2.8	4	3.4	3.4	3.2	-	16.8	
		Percentage	70%	100%	85%	85%	80%	-	84%	
	Unseen	Average	2.6	3.2	2.6	3	3.6	-	15	
		Percentage	65%	80%	65%	75%	90%	-	75%	
	Cloze	Average	-	-	-	-	-	6.2	6.2	
		Percentage	-	-	-	-	-	62%	62%	
	Total	Average	5.4	7.2	6	6.4	6.8	6.2	38	
		Percentage	67.5%	90%	75%	80%	85%	62%	76%	
As a whole RCA	Seen	Average	2.5	4	3.4	3.7	3.4	-	17	
		Percentage	62.5%	100%	85%	92.5%	85%	-	85%	
	Unseen	Average	2.8	3.1	3.1	2.9	3.7	-	15.6	
		Percentage	70%	77.5%	77.5%	72.5%	92.5%	-	78%	
	Cloze	Average	-	-	-	-	-	6.4	6.4	
		Percentage	-	-	-	-	-	64%	64%	
	Total	Average	5.3	7.1	6.5	6.6	7.1	6.4	39	
		Percentage	66.25%	88.75%	81.25%	82.5%	88.75%	64%	78%	

The above table displays that the students of SHSS obtained 39 average marks out of 50 marks in the test. Thus, their overall reading comprehension ability has been found to be 78%. Similarly, in terms of sex variable the boys' average score was 40(80%) and the girls' average score was 38(76%) out of 50 marks. So it is seen that the boys' RCA is higher than the girls' by difference of 1(2%) marks. Likewise, the students were found to score the highest marks, 17(85%)

in seen text, the lowest marks, 6.4(64%) in cloze text and 15.6 (78%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 7.1 out of 8(88.75%) in both multiple choice and short question item and lowest, i.e. 6.4 out of 10 (64%) in cloze test item.

### **3.2.8 RCA of the Students of Shree Tri-shahid Higher Secondary School**

The following table shows the RCA of the students of Shree Tri-shahid Higher Secondary School located at Panchamool V.D.C-2, in Syangja district in terms of sex, text type and test item variables.

**Table No. 10**

**RCA of the Students of THSS**

Sex	Text Types	Score Types	FM	Test items						Total
				M	MC	T/F	C	SQ	CT	
			→	8	8	8	8	8	10	
Boys	Seen	Average	4	1.8	2.8	1.8	3.4	-	13.8	
		Percentage	100%	45%	70%	45%	85%	-	69%	
	Unseen	Average	4	2.6	1	1.6	1.2	-	10.4	
		Percentage	100%	65%	25%	40%	30%	-	52%	
	Cloze	Average	-	-	-	-	-	3	3	
		Percentage	-	-	-	-	-	30%	30%	
	Total	Average	8	4.4	3.8	3.4	4.6	3	27.2	
		Percentage	100%	55%	47.5%	42.5%	57.5%	37.5%	54.4%	
Girls	Seen	Average	4	2.4	3.6	2.8	2.8	-	15.6	
		Percentage	100%	60%	90%	70%	70%	-	78%	
	Unseen	Average	4	1.6	0.8	2	2.4	-	10.8	
		Percentage	100%	40%	20%	50%	60%	-	54%	
	Cloze	Average	-	-	-	-	-	3	3	
		Percentage	-	-	-	-	-	30%	30%	
	Total	Average	8	4	4.4	4.8	5.2	3	29.4	
		Percentage	100%	50%	55%	60%	65%	30%	58.8%	
As a whole RCA	Seen	Average	4	2.1	3.2	2.3	3.1	-	14.7	
		Percentage	100%	52.5%	80%	57%	77.5%	-	73.5%	
	Unseen	Average	4	2.1	0.9	1.8	1.8	-	10.6	
		Percentage	100%	52.5%	22.5%	45%	45%	-	53%	
	Cloze	Average	-	-	-	-	-	3	3	
		Percentage	-	-	-	-	-	30%	30%	
	Total	Average	8	4.2	4.1	4.1	4.9	3	28.3	
		Percentage	100%	52.5%	51.25%	51.25%	61.25%	30%	56.6%	

The above table displays that the students of THSS obtained 28.3 average marks out of 50 marks in the test. Thus their overall reading comprehension ability has been found to be 56.6%. Similarly in terms of sex variable the boys' average score was 27.2 (54.4%) and the girls' average score was 29.4(58.8%) out of 50 marks. So it is seen that the girls' RCA is higher than the boys' by difference of 2.2(4.4%) marks. Likewise, the student were found to score the highest marks, 14.7 (73.5%) in seen text; the lowest marks, 3(30%) in cloze text and 10.6(53%) marks in unseen text. This indicates that the students' RCA is better in seen text than in unseen and cloze texts in terms of text type. Finally, in terms of test item the students were found to score highest, i.e. 8 out of 8 (100%) in matching item and lowest, i.e. 3 out of 10(30%) in cloze test item.

### **3.3 Sex-wise RCA of the Students**

Under this section, the RCA of the boys and girls involved in the study was analyzed and interpreted as follows.

#### **3.3.1 RCA of the Boys as a Whole**

The following table shows the reading comprehension ability of the boys from eight schools of Syangja district in terms of text type.

**Table No. 11**  
**RCA of the Boys**

Schools	Score Types	FM	Seen Text	Unseen text	Cloze text	Total
		→	20	20	10	50
KHHSS	Average	7.4	15.2	5.4	38	
	Percentage	87%	76%	54%	76%	
PBHSS	Average	15.6	13.8	5.4	34.8	
	Percentage	78%	69%	54%	69.6%	
RPSS	Average	11	10.2	2.2	23.4	
	Percentage	55%	51%	22%	46.8%	
UPSS	Average	16	9.8	2.8	28.6	
	Percentage	80%	49%	28%	57.2%	
BLSS	Average	15.6	15.8	6.2	37.6	
	Percentage	78%	79%	62%	75.2%	
JHSS	Average	11.6	10	1.4	23	
	Percentage	58%	50%	14%	46%	
SHSS	Average	17.2	16.2	6.6	40	
	Percentage	86%	81%	66%	80%	
THSS	Average	13.8	10.4	3	27.2	
	Percentage	69%	52%	30%	54.4%	
As a whole RCA	Average	14.775	12.675	4.125	31.575	
	Percentage	73.875%	63.375%	41.25%	63.15%	

In the analysis of the marks obtained by the boys the average score was found to be 31.575 out of 50 full marks. So, the boys' overall reading comprehension ability was 63.15%. In terms of text type variable, they obtained 14.775 (73.875%) marks in seen text where as 12.675(63.375%) and 4.125(41.25%) marks in unseen text and cloze text respectively. Thus, the boys' RCA was found better in seen text than in other types of text. Likewise, RCA of the boys of SHSS was the highest among the schools as they scored 40(80%) marks in average and the RCA of the boys of JHSS was the lowest, i.e. 23(46%) marks in average. Similarly, the RCA of the boys of SHSS (80%) KHHSS (76%),

BLSS (75.2%) and PBHSS (69.6%) was above the average marks (63.15%) where as the RCA of the boys of UPSS (57.2%), THSS (54.4%), RPSS (46.8%) and JHSS (46%) was below the average marks.

### 3.3.2 RCA of the Girls as a Whole

The following table shows the reading comprehension ability of the girls form eight schools of Syangja district in terms of text type.

**Table No. 12**  
**RCA of the Girls**

Schools	Score Types	FM	Seen Text	Unseen text	Cloze text	Total
		→	20	20	10	50
KHHSS	Average		15.8	13	2.6	31.4
	Percentage		79%	65%	26%	62.8%
PBHSS	Average		12.8	9.4	2.6	24.8
	Percentage		64%	47%	26%	49.6%
RPSS	Average		8.8	8.2	1.6	18.6
	Percentage		44%	41%	61%	37.2%
UPSS	Average		14	10.6	2	26.6
	Percentage		70%	53%	20%	53.2%
BLSS	Average		14.8	16.6	5.8	37.2
	Percentage		74%	83%	58%	74.4%
JHSS	Average		14.6	12.6	4.2	31.4
	Percentage		73%	63%	42%	62.8%
SHSS	Average		16.8	15	6.2	38
	Percentage		84%	75%	62%	76%
THSS	Average		15.6	10.8	3	29.4
	Percentage		78%	54%	30%	58.8%
As a whole	Average		14.15	12.025	3.5	29.675
RCA	Percentage		70.75%	60.125%	35%	59.35%

In the analysis of the marks obtained by the girls the average score was found to be 29.675 out of 50 full marks. So, the girls' overall reading comprehension

ability was 59.35%. In terms of text type variable, they obtained 14.15(70.75%) in seen text whereas 12.025(60.125%) and 3.5(35%) marks in unseen text and cloze text respectively. Thus, the girls' RCA was found better in seen text than in other types of text. Likewise, the RCA of the girls of SHSS was the highest among the schools as they scored 38 (76%) marks in average and the RCA of the girls of RPSS was the lowest, i.e. 18.6(37.2%) marks in average. Similarly, the RCA of the girls of SHSS (76%), BLSS (74.4%) KHHSS (62.8%) and JHSS (62.8%) was above the average marks (59.35%) where as the RCA of the girls of THSS (58.8%), UPSS (53.2%), PBHSS (49.6%) and RPSS (37.2%) was below the average marks.

### **3.4 Text Type-wise RCA of the Students.**

Three variables of reading text, viz. seen text, unseen text and cloze text were involved in the study. The RCA of the students in terms of each text type was analyzed and interpreted as follows.

**Table No. 13****RCA of the Students in Terms of Text Types**

Schools	Scores Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	
KHHSS	Average	16.6	14.1	4	34.7	
	Percentage	83%	70.5%	40%	69.4%	
PBHSS	Average	14.2	11.6	4	29.8	
	Percentage	71%	58%	40%	59.6%	
RPSS	Average	9.9	9.2	1.9	21	
	Percentage	49.5%	46%	19%	42%	
UPSS	Average	15	10.2	2.4	27.6	
	Percentage	75%	51%	24%	55.2%	
BLSS	Average	15.2	16.2	6	37.4	
	Percentage	76%	81%	60%	74.8%	
JHSS	Average	13.1	11.3	2.8	27.2	
	Percentage	65.5%	56.5%	28%	54.4%	
SHSS	Average	17	15.6	6.4	39	
	Percentage	85%	78%	64%	78%	
THSS	Average	14.7	10.6	3	28.3	
	Percentage	73.5%	53%	30%	56.6%	
As a whole RCA	Average	14.463	12.35	3.812	30.625	
	Percentage	72.315%	61.75%	38.12%	61.25%	

The above table reflects the RCA of the students involved in the study in comprehending seen text, unseen text and cloze text. It shows that the students scored highest, i.e. 14.463 out of 20(72.315%) marks in seen text; lowest, i.e. 3.812 out of 10 (38.12%) marks in cloze text and 12.35 out of 20(61.75%) marks in unseen text. Thus, the students' RCA was higher in seen text than in unseen and cloze text and again it was better in unseen text than in cloze text.



### 3.5 Test Item-wise RCA of the Students

Under this section, six variables of test items, viz.; matching, multiple choices, true or false, completion, short answer question and cloze test were taken into consideration during the study. The RCA of the students in terms of each test item was analyzed and interpreted as follows.

**Table No. 14**  
**RCA of the Students in Terms of Test Items**

Schools	Scores Types	FM →	Text Items						Total
			M	MC	T/F	C	SQ	CT	
			8	8	8	8	8	10	
KHHSS	Average	7.3	6.3	5.7	5.4	6	4	34.7	
	Percentage	91.25%	78.75%	71.25%	67.5%	75%	40%	69.4%	
PBHSS	Average	6.5	4.9	4.5	4.7	5.2	4	29.8	
	Percentage	81.25%	61.25%	56.25%	58.75%	65%	40%	59.6%	
RPSS	Average	4.5	3.6	4.7	2.6	3.7	1.9	21	
	Percentage	56.25%	45%	58.75%	32.5%	46.25%	19%	42%	
UPSS	Average	6.4	5.2	5.7	3.6	4.3	2.4	27.6	
	Percentage	80%	65%	71.25%	45%	53.75%	24%	55.2%	
BLSS	Average	7.1	6.4	7.4	4.7	5.8	6	37.4	
	Percentage	88.75%	80%	92.5%	85.75%	72.5%	60%	74.8%	
JHSS	Average	5	5.7	5.9	3.5	4.3	2.8	27.2	
	Percentage	62.5%	71.25%	73.75%	43.75%	53.75%	28%	54.4%	
SHSS	Average	5.3	7.1	6.5	6.6	7.1	6.4	39	
	Percentage	66.25%	88.75%	81.25%	82.5%	88.75%	64%	78%	
THSS	Average	8	4.2	4.1	4.1	4.9	3	28.3	
	Percentage	100%	52.5%	51.25%	51.25%	61.25%	30%	56.6%	
As a whole RCA	Average	6.263	5.425	5.562	4.4	5.161	3.812	30.625	
	Percentage	78.28%	67.81%	69.53%	55%	64.53%	38.12%	61.25%	

In the analysis of marks regarding the test item variable it was found that the students obtained the highest marks, i.e. 6.263 out of 8 (78.28%) in matching item and the lowest marks, i.e. 3.812 out of 10 (38.12%) in cloze test item. Matching (78.28%), True/False (69.53%), multiple choice (67.81%), short answer question (64.53%), completion (55%) and cloze test (38.12%) were the order of test items in which the students' reading comprehension ability was found highest to lowest.

### 3.6 Comparison of RCA among the Parties of Each Variable

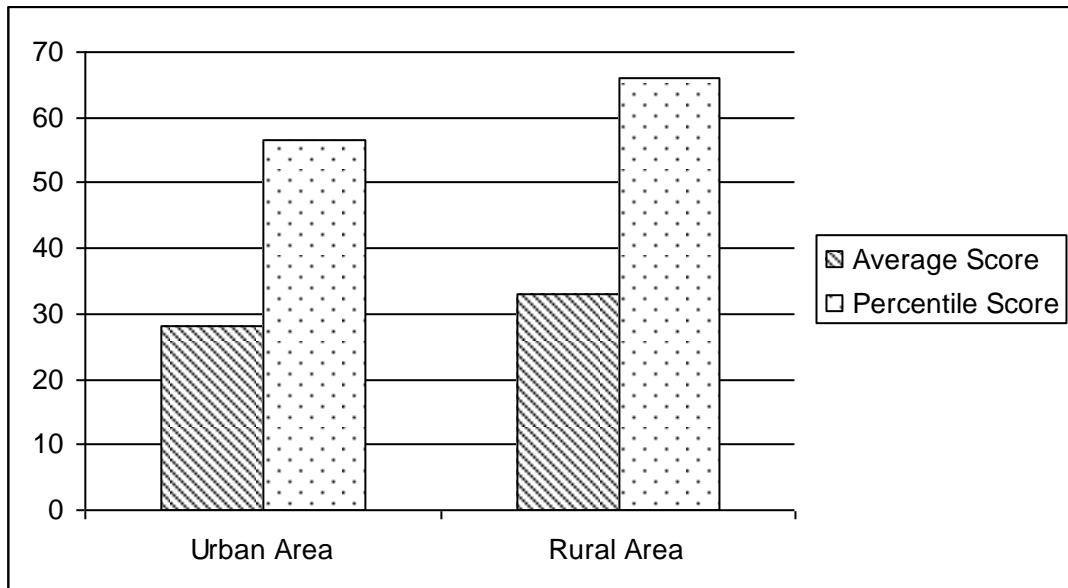
Under this section, a comparative study of the students' performance was made regarding the parties of each variable.

#### 3.6.1 Comparison of RCA on the Basis of Location

**Table No. 15**  
**Location-wise Comparison of RCA**

Locations	Score Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	
Urban Area	Average	13.925	11.275	3.075	28.275	
	Percentage	69.62%	56.37%	30.75%	56.55%	
Rural Area	Average	15	13.425	4.55	32.975	
	Percentage	75%	67.125%	45.5%	65.95%	

**Figure No. 1**  
**RCA of Urban Area vs. Rural Area**



The above table and bar diagram present the comparative analysis of the reading comprehension ability of the students from schools of different locations namely urban area and rural area. They show that the overall RCA of the students of rural area is higher by difference of 4.7 average score or 9.4 percentile score.

### 3.6.2 Comparison of RCA on the Basis of School

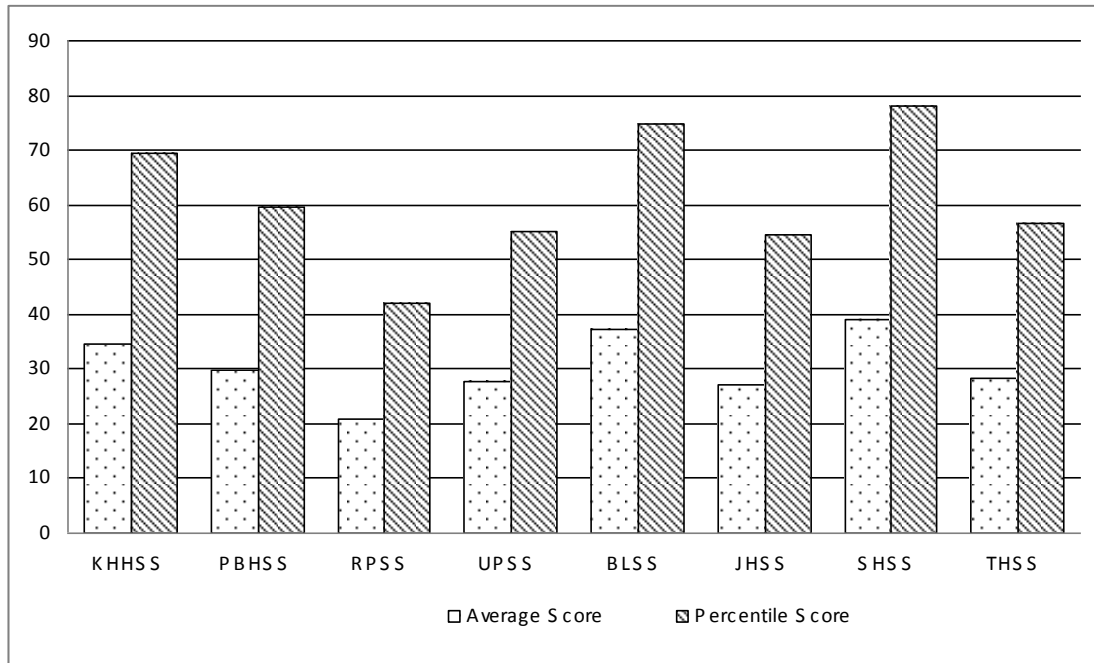
**Table No. 16**

#### **School-wise Comparison of RCA**

Schools	Score Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	
KHHSS	Average	16.6	14.1	4	34.7	
	Percentage	83%	70.5%	40%	69.4%	
PBHSS	Average	14.2	11.6	4	29.8	
	Percentage	71%	58%	40%	59.6%	
RPSS	Average	9.9	9.2	1.9	21	
	Percentage	49.5%	46%	19%	42%	
UPSS	Average	15	10.2	2.4	27.6	
	Percentage	75%	51%	24%	55.2%	
BLSS	Average	15.2	16.2	6	37.4	
	Percentage	76%	81%	60%	74.8%	
JHSS	Average	13.1	11.3	2.8	27.2	
	Percentage	65.5%	56.5%	28%	54.4%	
SHSS	Average	17	15.6	6.4	39	
	Percentage	85%	78%	64%	78%	
THSS	Average	14.7	10.6	3	28.3	
	Percentage	73.5%	53%	30%	56.6%	

**Figure No. 2**

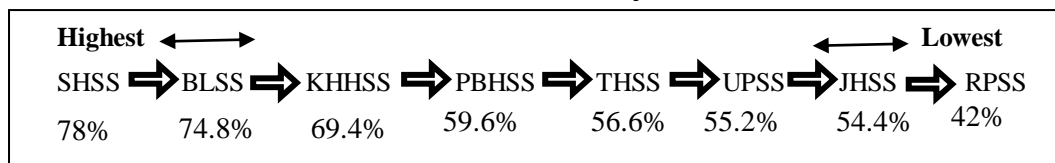
**RCA of KHHSS vs. PBHSS vs. RPSS vs. UPSS vs. BLSS vs. JHSS vs. SHSS vs. THSS**



The above table and bar diagram reflect the comparative analysis of the reading comprehension ability of all the eight schools involved in the study. They indicate that the overall RCA of the students of SHSS was found to be highest as they obtained 39 out of 50 (78%) marks whereas the overall RCA of the students of RPSS was found to be lowest as they only scored 21 out of 50 (42%) in the test. On the basis of the students' RCA all eight schools are put in order from the highest position to the lowest as shown in the following figure.

**Figure No. 3**

**RCA Hierarchy of Schools**



### 3.6.3 Comparison of RCA on the Basis of Sex

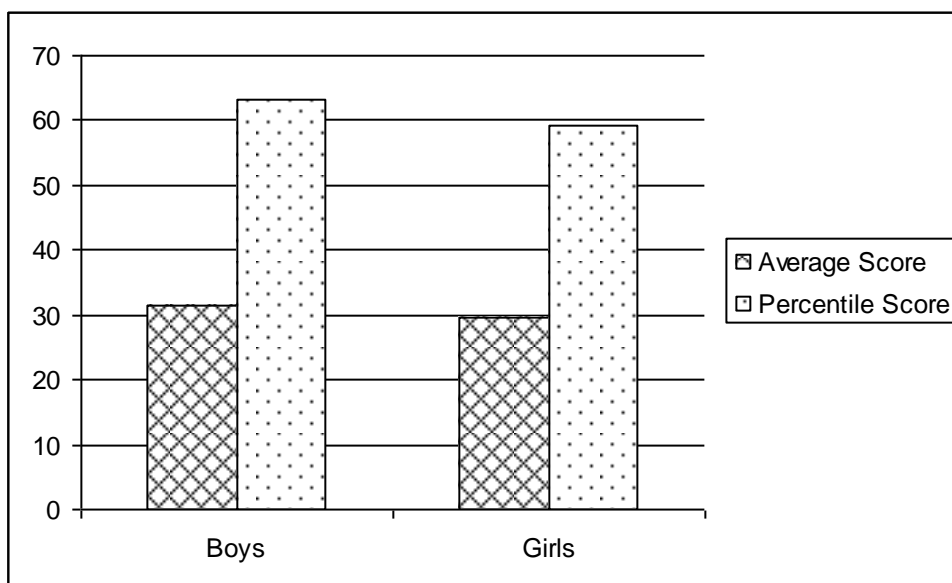
**Table No. 17**

**Sex-wise Comparison of RCA**

Sex	Score Types	FM →	Text Types			Total
			Seen	Unseen	Cloze	
			20	20	10	
Boys	Average	14.775	12.675	4.125	31.575	
	Percentage	73.875%	63.375%	41.25%	63.15%	
Girls	Average	14.15	12.025	3.5	29.675	
	Percentage	70.75%	60.125%	35%	59.35%	

**Figure No. 4**

**RCA of Boys vs. Girls**



The above table and bar diagram represent the comparative analysis of the overall RCA of the boys and girls involved in the study. They indicate that the boys obtained 31.575 out of 50 (63.15%) marks and the girls obtained only

29.675 out of 50 (59.35%) marks in the test. Comparatively, this shows that the RCA of the boys is higher by 3.8% marks than that of the girls.

### 3.6.4 Comparison of RCA on the Basis of Text Type

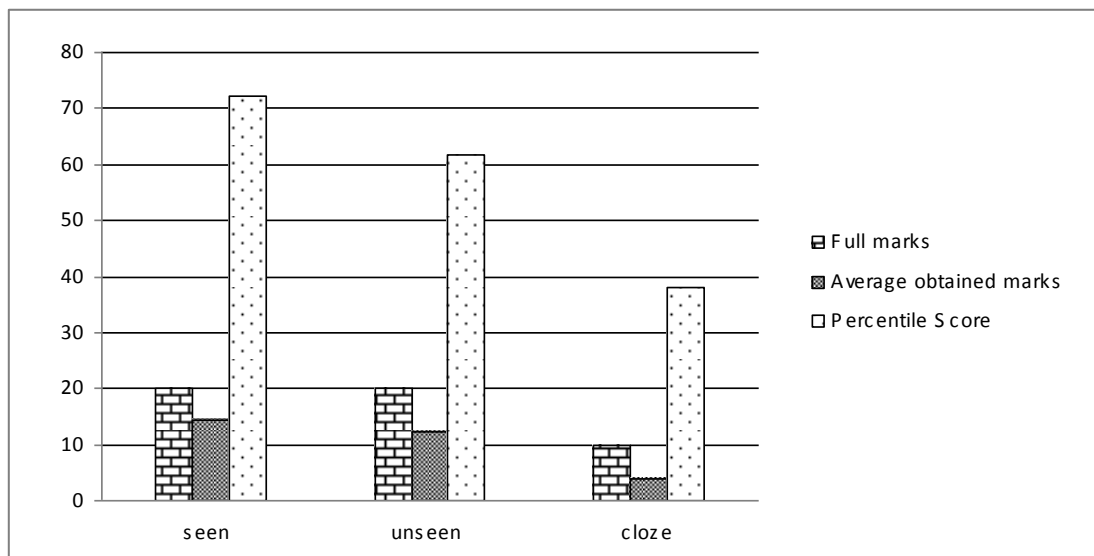
**Table No. 18**

**Text Type-wise Comparison of RCA**

Text types	Full marks	Average Obtained Marks	Percentage
Seen	20	14.463	72.315%
Unseen	20	12.35	61.75%
Cloze	10	3.812	38.12%
Total	50	30.625	61.25%

**Figure No. 5**

**RCA in Seen vs. Unseen vs. Cloze Text**



The above table and bar diagram comparatively display the overall RCA of the students across text type variable. They show that the RCA of students is 72.315% in seen text, 61.75% in unseen text and 38.12% in cloze text. Thus, the students have been found to comprehend seen text better than unseen and cloze texts.

### 3.6.5 Comparison of RCA on the Basis of Test Item

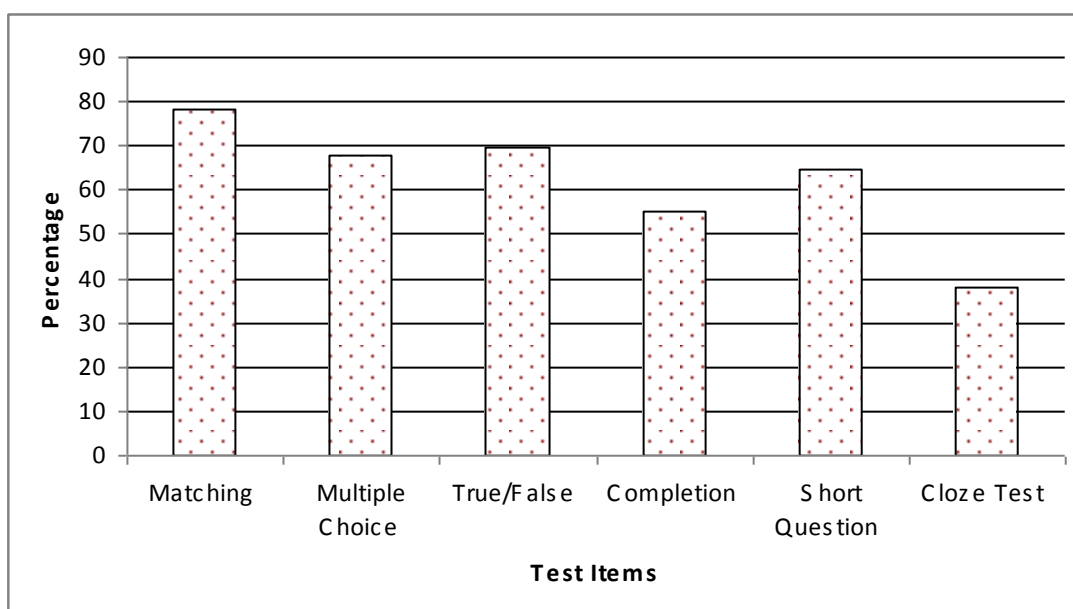
Table No. 19

Test Item-wise Comparison of RCA

Test items	Full marks	Average obtained marks	Percentage
Matching	8	6.263	78.28%
Multiple choice	8	5.425	67.81%
True/False	8	5.562	69.53%
Completion	8	4.4	55%
Short answer Question	8	5.163	64.53%
Cloze test	10	3.812	38.12%
Total	50	30.625	61.25%

Figure No. 6

RCA in M vs. MC vs. T/F vs. C vs. SQ vs. CT Test Items

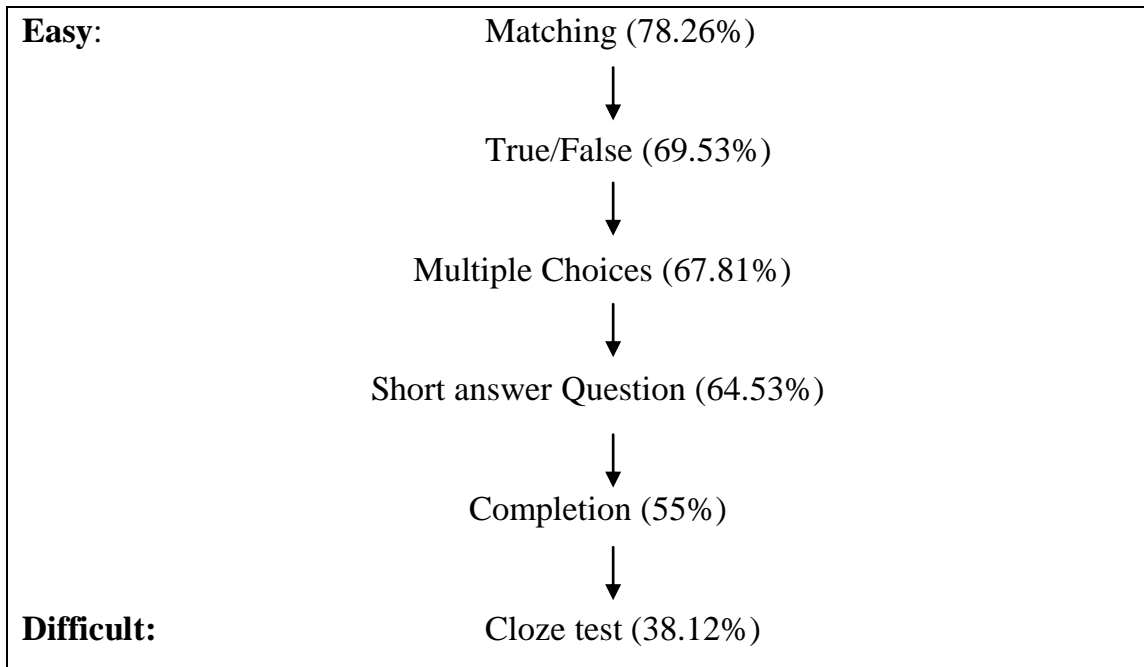


The above table and bar diagram show the comparative performance of the students in different types of test items given with the reading texts. They show that the students obtained 6.236 out of 8(78.28%) marks in matching item and 3.812 out of 10(38.12%) marks in cloze test item which are respectively the



highest and the lowest marks among the test items. On the basis of the marks obtained by the students all these test items are put in order starting from the easy item to difficult ones in the following figure.

**Figure No. 7**  
**Difficulty Hierarchy of Test Items**



## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the findings which are derived from the analysis and interpretation of the collected data and the recommendations which are suggested for further improvement from the derived findings. They are presented below.

#### **4.1 Findings**

The major concern of this study is finding out the reading proficiency of the students of grade VIII studying in various schools of Syangja district.

Moreover, it aims to identify the students' ability to comprehend written text and to compare their results on the basis of different variables like location of the school, school, sex, text type and test item. For this purpose, the researcher selected eight government schools located in urban and rural area of the district to carry out the research. Then, a test on reading comprehension was designed and administered to the students for collecting the data. The data obtained from the students through the test were analyzed and interpreted using simple statistical tools such as average and percentage along with the help of tables and diagrams. The findings derived on the basis of discussion, analysis and interpretation of the data are listed below.

- i. The reading proficiency of grade VIII students of Syangja district is found to be satisfactory as their overall reading comprehension ability is 61.25%. In addition, this achievement is assigned as of the first division score as it is over 60% according to the criteria fixed by the government of Nepal.
- ii. In the comparative analysis of the reading comprehension ability of the students in term of the location, it is found that the students from rural area of Syangja district have 65.95% reading proficiency which is higher

by difference of 9.4% than the students from urban area of the district who have only 56.55% reading proficiency.

- iii. Regarding the sex variation, the reading proficiency of the boys is found to be 63.15% which is higher by difference of 3.8% than that of the girls who have 59.35% reading proficiency.
- iv. Form the comparative analysis of the students' performance on different text types, it is found that the students' proficiency in comprehending seen text is higher than unseen and cloze text respectively.
- v. In terms of test item variable students are found to have better reading proficiency in matching, true or false and multiple choice items than short answer question, completion and cloze test items.
- vi. Among the schools involved in the study, the performance of the students of SHSS, BLSS and KHHSS has been found to be above the overall average reading proficiency i.e. 61.25% and the performance of the students of PBHSS, THSS, UPSS, JHSS and RPSS has been found to be below the average proficiency.

#### **4.2 Recommendations**

On the basis of the findings of the analysis and interpretation, the following recommendations have been made.

- i. More emphasis should be given on increasing the students' proficiency level in comprehending written texts in order to meet the highest possible level of it.
- ii Although the grade VIII students' overall proficiency in reading comprehension is satisfactory, the proficiency of the students of urban

schools needs to be increased by exploring the reasons behind their lower proficiency than the rural schools.

- iv. The girls should be encouraged and given priority to participate in classroom reading activities and practice providing them with utmost exposure to different types of reading text so that their proficiency can be increased to meet the boys' level.
- v. The students should be exposed to varieties of reading materials like books, magazines, newspapers, brochures, prospectuses, advertisements etc. to increase the students' proficiency level. The teacher also should make maximum use of unseen texts form the above mentioned source of reading materials.
- vi. Each school in the district should have a well equipped library supplying the students as well as teachers with varieties of reading materials.
- vii. Teachers at lower secondary level should be given a special teacher training on how to teach reading skill effectively to the students of this level. Similarly, experts on language teaching and learning should supervise the government schools time and again to assist the language teachers as well as students.
- viii. Seminars, workshops, talk programmes etc. should be held from time to time among the English teachers of the district to provide them the chance of sharing their personal teaching experience and ideas.

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## Appendix –I

### Lists of Schools Involved in the Study

S.N.	Name of the School	Address	Location
1.	Shree Kajiman Haritika Higher Secondary School	Putalibazar Municipality-5, Syangja	Urban
2.	Shree Purnamrit Bhawani Higher Secondary School	Walling Municipality-2, Syangja	Urban
3.	Shree Ramkosh Phoolbari Secondary School	Putalibazar Municipality-6, Syangja	Urban
4.	Shree Upallo Pekhu Secondary School	Walling Municipality-10, Syangja	Urban
5.	Shree Buddha Lower Secondary School	Aaruchour V.D.C-9, Syangja	Rural
6.	Shree Jana Higher Secondary School	Rapakot V.D.C.-9, Syangja	Rural
7.	Shree Sarbodaya Higher Secondary School	Aaruchour V.D.C.-2, Syangja	Rural
8.	Shree Tri-shahid Higher Secondary School	Panchamool V.D.C.-2, Syangja	Rural

**Appendix- III**  
**Marking Scheme**

**Seen Text**

- A. 1 Mark for each correct answer  
a. \_\_iv                      b. \_\_v  
c. \_\_i                        d. \_\_iii
- B. 1 Mark for each correct answer  
a. ii                      b. i                      c. iv                      d. i
- C. 1 Mark for each correct answer  
a. T                      b. F                      c. F                      d. T
- D. 1 Mark for each correct answer  
a. a small boy                      b. arrows and bombs  
c. 1206                                      d. Kublai Khan
- E. 1 Mark for each correct answer  
a. tribes or groups which lived in north- east Asia  
b. sixty-five years  
c. Genghis Khan's grandson  
d. 'prince of all that lies between the oceans.'

**Unseen Text**

- A) 1 Mark for each correct answer  
a. \_\_iii                      b. \_\_ii  
c. \_\_i                        d. \_\_v
- B) 1 Mark for each correct answer  
a. ii                      b. i                      c. ii                      d. ii





## Appendix IV

### Details of the Students Involved in Pilot Study

School: Shree Ghante Higher Secondary School

Address: Aaruchour – 7, Syangja

No of students: 10

S. N.	Name of Students	Sex	Marks Obtained in Seen Text								Marks Obtained in Unseen Text						Marks Obtained in Cloze Text		Marks Obtained in All Texts	
			Test Items					T	%	Test Items					T	%	Test Item	%	T	%
			M	M C	T /F	C	S Q			M	M C	T /F	C	S Q						
1	Durga Kumari Poudel	F	4	4	2	3	3	16	80	2	2	2	1	1	8	40	3	30	27	54
2	Lalu Maya Chhetri	F	2	3	2	1	2	10	50	1	1	3	1	1	7	35	3	30	20	40
3	Dhaka Kumari Darji	F	3	4	4	1	3	15	75	1	2	2	1	2	8	40	4	40	27	54
4	Pramila Gurung	F	3	4	4	2	4	17	85	2	1	3	0	4	10	50	4	40	31	62
5	Laxmi Kumari Poudel	F	3	4	4	3	4	18	90	3	3	3	1	4	14	70	5	50	37	74
6	Guru Prasad Ghimire	M	4	3	2	2	3	14	70	4	3	2	1	0	10	50	6	60	30	60

7	Pradip Sunar	M	3	3	1	1	2	10	50	1	3	3	0	2	9	45	3	30	22	44
8	Som Bahadur Chhetri	M	4	1	2	0	2	9	45	2	1	2	0	0	5	25	2	20	16	32
9	Krishna Bahadur Chhetri	M	4	3	3	1	2	13	65	1	2	3	1	2	9	45	3	30	25	50
10	Asbin Lama	M	3	3	3	3	4	16	80	1	3	2	2	2	10	50	3	30	29	58
Average			3.3	3.2	2.7	1.7	2.9	13.8	69	1.8	2.1	2.5	0.8	1.8	9.5	45	3.6	36	26.4	52.8

Appendix-VI

Details of the Students Involved in the Study in Terms of their Sex, School and Obtained Marks in Different Texts and Test Items.

S. N.	Name of the Students	Sex	School	Marks Obtained in Seen Text						Marks Obtained in Unseen Text						Marks Obtained in Cloze Text			Marks Obtained in All Texts			
				Test Items					T	%	Test Items					T	%	Test Items	T	%	T	%
				M	M	T	C	S			M	M	T	C	S							
				C	/	F	Q	Q	C	/	F	Q	Q	C	T							
1	Sagun Poudel	F	SHSS	2	4	3	4	2	15	75	3	3	3	3	3	15	75	7	7	7	37	74
2	Sapana Chhetri	F	SHSS	2	4	3	3	4	16	80	3	4	3	3	4	17	85	5	5	5	38	76
3	Sajina Begam	F	SSHS	3	4	4	3	4	18	90	2	3	3	3	3	14	70	7	7	7	39	78
4	Lila Devi Lamichhane	F	SHSS	4	4	3	3	3	17	85	3	3	2	3	4	15	75	6	6	6	38	76
5	Namrata Poudel	F	SHSS	3	4	4	4	3	18	90	2	3	2	3	4	14	70	6	6	6	38	76

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6	Pratap Chapa gain	F	SH SS	3	4	4	4	3	18	90	3	3	4	3	4	17	85	7	7	7	40	84
7	Anup Sigdel	M	SH SS	2	4	3	4	3	16	80	3	3	4	3	4	17	85	6	6	6	30	78
8	Sushil Sigdel	M	SH SS	2	4	3	4	4	17	85	3	3	4	2	4	16	80	7	7	7	40	80
9	Santosh Devkota	M	SH SS	1	4	3	4	4	16	80	3	3	3	3	3	15	75	7	7	7	30	78
10	Suman Raj Poudel	M	SH SS	3	4	4	4	4	19	95	3	3	3	3	4	16	80	6	6	6	40	82
11	Binita Kumari Sharma	F	BL SS	4	2	4	2	3	15	75	4	4	4	2	2	16	80	6	6	6	30	74
12	Buddhi Kumara Sharma	F	BL SS	4	2	3	2	3	14	70	4	4	4	2	2	16	80	6	6	6	30	72
13	Achhita Sunar	F	BL SS	4	2	3	2	3	14	70	4	4	4	3	2	17	85	6	6	6	30	74
14	Anjana Sunar	F	BL SS	4	2	3	3	3	15	75	4	4	4	3	2	17	85	4	4	4	30	72
15	Asmita Poudel	F	BL SS	4	2	4	3	3	16	80	4	4	4	3	2	17	85	7	7	7	40	80
16	Keshar Raj Poudel	M	BL SS	2	3	4	4	3	16	80	4	3	4	2	4	17	85	6	6	6	30	78
17	Lok Nath Sunar	M	BL SS	2	3	4	3	2	14	70	1	3	4	1	4	13	65	7	7	7	30	68
18	Indra Prasad Poudel	M	BL SS	2	3	3	3	3	14	70	4	4	3	1	4	18	90	4	4	4	30	68
19	Saugat Poudel	M	BL SS	4	3	4	2	3	16	80	4	4	3	1	3	15	75	7	7	7	30	76
20	Adars ha Poudel	M	BL SS	4	4	4	3	3	18	90	4	4	4	2	4	18	90	7	7	7	40	86
21	Sabina	F	JHS S	3	4	4	2	4	17	80	4	3	4	2	3	16	80	5	5	5	30	76

	Chapa gain																					
22	Sabin a Chapa gain	F	JHS S	2	4	2	2	4	14	70	2	3	4	1	2	12	60	4	4	4	30	60
23	Rupa Devi Kafle	F	JHS S	2	2	2	1	2	9	45	3	1	2	1	1	8	40	4	4	4	21	42
24	Bishnu Kumari Kafle	F	JHS S	4	3	1	3	3	14	70	1	2	2	2	2	9	45	1	1	1	20	48
25	Tika Kumari Chhetri	F	JHS S	4	4	4	4	3	19	95	4	3	4	4	3	18	90	7	7	7	40	88
26	Yam Bahadur Darje	M	JHS S	3	3	1	3	3	13	65	1	3	4	2	2	12	60	2	2	2	27	54
27	Yam Prasad Kafle	M	JHS S	2	3	2	0	2	9	45	3	3	1	1	1	9	45	0	0	0	18	36
28	Birendra Kafle	M	JHS S	2	3	4	0	1	10	50	1	2	3	0	1	7	70	1	1	1	18	36
29	Santosh chapa gain	M	JHS S	4	3	3	3	2	15	75	2	3	4	1	2	12	60	2	2	2	29	58
30	Manoj Kafle	M	JHS S	1	2	4	2	2	11	55	2	3	4	1	0	10	50	2	2	2	23	46
31	Anita B.K.	F	TH SS	4	1	3	2	3	13	65	4	2	0	2	2	10	50	3	3	3	26	52
32	Santoshi Dhakal	F	TH SS	4	2	3	3	2	14	70	4	2	1	2	1	10	50	3	3	3	27	54
33	Sharda Tiwari	F	TH SS	4	3	4	3	3	17	85	4	2	1	2	3	12	60	3	3	3	27	54
34	Chinu Maya Poudel	F	TH SS	4	3	4	3	3	17	85	4	1	1	2	3	11	55	3	3	3	31	62
35	Kamala Tiwari	F	TH SS	4	3	4	3	3	17	85	4	1	1	2	3	11	55	3	3	3	31	62
36	Raj Kumari B.K.	M	TH SS	4	1	3	2	3	13	65	4	2	0	2	2	10	50	3	3	3	26	52

37	Laxman Prasad Dhakal	M	THSS	4	2	3	2	4	15	75	4	3	1	2	1	11	55	4	4	30	30	60
38	Pradip Dhakal	M	THSS	4	2	2	1	4	13	65	4	3	1	2	1	11	55	3	3	30	27	54
39	Bikram Poudel	M	THSS	4	2	3	2	3	14	70	4	3	2	1	1	11	55	3	3	30	28	56
40	Sagar Poudel	M	THSS	4	2	3	2	3	14	70	4	2	1	1	1	9	45	2	2	20	25	50
41	Numa Pange	F	UPSS	2	2	4	3	3	14	70	2	3	2	1	2	10	50	2	2	20	26	52
42	Sudha Khawas	F	UPSS	4	2	4	3	3	16	80	4	3	3	1	2	13	65	3	3	30	32	64
43	Parbati Thapa	F	UPSS	4	1	4	1	1	11	55	1	3	2	1	1	8	40	2	2	20	21	42
44	Rejina Poudel	F	UPSS	4	4	4	1	1	14	70	1	2	3	2	3	11	55	1	1	10	26	52
45	Karuna Thapa Magar	F	UPSS	2	2	4	3	4	15	75	4	3	1	1	2	11	55	2	2	20	28	56
46	Tikaram Kunwar	M	UPSS	4	2	3	3	3	15	75	4	2	0	1	2	9	45	1	1	10	25	50
47	Bishal Shrestha	M	UPSS	4	3	4	3	3	17	85	3	2	2	2	2	11	55	1	1	10	29	58
48	Bijaya Khawas	M	UPSS	4	4	3	3	3	17	85	3	2	2	3	2	12	60	5	5	50	34	68
49	Susan Thapa Kshetri	M	UPSS	4	4	4	2	3	17	85	3	2	2	1	2	10	50	6	6	33	33	66
50	Narayan Tiwari	F	UPSS	4	4	4	1	1	14	70	3	2	2	0	0	7	35	1	1	10	22	44
51	Anita Subedi	F	PBHS	3	4	3	3	3	16	80	2	1	2	1	3	9	45	3	3	30	28	56
52	Supria G.T	F	PBHS	3	2	2	2	3	12	60	3	3	1	0	2	9	45	3	3	30	24	48
53	Samjhana Pange	F	PBHS	3	1	2	1	2	9	45	4	1	1	1	2	9	45	3	3	30	21	42

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54	Manu Khana l	F	PB HS S	3	4	3	3	4	17	85	3	2	3	1	3	12	60	1	1	1	30	60
55	Neha Gupta	F	PB HS S	3	1	3	2	1	10	50	3	2	1	1	1	8	40	3	3	3	21	42
56	Nabin B.K	M	PB HS S	3	3	1	4	2	13	65	4	3	2	3	2	14	70	5	5	5	32	64
57	Shankar Tiwar i	M	PB HS S	4	3	2	3	4	16	80	3	2	2	3	1	11	55	4	4	4	31	62
58	Bishal Khana l	M	PB HS S	3	3	3	4	3	16	80	3	3	2	1	4	13	65	7	7	7	36	72
59	Mohan Bahadur Mask e	M	PB HS S	4	3	2	4	3	16	80	3	2	3	3	2	13	65	6	6	6	35	70
60	Dipesh Shrest ha	M	PB HS S	4	3	3	4	3	17	85	4	3	4	3	4	18	90	5	5	5	40	80
61	Shova Giri	F	KH HS S	4	3	3	2	3	15	75	2	3	2	2	2	11	55	2	2	2	28	56
62	Susmita Godar	F	KH HS S	4	3	4	4	3	18	90	4	3	3	3	3	16	80	5	5	5	39	78
63	Bipana Shrest ha	F	KH HS S	4	4	4	2	3	17	85	2	2	2	4	2	12	60	2	2	2	31	62
64	Bipana Godar	F	KH HS S	4	3	3	2	3	15	75	2	3	2	2	2	11	55	2	2	2	28	56
65	Manisha Gurun g	F	KH HS S	4	3	3	1	3	14	70	4	2	4	3	2	15	75	2	2	2	31	62
66	Ajaya Sainju	F	KH HS S	4	4	3	3	3	17	85	4	4	2	3	3	16	80	5	5	5	38	76
67	Safal B.K	F	KH HS S	4	4	3	3	3	17	85	4	3	2	3	3	15	75	5	5	5	37	74
68	Umesh Kuma l	F	KH HS S	4	4		3	4	19	95	4	3	2	3	4	16	80	6	6	6	41	82
69	Bimal Kuma l	F	KH HS S	4	3	4	3	4	18	90	4	3	2	3	4	16	80	6	6	6	40	80
70	Hemanta	F	KH HS	4	3	4	2	3	16	80	3	3	1	3	3	13	64	5	5	5	34	68

	Chaudhary		S																			
71	Puja K.C	F	RBSS	2	1	4	0	0	7	3	2	0	4	0	0	6	3	0	0	0	1	2
72	Prami la K.C	M	RBSS	3	3	4	4	4	1	9	3	2	2	2	4	1	6	7	7	7	3	7
73	Sujita Nepali	M	RBSS	0	2	0	2	1	5	2	2	1	2	1	2	8	4	1	1	1	1	2
74	Bhdoana B.K	M	RBSS	2	2	3	0	2	9	4	2	0	2	0	3	7	3	0	0	0	1	3
75	Asmita Sunar	M	RBSS	1	2	1	0	1	5	2	2	0	1	1	3	7	3	0	0	0	1	2
76	Basanta Sunar	F	RBSS	0	2	3	0	0	5	2	1	1	2	1	1	6	3	0	0	0	1	2
77	Sanju Nepali	F	RBSS	4	4	3	4	0	1	7	4	3	3	2	4	1	8	4	4	4	3	7
78	Yugal Rana	F	RBSS	4	4	3	4	4	1	9	4	3	3	2	4	1	8	5	5	5	4	8
79	Sajan Sunar	F	RBSS	3	1	1	0	1	6	3	1	1	1	0	0	3	1	0	0	0	9	1
80	Sandesh Nepali	F	RBSS	3	2	2	3	0	1	5	2	2	3	0	3	1	5	2	2	2	2	4



## Cloze Test

**Read the text and fill in the gaps with appropriate words of your own.**

**Use one word for each gap.**

**10×1=10**

Many years ago there lived a farmer in a village, who had no children. Therefore, he was very ..... . His wife was sadder .....him. They were already.....old. One day the ..... went to wash their.....in the river. There .....found a baby crying .....the bank. They took ..... the baby home. They ..... about the baby to ..... neighboring villagers but nobody came to claim the baby.

***Thank You.***