

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a system of communication by means of verbal symbols. More specifically, it is a system of 'human' communication which is highly complex. It has such structural complexity and functional diversity that there can be no limit to the depth and breadth of its study. Procter (1996, p. 795) defines language as "a system of communication consisting of a set of small and a set of rules which decides the ways in which these parts can be combined to produce message that have meaning." This definition clarifies the language from the point of view of how aspect of the language. Communication takes place when a small part is combined with a set of rules to produce a message consisting meaning. Similarly, Crystal (1985, p. 308) states "...native language, having been acquired naturally during childhood, is the one about which a speaker will have the most instructions, and whose judgments about the ways the language is used can therefore be trusted." No language is superior or inferior in terms of communicating ideas. However, some languages play a dominant role in the society. In this regard, English is considered to be a gateway to the world body of knowledge. It is important for the acceleration of technical development of the country. Hornby (2005, p. 862) defines language as "the use by humans of a system of sounds and words to communicate." This definition implies that language is meaningful sound units used by human beings. Furthermore, English is also used as a lingua franca in many countries.

There are many language communities in the world and every language community has its own language. Among the languages of the world, English is the most dominant and widely spoken language, crossing the geographical

boundary and national territory. In the context of Nepal English is being widely used as a compulsory subject from grade one to bachelor level. The main aim of teaching English in the present situation is to enable the learners to communicate in it effectively and appropriately. So, the emphasis should be extended to communicative competence for which any learner of English should have the ability of producing grammatically correct and situationally appropriate sentences.

Language has four basic skills viz; listening, speaking, reading and writing. One can master over any language only when one gets perfection over these skills. Language skills are traditionally divided into two groups as receptive skills and productive skills. Listening and reading are grouped under receptive skills and speaking and writing come under productive skills. Although, listening and speaking are considered receptive skill at the time of listening or reading, the learner does not stay passive but s/he receives something that leads him/her towards productive skills. We receive information or knowledge either by listening to someone or by reading something. Reading is the most important skill to gain knowledge. Reading is mainly done for two purposes either for pleasure or for information. That is why, it can be said that the most pleasant and efficient road to learn a language on the only way of truly mastering any language is reading.

Because of the fast growing development of science and technology, a number of old beliefs are being replaced day by day. If someone is confident depending on the knowledge obtained ten years before, s/he will be a ridiculous character. So, there is only one best way i.e. reading which provides a novel capacity of keeping the reader oneself updated with the current worldly affairs. It is also really fruitful to be an efficient professional all the times. Those who cannot move them with the speed of the time remain back in their business.

Reading generally means understanding or making sense of a given text. In academic life, reading helps the students sharpen and widen the scope of knowledge. It is one of the major tools that keeps themselves abreast of the latest happening across the world. Moreover, reading feeds our mind with variety of thoughts. Oxford Advanced Learner's Dictionary of Current English (1996) defines 'to read' as to look at and understand the meaning of printed words or symbols. To read, one must recognize the words, know the meaning of the words and understand the ideas expressed by the author, sense and one of mood selection, evaluate the accuracy of the ideas and use or apply them.

1.1.1 Reading Comprehension and Reading Speed

Reading comprehension refers to the process of the extracting three levels of the meaning from the graphic symbols. These three levels are: lexical, structural or grammatical and socio-cultural. In this regard, Varghese (1990, p. 105) says that reading becomes meaningful only if the readers get the meaning behind the graphic symbols and the sound they represent. In other words, a good reader should recognize the meaning of the words when they read any article. According to Lado (1961, p. 81), " Reading is to grasp information from graphic representation of language". It is the most common and easiest means of receiving reprinted or written information with appropriate speed and correct understanding.

According to Cambridge International Dictionary of English (2003) comprehension is the ability to understanding completely and be aware of a situation, fact etc. A comprehension is an exercise which tests students' understanding of written or spoken language by asking them a set of questions about a piece of text they have read or which has been read to them.

Regarding reading comprehension and speed, Sonka (1976, p. 121), says "A good reader doesn't read one word, stop, think, check his dictionary and move

onto the next word.” In the above saying, Sonka stresses that to be a good reader, one should look further information without concerning simple difficulties. Similarly, Grellet (1981, as cited in Wagle, 2000, p. 3), maintains that students will read efficiently unless they can adopt their reading speed and techniques to their aim while reading.

According to Oxford English Learner’s Dictionary (1996), reading speed is the process of reading something very quickly, paying attention to the general meaning of sentences and phrases rather than to every words. There is not any fix rate at which people ought to read. Reading speed may be varied according to the purpose of reading, difficulty level of the language, unfamiliarity of the text and so on.

According to Nuttall (1995, p. 56), secondary school pupil in the countries where English is a second language may read at 120 -150 words per minute (wpm) before training. University students in similar areas may read at about 200 wpm but have been found to read at about rates as slow as 60 wpm, presumably the texts were difficult and had to be understood thoroughly. All these students can make significant advances in speed after training. An average increase is about 50 percentage.

The speed which a person reads depends on:

- a. the type of reading material (e.g. fiction or non fiction)
- b. the reader’s purpose (e.g. to gain information, to find the main ideas in a passage)
- c. the level of comprehension required (e.g. to extract the main ideas or to gain complete understanding)
- d. the reader’s individual reading skills.

The following are typical reading speeds:

Speed	Purpose	Good reader
Slow	Study reading, used when material is difficult and high comprehension is required.	200 – 300 words per minute (wpm).80–90% comprehension
Average	Used for everyday reading of magazine, newspapers, etc,	250 – 500 words per minute (wpm). 70 % comprehension
Fast	Skimming, used when highest speed is required. Comprehension is intentionally lower.	800 words per minute (wpm) 50 % comprehension

(Richards et al. 1999, pp. 307 – 308)

1.1.2 Ways of Improving Reading Speed

So far as the ways of improving reading speed is concerned, we can say that practice and the training are the pre-requisite to improve the reading speed. The more practice we do, the more we can improve our skill. The students who read too slowly will easily get discouraged. They tend to stumble on unknown words and as a result, they fail to grasp even the general meaning of the text. Indeed, reading should also be followed by comprehension questions or activities. The students should be asked to participate in class work, individual work, pair and group work followed by some other extra tasks.

One of the most common ways of improving reading speed is to give the students passages to read and to ask them to limit the time themselves. But it is of no use to ask the students to do something faster which they cannot do at all. Reading techniques should be varied according to the type of text and reading

purpose. The next way of improving reading speed may be asking the students to read the texts of their interest. These facts prove that there is a strong form and close relationship between reading speed and interest of the readers. It is so because the interest leads them to get to the ends to the text as quickly as possible.

1.1.3 Reading as Skills

Reading skills can be divided in terms of receptive and productive skills as follows:

1.1.3.1 Reading as a Receptive Skill

Obviously reading is a receptive skill because we receive message by reading something. Reading without understanding is just barking at prints and therefore reading involves understanding or comprehension. Comprehension comes under receptive skill. Efficient readers can predict what they are going to read. In other words, they presuppose what will happen then after. They can extract detailed information by reading a text. Reading helps the readers to deduce the meaning of unfamiliar words from contexts. Similarly, the readers recognize what functions are served and what discourse pattern is used. Apart from this, reading involves the following skills that prove reading as a receptive skill:

- a. predictive skills
- b skill of extracting detailed information.
- c. skill of deducing meaning from context.
- d. skill of recognizing function and discourse pattern.
- e. skill of getting the general picture etc.

(Rivers 1978, p. 241)

1.1.3.2 Reading as a Productive Skill

Reading, though, usually is a receptive skill, it can be regarded as a productive skill as well because it involves relation between print and speech and thereby, involves pronunciation, which is one of the productive skills. Similarly, reading involves:

- a. guessing
- b. predicting
- c. checking
- d. responding the reading text
- e. using the text to do something etc.

(Rivers 1978, p. 241)

1.1.4 Types of Reading

Types of reading can be referred to as categorization of reading or strategies of reading. Reading can be categorized on the basis of various factors. They are presented in the following diagram:

(Sharma 2007, p. 216)

1.1.4.1 Speed Based Reading

On the basis of the speed that a reader reads a text, reading can be divided as follows:

a. Slow Reading

Slow reading refers to the reading in relatively slow speed. Slow reading occurs in the following cases:

- a. in the beginning stage of reading
- b. while teaching listening
- c. while reading difficult passage
- d. for the purpose of understanding in depth and learning about the language system etc.

b. Fast/Rapid Reading

Fast/rapid reading refers to the reading in relatively faster speed. This type of reading is used:

- a. after being an expert in language.
- b. while reading silently.
- c. by native speakers.
- d. while reading for self study etc.

1.1.4.2 Noise Based Reading

On the basis of the production of sound in reading, reading is divided as follows:

a. Silent Reading

Silent reading refers to understanding the message from graphic symbols by our eye. It involves mental process without making use of organs of speech. A good silent reader does not allow even the movement of lips.

b. Loud Reading

Loud reading involves both physical and mental process. It changes the graphic symbols into spoken form and also interprets them. Therefore, it also includes pronunciation. This is also called oral reading which is the basis of both formal and standardized tests of reading performance.

1.1.4.3 Attention Based Reading

On the basis of the attention that a reader pays, reading can be divided as follows:

a. Skimming

Skimming is a kind of search read used mainly to establish what a text is about before deciding where to read. Skimming means looking quickly over a text to get an idea of what it is about and how it is organized. While skimming we should not read every word instead we should look at headings, pictures, graphs, and highlighted words. We can read the introduction and the first sentence of each paragraph.

b. Scanning

Scanning can be called as a kind of skimming and therefore obviously is a kind of search reading. Scanning is looking quickly through a text to find a specific word or piece of information. While scanning our eyes pass over the text, stopping only when we find the word or information we are looking for. It focuses its attention to see if a particular point is present in the text or to locate it. It involves the checking of specific items and can also be called as “item check read.”

1.1.4.4 Purpose Based Reading

On the basis of the purpose that a reader expects from reading, reading can be divided as follows:

a. Intensive Reading

Intensive reading is the reading generally at a slower speed and requires a higher degree of understanding. It involves in-depth reading, pausing, regression, and reflection on what is read for the purpose of learning and appreciation. It is also called study reading which involves close study of the text.

b. Extensive Reading

Extensive reading is a good rapid silent reading for pleasure and unconscious language learning. Extensive reading is the ultimate aim of teaching reading. It refers to the reading in which the students feel free and comfort. Specially, extensive reading concerns subject matter that the student would read in his first language for pleasure. In extensive reading, the readers have the option of

skipping whole sections they find either too difficult or less interesting. It is a pure pleasure reading. This type of reading is often associated with supplementary reading books read outside the classroom. This includes the reading of short stories, novels, magazine and newspaper articles and usually a very private matter, teacher-free and desirable for learners to aim at a fairly good speed.

1.1.5 Importance of Reading

Reading has a great significance in learning a foreign language. People can learn language through reading books. For the learners of English as a foreign language, reading is the common means of exposure. That is why, we can say that whether there is little reading, there is little language learning. In this regard Sonka (1976, p. 120) says “reading must be considered an essential component of a college preparing English programme”. Similarly, Strange (1978, cited in Wagle, 2002, p. 2), is of the opinion that “reading provides experience through which the individual may expand his horizons, identify, expand and intensify his interests; and gains deepen understanding of himself of often human beings, and of the world. Realizing the importance of reading, Nuttall (1996, p. 58) says, “ the text is full of meaning like a jug of water; the reader’s mind soaks it up like a sponge.”

1.1.6 Components of Reading

Reading consists of two major aspects; mental and physical. So, reading is not only a mental process but also a physical process. Reading is a mental process in the sense that reading crucially involves mind and it is a physical process as it involves vision and the movement of the eyes. The mental activity is concerned with comprehension and a physical activity is concerned with speed of reading.

Reading also comprises two components; comprehension and speed. Reading comprehension means to understand a written material extracting the required information from it. Reading becomes meaningful only if the reader gets through the meaning behind the graphic symbols. A good reader needs to gain more information within a limited time. The relationship between reading comprehension and reading speed is complex but they are closely linked. Reading speed tends to make a student to read more efficiently; s/he manages to understand more materials in less time. Sonka (1976, p. 121) says, a good reader does not read one word, stop, think, check his dictionary and move onto the next word'

1.1.7 Approaches to Reading

The approach to reading helps the reader to understand the text. The approaches to reading are mainly based on selection of reading materials, organization of content and presentation of content. The assumption behind the approaches of reading is that if the reader has the knowledge of what type of text s/he is reading, how the information is organized and presented, and then s/he can better understand the text. There are three main types of approaches to reading. They are:

1.1.7.1 Thematic Approach

The readers should concentrate on both what is conveyed and how the message in the reading text is organized. Organization and presentation of message largely depend on the part of the writer. The reader should have knowledge of how the writer has presented and organized the content. The thematic approach particularly deals with this matter. Change in word can bring change in the meaning conveyed by the sentences. The main purpose of the thematic approach to reading is to recognize how arrangement of information in the

passage can determine the order of the words in sentences and to understand the relationship between parts of the text to convey a clear meaning.

1.1.7.2 Sign Post Approach

Another approach to reading is the sign post approach which is based on the assumption that reading comprehension takes place best if students are given the pre -reading task. The task may include different sign post questions (SPQ) related to text that students are going to read. It directs the readers to find specific details in the text. The readers read the SPQs that give the readers specific reason for reading and make the reading much more purposeful.

1.1.7.3 Language Experience Approach

Language experience approach is based on the assumption that reading becomes more effective if the material to be read is prepared on the basis of the experience of the learners. This approach is said to be more dynamic and flexible because the students with different experiences can read the text.

1.2 Review of Related Literature

Many research works have been carried out by different people in the field of reading proficiency. Most of the previous researches on reading have been carried out in relation to comprehension and a very few are in speed. The researcher has reviewed some of the related researches on reading which are as follows:

Giri (1981) carried out a thesis on ‘A Comprehension of Language Proficiency of the Students Studying Grade Ten between Kathmandu and Doti Districts’ in order to compare language proficiency of the students studying in Grade ten in

the schools of Kathmandu and Doti. He found that the students studying in the school of Kathmandu had better reading skill than those of Doti district.

Siwakoti (1996) did his research on 'An Analysis of Reading Proficiency of the Secondary School of Jhapa District'. His objective was to find out the reading proficiency of the students who are reading in private and government aided schools in Jhapa district in terms of text book and non-text book materials. From this study, he found that the students of urban schools performed better than those of the rural schools, and the students of private schools performed better than those of HMG aided schools on all items of textbook and non-textbook materials.

Subedi (2000) did his research on 'Reading Comprehension Ability of the Grade Nine Students of Kathmandu and Jhapa Districts.' He administered two sets of questions in order to compare reading comprehension of IX Graders of Kathmandu and Jhapa districts. One set of question was selected from the newspaper. He used both subjective and objective types of text items. His study showed that students of Kathmandu had better reading skills than those of Jhapa district.

Gauli (2001) carried out his research on 'English Reading Speed of Nepalese Students.' His objective was to find out reading speed of Nepalese learners of secondary education, lower secondary and higher secondary levels. He found that the average English reading speed of Nepalese students is 89.10 wpm. He also found that the students studying in private schools had higher speed than those of the students studying in public schools.

Wagle (2002) carried out her research on 'Reading Comprehension and Reading Speed of the 9th Graders'. Her objective was to find out both reading comprehensibility and speed of the students of grade nine. From her research, she found that the average reading comprehensibility of the students on seen

text and unseen text after teaching was 87.31 % and 71.6 %, respectively. The students who had higher reading comprehensibility on seen text also had higher reading speed on seen text (i.e. 74.12 wpm). They could read 61.62 wpm on unseen text.

Karkee (2003) studied on ‘ Reading Comprehension Ability of the Tamang and Non- Tamang Children: A Comparative Study’. His objective was to find out the average reading comprehensibility between Tamang and non Tamang children. He found that the average reading comprehension of the Tamang children at public secondary school of Dolakha district was satisfactory (37.52). He also found that comparatively the Tamang children have lower reading comprehension ability than the Non-Tamang children (i.e. 37.52 vs 42.52)

Pattel (2003) carried out his research on ‘ Proficiency of the Students of Grade Ten in Comprehending Written Texts.’ He tried to identify and compare the proficiency of the students in comprehending written texts. This is the field study. The researcher has utilized the primary data. The population of the study consisted of 200 students from grade 10 from 8 public schools of Makwanpur and Rautahat districts. He found that the average proficiency of Grade 10 students of Makwanpur and Rautahat in comprehending written text is 56.78 percent. Students’ proficiency in comprehending written text in seen text (62.91) is higher than that in unseen text (51.38).

Sharma (2000) carried out his study on ‘Reading Comprehension Ability of the Students of Grade Seven’. His objective was to find out the reading comprehensibility of the students of grade seven in reading dialogue. He found that the average reading comprehension of the students was good (i.e. 52.94). The reading comprehension ability of the dialogue in students was relatively poorer.

Acharya (2007) carried out a study on ‘Students Reading Comprehension Ability in Poetry.’ His objective was to find out the average reading comprehensibility of the students of grade ten in poetry. He found that the average poetry reading comprehension of students of grade ten of Kathmandu and Kavrepalanchowk is satisfactory (i.e. 55.24).

This study is different from the previous researches because the researcher has included two government aided schools and two private schools in his study. This research is also related to reading which has attempted to cover both reading comprehension and reading speed with correlation between them.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out reading comprehension and reading speed of tenth graders studying in government aided schools and private schools of Morang district on seen and unseen passages.
- b. To compare reading comprehension and reading speed variations on seen and unseen passages.
- c. To make school wise comparison of reading comprehension and speed.
- d. To suggest some pedagogical implications.

1.4 Significance of the Study

The study is different from the previous researchers in the field of reading as it tries to find out the reading comprehension and reading speed of secondary level students on both seen and unseen passages. It also tries to find out the correlation between reading comprehension and reading speed. This study will be significant to those people who are directly or indirectly involved in teaching and learning of English. The study will be helpful to curriculum

designers, textbook writers, policy makers, teachers and students in deciding the reading comprehensibility and speed of the students and to prepare authentic materials for the school level students in the present context of Nepal.

1.5 Definition of the Terms

The terms which are used in this study are defined as follows:

Acceleration

When something goes faster, or its ability to do this.

Assumption

That you accept as true without question or proof.

Authentic

Real, true, or what people say it is.

Consume

To use energy or time, especially in large amount.

Dominant

More important, strong or noticeable than anything of the same type.

Dynamic

Having a lot of ideas and enthusiasm, energetic and powerful.

Extract

To remove or take out something.

Interpret

To decide what the intended meaning of something is.

Presumably

To believe something to be true because it is very likely, although you are not certain.

Proficient

Skilled and experienced.

Reading Comprehension

The ability of the students to read and understand the written text.

Reading Speed

The number of words that the students read in a minute. The total number of words that they had to read to perform the provided task was divided by the time they consumed (here the time is measured in minutes) to find out their reading speed.

Ridiculous

Stupid and unreasonable and deserving to be laughed.

Seen Passage

A passage which has already been read by the students of class in their text book.

Stumble

To step awkwardly while walking or running and fall or begin to fall.

Theme

The main subject of a talk, book etc.

Unseen Passage

A passage which is completely new to the students or not studied ever before by the students.

CHAPTER- TWO

METHODOLOGY

The researcher adopted the following methodology:

2.1 Sources of Data

The researcher used both primary and secondary sources of data to carry out this research work. The sources are as follows:

2.1.1 Primary Sources of Data

The responses made by the eighty students both on seen and unseen passages were used as the primary sources of data of this study. The students were taken from two government aided and two private schools of Morang district.

2.1.2 Secondary Sources

Different related researches, textbooks, journals, theses and so on were used as the secondary sources of this study. Some of them were Giri (1981), Grellet (1981), Richards et al. (1995), and Subedi (2000).

2.2 Sampling Procedure

The researcher selected two government aided schools and two private schools of Morang district for the study using judgemental sampling procedure. He also selected twenty students from each school (eighty students from four schools) using random sampling procedure. The students who were taken for the pilot study were not included for collecting data.

2.3 Tools for Data Collection

Tests on reading comprehension and reading speed on both seen and unseen texts were the main tools. The researcher constructed two types of test in the following way:

2.3.1 Seen Passage Test

The researcher selected a reading passage from the English textbook for grade ten and constructed ten multiple choice items, five true/false, five matching items and five fill in the blanks where the students had to fill a single word in the blank space provided to them (altogether twenty-five items were constructed, each carrying two marks.). The selected seen passage is given in the appendix - 1.

2.3.2 Unseen Passage Test

The researcher selected a passage which was unseen to them but the difficulty level was considered by comparing the vocabularies and sentence structure used in the passage. Then, the researcher constructed ten multiple choice items, five true/false, five matching items and five fill in the blanks where the students had to fill a single word in the blank space provided to them (altogether twenty-five items were constructed , each carrying two marks). The selected unseen passage is given in appendix – 1.

2.4 Piloting Test Items

After constructing the tools, the researcher carried out a pilot study to check the appropriateness and validity of the test items. The test was administered to 15 students of Shree Shanti Bhagawati Higher Secondary School, Letang, Morang.

Then their answer sheets were collected and the average of their marks was calculated. (see Appendix- 4)

2.5 Process of Data Collection

The researcher visited the selected schools and after taking permission from school authorities, he collected the students of grade ten and administered a test on the students with the help of principals and English teachers using the following procedures:

- a. The students were arranged in seats making sure that there would be no external disturbance during the administration of the test.
- b. The researcher provided all the instructions about the test clearly before starting the test and he put the reading passage and test item down at the same time in front of them on their desk.
- c. He allowed them to start the task and checked the time. When the students returned the paper, he recorded the time on the answer sheet.
- d. The test was separately conducted on seen and unseen passages.
- e. The researcher made sure that no one cheated in the test.
- f. Then, all the answer sheets were carefully collected and counted.
- g. Ultimately, the researcher thanked all the students for their active involvement in the test as well as all the principals, teaching staff, and other concerned were thanked for their kind co-operation.
- h. To find out their individual reading speed, the total number of words that they read to perform the given task were divided by the time they consumed. Here, the time was measured in minutes.

2.6 Limitations of the Study

The limitations of the study were as follows:

- a. This study is limited to only four (two government aided and two private) schools of Morang district.
- b. It is limited to grade 10 students.
- c. Only eighty students of grade ten were involved for the collection of data.
- d. It is confined to only reading comprehension and reading speed.
- e. Only two reading passages i.e. seen passage and unseen passage were administered to collect data.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the students. The answer papers were carefully examined and marks were given to them after collecting the data. Then, the marks obtained by the students of each school were tabulated, grouped and added them. After grouping and adding the marks, the average marks were calculated from the total marks by the number of students who participated in the test. On the basis of the total marks, the average marks, the percentage of the average marks obtained by each school on seen and unseen text along with speed were carefully calculated. Ultimately, the students' reading comprehension and speed was analyzed and compared on the basis of the marks they secured and the time consumed by them.

3.1 An Overall Comparison of Reading Comprehension and Reading Speed of Grade Ten Students on Seen and Unseen Passages

The following table shows an overall comparison of reading comprehension and speed among the students of four different schools who are studying in grade ten variations on both seen and unseen passages.

Table No 1
Reading Comprehension and Speed on Seen and Unseen Passages

Types of Schools	No.of Students	Measures Comprehensibility	Seen passage (50)	Unseen Passage (50)	Total (100)
Government aided Schools (SVSS and MSS)	40	Average	31.95	29.25	61.2
		Percentage	63.9	58.5	61.2
		Speed (wpm)	41.93	39.21	40.57
Private Schools (LSBS and MSES)	40	Average	36.07	33.52	69.59
		Percentage	72.14	67.04	69.59
		Speed (wpm)	66.84	53.2	60.02
Total	80	Average	34.01	31.38	65.39
		Percentage	68.02	62.76	65.39
		Speed (wpm)	54.38	46.20	50.29

Table No. - 1 presents an overall comparison of the reading comprehension ability and speed of the students of grade 10 on both seen and unseen passages. The table presents that the average reading comprehensibility of the students who are studying in government aided schools on seen passage is 31.95. In other words, the students of government school can comprehend 63.9 % out of 100 on seen passage. Similarly, the table shows that the students of government school have 29.25 marks as an average on unseen passage i.e. 58.5 %. The table also presents that the students can read 41.93 wpm on seen passage. Similarly, they have the reading speed of 39.21 wpm on unseen passage. In total, the students of government school can comprehend 61.2 % of any passage out of 100. From the above table, it has been found that the students of government schools have better comprehensibility on seen passage than that of unseen passage. Similarly, they also have better reading speed on seen passage

than that of unseen passage. The average reading speed of the students of government schools is 40.57 wpm.

The table also presents an overall comparison of the reading comprehension ability and speed of the students of grade 10 on both seen and unseen passages. The table presents that the average reading comprehensibility of the students who are studying in private schools on seen passage is 36.07. In other words, the students of private schools can comprehend 72.14 percentage out of 100. Similarly, the students of private school have 33.52 marks as an average on unseen passage i.e. 67.04 %. The students have the reading speed of 66.84 wpm on seen passage. Similarly, they can read 53.2 wpm on unseen passage. In total, the students of private schools can comprehend 69.59 % of any passage out of 100. From the above table, it has been found that the students of private schools have better comprehensibility on seen passage than that of unseen passage. Similarly, they have also better reading speed on seen passage than that of unseen passage. The average reading speed of the students of private schools is 60.02 wpm.

The table also presents that the students of private schools have better reading comprehensibility on seen passages than that of the students of government schools i.e. 36.07 and 31.95, respectively. Similarly, the students of private schools have better reading comprehensibility on both unseen passages than the students of government i.e. 33.52 and 29.25, respectively. In total, the students of private schools are better in both reading comprehension and speed than the students of government schools.

At last, the table further presents an overall comparison of the reading comprehension ability and speed of the students of grade 10 on both seen and unseen passages. The average reading comprehensibility of the students of four schools including two private and two government is 34.01 i.e. 68.02 %. The average reading comprehensibility of all students on unseen passage is 31.38

i.e. 62.76 %. From this comparison, it has been found that the students have better reading comprehensibility on seen passage than that of unseen. The table also presents that the students can read in the speed of 54.38 wpm on seen passage and 46.20 wpm on unseen passage. In total, the average reading comprehensibility of the students is 65.39. In other words, the students can comprehend 65.39 % of the total text. The students' total reading speed is found 50.29 wpm.

3.2 An Overall Comparison of Reading Comprehension and Reading Speed Variations on Seen and Unseen Passages

The researcher has compared reading comprehension and reading speed variations on seen and unseen passages among the four schools.

3.2.1 An Overall Comparison of Reading Comprehension among the Four Different Schools

The following table shows an overall comparison of reading comprehensibility among the students of different schools variations on both seen and unseen passages. The marks presented below are the average marks obtained by the students of different schools.

Table No 2

Reading Comprehension among the Four Different Schools

Schools	Seen Passage	Unseen Passage	Total
SVSS	36.2	32.1	68.3
MSS	27.7	26.4	54.1
LSBS	35.85	33.65	69.5
MSES	36.3	33.4	69.7

Table No. 2 presents an overall reading comprehensibility among the students of different schools variations on seen and unseen passages. From this comparative study, it has been found that the students of MSES are better in reading seen passage than the students of other schools. They have obtained 36.3 marks on seen passage out of 50. Similarly, the table displays that the students of SVSS secure second position obtaining 36.2 marks out of 50 on seen passage. From the table, it has been noticed that the students of MSES and SVSS have nearly the same reading comprehensibility i.e. 36.3 and 36.2, respectively. The students of LSBS secure third position in comprehending the seen passage obtaining 35.85 marks out of 50. Similarly, the students of MSS have got the last position in comprehending the seen passage with 27.7 marks out of 50.

The table again presents an overall reading comprehensibility among the students of different schools variations on unseen passage. From this comparative analysis, it has been found that the students of MSES are again better in reading unseen passage than the students of other schools. They have obtained 33.4 marks on seen passage out of 50. Similarly, the table displays that the students of LSBS secure second position obtaining 33.65 marks out of 50 on unseen passage. From the table, it has been noticed that the students of MSES and LSBS have nearly the same reading comprehensibility i.e. 33.4 and 33.65, respectively. The students of SVSS secure third position in comprehending the unseen passage obtaining 32.1 marks out of 50. Similarly, the students of MSS have got the last position in comprehending the unseen passage with 26.4 marks out of 50.

Similarly, the table displays the total comparison of reading comprehensibility among the students of different schools on seen and unseen passages. From this comparative analysis, it has been found that the students of MSES are again better in reading comprehensibility than the students of other schools. They

have obtained 69.7 marks out of 100. Similarly, the table displays that the students of LSBS secure second position in comprehending the passages obtaining 69.5 marks out of 100. From the table, it has been noticed that the students of MSES and LSBS have nearly the same reading comprehensibility i.e. 69.7 and 69.5, respectively. The students of SVSS secure third position in comprehending the passages obtaining 68.3 marks out of 100. Similarly, the students of MSS have got the last position in comprehending the passages with 54.1 marks out of 100.

From the above table, it has been clearly noticed that the students who are studying in private schools have better reading comprehensibility than the students who are studying in government aided schools.

3.2.2 An Overall Comparison of Reading Speed among the Four Different Schools

The following table shows an overall comparison of reading speed among the students of different schools variations on both seen and unseen passages.

Table No 3
Reading Speed among the Four Schools

Type of Passage	Class 10	SVSS		MSS		LSBS		MSES	
		High	Low	High	Low	High	Low	High	Low
Seen		83.1	36.13	37.77	23.08	138.5	46.16	92.33	28.65
Unseen		63.69	34.5	34.5	22.37	82.8	39.42	82.8	27.6

Table No 3 displays a clear as well as an overall comparison of reading speed among the four different schools (two government aided and two private) of Morang district on seen and unseen passage. The table clearly shows that the students of LSBS are better than the students of other schools in reading speed. The maximum reading speed of some students of LSBS on seen passage is 138.5 wpm and the minimum reading speed of some students is 46.16 only on seen passage. Similarly, the table also presents that the students of LSBS are again better than the students of other schools in reading speed on unseen passage. The same group of students have maximum reading speed i.e. 82.8 wpm and the minimum reading speed on unseen passage is 39.42 wpm.

The same table also shows that the students of MSES secure the second position in reading speed. The maximum reading speed of the students of MSES on seen passage is 92.33 wpm and the minimum reading speed of the same students on seen text is only 28.65 wpm having the difference of the speed of 63.68 wpm. The table again presents the reading speed of the students of MSES on unseen passage. The maximum reading speed of some students of MSES on unseen passage is 82.8 wpm whereas some other students can read only 27.6 wpm

The table also presents that the students of SVSS secure the third position in reading speed. The maximum reading speed of the students of SVSS on seen passage is 83.1 wpm and the minimum reading speed of the same students on seen passage is only 36.13 wpm having the difference of the speed of 46.97 wpm. The table again presents the reading speed of the students of SVSS on unseen passage. The maximum reading speed of some students of SVSS on unseen passage is 63.79 wpm whereas some other students can read only 34.5 wpm having the difference of the speed of 29.29 wpm.

The above table also shows that the students of MSS secure the last position in reading speed on both seen and unseen passages. The maximum reading speed

of the students of MSS on seen passage is 37.77 wpm and the minimum reading speed of the same students on seen passage is only 23.08 wpm having the difference of the speed of 14.69 wpm. The table again presents the reading speed of the students of the same school on unseen passage. The maximum reading speed of the some students on unseen passage is 34.5 wpm whereas the minimum reading speed of the some students on unseen passage is 22.37 wpm having the difference of the speed of 12.13 wpm.

The table also shows that the students of SVSS have better reading speed on both seen and unseen passages than the students of MSS. The maximum reading speed of the students of SVSS is 83.1 on seen passage whereas the maximum reading speed of the students of MSS is only 37.77 wpm. Similarly, the minimum reading speed of the students of SVSS on seen passage is 36.13 wpm whereas the minimum reading speed of the students of MSS is 23.08 wpm only. The maximum reading speed of the students of SVSS on unseen passage is 63.79 wpm whereas the maximum reading speed of the students of MSS is only 34.5 wpm on seen passage. Similarly, the minimum reading speed of the students of SVSS on unseen passage is 34.5 wpm whereas the minimum reading speed of the students of MSS is 22.37 wpm only.

The table presents that the students of LSBS have better reading speed on both seen and unseen passages than the students of MSES. The maximum reading speed of the students of LSBS is 138.5 wpm on seen passage whereas the maximum reading speed of the students of MSES is only 92.33 wpm on seen passage. Similarly, the minimum reading speed of the students of LSBS on seen passage is 46.16 wpm whereas the minimum reading speed of the students of MSES is 28.65 wpm only. The maximum reading speed of the students of LSBS on unseen passage is 82.8 wpm whereas the maximum reading speed of the students of Minerva is the same i.e. 82.8 wpm. Similarly, the minimum reading speed of the students of LSBS on unseen passage is 39.42 wpm whereas the minimum reading speed of the students of MSES is 27.6 wpm only.

Comparatively, the gap in reading speed is not very wide among the students of MSS and the other schools. The gap in reading speed is extremely wide of LSBS i.e. Max-138.8 and Min- 46.16 on seen passage. The above table presents that the students of all schools have better reading speed on seen passage than that of unseen passage.

3.3.3 A Comparison of Time Consumed on Seen and Unseen Passages

The following table shows a comparison of time consumed by the students of four different schools on both seen and unseen passages.

Table No 4
Time Consumed on Seen and Unseen Passages

Schools	Seen Passage				Unseen Passage			
	Max	Range	Min	Mean	Max	Range	Min	Mean
SVSS	24	14	10	16.6	24	11	13	17.7
MSS	36	14	22	27.65	37	13	24	31.65
LSBS	18	12	6	11.7	21	10	11	15.1
MSES	29	20	9	16	30	20	10	18.35

Table No. 4 makes clear and overall comparison of time taken by the students of the four different schools (two government aided and two private) of Morang district on seen and unseen passages. From this comparative study, it has been found that the students of MSS consumed more time than the students of other schools. The students of MSS consumed 36 minutes at maximum to read 831 words for the seen passage and 22 minutes for the same text. Here, the

range between maximum and minimum time consumed is 14 minutes (i.e. the difference between the maximum and the minimum time consumed) and the average time consumed or the mean is 27.65 minutes. To calculate the mean, the total amount of time consumed in a passage which was 553 minutes was divided by the total number of the participants, i.e. 20. The minimum time consumed to read the same passage was 22 minutes. Similarly, the maximum time consumed by the students of MSS on unseen passage is 37 minutes when they were asked to read 828 words. The minimum time consumed by the students of MSS on unseen passage is 24 minutes.

From this comparative study, it has been found that the students of SVSS consumed lesser time to read the same passages than the students of MSS. The students of SVSS consumed 24 minutes at maximum to read 831 words for the seen passage and 10 minutes as minimum for the same passage. Here, the range between maximum and minimum time consumed is 14 minutes (i.e. the difference between the maximum and the minimum time consumed) and the average time consume or the mean is 16.6 minutes. To calculate the mean, the total amount of time consumed in a passage which was 332 minutes was divided by the total number of the participants, i.e. 20. Similarly, the maximum time consumed by the students of SVSS on unseen passage is 24 minutes when they were asked to read 828 words. The minimum time consumed by the students of SVSS on unseen passage is 13 minutes. Here, the range between maximum and minimum time consumed is 11 minutes and the average time consumed on unseen passage is 17.7 minutes to read the passage.

From the above comparative study, it is found that the students of MSES consume more time to read the same passage than the students of LSBS. The students of MSES consume 29 minutes at maximum to read 831 words for the seen passage and 9 minutes as minimum for the same passage. Here, the range between maximum and minimum time consumed is 20 minutes (i.e. the difference between the maximum and the minimum time consumed) and the

average time consumed or the mean is 16 minutes. To calculate the mean, the total amount of time consumed in a text which was 320 minutes was divided by the total number of the participants, i.e. 20. Similarly, the maximum time consumed by the students of MSES on unseen passage is 30 minutes when they were asked to read 828 words. The minimum time consumed by the students of MSES on unseen passage is 10 minutes. Here, the range between maximum and minimum time consumed is 20 minutes and the average time consume on unseen passage is 18.35 minutes to read the passage.

The table also presents that the students of LSBS consumed the least time to read the same passage. The students of LSBS consumed 18 minutes at maximum to read 831 words for the seen passage and 6 minutes as minimum for the same passage. Here, the range between maximum and minimum time consumed is 12 minutes (i.e. the difference between the maximum and the minimum time consumed) and the average time consumed or the mean is 11.7 minutes. To calculate the mean, the total amount of time consumed in a passage which was 234 minutes was divided by the total number of the participants, i.e. 20. Similarly, the maximum time consumed by the students of LSBS on unseen passage is 21 minutes when they were asked to read 828 words. The minimum time consumed by the students of LSBS on unseen passage is 11 minutes. Here, the range between maximum and minimum time consumed is 10 minutes and the average time consumed on unseen passage is 15.1 minutes to read the passage.

As a whole, the above table shows that the students of all schools consumed more time to read the unseen passage than the seen passage.

3.3 School-wise Analysis and Interpretation of Reading Comprehension and Speed of the Students

The researcher has analyzed and interpreted both reading comprehension and speed of the tenth graders studying in two government- aided and two private schools one by one .

3.3.1 Shiksha Vikas Secondary School (SVSS)

The researcher has presented the reading comprehensibility and speed of the students of Shiksha Vikas Secondary School as follows:

Table No 5
Reading Comprehension and Speed of the SVSS Students

S.N.	No. of Students	Measures	Seen Passage (50)	Unseen Passage (50)	Total (100)
1	20	Comprehensibility:			
		Average	36.2	32.1	68.3
		Percentage	72.4	64.2	68.3
		Speed (wpm)	53.42	49.18	51.3

a. Reading Comprehensibility

Table No. 5 shows the reading comprehensibility and speed of the students who are studying in SVSS on seen and unseen passages. The table clearly shows that the reading comprehensibility of the students on seen passage is

36.2 out of 50 i.e. 72.4 % and on unseen passage is 32.1 out of 50 i.e. 64.2 %. The table shows that the students have better reading comprehensibility on seen passage than that of unseen passage i.e. 36.2 and 32.1, respectively and in total, they can comprehend 68.3 % out of 100 %.

b. Reading Speed

The table also presents that the reading speed of the students on seen passage is 53.42 wpm and on unseen passage is 49.18 wpm. The table shows that the students have also better reading speed on seen passage than that of unseen passage i.e.53.42 and 49.18 wpm, respectively and in total, the students of SVSS can read 51.3 wpm.

3.3.2 Mahabharat Secondary School (MSS)

The researcher has presented the reading comprehensibility and speed of the students of Mahabharat Secondary School as follows:

Table No 6
Reading Comprehension and Speed of the MSS Students

S.N.	No. of Students	Measures	Seen Passage (50)	Unseen Passage (50)	Total (100)
1	20	Comprehensibility:			
		Average	27.7	26.4	54.1
		Percentage	55.4	52.8	54.1
		Speed (wpm)	30.44	29.37	29.90

a. Reading Comprehensibility

Table No. 6 presents the reading comprehensibility and speed of the students who are studying in MSS on seen and unseen passages. The table clearly shows that the reading comprehensibility of the students on seen passage is 27.7 out of 50 i.e. 55.4 % and on unseen passage is 26.4 out of 50 i.e. 52.8 %. The table also presents that the students have better reading comprehensibility on seen passage than that of unseen passage i.e. 27.7 and 26.4, respectively and in total, they can comprehend 54.1 % out of 100.

b. Reading Speed

The table also presents that the reading speed of the students on seen passage is 30.44 wpm and on unseen passage is 29.37 wpm. The table also shows that the students have slightly better reading speed on seen passage than that of unseen passage i.e. 30.44 and 29.37 wpm, respectively and in total, the students of MSS can read 29.90 wpm.

3.3.3 Letang Secondary Boarding School (LSBS)

The researcher has presented the reading comprehensibility and speed of the students of Letang Secondary Boarding School as follows:

Table No 7

Reading Comprehension and Speed of the LSBS Students

S.N.	No. of Students	Measures	Seen Passage (50)	Unseen Passage (50)	Total (100)
1	20	Comprehensibility:			
		Average	35.85	33.65	69.5
		Percentage	71.7	67.3	69.5
		Speed (wpm)	75.87	57.72	66.79

a. Reading Comprehensibility

Table No. 7 presents the reading comprehensibility and speed of the students who are studying in LSBS on seen and unseen passages. The table clearly shows that the reading comprehensibility of the students on seen passage is 35.85 out of 50 i.e. 71.7% and on unseen passage is 33.65 out of 50 i.e. 67.3 %. The table shows that the students have better reading comprehensibility on seen passage than that of unseen passage i.e. 35.85 and 33.65, respectively and in total, they can comprehend 69.5 % out of 100.

b. Reading Speed

The table also presents that the reading speed of the students on seen passage is 75.87 wpm and on unseen passage is 57.72 wpm. The table also shows that the students have better reading speed on seen passage than that of unseen passage i.e.75.87 and 57.72 wpm, respectively and in total, the students of LSBS can read 66.79 wpm.

3.3.4 Minerva Secondary English School (MSES)

The researcher has presented the reading comprehensibility and speed of the students of Minerva Secondary English School as follows:

Table No 8
Reading Comprehension and Speed of the MSES Students

S.N.	No. of Students	Measures	Seen Passage (50)	Unseen Passage (50)	Total (100)
1	20	Comprehensibility:			
		Average	36.3	33.4	69.7
		Percentage	72.6	66.8	69.7
		Speed (wpm)	57.82	48.68	53.25

a. Reading Comprehensibility

Table No. 8 clearly presents the reading comprehensibility and speed of the students who are studying in MSES on seen and unseen passages. The table clearly shows that the reading comprehensibility of the students on seen passage is 36.3 out of 50 i.e. 72.6 % and on unseen passage is 33.4 out of 50 i.e. 66.8 %. The table also shows that the students have better reading comprehensibility on seen passage than that of unseen passage i.e. 36.3 and 33.4, respectively and in total, they can comprehend 69.7 % out of 100.

b. Reading Speed

The above table also presents that the reading speed of the students on seen passage is 57.82 wpm and on unseen passage is 48.68 wpm. The table also

shows that the students have better reading speed on seen passage than that of unseen passage i.e.57.82 and 48.68 wpm respectively and in total, the students of MSES can read 53.25 wpm.

3.4 School-wise Comparison of Reading Comprehension and Speed on Seen and Unseen Passages

The researcher has compared and contrasted reading comprehension and speed of one school with those of others on seen and unseen passages.

3.4.1 SVSS vs MSS (Govt – Schools)

The researcher has presented the comparison of reading comprehension and speed between the students of SVSS and MSS in the following table:

Table No 9**Comparison of Reading Comprehension and Speed between SVSS and MSS**

S.N.	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	SVSS	20	Comprehensibility: Average	36.2	32.1	68.3
			Percentage	72.4	64.2	68.3
			Speed (wpm)	53.42	49.18	51.3
			Comprehensibility: Average	27.7	26.4	54.1
2	MSS	20	Percentage	55.4	52.8	54.1
			Speed (wpm)	30.44	29.37	48.22
			Comprehensibility: Average	36.2	32.1	68.3

a. Reading Comprehensibility

Table No. 9 clearly presents the comparison of reading comprehension between SVSS and MSS which are government aided schools. The table shows that the average reading comprehensibility of the students of SVSS on seen passage is 36.2 i.e. 72.4 % whereas the average reading comprehensibility of the students of MSS is 27.7 i.e. 55.4 %. The comparison shows that the students of SVSS have better reading comprehensibility than that of MSS i.e. 36.2 and 27.4, respectively. The table also presents the comprehensibility between these two schools on unseen passage. The average reading

comprehensibility of the students of SVSS is 32.1 i.e. 64.2 % whereas the students of MSS have only 26.4 i.e. 52.8 % which shows that again the students of SVSS have better reading comprehensibility than that of MSS i.e. 32.1 and 26.4, respectively.

The above table also shows the comparison of the total reading comprehensibility of the students of SVSS and MSS. The students of SVSS have total 68.3 i.e. 68.3 % reading comprehensibility out of 100 whereas the students of MSS have only 54.1 i.e. 54.8 % which indicates that the students of SVSS have better reading comprehensibility than that of MSS i.e. 68.3 and 54.1, respectively.

b. Reading Speed

The above table also presents the comparison between SVSS and MSS in terms of reading speed. The students of SVSS can read 53.42 wpm on seen passage and they can read 49.18 wpm on unseen passage. But, the students of MSS can read only 30.44 wpm on seen passage as and only 29.37 wpm on unseen passage. This comparison also presents that the students of SVSS have better reading speed on both seen and unseen passages. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. The students of SVSS can read 51.3 wpm whereas the students of MSS can read only 48.22 wpm. Again, the table says that the students of SVSS have better reading speed than the students of MSS.

3.4.2 LSBS vs MSES (Pvt – Schools)

The researcher has presented the comparison of reading comprehension and speed between the students of LSBS and MSES in the following table:

Table No 10

Comparison of Reading Comprehension and Speed between LSBS and MSES

S.N.	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	LSBS	20	Comprehensibility:			
			Average	35.85	33.65	69.5
			Percentage	71.7	67.3	69.5
			Speed (wpm)	75.87	57.72	66.79
2	MSES	20	Comprehensibility:			
			Average	36.3	33.4	69.7
			Percentage	72.6	66.8	69.7
			Speed (wpm)	57.82	48.68	53.25

a. Reading Comprehensibility

Table No. 10 clearly shows the comparison of reading comprehensibility between LSBS and MSES which are running from private sectors. The table shows that the average reading comprehensibility of the students of LSBS on seen passage is 35.85 i.e. 71.7% whereas the average reading comprehensibility of the students of MSES is 36.3 i.e. 72.6 %. The comparison shows that the students of MSES have better reading comprehensibility than those of LSBS i.e. 36.3 and 35.85, respectively. The table also presents the comprehensibility between these two schools on unseen passage. The average reading

comprehensibility of the students of LSBS is 33.65 i.e. 67.3 % whereas the students of MSES have 33.4 i.e. 66.8 % which presents that the students of MSES and LSBS have nearly the same reading comprehensibility i.e. 33.4 and 33.65, respectively.

The above table also presents the comparison of the total reading comprehensibility between LSBS and MSES. The students of LSBS have 69.5 i.e. 69.5 % reading comprehensibility out of 100 whereas the students of MSES have 69.7 i.e. 69.7 % which indicates that the students of MSES have slightly better reading comprehensibility than those of LSBS i.e. 69.7 and 69.5, respectively.

b. Reading Speed

The above table also presents the comparison between LSBS and MSES in terms of reading speed. The students of LSBS can read 75.87 wpm on seen passage and 57.72 wpm on unseen passage. But, the students of MSES can read only 57.82 wpm on seen passage and only 48.68 wpm on unseen passage. This comparison presents that the students of LSBS have better reading speed on both seen and unseen passages. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. On seen passage, the students of LSBS can read 66.79 wpm whereas the students of MSES can read only 53.25 wpm. This shows that the students of LSBS have better reading speed than those of MSES.

3.4.3 SVSS vs LSBS (Govt – School Vs Pvt – School)

The researcher has presented the comparison of reading comprehension and speed between the students of SVSS and LSBS in the following table:

Table No 11

Comparison of Reading Comprehension and Speed between SVSS and LSBS

S.N	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	SVSS	20	Comprehensibility			
			:	36.2	32.1	68.3
			Average Percentage	72.4	64.2	68.3
			Speed (wpm)	53.42	49.18	51.3
2	LSBS	20	Comprehensibility			
			:	35.8	33.65	69.5
			Average Percentage	71.75	67.3	69.5
			Speed (wpm)	75.87	57.72	66.79

a. Reading Comprehensibility

Table No. 11 clearly shows the comparison of reading comprehension and speed between SVSS and LSBS which are running from government aided and private sector respectively. The table presents that the average reading comprehensibility of the students of SVSS on seen passage is 36.2 i.e. 72.4 % whereas the average reading comprehensibility of the students of LSBS is 35.85 i.e. 71.7 %. The data shows that the students of SVSS have better reading comprehensibility than that of LSBS i.e. 36.2 and 35.85, respectively. The table also presents the comprehensibility between these two schools on unseen passage. The average reading comprehensibility of the students of SVSS is 32.1 i.e. 64.2 % whereas the students of LSBS have 33.65 i.e. 67.3 % which presents that the students of LSBS have good reading comprehensibility than that of SVSS on unseen passage i.e. 33.65 and 32.1, respectively.

The table further displays the comparison of the total reading comprehensibility between SVSS and LSBS. The students of SVSS have total 68.3 i.e. 68.3 % reading comprehensibility out of 100 whereas the students of LSBS have 69.5 i.e. 69.5 % which indicates that the students of LSBS have slightly better reading comprehensibility than that of SVSS i.e. 69.5 to 68.3 respectively.

b. Reading Speed

The table also presents the comparison between SVSS and LSBS in terms of reading speed. The students of SVSS can read 53.42 wpm on seen passage and 49.18 wpm on unseen passage. But, the students of LSBS can read 75.87 wpm on seen passage and 57.72 wpm on unseen passage. This comparison also presents that the students of LSBS have better reading speed on both seen and unseen passages. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. The students of SVSS can read 51.3 wpm whereas the students of LSBS can read 66.79 wpm. The table further shows that the students of LSBS have better reading speed than the students of SVSS.

3.4.4 SVSS vs MSES (Govt – School Vs Pvt – School)

The researcher has presented the comparison of reading comprehension and speed between the students of SVSS and MSES in the following table:

Table No 12
Comparison of Reading Comprehension and Speed between SVSS and MSES

S.N.	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	SVSS	20	Comprehensibility:			
			Average	36.2	32.1	68.3
			Percentage	72.4	64.2	68.3
			Speed (wpm)	53.42	49.18	51.3
2	MSES	20	Comprehensibility:			
			Average	36.3	33.4	69.7
			Percentage	72.6	66.8	69.7
			Speed (wpm)	57.82	48.68	53.25

a. Reading Comprehensibility

Table No. 12 presents the comparison of reading comprehensibility between SVSS and MSES which are running from government aid and private sector

respectively . The table presents that the average reading comprehensibility of the students of SVSS on seen passage is 36.2 i.e. 72.4 % whereas the average reading comprehensibility of the students of MSES is 36.3 i.e. 72.6 %. The comparison shows that the students of SVSS and MSES have nearly the same reading comprehensibility i.e. 36.2 and 36.3, respectively. The table also presents the comprehensibility between these two schools on unseen passage. The average reading comprehensibility of the students of SVSS is 31.1 i.e. 62.2% whereas the students of MSES have 33.4 i.e. 66.8% which presents that the students of MSES have better reading comprehensibility than that of SVSS on unseen passage i.e. 31.1 and 33.4, respectively.

The table also presents the comparison of the total reading comprehensibility between SVSS and MSES. The students of SVSS have total 68.3 i.e. 68.3 % reading comprehensibility out of 100 whereas the students of MSES can comprehend 69.7 i.e. 69.7 % which indicates that the students of MSES have slightly better reading comprehensibility than that of SVSS i.e. 69.7 and 68.3, respectively.

b. Reading Speed

The table also mentions the comparison between SVSS and MSES in terms of reading speed. The students of SVSS have the reading speed of 53.42 wpm on seen passage and 49.18 wpm on unseen passage. But, the students of MSES can read 57.82 wpm on seen passage and 48.68 wpm on unseen passage. This comparison also presents that the students of MSES have better reading speed on seen passage and have slightly less reading speed on unseen passage than the students of SVSS. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. The students of SVSS can read 51.3 wpm whereas the students of MSES can read 53.25 wpm. The table further shows that the students of MSES have better reading speed than the students of SVSS.

3.4.5 MSS vs LSBS (Govt - School Vs Pvt - School)

The researcher has presented the comparison of reading comprehension and speed between the students of MSS and LSBS in the following table:

Table No 13
Comparison of Reading Comprehension and Speed between MSS and LSBS

S.N.	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	MSS	20	Comprehensibility:			
			Average	27.7	26.4	54.1
			Percentage	55.4	52.8	54.1
			Speed (wpm)	30.44	29.25	48.22
2	LSBS	20	Comprehensibility:			
			Average	35.85	33.65	69.5
			Percentage	71.7	67.3	69.5
			Speed (wpm)	75.87	57.72	66.79

a. Reading Comprehensibility

Table No. 13 clearly shows the comparison of reading comprehensibility between MSS and LSBS which are running from government aided and private sector respectively. The table presents that the average reading

comprehensibility of the students of MSS on seen passage is 27.7 i.e. 55.4 % whereas the average reading comprehensibility of the students of LSBS is 35.85 i.e. 71.7 %. The comparison shows that the students of LSBS have better reading comprehensibility than those of MSS i.e. 35.85 and 27.7, respectively. The data also presents the comprehensibility between these two schools on unseen passage item. The average reading comprehensibility of the students of MSS is 26.4 i.e. 52.8 % whereas the students of LSBS have 33.65 i.e. 67.3 % which presents that the students of LSBS are better in reading comprehensibility than those of MSS on unseen passage i.e. 33.65 and 26.4, respectively.

Similarly, the table also presents the comparison of the total reading comprehensibility between MSS and LSBS. The students of MSS have total 54.1 i.e. 54.1 % reading comprehensibility out of 100 whereas the students of LSBS can comprehend 69.5 i.e. 69.5 % which indicates that the students of LSBS are better in reading comprehensibility than those of MSS i.e. 69.5 and 54.1, respectively.

b. Reading Speed

The above table also presents the comparison between MSS and LSBS in terms of reading speed. The students of MSS can read 30.44 wpm on seen passage and they can read 29.25 wpm on unseen passage. But, the students of LSBS have the reading speed of 75.87 wpm and they can read 57.72 wpm on unseen passage. This data also presents that the students of LSBS are better in reading speed on both seen and unseen passages. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. The students of MSS can read 48.22 wpm whereas the students of LSBS can read 66.79 wpm. Again, the table displays that the students of LSBS have better reading speed than the students of MSS.

3.4.6 MSS vs MSES (Govt – School Vs Pvt – School)

The researcher has presented the comparison of reading comprehension and speed between the students of MSS and MSES in the following table:

Table No 14
Comparison of Reading Comprehension and Speed between MSS and MSES

S.N.	Name of the Schools	No. of Students	Measures	Types of Passages		
				Seen (50)	Unseen (50)	Total (100)
1	MSS	20	Comprehensibility:			
			Average	27.7	26.4	54.1
			Percentage	55.4	52.8	54.1
			Speed (wpm)	30.44	29.25	48.22
2	MSES	20	Comprehensibility:			
			Average	36.3	33.4	69.7
			Percentage	72.6	66.8	69.7
			Speed (wpm)	57.82	48.68	53.25
Total		40	Comprehensibility:			
			Average	32	29.9	61.9
			Percentage	64	59.8	61.9
			Speed (wpm)	44.13	38.96	41.54

a. Reading Comprehensibility

Table No. 14 presents the comparison of reading comprehensibility between MSS and MSES. The table presents that the average reading comprehensibility of the students of MSS on seen passage is 27.7 i.e. 55.4 % whereas the average reading comprehensibility of the students of MSES is 36.3 i.e. 72.6 %. The comparison shows that the students of MSS have better reading comprehensibility than those of MSS i.e. 36.3 and 27.7, respectively. The table also presents the comprehensibility between these two schools on unseen passage item. The average reading comprehensibility of the students of MSS is 26.4 i.e. 52.8 % whereas the students of MSES have 33.4 i.e. 66.8 % which presents that the students of MSES have better reading comprehensibility than those of MSS on unseen passage i.e. 33.4 and 26.4, respectively.

The table also presents the comparison of the total reading comprehensibility between MSS and MSES. The students of MSS can comprehend 54.1 i.e. 54.1% out of 100 whereas the students of MSES can comprehend 69.7 % which indicates that the students of MSES have better reading comprehensibility than that of MSS i.e. 69.7 and 54.1, respectively.

b. Reading Speed

The table also displays the comparison between MSS and MSES in terms of reading speed. The students of MSS can read 30.44 wpm on seen passage and 29.25 wpm on unseen passage. But, the students of MSES can read 57.82 wpm on seen passage and 48.68 wpm on unseen passage. The data also presents that the students of MSES have better reading speed on both seen and unseen passages. The table also shows the total reading speed of these two schools in terms of both seen and unseen passages. The students of MSS can read 48.22 wpm whereas the students of MSES have the reading speed of 53.25 wpm.

Again, the table presents that the students of MSES are better in reading speed than the students of MSS.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the findings of this study are listed as follows:

A. Reading Comprehension and Reading Speed of the Students of Grade Ten Variations on Seen and Unseen Passages

1. The average reading comprehensibility of the students of private schools is 69.59 %.
2. The average reading speed of the students of private school is 60.02wpm.
3. The average reading comprehensibility of the students of government aided schools is 61.2 %.
4. The average reading speed of the students of government aided schools is 40.57 wpm.
5. Comparatively, the students of private schools have better reading comprehensibility and speed than the students of government schools.
6. Similarly, the students who have higher reading comprehension ability on both seen and unseen passages also have the greater reading speed.

7. The difference between the average reading comprehension ability of the students of private schools and government schools is 8.39%
8. The difference between the average reading speed of the students of private schools and government schools is 19.45wpm.
9. The reading comprehension and reading speed are positively correlated but the degree of correlation is higher on seen passage in comparison to unseen passage.
10. In total, the reading comprehension of the students of grade 10 is 65.39 %.
11. In total, the reading speed of the students of grade 10 is 50.29 wpm

B. Reading Comprehension and Reading Speed Variations on Seen and Unseen Passages

1. Reading comprehensibility of the students of SVSS on seen passage and unseen passage is 72.4 % and 64.2 %, respectively.
2. Similarly, reading speed of the students of SVSS on seen and unseen passages is 53.42 wpm and 49.18 wpm , respectively.
3. Reading comprehensibility of the students of MSS on seen passage and unseen passage is 55.4% and 52.8 %, respectively.
4. Reading speed of the students of MSS on seen and unseen passage is 30.44 wpm and 29.37 wpm, respectively.
5. Reading comprehensibility of the students of LSBS on seen passage and unseen passages is 71.7 % and 67.3 %, respectively.
6. Similarly, reading speed of the students of LSBS on seen and unseen passages is 75.87 wpm and 57.72 wpm , respectively.
7. Reading comprehensibility of the students of MSES on seen passage and unseen passages is 72.6 % and 66.8 %, respectively.
8. Reading speed of the students of MSES on seen and unseen passage is 57.82 wpm and 48.68 wpm, respectively.

C. School-wise Comparison of Reading Comprehension and Speed

1. The students of MSES can comprehend any seen passage better than any other schools. Their reading comprehensibility is 72.6 %.
2. The students of LSBS can comprehend any unseen passage better than any other schools. Their reading comprehensibility is 67.3 %.
3. The students of MSS have the lowest reading comprehensibility on both seen and unseen passage i.e. 55.4 % and 52.8 %, respectively.
4. The students of MSS have the lowest reading speed on both seen and unseen passages i.e. 30.44 wpm and 29.35 wpm, respectively.
5. The students of LSBS have better reading speed than any other schools on both seen and unseen passages i.e. 75.87 wpm and 57.82 wpm, respectively.

4.2 Recommendations

From this study, it was found that the reading performance, reading speed and reading comprehension of the students of secondary level students are not satisfactory. The researcher provides the following suggestions in order to improve the reading performance, reading speed and reading comprehension.

1. Students should be asked to read many English books of their interest to answer comprehension questions.
2. Students should be encouraged to read the passages as fast as they can and should be asked to record the time they consumed.
3. Students should be provided with different kinds of simplified supplementary reading materials. In the beginning, they should be asked to read those materials which are of their interest and which provide them both education and entertainment. It helps them to get progress in reading speed.
4. It is necessary to have well managed libraries with sufficient simplified and interesting books in any educational institution.
5. Priority should be given to faster reading as an co-curricular activity.
6. Silent reading should be emphasized rather than reading aloud to improve reading speed.
7. Priority should be given to reading speed and comprehension while designing the course.
8. Bad reading habit of the students like regression, vocalization, finger touching, bodily movements etc should be abandoned.
9. Language teachers should be given training on new methodology and approach used in the field of teaching and learning.
10. Language teachers should be supported by providing audio-visual aids and other necessary facilities by the concerned authorities.

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APPENDIX- 1

Questionnaire

A. Seen Passage Test

Name: Class:

School's Name:

Address:Date:

Read the following passage and do the activities that follow: 50

My parents did not believe in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers, but every time I opened my mouth my parents told me to shut up. One day the class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in dilemma as I did not possess a pair of trousers.

After school, I asked some of my friends to lend me a pair of trousers, but no one had a pair which would fit me. I even tried on a pair of my father's trousers. They were too short for me and too large at the waist. I gave up in despair.

The next day arrived. I thought of not going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing shorts .So I turned up as usual to school. The class teacher was aghast when he saw me. He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered to see it. It was a well-taken photograph. All the students were there in their well-ironed, spotlessly white shirts and trousers except me in the front row, with my knobby knees conspicuously exposed. Needless to say ,the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt.

But the incident had a happy ending. I bought a copy of the photograph and showed it to my parents. My father immediately asked my mother to buy some white trousers for me-my very first pair.

A. Tick () the best answer. $10 \times 2 = 20$

1. How did the write use to go to school?
 - a. He used to go to school wearing paints.
 - b. He used to go to school wearing shorts
 - c. He used to go to school wearing frock.
 - d. He used to go to school wearing spotlessly trousers.

2. Who informed to wear trousers for a group photograph?
 - a. The class teacher.
 - b. The Head teacher.
 - c. All the students.
 - d. The peon

3. How did the writer feel when he got information about taking a group photograph?
 - a. He felt very happy.
 - b. He felt very sad.
 - c He felt very dilemma.
 - d. He felt very nervous

4. How many trousers did the writer have?
 - a. He had a pair of trousers.
 - b. He had two pair of trousers.
 - c. He had many pair of trousers.
 - d. He did not have any trousers.

5. Did the writer try on a pair of his father's trousers?
 - a. Yes, he tried.
 - b. No, he didn't try
 - c. He didn't get his father's trousers.
 - d . We don't know.

6. How was the father's trousers to the writer?
 - a, They were too long for him.
 - b, They were too short for him.
 - c. They were too tight for him.
 - d. They were suitable to him.

7. The class teacher was...when he saw the writer.
 - a. happy
 - b. sad.
 - c. exciting.
 - d. angry.

8. Where did the class teacher tell him to sit?
 - a. In the front
 - b. In the back.
 - c. In the middle.
 - d. No where

9. What kind of person was the Head teacher?
 - a. Kind.
 - b. Mean.
 - c. Strict.
 - d. Serious.

10. What did the father do at last?
- He asked him to sit down at home.
 - He asked him to go to school.
 - He asked the mother to buy a pair of trousers.
 - He danced after seeing the photograph.

B. Write 'T' for the true and 'F' for the false statements. $5 \times 2 = 10$

- The writer doesn't believe in boys wearing trousers.
- The writer of the story is a boy.
- He was praised by the class teacher.
- The Head teacher was a woman.
- His parents liked the photograph.

C. Match the words given in column 'A' with their meanings in column 'B': $5 \times 2 = 10$

Column A:

- aghast
- dilemma
- excluded
- conspicuously

Column B:

- a situation in which one has to choose between two things
- noticeably .
- filled with fear and surprised
- left out

D. Fill in the blanks with appropriate word/s from the passage: $5 \times 2 = 10$

- The class teacher told all the students to come to school in ...for a photograph
- The writer tried on friend's...
- The photograph was ...taken.
- The class teacher wanted the writer to be ...from the photograph.
- The writer'swere clearly exposed.

Questionnaire

B. Unseen Passage Test

Name: Class:

School's Name:

Address: Date

Read the following passage and do the activities that follow;

Pacific Ocean is the world's largest and deepest ocean which is about one third of the total of the world. The Pacific Ocean has an average depth of 4,300 metres. But, it is over 10,980 metres deep in some places. The ocean stretches from the ice-covered cold waters south of Arctic Circle in the north, across the equatorial regions of the world and to the frozen cold seas around Antarctica in the south. It separates Asia and Australia from north and south America.

Thousands of islands lie scattered across the Pacific Ocean. These include large islands like Japan and the Philippines and very small Coral reef. Volcanoes lie scattered across the Pacific Ocean bed throwing lava into the waters. Earthquakes are more common in the Ring of Fire than are volcanic eruptions, and they have caused much damage, often made worse by unsuitable building methods and materials. Walls of this material do not withstand the lateral motions of a quake well. Because populations are increasing rapidly in many parts of the Ring of Fire, including the United States, increasing damage from quakes and eruptions can be expected. Many of these people live in developing countries, as in Latin America and the Philippines, where such damage plays an adverse role in economic development. The tops of some large volcanoes rise out from the ocean's surface to form islands like Hawaii.

Among the animals in the Pacific Ocean are the blue whale-the largest animal which has ever lived in the world-to very small almost invisible organisms called Plankton. The colder water of the northern part of the Pacific Ocean are rich in fish cod, salmon, halibut, and herring. The warm waters around the islands are the home of brightly coloured reef fish and the shark a large fierce, flesh eating fish.

The climate of the Pacific Ocean varies from great cold to very great heat. In the northern Pacific Ocean, winter lasts almost throughout the year. Around the Equator temperatures are high throughout the year. There the only seasons are dry and wet. In the far south cold conditions are common and the Pacific Ocean is scattered with large, flat-topped ice-berg.

A. Tick () the best answer. $10 \times 2 = 20$

1. How much area does the Pacific Ocean cover of the world.
a. two –third b. one-third
c. all d. a few
2. What is an average depth of the Pacific Ocean?
a. four thousand and four hundred m.
b. four thousand and two hundred m.
c. four thousand and three hundred m.
d. four thousand and three hundred k. m.
3. Which of the following is true about Hawaii?
a. Its an island b. It's a country
c. Its an ocean d. It's a city
4. Which of the following is the smallest animal of the Pacific Ocean?
a. salmon b. blue-whale
c. halibut d. plankton
5. The shark is a large... flesh eating fish.
a. loving b. wise
c. blind d. stupid
6. What is the climate of the Equator?
a. hot b. warm
c. temperate d. cold
7. Where is Antarctica?
a. in the east b. in the west
c. in the north d. in the south
8. Which of the following is the color of the reef fish?
a. brown b. duns
c. black d. bright
9. Which continents are separated by the Pacific Ocean from North and South America?
a. Asia and Australia b. Asia and Europe
c. Asia and Africa d. Asia and America
10. Thousands of islands lie...across the Pacific Ocean.
a. frozen b. scattered
c. collected d. melted

B. Write 'T' for the true and 'F' for the false statements. $5 \times 2 = 10$

- a. Pacific Ocean is the second largest ocean of the world.
- b. The average depth of the Pacific Ocean is more than 4,200 meters.
- c. Lavas also got in the Pacific Ocean.
- d. Plankton is the largest animal of this ocean.
- e. Pacific Ocean divides the North and South America.

C. Match the words given in column 'A' with their meanings in column 'B': $5 \times 2 = 10$

Column A

Column B

- | | |
|--------------|--|
| a. stretches | 1. not melted |
| b. scatter | 2. expands |
| c. invisible | 3. to move far apart in different directions |
| d. season | 4. one of the periods of the year |
| e. froze | 5. impossible to see |

D. Fill in the blanks with appropriate word/s from the passage: $5 \times 2 = 10$

- a. Pacific Ocean is the largest and ...ocean of the world.
- b. It is ...metres deep in some places.
- c. Plankton is an ...organism.
- d. The tops of some large ...rise out from the Ocean's surface.
- e. Pacific Ocean is scattered with large, flat-topped ...

APPENDIX- 2

Schools and the Numbers of Students Selected from Morang District:

S.N.	Name of the Schools	Total No of Students
1	Shree Shiksha Vikas Sec. School (Govt)	20
2	Shree Mahabharat Sec. School (Govt)	20
3	Shree Letang Sec.Boarding School (Pvt)	20
4	Shree Minerva Sec. Boarding School (Pvt)	20
	Total	80

APPENDIX-3

Types of Test and Number of Items Constructed for Data Collection

A.

Types of Test	Seen Text	Unseen Text	Total No of Items
Multiple Choice	10	10	20
True or False	5	5	10
Completion	5	5	10
Matching	5	5	10
Grand Total	25	25	50

B. Types of Test and Marks Allocation

Types of Test	Seen Test	Unseen Test	Total Marks
Multiple choice item	$10 \times 2 = 20$	$10 \times 2 = 20$	40
True / False item	$5 \times 2 = 10$	$5 \times 2 = 10$	20
Matching item	$5 \times 2 = 10$	$5 \times 2 = 10$	20
Completion item	$5 \times 2 = 10$	$5 \times 2 = 10$	20
Total	50	50	100

APPENDIX-4

Marks Obtained in the Pilot Test by the Individual Students of Grade 10
Studying in Shree Shanti Bhagawati Higher Sec. School, Letang, Morang

S.N.	Name of the Students	Marks Obtained in		
		Seen Passage (50)	Unseen Passage (50)	Total (100)
1	Rasmita Shrestha	41	36	77
2	Ram Prasad Dangol	40	39	79
3	Maiya Shrestha	35	35	70
4	Gokul Bhattarai	39	34	73
5	Chandan Kharel	31	29	60
6	Rabin Magar	40	33	73
7	Nilima Khatiwada	36	29	65
8	Sanjay Shahi	43	39	82
9	Januka Acharya	33	31	64
10	Roshan Rai	28	22	50
11	Punam Shankar	29	26	55
12	Madhukala Limbu	39	34	73
13	Hari Thapa	42	38	80
14	Pukar Sharma	26	18	44
15	Benu Tamang	35	31	66
	Total	537	474	1011
	Average	35.8	31.6	33.7
	Percentage	71.6	63.2	134.8

APPENDIX- 5

A. Marks Obtained by the Individual Students of Shree Shiksha Vikas Secondary School (Government school), Letang, Morang

S.N.	Name of the Students	Marks Obtained in		Total (100)
		Seen Text (50)	Unseen Text (50)	
1	Shrina Thapa	46	37	83
2	Saru Pangmi	41	32	73
3	Sunita Shrestha	44	35	79
4	Rama Sinchuri	45	31	76
5	Lakshya Niroula	37	34	71
6	Benu Tamang	38	33	71
7	Sujip Niroula	42	36	78
8	Ashish Shrestha	37	34	71
9	phulan Surya	29	36	65
10	Gokul Khanal	35	29	64
11	Kajiman Limbu	34	30	64
12	Rambinod Poudel	34	28	62
13	Jeetendra Niroula	35	37	72
14	Anita chhetri	26	26	52
15	Yamuna Bohora	29	28	57
16	Anjana Khadka	27	20	47
17	Saroj Lamsal	31	31	62
18	Jeewan Dhakal	42	46	88
19	Uma Magar	37	29	66
20	Indrakala Rai	35	30	65

B. Marks Obtained by the Individual Students of Shree Mahabharat Secondary School (Government school), Letang, Morang

S.N.	Name of the students	Marks Obtained in		Total (100)
		Seen Text (50)	Unseen Text (50)	
1	Amit K.C.	38	32	70
2	Suryabhadur Rai	32	28	60
3	Bijay Rai	30	24	52
4	Dilkumar Rai	8	18	26
5	Pabitra Rai	26	26	52
6	Asmi Tamang	28	28	56
7	Silpa Rai	34	30	64
8	Shyam Tamang	28	30	58
9	Binod Chemjong	30	28	58
10	Ranita Limbu	22	22	44
11	Rina Limbu	30	26	56
12	Smirti Rai	24	22	46
13	Tara Magar	28	26	54
14	Purna Limbu	22	30	52
15	RamMakhim	44	32	76
16	Sarita Limbu	22	22	44
17	Rajkumari Limbu	30	32	62
18	Lila Lawati	24	34	58
19	Jitmaya Magar	26	14	40
20	Reema Tamang	28	24	52

C. Marks Obtained by the Individual Students of Shree Letang Secondary Boarding School(Private school), Letang, Morang

S.N.	Name of the Students	Marks Obtained in		Total (100)
		Seen Text (50)	Unseen Text (50)	
1	Kamala Tamang	36	33	69
2	Yalina Niroula	36	34	70
3	Sanjay Bhattarai	30	34	64
4	Abhisek Poudel	38	37	75
5	Sarmila Shrestha	34	36	70
6	Rojina Thakuri	38	34	72
7	Anjana Rai	40	30	70
8	Durga Ghimire	36	46	82
9	Reema Niroula	38	33	71
10	Roshan Upreti	40	32	72
11	Nimesh Nepal	48	38	86
12	Nirmal Poudel	36	34	70
13	Bikal Thapa	28	28	56
14	Sirjana Ojha	29	28	57
15	Prabin Karki	33	35	68
16	Anup Poudel	39	33	72
17	Nabin Karki	36	30	66
18	Babina Gautam	32	32	64
19	Deepesh Ojha	36	30	66
20	Tapan Pakhrin	34	36	70

D. Marks Obtained by the Individual Students of Shree Minerva Secondary English School (Private school), Letang, Morang

S.N.	Name of the Students	Marks Obtained in		Total (100)
		Seen Passage (50)	Unseen Passage (50)	
1	Saru Rai	38	32	70
2	Ajay Shrestha	36	28	64
3	Sauraj Bimali	38	30	68
4	Sumi Rai	34	36	70
5	Hastamaya Limbu	36	38	74
6	Celina Magar	38	34	72
7	Sandhya Shrestha	34	48	82
8	Ritesh Chaulagai	38	32	70
9	Pawan Dawadi	34	38	72
10	Balkumar Shrestha	36	36	72
11	Subendra Rai	36	30	66
12	Pushpa Rai	50	36	86
13	Rewan Poudel	36	30	66
14	Tilbahadur Rai	36	24	60
15	Saroj Rai	30	32	62
16	Anita Rai	36	28	64
17	Niruta Shrestha	34	34	68
18	Sanjay Rai	38	34	72
19	Faudaraj Limbu	36	30	66
20	Dipendra Rai	32	38	70

APPENDIX- 6

A. Marks Obtained by the Individual Students of Shree Shiksha Vikas
Secondary School in Various Items of the Test

S. N.	Name of the students	Seen Passage					Unseen Passage					Grand total
		MC	T/F	M	C	TOTAL	MC	T/F	M	C	TOTAL	
1	Shrina Thapa	18	8	10	10	46	16	6	7	8	37	83
2	Saru Pangmi	18	6	10	7	41	14	6	6	6	32	73
3	Sunita Shrestha	18	8	10	8	44	16	8	7	4	35	79
4	Rama Sinchuri	20	8	7	10	45	14	6	6	5	31	76
5	Lakshya Niroula	18	6	8	5	37	12	8	8	6	34	71
6	Benu Tamang	16	8	8	6	38	16	6	4	7	33	71
7	Sujip Niroula	18	10	8	6	42	16	8	8	4	36	78
8	Ashish Shrestha	16	8	5	8	37	14	8	6	6	34	71
9	phulan Surya	14	6	6	3	29	14	8	6	8	36	65
10	Gokul Khanal	14	8	7	6	35	12	6	6	5	29	64
11	Kajiman Limbu	16	8	6	4	34	12	6	8	4	30	64
12	Rambinod Poudel	14	6	8	6	34	14	4	6	4	28	62
13	Jeetendra Niroula	16	6	6	7	35	16	8	7	6	37	72
14	Anita Chhetri	8	6	10	2	26	12	6	4	4	26	52
15	Yamuna Bohora	10	6	8	5	29	12	8	4	4	28	57
16	Anjana Khadka	12	6	6	3	27	12	6	0	2	20	47
17	Saroj Lamsal	14	6	5	6	31	12	6	6	7	31	62
18	Jeewan Dhakal	18	10	6	8	42	18	8	10	10	46	88
19	Uma Magar	16	8	8	5	37	14	6	5	4	29	66
20	Indrakala Rai	14	8	7	6	35	12	8	4	6	30	65
	Total					724					642	1366
	Average					36.2					32.1	34.15

B. Marks Obtained and Time Consumed by the Individual Students of
Shree Shiksha Vikas Secondary School in Various Items of the Test

S. N.	Name of the Students	Marks Obtained				Time Consumed (in Minutes)			
		Seen	%	Unseen	%	Seen	Speed	Unseen	Speed
1	Shrina Thapa	46	92	37	74	10	83.1	14	59.14
2	Saru Pangmi	41	82	32	64	12	69.25	13	63.69
3	Sunita Shrestha	44	88	35	70	12	69.25	16	51.75
4	Rama Sinchuri	45	90	31	62	13	63.92	16	51.75
5	Lakshya Niroula	37	74	34	68	15	55.4	17	48.70
6	Benu Tamang	38	76	33	66	12	69.25	14	59.14
7	Sujip Niroula	42	84	36	72	14	59.35	14	59.14
8	Ashish Shrestha	37	74	34	68	11	75.54	13	63.69
9	phulan Surya	29	58	36	72	17	48.88	16	51.75
10	Gokul Khanal	35	70	29	58	16	51.93	15	55.2
11	Kajiman Limbu	34	68	30	60	17	48.88	24	34.5
12	Rambinod Poudel	34	68	28	56	19	43.73	21	39.42
13	Jeetendra Niroula	35	70	37	74	16	51.93	20	41.4
14	Anita chhetri	26	52	26	52	21	39.57	19	43.57
15	Yamuna Bohora	29	58	28	56	17	48.88	17	48.70
16	Anjana Khadka	27	54	20	40	22	37.77	24	34.5
17	Saroj Lamsal	31	62	31	62	20	41.55	21	39.42
18	Jeewan Dhakal	42	84	46	92	24	34.62	18	46
19	Uma Magar	37	74	29	58	21	39.57	17	48.70
20	Indrakala Rai	35	70	30	60	23	36.13	19	43.57
	Total	724	1448	642	1284	332	1068.5	348	983.73
	Average	36.2	72.4	32.1	64.2	16.6	53.42	17.4	49.18

APPENDIX- 7

A. Marks Obtained by the Individual Students of Shree Mahabharat Secondary School in Various Items of the Test

S N	Name of the Students	Seen Passage					Unseen Passage					Grand Total
		MC	T/F	M	C	TOTAL	MC	T/F	M	C	TOTAL	
1	Amit K.C.	16	8	8	6	38	14	6	8	4	32	70
2	Suryabhadur Rai	12	6	8	6	32	14	4	6	4	28	60
3	Bijay Rai	14	6	6	4	30	12	4	6	2	24	54
4	Dilkumar Rai	8	0	0	0	8	10	4	2	2	18	26
5	Pabitra Rai	12	6	4	4	26	12	6	4	4	26	52
6	Asmi Tamang	12	6	6	4	28	12	6	4	4	28	56
7	Silpa Rai	14	8	6	6	34	16	8	4	2	30	64
8	Shyam Tamang	16	6	4	2	28	14	6	6	4	30	58
9	Binod Chemjong	14	6	4	6	30	14	6	4	4	28	58
10	Ranita Limbu	12	4	4	2	22	14	4	2	2	22	44
11	Rina Limbu	14	6	6	4	30	12	4	6	4	26	56
12	Smirti Rai	12	4	6	2	24	12	4	4	2	22	46
13	Tara Magar	14	6	4	4	28	12	6	4	4	26	54
14	Purna Limbu	12	4	4	2	22	12	6	8	4	30	52
15	Ram Makhim	16	8	10	10	44	14	8	6	4	32	76
16	Sarita Limbu	12	4	4	2	22	10	6	4	2	22	44
17	Rajkumari Limbu	16	4	6	4	30	12	8	8	4	34	62
18	Lila Lawati	14	4	4	2	24	16	8	2	8	34	58
19	Jitmaya Magar	12	6	4	4	26	8	6	0	0	14	40
20	Reema Tamang	12	6	6	2	28	10	6	5	3	24	52
	Total					554					528	1082
	Average					27.7					26.4	27.5

B. Marks Obtained and Time Consumed by the Individual Students of
Shree Mahabharat Secondary School in Various Items of the Test

S. N.	Name of the Students	Marks Obtained				Time Consumed (in Minutes)			
		Seen	%	Unseen	%	Seen	Speed	Unseen	Speed
1	Amit K.C.	38	76	32	64	24	34.62	28	29.57
2	Suryabhadur Rai	32	64	28	56	30	27.7	32	25.87
3	Bijay Rai	30	60	24	48	26	31.96	24	34.5
4	Dilkumar Rai	8	16	18	36	36	23.08	37	22.37
5	Pabitra Rai	26	52	26	52	27	30.77	32	25.87
6	Asmi Tamang	28	56	28	56	22	37.77	28	29.57
7	Silpa Rai	34	68	30	60	24	34.62	29	28.55
8	Shyam Tamang	28	56	30	60	24	34.62	25	33.12
9	Binod Chemjong	30	60	28	56	26	31.96	28	29.57
10	Ranita Limbu	22	44	22	44	27	30.77	32	25.87
11	Rina Limbu	30	60	26	52	29	28.65	34	24.35
12	Smirti Rai	24	48	22	44	30	27.7	35	23.65
13	Tara Magar	28	56	26	52	30	27.7	34	24.35
14	Purna Limbu	22	44	30	60	31	26.80	36	23
15	Ram Makhim	44	88	32	64	30	27.7	30	27.6
16	Sarita Limbu	22	44	22	44	28	29.67	31	26.70
17	Rajkumari Limbu	30	60	32	64	27	30.77	30	27.6
18	Lila Lawati	24	48	34	68	29	28.65	35	23.65
19	Jitmaya Magar	26	52	14	28	27	30.77	37	22.37
20	Reema Tamang	28	56	24	48	26	31.96	36	23
	Total	554	1108	528	1056	553	608.96	633	587.56
	Average	27.7	55.4	26.4	52.8	27.65	30.44	31.65	29.37

APPENDIX-8

A. Marks Obtained by the Individual Students of Shree Letang Secondary Boarding School in Various Items of the Test

S. N .	Name of the Students	Seen Passage					Unseen Passage					Grand Total
		MC	T/F	M	C	TOTAL	MC	T/F	M	C	TOTAL	
1	Kamala Tamang	16	8	8	4	36	14	6	8	5	33	69
2	Yalina Niroula	16	8	6	6	36	16	8	6	4	34	70
3	Sanjay Bhattarai	14	6	6	4	30	16	6	7	5	34	64
4	Abhisek Poudel	16	8	8	6	38	16	6	8	7	37	75
5	Sarmila shrestha	16	8	6	4	34	16	8	7	5	36	70
6	Rojina Thakuri	18	6	6	8	38	14	6	8	6	34	72
7	Anjana Rai	18	8	8	6	40	14	6	6	4	30	70
8	Durga Ghimire	16	6	8	6	36	18	8	10	10	46	82
9	Reema Niroula	16	8	8	6	38	14	6	6	7	33	71
10	Roshan Upreti	18	8	6	8	40	16	6	6	4	32	72
11	Nimesh Nepal	20	10	10	8	48	16	8	7	7	38	86
12	Nirmal Poudel	16	6	8	6	36	16	6	7	5	34	70
13	Bikal Thapa	12	8	6	2	28	14	4	6	4	28	56
14	Sirjana Ojha	14	6	4	5	29	12	4	5	7	28	57
15	Prabin Karki	12	8	7	6	33	14	6	7	8	35	68
16	Anup Poudel	16	6	9	8	39	14	6	5	6	33	72
17	Nabin Karki	16	8	7	5	36	12	6	8	4	30	66
18	Babina Gautam	14	8	6	4	32	14	8	6	4	32	64
19	Deepesh Ojha	16	6	8	6	36	16	6	6	2	30	66
20	Tapan Pakhrin	16	8	4	6	34	16	6	7	7	36	70
	Total					717					673	1390
	Average					35.85					33.65	34.75

B. Marks Obtained and Time Consumed by the Individual Students of
Shree Letang Secondary Boarding School in Various Items of the Test

S. N.	Name of the Students	Marks Obtained				Time Consumed (in Minutes)			
		Seen	%	Unseen	%	Seen	Speed	Unseen	Speed
1	Kamala Tamang	36	72	33	66	9	92.33	11	75.27
2	Yalina Niroula	36	72	34	68	11	75.54	15	55.2
3	Sanjay Bhattarai	30	60	34	68	11	75.54	14	59.14
4	Abhisek Poudel	38	76	37	74	13	63.92	16	51.75
5	Sarmila Shrestha	34	68	36	72	12	69.25	12	69
6	Rojina Thakuri	38	76	34	68	10	83.1	15	55.2
7	Anjana Rai	40	80	30	60	13	63.92	16	51.75
8	Durga Ghimire	36	72	46	92	14	59.35	10	82.8
9	Reema Niroula	38	76	33	66	12	69.25	16	51.75
10	Roshan Upreti	40	80	32	64	10	83.1	14	59.14
11	Nimesh Nepal	48	96	38	76	6	138.5	10	82.8
12	Nirmal Poudel	36	72	34	68	9	92.33	11	75.27
13	Bikal Thapa	28	56	28	56	7	118.71	12	69
14	Sirjana Ojha	29	58	28	56	10	83.1	15	55.2
15	Prabin Karki	33	66	35	70	12	69.25	17	48.70
16	Anup Poudel	39	78	33	66	15	55.4	17	48.70
17	Nabin Karki	36	72	30	60	18	46.16	19	43.57
18	Babina Gautam	32	64	32	64	14	59.35	20	41.4
19	Deepesh Ojha	36	72	30	60	13	63.92	21	39.42
20	Tapan Pakhrin	34	68	36	72	15	55.4	21	39.42
	Total	717	1434	673	1346	234	1517.42	302	1154.48
	Average	35.85	71.7	33.65	67.3	11.7	75.87	15.1	57.72

APPENDIX- 9

A. Marks Obtained by the Individual Students of Shree Minerva Secondary English School in Various Items of the Test

S N	Name of the Students	Seen Passage					Unseen Passage					Grand Total
		MC	T/F	M	C	TOTAL	MC	T/F	M	C	TOTAL	
1	Saru Rai	18	6	8	6	38	14	6	8	4	32	70
2	Ajay Shrestha	16	6	6	8	36	14	8	4	2	28	64
3	Sauraj Bimali	16	8	8	6	38	12	6	8	4	30	68
4	Sumi Rai	16	8	6	4	34	16	6	8	6	36	70
5	Hastamaya Limbu	18	6	8	4	36	18	8	6	6	38	74
6	Celina Magar	18	8	6	6	38	16	6	8	4	34	72
7	Sandhya Shrestha	14	6	8	6	34	18	10	10	10	48	82
8	Ritesh Chaulagai	16	8	8	6	38	16	6	6	4	32	70
9	Pawan Dawadi	18	8	6	2	34	16	6	8	8	38	72
10	Balkumar Shrestha	16	8	6	6	36	16	8	6	6	36	72
11	Subendra Rai	18	6	8	4	36	16	6	4	4	30	66
12	Pushpa Rai	20	10	10	10	50	14	8	8	6	36	86
13	Rewan Poudel	16	6	8	6	36	16	6	4	4	30	66
14	Tilbahadur Rai	14	6	8	8	36	14	4	4	2	24	60
15	Saroj Rai	16	4	4	6	30	14	6	8	4	32	62
16	Anita Rai	18	6	6	6	36	16	6	6	2	28	64
17	Niruta Shrestha	16	8	6	4	34	18	6	6	4	34	68
18	Sanjay Rai	18	8	6	6	38	16	8	6	4	34	72
19	Faudaraj Limbu	18	8	6	4	36	16	6	4	4	30	66
20	Dipendra Rai	10	8	6	8	32	18	6	6	8	38	70
	Total					726					668	1394
	Average					36.3					33.4	34.85

B. Marks Obtained and Time Consumed by the Individual Students of
Shree Minerva Secondary English School in Various Items of the Test

S N	Name of the students	Marks Obtained				Time Consumed (in Minutes)			
		Seen	%	Unseen	%	Seen	Speed	Unseen	Speed
1	Saru Rai	38	76	32	64	11	75.54	10	82.8
2	Ajay Shrestha	36	72	28	56	13	63.92	12	69
3	Sauraj Bimali	38	76	30	60	15	55.4	19	43.57
4	Sumi Rai	34	68	36	72	14	59.35	17	48.70
5	HastamayaLimbu	36	72	38	76	13	63.92	17	48.70
6	Celina Magar	38	76	34	68	10	83.1	11	75.27
7	Sandhya Shrestha	34	68	48	96	9	92.33	18	46
8	Ritesh Chaulagai	38	76	32	64	10	83.1	14	59.14
9	Pawan Dawadi	34	68	38	76	10	83.1	15	55.2
10	Balkumar shrestha	36	72	36	72	18	46.16	19	43.57
11	Subendra Rai	36	72	30	60	15	55.4	16	51.75
12	Pushpa Rai	50	100	36	72	13	63.92	18	46
13	Rewan Poudel	36	72	30	60	16	51.93	20	41.4
14	Tilbahadur Rai	36	72	24	48	14	59.35	20	41.4
15	Saroj Rai	30	60	32	64	19	43.73	25	33.12
16	Anita Rai	36	72	28	56	21	39.57	24	34.5
17	Niruta Shrestha	34	68	34	68	22	37.77	25	33.12
18	Sanjay Rai	38	76	34	68	21	39.57	22	37.63
19	Faudaraj Limbu	36	72	30	60	27	30.77	30	27.6
20	Dipendra Rai	32	64	38	76	29	28.65	15	55.2
	Total	726	1452	668	1336	320	1156.58	367	973.67
	Average	36.3	72.6	33.4	66.8	16	57.82	18.35	48.68