

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

We, human, are social being and we are considered to be the most intelligent creature of the nature. We have thoughts, feelings, ideas and emotions which we share from one person to another person and from one generation to another generation. But a question may arise as to what makes it possible to share those things? And the answer is simple- 'language'. But it is not so simple to be defined. Different scholars have defined language differently in different times. According to Block and Trager (1942), as cited in Yadav (2001), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates"(p. 3). Similarly Sapir (1921) says, "Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p. 8).

These definitions indicate that language is the most important, universal and most widely used medium for communicating ideas, emotions and desires. Human beings communicate with one another using language. It is human species specific property that other living beings do not possess. Thus 'language as the voluntary vocal system of human communication' can be considered as more adequate definition.

At last, it is relevant to have a glance on this definition.

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing meanings, ideas or thoughts. Language can be used in many forms, primarily through oral and written modes of communication as well as using expressions through body

language.

(Retrieved from: [www.unixl.com/dir/education/languages/language\\_definition](http://www.unixl.com/dir/education/languages/language_definition))

### **1.1.1 ELT in Nepal**

There are many languages in the world. Among them English is the most important and essential one. English is the most widely used language in the world because it has wide coverage, richest vocabulary, a large number of language functions, structures and so on. The English language is also regarded as a contact or link language. That means it functions as a lingua-franca in multilingual communities and in international communication. The coverage of English is very wide as in mass media, radio broadcast, business, science and technology etc.

English is an international language, therefore, its teaching takes place all around the world somewhere as the first language and elsewhere as the second/foreign language. In Nepal, the history of teaching English dates back to more than one and a half century ago. It was started with the foundation of Durbar High School in 1910 B.S. after Junga Bahadur Rana visited Britain and was influenced by its education system. At that time, it was not meant for the mass education but for the children of ruling families. However, it was the first school to start English education in Nepal. Nowadays, in Nepal, English is taught from Primary to Bachelor level as a compulsory subject. Though it is used as a foreign language, its use is increasing day by day. People learn the English language for different reasons. Some people want to read scholarly works in English, some of them may want to read and write scientific works in English. Some of them may want to learn English as they want to live in an English community and some to grab golden opportunities or jobs in different sectors.

In the context of Nepal, English plays a vital role in education. So, the students' academic success depends to a great extent on the mastery of the English language. In the early days, the English curriculum aimed at providing the students with literary taste in English. Grammar and translation were regarded as the major components of English language teaching.

Since many methods and techniques have been adopted and changed time and again at international level, Nepal has also introduced communicative method to language teaching and learning in school level to keep pace with the international change in ELT. In course of regular updating and improvements in education system in Nepal, English language curricula have undergone through several revisions. As a result, teaching English in school has aimed at enabling the pupils to exchange ideas with the people who speak English, and exposing them to vast knowledge and pleasure in English, both in spoken and written forms.

### **1.1.2 Language Skills**

To be able to use any language well, one needs to develop all the skills of a language. There are four language skills viz. listening, speaking, reading and writing. Among these skills, listening and reading are considered as receptive skills whereas speaking and writing as productive skills. In the natural order of language learning receptive skills come first and the productive skills come later. It is impossible to develop productive skills unless one masters receptive skills. Though listening and reading are considered receptive and passive skills, at the time of listening or reading the learner does not stay passive but he/she receives something and it leads him/her towards productive skills. Since our concern, here, in this research is on reading comprehension, focus is given on this skill below.

### **1.1.3 Reading**

According to Richards et al. (1999) reading means "perceiving a written text in order to understand its content" (p. 306). Reading involves perceiving the written form of language, either visually or kinaesthetically (using Brail). Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. Although reading is considered a passive skill, reading, obviously, is an active skill because the reader has to be actively involved in order to receive information. Reading, in fact, involves mental decoding of encoded (written) symbol to understand what communicative intent the encoder (writer) had while encoding (writing).

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

Reading is very important in learning a foreign language. People learn language in a natural way by reading books. Reading is the most useful method for foreign language learners because they do not get a chance to be in close contact with the native speakers and in such situation exposure they get is only through reading books available in that language. Reading is the gateway to learning. The more we read, the more knowledge we can achieve and where there is little reading, there is little learning.

Reading skill enables the learners to further their studies, to be employed, and to entertain by reading the text as well. Reading can and should be used for the purpose of knowledge (education) and for pleasure (entertainment).

Reading is a receptive skill in written mode. This skill involves a variety of other skills. The skills under reading as given by Munby (1978) as cited in Grellet (1981,pp. 4-5) are listed below.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relation between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point or important information in a piece and discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea, etc.)
- Selecting extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

### **1.1.4 Types of Reading**

We read for different purposes like reading for information, reading for pleasure etc. Reading is a receptive skill as well as productive. There are different types of reading which can also be referred to as categorization or strategies of reading. Reading can be categorized on the basis of various factors which are as follows:

#### **A. Speed**

On the basis of speed, there are two types of reading: slow reading and rapid reading. They are briefly described below:

##### **i. Slow reading**

The slow reading refers to the reading with slow speed. Generally, slow reading occurs in the first stage of reading when the reader is not fully capable to understand the words and when he/she has no good practice in reading. Similarly, if the reader is reading a difficult passage or he/she has to understand the text in depth, the slow reading occurs automatically.

##### **ii. Rapid reading**

It also refers to speed or faster reading. People read more quickly to achieve a greater degree of understanding of what they read. Rapid reading develops students' reading speed and the reader can accumulate a lot of information in a

short time. Generally, rapid reading occurs while reading by experts, native language users and also if the text is simple. It is usually silent reading.

## **B. Noise**

Silent reading and loud reading are the types under the noise basis. They are mentioned below:

### **i. Silent reading**

Silent reading is 'perceiving a written text in order to understand its content.' Good silent readers do not allow moving their lips. Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. This reading is required at the advanced level. It facilitates mastery of language. It is useful in library study and reading for pleasure and also in faster reading.

### **ii. Loud reading**

Loud reading, also termed oral reading, involves both physical and mental process. It changes the graphic symbols into spoken form and also interprets them. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, and intonation. Generally, loud reading is useful for the beginners. While reading out a report, instructional manual, etc loud reading is required.

## **C. Purpose of reading**

To classify the reading on the basis of purpose, two types are identified. They are given in the lines that follow:

**i. Intensive reading**

Intensive reading is a kind of reading particularly done for language study. It is generally at a slower speed and requires a higher degree of understanding.

Intensive reading is a detailed study of the text or reading for thorough mastery of the language. It is done not only for detailed comprehension of meaning but also for mastering the structures and vocabulary. The purpose of intensive reading is linguistic rather than literary.

**ii. Extensive reading**

In contrast to intensive reading, extensive reading is done for pleasure and information. Students should be engaged for a general understanding of the text without necessarily understanding every word. Richards et al. (1999) say, "Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (p. 133).

**D. Focus of attention**

As the other bases mentioned above, this basis also includes two types of reading which are briefly described below.

**i. Skimming**

Skimming is a type of rapid reading which means 'quickly running one's eyes over a text to get the gist of it.' It makes a rapid survey of texts, passages,



articles and books to find out the central idea or the main theme of the discourse. To quote Grellet (1981):

skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intension of the writer. (p. 19)

## **ii. Scanning**

It is also a kind of rapid reading which means 'quickly going through a text to find out a particular piece of information.' It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage. Readers wander their eyes over the text until they find what they are looking for. It may be a name, a date or other information.

### **1.1.5 Reading Comprehension**

Comprehension denotes the mental process by which listener/reader take in the sounds/words produced by a speaker/writer and use them to construct an interpretation of what they think the speaker/writer intended to convey. More simply, it is the building of meaning from sounds/words.

Reading comprehension is a process where readers perceive a written text in order to understand its content. Reading becomes meaningful only if the reader gets through the meaning behind the graphic symbols. Experiments have proved that more comprehension is achieved only through silent reading. Concentration over the subject, which one wants to learn, is necessary for comprehension. Similarly, reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three

levels of meaning are 'lexical meaning', 'structural or grammatical meaning' and 'socio-cultural meaning'.

On the basis of reader's purpose on reading, there are four kinds of reading comprehension. According to Richards et al. (1999), they are as follows:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage (p. 306).

In the present situation, English language curriculum has played a crucial role to develop reading comprehension ability in students focusing on reading skill. A variety of texts for reading are provided to evaluate students' knowledge along with other skills. According to the curriculum 40 per cent of the marks should be allotted to reading skill for national examination. It is, here, clear that reading skill is emphasized nowadays. Therefore, the students should have sound skill in reading and comprehending different types of literary and non-literary, seen and unseen texts.

### **1.1.6 The Tharus: An Introduction**

Nepal, as a land of geographical, cultural and ethnic diversity is the house of several ethnic groups where people speak varieties of languages and dialects. As this research is to find out the reading comprehension ability of Tharu

students of Morang district, the following lines deal with the Tharu people and Tharu language.

The Tharus are original inhabitant of the Terai region of Nepal. Twenty-two districts have been densely occupied by the Tharus. Very few Tharu people live in the hills and even fewer of them live in the Himalayan regions (CBS Report, 2001). Many of the people believe that they have come from the 'Thar desert' of Rajasthan in India, having fled at the time of Islamic invasions, and are named after the very desert. But this is only an imaginary logic.

The Tharu language is one of the languages spoken by indigenous Tharu communities in the Terai region from ancient time. Among the 93 languages spoken in Nepal, Tharu is the fourth largest language which is spoken by 5.8 percent of the Nepalese people as their mother tongue (CBS Report, 2001). The Tharu language belongs to Indo-Aryan language family. The language does not have its own script and it is written in Devanagari script. As Tharus are scattered from east to west of the Terai region, they occupy different varieties of the Tharu language and are named accordingly as Morangia, Saptaria, Dangoria, Rana etc.

The central bureau of statistics (CBS) Nepal has published its latest population census report in 2001. According to this report, the total population of Nepal is 2,31,51,423 and the population of Tharu speakers is 13,31,546 which is 5.75 percent of the total population. To talk about Morang district, among 6,74,823 people, the Tharu speaking people are 52,460 which is 8 percent of the total population.

Tharu speakers are scattered all over the Morang district but especially in the southern part. The Tharu language is mainly spoken in Biratnagar, Tetariya,

Jhorahat, Netachowk, Haraincha, Karsiya, Jhurkiya, Mirgauliya and also in Indrapur of Morang district. The Tharu community has a strong social unity. They have extended families under the same roof. The father has the full authority over the members of his family. As they are the resident of fertile Terai region, their main occupation is farming. They also work in factories and some of them carry firewood from jungle to earn money.

Many of the Tharus are illiterate but nowadays they are in practice to send their children to the schools. But, due to the socio-economic condition, they cannot give more time to their study as a result many of them leave the schools before passing secondary level and very few have reached upto the higher level.

## **1.2 Review of the Related Literature**

Different research works have been carried out by different researchers in the field of reading comprehension under the Department of English Education, T.U. I have, here, reviewed some of the research works related to 'reading' which are as follows.

Giri (1981) carried out a research on 'Comparative study of the English language proficiency of the students studying in grade X in the secondary school of Doti and Kathmandu.' He found that the students of Kathmandu are more proficient than those of Doti both in language use and language comprehension.

Siwakoti (1996) studied on 'Reading proficiency of the secondary school students of Jhapa district'. In his study, he analyzed the reading proficiency of the students of Government aided and private schools and found that private schools performed better than the government aided schools on all the items of textbook and non-textbook materials.

Shrestha (1998) made a research report on 'Reading comprehension in the English language of the students of grade VIII.' She studied on the students of Lalitpur district and found that the students could perform better on seen passage than on unseen passage. She also found that the performances on seen and unseen passages are positively correlated.

Subedi (2000) in his thesis entitled 'Reading comprehension ability of the grade IX students of Kathmandu and Jhapa' found that both urban and rural students could comprehend magazines better than they could in newspapers. Similarly students of Kathmandu did better in both test items than the students of Jhapa district. He also found that newspapers and magazines are practicable while teaching and testing reading comprehension in unseen text.

G.C. (2002) carried out a study on 'Reading comprehension ability of PCL first year students' and found that the average reading comprehension ability of PCL first year students studying in different faculties and institutes in Pokhara is 64.11%. He also found that girls had a bit higher comprehension ability (64.95%) than the boys (64.15%). Similarly, Indo-Aryan group could comprehend better than the Tibeto-Burman group (64.05% Vs 62.93%)

Poudel (2005) carried out a research on "TOEFL based reading comprehension ability of Bachelor level students. In this study he found that students have weaker proficiency in TOEFL based reading than in seen reading texts.

Neupane (2006) carried a research on 'Reading proficiency of grade X students of Kathmandu and Gorkha.' She found that students of Gorkha performed better in skimming, scanning and guessing meaning except in inferring than the students of Kathmandu. She also discovered the fact that the average performance by both districts' students in comprehending text is 64.40%.

Similarly students from both districts performed best in scanning (70.26%) whereas same students performed least in guessing meaning (55.50%).

Pokhrel (2007) studied on 'Reading comprehension ability in the English language.' The population was taken from grade IX of Kavrepalanchowk district. He found that students did better in seen text than in unseen text. Similarly, students could comprehend para-orthographic text better than orthographic text. He also found that students of private schools seemed better than those of public schools.

This study is also related to reading but it is different from those reviewed earlier in the sense that here, I have tried to analyze the reading comprehension ability gained by Tharu students on which no research was previously carried out under our department. Similarly, some of the previous research works have compared students' ability in terms of urban Vs rural and private Vs public criteria which, I think are not reasonable criteria to compare since the former always overcome the latter in this case. But I have studied on different public schools within the rural areas of Morang district in my research.

### **1.3 Objectives of the Study**

The objectives of the present study are as follows:

- a. to find out the reading comprehension ability of Tharu students of Morang district.
- b. to compare the proficiency of students in terms of the following variables:
  - i) sex-wise
  - ii) text-wise
  - iii) school-wise

- c. to suggest some pedagogical implications and recommendations of the findings of the study.

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

Among the four language skills LSRW, reading is third skill in order and grouped under receptive skill. We receive information and knowledge through reading which results us to productive skills. So, receptive skills are the base of productive skills. Similarly, reading comprehension ability should be developed as it is for edutainment (education and entertainment).

This study shows the reading comprehension ability of students of grade VIII. The study compares their ability in terms of sex, text-wise and also school-wise. The findings of the study are expected to be significant for the teachers in the sense that they know the reading comprehension ability on different test items performed by Tharu boys and girls which help them to improve their teaching techniques for the betterment of weak areas that the research shows and to select suitable reading text for them. It is thought to be significant for the students in the sense that they know the importance of reading different kinds of text to develop reading comprehension ability and they are encouraged for reading. Similarly, it may be beneficial for researchers to carry out further researches in the similar field. Furthermore, this research work is equally significant for textbook writers, subject experts, language trainers, language planners, syllabus and curriculum designers, and all those who are directly and indirectly involved in teaching and learning English as a foreign language.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study. As a researcher, I conducted the present research as follows:

#### **2.1 Sources of Data**

The present study has used both primary as well as secondary sources for the collection of data.

##### **2.1.1 Primary Sources of Data**

So far as the research in social sciences is concerned, it is only the human beings that can be the primary source. Here, primary sources of data were 120 Tharu students of different six schools of Morang district who were studying at grade VIII. (*See Appendix IV*)

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were various books, previous research works, articles, and different websites related to the present research which were used mainly to acquaint the researcher himself with what has been done so far on the topic in question. Some of them were Bhattarai (2001), Grellet (1981), Kumar (1996), Alderson (2000), Subedi (2000) and G.C. (2002).



## **2.2 Sampling Procedure**

Sampling is a process of obtaining information about an entire population by examining a part of it. For this research, altogether six public schools were taken from Morang district. From each school, 20 students were selected using non-random sampling procedure. In those students, 10 were male and 10 were female from each school and collectively there were 120 students at sample.

## **2.3 Tools for Data Collection**

There are different types of research tools for the collection of data such as observation, interview, questionnaire etc. As this study is to find out reading comprehension, two types of reading texts were selected for data collection which were followed by a variety of questions like multiple choices, true/false, gap-filling, rearranging and short answer-questions.

Both of the texts were followed by nineteen objective types of questions and three subjective types of questions. Each item of objective question was given one full mark each and each subjective question was assigned two marks. So each text had 25 marks and from both texts, it was collectively of 50 full marks.

## **2.4 Process of Data Collection**

Data is very much essential and central part and that should be collected from relative field to complete any research work. It provides authentic information.

After preparing research tool, I administered pilot test to check the appropriateness of the test items. The test was conducted on 20 Tharu students of Shree Saraswati Secondary School, Jhorahat, Morang. The students were

selected from both sexes: 10 from boys and 10 from girls. After finishing pilot test, their answer sheets were collected, checked and total marks, average marks, and their percentage were calculated. Having their results, I changed some of the question items which the students felt too difficult or too easy.

After that I visited the selected schools and explained the purpose of visiting to the concerned authority and asked for their help to conduct a test. After taking permission, I selected the required number of students using non-random sampling procedure. The selected students for the test were kept in a separate room fixing the time. Then, students were given certain instructions. After that I conducted the test and monitored them. I collected all the answer sheets from the students when the allotted time finished. Finally, the responses made by students were tested and marks were assigned according to their performance.

## **2.5 Limitations of the Study**

The study had the following limitations:

- a. This study was limited to the six public (government-aided) schools of Morang district.
- b. This research work was limited to the students' reading in grade VIII.
- c. This study was limited to 120 Tharu students.
- d. This research was limited to the reading comprehension ability of the students only on selected two text items.
- e. This research work was limited to one hour test administered once to the students.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data that were collected from the Tharu students of grade eight of different six schools of Morang district. Based on the data collected from the students, this chapter concentrates on the students' comprehension of the reading texts. Along with the findings of the reading proficiency of these students, this chapter compares the students' reading comprehension ability from different angles. The average marks and percentage of the marks secured by the students are observed.

The tables in this and the following pages show the reading comprehension ability of the students in the two different texts.

#### 3.1 Reading Comprehension Ability of the Total Students

**Table No.1**

S.N.	School	No. of Sts.	Average Score			Percentile Score		
			Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Janata S.S.	20	20.70	19.50	40.20	82.80	78.00	80.40
2.	Public H. S.S.	20	19.50	16.05	35.55	78.00	64.20	71.10
3.	Mahendra S. S.	20	18.20	16.10	34.30	72.80	64.40	68.60
4.	Shree Ma. Vi.	20	16.15	12.20	28.35	64.60	48.80	56.70
5.	Janata L.S.S.	20	16.40	14.55	30.95	65.60	58.20	61.90
6.	Ganesh L.S.S.	20	18.80	17.05	35.85	75.20	68.20	71.70
7.	As a whole	120	18.29	15.90	34.20	73.16	63.63	68.40

The above table shows the reading comprehension ability of all the 120 Tharu students studying in different six schools of Morang district. The students have obtained 34.20 average marks out of 50 full marks, i.e. 68.40 percentage of the marks. Thus, the overall reading comprehension ability of the students is found to be 68.40%.

While analyzing their reading comprehension ability between the texts, the students have shown better performance in Text 'A' than in Text 'B'. According to the table, they have obtained 73.16% of the marks in Text 'A' while they obtained 63.63% in text 'B'.

The analysis of the marks in terms of school variables, the students of each schools have obtained higher marks in Text 'A' (Janata SS-82.80%, Public HSS-78.00%, Mahendra SS-72.80%, Shree Ma. Vi.-64.60%, Janata LSS-65.60% and Ganesh LSS-75.20%) than their score in Text 'B' (Janata SS-78.00%, Public HSS-64.20%, Mahendra SS-64.40%, Shree Ma. Vi.-48.80%, Janata LSS-58.20% and Ganesh LSS-68.20%).

The table also reflects the fact that percentile scores obtained by the students of Janata LSS (61.90%) and Shree Ma. Vi. (56.70%) are below the average percentile score (68.40%) while the percentile scores of the students of Janata SS (80.40%), Public HSS (71.10%), Mahendra SS (68.60%), and Ganesh LSS (71.70%) are above the average.

### 3.2 Reading Comprehension Ability of the Students of Shree Janata Secondary School.

**Table No. 2**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	21.30	21.30	42.60	85.20	85.20	85.20
2.	Girls	20.10	17.70	37.80	80.40	70.80	75.60
3.	As a Whole	20.70	19.50	40.20	82.80	78.00	80.40

The table mentioned above presents the reading comprehension ability of the Tharu students studying in Shree Janata Secondary School, Haraincha, Morang. They have secured 40.20 average marks out of 50 full mark, i.e. 80.40 percentage of the marks in the test. Thus, their overall reading comprehension ability is found to be 80.40 %.

To compare the texts, the students have obtained higher score in text 'A' (20.70) than in Text 'B' (19.50) which is 82.80 % of the marks in Text 'A' and 78% of the marks in Text 'B'.

While analyzing the marks in terms of sex (viz: Boys vs Girls), the boys are found to be better in either texts (viz: Text 'A' and |Text 'B) than the girls. The boys have secured 85.20 percentage of the marks whereas the girls could secure only 75.60 percentage of the marks.

The same table also presents the fact that the percentile score obtained by girls (75.60%) is below the average percentile score of the school (80.40) while the percentile score obtained by the boys (85.20%) is above the total average percentage.

### 3.3 Reading Comprehension Ability of the students of Shree Public Higher Secondary School.

**Table No. 3**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	19.80	18.60	38.40	79.20	74.40	76.80
2.	Girls	19.20	13.50	32.70	76.80	54.00	65.40
3.	As a Whole	19.50	16.05	35.55	78.00	64.00	71.10

The table above shows the reading comprehension ability of the Tharu students studying in Shree Public Higher Secondary School, Netachok, Morang. The students have secured 35.55 average marks out of 50 full mark, i.e. 71.10 percentage of the marks. So, we can conclude that their overall reading comprehension ability is found to be 71.10%.

As in the previous table, this table also shows higher comprehension ability of students in Text 'A' than in Text 'B'. Because the students are found to score 78.00% of the marks in Text 'A' and they are found to score only 64.20% of the marks in Text 'B'.

While analyzing the marks obtained in two different texts in terms of sex variable (viz: Boys vs. Girls), the boys have obtained higher marks in both the texts (viz: Text 'A' and Text 'B'). The table shows that the boys have secured 76.80 % of the marks while the girls have secured 65.40% of the marks.

The same table also presents the fact that percentile score obtained by girls (65.40%) is below the average (71.10%) while the percentile score obtained by the boys (76.80%) is above the average.

### 3.4 Reading Comprehension Ability of the Students of Shree Mahendra Secondary School

**Table No. 4**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	18.80	17.50	36.30	75.20	70.00	72.60
2.	Girls	17.60	14.70	32.30	70.40	58.80	64.60
3.	As a Whole	18.20	16.10	34.30	72.80	64.40	68.60

The above table presents the reading comprehension ability of the Tharu students studying in Shree Mahendra Secondary School, Indrapur, Morang. The students have obtained 34.30 average marks out of 50 full marks, i.e. 68.60 percentage of the marks in the test. So, we can conclude that their overall reading comprehension ability is found to be 68.60%.

The table reflects the fact that the students scored higher in Text 'A' (18.20) than in Text 'B' (16.10). It means the students obtained 72.80% of the marks in Text 'A' and 64.40% of the marks in Text 'B'.

While analyzing the marks obtained in two different texts in terms of sex variable (viz. Boys vs. Girls), the boys have obtained higher marks in either the texts than the girls because the boys have secured 72.60% of the marks whereas girls have secured 64.60% of the marks.

The percentile score obtained by girls (64.60%) is below the average percentile score (68.60%) while the percentile score obtained by boys (72.60%) is above the average.

### 3.5 Reading Comprehension Ability of the Students of Shree Ma. Vi.

**Table No. 5**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	18.30	12.60	30.90	73.20	50.40	61.80
2.	Girls	14.00	11.80	25.80	56.00	47.20	51.60
3.	As a Whole	16.15	12.20	28.35	64.60	48.80	56.70

The above table presents the reading comprehension ability of the Tharu students studying in Shree Ma. Vi, Mirgaulia, Morang. The students have obtained 28.35 average marks out of 50 full marks, i.e. 56.70 percentage of marks in the test. So, their overall reading comprehension ability is found to be 56.70%.

While analyzing their reading comprehension ability between the texts, the students have shown their better performance in Text 'A' than in Text 'B'. According to the table, the students have obtained 64.60% of marks in Text 'A' while they obtained only 48.80% of marks in Text 'B'.

In the analysis of the marks obtained in the two texts in terms of sex (viz: Boys vs. Girls) the boys have obtained higher marks in either the texts than the girls have. The table shows that the boys have secured 61.80% of the marks while girls have secured only 51.60% of the marks, which is about 10 percent below than the boys.



The same table also presents the fact that the percentile score obtained by girls (51.60%) is below the average (56.70%) while the percentile score obtained by boys (61.80%) is above the average.

### 3.6 Reading Comprehension Ability of the Students of Shree Janata Lower Secondary School

**Table No. 6**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	17.80	16.70	34.50	71.20	66.80	69.00
2.	Girls	15.00	12.40	27.40	60.00	49.60	54.80
3.	As a Whole	16.40	14.55	30.95	65.60	58.20	61.90

The table mentioned above shows the reading comprehension ability of the Tharu students studying in Shree Janata Lower Secondary School, Indrapur, Morang. As the table shows, the students have secured 30.90 average marks out of 50 full marks, i.e. 61.90 percentage of the marks in the test. So, we can say that their overall reading comprehension ability is found to be 61.90%.

In the analysis of the marks obtained in the two texts, the students have obtained higher score in Text 'A' (16.40) than in Text 'B' (14.55) which is 65.60% and 58.20% of the marks respectively.

While analyzing the marks in terms of sex (viz: Boys vs. Girls), the boys are found to be forward in either texts (viz: Text 'A' and Text 'B') than girls. According to the table, the boys have secured 69.00% of the marks whereas the girls could secure only 54.80% of the marks.

The table also reflects the fact that the percentile score obtained by the girls (54.80%) is below the average percentile score of the school (61.90%) whereas the percentile score obtained by the boys (69.00%) is above the average.

### **3.7 Reading Comprehension Ability of the Students of Shree Ganesh Lower Secondary School**

**Table No. 7**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Boys	19.60	16.70	36.30	78.40	66.30	72.60
2.	Girls	18.00	17.40	35.40	72.00	69.60	70.80
3.	As a Whole	18.80	17.05	35.85	75.20	68.20	71.70

The table presents the reading comprehension ability of the Tharu students studying in Shree Ganesh Lower Secondary School, Banigama, Morang. The students have obtained 35.85 average marks out of 50 full marks, i.e. 71.70 percentage of the marks in the test. So, their overall reading comprehension ability is found to be 71.70%.

In the analysis of the marks obtained in the two texts, the students have obtained higher score in Text 'A' (18.80) than they obtained in Text 'B' (17.05). It means, they secured 75.20% of the marks in Text 'A' and 68.20% of the marks in Text 'B' .

While analyzing the marks of the two texts in terms of sex (viz: Boys vs. Girls), the boys are found to be better in Text 'A' where as the girls are found to be better in Text 'B' . But in aggregate, the boys could secure higher marks

than the girls. According to the table, the boys have secured 72.60% of the marks while the girls have secured 70.80% of the marks in the test.

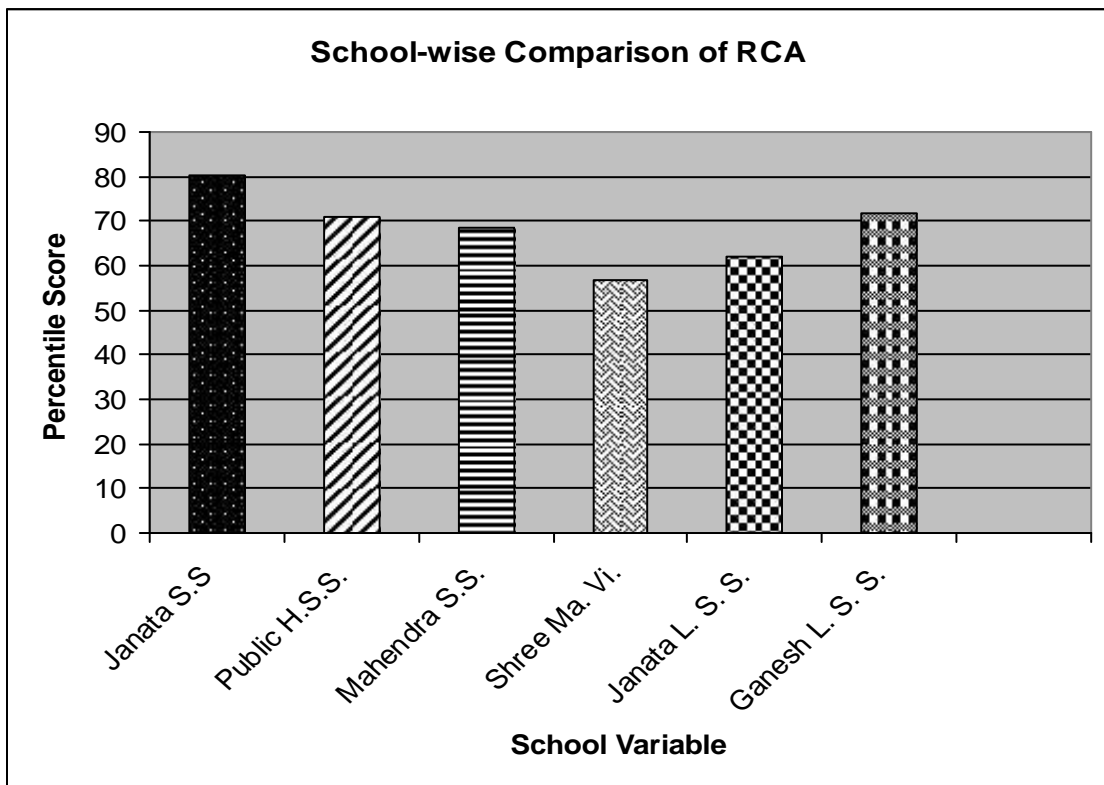
The table also reflects the facts that the percentile score obtained by the girls (70.80%) is a bit below the average percentile score (71.70%) whereas the percentile score obtained by the boys (72.60%) is a bit above the average.

### 3.8 School-wise Comparison of the Reading comprehension Ability

**Table No. 8**

<b>Variables</b>	<b>No. of Sts.</b>	<b>Average Score (F.M. 50)</b>	<b>Percentile Score</b>
Janata S.S.	20	40.20	80.40
Public H.S.S	20	35.55	71.10
Mahendra S.S	20	34.30	68.60
Shree Ma. Vi.	20	28.35	56.70
Janata L.S.S.	20	30.95	61.90
Ganesh L.S.S.	20	35.85	71.70
As a Whole	120	34.20	68.40

This table can also be shown in the following diagram:



The table and diagram given above present the reading comprehension ability of the students of each of the schools. It shows that the students of Janata Secondary School have secured the highest percentage (80.40%) and the students of Shree Ma. Vi. secured the lowest percentage (56.70%). The order of the reading comprehension ability from the highest to the lowest is Janata SS, Ganesh LSS, Public HSS, Mahendra SS, Janata LSS and Shree Ma. Vi.

While comparing the reading comprehension ability of each school with the overall reading comprehension ability it shows that the students of two schools viz. Mahendra SS and Shree Ma. Vi. are below the overall percentage (68.40%) and the students of the Janata SS, Public HSS, Mahendra SS, and Ganesh LSS are above the overall percentage.

### 3.9 Reading Comprehension Ability of the Boys and the Girls

**Table No. 9**

Variables		Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
Janata S.S.	B	21.30	21.30	42.60	85.20	85.20	85.20
	G	20.10	17.70	37.80	80.40	70.80	75.60
Public	B	19.80	18.60	38.40	79.20	74.40	76.80
H. S. S.	G	19.20	13.50	32.70	76.80	54.00	65.40
Mahendra S.S.	B	18.80	17.50	36.30	75.20	70.00	72.60
	G	17.60	14.70	32.30	70.40	58.80	64.60
Shree Ma.Vi.	B	18.30	12.60	30.90	73.20	50.40	61.80
	G	14.00	11.80	25.80	56.00	47.20	51.60
Janata L.S.S.	B	17.80	16.70	34.50	71.20	66.80	69.00
	G	15.00	12.40	27.40	60.00	49.68	54.80
Ganesh L.S.S.	B	19.60	16.70	36.30	78.40	66.80	72.60
	G	18.00	17.40	35.40	72.00	69.60	70.80

Here, B=Boys

G=girls

The table given above presents the reading comprehension ability of the boys and the girls studying in six different schools of Morang district in two different types of reading texts.

The table reflects that both the boys and the girls of each school performed better in Text 'A' than in Text 'B' except the boys of Shree Janata Secondary School because they have equal marks in either texts.

Similarly, In each text, the boys of all the schools had better performance than the girls of those schools. It is found that the performance of the boys and the girls of Janata Secondary School is 85.20% vs 75.60%, Public Higher Secondary School is 76.80% vs 65.40%, Mahendra Secondary School is 72.60% vs 64.60%, Shree Ma. Vi. is 61.80% vs 51.60%, Janata Secondary School is 69.00% vs 54.80% and Ganesh Lower Secondary School is 72.60% vs 70.80%.

### 3.10 Reading Comprehension Ability of the Boys

**Table No. 10**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Janata S.S.	21.30	21.30	42.60	85.20	85.20	85.20
2.	Public H. S.S.	19.80	18.60	38.40	79.20	74.40	76.80
3.	Mahendra S. S.	18.80	17.50	36.30	75.20	70.00	72.60
4.	Shree Ma. Vi.	18.30	12.60	30.90	73.20	50.40	61.80
5.	Janata L.S.S.	17.80	16.70	34.50	71.20	66.80	69.00

6.	Ganesh L.S.S.	19.60	16.70	36.30	78.40	66.80	72.60
7.	As a whole	19.20	17.23	34.49	77.06	68.93	73.00

This table shows the reading comprehension ability of the boys studying in different schools of Morang district. The students have obtained 34.49 average marks out of 50 full marks, i.e. 73.00 percentage of the marks. So, the reading comprehension ability of the boys is found to be 73.00%.

While analyzing their reading comprehension ability between the texts, the boys have shown their better performance in Text 'A' than in Text 'B' except the boys of Shree Janata Secondary School. According to the table, the boys have obtained 77.06% of the marks in Text 'A' while they obtained 68.93% of the marks in Text 'B'.

While analyzing the marks obtained in the two texts in terms of different Schools, the boys of each school have obtained the higher marks in Text 'A' (Janata SS-85.20%, Public HSS-79.20%, Mahendra SS -75.20%, Shree Ma. Vi. - 73.20%, Janata LSS-71.20%, Ganesh LSS - 78.40%) than their score in Text 'B' (Janata SS-85.20%, Public HSS-74.40%, Maendra SS-70.00%, Shree Ma. Vi.-50.40%, Janata LSS-66.80%, Ganesh LSS-66.80%) but except of Janata Secondary School.

The table also reflects the fact that the percentile scores obtained by the boys of Janata SS (85.20%) and Public HSS (76.80%) is above the average percentile score of the boys (73.00%) whereas the percentile scores obtained by the boys of Mahendra SS (72.60%), Ganesh LSS (72.60%), Janata LSS (69.00%) and Shree Ma. Vi. (61.80%) are below the average.

### 3.11 Reading Comprehension Ability of the Girls.

**Table No. 11**

S.N.	Variables	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
1.	Janata S.S.	21.10	17.70	37.80	80.40	70.80	75.60
2.	Public H. S.S.	19.20	13.50	32.70	76.80	54.00	65.40
3.	Mahendra S. S.	17.60	14.70	32.30	70.40	58.80	64.60
4.	Shree Ma. Vi.	14.00	11.80	25.80	56.00	47.20	51.60
5.	Janata L.S.S.	15.00	12.40	27.40	60.00	49.68	54.80
6.	Ganesh L.S.S.	18.00	17.40	35.40	72.00	69.60	70.80
7.	As a whole	17.31	14.58	31.89	69.26	58.33	63.80

The table shows the reading comprehension ability of the girls studying in different schools of Morang district. The students have obtained 31.89 average marks out of 50 full marks, i.e. 63.80 percentage of the marks. So, the reading comprehension of the girls, in total, is found to be 63.80%.

While analyzing their reading comprehension ability between the texts, the girls have shown their better performance in Text 'A' than in Text 'B'. According to the table, the girls have obtained 69.26% of the marks in Text 'A' while they obtained 58.33% of the marks in Text 'B'.



While analyzing the marks obtained in the two texts in terms of different schools, the girls of each school have obtained the higher marks in Text 'A' (Janata SS-80.40%, Public HSS-76.80%, Mahendra SS-70.40%, Shree Ma. Vi.-56.00%, Janata LSS-60.00%, and Ganesh LSS-72.00%) than their score in Text 'B' (Janata SS-70.80%, Public HSS-54.00%, Mahendra SS-58.80%, Shree Ma. Vi.-47.20%, Janata LSS-49.68% and Ganesh LSS-69.60%).

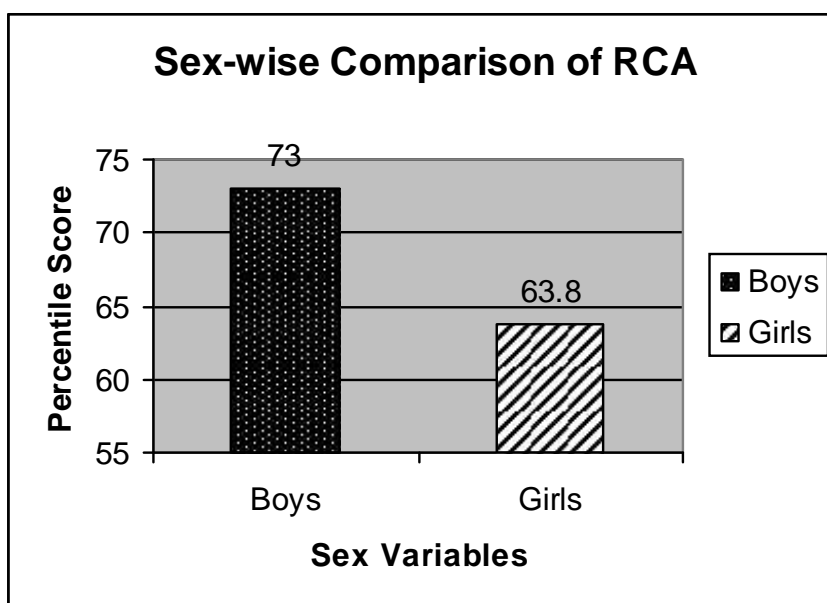
The table also reflects the fact that the percentile scores obtained by the girls of Janata SS (75.60%), Public HSS (65.40%), Mahendra SS (64.60%), and Ganesh LSS (70.80%) are above the average percentile score (63.80%), whereas the percentile scores of the girls of Janata LSS (54.80%) and Shree Ma. Vi. (51.60%) are below the average.

### 3.12 Sex-wise Comparison of the Reading Comprehension Ability

**Table No. 12**

Variables	No. of Sts.	Average Score			Percentile Score		
		Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)	Text 'A' (FM 25)	Text 'B' (FM 25)	Total (FM 50)
Boys	60	19.26	17.23	34.49	77.06	68.93	73.00
Girls	60	17.31	14.58	31.89	69.26	58.30	63.80

The same table can also be shown in the following diagram:



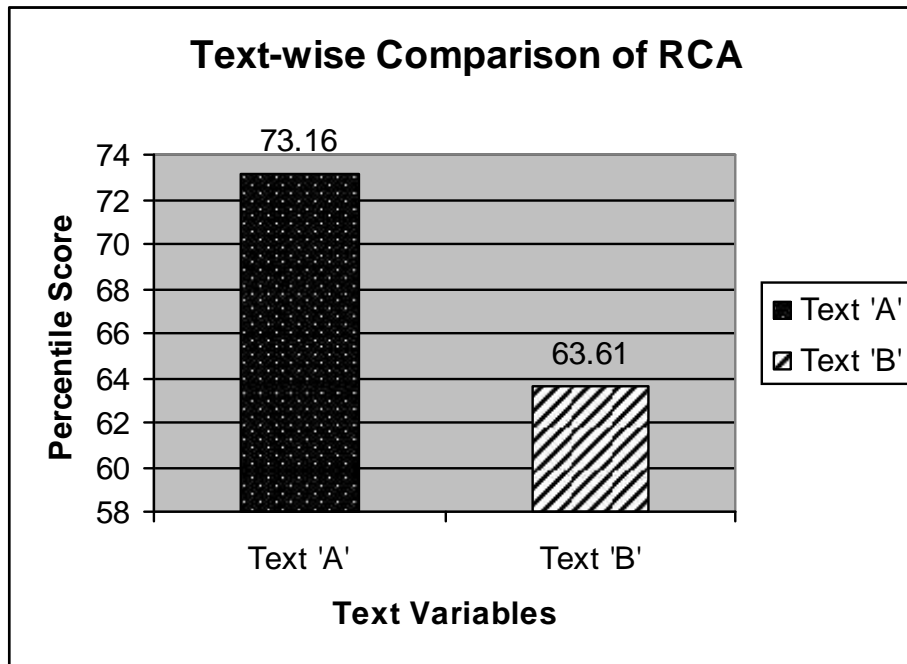
The table and diagram given above present the comparison of the marks obtained by the students of different sex. The overall comparison of the marks obtained by the boys and girls shows that the boys are nearly ten percent ahead than the girls (73.00% vs. 63.80%) in reading comprehension ability. But the case is not identical in all the schools; in some schools the distance is near whereas some schools have wider distance between boys and girls in comprehension ability.

### 3.13 Text-wise Comparison of Reading Comprehension Ability

**Table No. 13**

Variables	Average Score			Percentile Score		
	Boys	Girls	Total	Boys	Girls	Total
Text 'A' (FM 25)	19.26	17.31	18.28	77.06	69.26	73.16
Text 'B' (FM 25)	17.23	14.58	15.90	68.93	58.30	63.61

This table can be shown in the following diagram:



The above table and diagram present the comparison of the marks obtained by the students in Two different Texts- Text 'A' (passage) and Text 'B' (Poem). The overall comparison of the marks obtained by the students in Text 'A' is higher than the marks they obtained in Text 'B' i.e. 73.16% vs. 63.61% respectively.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

On the basis of the analysis and interpretation of the data, the findings of the study and some recommendations can be listed on the subheadings given below.

#### **4.1 Findings**

The following points state the findings of the present study which are totally based on analysis and interpretations of data presented in chapter three.

The findings are:

1. As a whole, the average reading comprehension ability of the Tharu students studying different schools of Morang district in Grade VIII is 68.40% that is satisfactory.
2. The boys studying in Grade VIII have better reading comprehension ability (73.00%) than the girls studying in the same Grade (63.80%). This shows that the boys are nearly 10% ahead in comprehending the texts.
3. The students have better reading comprehension ability in Text 'A' (73.16%) than their ability in comprehending Text 'B' (63.61%).
4. Both the boys and girls could comprehend Text 'A' better than Text 'B'. Boys have 77.06% in Text 'A' and 68.93% in Text 'B'. Similarly, the girls have 69.26% in Text 'A' and 58.33% in Text 'B'.
5. The reading comprehension of Shree Janata Secondary School is the highest (80.40%) whereas reading comprehension ability of Shree Ma. Vi. is the lowest (56.70%).
6. To put the schools in order from the highest to the lowest in their reading comprehension ability, it is found to be Janata Secondary School (80.40%), Ganesh Lower Secondary School (71.70%), Public Higher

Secondary School (71.10%), Mahendra Secondary School (68.60%), Janata Lower Secondary School (61.90%) and Shree Ma. Vi. (56.70%).

#### **4.2 Recommendations**

On the basis of above-mentioned findings of the study, some recommendations can be made in the following points:

1. Though the reading comprehension ability of Tharu students of Morang is quite satisfactory, it is not sufficient. Therefore, they should be given adequate practice on reading comprehension exercises so as to develop their reading comprehension ability further better.
2. Since the girls are found weaker than the boys are, they should be encouraged to study different kinds of reading texts to improve their reading comprehension ability and to empower them.
3. Much focus should be given to teaching and learning of poetry than of prose form and more exposure should be given to the students in that area.
4. Some students have very poor reading comprehension ability. For those, teachers should provide as much attention as they can and try to diagnose and solve the problems.
5. And also, it is necessary for the concerned authority to bring teacher training programmes in time and again so as to develop innovative ideas and teaching skills while teaching different kinds of reading comprehension texts.

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## APPENDIX-I

### Reading Comprehension Test

Name..... Fullmark: 50  
Class..... Time: 1 hour  
Sex: Male  Female   
Name of School.....

#### Text 'A'

**Read the following passage and answer the questions that follow:**

#### Animals in Chitwan

After leaving Kathmandu the balloon flew low over the Royal Chitwan National Park. It flew near the treetops. Mina was busy filming the animals. In the film they talk about what they can see.

"Now we're looking at a mother and baby one-horned rhinoceros. Chitwan has been a sanctuary for rhinos since 1964 and now there are more than 400 here. They can be dangerous and you must be careful when you are near them," said Iswor.

The balloon flew low over the Rapti River. Shanti noticed a gharial crocodile on a sandbank in the middle of the river. They could see its long row of teeth, as it lay with its mouth open. Asha told them that gharials can be six meters long. They don't kill animals but they eat fish. In 1987 there were only 200 left. Now there is a hatchery. That's a place where the eggs and small gharials are kept safely. Then, when they are big, they are put back in the rivers.



"Oh, look at all those spotted deer," said Shambhu, "aren't they beautiful! There're about twenty I think. Look at that one's antlers. They haven't all got them, have they?"

"No, those are chittal. Only the males have antlers. They use them for fighting each other," Iswor explained.

The balloon landed gently in an open space and everyone climbed out. They went to the elephant breeding farm.

A mahout told them that elephants live for seventy of eighty years, and they can learn as many as twenty or thirty commands. They eat about 200 kilos of fodder and drink 200 litres of water every day.

"Look, the elephant lying down over there is our biggest. It weighs 4,500 kilograms", he told them.

**1. Tick (✓) the best answer. (5 × 1=5)**

- a) They were flying on  
i) helicopter      ii) aeroplane      iii) rocket      iv) balloon
- b) Mina was busy on  
i) dancing      ii) eating      iii) filming      iv) playing
- c) What did Shanti notice on a sandbank?  
i) elephant      ii) gharial crocodile      iii) chittal      iv) rhino
- d) What does 'sanctuary' mean?  
i) safe place for animals      ii) hilly areas      iii) river      iv) rhino
- e) What does 'antler' mean?  
i) spotted deer      ii) chittal      iii) long horns of a deer  
iv) trunk of elephant

**2. Write 'True' or 'False' against the statement. (5 1=5)**

- a) They were flying over Bardia National Park.....
- b) Nepal is famous for one-horned rhinos.....
- c) Shanti noticed elephant on the sandbank of Rapti River.....
- d) All deer have antlers.....
- e) Elephants drink 450 litres of water everyday.....

**3. Rearrange the following sentences in correct order. (5 1=5)**

- a) Chitwan has been a sanctuary for one-horned rhinos. ( )
- b) They saw very beautiful spotted deer. ( )
- c) They were flying over Chitwan National Park. ( )
- d) Elephants live for many years. ( )
- e) Gharials can be six metres long. ( )

**4. Fill in the gaps with appropriate words. (4 1=4)**

- a) Chitwan has been a sanctuary for rhinos since.....
- b) The number of rhinos in Nepal is more than.....
- c) Gharial was lying on a ..... in the middle of a river.
- d) Only the male deer have.....

**5. Give short answers to the following questions. (3 2=6)**

- a) What does 'hatchery' mean?  
Ans. ....
- b) What did Shanti notice?  
Ans .....  
.....
- c) How many years do elephants live?  
.....

## Text 'B'

Read the following poem and answer the questions that follow:

### If Pigs Could Fly

If pigs could fly, I'd fly a pig  
To foreign countries small and big-  
To Italy and Spain,  
To Austria where cowbells ring,  
To Germany where people sing-  
And then come home again.

I'd see the Ganges and the Nile;  
I'd visit Madagascar's isle,  
And Persia and Peru.  
People would say they'd never seen  
So odd, so strange an air machine  
As that on which I flew.

Why, everyone would raise a shout  
To see his trotters and his snout  
Come floating from the sky;  
And I would be a famous star  
Well known in countries near and far-  
If only pigs could fly!

- 1. Tick (✓) the best answer. (5 × 1=5)**
- a) What is the poem about?  
i) elephant    ii) tiger    iii) pig
- b) Which of the words rhyme with 'pig'?  
i) Spain    ii) big    iii) ring
- c) Where do cowbells ring?  
i) Austria    ii) Peru    iii) Persia
- d) The rivers that writer would see are  
i) Koshi and Gandaki    ii) Ganges and Nile    iii) Amazon and Nile
- e) The writer thinks himself would be a famous  
i) star    ii) director    iii) artist

**2. Write 'True' or 'False' against the statements. (5 1=5)**

- a) Pigs really can fly.....
- b) He would visit Persia and Peru.....
- c) 'Shout' rhymes with 'snout'.....
- d) He would see Tajmahal and The Great wall.....
- e) Cowbells ring in Austria.....

**3. Rearrange the following lines of the poem. (5 1=5)**

- a) Come floating from the sky. ( )
- b) Well known in countries near and far. ( )
- c) To see his trotters and his snout. ( )
- d) And I would be a famous star. ( )
- e) Why, everyone would raise a shout. ( )

**4. Fill in the gaps with appropriate words. (4 1=4)**

- a) The writer would fly to countries small and.....
- b) In Austria where..... rings.
- c) He would see..... and Nile.
- d) Spain rhymes with the word.....

**5. Answer the following questions: (3 2=6)**

- a) What are the countries the writer wants to visit?  
Ans. ....
- b) Write the names of rivers mentioned in the poem.  
Ans. ....
- c) What would other people say when they saw him on Pig?  
Ans. ....

## APPENDIX - II

**Table Showing the Number and Type of Questions**

<b>Types of Test</b>	<b>Text 'A' (Passage)</b>		<b>Text 'B' (Poem)</b>	
	<b>No. of Q.</b>	<b>Marks</b>	<b>No. of Q.</b>	<b>Marks</b>
<b>A. Objective</b>				
1. Multiple choice	5	5	5	5
2. True or False	5	5	5	5
3. Ordering	5	5	5	5
4. Fill in the gap	4	4	4	4
<b>B. Subjective</b>				
1. Short-answer	3	6	3	6
<b>Total</b>	<b>19</b>	<b>25</b>	<b>19</b>	<b>25</b>

### APPENDIX - III

#### Name of the Students and Marks they obtained in Pilot Study.

S.N.	Name of the Students	Marks Obtained	
		Text 'A'(FM 25)	Text 'B'( FM 25)
1.	Ramesh Chaudhary	19	15
2.	Bikram Kumar Chaudhary	17	13
3.	Sajan Kumar Khawas	15	13
4	Pramod Kumar Biswas	17	17
5.	Santosh Majhi	20	17
6.	Dhan Kumar Chaudhary	22	20
7.	Sukhilal Chaudhary	21	19
8.	Sanjay Kumar Danuwar	14	13
9.	Bhuwan Chaudhary	23	22
10.	Rakesh Khawas	19	17
11.	Rekha Chaudhary	21	18
12.	Santi Kumari Khawas	22	18
13.	Bhagawati Khawas	18	17
14.	Rewati Chaudhary	16	13
15.	Laxmi Chaudhary	19	20
16.	Pabitra Kumari Chaudhary	22	19
17	Lalpari Kumari Danuwar	19	15
18.	Rina Kumari Danuwar	20	20
19.	Krishna Kumari Tharu	16	14
20.	Karina Majhi	17	16
Total		377	336
Average		18.85	16.8
Percentage		75.4	67.2

## APPENDIX - IV

### Name of the schools and Students involved in the study.

#### 1. Shree Janata Secondary School, Haraincha

##### Boys

1. Bikram Khawas
2. Bibek Khawas
3. Meghraj Khawas
4. Sanjib Khawas
5. Dilip Kumar Khawas
6. Sujit Kumar Khawas
7. Sanjip Bhagat
8. Arjun Kumar Khawas
9. Suraj Kumar Khawas
10. Bijaya Khawas

##### Girls

1. Manita Khawas
2. Manika Kumari Khawas
3. Sujita Khawas
4. Manisha Kumari Biswas
5. Anu Kumari Khawas
6. Man Kumari Khawas
7. Anusha Kumari Khawas
8. Sabita Kumari Khawas
9. Rina Kumari Khawas
10. Kajali Kumari Khawas

#### 2. Shree Public Higher Secondary School, Netachowk

##### Boys

1. Ganesh Kumar Majhi
2. Sanjay Kumar Biswas
3. Pramod Kumar Majhi
4. Ashok Khawas
5. Subash Kumar Majhi
6. Pramod Kumar Biswas
7. Sew Narayan Chaudhary
8. Sampat Lal Majhi
9. Shyam Kumar Chaudhary
10. Bijay Kumar Chaudhary

##### Girls

1. Nirajan Kumari Majhi
2. Nirmala Chaudhary
3. Karishma Majhi
4. Tara Majhi
5. Suchinta Chaudhary
6. Ambika Chaudhary
7. Sumitra Kumari Majhi
8. Suraj Kala Majhi
9. Anjana Kumari Biswas
10. Nirmala Kumari Majhi

**3. Shree Mahendra Secondary School, Indrapur**

**Boys**

1. Kiran Chaudhary
2. Saroj Danuwar
3. Suraj Chaudhary
4. Prakash Chaudhary
5. Shambhu Chaudhary
6. Saroj Chaudhary
7. Sanjay Kumar Danuwar
8. Jit Kumar Dhami
9. Uddav Chaudhary
10. Ranjit Chaudhary

**Girls**

1. Saraswati Chaudhary
2. Samikhsha Chaudhary
3. Kabita Chaudhary
4. Bimala Chaudhary
5. Parbati Chaudhary
6. Anjana Chaudhary
7. Rupa Chaudhary
8. Srijana Chaudhary
9. Manisha Chaudhary
10. Kalpana Chaudhary

**4. Shree Ma. Vi., Mirgauliya**

**Boys**

1. Sunil Kumar Majhi
2. Siya Lal Khawas
3. Saroj Sardar
4. Amit Kumar Chaudhary
5. Ashok Kumar Kajhi
6. Mandip Kumar Kajhi
7. Mahesh Lal Uram
8. Bharat Kumar Khawas
9. Dipak Kumar Chaudhary
10. Ravi Lal Khawas

**Girls**

1. Sharmila Chaudhary
2. Manju Kumari Majhi
3. Samijhana Chaudhary
4. Rina Kumari Bahadar
5. Ranjana Khawas
6. Puja Kumari Sardar
7. Prabha Kumari Bhagat
8. Manisha Kumari Majhi
9. Sanam Bahadar
10. Sanam Chaudhary



**5. Shree Janata Lower Secondary School, Indrapur**

**Boys**

1. Nirajan Khawas
2. Arjun Chaudhary
3. BIren Chaudhary
4. Roshan Chaudhary
5. Sagar Danuwar
6. Pradip Danuwar
7. Hiralal Khawas
8. Megh Narayan Khawas
9. Santosh Khawas
10. Lalit Danuwar

**Girls**

1. Kalpana Danuwar
2. Kamala Danuwar
3. Sangita Danuwar
4. Radhika Danuwar
5. Durga Danuwar
6. Urmila Khawas
7. Sabita Khawas
8. Rushma Chaudhary
9. Sabita Danuwar
10. Geeta Chaudhary

**6. Shree Ganesh Lower Secondary School, Banigama**

**Boys**

1. Ajit Kumar Bhagat
2. Jaya Narayan Chaudhary
3. Akash Kumar Majhi
4. Dilip Kumar Majhi
5. Sukadeva Ram Majhi
6. Akshay Kumar Majhi
7. Jayanandan Bhagat
8. Jiban Kumar Majhi
9. Shyam Lal Dharni
10. Krishna Chaudhary

**Girls**

1. Rajani Kumari Chaudhary
2. Gita Kumari Yadav
3. Mann Kumari Khawas
4. Maya Thandar
5. Menuka Kumari Thandar
6. Sarita Khawas
7. Mamata Gachhadar (A)
8. Mamata Gachhadar (B)
9. Kaushila Khawas
10. Rekha Kumari Majhi

## APPENDIX - V

### Marks obtained by the Individual Students in various Items of the Test

S.N.	Name of the Sts.	Text 'A' (FM 25)						Text 'B' (FM 25)						Total (FM 50)
		MC	T/F	R	C	SQ	T	MC	T/F	R	C	SQ	T	
1.	Bikram Khawas	5	4	5	4	5	23	5	5	5	4	6	25	48
2.	Bibek Khawas	5	4	5	4	5	23	4	5	5	4	4	22	45
3.	Sanjin Khawas	5	4	5	4	5	23	5	5	5	3	4	22	45
4.	Megraj Khawas	5	5	5	4	6	25	5	5	5	4	4	23	46
5.	Sanjip Bhagat	5	5	5	4	5	24	5	5	5	3	4	22	46
6.	Dilip K. Khawas	4	3	5	3	3	18	4	5	5	3	3	20	38
7.	Sujit K. Khawas	5	4	5	4	4	22	4	5	5	3	4	21	43
8.	Arjun K. Khawas	3	3	5	3	2	16	4	4	5	2	1	16	32
9.	Sura K. Khawas	4	4	5	4	2	19	4	5	5	4	3	21	40
10.	Bijaya Khawas	5	4	5	3	3	20	4	5	5	4	3	21	41
11.	Manita Khawas	4	4	5	4	5	22	4	5	5	3	3	20	42
12.	Manika K. Khawas	5	5	5	3	4	22	3	3	5	3	4	18	40
13.	Sujita Khawas	5	5	5	4	3	22	4	3	5	4	3	19	41
14.	Manisha Biswas	5	5	5	3	4	22	3	2	5	3	3	16	38
15.	Anu K. Khawas	5	3	3	2	3	16	3	4	5	3	2	17	33
16.	Man K. Khawas	5	2	5	2	4	18	3	4	5	4	1	17	35
17.	Anusha Khawas	5	4	5	3	3	20	4	4	5	4	1	18	38

18	Rina K. Khawas	4	4	5	3	4	20	4	4	5	3	2	18	38
19	Sabita K. Khawas	5	4	4	4	2	19	4	3	4	3	2	16	35
20	Kajali Khawas	4	5	5	3	3	20	3	4	5	3	3	18	38
21	Subash K. Majhi	5	5	5	4	4	23	5	4	5	4	5	23	46
22	Pramod K. Biswas	5	5	5	4	5	24	5	4	5	4	5	23	47
23	Sew Naryan Chaudhary	5	5	5	3	5	23	2	4	5	4	5	20	43
24	Sampat Lal Majhi	2	3	1	4	4	14	2	4	5	3	0	14	28
25	Ashok Khawas	4	5	5	4	5	23	5	5	2	3	5	20	43
26	Ganesh K. Majhi	3	4	5	4	4	20	2	5	5	3	1	16	36
27	Sanjay K. Khawas	4	5	3	4	0	16	4	4	5	2	2	17	33
28	Shyam K. Chaudhary	3	4	4	3	2	16	4	4	5	2	2	17	33
29	Biajaya K. Chaudhary	4	4	5	3	3	19	3	4	4	3	3	17	36
30	Pramod K. Majhi	3	5	5	3	4	20	4	3	4	3	4	19	39
31	Anjana K. Biswas	3	4	5	4	4	20	3	5	4	1	0	13	33
32	Nirmala K. Majhi	3	5	5	2	3	18	3	4	0	1	0	8	26
33	Krishna K. Majhi	5	2	5	2	5	17	4	5	3	1	0	13	30
34	Suchinata Sardar	3	4	2	3	5	17	4	2	5	3	3	17	34
35	Ambika K.	3	4	5	4	4	20	4	5	3	1	0	13	33

	Chaudhary													
36	Suraj Kala Majhi	3	4	5	4	4	20	1	5	4	1	0	11	31
37	Sumitra K. Majhi	2	4	5	3	5	19	5	3	1	3	2	14	33
38	Nirajan K. Majhi	3	5	5	4	6	23	5	5	3	3	2	18	41
39	Anjana Chaudhary	4	4	5	3	4	20	4	5	5	2	3	19	39
40	Tara K. Majhi	3	5	5	2	3	18	5	4	0	0	0	9	27
41	Kiran Chaudhary	4	4	5	4	5	22	4	3	5	3	3	18	40
42	Saroj Danuwar	3	4	0	2	2	11	4	4	4	2	2	16	27
43	Suraj Chaudhary	3	5	5	3	2	18	4	4	5	3	2	18	36
44	Prakash Chaudhary	3	5	5	4	2	19	3	3	5	3	2	16	35
45	Shambhu Chaudhary	4	5	5	3	3	20	4	4	4	3	3	18	38
46	Saroj Chaudhary	5	4	3	4	5	21	4	4	5	3	2	18	39
47	Sanjaya K. Danuwar	5	4	3	4	3	19	4	2	5	3	2	16	35
48	Jit K. Dhama	3	4	5	3	3	18	4	4	4	3	3	18	36
49	Uddav Chaudhary	5	5	3	4	3	20	5	4	5	3	2	19	39
50	Ranjit Chaudhary	4	4	5	3	4	20	4	4	5	3	2	18	38
51	Saraswati Chaudhary	5	4	2	4	4	19	4	4	1	3	1	13	32
52	Samikhsha Chaudhary	4	4	4	3	3	18	4	3	0	3	2	12	30
53	Kabita	3	4	4	3	4	18	4	4	5	2	2	17	35

	Chaudhary													
54	Bimala Chaudhary	4	3	5	3	2	17	3	3	5	3	2	16	33
55	Parbati Chaudhary	4	4	5	4	2	19	4	4	5	3	0	16	33
56	Anjana Chaudhary	3	3	2	3	2	13	4	3	5	2	2	16	29
57	Rapa Chaudhary	3	4	2	3	2	14	3	3	1	3	0	10	24
58	Srijana Chaudhary	5	4	3	4	3	19	4	4	3	3	2	16	35
59	Manisha Chaudhary	4	3	5	3	2	17	3	3	2	3	4	15	32
60	Kalpana Chaudhary	5	4	5	4	4	22	4	4	5	3	2	18	40
61	Sunil K. Majhi	5	3	5	4	3	20	5	3	2	3	2	15	35
62	Siya Lal Khawas	4	3	3	4	2	16	5	3	5	3	2	18	34
63	Saroj Sardar	5	4	5	3	5	22	4	3	1	2	0	10	32
64	Amit K. Chaudhary	1	2	0	3	1	7	1	5	4	2	1	13	20
65	Ashok K. Majhi	3	4	3	3	2	15	4	0	1	3	0	8	23
66	Mandip K. Majhi	3	3	3	0	2	11	0	3	2	1	0	6	17
67	Mahiesh Lal Uram	2	3	3	4	3	15	2	1	5	3	0	11	26
68	Bharat K. Khawas	2	4	1	3	3	13	3	4	1	3	0	11	24
69	Dipak K. Chaudhary	4	5	5	3	3	20	4	2	1	3	0	10	30
70	Rabi Lal Khawas	4	0	5	4	5	18	3	0	2	3	0	8	26

71	Sharmila Chaudhary	1	4	0	2	3	10	4	4	1	3	1	13	23
72	Manju K. Majhi	1	3	2	4	1	11	5	4	2	1	0	12	23
73	Samjhana Chaudhary	5	2	0	2	0	9	0	0	5	1	0	6	15
74	Rina K. Bahadar	3	1	1	3	2	10	0	4	5	2	1	12	22
75	Ranjana Khawas	3	0	1	0	0	4	2	3	2	1	0	8	12
76	Puja K. Sardar	3	3	5	3	2	16	3	2	2	3	1	11	27
77	Prabha K. Bhagat	3	2	5	4	0	14	2	1	1	3	0	7	21
78	Manisha K. Majhi	4	4	3	2	3	16	3	5	5	3	1	17	33
79	Sanam Bahadar	3	2	5	4	2	16	2	1	1	2	0	6	22
80	Sanam Chaudhary	2	2	2	2	2	10	3	3	0	3	1	10	20
81	Nirajan Khawas	4	5	5	2	3	19	3	3	2	3	0	11	30
82	Ajun Chaudhary	2	4	5	2	3	16	4	3	1	3	2	13	29
83	Biren Chaudhary	3	5	5	2	3	18	4	3	5	3	4	19	37
84	Roshan Chaudhary	4	5	5	3	3	20	4	2	5	3	4	18	38
85	Sagar Danuwar	4	5	5	2	2	18	4	3	5	2	3	17	35
86	Pradip Danuwar	3	4	3	3	3	16	3	4	4	3	3	17	33
87	Hiralal Khawas	4	5	5	3	4	2	21	4	4	5	3	4	20
41	Megh Narayan Kyawas	3	3	4	2	2	14	4	4	5	2	2	17	31
89	Sangosh	4	4	5	3	3	19	4	4	5	2	4	19	38

	Khawas													
90	Lalit Chaudhary	3	4	5	2	3	17	4	3	4	3	2	16	33
91	Kalpna Danuwar	4	5	3	2	3	17	4	3	2	2	3	14	31
92	Kamala Danuwar	2	5	5	2	5	19	4	2	2	2	1	11	30
93	Sangita Danuwar	3	3	5	2	2	15	5	3	2	2	1	13	28
94	Kadhika Danuwar	3	2	5	2	3	15	4	3	2	2	1	12	27
95	Durga Danuwar	3	4	0	2	0	9	4	3	2	3	0	12	21
96	Urmila Khawas	4	5	5	2	3	19	1	2	5	2	3	13	32
97	Sabita Khawas	3	2	0	1	2	8	1	3	5	2	2	11	19
98	Rushma Chaudhary	3	4	4	2	3	16	4	2	1	3	0	10	26
99	Sabita Danuwar	3	3	5	2	3	16	4	2	2	3	1	12	28
100	Geeta Chaudhary	3	4	5	2	2	16	4	2	4	2	2	16	32
101	Ajit K. Bhagat	3	3	3	3	5	17	3	4	5	3	2	17	34
102	Jaya Narayan Chaudhary	4	4	5	4	5	22	4	4	5	3	2	15	37
103	Akash K. Majhi	5	4	5	3	4	21	4	3	4	3	3	17	38
104	Dilip k. Majhi	3	5	5	4	5	22	5	4	5	3	2	19	41
105	Sukandeva Ram Majhi	5	4	5	4	4	22	4	3	5	3	4	20	42
106	Akshay K. Majhi	5	3	5	1	2	16	4	3	4	2	0	13	29
107	Jayananda Bhagat	3	5	5	4	3	20	4	4	5	3	2	18	38
108	Jiban K. Majhi	4	4	5	3	4	20	4	3	3	3	2	15	35
109	Shyam Lal Dhama	3	4	3	2	3	15	3	4	5	3	3	18	33

110	Krishna Chaudhary	4	4	5	4	4	21	4	4	5	3	2	15	36
111	Rajani K. Chaudhary	5	4	5	4	6	24	5	5	5	3	5	23	47
112	Gita K. Yadav	4	4	3	4	4	19	5	5	5	3	3	21	40
113	Mann K. Khawas	3	4	2	3	3	15	4	2	4	1	2	13	28
114	Maya Thandar	3	4	1	4	3	15	4	2	5	2	2	15	30
115	Menuka Thandav	3	4	1	4	3	15	4	2	2	2	2	12	27
116	Sarita Khawas	3	4	5	2	5	19	2	5	5	2	3	17	36
117	Mamata Gachhadar (A)	3	5	1	3	5	17	3	4	5	2	3	17	34
118	Mamata Gachhadar (B)	3	5	1	4	6	19	3	4	5	3	4	19	38
119	Kaushila Khawas	4	4	3	4	4	19	4	5	5	3	3	20	39
120	Rekha K. Majhi	3	3	5	3	4	18	4	4	4	3	2	17	32

- MC - Multiple Choice  
T/F - True/False  
R - Rearranging/Reordering  
C - Completion  
SQ - Short-answer Question  
T - Total