

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is a dynamic set of visual, auditory or tactile symbols of communication and the elements used to manipulate them. Language can also refer to the use of such system in general. It is a vehicle for sharing thoughts, desire feelings and experience. It is the god's special gift to mankind. Without language human civilization, as we know it, would have remained impossible. There is no doubt to say that it is language, which has played an instrumental role in the development of the present day world. The speed of development of the world has been accelerated because the people have become able to gather and share their knowledge and experiences. It is present everywhere - in our thoughts and dreams, prayers and meditations, relations and communication and rituals. It is also the foundation of human relationship that makes a life sweet or bitter.

Different linguists have different views about language. According to Sapir (1921, as cited in Varshney, 1993,p.3), "Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of systems of voluntarily produced symbols." Similarly, Crystal (1997, p.212) defines language as "the systematic conventional use of sound, signs or written symbols in the human society for communication and self expression." This definition seems to be broader one which includes different forms of language like sign language and written language. In the same way, Bloch and Trager (1942, p.5) define language as," a system of arbitrary vocal symbols by means of which a social group co-operates." From above discussion we can conclude that language is the most widely used means of communication.. It is not only personal phenomenon but also a social phenomenon. It is greatly affected by persons, their

ethnicity and geographical boundaries. Broadly speaking, language is the way of passing our life.

1.1.1 Importance of English

English is classified as an Indo-European language. It is part of the Germanic subfamily and is grouped with its most closely related language, Frisian, as part of the Anglo-Frisian group.

No language is superior or inferior to any other languages in terms of communicating ideas. English is regarded as the most dominant international lingua franca. Nowadays it has a dominant role in almost all the areas of life, i.e. trade, science, foreign affairs, information technology and consecutively, in education system all over the world. It is the most widely used language in the world as it has wide coverage, richest vocabulary, a large number of language functions, structures and so on.

Since English is an international language, teaching of English takes place all over the world. In the past, English was taken as a means of interaction and communication by the people from educated and elite circle. Nowadays, the importance of the English language is growing rapidly in all aspects of human life.

The English language is still related with the social prestige. The people who have good knowledge of English can get honor in society. Almost all the important books are written in English. So, without the knowledge of the English language, a man becomes isolated from the world of canon.

English has become one of the important subjects of teaching all over the world. Sthapit et al. (1998, as cited in Bhattarai 2002, p.2) say, "It is the principal language for international communication and gateway to the world body of knowledge."

English language teaching (ELT) in short started in Nepal with the establishment of Durbar High School in 1910 B.S. by Jung B. Rana after his return from England. At that time it was not meant for the mass education but for the children of ruling families. The teaching of English in higher education was commenced in Nepal after Chandra Samser established Tri-Chandra College in 1975 B.S.

Nowadays, English is taught from primary to bachelor level as a compulsory subject. Private schools as well as colleges and universities have used English language as a means of instruction. It is a language of great fame and people believe that English is essential to grab golden opportunities or jobs in different sectors.

There are different methods and techniques of teaching English. Nepal has adopted communicative method to language teaching and learning to keep pace with the international change in ELT. The curriculum has undergone through several revisions for regular updating and improvement and it has emphasized all four language skills equally though there are problems in the implementation.

1.1.2 Language Skills

There are four skills which are needed for complete communication. They are listening, speaking, reading and writing. Among them listening and reading are considered as receptive skills and speaking and writing as productive skills. When we learn a language, we usually learn to listen first, then to speak, then to read and finally to write. Though, listening and reading are considered receptive and passive skills, at the time of listening or reading the learner does not stay passive but he/ she receives something and it leads him/her towards productive skills. For complete communication one should master all four language skills but while analyzing deeply the following order is the best and should be followed.

- a. Listening
- b. Speaking

- c. Reading
- d. Writing

Listening comprehension is the receptive skill in the oral mode. Listening means listening and understanding what we hear. Studies make it clear that listening is far from being a passive skill because listening involves an active cognitive processing. Underwood (1989, as quoted in Sharma et al.2006, p.198) defines listening as "activity of paying attention to and trying to get meaning from something we hear." In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not even aware of how complex a process it is. There are different situations of listening that we get involved like face to face communications and telephone calls in which we are attentively listening and speaking and we have also chance to ask for clarification and repetition from our conversation partner but there are some non-interactive listening situations like listening to the radio, TV, films, lectures or sermons where we do not have any opportunity to ask for clarification and repetition. As a whole listening can be defined as an activity of paying attention to and trying to get meaning from something we hear.

Speaking is the productive skill in the oral mode. We can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill. In addition to the structures and vocabulary items, it involves thinking of what is to be said. It is used in every sphere by all normal human beings for communication. In situations like face to face conversations and telephone conversations, we have to use speaking skill and have a chance to ask for clarification and repetition from our conversation partner. Some other speaking situations are giving a speech to live audience and recording a speech for radio broadcast where first one is partially interactive and next is totally non-interactive.

Writing is the productive skill in the written mode. It seems to be the complicated skill among all. Writing involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. It is the act of putting down the graphic symbols that represent a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. It is an act of transmitting thoughts, feelings and ideas on paper. In short, we can say that, it is merely an activity of encoding verbal thought in printed symbols.

Reading is a receptive skill in the written mode. It generally means understanding or making sense of a given text. It is the total understanding of a message in a text. In this skill the reader will have to be actively involved and will have to work to get the meaning out. In short, it is not a passive skill and involves an active effort on the part of the reader. So, nowadays it is termed as productive skill too.

1.1.2.1 Defining Reading

Reading is a way of grasping information from the graphic symbols. It refers to gathering information and increasing one's professional knowledge from the graphic symbols. It is a process in which three activities are involved - recognizing graphic symbols, vocalizing these symbols and getting the message of the printed texts. Recognizing graphic symbols or associating spoken sounds with graphic symbols is a fundamental activity because no one will be able to read if he/she is unable to recognize graphic symbols. Vocalizing of symbols is concerned with reading aloud, which has its own importance at an early stage. The third activity, is getting the message of printed text, is completely concerned with the comprehension of the text.

Reading generally means understanding or making sense of a given text. It is the ability to examine words and absorb the information within the text. It is the cognitive process of understanding a written linguistic

message. A reader should examine and grasp the meaning of written or printed characters, words or sentences.

It is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It is also a means of language acquisition, of communication and of sharing information and ideas. It is the most useful method for foreign language learners because they do not get a chance to be in close contact with the native speakers and in such situation exposure they get is only through books available in that language. Broadly speaking, it is the gateway to learning.

According to Richards et al. (1999, p.306) reading means "perceiving written text in order to understand its content" It involves perceiving the written form of language, either visually or kinetically (using Brail). Reading is a receptive skill in written mode. This skill involves a variety of other skills. The skills under reading as given by Munby (1978 as cited in Grellet 1981, pp.4-5) are listed below:

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relation between parts of text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point or important information in a piece and discourse.
- Distinguishing the main idea from supporting details.

- Extracting salient points to summarize (the text, and idea, etc.)
- Selecting extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcending information to diagrammatic display.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension is a form of interpersonal communication. We can find most of the reading in the form of printed words from ink or toner on papers: a book, magazine, newspaper, leaflet or notebook, etc. Handwritten text may also be produced using a graphite pencil or pen. More recently, text is read from computer displays, television and other displays like mobile phones.

Reading is an important skill. It enables the learners to further their studies to be employed, and to be entertained by reading the text. Reading is mostly used for two purposes like, for the sake of knowledge and pleasure.

1.1.3 Reading Comprehension

Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. It is a multi dimensional cognitive process of decoding symbols for the purpose of deriving meaning and / or constructing meaning. Where, comprehension refers to the understanding of the text fully including all the details facts and information etc. Comprehension is possible only when reading involves understanding.

Reading comprehension means to understand a written material or text with required information through the reading of the text. It is preferred to have a critical reading for better understanding of the text i.e. the reading from word to

word, sentence to sentence, and paragraph to paragraph. Reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels of meaning are lexical meaning, structural or grammatical meaning and socio-cultural meaning. In short, it is the building of meaning from sounds or words. Full concentration over the subject matter is needed for better comprehension and experiments have proved that more comprehension is achieved through silent reading.

Richards et al. (1999, p.306) define reading and comprehension separately and say reading is "perceiving a written text in order to understand its content.", whereas comprehension is "the process by which a person understands the meaning of written or spoken language".

Thus, reading comprehension is an overall understanding of text. Mere understanding of the meaning of words and sentences is not sufficient to understand a whole text because the meaning of single word and sentence may fail to express the intended or hidden meaning. In fact, reading is an activity having the ultimate goal of being able to understand written material, to evaluate it, and to use it for one's needs. 'Reading comprehension' at once includes a series of sub skills , such as understanding word meanings in context, finding the main idea, making inferences about information implied but not stated, and distinguishing between fact and opinion.

Similarly, Nuttall (2000, p.54) holds the view that:

Reading comprehension is not merely a function of capabilities within a reader. A reader encounters different kinds of texts in terms of their difficulty level. The difficulty level is partly because of the reader's inability to process it, and partly because of the writer's way of making it difficult.

English is a compulsory subject from primary to Bachelor's level in our country. According to the curriculum 40% of the marks is allocated for the reading skills in examinations. There are different textbooks including varieties of reading texts available to test the students' proficiency in reading. In present situation more than 50% of the students fail in English in the examinations, mostly in public schools. One of the main reasons for the students failing in the English subject is because of their low reading comprehension ability. Many new methods and approaches of English Language Teaching have been developed and all of them give emphasis on comprehension. So, keeping the importance of reading comprehension ability in view, the new curriculum of secondary level has given more emphasis in reading skill. Forty-five percent of the total marks have been allocated to this skill.

1.1.4 Types of Reading

We read different kinds of texts for different purposes. Readers do not go through a text unless they have some purpose in mind. One can read different kinds of text for the sake of knowledge and pleasure. Based on the different factors like; pace/speed, noise, attention and general purpose it can be categorized as different types. Rivers (1968) and Harmer (2001) have categorized reading as intensive and extensive reading. Similarly, Grellet (1995, p.4) has categorized types of reading as:

- a. Skimming: quickly running one's eyes over a text to get the gist of it.
- b. Scanning: quickly going through a text to find a particular piece of information.
- c. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

These types are briefly described below:

a) Skimming

Skimming is a type of speed reading in which a reader make a rapid survey of texts to grasp the general theme or central idea of the text being read. Skimming is making a rapid survey of text, passage, article and books to find out what they mainly consists of. It helps the learners understand simply to which a text is about, to locate facts, a comment on a particular subject or obtain main idea expressed in the text. Nuttall (2000, p.49) writes:

By skimming we mean glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work (not just to determine its field which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming.

While readers are skimming the text quickly they do not only get the gist of the text, but also know how the text is organized and what the writer has intended to inform the readers. Moreover, skimming involves mastering the skills of predicting, previewing and anticipation.

b) Scanning

Scanning is a type speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage. About scanning Nuttall (2000, p.49) writes:

By scanning, we mean glancing rapidly through a text either to search for a specific piece of information (eg. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (eg. whether a book on gardening deals with a particular plant disease).

Readers only let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information.

Scanning in contrast to skimming is far more limited since it only means retrieving what information is relevant to our purpose, rejecting irrelevant information. For example, we go through a novel to find out when someone was killed, survey a newspaper to locate a particular advertisement or scan a phone directory to pick up a specific phone number.

c) Intensive Reading

Intensive reading is a detailed study of the text in the field of language study. In intensive reading students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension question. It is generally at slower speed, and requires a higher degree of understanding. According to Rivers (1968, p.229), "intensive reading is related to further progress in language learning under the teacher's guidance. It provides the elucidation of difficulties of structure, and for extension of areas of vocabulary." Similarly, Harmer (2001, p.283) says, "intensive reading is often teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist, reading for specific information, reading for detailed comprehension or reading for inference and attitude."

This type of reading encourages faster reading which in turn develops students reading habits. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning. Students do not only get the literal meaning of the text but also extract the contextual meaning. So, the objective of intensive reading is linguistic rather than literal. It is a careful reading skill applied after we have skimmed the text first and got the general idea of the text.

d) Extensive Reading

Extensive reading is reading in quantity and in order to gain a general understanding of what is said. It means students should have a general understanding of the text without necessarily understanding every word. It is just opposite of intensive reading and mainly done for pleasure and information in language teaching. Rivers (1968,p.229)writes, "Also known as independent reading, extensive 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."

Harmer (2001, p.283) also writes, " In extensive reading, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement." The main objective of extensive reading is to develop good reading habits, to build up confidence in language, to build up knowledge of vocabulary and structure and to encourage a liking for reading.

Apart from these major types some other types of reading are discussed here in short.

Reading aloud is known as oral reading. It changes the graphic symbols into spoken form and also interprets them. This kind 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 in the students a desire for silent reading. Generally it is useful for the beginner learners.

Silent reading is perceiving a written text in order to understand its content. It is considered to be the best kind of reading as the mind is fully engaged in this act. This kind of reading is required at the advanced level where students need a

consolidation of all the language skills, vocabulary, structures etc. It facilitates the mastery of language, and encourages the students the way to enjoy and recreate themselves, thus cultivating interest in many kinds of reading. It is especially useful for higher level of students.

Rapid reading is known as speed or faster reading. Rapid reading consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. It develops students' reading speed and the readers can accumulate a lot of information. Rapid reading is always silent because reading aloud always checks speed of reading.

In this research the researcher is going to test the skills of scanning, skimming, deducing the meaning and use of unfamiliar lexical items, understanding the explicit and implicit information of the text and intensive reading.

1.1.5 The Danuwar People

Nepal is a small country in south Asia. It is a common habitat for different ethnic groups having their own way of socio-economic and cultural lives. It is a common garden of different races and castes with their own culture, tradition and language. It is a small representative museum of cultural world. Among different ethnic groups, Danuwars are one of them. Danuwars are listed as indigenous people (NFDIN 2003, p.54). They inhabit in inner Terai region and small valleys and stream banks in the hilly region. They are called Danuwar because they live in the Dune or lower valleys. The term Danuwar refers to both ethnonym (People-name) and glosonym (language name). Danuwars call themselves 'Done' and their language 'Done Bhasa'. Their language is known as the Danuwar language along other language groups.

The main occupation of Danuwar people are farming and fishing. Due to the poverty, superstitions and lack of education, their condition is miserable.

According to the national census report of 2001, Danuwar population is scattered in 57 districts of Nepal. The total population of Danuwar people is 53,229 (0.23% of the total population). This report shows that the largest population of Danuwar inhabits in the Central Development region. The rest of the Danuwar Population is scattered over other regions. The largest population is concentrated in Sindhuli District where theirs' population is 12,224. The second largest population of Danuwars live in Kavrepalanchwok District. The other larger Danuwar populated districts are, Udaypur, Siraha, Jhapa, Morang, Sarlahi and Lalitpur.

As Danuwars are different ethnic groups, they have their own mother tongue and known as separate linguistic community even though they are small in number. They have established through their own social beliefs and culture. They are less in numbers but have made specific identity among other ethnic groups. Danuwars have their own language known as Danuwar language which belongs to Indo-Aryan group of Indo-European family. As most of the languages, it has different varieties i.e. dialects. It is so due to the influence of other surrounding languages and the geographical distance. Though there are variations within dialects in different areas, they are mutually intelligible to each other. Research has shown that the Danuwar language spoken in eastern region is influenced by Maithili language and in central region; it is mostly influenced by 'Nepali' and 'Newari' languages.

Danuwar people have made their specific identity with their social beliefs and culture. They have their own mother tongue and lifestyle. Although they are rich in tradition, they are still backward in education. It happened due to theirs negative attitude and superstitions towards education. The presence of Danuwar students in schools is very less or they are not attracted towards the formal school education. Early marriage is still there as their culture. Due to the contact of other races and outer society, their attitude towards education is changing day by day and most of them have started to send their children to the schools. As a result various research

studies have been conducted about Danuwars and this research work attempted to find out the reading comprehension ability of Danuwars.

1.2 Review of the Related Literature

Reading comprehension is a broad area. Much research has been carried out on reading comprehension at different times in the Department of Education. Some of the available literature on 'Reading Comprehension' is as follows:

Siwakoti (1996) carried out a research on "Reading proficiency of the secondary school students of Jhapa district". In this study, he analyzed the reading proficiency of the students of Government aided and private schools and concluded that students from private schools performed better than the students from government aided schools.

Poudel (2000) carried out a comparative study on "Reading Comprehension Ability of Students of PCL and Higher Secondary Level" and found that PCL 2nd year students had better reading comprehension ability than the students of class 12. He also found that the student could comprehend seen texts better than unseen texts.

G.C. (2002) carried out a research on the "Reading Comprehension Ability of PCL First Year Students". He used both 'seen and unseen' reading texts to determine the reading ability of the students. He found that students perform better in seen reading texts, than in unseen reading texts. Students score more in seen texts than in unseen texts.

Patel (2003) has studied on "Reading Comprehension Ability of the Students of Grade X". He studied on the reading comprehension level of grade X students in Rauthat and Makawanpur districts and interpreted the data comparatively. He utilized both student seen and student unseen texts and found that the average

comprehension level in seen texts was 62.19 percent, and that in unseen texts was 46.78 percent. He then concluded that the students have better reading comprehension percent in seen reading texts.

Bhattarai (2004) carried out a study on "Reading Comprehension of Speed of PCL 1st and Grade 11 students" and he found that the students from grade eleven have comparatively better reading comprehension ability and speed than that of students of PCL first year.

Poudel (2005) carried out a research on "TOFEL based reading comprehension ability of bachelor level students" and found that students have weaker level of comprehension in TOEFL based reading texts than in textbook. Familiarity of text has marked influence upon comprehension.

Pokhrel (2007) conducted a research on "Reading Comprehension Ability in the English Language." He had taken population from grade nine of Kavrepalanchok district. Through his research he found that the students did better in seen text than unseen text. In the same way students could comprehend Para-orthographic text and the students of private schools had better comprehension than that of public schools.

Dahal (2009) in her thesis entitled "Reading comprehension ability of Bachelor level students ". She had carried out a research based on literary texts. She took the population of B.A. first year students from different 3 campuses of the valley. She found that students had better comprehension ability in poetry than in essay. The overall comprehension level of the students studying at B.A. first year is 58.25% in poetry and 56.34% in essay.

1.3 Objectives of the Study

The present study has the following objectives:

- I) To find out the reading comprehension ability of Danuwar students of Kavrepalanchwok district.
- II) To suggest some pedagogical implications

1.4 Significance of the Study

This research particularly deals with the reading comprehension ability of Danuwar students. The study will find out the reading comprehension ability of a minority class ethnic group like Danuwar. The study will be significant for all those who are involved in the field of the English language teaching directly and indirectly. It will be expected to be very useful for students, Teacher, textbook writers, subject experts, language trainers, language planners, syllabus and curriculum designers. It might be beneficial for the researchers who want to carryout further researches in the similar field and all those involved in the field of ELT.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to conduct this study:

2.1 Sources of data

The researcher collected data from both primary and secondary sources.

2.1.1 Primary source

The primary sources of data were 60 Danuwar students studying in grade 10 from different five schools of Kavrepalanchowk district.

2.1.2 Secondary source

The secondary sources of data were different books, articles, journals, magazines, websites, related theses and related reports. Some of them were Rivers (1968), Grellet (1981), Ur(1996), Bhattarai (2001), Harmer(2001) etc.

2.2 Sampling Procedure

The total sample size consisted of 60 Danuwar students of grade 10 from 5 different public schools of Kavrepalanchwok district. The schools and 12 students from each school were selected using non-random sampling procedure. Among them 6 were male and 6 were female from each school.

2.3 Tools for Data Collection

There are different types of research tools for the collection of data in research like observation, interview, questionnaire etc. This study aimed to find out the reading comprehension ability of Danuwar Students. For that purpose two types of reading texts i.e. seen and unseen tests having 30 full marks each were administered for

the collection of data. Both of the texts were followed by varieties of questions like vocabulary items, multiple choices, true or false items, fill in the blanks, rearranging and short question answers.

2.4 Process of Data Collection

The researcher collected the list of the schools near Danuwar resident where there was good number of population of Danuwar students and selected 5 schools. After that he contacted the head teachers of those selected schools and asked for their permission to carry out the study. Then, he visited the selected students in a separate room, made rapport and instructed them very carefully about time limitation and the activities they should supposed to do. After that he administered the test using the prepared test items.

2.5 Limitations of the Study

The study has following limitations:

- i. The study was confined to the students of five public schools of Kavrepalanchwok district.
- ii. The study was limited to the 60 Danuwar students only.
- iii. The study was limited to the students of grade X.
- iv. The study measured the reading comprehension ability only.
- v. The study was limited to the reading comprehension ability based on seen and unseen types of test items.

CHAPTER THREE

ANALYSIS AND INTERPREATION OF THE DATA

This chapter deals with the analysis and interpretation of data collected from the sample population i.e., the Danuwar students of grade 10 from different 5 schools of Kavrepalanchok district. After the collection of answer sheet, the researcher checked and assigned the marks to the students. Then he tabulated the scores and analyzed and interpreted the data by using the simple statistical tools. The analysis was made according to the following levels of performance:

0 to 40 Percent – Low, 40 to 60 percent – Satisfactory, 60 to 80 percent - Good and 80 to above – Excellent.

The analysis and interpretation of data have been made as follows:

3.1 Reading Comprehension Ability (RCA) of the Total Students

The overall RCA of the Danuwar Students of all selected Schools has been analyzed and interpreted in detail using mean and percentile calculations in reading seen and unseen texts in this heading. The following table shows the overall RCA of the students in the seen and the unseen reading texts.

Table No. 1

Overall RCA of Students

Number of the Student	Marks Obtained in Seen Text		Marks Obtained in Unseen Text		Total ability	
	Average	Percentage	Average	Percentage	Average	Percentage
60	21.48	71.61	16.32	54.39	37.8	63

The table shows that the total average RCA of the Danuwar students from 5 different schools of Kavrepalanchok district. The students obtained 37.8 average marks out of 60 full marks i.e., 63% of the full marks, in the seen and the unseen

reading texts. The average score obtained in the seen reading text by the students was 71.61% which seemed to be good but the average score obtained by the students in the unseen text was 54.39% which was satisfactory only. The students showed better performance in the 'seen reading text' than in the 'unseen reading text.'

3.2 School wise RCA of the Students

There were five schools involved in the research. The RCA of the students of each school was analyzed and interpreted as follows:

3.2.1 RCA of the Students of Shree Sarbamangala Higher Secondary School(SHSS)

In this heading the RCA of SHSS has been analyzed and interpreted in detail.

Table No. 2
Overall RCA of SHSS

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	23.17	18.83	42	77.22	62.78	70
2	Girls	19.83	15.5	35.33	66.11	51.67	58.89
3	As a whole RCA	21.5	17.17	38.67	71.67	57.22	64.45

The table shows the RCA of the Danuwar Students of Shree Sarbamangala Higher Secondary School, Aglekot, Kavre. The Students obtained 38.67 average marks out of 60 full marks, i.e., 64.45% of the full marks in the test. Thus their overall RCA was found to be 64.45%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (21.5 out of 30) than in the unseen text (17.17 out of 30) which is 71.67% of the marks in Seen text and 57.22% of the marks in Unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the boys and girls), the boys were found to be better in the both seen and the unseen texts than the girls. The boys obtained 70% while the girls obtained 58.89% of the full mark.

The boys (70%) scored above the average percentage of the school (64.45%) whereas the girls (58.89%) scored below the average.

3.2.2 RCA of the Students of Shree Dedi Thumka Higher Secondary School (DTHSS)

In this heading the RCA of DTHSS has been analyzed and interpreted in details.

Table No. 3
Overall RCA of DTHSS

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	21.17	14.17	35.34	70.56	47.22	58.89
2	Girls	20.83	15.67	36.5	69.44	52.22	60.83
3	As a whole RCA	21	14.92	35.92	70	49.72	59.86

The above table reveals that the information of RCA of the Danuwar Students of DTHSS, Mahadevsthan Kavre. The Students obtained 35.92 average marks out of 60 full marks, i.e., 59.86% of the full marks in the test. Thus their overall RCA was found to be 59.86%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (21 out of 30) than in the unseen text (14.92 out of 30) which was 70% of the marks in the seen text and 49.72% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the boys and girls), the boys were found to be better in the seen text than the girls but the girls were found to be better in the unseen text than the boys. The boys obtained 58.89% and the girls obtained 60.83% of the full mark.

The percentage of the girls (60.83%) was above the average percentage of the school (59.86%) whereas the percentage of the boys (58.89%) was below the average.

3.2.3 RCA of the Students of Shree Azad Higher Secondary School (AHSS)

Under this heading the RCA of AHSS has been analyzed and interpreted in detail.

Table No. 4

Overall RCA of AHSS

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	25.67	19.5	45.17	85.56	65	75.28
2	Girls	23.33	19.5	42.83	77.78	65	71.39
3	As a whole RCA	24.5	19.5	44	81.67	65	73.34

The table shows the RCA of the Danuwar Students of AHSS, Baluwa Kavre. The students obtained 44 average marks out of 60 full marks, i.e., 73.34% of the full marks in the test. Thus their overall RCA was found to be 73.34%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (24.5 out of 30) than in the unseen text (19.5 out of 30) which was 81.67% of the marks in the seen text and 65% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables (viz. the boys and girls), the boys were found to be better in the seen text than the girls but their ability in the unseen text was found to be equal. The boys obtained 75.28% and the girls obtained 71.39% of the full mark.

The percentage of the boys (75.28%) was above the average percentage of the school (73.34%) whereas the percentage of the girls (71.39%) was below the average.

3.2.4 RCA of the Students of Shree Jorpati Secondary School(JSS)

This heading deals with the RCA of JSS and it has been analyzed and interpreted in detail.

Table No. 5
Overall RCA of JSS

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	23.83	17	40.83	79.44	56.67	68.06
2	Girls	16.33	13.17	29.5	54.44	43.89	49.17
3	As a whole RCA	20.08	15.08	35.16	66.94	50.28	58.62

The table shows the RCA of the Danuwar Students of Shree JSS, Tinpiple Kavre. The students obtained 35.16 average marks out of 60 full marks, i.e., 58.62% of the full marks in the test. Thus their overall RCA was found to be 58.62%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (20.08 out of 30) than in the unseen text (15.08 out of 30) which was 66.94% of the marks in the seen text and 50.28% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables, the boys were found to be better in both the seen and the unseen texts than the girls. The boys obtained 68.06% while the girls obtained 49.17% of the full mark.

The percentage of the boys (68.06%) was above the average percentage of the school (58.62%) whereas the percentage of the girls (49.17%) was below the average.

3.2.5 RCA of the Students of Shree Dugdeshwor Secondary School (DSS)

Under this heading the RCA of DSS has been analyzed and interpreted in detail.

Table No. 6
Overall RCA of DSS

S.N	Variables	Average Score			Percentile Score		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	21.17	14.67	35.84	70.56	48.89	59.73
2	Girls	19.5	15.17	34.67	65	50.56	57.78
3	As a whole RCA	20.33	14.92	35.25	67.78	49.72	58.76

The above table shows the RCA of the Danuwar students of DSS, Panchkhal Kavre. The Students obtained 35.25 average marks out of 60 full marks, i.e., 58.76% of the full marks in the test. Thus their overall RCA was found to be 58.76%.

While analyzing the marks in terms of texts, the students were found to have obtained better marks in the seen text (20.33 out of 30) than in the unseen text (14.92 out of 30) which was 67.78% of the marks in the seen text and 49.72% of the marks in the unseen text.

In the analysis of the marks obtained by the students in the test in terms of sex variables, the boys were found to be better in the seen text and girls were found to be better in the unseen text. The boys obtained 59.73% and the girls obtained 57.78% of the full mark.

The boys (59.73%) scored above the average percentage of the school (58.76%) whereas the girls (57.78%) scored below the average.

3.3 School wise Comparison of RCA

In this heading, the total RCA of different five schools has been compared and analyzed.

Table No.7
Comparison of RCA of All Schools

S.N	Variables	Mark Obtained (F.M.-60)	
		Average	Percentage
1	SHSS	38.67	64.45
2	DTHSS	35.92	59.86
3	AHSS	44	73.33
4	JSS	35.16	58.62
5	DSS	35.25	58.75
6	As a whole RCA	37.8	63

The above mentioned table shows the RCA of the each school. According to it, the students of AHSS secured the highest percentage (73.33) and the students of JSS

secured the lowest percentage (58.6). The order of schools in terms of their RCA from highest to lowest was found to be AHSS, SHSS, DTHSS, DSS and JSS.

While comparing the RCA of each school with the overall RCA, it showed that the students of AHSS and SHSS secured above the overall RCA percentage (63%) and the students of DTHSS, JSS and DSS secured below the total RCA percentage.

3.4 Sex – wise RCA of the Students

Under this heading, the overall reading comprehension ability of the students have been analyzed and interpreted in terms of sex variable i.e., boys and girls in details.

3.4.1 RCA of the Boys

The total RCA of boys from all five schools has been analyzed and interpreted below:

Table No. 8
Overall RCA of Boys

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	SHSS	23.17	18.83	42	77.22	62.78	70
2	DTHSS	21.17	14.17	35.34	70.56	47.22	58.89
3	AHSS	25.67	19.5	45.17	85.56	65	75.28
4	JSS	23.83	17	40.83	79.44	56.67	68.06
5	DSS	21.17	14.67	35.84	70.56	48.89	59.73
6	As a whole RCA	23	16.83	39.83	76.66	56.11	66.39

The table shows the RCA of all the boys (30 Danuwar students) of all five schools of Kavrepalanchok district. The boys obtained 39.83 average marks out of 60 full

marks, i.e., 66.39% of the full mark in the test. Their overall RCA was found to be 66.39%.

While analyzing their RCA according to the texts, the boys obtained better marks in the seen text than in the unseen text. They obtained 76.66% of the marks in the seen text whereas they obtained 56.11% marks in the unseen text.

In the analysis of marks obtained by the boys as a whole in terms of school variable, the boys of all five schools involved in the research were found to have scored better in the seen text than in the unseen text.

The percentage obtained by the boys of SHSS (70%), and AHSS (75.28%) and JSS (68.06%) was above the average percentage of the boys as a whole (66.39%) whereas the percentage obtained by the boys of DTHSS (58.89%) and DSS (59.73%) was below the average.

3.4.2 RCA of the Girls

The total RCA of girls from all five schools has been analyzed and interpreted below:

Table No. 9
Overall RCA of Girls

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	SHSS	19.83	15.5	35.33	66.11	51.67	58.89
2	DTHSS	20.83	15.67	36.5	69.44	52.22	60.83
3	AHSS	23.33	19.5	42.83	77.78	65	71.39
4	JSS	16.33	13.17	29.5	54.44	43.89	49.17
5	DSS	19.5	15.17	34.67	65	50.56	57.78
6	As a whole RCA	19.96	15.8	35.76	66.55	52.66	59.61

The above mentioned table reveals the RCA of all the girls (30 Danuwar students) of all five schools of Kavrepalanchok district. The girls obtained 35.76 average marks out of 60 full marks, i.e., 59.61% of the full mark in the test. Their overall RCA was found to be 59.61%.

While analyzing their RCA according to the texts, the girls obtained better marks in the seen text than in the unseen text. They obtained 66.55% of the marks in the seen text whereas they obtained 52.66% marks in the unseen text.

In the analysis of marks obtained by the girls as a whole in terms of school variable, the girls of all five schools involved in the research were found to score better in the seen text than in the unseen text.

The percentage obtained by the girls of DTHSS (60.83%), and AHSS (71.39) was above the average percentage of the girls as a whole (59.61%) whereas the percentage obtained by the girls of SHSS (58.89%), JSS (49.17%) and DSS (57.78%) was below the average.

3.5 Sex - wise comparison of RCA as a Whole

This heading deals with the total RCA of the students in terms of sex viz. boys and girls and analyzed and interpreted below:

Table No. 10

Comparison of RCA of Boys and Girls

S.N	Variables	Average Score			Percentage		
		Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)	Seen Text (FM-30)	Unseen Text (FM-30)	Total (FM-60)
1	Boys	23	16.83	39.83	76.66	56.11	66.39
2	Girls	19.96	15.8	35.76	66.55	52.66	59.61

The table shows the comparison of marks obtained by the students of different sexes. The overall comparison of marks obtained by the boys and the girls showed that the boys (66.39%) secured nearly seven percent more than the girls (59.61%) and this result was not identical in all the schools; in some school the distance was near whereas in some schools, they had wider distance between the boys and the girls in RCA.

3.6 Text – wise comparison of RCA

The comparison of RCA of the total students in terms of texts viz. Seen and Unseen have been analyzed and interpreted below:

Table No. 11
Overall RCA In terms of Texts

S.N	Variables	Average Score			Percentile Score		
		Boys	Girls	Total	Boys	Girls	Total
1	Seen Text (F.M.-30)	23	19.96	42.96	76.66	66.55	71.61
2	Unseen Text (F.M.-30)	16.83	15.8	32.63	56.11	52.66	54.39

The table showed the comparison of marks obtained by the students in different two texts, viz. the seen and the unseen text. The overall comparison of the marks showed that the students obtained higher marks in the seen text (71.61%) than in the unseen text (54.39%).

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This study is specially focused on finding of RCA of Danuwar students. It deals with two conclusive parts of the research work viz. findings and recommendations.

4.1 Findings

After the analysis and interpretation of data, the findings of the study were summarized as follows:

1. The total RCA of the Danuwar students of grade X from Kavrepalanchok district was 63% which was satisfactory.
2. Students were found to have more RCA in the seen text than in the unseen text with 71.61% and 54.39% respectively.
3. In the comparative analysis of the results in terms of the sex variable, the boys were found to have better RCA than the girls with 66.39% and 59.61% respectively. The boys were nearly seven percent ahead in RCA than the girls.
4. Both the boys (76.66% in the seen and 56.11% in the unseen text) and the girls (66.55% in the seen and 52.66% in the unseen text) were found to have better RCA in Seen text then in Unseen text.
5. The RCA of AHS was the highest and the JSS was the lowest with 73.33% and 58.6% respectively.

4.2 Recommendations

On the basis of the findings of the study, the researcher made the following recommendations:

1. The RCA of Danuwar Students of grade X from Kavrepalanchok district seemed satisfactory and that should be increased to meet the highest level.
2. Girls seemed to be somehow weaker than boys in comprehending the reading texts. So for their improvement they should be motivated to participate in class and teachers should provide more feedback to them.
3. More exposure should be given in reading the variety of reading texts in and out from their course. The teachers should encourage them to read the reading texts that are not in their course books, which improve the comprehension ability in both seen and unseen reading texts.

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- c) The spaceship landed on the bank of the river with terrible noise. []
- d) Suren flew on the spaceship. []
- e) The people from another planet have been observing earth for several years. []

3. Complete the following sentences supplying suitable words from the text. 5

- a) Suren was fishing on the bank of.....
- b) The spaceship took on the shape of.....
- c) As he went closer, a door opened and he was.....
- d) They were from..... and have been earth for several months.

4. Put the following sentences in correct order. 5

- a) Suren went near the object. []
- b) He heard a voice saying, " Welcome to our spaceship, Suren." []
- c) Suren had been fishing all the day. []
- d) They knew that Suren was the best student in his school. []
- e) He was drawn into the vessel. []

5. Write short answers to the following questions: 10

- a) Where did the spaceship come from?
.....
- b) When did he see a bright object?
.....
- c) What made Suren think that it was not a helicopter?
.....
- d) Why did they pick Suren up?
.....
- e) How did they know Suren?
.....

Text 'B'

Ostriches are the largest and heaviest living birds. They are the fastest running birds but cannot fly. Ostriches are normally about 8 feet tall and weigh 105kg. The feathers of male ostriches are mostly black with white at the ends of the wings and in the tail. Females and young males are grayish-brown and white. Their legs are strong and lack feathers. Unlike other birds, they have just two toes on each foot. Their wings are large with a wingspan of over 6 feet but are not used for flight. The feathers, which are soft and fluffy, serve as insulation against the harsh temperature.

Ostriches eat insects, fruits, seeds, nuts and small reptiles including plants. Ostriches are found only in Africa. Many now live in forest preserves and other sanctuaries. These birds are native the dry savannas of Africa and are well adapted to desert life. They can tolerate a wide range of temperature. Ostriches can go without water for a long time. But they need a gallon and a half a day so they usually stay near water.

Female ostriches lay their eggs in a single communal nest, a simple pit, 30 to 60 cm deep. The eggs are incubated by the females by day and the male by night. The gestation period is about 45 days. The chicks run about within minutes of hatching. The life span of an ostrich is from 30 to 70 years.

Ostriches lay the biggest eggs in the world. Their eggs are almost spherical in shape and are glossy and creamy in colour, with thick shells marked by small pits. Eggs are six to eight inches in length, six inches in diameter and weigh almost 1400g. Eggshells are so strong that they can support the weight of a 280 pound person. Different kinds of dishes and water bottles are made out of their eggshells.

1. Write the words from the above passage which have similar meaning to the following words: 5

- a) brave b) period c) skeleton d) conserves e) largest

2. Write 'T' for true and 'F' for false statements. 5

- a) Although Ostriches can't fly, they are birds. []
 b) Their wings protect them from severe temperature. []
 c) A wide flat open area of American land is the Ostriches' native place. []
 d) An Ostrich can live for 30 to 70 years. []
 e) Ostrich's eggshells are very strong. []

3. Complete the following sentences supplying suitable words from the text. 5

- a) An ostrich needs.....of water a day.
- b) Both..... ostriches incubate eggs.
- c) The average weight of an ostrich is 105kg and its egg is.....
- d) Ostrich's eggshells can be used to make water bottle and.....
- e) They live in and are well adapted to desert life.

4. Put the following sentences in correct order. 5

- a) The life span of an ostrich is from 30 to 70 years. []
- b) Ostriches lay the biggest eggs in the world. []
- c) Ostriches eat insects, fruits, seeds, nuts and small reptiles including plants. []
- d) Ostriches are largest and heaviest living birds. []
- e) The chicks run about within few minutes of hatching. []

5. Write short answers to the following questions: 10

- f) How can you distinguish between male and female ostriches by colour?
.....
.....
- g) What do ostriches live on?
.....
- h) Why do ostriches like to stay near water?
.....
- i) How are its eggshells useful?
.....
- j) What are its main features?
.....
.....

"Thank you for co-operation"

APPENDIX – II

Table showing the Number and Type of Questions

Types of Test	Seen Text		Unseen Text	
	No. of Questions	Marks	No. of Questions	Marks
A. Objective				
1. Vocabulary	5	5	5	5
2. True or False	5	5	5	5
3. Completion	5	5	5	5
4. Correct Order	5	5	5	5
B. Subjective				
1. Short answer Questions	5	10	5	10
Total	25	30	25	30

Appendix III

School wise Reading comprehension ability

School: Sarbamangala Higher Secondary School

FM:- 60

S.N	Name of the Student	Marks in Seen Text (F.M.-30)	Marks in Unseen Text (F.M.-30)
1	Uttar Rai	27	24
2	Subash Rai	22	19
3	Krishna Bahadur Rai	22	15
4	Nishan Rai	19	15
5	Devendra Rai	22	17
6	Robin Rai	27	23
7	Hiramaya Rai	20	13
8	Asmita Rai	19	17
9	Rama Rai	19	16
10	Resmita Rai	20	15
11	Samjhana Rai	17	12
12	Sirjana Rai	24	20
Total		258	206
Average		21.5	17.17
Percentage		71.67	57.22

School: Dedi Thumka Higher Secondary School

FM:- 60

S.N	Name of the Student	Marks in Seen Text (F.M.-30)	Marks in Unseen Text (F.M.-30)
1	Ram Kumar Rai	23	17
2	Ajaya Rai	18	11
3	Arjun Bahadur Rai	22	14
4	Rabin Rai	22	15
5	Dinesh Rai	21	14
6	Narayan Rai	21	14
7	Shital Rai	24	20
8	Jyotika Rai	20	17
9	Unisha Rai	20	15
10	Hira Rai	19	14
11	Belimaya Rai	21	16
12	Chameli Rai	21	12
Total		252	179
Average		21	14.92
Percentage		70	49.72

School: Azad Higher Secondary School

FM:- 60

S.N	Name of the Student	Marks in Seen Text (F.M.-30)	Marks in Unseen Text (F.M.-30)
1	Prabhakar Rai	27	21
2	Bidur Rai	24	16
3	Prabhat Rai	25	21
4	Ramesh Rai	26	18
5	Hari Krishna Rai	26	21
6	Rajesh Rai	26	20
7	Muna Rai	23	16
8	Srijana Rai	21	18
9	Puja Rai	25	20
10	Arati Rai	22	21
11	Saraswati Rai	24	17
12	Sangita Rai	25	25
Total		294	234
Average		24.50	19.50
Percentage		81.67	65.00

School: Jorpati Secondary School

FM:- 60

S.N	Name of the Student	Marks in Seen Text (F.M.-30)	Marks in Unseen Text (F.M.-30)
1	Mahendra Rai	26	21
2	Aita Bahadur Rai	21	13
3	Dhana Bahadur Rai	25	16
4	Suvash Rai	20	22
5	Lek Bahadur Rai	24	13
6	Prem Kumar Rai	27	17
7	Junu Rai	16	14
8	Shreejana Rai	16	14
9	Sharmila Rai	20	14
10	Mathura Rai	14	10
11	Resahmi Rai	14	15
12	Rojina Rai	18	12
Total		241	181
Average		20.08	15.08
Percentage		66.94	50.28

School: Dugdeshwor Secondary School

FM:- 60

S.N	Name of the Student	Marks in Seen Text (F.M.-30)	Marks in Unseen Text (F.M.-30)
1	Gopal Rai	21	14
2	Sugam Rai	24	12
3	Ramesh Rai	22	13
4	Binod Rai	17	13
5	Raj Rai	21	17
6	Santosh Rai	22	19
7	Fulmaya Rai	21	19
8	Krishtina Rai	19	15
9	Apeksha Rai	19	17
10	Hiramaya Rai	18	16
11	Laxmi Rai	20	11
12	Sanu Kanchhi Rai	20	13
Total		244	179
Average		20.33	14.92
Percentage		67.78	49.72

Appendix – IV

Marks obtained by the students in various items of the Test

S.N	Name of the Student	Seen Text (F.M.-30)						Unseen Text (F.M.-30)						Total (FM-60)
		VOC	T/F	C	CO	SQ	T	VOC	T/F	C	CO	SQ	T	
1	Sirjana Rai	5	5	5	5	4	24	3	4	4	3	6	20	44
2	Samjhana Rai	3	3	5	5	1	17	1	3	3	2	3	12	29
3	Resmita Rai	5	4	5	3	3	20	2	4	1	5	3	15	35
4	Rama Rai	3	5	5	3	3	19	2	5	0	5	4	16	35
5	Asmita Rai	3	5	5	3	3	19	2	5	1	5	4	17	36
6	Hiramaya Rai	4	5	5	5	1	20	2	3	3	2	3	13	33
7	Robin Rai	4	5	5	5	8	27	3	4	4	5	7	23	50
8	Devendra Rai	4	3	5	5	5	22	2	4	4	3	4	17	39
9	Nishan Rai	4	3	5	5	2	19	2	4	4	3	2	15	34
10	Krishna Bahadur Rai	4	3	5	5	5	22	2	4	3	2	4	15	37
11	Subash Rai	4	3	5	5	5	22	2	4	5	3	5	19	41
12	Uttar Rai	4	5	5	5	8	27	3	4	4	5	8	24	51
13	Prabhakar Rai	4	5	5	3	10	27	4	4	4	3	6	21	48
14	Bidur Rai	4	2	5	5	8	24	3	5	3	2	3	16	40
15	Prabhat Rai	5	4	5	3	8	25	4	3	3	5	6	21	46
16	Ramesh Rai	4	4	5	5	8	26	3	4	3	3	5	18	44
17	Hari Krishna Rai	4	4	5	5	8	26	4	4	3	5	5	21	47
18	Rajesh Rai	4	4	5	5	8	26	4	3	3	5	5	20	46
19	Muna Rai	3	5	4	5	6	23	3	5	3	2	3	16	39
20	Srijana Rai	4	3	4	5	5	21	3	4	4	2	5	18	39
21	Puja Rai	4	4	4	5	8	25	3	4	4	5	4	20	45
22	Arati Rai	4	3	4	5	6	22	3	5	4	2	7	21	43
23	Saraswati Rai	4	3	4	5	8	24	2	3	4	2	6	17	41
24	Sangita Rai	4	5	5	5	6	25	4	5	5	5	6	25	50

25	Mahendra Rai	4	5	5	5	7	26	3	3	4	5	6	21	47
26	Aita Bahadur Rai	3	4	5	3	6	21	3	3	3	2	2	13	34
27	Dhana Bahadur Rai	4	5	5	5	6	25	4	3	3	2	4	16	41
28	Suvash Rai	3	5	4	3	5	20	3	3	3	5	8	22	42
29	Lek Bahadur Rai	3	5	5	5	6	24	3	3	3	2	2	13	37
30	Prem Kumar Rai	4	5	5	5	8	27	3	5	3	2	4	17	44
31	Junu Rai	0	5	5	5	1	16	3	5	0	3	3	14	30
32	Shreejana Rai	1	4	5	5	1	16	0	4	3	3	4	14	30
33	Sharmila Rai	4	5	5	5	1	20	2	3	3	2	4	14	34
34	Mathura Rai	0	5	5	3	1	14	3	2	1	2	2	10	24
35	Resahmi Rai	1	5	5	2	1	14	3	5	1	5	1	15	29
36	Rojina Rai	1	5	5	5	2	18	3	4	1	2	2	12	30
37	Gopal Rai	2	4	5	3	7	21	3	4	4	1	2	14	35
38	Sugam Rai	3	5	5	5	6	24	3	3	3	2	1	12	36
39	Ramesh Rai	3	5	5	5	4	22	3	3	3	2	2	13	35
40	Binod Rai	3	2	4	3	5	17	2	4	3	2	2	13	30
41	Raj Rai	3	5	5	5	3	21	2	4	3	5	3	17	38
42	Santosh Rai	3	5	5	5	4	22	2	4	3	5	5	19	41
43	Fulmaya Rai	3	4	5	5	4	21	3	3	4	4	5	19	40
44	Krishtina Rai	2	5	3	5	4	19	2	3	3	2	5	15	34
45	Apeksha Rai	2	4	4	5	4	19	3	5	3	2	4	17	36
46	Hiramaya Rai	2	5	4	3	4	18	4	3	4	3	2	16	34
47	Laxmi Rai	3	5	5	5	2	20	3	3	1	2	2	11	31
48	Sanu Kanchhi Rai	3	4	4	5	4	20	2	3	4	2	2	13	33
49	Dinesh Rai	2	5	5	5	4	21	1	4	2	5	2	14	35
50	Rabin Rai	2	5	5	5	5	22	1	4	3	5	2	15	37
51	Arjun Bahadur Rai	2	5	5	5	5	22	1	4	2	5	2	14	36
52	Ajaya Rai	2	5	4	5	2	18	1	4	3	1	2	11	29

53	Ram Kumar Rai	3	5	5	5	5	23	2	4	3	5	3	17	40
54	Narayan Rai	2	4	5	3	7	21	3	4	4	1	2	14	35
55	Sital Rai	3	5	5	5	6	24	3	5	5	3	4	20	44
56	Jyotika Rai	2	4	5	5	4	20	3	4	3	5	2	17	37
57	Unisha Rai	2	4	5	5	4	20	2	4	4	2	3	15	35
58	Hira Rai	2	5	5	5	2	19	2	3	2	5	2	14	33
59	Belimaya Rai	3	4	5	5	6	23	2	4	3	5	2	16	39
60	Chameli Rai	3	5	4	5	4	21	1	4	2	1	4	12	33

VOC – Vocabulary

T/F – True/False

C – Completion

CO – Correct Order

SQ – Short answer questions

T - Total