

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Nature has endowed human being with a precious gift: language. It is because of our language that we call ourselves social creatures. We use our language for innumerable functions. Language is the most developed system of communication.

Language is the most widely used means of communication. It is a voluntary vocal system of human communication. Every normal human being acquires his/her first language without being explicitly taught. All the children of the world acquire their native language at the same age and by the age of four or five, they become linguistically adult.

Language is a way of expressing ideas, feelings and thoughts using symbols and sounds. It is defined as "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into large units, e.g., morphemes, words, sentences, utterances" (Richard et al. (1999, p. 196).

There are hundreds of languages in the world. Among them, English is the most widely used one. Although English is not the language with the largest number of native speakers, it has become a lingua franca. English is considered the gateway to the world body of knowledge. It is important for the acceleration of technical development of the country.

Language has four basic skills viz. listening, speaking, reading and writing. One can master over any language only when one gets perfection over these basic skills of it. Language skills are divided into two groups. They are receptive and productive skills. Listening and reading come under receptive skills, and speaking and writing come under productive skills. Though listening

and reading are considered receptive skills at the time of listening or reading, the learner does not stay passive but he receives something and it leads him towards productive skills.

### **1.1.1 Reading**

Reading generally means a process in which one looks at the graphic symbols and gets the meaning of it or understands the written material. Similarly, reading as defined in Encyclopedia Britannica (Vol. 19, p.9), is the mental process of securing and reading to an author's message represented by written or printed symbols. To read, one must recognize the words, know the meaning of the words and understand the ideas expressed by the author.

Reading services as a foundation for all learning. It is the basis of every academic subjects. The learners need to improve their reading skills to study course materials, read things for pleasure and general information and gain access to the world body of knowledge. To get the meaning from text i.e. to have the good comprehension of the reading text to the students, the text should be readable. To make the text readable, cohesion plays a central role. The students who have sound knowledge to make the text readable are supposed to have good reading comprehension. Cohesion is certainly important to establish a linkage between reader and writer in a readable text. Cohesion pertains to specific relationships among and across elements in the text, and strong empirical evidence suggests that it contributes directly to readability.

### **1.1.2 Ethnicity and Language**

Ethnicity is something that is learned, through socialization, usually through the medium of a specific language. Ethnicity, a cultural concept, refers to a group of people belonging to a distinct cultural identity. It is usually defined in terms of a common cultural ideology. Bista (2008, p. 62) says,

Economic and political consideration tends to divide people rather than caste distinctions. All the major groups of people

eastward from the farwest are defined ethnically rather than by the caste show as Magar, Tharu, Gurung, Thakali, Tamang, Sunuwar, Thami, Rai, Limbu, Danuwar, Dhimal etc. increasing agitation by pandit in support at the nationwide extension at the caste system has ... a direct influence on consolidation, ethnic identity of their various groups within Nepali society. This increase, sense of ethnic solidarity is a result of the defensive reaction against intraside and demishing activities of the Brahmin, Chhetri.

The various groups of people who do not have cast groupings have no way of maintaining group solidarity other than through their ethnic groups. This leads to the emphasis on ethnic identity.

The 1991 census of Nepal lists 60 ethnic and caste groups. According to the regional grouping, these include 29 from the Terai, 29 from the hill and 2 from the mountain. The Brahmin are predominant in central hill and central Terai. They are second in western mountain and central inner Terai, and third in central mountain, Kathmandu valley and western Terai. The Tamangs are more numerous than others in central, mountain and central inner Terai. They are second in the most numerous in eastern hill and the eastern inner Terai. The Newar outnumber other ethnic groups in Kathmandu Valley. The Tharus are predominant in the western Terai, second in the western inner Terai and central Terai, and they are most numerous in the eastern Terai. The Yadavs are the most numerous in the eastern Terai. Others second in regional population are Magars in western and central hill, Grungs in the central hill, Rais in the eastern mountain, and Muslims in the eastern Terai. Similarly, third in regional population include Kamis in the western mountain and the western hill, Limbus in the eastern mountain, Rais in the eastern hill, Magars in the western and the eastern inner Terai, and Muslims in the central Terai.

Nepali, the national and official language of Nepal, according to the census of 2001, was spoken by 11,053,255 (48.61%) people as the native speakers and among bilinguals, more than 80% spoke Nepali as a second language. Nepali is the medium of teaching and learning. It is also the language of broadcasting over FM stations and television channels. It is also used in print media. Most of the newspapers and magazines which are published in Nepal are mostly in Nepali.

Tharu is one of the varieties of language spoken in the southern part of Nepal in mainly 22 districts. A very few people speaking the Tharu language live in the hills and fewer of them live in the high mountains.

Tharu is an Indo-Aryan language written in Devanagari script. Though it has a long history, it does not have its own script. Although a number of studies have been done on different aspects of the Tharu language, linguistic work on the language and the dialect is very sparse.

### **1.1.3 Language and Gender**

Gender is a social construct involving the whole gamut of psychological, social and cultural differences between males and females. This type of gender identity and difference is also seen in the language use. This phenomenon is also known as sexism in language. Some languages are more sexist than others. Therefore, language learning is tied to gender-learning. The matter that there are differences between the sexes is hardly a matter of dispute. The female voice usually has different characteristics from the male voice, and often females and males exhibit different ranges of verbal skills. Difference in voice quality may be accentuated by beliefs about what men and women should sound like when they talk and any differences in verbal skills may be explained in great part through differences in upbringing. Cameron (1998b, p.p. 280-81) says,

Men and women... are members of cultures in which a large amount of discourse about gender is constantly circulating. They do not only learn, and then mechanically reproduce, ways of speaking 'appropriate' to their own sex; they learn a much broader set of gendered meanings that attach in rather complex ways to different ways of speaking, and they produce their own behaviour in the light of these meaning. Performing masculinity or femininity 'appropriately' cannot mean giving exactly the same performance regardless of the circumstances. It may involve different strategies in mixed and single-sexed company, in private and public settings, in the various social positions (parent, lover, professional, friend) that someone might regularly occupy in the course of everyday life.

Gender is also something we cannot avoid; it is part of the way in which societies are ordered around us, with each society doing that ordering differently. Gender differences in language become established early and are then used to support the kinds of social behaviour males and females exhibit. It is mainly when males and females interact that the behaviour each uses separately becomes noticeable.

Numerous observers have described women's speech as being different from that of men. We can also observe that men's speech usually provides the norm against which women's speech is judged. We could just as well ask how men's speech differs from that of women, but investigators have not usually gone about the task of looking at differences in that way. In any view too that women's speech is trivial, gossip-laden, corrupt, illogical, idle, euphemistic, or deficient is highly suspect; nor is it necessarily more precise, cultivated, or stylish- or even less profane- than men's speech.

Men's and women's speech differ because boys and girls are brought up differently and men and women often play different roles in society. Moreover,

most men and women know this and behave accordingly. If such is the case, we might expect changes that make a language less sexist to result from child-rearing practices and role differentiations which are less sexist. Men and women would benefit from the greater freedom of choice that would result. However, it may be utopian to believe that language use will ever become 'neutral'. Humans use everything around them- and language is just a thing in that sense-to create differences among themselves. Speech may well be gendered but there actually may be no easy solution to that problem.

#### **1.1.4 Cohesion**

Cohesion is essential for effective reading comprehension of a written text. Cohesion refers to the "relations of meaning that exist within the text, and that define it as a text" (Halliday and Hasan 1976, p.4). Cohesion connects a string of sentences to form a text rather than a series of unrelated statements. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. So, cohesion is a property of any successful text. It also exists in spoken language. Writers or speakers relate their texts or utterances to previous ones through the use of cohesive relations; a cohesive tie is established. Cohesive ties enter into cohesive chains which run throughout a text, revealing how different parts of a text are related to each other. Richard et al. (1999, p.62) define cohesion as the grammatical and/or lexical relationship between the different elements of a text. This may be the relationship between sentences or between different parts of a sentence. Asher (1994, p. 604) takes cohesion as "the various linguistic means (grammatical, lexical, phonological) by which sentences are stuck together and linked into larger units for paragraphs or stanza or chapters". Cohesion is the act of formal semantic and stylistic feature or tie that makes the piece of text well formed and communicative, and that connects each element to make a text coherent and communicative enough. We analyze cohesion in a piece of text. Halliday and Hasan (1976, p. 293) say,

Text is not just a string of sentences. It is not simply a large grammatical unit, something of the same kind as a sentence but differing from it in size a sort of super sentences. A text is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit.

A text stands as a text by means of cohesion. Due to lack of cohesion, some successive sentences would be parted from each other and would not form a text. Here, Yule (1997, p. 85) defines cohesion as "the ties and connection which exist within text". But Chapman (1983, p. 23) defines it as "a major factor in the readability and thereby comprehension of text".

A text may be spoken or written, prose or verse, dialogue or monologue. It may be of any length. It may be anything from a single proverb to a whole play, a momentary cry for help to an all day discussion as a committee, warning, advertising slogan, announcement titles etc. In the contrary, Cook (1989, p.156) defines text as "a stretch of language interpreted formally, without context". It means a text is a series of language which does not require any boundary of context to interpret.

Cohesion in English presents a detailed system for analyzing cohesive relationships within a text. The unit of analysis for cohesion is the cohesive tie. Cohesive ties may occur within a single sentence, but also occur across a sentence. Cohesive ties among sentences are those which contribute most strongly to create a unified text.

The property of being a text is called 'texture'. A text has texture and that is what distinguishes it from something that is not text. It derives that texture from the fact that it functions as a unity with respect to its environment.

Texture is realized in existing relation between parts of a text. Let us look at an example:

Wash and core six cooking apples. Put them into a fireproof dish.

In this example, 'them' in the second sentence refers to 'six cooking apples.' There is a relation between those two phrases that make two sentences a text because they hang together as one unit. This relation is a cohesive relation and the pair of related items is a cohesive tie.

#### **1.1.4.1 Levels of Cohesion**

Cohesive devices can be observed functioning at two levels:

(i) **Intra-sentential Cohesion:** Intra-sentential cohesion is the study of cohesive devices functioning within or inside the sentence at the sentential level. It is termed as sentential cohesion as it is studied within sentence boundary.

(ii) **Inter-sentential Cohesion:** Inter-sentential cohesion is the study of linking words between sentences resulting into coherence connectively between them. It is also called textual cohesion and studied beyond the sentence boundary, stretching to string to sentence and paragraphs.

#### **1.1.4.2 Types of Cohesion**

Cohesion is expressed partly through the grammar and partly through the vocabulary. Thus, cohesion can be of two types: grammatical and lexical (Halliday and Hasan, 1976, p. 6). However, Asher (1994) talks about three types of cohesion viz. lexical cohesion, grammatical cohesion and phonological cohesion.

(i) **Grammatical Cohesion:** There are different approaches to the linguistic analysis of the grammatical units, like sentences, clauses, phrases, words and morphemes. The semantic aspect of the text is unfolded by the study of these units. In grammatical cohesion we deal with the relationship between the different parts of a unit, moreover, we show similarities and dissimilarities, parallelism and contrast at the different levels of syntactic structure and the patterns created by them.



(ii) **Lexical Cohesion:** Lexical cohesion refers to the semantic relationship between two words of a text. It refers to the coherence of a text formed by the use of repetition. Synonyms, antonyms, superordinates/hyponyms, related words and/or text structuring words. In order to complete the picture of cohesive relations, it is necessary to take lexical cohesion into account.

### 1.1.4.3 Devices of Cohesion

By cohesive device, we refer to the words and phrases establishing relationship between clauses and sentences of a text. Reference, conjunction, lexical cohesion, substitution and ellipsis are the devices of cohesion.

#### I) Reference

Every language consists of linguistic items having the property of reference, one of the most significant cohesive ties among the elements in a text.

Reference is not a replacement of some linguistic elements by a counter or by a blank as substitution and ellipsis, it is a semantic relation expressed by grammatical means. Instead of being interpreted semantically in their own right, they make reference to something else for their interpretation (Halliday & Hasan, 1976, p. 31). The meanings of referential expressions can only be discovered by referring to the other element (s) in a written or spoken context.

For example:

There were two wrens upon a tree.

Another came, and there were three.

In these two sentences, another in the second one refers back to 'wrens' of the first one.

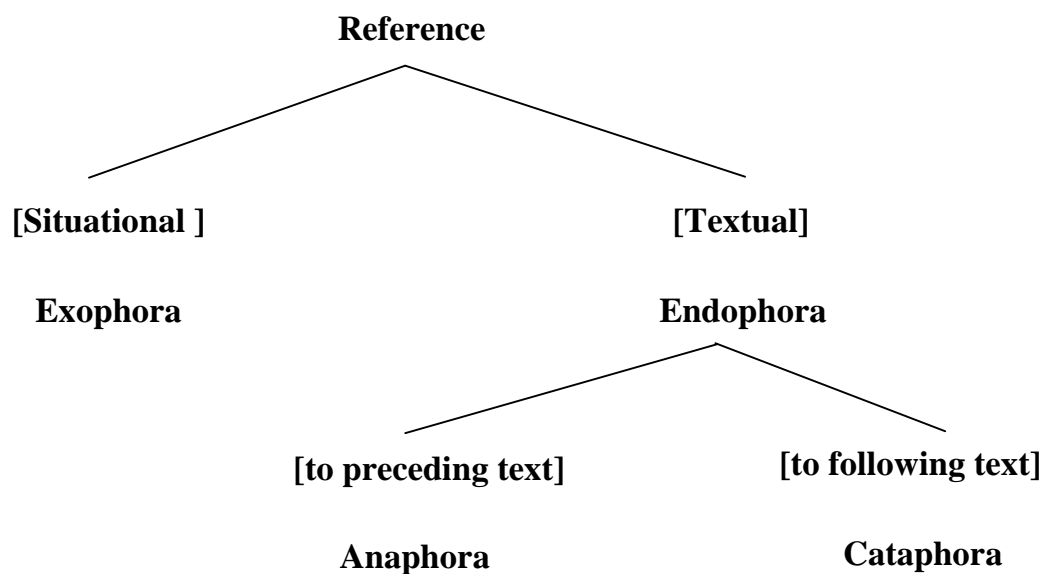
Reference is semantic relations so what must match are the semantic properties. But these need not necessarily have been encoded in the text; they may be retrievable from the situation, as in:

For he's a jolly good fellow.

And so say all of us.

Here, the text does not make it explicit who 'he is', although 'his' identity is not doubt to those who are present.

Reference to the situation is the prior form of reference, and that reference to another item within the text is a secondary or derived form of this relation. It is certainly possible that, in the evaluation of language, situational reference precedes text reference. Situational reference referring to a thing as identified in the context of situation and textual reference referring to a thing as identified in the surrounding text. Halliday and Hasan (1976, p. 33) give special term for situational and textual reference. The former is named as exophora or exophoric reference and the later one is named as endophoric reference. This can be shown in the following chart:



(Halliday and Hasan, 1976, p.33)

As a general rule, therefore, reference items may be exophoric or endophoric; and if endophoric, they may be anaphoric or cataphoric.

Endophoric reference contributes directly to cohesion when their interpretation lies within a text, they are called endophoric relation and do form cohesive ties. Within the text, endophoric relations or references can be noticed in a text in

the form of anaphoric and cataphoric uses of pronominal i.e., backward and forward references made through pronominal pointing to entities events and demonstrations.

**(a) Anaphoric Reference**

Anaphoric reference points the reader or listener 'backwards' to previously mentioned entity, process or state of affairs. e.g.

Three blind mice, three blind mice

see how they run! see how they run !

In these verses, 'they' refers back to the 'three blind mice'. Such a tie, between two elements can be regarded as anaphoric referential cohesion.

**(b) Cataphoric Reference**

Cataphoric reference points the readers or listener 'forward'. It draws us further into the text in order to identify the elements to which the reference items refer. e.g.

When I met her, Mary looked ill.

In this sentence the word 'her' refers forward to Mary. Such a relation between two elements can be regarded as cataphoric referential cohesion.

Halliday and Hasan (1976, p. 37) identified three types of referential cohesion: personal reference, demonstrative reference and comparative reference.

**(a) Personal Reference:** Personal reference is reference by means of function in the speech situation, through the category of person. The three classes of personal pronoun (first, second and third person: I/we, you, they/he/she/it respectively), possessive determiners (my, your, our, his her, its, their, one's) and possessive pronoun (mine, yours, ours, his, her, its, their) are included in the category of personals. These all referential items are cohesive if

there is textual presupposition. The first person pronoun 'I' and the possessive determiner 'my' are cohesive in the following example.

I was angry with my friend.

I told my wrath, my wrath did end.

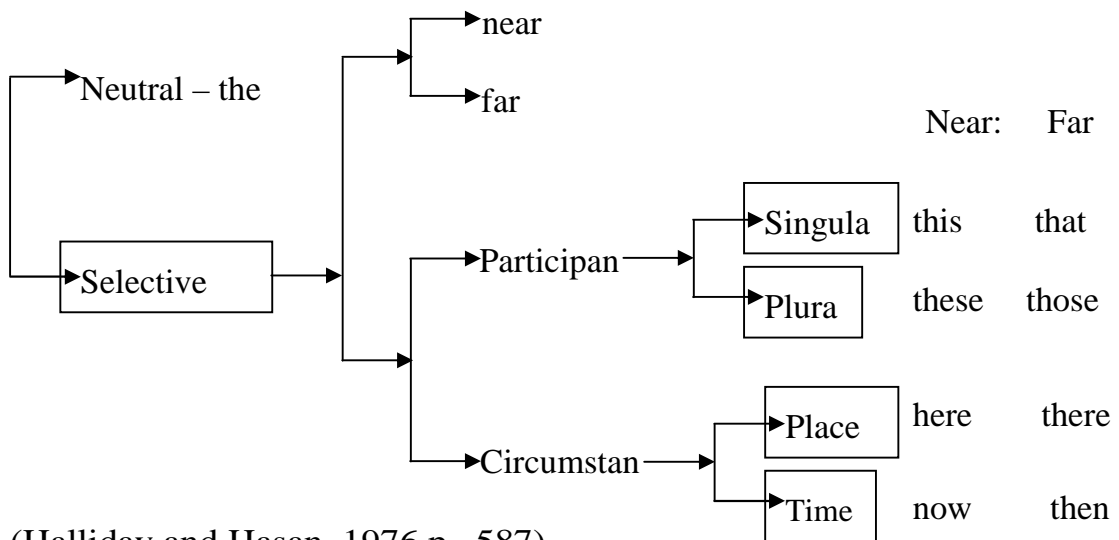
**(b) Demonstrative Reference:** Demonstrative reference is reference by means of location, on a scale of proximity. The adverbial demonstratives here, there, now and then and the nominal demonstratives this, that, these, those are textually cohesive if there is endophoric reference e.g.

Break this heavy chain.

That does freeze my bones around.

The nominal demonstrative 'this' is cohesive in the first line and 'that' is cohesive by its relation with the demonstrative 'this'.

The following table shows the system of demonstrative reference.



**(c) Comparative Reference**

Comparative reference is expressed through the use of adjectives and adverbs.

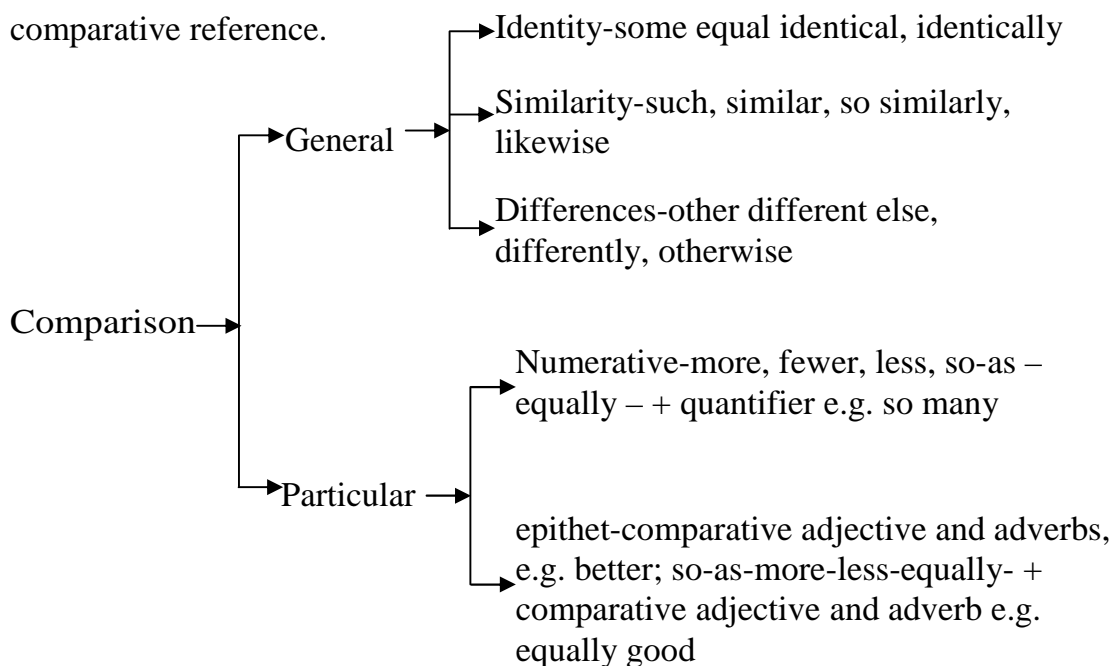
It serves to compare items within a text in terms of identity of similarity.

"Comparative reference is indirect reference by means of identity of similarity"

(Halliday and Hasan, 1976, p. 37). When the degree of entities is expressed, then there's the use for comparative reference e.g.

It's the same cat as the one we saw yesterday.

The following table (by Halliday and Hasan 1976, p. 76) shows the system of comparative reference.



## (ii) Substitution

It is a relation in wording rather than in meaning. It is a replacement of one item to another. The substitute may function as a noun, as a verb or as a clause. Halliday and Hasan (1976, p. 88) define substitution as "the replacement of one item by another". So, substitution is a relation on the lexio-grammatical level, the level of grammar and vocabulary, or linguistic form.

Substitution is a relation within the text. A substitute is a sort of counter which is used in place of the repetition of a particular item. For example:

You think Joan already knows?—I think every body does.

In the above example, 'does' and 'knows' both are head in verbal group. The word 'does' is a substitute' that substitutes for 'knows'.

## **A. Types of Substitution**

In English, the substitute may function as a noun, as a verb or as a clause. So, there are three types of substitution: nominal, verbal and clausal.

### **(a) Nominal Substitution**

The nominal substitution includes one, ones and some. The substitute one/ ones presupposes some nouns that is to function as 'Head' in the nominal group. The noun to fill this slot will be found in the preceding text, eg.

I've heard some strange stories in my time. But this one perhaps is the strangest one of all.

Here, one is the nominal substitute of 'stories'.

### **(b) Verbal Substitution**

The verbal substitution in English is 'do'. This operates as head of a verbal group; in the place that is occupied by the lexical verb and its position is always final in the group. For example:

A: Annie says you drink too much.

B: So do you.

Here, 'drink too much' is substituted by 'do'.

### **(c) Clausal Substitution**

The words used as substitution are usually 'so' and 'not'. There is not substitution for interrogative and imperative. There are cohesive ties if they occur as clausal substitution. For example:

(a) A: Is she going to eat meat?

B: I hope so.

(b) A: Have they gone home?

B: I hope not.

Here, 'going to eat meat' is substituted by 'so' in the first example and 'gone home' is substituted by 'not' in the second one.

### (iii) **Ellipsis**

Ellipsis occurs when some essential structural elements are omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. According to Halliday and Hasan (1976, p. 142) "Ellipsis is the omission of elements or simple substitution by zero item' or something left unsaid". e.g.

A: Are you fine?

B: Yes, I'm.

Ellipsis are of three types. Nominal, verbal and clausal.

(a) **Nominal Ellipsis:** By nominal ellipsis, we mean ellipsis within the nominal group. e.g.

I think I'll buy a small cow. Mine eats too much.

(b) **Verbal Ellipsis:** By verbal ellipsis, we mean ellipsis within the verbal group. e.g.

A: What have you been doing?

B: Swimming

(c) **Clausal Ellipsis:** In the clausal ellipsis, a whole clause is affected. e.g.

A: Has Hari done his homework?

B: Yes, he has.

#### **(iv) Conjunction**

Conjunction is an important device or a tie among the stretches of language which draws the special attention in written/spoken text. According to Van Dijk, (1982, p. 52), "Relation between propositions or facts that are typically expressed by a set of expressions from various syntactic categories which are called connectives". For example:

Harry flunked his exam because he did not work hard enough.

Here 'because' connects two sentences.

From functional point of view, Halliday and Hasan (1976, p. 238) identified four types of conjunction. They are additive, adversative, casual, and Temporal.

**(a) Additive:** Additive conjunction works as an additional information to what has been said before. e.g.

'I said you looked like an egg, sir,' Alice gently explained 'And some eggs are very pretty, you know; she added \_ \_ \_

Here, 'and' links the series of statements. Similarly, other additive conjunctions are: nor, and \_ \_ \_ not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, likewise, similarly, in the same way, on the other hand, by contrast etc.

**(b) Adversative:** The basic meaning of the 'adversative relation' is 'contrary to expectation'. Adversative conjunction works as contrastive information by moderating or qualifying the information given in the previous sentences. e.g.

I like chatting when I am in bar. However, I hate it when one starts chatting while I am at my studies.



Some other adversative conjunctions are: yet, though, only but, however, nevertheless, despite, this in fact, but, instead, on the contrary, etc.

(c) **Casual:** Casual conjunction establishes cause and effect relationship in the body of a text. The simple form of casual relation is expressed by so, thus, hence, therefore, consequently, accordingly and a number of expressions like as a result (of that), in consequence (of that), because of that, etc. For example:

Mr. Paudel is an experienced teacher. So he is fit for this post.

(d) **Temporal:** Temporal conjunctions are those that establish temporal relationship between events in terms of the timing of their occurrence. This temporal relation is expressed in its simplest form by then. e.g.

Mrs. Pradhan passed her M.Ed. first, then she joined a college.

Some other temporal conjunctions are: finally, in conclusion, at least, next, after that, to sum up, soon, after a time etc.

#### (v) **Lexical Cohesion**

Lexical cohesion refers to the semantic relationship between two words of a text. It means the words are related in terms of their meaning. "Lexical cohesion refers to the coherence of a text formed by the use of repetition, synonyms, antonyms, related words" (Salkie, 1995, p. 28). Halliday and Hasan (1976) have identified two major types of lexical cohesion.

(a) Reiteration                      (b) Collocation

(a) **Reiteration:** Reiteration is the repetition of a lexical item, or the occurrence of a synonym of some kind. (Halliday and Hasan, 1976, p. 278) says,

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of general word to refer back to a lexical item, at the other end of

the scale; and a number of things in between the use of a synonym, near-synonym or superordinate.

The reiterated lexical item is accompanied by a reference item 'the' in most cases. For example:

There is a boy in room.

- (a) The boy is reading. (repetition)
- (b) The lad is reading. (synonym)
- (c) The child is reading. (superordinate)
- (d) The idiot is reading. (general word)

The underlined words refer back to the previously mentioned entity.

**(b) Collocation:** Collocation is a form of lexical cohesion which is achieved through the association of lexical items that regularly co-occur. There is always the possibility of cohesion between any pair of lexical items which are in some way associated with each other in the text. All lexical cohesions are not concerned by reiteration so that we treat it under collocation or collocational cohesion. We can, therefore, extend the basis of the lexical relationship that features as a cohesive force and say that "there is cohesion between any pair of lexical items that stand to each other in some recognizable lexical-semantic (word meaning) relations" (Halliday and Hasan, 1976, p. 285).

The items will have systematic relation of meaning such as:

Various kinds of oppositeness of Meaning: boy/girl, love/hate

Association between pairs of words from same order series: Tuesday/Thursday, August / December, dollar/cent.

Association between pairs of words from unordered lexical sets:

Part-whole relation: Car/break, body/arm, bicycle/wheel, hospital /emergency room.

Part-part relations: mouth/chin, verse/chorus

Co-hyponymy: red/green (colors), chair/table (furniture)

Association based on a history of co-occurrence (collocation proper): Rain, pouring, torrential, wet, comb, wave etc.

#### **1.1.4 The Cloze Test and the Cohesive Ties Test as Research Tools**

Depending upon the purpose of testing and the nature of language skill to be tested, testing devices fall under several classifications. As for example, listening and speaking can best be tested through oral test whereas comprehension, grammatical proficiency, vocabulary, etc. are effectively tested through objective test. Similarly, composition skills can be tested through subjective tests.

In recent times, a new, more comprehensive and integrative language test has been developed which is known as cloze test. The cloze test technique was developed by Wilson Tylor in 1950. The principle of cloze testing is based on the gestalt theory of 'closure', i.e., closing the gaps in patterns subconsciously. This theory holds that the human mind tends to see things in their entirety. This tendency leads the mind to fill any gaps in a pattern and see it as a whole. According to this theory, a person can do this only when he understands the passage being read and has acquired the structural pattern in it. The cloze test procedure is basically a technique of deleting a word in a passage after every certain number of words, the nth words are deleted. The students are asked to supply the nth appropriate words syntactically, semantically and socio-culturally.

Cohesive ties tests are different from cloze tests. In these tests, cohesive ties are identified and one member of each pair of cohesive ties is deleted.

Mainly two types of scoring procedures are used in the above tests:

- a. **Exact Key Word Method:** It is the method in which the reader must guess the exact word which was used in the original.
- b. **Acceptable Word Method:** It is the method in which the reader can guess any word that is appropriate or acceptable in the context. It is also called an alternative word method, the acceptable alternative method and the contextually appropriate method

## 1.2 Review of the Related Literature

Many researches have been carried out on cohesion in writing, however a very few researches have been carried out on cohesion in reading in the Department of English Education.

Irwin (1986) carried out a research on "Cohesion in Reading Comprehension". His study showed how matured readers make use of cohesion in text and it showed that increasing the number of cohesive ties can improve readers' comprehension.

Chapman (1987) carried out a research on cohesion in reading. He involved fifteen hundred children between the age of eight and fifteen. His study shows that readers show growth of their ability to perceive cohesion in a text and to use it to support comprehension as they get older. The conclusion of the research is that readers develop an awareness of cohesion over time and make major use of it to get meaning from print.

Pudel (2006) researched on "Students' Ability to Establish Cohesion in Reading". His objective was to find out the ability of the 10th grade students to establish cohesion in reading as a whole in different schools.

He found that students have supremacy to establish cohesion on cohesive ties format than on fixed ration format.

Dawadi (2008) researched on "Students Ability to Establish Cohesion in Reading". His objective was to compare and contrast the ability of the 12th

grade students of Education and Humanity streams in establishing cohesion in reading, and he found that as a whole, the students' ability to establish cohesion in reading was poor.

None of the researches has been carried out on the basis of ethnicity and gender in the Department of English Education. So my study differs from the previous studies.

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

The objectives of the study were as follows:

- I. To compare and contrast the ability of bachelor's level students to establish cohesion in reading on the basis the following variables:
  - i) Girls Vs Boys
  - ii) Nepali native speakers Vs Tharu native speakers
  - iii) Faculty Vs Faculty
- II. To suggest some pedagogical implications based on the findings of the study.

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

This study tries to find out the ability of the bachelor's level students of Education and Humanity streams specializing in English to establish cohesion in reading. The study will be significant to the students, teachers, syllabus designers and textbook writers because they can get the actual ability of the students to establish cohesion in reading and they can design and supplement the course, materials and activities to arise awareness on cohesion accordingly. More particularly, the study will be beneficial to those who are interested in conducting research in cohesion in reading.

## 1.5 Definition of Specific Terms

**Cohesion:** This term refers to a formal, semantic and stylistic feature of tie that makes a piece of text formed and communicative and that connects each element to make text coherent and communicative enough.

**Lexical Cohesion:** This term refers to the role played by the selection of vocabulary in organizing relation within a text.

**Reference:** This term refers to the most significant cohesive tie among the elements in the text which shows the previously mentioned or coming items.

**Anaphora:** This term refers to the process where a word or phrase refers back to another word or phrase which was used earlier in a text or conversation.

**Cataphora:** The use of a word or phrase which refers forward to another word or phrase which will be used later in text or conversation.

**Substitution:** The term refers to the placement of one item by another.

**Ellipsis:** The term refers to the substitution by null.

**Conjunction:** This term refers to the formal markers to related sentences, clauses, paragraphs to each other.

**Cloze Test:** It refers to the test in which every nth word is deleted.

**Cohesive Ties Test:** A test in which cohesive ties are identified and one member of each pair of cohesive ties is deleted.

## **CHAPTER -TWO**

### **METHODOLOGY**

The following methodology was adopted to fulfill the objectives mentioned above.

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

Both the primary and the secondary sources of data were used for data collection.

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

The students studying in bachelor's level first year were the primary sources of data of this study.

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

The secondary sources of data were different books, journals, reports, articles, dictionaries and related theses, specially I consulted the following: Halliday and Hasan (1976), Brown and Yule (1983), Irwin (1986), Asher (1994), Kumar (1996), Chapman (1997), Paudel (1999), Mishra (2005), Paudel (2005), Paudel (2006) and Dawadi (2008).

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

The population of the study consisted of all the students studying in bachelor's level first year.

#### **2.3 Sampling Procedure**

Eighty students studying in bachelor's level first year were the total population of this research work. Eight campuses of Chitwan and Nawalparasi districts were selected by using judgmental sampling procedure. Then, 10 students from each campus were selected randomly representing 5 girls and 5 boys. Among

them, there were the representation of 5 Nepali native speakers and 5 Tharu native speakers from each campus.

## **2.4 Tools for Data Collection**

Two unseen passages were chosen by the researcher and were developed into two types of cloze test. In the first type of cloze test, every nth word was deleted. The first and the last sentences were kept intact. In the second one, all the cohesive ties were identified at first as per the taxonomy proposed by Halliday and Hasan (1976). One member of each pair of cohesive ties was deleted. The cohesive ties were mainly lexical, referential and conjunction.

## **2.5 Process of Data Collection**

I followed the following procedures.

- i) I prepared the tools.
- ii) I visited the selected campuses and conducted the concerned authority.
- iii) I requested the authority for permission to conduct research there.
- iv) I requested the authority to inform and convince the sample for participation in the research.
- v) I sampled the required number of population by using simple random sampling procedure.
- v) I fixed time, administrated the test and collected data.



## **2.6 Limitations of the Study**

The study was limited in the following ways:

- (i) The population of the study was limited to the bachelor's level students.
- (ii) Only 80 students were included as the respondents.
- (iii) The study was limited only to the Education and Humanity streams of the bachelor's programme.
- (iv) There was the representation of only Nepali and Tharu native speakers.
- (v) Only the cohesion in reading comprehension was focused in the study.
- (vi) Cohesive devices: Lexical cohesion, reference and conjunction were mainly focused along with substitution and ellipsis.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the bachelor's level students of Education and Humanities streams specializing in English. The campuses are of Chitwan and Nawalparasi districts. Based on the data collected from the students, this chapter concentrates on the analysis and interpretation of students' ability to establish cohesion in reading. Along with the findings of the ability to establish cohesion in reading of these students, this chapter compares their ability from different angles. The marks obtained by the students are statistically grouped and analyzed. The average marks and percentages of the marks secured by the students of each campus are observed.

#### 3.1 Students' Ability to Establish Cohesion in Reading

The ability of the bachelor's level students to establish cohesion in reading on both the tests has been presented as a whole in this section.

**Table No. 1**

**Students' Ability to Establish Cohesion in Reading**

The Number of the Students	FM →	EW	AW	Total
80	Ave	36.14	8.30	44.44
	P (%)	34.42	7.90	42.32

The above table shows the overall ability of the bachelor's level students of Education and Humanity streams specializing in English to establish cohesion in reading. The students obtained 44.44 marks out of 105 marks, i.e., 42.32%. They obtained 36.14 marks, i.e., 34.42% by supplying exact key words and 8.30 marks, i.e., 7.90% by supplying acceptable words.

Thus, the overall ability of the students to establish cohesion in reading was found to be 42.32%. As a whole, the students obtained below 45% (Second

Division Marks) out of 100%. The students of the present study were found to be in serious need to improve their awareness towards cohesiveness.

### 3.1.1 Cohesion in Reading on the Cohesive Ties Format Test

Altogether three tests with cohesive ties format were designed to find out the students' knowledge of cohesive ties in reading.

**Table No. 2**  
**The Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test**

Number of the Students	FM →	S 4	E 6	C 19	R 32	LC 44	Total 105	EW	AW
80	Ave.	1.64	1.61	7.3	17.06	22.15	49.76	40.66	9.1
	P. (%)	41.0	26.83	38.42	53.31	50.34	47.39	38.72	8.66

The above table shows the ability of the bachelor's level students to establish cohesion in reading on cohesive ties format test. They secured 49.76 marks out of 105, i.e., 47.39% of the marks in the test. Thus, their overall ability to establish cohesion in reading on cohesive ties format was found to be 47.39%. The students obtained 40.66 marks, i.e., 38.72% by supplying exact key words and 9.1, i.e., 8.66% by supplying acceptable words.

They secured 1.64 marks out of 4, i.e., 41.0% on substitution. Likewise, they secured 1.61 marks out of 6, i.e., 26.83% on ellipsis, 7.3 marks out of 19, i.e., 38.42% on conjunction, 17.06 marks out of 32, i.e. 53.31% on reference and 22.15 marks out of 44, i.e., 50.34% on lexical cohesion.

The analysis of the marks secured by the students shows that the students understanding was better proficient to supply exact key words than acceptable words while establishing cohesion in reading. This also shows that the students were more proficient on referential cohesion than the rest.

### 3.1.2 Cohesion in Reading on the Cloze Test

Three Cloze tests were designed to find out the students' knowledge to establish the relationship among words or phrases in reading.

**Table No. 3**

**The Ability of the Students to Establish Cohesion in Reading on the Cloze Test**

Number of the Students	FM →	EW	AW	Total 105
80	Ave	31.61	7.51	39.12
	P (%)	30.10	7.15	37.25

Table 5 displays the ability of the students to establish cohesion in reading on cloze test. They secured 39.12 marks, i.e., 37.25%. They obtained 31.61 marks, i.e., 30.10% by supplying exact key words and 7.51 marks, i.e., 7.15% by supplying acceptable words. The analysis of the marks shows that the students were found to be more proficient to supply exact key words than the acceptable words while establishing cohesion in reading.

Table 4 and 5 above show that the ability of the bachelor's level students of two different streams to establish cohesion in reading was found to be more in cohesive ties format than cloze test. The students secured 49.76 marks, i.e., 47.39% on cohesive ties format whereas they obtained 39.12 marks, i.e., 37.25% on cloze test. This shows that if the students are taught the reading text by creating cohesive ties format, they will have more reading comprehension than that in cloze test. The analysis of the marks shows the importance of cohesion in reading.

### 3.2 Stream-wise Ability of the Students to Establish Cohesion in Reading on Cohesive Ties Format

The ability of the bachelor's level students of Education and Humanities streams to establish cohesion in reading on cohesive ties test has been analyzed in this section.

**Table No. 4**  
**Stream-wise Ability of the Students to Establish Cohesion on Cohesive Ties, Format Test**

Number of the Students	Stream	FM →	S 4	E 6	C 19	R 32	LC 44	Total 105	EW	AW
40	Hum	Ave	1.73	1.9	8.15	18.38	24.93	55.08	45.65	9.43
		P (%)	43.12	31.67	42.89	57.42	56.65	52.46	43.47	8.98
40	Ed	Ave	1.55	1.32	6.45	15.75	19.38	44.45	35.68	8.78
		P (%)	38.75	22.08	33.95	49.22	44.04	42.33	33.97	8.34

The table above shows the overall ability of the students of humanities and education streams to establish cohesion in reading on cohesive ties format. The analysis shows that the students of humanities were found to be more proficient to establish cohesion in reading on cohesive ties format. They were found more proficient on substitution, ellipsis, conjunction, reference and lexical cohesion. It is also found that the students of humanities were more proficient in supplying exact key words and acceptable words.

#### 3.2.1 Stream-wise Ability of the Students on Cloze Test Format

The following table shows the ability of the students of humanities and education streams to establish cohesion in reading on cloze test

**Table No. 5**  
**Stream-wise Ability of the Students to Establish Cohesion in Reading on Cloze Test**

Number of The Students	Streams	FM →	EW	AW	Total 105
40	Hum	Ave	35.1	7.55	42.65
		P (%)	33.42	7.19	40.61
40	Ed	Ave	28.12	7.48	35.6
		P (%)	26.78	7.12	33.9

The above table shows the ability of the students of humanities and education streams to establish cohesion in reading on cloze test. The analysis shows that the students of humanities were found to be more proficient to establish cohesion in reading on cloze test than the students of education.

### 3.3 Campus-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test

The ability of the students in terms of colleges has been analyzed in this section regarding the case of maintaining the cohesive devices in reading on cohesive ties format.

**Table No. 6**  
**Campus-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test**

Name of the Campuses	Number of the Students	FM →	S 4	E 6	C 19	R 32	LC 44	Total 105	EW	AW
BMC	10	Ave	1.6	2.1	8.9	18.4	23.2	54.2	45.2	9
		P (%)	40	35	46.84	57.5	52.73	51.62	43.05	8.57
SA	10	Ave	1.8	1.6	6.7	17.0	24.0	51.1	42.4	8.7
		P (%)	45	26.67	35.26	53.13	54.55	48.67	40.38	8.29
BKC	10	Ave	1.6	1.5	6.5	16.3	21.0	46.9	37.6	9.3
		P (%)	40	25	34.21	50.94	47.73	44.67	35.81	8.86
SBMC	10	Ave	1.4	1.7	7.3	17.7	23.2	51.3	42.1	9.2
		P (%)	35	28.33	38.42	55.31	52.73	48.86	40.1	8.76
SSMC	10	Ave	1.6	1.4	7.1	15.7	20.0	45.8	36.9	8.9
		P (%)	40	23.33	37.37	49.06	45.45	43.62	35.14	8.48
SMC	10	Ave	2.1	2.2	9.7	20.4	29.3	63.7	52.9	10.8
		P (%)	52.5	36.67	51.05	63.75	66.59	60.67	50.38	10.29
BSMC	10	Ave	1.4	1.3	5.7	15.0	18.5	41.9	34.1	7.8
		P (%)	35	21.67	30.0	46.88	42.05	39.90	32.48	7.42
JAMC	10	Ave	1.6	1.1	6.5	16.0	18.0	43.2	34.1	9.1
		P (%)	40	18.33	34.21	50.0	40.91	41.14	32.48	8.66

The above table presents the ability of the students of eight different campuses to establish cohesion in reading.

The students of BMC obtained 54.2 marks out of 105, i.e., 51.62%. They secured 45.2 marks, i.e., 43.05% by supplying exact key words and they obtained 9.0 marks, i.e., 8.57% by supplying acceptable words. They obtained 1.6 marks out of 4, i.e., 40% on substitution. Similarly, they obtained 2.1 marks out of 6, i.e., 35% on ellipsis, 8.9 marks out of 19, i.e., 46.84% on conjunction, 18.4 marks out of 32, i.e., 57.50% on reference, and 23.2 marks out of 44, i.e., 52.73% on lexical cohesion. This shows that the students of BMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The students of SA obtained 51.10 marks out of 105, i.e., 48.67%. They secured 42.4 marks, i.e., 40.38% by supplying exact key words and they obtained 8.7 marks, i.e., 8.29% by supplying acceptable words. They obtained 1.8 marks out of 4, i.e., 45% on substitution. Similarly, they obtained 1.6 marks out of 6, i.e., 26.67% on ellipsis, 6.7 marks out of 19, i.e., 35.26% on conjunction, 17.0 marks out of 32, i.e., 53.13% on reference, and 24.0 marks out of 44, i.e., 54.55% on lexical cohesion. This shows that the students of SA were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on lexical cohesion than the rest.

The students of BKC obtained 46.9 marks out of 105, i.e., 44.67%. They secured 37.6 marks, i.e., 35.81% by supplying exact key words and they obtained 9.3 marks, i.e., 8.86% by supplying acceptable words. They obtained 1.6 marks out of 4, i.e., 40% on substitution. Similarly, they obtained 1.5 marks out of 6, i.e., 25% on ellipsis, 6.5 marks out of 19, i.e., 34.21% on conjunction, 16.3 marks out of 32, i.e., 50.94% on reference, and 21.0 marks out of 44, i.e., 47.73% on lexical cohesion. This shows that the students of BKC were found

to be more proficient in supplying exact key words than acceptable words and were found more proficient on referential cohesion than the rest.

The students of SBMC obtained 51.3 marks out of 105, i.e., 48.86%. They secured 42% marks, i.e., 40.1 marks by supplying exact key words and they obtained 9.2 marks, i.e., 8.76% by supplying acceptable words. They obtained 1.4 marks out of 4, i.e., 35% on substitution. Similarly, they obtained 1.7 marks out of 6, i.e., 28.33% on ellipsis, 7.3 marks out of 19, i.e., 38.42% on conjunction, 17.7 marks out of 32, i.e., 55.31% on reference, and 23.2 marks out of 44, i.e. 52.73% on lexical cohesion. This shows that the students of SBMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The students of SSMC obtained 45.8 marks out of 105, i.e. 43.63%. They secured 36.9 marks, i.e., 35.14% by supplying exact key words and they obtained 8.9 marks, i. e, 8.48% by supplying acceptable words. They obtained 1.6 marks out of 4, i.e., 40% on substitution. Similarly, they obtained 1.4 marks out of 6, i.e., 23.33% on ellipsis, 7.1 marks out of 19, i.e., 37.37% on conjunction, 15.7 marks out of 32, i.e., 49.06% on reference, and 20 marks out of 44, i.e., 45.45% on lexical cohesion. This shows that the students of SSMC were found to be more proficient in supplying exact key words than acceptable words and were found more proficient on referential cohesion than the rest.

The students of SMC obtained 63.7 marks out of 105, i.e., 60.67%. They secured 52.9 marks, i.e., 50.38% by supplying exact key words and they obtained 10.8 marks i.e. 10.29% by supplying acceptable words. They obtained 2.1 marks out of 4, i.e., 52.50% on substitution. Similarly, they obtained 2.2 marks out of 6, i.e., 36.67% on ellipsis, 9.7 marks out of 19, i.e., 51.05% on conjunction, 20.4 marks out of 32, i.e. 63.75% on reference, and 29.3 marks out of 44, i.e., 66.59% on lexical cohesion. This shows that the students of SMC were found to be more proficient in supplying exact key words than the



acceptable words and were found more proficient on lexical cohesion than the rest.

The students of BSMC obtained 41.9 marks out of 105, i.e., 39.90%. They secured 34.1 marks, i.e. 32.48% by supplying exact key words and they obtained 7.8 marks, i.e. 7.42% by supplying acceptable words. They obtained 1.4 marks out of 4, i.e., 35% on substitution. Similarly, they obtained 1.3 marks out of 6, i.e., 21.67% on ellipsis, 5.7 marks out of 19, i.e., 30% on conjunction, 15.0 marks out of 32, i.e., 46.88% on reference, and 18.5 marks out of 44, i.e., 42.05% on lexical cohesion.

This shows that the students of BSMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The students of JAMC obtained 43.2 marks out of 105, i.e., 41.14%. They secured 34.1 marks, i.e., 32.48% by supplying exact key words and they obtained 9.1 marks, i.e., 8.66% by supplying acceptable words. They obtained 1.6 marks out of 4, i.e., 40% on substitution. Similarly, they obtained 1.1 marks out of 6, i.e., 18.33% on ellipsis, 6.5 marks out of 19, i.e., 34.21% on conjunction, 16.0 marks out of 32, i.e., 50% on reference, and 18.0 marks out of 44, i.e., 40.91% on lexical cohesion. This shows that the students of JAMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The analysis of the scores obtained by the students of different campuses shows that the students of SMC were found to be more proficient to establish cohesion in reading on cohesive ties format than the students of other campuses.

### 3.3.1 Campus-wise Ability of the Students to Establish Cohesion in Reading on the Cloze Test

The ability of the students of bachelor's level to establish cohesion in reading on cloze test has been analyzed in this section.

**Table No. 7**

#### **Campus-wise Ability of Students to Establish Cohesion on the Cloze Test**

Name of the College	Number of the Students	FM →	EW	AW	Total 105
BMC	10	Ave	34.7	8.2	42.9
		P (%)	33.05	7.80	40.85
SA	10	Ave	35.0	7.1	42.1
		P (%)	33.33	6.76	40.09
BKC	10	Ave	30.8	7.8	38.6
		P (%)	29.33	7.43	36.76
SBMC	10	Ave	31.4	7.1	38.5
		P (%)	29.90	6.76	36.66
SSMC	10	Ave	29.2	7.5	36.7
		P (%)	27.81	7.14	34.95
SMC	10	Ave	39.3	7.8	47.1
		P (%)	37.43	7.42	44.85
BSMC	10	Ave	24.9	8.1	33.0
		P (%)	23.71	7.71	31.42
JAMC	10	Ave	27.6	6.5	34.1
		P (%)	26.28	6.19	32.47

The table shows that the students of BMC obtained 42.9 marks, i.e., 40.85%. They obtained 34.7 marks, i.e., 33.05% by supplying exact key words and 8.2 marks, i.e., 7.80% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

In case of SA, the students obtained 42.1 marks, i.e., 40.09%. They obtained 35.0 marks, i.e., 33.33% by supplying exact key words and 7.1 marks, i.e., 6.76% by supplying acceptable words. The analysis of the marks shows that the

students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of BKC obtained 38.6 marks, i.e., 36.76%. They obtained 30.8 marks, i.e., 29.33% by supplying exact key words and 7.8 marks, i.e., 7.43% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of SBMC obtained 38.5 marks, i.e., 33.66%. They obtained 31.4, marks, i.e., 29.90 by supplying exact key words and 7.1 marks, i.e., 6.76% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of SSMC obtained 36.7 marks, i.e., 34.95%. They obtained 29.2 marks, i.e. 27.81% by supplying exact key words and 7.5 marks, i.e., 7.14% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of SMC obtained 47.1 marks, i.e., 44.85%. They obtained 39.3 marks, i.e. 37.43% by supplying exact key words and 7.8 marks, i.e., 7.42% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of BSMC obtained 33.0 marks, i.e., 31.42%. They obtained 24.9, marks, i.e., 23.71% by supplying exact key words and 8.1 marks, i.e., 7.71% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of JAMC obtained 34.1 marks, i.e., 32.47%. They obtained 27.6 marks, i.e., 26.28% by supplying exact key words and 6.5 marks, i.e., 6.19% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The analysis shows that the students of SMC were found to be more proficient to establish cohesion in reading on cloze test than the students of other campuses.

### **3.4 Ethnicity-wise Ability of the Students to Establish Cohesion on Cohesive Ties Format Test**

The ability of Chaudhary and Non-Chaudhary students of bachelor's level to establish cohesion in reading on cohesive ties test has been analyzed in this section.

**Table No. 8**

#### **Ethnicity-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test**

Name of the Ethnicity	Number of Students	FM	S 4	E 6	C 19	R 32	LC 44	Total 105	EW	AW
Chaudhary	40	Ave	1.62	1.68	7.36	17.3	21.28	49.24	40.06	9.18
		P (%)	40.50	28.0	38.74	54.06	48.36	46.90	38.15	8.74
Non-Chaudhary	40	Ave	1.66	1.54	7.24	16.82	23.02	50.28	41.26	9.02
		P (%)	41.50	25.66	38.10	52.56	52.32	47.88	39.29	8.59

The above table shows the ability of Chaudhary and Non-Chaudhary students of bachelor's level to establish cohesion in reading on cohesive ties format test.

Chaudhary students obtained 49.24 marks out of 105, i.e., 46.90%. They secured 40.06 marks, i.e., 38.15% by supplying, exact key words and they obtained 9.18 marks, i.e. 8.74% by supplying acceptable words. They obtained

1.62 marks out of 4, i.e., 40.50% on substitution. Similarly, they obtained 1.68 marks out of 6, i.e., 28% on ellipsis, 7.36 marks out of 19, i.e., 38.74% on conjunction, 17.3 marks out of 32, i.e. 54.06% on reference, and 21.28 marks out of 44, i.e., 48.36% on lexical cohesion. This shows that Chaudhary students were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

Non-Chaudhary students obtained 50.28 marks out of 105, i.e., 47.88%. They secured 41.26 marks, i.e., 39.29% by supplying exact key words and they obtained 9.02 marks, i.e. 8.59 % by supplying acceptable words. They obtained 1.66 marks out of 4, i.e., 41.50% on substitution. Similarly, they obtained 1.54 marks out of 6, i.e., 25.66% on ellipsis, 7.24 marks out of 19, i.e., 38.10% on conjunction, 16.82 marks out of 32, i.e., 52.56% on reference, and 23.02 marks out of 44, i.e. 52.32% on lexical cohesion. This shows that Non-Chaudhary students were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

### **3.4.1 Ethnicity-wise Ability of the Students to Establish Cohesion on the Cloze Test**

The ability of Chaudhary and Non-Chaudhary students of bachelor's level to establish cohesion in reading on cloze test has been analyzed in this section

**Table No. 9**

#### **Ethnicity-wise Ability of the Students to Establish Cohesion on the Cloze Test**

Name of the Ethnicity	Number of the Students	FM →	EW	AW	Total 105
Chaudhary	40	Ave	30.94	7.8	38.74
		P (%)	29.46	7.43	36.89
Non-Chaudhary	40	Ave	32.28	7.22	39.50
		P (%)	30.74	6.87	37.61

Chaudhary students obtained 38.74 marks, i.e., 36.89%. They obtained 30.94 marks, i.e., 29.46% by supplying exact key words and 7.8 marks, i.e., 7.43% by supplying acceptable words. The analysis of the marks shows that Chaudhary students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

In the case of Non-Chaudhary students, they obtained 39.50 marks, i.e., 37.61%. They obtained 32.28 marks, i.e., 30.74% by supplying exact key words and 7.22 marks, i.e., 6.87% by supplying acceptable words. The analysis of the marks shows that Non-Chaudhary students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

The main objective of this research was to find out the ability of the bachelor's level students of humanities and education streams to establish cohesion in reading. On the basis of analysis and interpretation, the findings of the study can be stated as follows.

#### 4.1 Findings of the study

The findings of the study are follow:

- i. As a whole, the students' ability to establish cohesion in reading was poor. They were more proficient to establish exact key words than the acceptable words. Their overall ability to establish cohesion in reading by supplying exact keywords was 34.42% and by supplying acceptable words was 7.90%.
- ii. The students were found to have more confidence in cohesive ties format test than in cloze test because the ability of the students to establish cohesion in reading was 47.39% on cohesive ties format test and 37.25% on cloze test.
- iii. The students of humanities were found to be more proficient in supplying exact key words and acceptable words on both cloze test and cohesive ties format test.
- iv. The students of Humanities were found to be more proficient in substitution, ellipsis, conjunction, reference and lexical cohesion than the students of education.
- v. Non-Chaudhary students were found to be more proficient to establish cohesion on cloze test and cohesive ties format test than Chaudhary students.

- vi. Non-Chaudhary students were found to be more proficient in supplying exact key words whereas Chaudhary students were found to be more proficient in supplying acceptable words.
- vii. Non-Chaudhary students were found to be more proficient in substitution and lexical cohesion whereas Chaudhary students were found to be more proficient in ellipsis, conjunction and reference than Non-Chaudhary students.
- viii. The students of SMC were found to be more proficient than the students of other colleges on cloze test and cohesive ties format test.
- ix. The students of SMC were found to be more proficient in substitution, ellipsis, conjunction, reference and lexical cohesion than the students of other campuses.

## **4.2 Recommendations**

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations for pedagogical implications and for further researches.

### **4.2.1 Recommendations for Pedagogical Implications**

- i. The research finding showed that the students need more practice in both cohesive ties format and cloze test.
- ii. The teachers need to raise awareness in learners on the function of cohesiveness in the text through various activities for developing reading comprehension. The students should be exposed to the English language more so that they could expand their vocabulary and grammar.
- iii. While comparing the students of different colleges, the students of BSMC were found very poor in both cohesive ties format and cloze test.



So, they need more practice to improve their weaknesses in both the test items.

- iv. The findings show that the students are seriously in need of improving their awareness towards cohesiveness. For this, the teacher in question should have sound knowledge on cohesion and reading skills. S/He should create cohesive ties format test and cloze test and provide the tests to the students to practice so that they can perform on cohesion and develop better understanding of establishing cohesions in reading.

#### **4.2.2 Recommendations for Further Researches**

Cohesion in reading can be of no less importance for discussion among the linguists, grammarians and curriculum designers in Nepal. So, the researcher has given the following advice to the interested researchers.

- i. The study can be broadened by carrying out a study in cohesion relating it with coherence.
- ii. The present research is based only on unseen passages. It is advisable to carry out further researches by making comparison between seen and unseen passages.
- iii. This study was limited in eight campuses including two streams, viz. education and humanities. It is also advisable to carry out further research taking a larger number of streams and campuses from different districts.

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# APPENDIX-I

## Test Items

### Close Test-1

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.

### Text I

Can I tell you about the time when I screamed?

Yes, I do.

Well,..... met a thief in ..... house. I had one ..... those nice old houses. .... was very lucky. It ..... about thirty years old, ..... stone pillars, with a ..... stone staircase up and ..... doors back on to ..... verandah. And I came ..... the door from the ....., and a thief carrying ..... handbag emerged through my ..... door into the living ..... at the same moment.

..... timed!

I couldn't believe .. eyes for a minute. .... gave a little sort ..... gulp, and it flashed ..... my mind 'this won't ..... " and d' you know .... I did? I screamed! . .... my scream went wafting ..... on the night air ..... some neighbours who - they .... my nearest neighbours, but ..... were still some distance ..... - came rushing along. They ..... awfully good, and they ..... afterwards they thought I'd ..... being murdered. Well, I ..... not have made more .. if I had been ..... , I'd surprised myself. Really , .... sound that went floating ..... on the air I didn't know I had it in me, and they said it would make my fortune if I sent it to Hollywood., And I may say it surprised the thief sufficiently that he dropped my handbag and fled. Fortunately, I wasn't

between him and the door. So, there was not harm done, and I didn't lose anything.

## Cloze Test-2

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.

### Text II

The British public is getting worried, because crimes like theft and burglary and violent crimes are on the increase. As a result, the ..... has decided to take .....measures on all types ..... crime, including relatively petty .....,and has created legislation.....gives more power to .....courts.

The effect of the ..... law has seen recently ..... a young man gave .....girlfriend a pair of ..... for her birthday. He .....bought the items from ..... street trader without knowing ..... they have come from ..... had been stolen. Due ..... his ignorance, he was ..... for handling stolen goods..... was put in a ..... cell.

In the eyes of ..... law in Britain, there's .....difference between what the ..... man did and what..... thief of burglar does ..... their loot. The young ..... was guilty of handling ..... which has been stolen ..... so he was breaking ..... law.

In the court, the ..... said, he would use ..... case to deter others ..... consequently, the youth is ..... serving a nine month ..... sentence. 'Anybody who deals ..... anything that has been ..... is committing an offence,' ..... the judge. 'Legally, there is no difference between stealing something yourself and having it in your possession. Possession of stolen goods can result in the individual begin charged and convicted.

From the above case, it is clear that the government has decided to crack down on all forms of crime and has instructed judges not to show leniency to those breaking the law. 'Criminals must know that if they get caught, juries are likely to be harsh and therefore jail terms will be long,' said a government spokesperson.

### Cloze Test-3

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.

#### Text III

It is good make mistakes in spite of what some people should think. Many of us go ..... our lives in sheer ..... of doing some thing ..... , because we have been ..... that every task should ..... be performed correctly. This ..... nonsense, however.

A good part of ..... problem, I feel, lies ..... with the mistakes themselves, ..... with labeling the aspects ..... the learning process as ..... rather than seeing them ..... a natural, and necessary, ..... Take the children as ..... example. They have to ..... dawn in order to ..... to stand up again, ..... same applies to everything ..... they do, including mental ..... If children at the ..... or at home are ..... harassed about doing everything ..... there is a good ..... they will just give ..... It is possible for ..... then to become afraid ..... opening themselves up to ..... censure of others. Yet, ..... children need surely to ..... mistakes in order to ..... what is right and ..... to be constantly snapped ..... for failure.

Adults learning ..... use new technology are ..... a case in point. .... are able to check for spelling mistakes, which is a helpful tool. Grown-ups must have difficulties mastering the process and make lots of the mistakes, but those who concentrate on their failures rather than acquiring the skill they are trying to learn tend to give up. By contrast, those who are focused on the task than their mistakes usually succeed.

And the solution ? The simple answer is to train the people to train the people to treat mistakes and the minor hiccups as natural steps in the process of

learning. The teachers and the trainers could point out that, although students should aim to be perfect, they must realize they are going to make mistakes and learn from them. This positive attitude will help build the confidence and stop people giving up.



## Cohesive Ties Test -1

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words phrases guessing meanings from the context. (In some cases, no words are needed)

### Text I

Can I tell you about the time when I screamed?

....., I .....

Well, I met a thief in my house. I had one of those nice old ..... I was very lucky. .... was about ..... old, on stone pillars, with a long stone staircase up and folding doors back on to a verandah ..... I came through the door from the kitchen, and ..... carrying my handbag emerged through my bedroom door into the living room at the same moment.

..... !

I couldn't believe my eyes for a ..... I gave a little sort of gulp, and it flashed through my mind ' ..... won't do" and d' you know what I did? I ..... ! ..... my ..... went wafting out on the night air ..... some neighbours who- they were my nearest neighbours, but ..... were still some distance away- came rushing along ..... were awfully good. and ..... said afterwards they though I'd been being ..... , I couldn't have made ..... if ..... But I'd surprised myself.

Really, the ..... that went ..... on the ..... I didn't know I had it in me, and ..... said it would make my fortune if I sent it to Hollywood. .... I may say ..... surprised ..... sufficiently that ..... dropped ..... and fled. Fortunately, I wasn't between ..... and the ..... So, there was not harm done, and I didn't lose anything.

## Cohesive Ties Test-2

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words phrases guessing meanings from the context. (In some cases, no words are needed).

### Text II

The British public is getting worried, ..... crimes like theft and burglary..... violent..... are on the increase....., the government has decided to take though measures on all types of....., including relatively petty....., and..... has created legislation which gives more power to the courts.

The effect of the new..... was seen recently when a young man gave..... girlfriend a pair of earrings for ..... birthday..... had bought..... items from a street trader without knowing where..... have come from. They had been stolen;..... purchased. Due to ..... ignorance,..... was arrested for handling stolen..... and ..... was put in a police cell.

In the eyes of the law in Britain, there's no difference between what the young man..... and what the average thief or burglar ..... with their ..... was guilty of handling goods which has been stolen and ..... he was breaking the..... .

In the court, the ..... said, ..... would use the case to deter others and ....., the youth is now serving a nine month.....'Anybody who deals in anything that has been stolen in committing an offence', said the judge. 'Legally, there is no difference between stealing something yourself and having it in..... possession..... of stolen goods can result in the individual being charged and convicted'.

From the above....., it is clear that the ..... has decided to rack down on all forms of crime and ..... has instructed judges not to show leniency to those breaking the law. 'Criminals must know that if ..... get caught, juries are likely to be harsh and ..... jail terms will be long', said a government spokesperson.

### Cohesive Ties Test-3

Name of the Student: .....

Name of Campus: .....

Faculty: ..... Section: ..... Roll No.: ..... Sex: M/F Date: .....

In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words phrases guessing meanings from the context. (In some cases, no words are needed).

#### Text III

It is good to make mistakes in spite of what some people should think. .... of us go through ..... lives in sheer terror of doing some thing wrong, ..... we have been taught that every task should always be performed ..... is nonsense, .....

A good part of the problem, I feel, lies not with ..... themselves, ..... with labeling the aspects of the learning process as errors rather than seeing ..... as a natural, and necessary, development. Take the children as an example. .... have to fall dawn ..... learn to ..... again; ..... applies to everything that they do, including mental tasks. If children at the school or at home are constantly harassed about doing everything correctly, there is a good chance ..... will just give up. It is possible for them then to become afraid of opening themselves up to the censure of others. .... , the ..... need surely to make mistakes ..... see what is right and ..... to be constantly snapped at for .....

Adults learning to use new technology are also a case in point. Computers are able to check for spelling mistakes, which is a helpful tool. .... must have difficulties ..... the process and make lots of ..... , ..... those who concentrate on ....., ..... rather than acquiring the skill ..... are trying to learn tend to give up ..... , those who are focused on the task than their mistakes usually .....

And ..... the solution ? The simple answer is to train the people to treat mistakes and the minor ..... as natural steps in the process of learning. The teachers and the trainers could point out that, although students should aim to be perfect, ..... must realize they are going to make mistakes and ..... from ..... . ..... positive attitude will help build the confidence and ..... stop people giving up.

## APPENDIX - 2

### Key

#### Cloze Test - 1

1	I	8	folding	15	Splendidly	22	and	29	said
2	my	9	a	16	my	23	out	30	been
3	of	10	through	17	I	24	And	31	could
4	i	11	kitchen	18	of	25	were	32	noise
5	was	12	my	19	through	26	They	33	but
6	on	13	bedroom	20	Do	27	away	34	The
7	long	14	room	21	what	28	were	35	Out

#### Cloze Test - 2

1	Government	8	When	15	To	22	Average	29	The
2	Tough	9	His	16	Arrested	23	With	30	And
3	Of	10	Earnings	17	The	24	Man	31	Now
4	Offences	11	Had	18	Police	25	Goods	32	Prison
5	Which	12	A	19	The	26	And	33	In
6	The	13	Where	20	No	27	The	34	Stolen
7	new	14	They	21	young	28	judge	35	said

#### Cloze Test - 3

1	Through	8	Not	15	Fall	22	Correctly	29	Make
2	Terror	9	But	16	Learn	23	Chance	30	See
3	Wrong	10	Of	17	The	24	Up	31	Not
4	Taught	11	Errors	18	That	25	Them	32	At
5	Always	12	As	19	Takes	26	Of	33	To
6	Is	13	development	20	School	27	The	34	Also
7	The	14	An	21	Constantly	28	The	35	Computers

### C.T. Test -1

1	Yes	8	Splendidly timed	15	They	22	I had been	29	The
2	Do	9	Minute	16	They	23	Sound	30	Thief
3	Houses	10	This	17	They	24	Floating out	31	He
4	It	11	Screamed	18	Murdered	25	Air	32	My
5	Thirty years	12	And	19	Well	26	They	33	Handbag
6	And	13	Scream	20	More	27	And	34	Him
7	A thief	14	And	21	Noise	28	It	35	door

### C.T. Test - 2

1	Because	8	Lao	15	His	22	The young man	29	Your
2	And	9	His	16	Her	23	So	30	Possession
3	Crimes	10	Her	17	Goods	24	Law	31	Case
4	As a result	11	He	18	X	25	Judge	32	Government
5	Crimes	12	The	19	Did	26	He	33	X
6	Offences	13	The	20	Docs	27	Consequently	34	They
7	X	14	Not	21	loot	28	Prison sentence	35	therefore

### C.T. Test - 3

1	Many	8	But	15	Yet	22	The mistakes	29	X
2	Our	9	Them	16	Children	23	But	30	Hiccups
3	Because	10	They	17	In order to	24	Those	31	They
4	Correctly	11	In order to	18	Not	25	Their	32	Learn
5	This	12	Stand up	19	Failure	26	They	33	Them
6	However	13	The	20	Grown ups	27	By contrast	34	This
7	The mistakes	14	They	21	Mastering	28	succeed	35	Stop

**APPENDIX – 3**

**TABLE 1**

<b>BMC</b>					<b>Cohesive Ties</b>					
<b>S.No.</b>	<b>Students' Name</b>	<b>Faculty</b>	<b>Roll No.</b>	<b>Tests</b>	<b><u>S</u></b>	<b><u>E</u></b>	<b><u>C</u></b>	<b><u>R</u></b>	<b><u>LC</u></b>	<b><u>Total</u></b>
1	Laxmi Chaudhary	Humanity	100	T-1	1	0	3	8	7	19
				T-2	0	1	4	8	7	20
				T-3	1	0	3	7	6	17
2	Shasi Panta	Humanity	77	T-1	0	0	3	6	4	13
				T-2	0	2	3	8	6	19
				T-3	1	0	3	6	4	14
3	Usha Sapkota	Humanity	112	T-1	0	0	4	6	5	15
				T-2	1	0	2	5	7	15
				T-3	0	1	5	8	5	19
4	Alija Theeng	Humanity	159	T-1	1	1	2	4	11	19
				T-2	1	1	3	4	9	18
				T-3	0	1	2	4	10	17
5	Sunita Bhatta	Humanity	192	T-1	0	0	1	3	6	10
				T-2	0	0	1	4	8	13
				T-3	0	1	0	4	5	10
6	Dinesh Subedi	Humanity	11	T-1	0	1	3	4	10	18
				T-2	1	1	2	7	9	20
				T-3	1	0	2	4	9	16
7	Khim B. Mahato	Humanity	71	T-1	0	0	3	3	6	12
				T-2	0	0	1	3	6	10
				T-3	0	1	1	3	4	9
8	Yam B. Chaudhary	Humanity	141	T-1	1	1	5	9	8	24
				T-2	1	2	4	9	13	29
				T-3	1	1	6	9	8	25
9	Shankar Thanet	Humanity	15	T-1	1	1	2	7	9	20
				T-2	1	1	3	8	10	23
				T-3	1	1	3	6	9	20



10	Durga Pd. Thanet	Humanity	14	T-1	1	0	5	9	8	23
				T-2	1	2	4	8	13	28
				T-3	0	1	6	10	10	27
		Total T -1			5	4	31	59	74	173
		Total T -2			6	10	27	64	88	195
		Total T-3			5	7	31	61	70	174
		Ave.T -1			0.5	0.4	3.1	5.9	7.4	17.3
		Ave. T-2			0.6	1.0	2.7	6.4	8.8	19.5
		Ave. T-3			0.5	0.7	3.1	6.1	7.0	17.4
		Total Ave.			1.6	2.1	8.9	18.4	23.2	54.2
		Percentage			40	35	46.84	57.5	52.72	51.61

SA					Cohesive Ties					
S.No.	Students' Name	Faculty	Rollo No.	Tests	<u>S</u>	<u>E</u>	<u>C</u>	<u>R</u>	<u>LC</u>	<u>Total</u>
1	Asmita Silwal	Humanity	1	T-1	1	0	1	8	10	20
				T-2	1	1	3	8	10	23
				T-3	1	1	0	9	10	21
2	Aliza Bastola	Humanity	8	T-1	1	0	2	4	11	18
				T-2	0	1	1	3	11	16
				T-3	0	1	2	4	8	15
3	Anita Chaudhary	Humanity	9	T-1	1	0	2	6	5	14
				T-2	1	0	1	7	6	15
				T-3	1	0	2	5	5	13
4	Usha Chaudhary	Humanity	12	T-1	0	1	3	4	5	13
				T-2	0	1	2	1	6	10
				T-3	1	1	2	5	4	13
5	Srijana Gautam	Humanity	19	T-1	0	0	2	2	9	13
				T-2	1	0	3	5	8	17
				T-3	0	1	2	4	9	16
6	Bibek Paudel	Humanity	5	T-1	0	0	2	5	7	14
				T-2	1	0	2	7	9	19
				T-3	0	0	3	6	9	18

7	Bikash Chaudhary	Humanity	21	T-1	1	0	4	8	9	22
				T-2	1	1	3	8	12	25
				T-3	1	0	5	7	8	21
8	Shailendra Chaudhary	Humanity	27	T-1	0	1	1	5	6	13
				T-2	1	0	2	5	6	14
				T-3	0	1	0	4	5	10
9	Gopal Kandel	Humanity	30	T-1	1	0	3	5	7	16
				T-2	0	0	3	5	5	13
				T-3	0	1	2	4	5	12
10	Man K. Chaudhary	Humanity	35	T-1	1	1	3	9	12	26
				T-2	1	2	4	9	12	28
				T-3	1	1	2	8	11	23
		Total T -1			6	3	23	56	81	169
		Total T -2			7	6	24	58	85	180
		Total T -3			5	7	20	56	74	162
		Ave.T -1			0.6	0.3	2.3	5.6	8.1	16.9
		Ave. T-2			0.7	0.6	2.4	5.8	8.5	18.0
		Ave. T -3			0.5	0.7	2.0	5.6	7.4	16.2
		Total Ave.			1.8	1.6	6.7	17.0	24.0	51.1
		Percentage			45.0	26.66	35.26	53.12	54.54	48.66

<b>BKC</b>					<b>Cohesive Ties</b>					
<b>S.No.</b>	<b>Students' Name</b>	<b>Faculty</b>	<b>Rollo No.</b>	<b>Tests</b>	<b><u>S</u></b>	<b><u>E</u></b>	<b><u>C</u></b>	<b><u>R</u></b>	<b><u>LC</u></b>	<b><u>Total</u></b>
1	Sunita Mahato	Education	802	T-1	1	1	2	4	9	17
				T-2	1	0	4	5	9	19
				T-3	1	1	2	5	8	17
2	Asmita Chaudhary	Education	816	T-1	0	0	4	6	5	15
				T-2	1	0	3	6	9	19
				T-3	0	1	3	7	7	18
3	Priti Sapkota	Education	829	T-1	1	1	2	5	5	14
				T-2	1	0	3	6	8	18
				T-3	1	1	3	4	6	15
4	Puja	Education	837	T-1	1	0	1	5	9	16

	Chaudhary									
				T -2	0	1	2	5	9	17
				T-3	0	1	1	4	8	14
5	Manita Chaudhary	Education	870	T-1	0	1	3	4	6	14
				T -2	0	0	1	7	6	14
				T-3	1	1	2	3	5	12
6	Apil K Shrestha	Education	850	T-1	0	0	1	3	7	11
				T -2	0	0	2	3	7	12
				T-3	0	0	2	2	6	10
7	Binod Adhikari	Education	856	T-1	0	0	2	4	6	12
				T -2	1	0	2	6	5	14
				T-3	1	0	2	5	5	13
8	Nab Raj Regmi	Education	858	T-1	0	0	1	4	4	9
				T -2	0	0	2	5	4	11
				T-3	0	1	0	3	5	9
9	Raju Khatri	Education	887	T-1	1	1	3	7	9	21
				T -2	1	1	2	8	10	22
				T-3	1	1	3	6	7	18
10	Niraj Thanet	Education	897	T-1	1	0	3.	11	8	23
				T -2	1	1	2	10	11	25
				T-3	0	1	2	10	7	20
		Total T -1			5	4	22	53	68	152
		Total T -2			6	3	23	61	78	171
		Total T -3			5	8	20	49	64	146
		Ave.T -1			0.5	0.4	2.2	5.3	6.8	15.2
		Ave. T-2			0.6	0.3	2.3	6.1	7.8	17.1
		Ave. T -3			0.5	0.8	2.0	4.9	6.4	14.6
		Ave. Total			1.6	1.5	6.5	16.3	21.0	46.9
		Percentage			40	25	34.21	50.93	47.72	44.66

SBMC					Cohesive Ties					
S.No.	Students' Name	Faculty	Rollo No.	Tests	<u>S</u>	<u>E</u>	<u>C</u>	<u>R</u>	<u>LC</u>	<u>Total</u>
1	Parbati Mahato	Humanity	34	T-1	1	0	1	7	10	19

				T -2	0	1	4	6	12	23
				T-3	0	1	1	8	10	20
2	Menuka Raut	Humanity	48	T-1	0	0	1	2	2	5
				T -2	0	0	2	6	6	14
				T-3	1	0	1	3	3	8
3	Kaushila Raut	Humanity	20	T-1	0	1	3	6	6	16
				T -2	1	0	5	4	8	18
				T-3	1	1	2	5	6	15
4	Sashita mahato	Humanity	25	T-1	0	0	3	6	6	15
				T -2	0	1	3	5	9	18
				T-3	1	0	3	8	6	18
5	Sangita Chaudhary	Humanity	18	T-1	0	1	3	5	4	13
				T -2	0	0	3	6	4	13
				T-3	1	1	2	4	4	12
6	Paras Rijal	Humanity	110	T-1	0	0	1	3	4	8
				T -2	0	1	2	3	5	11
				T-3	1	0	1	3	5	10
7	Shandesh Ghimire	Humanity	81	T-1	1	0	4	6	10	21
				T -2	0	0	2	7	11	20
				T-3	0	1	3	5	9	18
8	Samir Pathak	Humanity	11	T-1	1	1	2	7	11	22
				T -2	1	1	3	8	12	25
				T-3	1	0	3	6	10	20
9	Rubin Dhakal	Humanity	46	T-1	0	1	1	8	8	18
				T -2	0	1	4	6	8	19
				T-3	0	1	1	7	9	18
10	Suman Baskota	Humanity	8	T-1	1	1	3	8	11	24
				T -2	1	1	3	10	12	27
				T-3	1	1	3	9	11	25
		Total T -1			4	5	22	58	72	161
		Total T -2			3	6	31	61	87	188
		Total T -3			7	6	20	58	73	164
		Ave.T -1			0.4	0.5	2.2	5.8	7.2	16.1
		Ave. T-2			0.3	0.6	3.1	6.1	8.7	18.8

		Ave. T -3			0.7	0.6	2.0	5.8	7.3	16.4
		Total Ave.			1.4	1.7	7.3	17.7	23.2	51.3
		Percentage			35	28.33	38.42	55.31	52.72	48.85

<b>SSMC</b>					<b>Cohesive Ties</b>					
<b>S.No.</b>	<b>Students' Name</b>	<b>Faculty</b>	<b>Rollo No.</b>	<b>Tests</b>	<b><u>S</u></b>	<b><u>E</u></b>	<b><u>C</u></b>	<b><u>R</u></b>	<b><u>LC</u></b>	<b><u>Total</u></b>
1	Mina Adhikari	Education	3	T-1	0	0	2	3	6	11
				T-2	0	0	3	6	5	14
				T-3	1	0	1	3	7	12
2	Gita Pangenji	Education	4	T-1	0	0	1	3	6	10
				T-2	1	0	2	4	6	13
				T-3	1	0	0	4	4	9
3	Srijana Chaudhary	Education	7	T-1	1	0	1	5	7	14
				T-2	0	0	3	3	6	12
				T-3	0	1	1	3	6	11
4	Nirupa Mahato	Education	13	T-1	0	1	3	7	5	16
				T-2	1	1	3	5	8	18
				T-3	1	1	2	6	6	16
5	Tulasi Chaudhary	Education	14	T-1	0	1	4	6	7	18
				T-2	1	1	3	8	10	23
				T-3	1	0	3	8	8	20
6	Man K. Chaudhary	Education	19	T-1	0	0	1	6	7	14
				T-2	0	0	3	3	7	13
				T-3	0	1	1	5	5	12
7	Sikandar Chaudhary	Education	23	T-1	0	1	2	6	7	16
				T-2	1	0	3	5	8	17
				T-3	1	0	2	5	6	14
8	Krishna Basel	Education	28	T-1	0	0	3	6	5	14
				T-2	1	1	2	6	5	15
				T-3	0	0	2	5	5	12
9	Shakti Neupane	Education	29	T-1	1	1	3	2	6	13

				T -2	0	1	3	7	7	18
				T-3	1	1	3	3	7	15
10	Bipin Pulami	Education	31	T-1	1	1	4	10	10	26
				T -2	1	0	3	7	10	21
				T-3	1	1	4	7	8	21
		Total T -1			3	5	24	54	66	152
		Total T -2			6	4	28	54	72	164
		Total T -3			7	5	19	49	62	142
		Ave.T -1			0.3	0.5	2.4	5.4	6.6	15.2
		Ave. T-2			0.6	0.4	2.8	5.4	7.2	16.4
		Ave. T-3			0.7	0.5	1.9	4.9	6.2	14.2
		Total Ave.			1.6	1.4	7.1	15.7	20.0	45.8
		Percentage			40	23.33	37.36	49.06	45.45	43.61

SMC					Cohesive Ties					
S.No.	Students' Name	Faculty	Rollo No.	Tests	<u>S</u>	<u>E</u>	<u>C</u>	<u>R</u>	<u>LC</u>	<u>Total</u>
1	Rabi Kafle	Humanity	32	T-1	0	0	5	2	7	14
				T -2	0	0	2	3	5	10
				T-3	1	0	1	3	5	10
2	Rajesh	Humanity	33	T-1	1	1	5	7	10	24
				T -2	1	0	4	8	9	22
				T-3	1	1	4	6	8	20
3	Prakash	Humanity	4	T-1	1	1	3	9	14	28
				T -2	1	2	3	10	14	30
				T-3	1	1	4	8	13	27
4	Arjun	Humanity	42	T-1	1	0	2	4	10	17
				T -2	0	1	1	5	8	15
				T-3	1	0	3	5	5	14
5	Saroj	Humanity	47	T-1	1	1	4	9	13	28
				T -2	1	2	4	9	14	30
				T-3	1	1	4	9	12	27
6	Harimaya Chaudhary	Humanity	38	T-1	1	1	3	10	11	26
				T -2	1	2	4	10	12	29
				T-3	1	1	4	9	10	25
7	Rita	Humanity	7	T-1	0	1	3	4	6	14
				T -2	0	1	2	5	10	18
				T-3	1	0	3	5	8	17
8	Puja	Humanity	35	T-1	1	1	3	8	12	25

				T -2	1	2	5	8	13	29
				T-3	1	1	4	8	13	27
9	Shailaja	Humanity	56	T-1	0	0	2	7	8	17
				T -2	0	0	3	5	7	15
				T-3	1	0	2	6	9	18
10	Sapana Chaudhary	Humanity	52	T-1	0	1	4	6	11	22
				T -2	0	0	3	8	7	18
				T-3	1	0	3	8	9	21
		Total T -1			6	7	34	66	102	215
		Total T -2			5	10	31	71	99	216
		Total T -3			10	5	32	67	92	206
		Ave.T -1			0.6	0.7	3.4	6.6	10.2	21.5
		Ave. T-2			0.5	1.0	3.1	7.1	9.9	21.6
		Ave. T -3			1.0	0.5	3.2	6.7	9.2	20.6
		Total Ave.			2.1	2.2	9.7	20.4	29.3	63.7
		Percentage			52.5	36.66	51.05	63.75	66.59	60.66

<b>BSMC</b>					<b>Cohesive Ties</b>					
<b>S.No.</b>	<b>Students' Name</b>	<b>Faculty</b>	<b>Rollo No.</b>	<b>Tests</b>	<b><u>S</u></b>	<b><u>E</u></b>	<b><u>C</u></b>	<b><u>R</u></b>	<b><u>LC</u></b>	<b><u>Total</u></b>
1	Anupa Tiwari	Education	29	T-1	0	1	1	8	7	17
				T -2	0	1	2	6	10	19
				T-3	0	0	2	7	8	17
2	Dipika Adhikari	Education	6	T-1	0	1	1	8	8	18
				T -2	1	1	3	8	8	21
				T-3	1	0	2	6	10	19
3	Dhan K. Chaudhary	Education	12	T-1	0	0	3	3	6	12
				T -2	1	0	2	7	6	16
				T-3	1	0	1	5	8	15
4	Bindu Chaudhary	Education	49	T-1	0	0	1	3	2	6
				T -2	0	0	1	4	1	6
				T-3	0	0	1	3	3	7
5	Anita Chaudhary	Education	68	T-1	1	1	3	6	11	22
				T -2	1	1	4	8	11	25
				T-3	1	1	2	6	10	20

6	Suk Ram Chaudhary	Education	47	T-1	0	1	1	6	6	14
				T-2	1	1	1	4	6	13
				T-3	1	0	0	4	5	10
7	Krishna Chaudhary	Education	43	T-1	0	0	2	5	3	10
				T-2	1	0	3	6	3	13
				T-3	1	0	1	4	4	10
8	Sunil Sedhai	Education	16	T-1	0	0	0	2	2	4
				T-2	0	0	2	2	6	10
				T-3	0	1	1	3	3	8
9	Samir Thapa	Education	8	T-1	0	0	2	3	5	10
				T-2	0	0	3	2	6	11
				T-3	1	0	2	3	6	12
10	Lelin Kunwar	Education	1	T-1	1	1	4	6	8	20
				T-2	0	1	3	5	6	15
				T-3	1	1	3	7	7	19
		Total T -1			2	5	18	50	58	133
		Total T -2			5	5	24	52	63	149
		Total T -3			7	3	15	48	64	137
		Ave.T -1			0.2	0.5	1.8	5.0	5.8	13.3
		Ave. T-2			0.5	0.5	2.4	5.2	6.3	14.9
		Ave. T-3			0.7	0.3	1.5	4.8	6.4	13.7
		Total Ave.			1.4	1.3	5.7	15.0	18.5	41.9
		Percentage.			35	21.66	30.0	46.87	42.04	39.90

JAMC					Cohesive Ties					
S.No.	Student's Name	Faculty	Rollo No.	Tests	<u>S</u>	<u>E</u>	<u>C</u>	<u>R</u>	<u>LC</u>	<u>Total</u>
1	Sabita Chaudhary	Education	55	T-1	0	0	3	6	4	13
				T-2	0	0	1	3	3	7
				T-3	1	0	1	4	4	10
2	Sadhana Chaudhary	Education	43	T-1	0	1	2	5	4	12
				T-2	0	0	2	4	5	11
				T-3	1	0	1	4	4	10
3	Manju Chaudhary	Education	7	T-1	0	0	1	3	4	8



				T -2	0	0	2	2	3	7
				T-3	0	1	0	4	4	9
4	Shiksha K.C.	Education	9	T-1	1	1	4	7	10	23
				T -2	1	0	1	8	8	18
				T-3	1	0	3	8	8	20
5	Saraswoti	Education	58	T-1	1	1	3	10	11	26
				T -2	1	0	4	8	8	21
				T-3	1	0	2	9	8	20
6	Sanjay Chaudhary	Education	78	T-1	0	0	1	2	2	5
				T -2	0	0	1	4	3	8
				T-3	0	1	0	2	3	6
7	Bhimsen Gopali	Education	59	T-1	0	1	4	7	9	21
				T -2	1	0	3	5	9	18
				T-3	0	1	2	7	5	15
8	Ajaya Chaudhary	Education	56	T-1	1	0	4	4	9	18
				T -2	1	1	2	6	10	20
				T-3	1	1	3	6	7	18
9	Naresh Sharma	Education	5	T-1	1	0	2	8	6	17
				T -2	1	0	4	5	8	18
				T-3	0	1	2	7	5	15
10	Rakesh Thapaliya	Education	62	T-1	0	0	2	4	6	12
				T -2	1	0	4	5	6	16
				T-3	1	1	1	3	4	10
		Total T -1			4	4	26	56	65	155
		Total T -2			6	1	24	50	63	144
		Total T -3			6	6	15	54	52	133
		Ave.T -1			0.4	0.4	2.6	5.6	6.5	15.5
		Ave. T-2			0.6	0.1	2.4	5.0	6.3	14.4
		Ave. T -3			0.6	0.6	1.5	5.4	5.2	13.3
		Total Ave.			1.6	1.1	6.5	16.0	18.0	43.2
		Percentage			40	33.33	34.21	50.0	40.90	41.14