

**READING COMPREHENSION OF BACHELOR'S LEVEL
STUDENTS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by
Rohit Bhattarai**

**Faculty of Education
Tribhuvan University, Kiritipur
Kathmandu, Nepal
2010**

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2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rohit Bhattarai** has prepared this thesis entitled “**Reading Comprehension of Bachelor's Level Students**” under my guidance and supervision.

I recommend the thesis for acceptance.

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Dedication

Dedicated
To
My beloved parents

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university

Date: 2067-02-06

Rohit Bhattarai

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Date: 2067-01-05

Rohit Bhattarai

ABSTRACT

This research work entitled “**Reading Comprehension of Bachelor's Level Students**” was carried out with the main objective of finding out reading comprehension ability of the English students of B.Ed. and B.A. first year from major English group and also to compare the reading comprehension ability of the students of both of these faculties. Altogether four colleges of Biratnagar, Morang were selected purposively. Among them two were Education Colleges and two Humanities. Twenty students were selected randomly from each of these colleges. Forty students represented the Faculty of Education and forty the Faculty of Humanities. That is, in total 80 students were the population of my study. A test of reading comprehension was administered on those students. The test consisted of four reading comprehension texts with different objectives and subjective test items. The texts were taken from English newspapers and magazines. After the administration of the test, the answer sheets were collected from the students. The duration of time of the test was one and half hour consisting of the 50 full marks. Their reading comprehension was analyzed and their reading comprehension abilities were compared in terms of the marks they scored. From the analysis of the data, the students of Faculty of Education were found to have better reading comprehension ability than those of Faculty of Humanities. Furthermore, girls of the both faculties were better in comprehending the text than the boys of the same level.

This study consists of four chapters. The first chapter deals with general background, review of the related literature, objectives of the study, and significance of the study. Similarly, the second chapter deals with the population of the study, tools for data collection, the process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data collected. The marks obtained by the students have been analyzed to find out their reading comprehension ability as well as to compare them. Some statistical tools such as average and percentage have been used to analyze the marks obtained by the students. Finally, the findings and pedagogical implications have been mentioned in the fourth chapter. Reference and appendices have been included at the last of the thesis.

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ABBREVIATIONS

et al.	and other people (Latin et alii/alia)
F.M.	Full marks
A.M.	Average marks
B.Ed.	Bachelor in Education
B.A.	Bachelor in Arts
RCA	Reading Comprehension Ability
viz	Namely
i.e.	That is (Latin id est)
M.M.A.M.C.	Mahendra Morang Adarsha Multiple Campus
WPM	Word Per Minute