CHAPTER: ONE

INTRODUCTION

This chapter deals with general background of language, language education, history of language education in Nepal, English language education in Nepal, secondary level English education, examination system, language skills, reading skill, review of the related literature, hypothesis, objectives of the study and significance of the study.

1.1 General Background

Human beings are endowed with a very special gift of nature, i.e., language. Without language human civilization as we now know it, would have remained an impossibility. Language exists everywhere where human beings exist - in our dreams, thoughts, prayers, meditations, relations, communication, rituals, etc. Language is the most important means of human communication used to express or share ideas, thoughts, feeling and emotions.

Wardhaugh (1998, p. 1) opines, "a language is what the members of a particular society speak." So, language has no existence without its native speakers. And it is species-specific too, only the human beings possess language. It is language that has enabled human beings to be supersensitive animals in the world. It is the use of language that makes our life bitter or sweet as it is the maker or unmaker of human relationships.

Since human beings are as much talking beings as they are knowing beings, they are always interested in language from their civilization. The earliest thinkers were very much concerned with the composition of physical world. So, language was considered as only a part of human behavior. Although, language did not get any special attention in the beginning of human

civilization, it was never excluded form the field of scholarly interest, as Rajimwale (2003, p. 1) opines, " what is interesting for us in this curious march through questions and enquiries, whether we look at the pre-Socratic philosophy of the medieval thinkers, is that interest in language was always alive."

Various scholars have defined language differently. Oxford Advance Learner's Dictionary, (7th ed., 2000, p. 721) defines language as, " The system of communication in speech and writing that is used by people of a particular country." But nowadays, language is considered as speech, and a language cannot be limited within the border of a country, more than one language can be spoken in a country and a language can be spoken in more than one country.

According to Vershney, (2007, p.1) "In nutshell, language is an organized 'noise' used in actual social situations." Similarly Firth (as cited in Rajimwaie, 2003, p. 3) calls language poly-systematic. Language has different systems e.g., phonological, morphological, syntactic, semantic and so on. Each of these systems is a complex network of sets of rules and relations of mutual dependencies. These units govern and determine other units. That is why, language is called system of systems. This definition stresses on the system of language.

Crystal, (2003, p. 255) opines, " It may refer to the concrete act of speaking, writing or signing …. In a given situation …."   Language is used in a situation without which it remains meaningless. Rajimwale (2003, p. 2) opines , "the supreme importance of language is in its use as a tool- a vehicle of expression, 'a means through which interaction between human beings takes place."

From the above definitions, we can conclude that language is an organized means of human communication used in a given context. And, it may be spoken or written. But many languages in this world do not have written script,

though, they can fulfill communicative needs of their speakers. That is why, language is primarily spoken not written, therefore, language is often defined as ' voluntary vocal system of human communication.'

1.1.1 Language Education

The term "Language Education" combines two broad fields : language and education, where language can be defined as a means of human communication system. It may be oral or written. Education is the next broad field which is a vital aspect of human life. Education means to acquire knowledge or to learn new things. Education is for all-round development of human beings. It is because of education that we have been able to come to this civilized stage of human civilization. Locke (as cited in Sharma, 2007, p. 3) stresses on the importance of education in human civilization by saying "plants are developed by cultivation and man by education". Moreover; like language, education is the next thing that differentiates human beings from other animals.

Education is a broad term under which we can find curriculum of different disciplines prepared to teach students. Similarly, language education also falls under education. Language education covers the area of an educational curriculum related to the mastery of language skills and other related notions like spelling, vocabulary, pronunciation, grammar etc. language education is teaching and learning of language. It can include improving a learner's mastery of her or his native language. However, the term 'language education is more commonly used with regards to secomd language teaching and learning (Retrieved from http://en.wikipedia.org/wiki/Language-education). Language education is a branch of applied linguistics. People need to learn a second language because of globalisation. Connections are becoming inevitable among nations, states and organisations which creates a huge need for knowing another language or more multilingualism. The uses of common languages are

in areas such as trade, tourism, international relations between governments, technology, media and science.

1.1.2 Language Education in Nepal

The history of language education is very old in Nepal, though the history of formal teaching of language is not so long. Before the beginning of formal education in Nepal, mainly Sanskrit language was used to be taught informally as a second language; and other languages like PRAKRIT PALI language was also used to be taught in Nepal. Therefore, we can say that mainly, there were two main streams of language education in Nepal at that time.

Sanskrit language education was influenced by Hindu religion. Sanskrit language education is also called traditional 'Gurukul education'. Gurukul is a Sanskrit term, where, Guru means 'tracher or master' and Kul domain, from Kula, 'extended family'. A Gurukul is a type of school residential in nature,with Shishyas (i.e., Students) living in proximity to the Guru, often within the same house. In Gurukul students recite together, learn from Guru and help the Guru in his day-to-day life such as washing clothes, cooking, etc. (Retrived from http://www.en.wikipedia.org/wiki/Gurukul). It continued until the beginning of formal school education that started in 1910 B.S in Nepal. In Sanskrit language education system, students used to go to the teachers' (who were the holy religious persons) shelter like temples, Kuties etc. to get knowledge. There, teachers used to teach students without taking any fees from students. At that time, 'tuition' was not considered good. Sanskrit education system was also based on caste system, for example Brahmin people were taught about Veda, Philosophy, Ethics, Astrology, Ayurveda, Grammar, Justice, etc; Chhetri people were taught about politics, weapons (mainly how to shoot arrow form a bow), economics, and punishment policy etc. and other castes

were taught about agriculture, animal farming, trade etc.(Adhikari, 2062 pp. 119-121).

Gurukul education dates back to Vedic period from about 1500 to 600 BC (Retrived from htpp//www.oppapers.com/essays/ThIs-Is-A-Research-About-Reading/558433). During the Vedic period most of the education was based on the Veda (i.e., Hymns, formulas, and incantations recited or chanted by priests of pre-Hindu tradition) and later Hindu texts and scriptures. This education included proper pronunciation and recitation of Veda, the rules of sacrifice, grammar and derivation, composition, versification and meter, reasoning including logic, the sciences, and the skills necessary for an occupation. Some medical knowledge existed and was taught. There is mentioned in the Veda of herbal medicines for various conditions or diseases, including fever, cough, baldness, snake bite and others (Retrived from htpp//www.oppapers.com/essays/ThIs-Is-A-Research-About-Reading/558433).

The Gurukul system of education supported traditional Hindu residental schools of learning; typically the teachers' house or a monastery. Education was free, but some students from well-to-do families paid 'Gurudakshina', i.e. Valuable stones like gold, diamond etc. or property given to the Guru afrer completion of their education (Retrived from htpp//www.oppapers.com/essays/ThIs-Is-A-Research-About-Reading/558433).

At the Gurukuls, the teachers imparted the knowledge of religion, scriptures, philosophy, literature, warfare, medicine, astrology and history.

Prakrit Pali language education was related to Buddha religion / Buddhism. Lamas, hermits or holy people of Buddhism, were the teachers of this education system. Buddhist education system was free from caste discrimination / or caste based education system. Gumba and Bihar were the

centre of this education. In Buddhist education system, mainly, Prakrit Pali language, Buddhist philosophy, Tripitak were the main subjects to be taught.

Since the formal school education started in Nepal in 1910 B.S., English language education has been developing gradually in Nepal, although, people were not so interested towards English language education in the first few years. When Janga Bahadur Rana, the first Rana prime minister, went to a tour to Britain in 1906 B.S; he knew that British development had been possible because of education system of Britain. And he decided to give English education to his offsprings and relatives. Then, when he returned Nepal in 1910 B.S, he opened an English medium school at Thapathali. Later on, this school was known as Durbar school. This was the beginning of formal education system in Nepal. At that time, the English language education was limited to Rana family only. From1942 B.S. onwards, Rana prime minister Bir Samsher allowed the children of common people to be admitted to Durbar school. After Bir smasher, Dev Samsher became the prime minster and with the help of the leaders of Nepalese renaissance history Motiram Bhatta and Jayprithibi Bahadur Singh, Dev Samsher opened many language schools throughout Nepal. Since then, Nepali language education started in Nepal. Up to the establishment of democracy in Nepal in 2007 B.S., there was no radical change in education system of Nepal. Democracy provided opportunity for general people to study with great freedom. After establishment of democracy in Nepal, different commissions have been formed for educational development. Nowadays, English and Nepali languages have been taught and learnt as compulsory subjects from Primary level to Bachelor level in Nepal. And other indigenous languages have been taught up to primary level.

1.1.2.1 English Language Education in Nepal

In the beginning when English language teaching and learning started in Nepal in 1910 B.S., some people, specially the Brahmins, opposed teaching English in Nepal, labelling English language as a language of the beef eaters; presently, it is a popular language education in Nepal as it is an international language being taught and learnt all over the world. Because of globalization, the world has become a small village. We people living at one corner of this planet feel very hard to survive in this world without help of the people living in the next corner. Thus, there must be regular contact and interaction among people living in different parts of the world. For this, we need a common language to be used as lingua-franka. As English is the most widely used language in the world, it is being taught and learnt in our country, too, for making our life easy and for different purposes like, communicating with people of other countries who cannot speak Nepali, for getting knowledge about science and technology as most of the books related to science and technology are written in English language, for better future etc. Most of the people are learning English as it is a common language among the people of different speech community. So, now, it has been a must for people to learn English. People want to learn and use English very much rather than learning other indigenous languages. To make our life easy, we must be at least bilingual or multilingual. So, we can say that within a few future decades, in case of human beings, this planet will be for multilinguals only or as Crystal (2000,p.viii) says may be one day English will be the only language left to learn if the same craze of English continues.

1.1.2.2 Secondary Level English Education

Presently, in Nepal secondary level refers to class nine and ten. In secondary level too, the students of each grade have to study and pass the exam of English as compulsory subject. All together students of secondary level have to study

and pass different text books of 800 marks at each grade. The main objective of teaching English at secondary level is to develop all four language skills in students and make them able to communicate with native as well as non-native speakers of English. At the end of secondary level, students have to pass the SLC examination which is also known as 'iron gate' among Nepali students. All of the students have to pass English, as well as other subjects (i.e., Nepali, Maths, Science, Social Studies, Population and Environment Education and other two optional subjects), to get admission for higher education. In the SLC examination, all four language skills are tested differently in compulsory English. The allocation of marks to different language skills, according to specification grid of compulsory English in SLC examination are as given below :

Listening	Speaking	Reading	Writing	Total
10	15	40	35	100

English is the most widely used international language and a vital tool for all students to become successful in local, national and international communication. The two year English curriculum for secondary level has two main objectives: one is to enable students to exchange ideas with people of any nationality who speak or write English, and the other is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English.

With these main purposes, secondary level English curriculum has been prepared in order to make the grade nine and ten courses more applicable to society, both in Nepal and outside world. In this curriculum language is viewed as a skill which allows one get things done. Therefore, compulsory English textbook of secondary level is based on different language functions such as

expressing likes and dislikes, good wishes, requesting, advising and suggesting, etc.

The grammar is inbuilt with the structure of language functions. That is why, students are expected to internalize grammar rules naturally, and use the language both in spoken and written expression correctly as well as appropriately. As in primary level, the functions remain the same at this level too, but they are recycled with an increasing expansion of structure, vocabulary and register. In nutshell, it is hoped to support, promote and strengthen the aspirations and interests of the nation in English through the curriculum at secondary level.

1.1.3 Secondary Level Curriculum of Compulsory English

English is the major world language and it is the means of communication globally. Thus, it is a vital tool for all students to become successful in communication as well as for their successful career. English is taught in all schools of Nepal.

The curriculum has been prepared with the two main purposes, i.e., a) to enable students to exchange ideas with people of any nationality who can use and understand English and to expose the students to the vast treasure of knowledge and pleasure available in English, b) to make the Grade nine and ten courses more applicable to society, both in Nepal and outside world.

As language here is seen as a skill that allows one to get things done, things to be done by language are described as language functions like: likes and dislikes, good wishes, greeting, suggesting and advising, etc.

This curriculum also includes a variety of genres; poems, monologues, dialogues, stories, etc. And different instructional techniques, for example demonstration, role play, dramatization, simulation, group work, discussion,

inquiry, discovery, etc, and different evaluation techniques to access all language skills separately have been recommended.

1.1.3.1 General Objectives

The general objectives of teaching English are to enable students to: (Source: Secondary Education Curriculum vol.I,2064p.21)

a)   develop an understanding of and competence in spoken English,

b)   communicate fluently and accurately with other English speakers,

c)   develop competence in understanding a variety of reading texts.

d)   gain the skills necessary to write appropriate and effective English,

e)   develop an ability to use simple reference materials,

f)   read, appreciate and enjoy literary texts, and

g)   develop an awareness of contemporary social values and norms relevant to Nepal.

1.1.3.2 Specific Objectives of teaching English for grade 10 students

At the end of grade 10, students should be able to integrate receptive, i.e, listening and reading, and productive works, i.e., speaking and writing, in four major skills .

a) Listening:

Students should be able to show understanding of a variety of authentic listening text. Specifically, they should be able to:

- Listen to spoken text, understand the gist and receive general information from it.

- Record in note or make summary from the main points of spoken message.

- Respond appropriately to spoken direction or instruction.

b) Speaking:

Students should be able to speak fluently and accurately in variety of authentic situations, specifically, they should be able to:

- Speak clearly within the structural and lexical levels of the grade 10 curriculum.

- Engage effectively in informal discourse, using appropriate discourse devices (e.g. pauses, tags, questions, etc.).

- Communicate appropriately in a variety of formal and informal situations.

- Engage in group discussion, expressing opinions and arguing a point of view effectively.

- Narrate a sequence of events or process.

- Convey simple message effectively using common phrases proverbs, idioms and metaphorical expressions.

) Engage in group discussion using closed, open and alternative types of questions.

) Express a range of emotions using appropriate phonological features.

c) **Reading:**

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically, they should be able to:

) Read short text intensively for detail understanding.

) Show understanding of the underlying themes and ideas of texts.

) Show understanding of an argument.

) Retrieve specific information from texts to synthesize and analyze by means of variety of reading techniques, e.g., skimming and scanning.

) Identify the structure and organization of paragraphs and longer texts through developing an awareness of cohesive devices (e.g., thus, that's why, in this way etc.).

) Anticipate the likely continuation of the interrupted text.

) Appreciate literary text of an appropriate level.

) Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.

) Use an authentic English dictionary/thesaurus effectively.

) Interpret information presented in diagrammatic forms (pie chart, graph chart, bar/column chart, table, etc.).

d) Writing

Students should be able to produce a variety of written texts: cues for the production of these will range from controlled to free. Specifically, students should be able to:

- Express ideas in clear and grammatically correct English, using appropriate punctuation.

- Plan, organize and develop paragraphs and essays.

- Narrate a sequence of events or process.

- Use appropriate format and layout to produce a variety of texts.

- Transfer information from tables, charts and diagrams to prose or vice versa.

- Produce a variety of authentic texts types (e.g. personal, official and business letters, job application, CVs/bio-data, news stories and articles, rules regulations, advertisements notices such as:condolence, congratulation, invitation, greeting).

- Make notes on a variety of texts.

- Write about personal experiences and opinions creatively.

- Compose dialogues.

1.1.4 Textbook of Grade 10

Generally, a textbook or course book refers to a manual of instruction in any branch of study which is produced according to the demands of educational institutions. Specially, textbooks are materials used in teaching by schools and

or colleges. Mainly, a textbook is a document that reflects the objectives and teaching items set in the syllabus. The textbook is one of the most important tools for effective and efficient teaching- learning process. It is used to guide and support teaching and learning process. It is an economical device prepared for achieving the objectives of a particular syllabus.

The content of the secondary level curriculum can be seen as set of functions realized linguistically by grammatical structures and lexical items. A matrix showing the relationship between these elements, together with the approximate number of period to be allocated to each, is shown in the following pages.

S.N.	Functions	Language	Periods
1	Reproting statements	He told me (that) he was leaving.	8
2	Reporting questions	Gita asked me where Hari was. She asked me if he was at home.	10
3	Reproting commands	The head teacher told me to come school at ten o'clock.	8
4	Giving and withholding permission	You can…….but you mustn't ….. Let her sit here. Don't let them write in the book.	6
5	Rporting giving and withholding permission	I'm allowed to stay at home on Saturday. They're not permitted to	6

		enter through this gate.	
6	Giving advice/warnings	You should…./You ought to…. Why don't you…..? You are not allowed to …. You can't ………. You mustn't ………	8
7	Expressing conditions (1)	If you play volleyball you'll be late. If you don't eat you'll be hungry.	6
8	Expressing conditions (2) (Unless, had provided, that, if only)	Unless Sita could sing, she would not be very popular. If he had not come to Nepal he would not have seen Mt. Everest. If Prasad weren't the captain, the team would play better. Had he invited me I would have attended the party.	10
9	Asking for reasons, purposs and their responses (because, because of, so that, for, to/in order to, therefore etc)	Why did you go to Pokhara? I went to Pokhara because…. Why are the tigers disapearing? Because of the deforetation, ….	7

		Why do you go to the bank?	
		I go to the bank so that I can….	
10	Expressing unexpected results (though/although/even though, however, in spite of, despite etc)	Although he is rich, he wears rags. The water was icy cold, however, we went swimming.	6
11	Describing	**i. Causative:** I made him do it. I got the boy to bring the chair. She had her brother clean the room. Dolma and Ali wer made to arrange the classroom. **ii. Voice:** Ram kicked the ball. The beggar was given some food and clothes. **iii. Relative pronouns** (who/m, whose, that, which, etc)	12
12	Expressing preferences	You go to the movies, I'd rather stay home tonight. I prefer tea to coffee. She likes living in Ilam	6

		better than living in Kathmandu.	
13	Talking about personal experience	I have been to Solu. I have seen the sea. I have talked to the Prime Minister.	7
14	Talking about the past (1): narrating past events	Maya lived in Kathmandu twenty years ago. I had done my homework before I went to bed.	7
15	Talking about the past (2): interrupted Continuous action	Sita was walking along the road, when the lightening struck the house. While Ram was playing. It started to rain. She had been living there for five years before she met Gita.	6
16	Talking about the past (3): Comparing past and present	When I was young ……I used to …. But now I ………..	7
17	Confirming and denying	They come from London. So, do I/so does Bill. She didn't wear jeans then. Neither did I/Neither did Anju. I don't agree. I' m not sure (that) I	6

		agree/I don't think so. Prema had a bath yesterday, didn't she? No one is ready, are they?	
18	Agreeing and disagreeing	You're right. That's a good idea. I don't agree with that, I don't think that's correct.	6
19	Indicating time and motions	Prepositions of time: at, in, on, till, since, for, etc. Prepositions of motions: through, from, off, into, along etc.	10
20	Interpreting tables, graphs, charts, diagrams etc.	The table/diagram shows that … According to the table/diagram	8
	Total		**150**

Source: Secondary Education Curriculum, Vol. I, 2064, pp. 26-29

The book is a communicative text book. Thus, it has included all the language functions mentioned in the curriculum under nineteen units.

1.1.5 Language Skills

Language is a vital means of human communication system. And, by 'skill' we mean the ability to do something. Language can be used in various modes and manners. These various modes and manners of using language are called

language skills. Thus, learning language means getting mastery over all the language skills. The four basic language skills are as follows:

- Listening
- Speaking
- Reading
- Writing

The above mentioned skills are in natural order of the development of language skills. When a child is born he/she hears other people speak and tries to speak what he/she has heard. Then, the child goes to read and write. That is why, listening, speaking, reading and writing; this order is the natural and psychological way of language acquiring and learning. And language learning means to be able to listen the language, to speak the language, to read the language and to write the language.

Richards et al. (1999, p.205) define language skills as, "…the mode or manner in which language is used." They further say, "sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills."

Therefore, these skills can be divided into active vs. passive or productive vs. receptive. Active and passive distinction of language skills is relative. Though, Richards et al. have grouped reading skill under passive skill, it can also be an active skill according to the way of using this skill.

So far as a question of receptive vs. productive skills is concerned, receptive skills are involved in receiving message, and productive skills are involved in the production of language for conveying message. And in language acquisition, receptive skills precede productive one. It is impossible to develop productive skills without developing receptive skills, for example without developing listening skill no one can acquire speaking skill.

Both language acquisition and learning are the ways of developing ability in language skills. But it is believed that the way of developing ability in the first language is different from the way we develop language skills in the second/ or foreign language. According to Richards and Rodgers (1995, p.131) "Formal teaching is necessary for 'learning' to occur, and correction of errors helps with the development of learnt rules. Learning ...can not lead to acquisition". In this sense, it is obvious that, the way one develops skills in a second/or foreign language is called language learning.

1.1.5.1 Reading Skill

Simply, reading is decoding or deciphering print, or understanding, interpreting or making sense of a given text. It is the amalgamation of visual and non-visual experience or behaviour. It is true that reading is an important tool for people of many societies allowing them to access information which might have otherwise been unavailable.

The history of reading dates back to the invention of writing during the forth millennium BC. (Retrieved from http://www.en.wikipedia.org.wiki/reading-_skills_acquisition). Before the development of print text and industrial revolution only a small percentage of the population was able to read the written text. But now, reading has become an important way for general people to access information. In the past, only a few people of most of the societies were literate except some of the pre-modern societies like classical Athens and the Islamic Caliphate. But later, because of the wide spread adoption of paper and the emergence of Madarasah and other educational institutions played a fundamental role in development of reading (Retrieved from http://www.en.wikipedia.org.wiki/reading_skills_acquisition). In case of Nepal, holy places of the Hindu, like Kanshi and Banaras of India were the centre of education. Except some rare cases, mostly the Brahmin people used to go to

these holy places, and used to get opportunity to become literate. The establishment of democracy in 2007 B.S. in Nepal played vital role in development of reading by providing the Nepalese an opportunity to be literate.

Reading is a complex cognitive process of decoding written symbols for the intention of deriving and/ or constructing meaning. It is also mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Reading is also a means of language acquisition, of sharing ideas, and of communication. Reading can also be defined as a complex interaction between the text and the reader as this interaction is shaped by the reader's prior knowledge, experience, attitude and the language community of the reader. Richards et. al. (1999, p.306) define reading as, "perceiving a written text in order to understand its contents." Reading is an active and a receptive skill. We receive information when we read. We read in order to obtain information which is presented in a written form. Reading is also interwoven with other language skills, such as written script must be recognized while reading.

Generally, purposes of reading can be acquiring meaning of a written text, obtaining information. Purpose of reading depends up on the need of the reader.

Reading also refers to gathering information and increasing one's professional knowledge from the graphic symbols. The reader should be actively involved in order to receive information. Thus, reading is an active language skill. In reading process, the reader recognizes the graphic symbols, vocalizes them and gets the message that the writer wants to express by means of these symbols.

1.1.5.2 Reading Comprehension

Reading comprehension means understanding a written text through reading. Understanding a written text means the process of extracting the required

information form it as efficiently as possible. To comprehend the meaning means to extract from the printed patterns three levels of meaning: lexical meaning (the semantic content of the words and expressions), structural or grammatical meaning (deriving form interrelationships among words or parts of word or from the other words).

So, we can say that the understanding that results from perceiving a written text is called reading comprehension. Comprehension is the ability of readers to construct meaning from any piece of written or printed text. To be to the point, the purpose of reading is comprehension, i.e., to have the ability to gather meaning from the printed page.

Reading comprehension depends on the linguistic ability, which means that someone has the ability to grasp different languages and to speak them after hearing them or seeing them written down, of the reader and how he activates his linguistic ability while reading. Thus, the ability to activate ones' linguistic ability is vital in comprehending a text. Adopting different reading strategies, i.e., a plan or action intended to accomplish a specific goal of reading, contributes remarkably to gain reading comprehension. Reading comprehension can be taken as a skill. It is the skill of understanding the writer's intended meaning. It is also seen as the way a reader formulates ideas associating what he understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meanings a reader derives from the text and his purpose of reading it.

1.1.5.3 Types of Reading

Reading is an intensive process in which the eye quickly moves to assimilate the text. While reading, the reader actually sees very little letters/words accurately. Thus, visual perception and eye movement should be understood to

understand reading process. There are several types and methods of reading on the basis of kinds of reading materials and purpose. According to Wikipedia, the free encyclopedia (Retrieved from http://www.en.wikipedia.org.wiki/reading_skills_acquisition), the following are the types of reading :

a) Subvocalized : Subvocalized reading combines sight reading with internal sounding. It is " a type of reading …in which the reader pronounces words silently while reading. Sometimes also making slight movements of the tongue, lips and vocal cords", (Richards et al., p. 364, 1999). Though, advocates of speed reading claim it can be bad habit that slows reading. But it can be very useful while reading difficult texts.

b) Speed reading : It is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension. In speed reading, readers have to use effective eye movements while reading and use better ways of understanding words and meaning of written text.

c) Proofreading : It is a type of reading for the purpose of detecting typographical errors. The speed of proofreading depends on practice. Generally, professional proofreaders acquire the ability to do this at high speed. And while proofreading, comprehension may be largely suspended except when need to select among several possible words that a suspected typographic error allows.

d) Structure-Proposition-Evaluation (SPE) : This method is mainly for non-fiction treatise and it is popularized by Mortimer Alder (Retrieved from http://www.en.wikipedia.org.wiki/readingskills_acquisition). While reading non-fiction treatises one reads a text for the structure of the work, for the logical proposition made by the writer and for evaluation of the merits of the arguments and the conclusion. In this method,

suspended judgment of the work or its argument is used until these arguments are fully understood.

e) Survey-Question-Read-Recite-Review : This method of reading is also known as SQ3R method. This method starts with surveying the materials and is followed by some questions which give readers some tasks to be solved or some purposes to read. Then, the readers actually read the text, recite it and make review of what they have read. It can be compared with what we call pre-reading, while reading and post-reading.

f) Multiple Intelligences Based Method : This method draws upon the reader's diverse ways of thinking and knowing to enrich his/her appreciation of the text. Although, reading is fundamentally a linguistic activity : a reader can basically understand a text without adopting other intelligences, for e.g. visual (mentally seeing characters or events described). Most of the readers already use several intelligences while reading constantly or after every paragraph. And this can result in more vivid or memorable experience.

g) Rapid Serial Visual Presentation : This is also called RSVP in short. This reading involves presenting the words in a sentence one word at a time at the same location on the display screen. RSVP controls for differences in readers' eye movement, and it is often used to measure reading speed in experiments. It is limited to intra-word saccade rather than inter-word saccade.

We read for different purposes, like for pleasure, for information, etc. Generally, reading can categorized on the following bases :

- on the basis of focus during reading

- on the basis of general purpose of reading

- on the basis of speed

- on the basis of noise.

a) **On the basis of focus during reading**

On the basis of focus, reading can be of two types. They are: Skimming and Scanning

Skimming : It is used to understand the gist or main idea. And it is a rapid type of reading. Readers run their eyes over the text noting important information. It is done quickly to get up to speed on a current business situation. It is not essential to understand each word when skimming. It implies a definite reading competence. We read the main ideas of a passage without reading it fully, guess the main idea of it from a few key words. We look only at the key words (nouns, verbs, adjectives and adverbs). We go through the reading materials quickly in order to get the gist of it to know how it is organized or to get an idea of the intention of the writer (Grellet. 2008, p.19,).

Scanning: Scanning is used to find a particular piece of information. The reader runs his or her eyes over the text looking for the specific piece of information he/she needs. One uses scanning while reading schedules, meeting plans etc. in order to find the specific details that he/she requires. The reader do not worry while scanning if he/she sees words or phrases that he/she does not understand. In scanning readers try to locate specific information. They let their eyes wander over the text until they find what they are looking for, whether it be a name or date or specific piece of information. The main point is that the readers need not to waste time reading every word in the text carefully. This skill does not require a complete understanding of the text.

b) On the basis of general purpose of reading

There are two types of reading on the basis of general purpose. They are described below:

Intensive reading: It is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. It is used to grasp the details of a specific situation. It is a reading undertaken solely for language study. It involves depth reading, pausing, regression, and appreciation. It is also called study reading under the guidance of a teacher. The amount of comprehension is high but the speed is slow in this study. It aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. Thus, in intensive reading the students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations.

Extensive reading: It is used to obtain a general understanding of a subject and includes reading longer texts for pleasure and as well as reading business texts. In this type of reading readers feel free and comfortable from the text. The aim of this reading is to get the learner to read for enjoyment. Extensive reading is useful for supplementary reading, such as short stories, novels, magazine and news article. It is also known as independent reading. Extensive reading is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment without the aid of the teacher. Thus, extensive reading is a type of reading silently and quickly in order to understand the subject matter, to derive the meaning as a whole without necessarily detail understanding.

c) On the basis of speed

On the basis of speed of reading, reading can be of two types. They are:

Slow reading: Slow speed reading consists of the techniques to teach students to read slowly and to achieve a greater degree of understanding of what they read. Readers are usually trained to use their eyes slowly when reading and to use better ways of understanding words and meanings in the written texts. It is occurred in the first stage of reading and occurs automatically.

Rapid reading: It is also known as speed or fast reading. It is always silent because reading aloud always checks speed of reading. It consists of the techniques to teach people to read more quickly and achieve a greater degree of understanding of what they read. It is mainly used for the purposes of perspective, evaluation and review. It helps the reader to develop their reading speed and the reader can accumulate a lot of information. The reader should have quick, unhindered movement of eyes, un-repeated jump block by block or sentence by sentence to improve their reading speed.

d) On the basis of noise

On this basis, reading can be categorized into the following two types:

Reading aloud: It is also known as oral reading and involves both mental and physical process. It enables the students to read with correct pronunciation and intonation, and various sense organs, like eye, ear, and mouth are at the work while reading aloud and their proper co-ordination makes reading pleasure. It is worthwhile to teach loud reading through word pyramid technique, i.e. practice reading the text with smaller units and gradually proceed to the higher combinations.

Silent reading: It is "perceiving a written text in order to understand its content", (Richards et al., 1999, p.112). It contrasts to loud reading and requires at the advance level. It aims at pleasure and profit. Its other aims are to be able to read for interest and to get information. In silent reading, readers understand message through the graphic system by eyes. A good silent reader does not allow the lips move but perceives the ideas from his/her mental process.

1.1.5.4 Stages of Teaching Reading

There are three stages in teaching reading. They are as follows:

a) **Pre-reading Stage** : This is the first stage of reading comprehension. This stage is also known as warm up/or preparatory stage. At this stage, students are prepared for reading a given text smoothly. Students are asked to prepare themselves for the task with the topic of reading passage. The teacher may provide some vocabulary items, display the picture related to the text and may ask students to guess the meaning of the vocabulary items, and guess the topic of the text. It is a kind of brain-storming. The activities involved at this stage are as follows:

⟩ Vocabulary introduction,

⟩ Guiding questions,

⟩ Guessing meaning ,

⟩ Title speculation,

⟩ Setting the scene,

⟩ Related topic discussion and

⟩ Cultural explanation, etc.

b) **While-reading Stage** : This is the actual stage of reading. At this stage students are asked to read the given text loudly or silently and to do the

given tasks. The teacher can ask them to summarize the passage, and find out the gist of the passage. All language skills are involved at this stage. The activities involved at this stage are as follows:

-) Reading silently,
-) Reading aloud,
-) Skimming,
-) Scanning,
-) Comprehension checks, and
-) Reading and re-reading, etc.

c) **Post-reading Stage** : It is the last stage of teaching reading comprehension where different follow up activities are done to check students' reading comprehension of the text. At this stage, too, all four language skills are involved. It makes sure that students understand the reading text. The activities involved at this stage are as follows:

-) Comprehension questions,
-) Summarizing,
-) Discussion,
-) Developing the main theme,
-) Answering the questions orally or in written form, and
-) Retelling the passage, etc.

1.1.6 Examination System

In our country, the history of examination is not very old. In the past, especially in Sanskrit system of education, the students who failed to memorize whatever they heard from their teacher's lecture were supposed to have failed the

examination. This education system gave emphasis on rote learning. Students had to memorize all the book by listening to their teacher's lecture . Moreover, written examination was ignored as examination was in oral form; specially in Nepal, real examination system started from the establishment of English school, known as Durbar School, when Jang Bahadur Rana returned from England in 1910 B.S.

Examination can be defined as a procedure of evaluation, which is the process of determining to what extent the educational objectives are really being realized. In other words, examination is a tool for determining to what extent student have learnt the subject matter taught to them in a certain period of time. It tests only the understood or crammed things / facts/or subject matter. It does not analyze the cause of failure or weakness. It is administered at a certain period of time only. But evaluation is a continuous process and covers larger area. Examination can be written or oral. Evaluation can be mentioned through the following formula:

Evaluation = Quantitative description + qualitative description + value judgment

In language education if only formal examinations are conducted, it is not possible to evaluate the level of competence of the students accurately at the end of each lesson as well as throughout the year. Therefore, students should be assessed continuously in addition to formal examinations. And examination system of a language curriculum should not only measure what students know about the language. Moreover, it should measure how students use the language, for this purpose test such as composition, dictation, note taking, oral interview, etc. can be applied.

As the secondary level compulsory English curriculum is entirely based on language skills, and the language skills are considered as different areas of

learning; for the examination of compulsory English, the test item developer has to design different types and numbers of valid test items required to measure different language skills. Twenty five percentage weightage is given to listening and speaking skills which are tested practically and seventy five percent weightage is given to reading and writing skills in the examination of compulsory English in the SLC exam (Secondary Level Exam Specification Grid 2008). To be more specific, ten marks is allocated to listening skill. For testing listing skill , recorded texts are played and multiple choice, fill in the gaps, True/ false, tick the correct picture/ answer and ordering types of questions are asked to the students. But for the students with speaking and hearing difficulties, paragraph writing or preparing a readable story form given outlines are asked. Fifteen marks is allocated for speaking skill. And to test speaking skill, students are asked the following types of questions:

- Interview / conversation
- Cued situation,
- Storytelling,
- Describing pictures, charts, maps and a sequence of events.

Anyway, for students with speech and hearing difficulties unseen comprehension passage is asked.

Reading test covers forty marks. Under reading test, two seen passages which carry 5 + 10 marks and two unseen passages which carry 10+15 marks are asked. Altogether, seen passages cover fifteen marks and unseen passages cover twenty five marks. And thirty five marks is allocated for writing skill test. In writing, two types of test items are asked; in this test, two types of guided writings cover twelve marks, free writing (one question is asked) covers twelve marks, and grammar covers eleven marks.

(Source : Secondary Level Exam Specification Grid-2008)

1.2 Review of the Related Literature

Giri (1995), carried out research on " People's Attitude Towards the Existing SLC Examination in Nepal." The population of the study consisted of different groups of people: administrators, headmasters, teachers, students and guardians from Kathmandu and Morang districts. He found that only 44.37 percent people had good attitude toward the SLC examination of Nepal while 55.63 percent people were not satisfied with it.

Khanal (1999), conducted research on " A Study on Attitude of Secondary Level Students Towards Learning English." Twenty students, ten students form each grade, were the population of the study. He concluded that the students had negative attitude towards the teaching method used in the class. His research does not show the degree of negative attitude towards learning English.

Kshetree (2001), carried out research on " A Study on the Wash back Effect of the SLC Examination ", and found that the secondary level English teachers were not much informative. Only 24 percent used communicative method to teach English, and English performance of the students was poor. And almost all (98 percent) students were found to be studying in coaching centres and 90 percent of students were found to be taking tuitions for the preparation of the examination.

Sharma (2007), carried his research on " SLC English Examination Specification Grid: Comparision Between 1999 and 2006" . He concluded that the SLC English specification grid -2006 was more unscientific and insufficient in comparision to the grid of 1999 because the grid of 2006 aimed to evaluate the students' knowledge only from 40 percent course leaving 60 percent course of grade nine.

Gyenwali (2007), conducted research on , "English Teachers' Motivitional Techniques: A Case for Selected Public Schools in Dang (Deukhuri), for his study he selected forty students and five teachers from purposively selected public schools of Dang. He concluded that most of the teachers had been found teaching English without using teaching materials and warm up activities in the classes. Therefore, the students were not found interested to teaching and learning activities. He also found that teachers were not using motivational techniques in the classes but their perception on using different motivational techniques were found useful.

Khatiwada (2008), carried out research on " A Study on Content Validity of Grade 10 English Textbook". And he found that, "the text , in general, covers all the objectives set in the curriculum." He also found that the textbook did not follow the maxims of teaching to some extent.

Neupane (2008), carried out research on "The Study of Attitudes Towards the English Language", for his research study, he selected six groups of people: Teachers and headmasters, school supervisors, students, parents, and district education committee members of Gulmi district to collect data. He found that all respondents had positive attitudes towards English to be taught and learnt as compulsory subject in Schools.

Panthi (2009), carried out research on " Master Level Students' Study Habit of Prescribed Textbooks". He selected one hundred and four students from different campuses of Kathmandu valley. And he found that 'the first priority of the students in reading materials is prescribed textbooks and secondary priority is given to lectures notes and guidebooks. He also concluded that 'tuition classes discourage students' habit of reading because they are exam oriented and teachers provide notes to the students.'

Pokhrel (2009), did her research entitled" Relevance of Radio and Television Support Programme in SLC Exam". For this research, she selected 15 secondary level schools of Surkhet. And she concluded that English is regarded as the complex subject in community schools and there is high failure rate in English subject. So, SLC support programme is essential in the present as well as in the future circumstances.' She also found that such radio and television SLC support programmes helped to increase pass percentage of SLC exam in Surkhet District.

Thus, a number of research works have been carried out regarding secondary level education, attitudes towards learning English, teaching methods, effectiveness of teacher training , wash back effect of SLC exam, relevance of SLC support programme. But no single work has yet been carried out to find out whether the students of grade 'x' pass the exam of compulsory English in the SLC Examination by reading the prescribed textbook or the supplementary materials. This is the first attempt to check whether the secondary level students of Surkhet study the prescribed textbook or not.

1.3 Hypothesis

Most of the secondary level students of Surkhet district pass the exam of compulsory English by reading the prescribed textbook.

To test this null- hypothesis the researcher had formed the following alternative hypothesis:

Most of the secondary level students of Surkhet district pass the exam of compulsory English without reading the prescribed textbook.

1.4 Objectives

The objectives of the study were as follows:

a) To test whether the students read the prescribed textbook or not.
b) To find out the cause of reading other materials for the exam of compulsory English rather than reading the text book in the SLC examination.
c) To suggest some pedagogical implication.

1.5 Significance of the Study

The present study is useful for those involved in the field of English Language, who have been teaching and learning English. It will be important for the teachers teaching compulsory English at secondary level as well. The research study is expected to be beneficial for those future researchers who want to carry out research in the similar areas. The findings will be beneficial for language planners, curriculum designers, textbook writers, subject experts, examiners, English language teachers and students as well.

CHAPTER: TWO

METHODOLOGY

The researcher followed the following methodology to achieve the objectives of the study and to carry out the research study.

2.1 Source of Data

In the process of this study, the research data were collected from both primary and secondary sources.

2.1.1 Primary Sources of Data

The primary source for collecting data were the responses made by the secondary level English teachers and the students of grade ten of Surkhet district. He also applied an interview schedule to the selected guardians of the sampled students.

2.1.2 Secondary Sources of Data

Besides primary sources of data, the researcher also studied compulsory English textbook for grade x published by Janak Shiksha Samagri Kendra and secondary level curriculum of compulsory English designed and published by curriculum development center, different books, journals, articles, research reports related to the topic. He also consulted internet web site to find more information related to the topic. The research books related to second language learning and teaching, language and linguistics ,and secondary level education system were greatly consulted, e.g., Varshhey (2007), Mchay et al. (2009) Rajimwale (1997), Gas and Selinker (2009), Crystal (2003), Richards et al. (1999), etc.

2.2 Population of the Study

The population consisted of all the students of grade x and secondary level English teachers of Surkhet district.

2.3 Sample Population of the Study

It is true that sampling is very challenging and the most important aspect of any research study. It is because, a small group should represent the large whole. For this research study, the researcher randomly selected fifteen secondary schools (see Appendix-iv), and from each school six students (three boys and three girls), who had recently passed compulsory English in the SLC-Test exam-2067, were randomly selected as informants. All secondary level English teachers of those schools were also the informants. And two guardians of the student of class x from each of these schools were also randomly selected. All together there were ninety students, at least fifteen secondary level English teachers and thirty guardians as sample population.

2.4 Tools for Data Collection

In the process of data collection, interview schedule and questionnaire were used by the researcher. He prepared both open - ended and close-ended questions to collect information about whether the students read the prescribed text book or not, and to find out the cause of not reading the prescribed text book. To test whether the students read the textbook of compulsory English or not, the researcher asked them a question, i.e., **'How often did you finish reading the textbook of compulsory English?**, with the following alternative answers:

    a) once
    b) two times

c) three times

d) didn't read the textbook.

2.5 Process of Data Collection

For collecting the data, the researcher studied different articles, journals books and curriculum for grade x and prepared questionnaires for the students, guardians and teachers.

Then, for fairness, the researcher personally visited the selected schools of Surkhet district and interviewed the informants and also administered the questionnaires to the informants then he collected all the questionnaires form the students, teachers and guardians.

2.6 Limitations of the Study

Here, in this study mainly, the researcher intended to check whether the secondary level students study the compulsory English text book or not ; and if they didn't read the textbook, he was going to analyze and find out the causes of not reading the prescribed text book with the hypothesis. Many things are involved under secondary level education, thus, it is impossible to include all these things within this small research. So, the study had the following limitations.

- This study was limited to only fifteen secondary level schools of Surkhet district.
- Only six students (three boys and three girls) were selected from each school.
- This study was limited to views of selected teachers, students and guardians of the selected fifteen secondary level schools only.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis and interpretation of the data is made on the basis of the following subtopics:

3.1 Analysis of the Students' Response

To accept or reject the hypothesis by applying x^2 test, the researcher had asked the question, "How often did you finish reading the textbook of compulsory English?", with the following four alternatives: a) once b) two times c) more than two times d) didn't read the textbook

The students' response to the question is presented in the following table:

Alternatives	Frequency
Once	14
Two times	9
More than two times	3
Didn't read the book	64

As frequency must be higher than 10 to apply chi-square test, the researcher has categorized these alternatives into two categories as: students who read the book and students who didn't read the book.

This can be presented in the following table:

Table No.1

Frequency of the students reading and not reading the textbook

Students	F
Who read the book (A)	26
Who didn't read the book (B)	64

We know that,

$$X^2 \ X \ \frac{(O_i \ Z E_i)^2}{E_i}$$

Where,

X^2 = Chi-square

Oi = Observed frequency

Ei = Expected frequency

(source : Kothari. 2007, p.285)

Here,

Grand total No. of student = 90

The question has 4 alternatives. Thus, the probability of the students who read the textbook (A) = 3/4 and probability of the students who did not read the textbook (B) = 1/4

Thus,

E_i for A = 3/4 x 90 = 67.5

E_i for B=1/4 x 90 = 22.5

Students	O_i	E_i
A	26	67.5
B	64	22.5

Here, d.f. = (c-1) (r-1)

=   (2-1)   (2-1) = 1x1= 1

The value of x^2 can be worked out at follows:

Students	O_i	E_i	$O_i - E_i$	$(O_i - E_i)^2$	$\frac{(O_i - E_i)^2}{E_i}$
A	26	67.5	-41.5	1722.5	25.52
B	64	22.5	41.5	1722.5	76.56

Thus,

$$X^2 \text{ X } \frac{(O_i - E_i)^2}{E_i} = 102.08$$

Calculated x^2 =102.08

The table value of x^2 for 1 degree of freedom at 5 percent level of significance is 3.841.

As calculated value of x^2 is higher than the table value, it supports the H_a

and rejects the H_0.

Students' responses to the structured interview schedule is presented in the following table:

Table No. 2

Students' responses to the structured interview schedule

S.N.	Question	Alternatives	F	%
1	How many units are there in the compulsory English textbook?	A: 10	-	-
		B: 15	8	8.89
		C: 20	51	56.67
		D: 19	31	34.44
2	How many poems are included in the book?	A: 3	6	6.67
		B: 5	35	38.89
		C: 6	17	18.89
		D: 7	32	35.56
3	How many listening texts did your teacher teach?	A: all of the listening text.	10	11.11
		B: most of them	13	14.44
		C: some of them	55	61.11
		D: none of them	12	13.33
4	Which book does your teacher follow while teaching compulsory English?	A: Our English Book for Grade x	12	13.33
		B: Different practice books	18	20
		C: Both A and B	60	66.67
		D: If any mention....	-	-
5	Which book do you consult while preparing	A: Textbook only	-	-
		B: Different practice	24	26.67

	for your SLC exam?	books		
		C: Practice book and note	51	56.67
		D: Textbook and guide book	15	16.67
6	If you do not read the textbook, why don't you read it?	A: It does not cover all questions	63	70
		B: It is very difficult to understand	9	10
		C: There is no use of reading textbook in the exam	18	20
		D: If any other mention……..	-	-
7	Which book should be taught at your school for better result in the SLC exam?	A: Textbook	-	-
		B: Practice book	12	13.33
		C: Both A and B	60	66.67
		D: Practice book and other materials	18	20
8	What will be your SLC result if you read the textbook only?	A: Good	42	46.67
		B: Better	6	6.67
		C: Best	3	3.33
		D: Bad	39	43.33
9	To what extent, you are satisfied with the exercises given in the textbook?	A: 100%	3	3.33
		B: 75%	27	30
		C: 25%	45	50
		D: Not satisfied at all	15	16.67
10	How is the level of	A: Very complex	3	3.33

		B: Complex	51	56.67
	exercises given in the textbook?	C: Simple	24	26.67
		D: Haven't read the book	12	13.33
11	How do you get the book in case of passing the exam?	A: Very useful	2	2.22
		B: Useful	72	80
		C: Not useful at all	16	17.78
12	In your opinion what should be done to encourage the students like you to read the textbook?	A: Simple language should be used.	15	16.67
		B: The textbook should be modified.	39	43.33
		C: Instead of the textbook, one of the practice book should be presceibed.	18	20
		D: All the questions should be asked from the book in the SLC exam	18	20

Altogether nineteen units are included in the textbook of compulsory English of Grade 10. But only 33.33 percent (i.e., 31) students gave the correct answer. 8.89 percent (i.e., 8) students answered that there were 15 units and 56.67 percent students answered that 20 units were included in the textbook. This shows that most of the students did not even know the number of units included in the textbook.

Then, in the response to the question "How many poems were included in the textbook?", only 35.56 percent (i.e., 32) students gave the correct answer that

there were seven poems in the textbook, and 6.67 percent (i.e., 6) students answered three, 38.89 percent (i.e., 35) students' answer was five, and 18.69 percent (i.e., 17) students' answer was six poems were included in the textbook. This shows that most of the students, i.e., 64.44 percent, didn't know the number of poems included in their compulsory English textbook.

In answer of the question "How many listening text were taught to them?", most of the students' (i.e., 61.11 percent) answer was only some of the listening texts were taught to them. 14.44 percent (i.e., 13) students answered that most of the listening text were taught to them, 13.33 percent (i.e., 12) students answered that none of the listening text were taught to them, and only 11.11 percent (i.e., 10) students answered all the listening texts were taught to them.

In answer of the question which book their teacher followed while teaching compulsory English, 66.67 percent (i.e., 60) students answered that their teachers followed the textbook and different practice books, 20 percent (i.e., 18) students answered their teachers followed different practice books, and 13.33 percent (i.e., 12) students answered that their teachers followed the textbook only.

In answer to the question "Which book they would follow while preparing for the SLC exam?", 56.67 percent (i.e., 51) students answered that they would follow practice book and notes, 26.67 percent (i.e., 24) students answered they would follow practice book only, and 16.67 percent (i.e., 15) students answered they would follow the textbook and guide book. But no students answered that they would follow the textbook only.

To answer the question "If you do not read the textbook, why don't you read it?", 70 percent (i.e., 63) students said the textbook did not cover all the questions, 20 percent (i.e., 18) students said that there was no use of reading the

textbook in the exam, and 10 percent (i.e., 9) students said that the textbook was very difficult to understand.

To answer the question "Which book should be taught at their school for better result in the SLC exam?", 66.67 percent (i.e., 60) students said both the textbook and practice book should be taught, 20 percent (i.e., 18) students said practice book and other materials should be taught, and 13.33 percent (i.e., 12) students said only practice book should be taught. But no students said that only textbook should be taught.

To answer the question "What their SLC result would be if they read only textbook?", 46.67 percent (i.e., 42) students said their result would be good, 43.33 percent (i.e.,39) students said their result would be bad, 6.67 percent (i.e., 6) students said their result would be better, and only 3.33 percent (i.e., 3) students said their result would be the best.

In the answer to the question "To what extent they were satisfied with the exercises given in the textbook?", 50 percent (i.e., 45) students answered they were twenty-five percent satisfied, 30 percent (i.e., 27) students answered they were seventy percent satisfied, 16.67 percent (i.e., 15) students answered they were not satisfied at all, and 3.33 percent (i.e., 3) students answered they were hundred percent satisfied.

To answer the question "How the level of the exercise given in the textbook was?", 56.67 percent (i.e., 51) students said the exercises were complex, 26.67 percent (i.e., 24) students answered the exercises were simple, 13.33 percent (i.e., 12) students answered they had not read the textbook, and 3.33 percent (i.e., 3) students said the exercises were very complex.

To answer the question, how they got the book in case of passing the exam, 80 percent (i.e., 72) students said the book was useful, 17.78 percent (i.e., 16)

students said the book was not useful at all, and 2.22 percent (i.e., 2) students answered the book was very useful to pass the exam.

In response to the question "In your opinion, what should be done to encourage the students like you like you to read the textbook?", 43.33 percent (i.e., 39) students answered the textbook should be modified, 20 percent (i.e., 18) students answered instead of the textbook one of the practice book should be prescribed, 20 percent (i.e., 18) students answered all the questions should be asked from the book in the SLC exam, and 16.67 percent (i.e., 15) students answered simple language should be used in the textbook.

3.1.1 Analysis of students' responses on the basis of gender

Analysis of the students' response on the basis of gender is presented in the following table:

Table No. 3

Students' Responses on the Basis of Gender

S.N.	Question	Alternatives	F (Male)	%	F (Female)	%
1	How many units are there in the compulsory English textbook?	A: 10	-	-	-	-
		B: 15	4	8.89	4	8.89
		C: 20	28	62.22	23	51.11
		D: 19	13	28.89	18	40
2	How many poems are included in the book?	A: 3	6	13.33	-	-
		B: 5	18	40	17	37.78
		C: 6	6	13.33	11	24.44
		D: 7	15	33.33	17	37.78

3	How many listening texts did your teacher teach?	A: all of the listening text.	7	15.56	3	6.67
		B: most of them	10	22.22	3	6.67
		C: some of them	19	42.22	36	80
		D: none of them	9	20	3	6.67
4	Which book does your teacher follow while teaching compulsory English?	A: Our English Book for Grade x	6	13.33	6	13.33
		B: Different practice books	12	26.67	6	13.33
		C: Both A and B	27	60	33	73.33
		D: If any mention....	-	-	-	-
5	Which book do you consult while preparing for your SLC exam?	A: Textbook only	-	-	-	-
		B: Different practice books	15	33.33	9	20
		C: Practice book and note	21	46.67	30	66.67
		D: Textbook and guide book	9	20	6	13.33
6	If you do not read the textbook, why don't you read it?	A: It does not cover all questions	27	60	36	80
		B: It is very difficult to	6	13.33	3	6.67

		understand				
		C: There is no use of reading textbook in the exam	12	26.67	6	13.33
		D: If any other mention……..	-	-	-	-
7	Which book should be taught at your school for better result in the SLC exam?	A: Textbook	-	-	-	-
		B: Practice book	12	26.67	-	-
		C: Both A and B	24	53.33	36	80
		D: Practice book and other materials	9	20	9	20
8	What will be your SLC result if you read the textbook only?	A: Good	21	46.67	21	46.67
		B: Better	3	6.67	3	6.67
		C: Best	-	-	3	6.67
		D: Bad	21	46.67	18	40
9	To what extent, you are satisfied with the exercises given in the textbook?	A: 100%	-	-	3	6.67
		B: 75%	9	20	18	40
		C: 25%	24	53.33	21	46.67
		D: Not satisfied at all	12	26.67	3	6.67
10	How is the level of	A: Very complex	-	-	3	6.67

	exercises given in the textbook?	B: Complex	24	53.33	27	60
		C: Simple	18	40	6	13.33
		D: Haven't read the book	3	6.67	9	20
11	How do you get the book in case of passing the exam?	A: Very useful	2	4.44	-	-
		B: Useful	31	68.89	41	91.11
		C: Not useful at all	12	26.67	4	8.89
12	In your opinion what should be done to encourage the students like you to read the textbook?	A: Simple language should be used.	9	20	6	13.33
		B: The textbook should be modified.	21	46.67	18	40
		C: Instead of the textbook, one of the practice book should be presceibed.	9	20	9	20
		D: All the questions should be asked from the book in the SLC exam	6	15.33	12	27.67

To answer the question, "How many units are there in the compulsory English textbook?", 8.89 percent (i.e., 4) boys and 8.89 percent (i.e., 4) girls said that

there were fifteen units, most of the boys (i.e., 62.22 percent) answered that twenty units were included in the textbook where as 51.11 percent girls gave the same answer. And only 28.89 percent (i.e., 13) boys gave the correct answer that nineteen units were included in the textbook where as 40 percent (i.e., 18) girls gave the correct answer.

In response to the question "How many poems were included in the book?", 13.33 percent (i.e., 6) boys said three poems were included whereas no girls chose the same alternative, 40 percent (i.e., 18) boys answered that five poems were included whereas 37.78 percent (i.e.,17) girls answered the same, 13.33 percent (i.e., 6) boys answered that six poems were included whereas 24.44 percent (i.e., 11) gave the same answer, and 33.33 percent (i.e. 15) boys and 37.78 percent (i.e., 17) girls answered that seven poems were included in the book. Altogether, only 33.33 percent boys gave the correct answer that seven poems were included in the book whereas 37.87 percent girls gave the correct answer, i.e., 66.66 percent boys and 62.22 percent girls did not even know that seven poems were included in the textbook.

In response to the question, how many listening text their teacher had taught to them, 15.67 percent (i.e., 7) boys answered that all the listening text were taught whereas 6.67 percent (i.e., 3) girls answered the same, 22.22 percent (i.e., 10) boys answered that most of the listening texts were taught whereas only 6.67 percent (i.e., 3) girls gave the same answer, 42.22 percent (i.e., 19) boys answered that some of the listening texts were taught but 80 percent (i.e., 36) girls gave the same response, 20 percent (i.e., 9) boys responded that none of the listening texts were taught to them whereas only 6.67 percent (i.e., 3) girls responded the same.

In answer to the question, which book their teacher followed while teaching compulsory English, only 13.33 percent (i.e., 6) boys and 13.33 percent (i.e., 6)

girls said the teacher followed the textbook, 26.67 percent (i.e., 12) boys answered that the teacher followed different practice books whereas 13.33 percent (i.e., 6) girls responded the same, 60 percent (i.e., 27) boys and 73.33 percent (i.e., 33) girls responded that the teacher followed both the textbook and different practice books.

In answer to the question, which book they consulted while preparing for their SLC exam, neither boys nor girls said that they consulted the textbook, 33.33 percent (i.e., 15) boys said they consulted different practice books whereas 20 percent (i.e., 9) girls responded the same, 44.67 percent (i.e., 20) boys answered that they consulted practice books and notes whereas 66.67 percent (i.e., 30) girls responded the same, and 20 percent (i.e., 9) boys said they consulted the textbook and guide book whereas only 13.33 percent (i.e., 6) girls answered the same.

In response to the question "If you do not read the textbook, why don't you read it?", 60 percent (i.e., 27) boys and 80 percent (i.e., 36) girls said the textbook did not cover all the questions, 13.33 percent (i.e., 6) boys and 6.67 percent (i.e., 3) girls said the book was difficult to understand, 26.67 percent (i.e., 12) boys and 13.33 percent (i.e., 6) girls said that there was no use of reading the book in the exam.

In response to the question "Which book should have been taught at their school for better result in the SLC exam?", neither boys nor girls responded that the textbook should have been taught, 26.67 percent (i.e.,12) boys answered that practice book should have been taught whereas no girls chose that alternative, 53.33 percent (i.e., 24) boys said that both the textbook and practice book should have taught whereas 80 percent (i.e., 36) girls gave the same answer, and 20 percent (i.e., 9) boys and 20 percent (i.e., 9) girls answered that practice book and other materials should have been taught.

In response to the question what their SLC result would be if they read the textbook only, 46.67 percent (i.e., 21) boys and girls said that their SLC result would be good, 6.67 percent (i.e., 3) boys and 6.67 percent (i.e., 3) girls answered that their result would be better, no boys said that their result would be the best whereas 6.67 percent (i.e., 3) girls said that their result would be the best, and 46.67 percent (i.e., 21) boys said their result would be bad whereas 40 percent (i.e., 18) girls said that their SLC result would be bad.

In response to the question to what extent they were satisfied with the exercises given in the textbook , no boys said that they were cent percent satisfied where as 6.67 percent (i.e., 3) girls said they were cent percent satisfied , 20 percent (i.e., 9) boys said they were seventy –five percent satisfied whereas 40 percent (i.e., 18) girls responded the same , 53.33 percent (i.e., 24) boys and 46.67 percent (i.e., 21) girls said they were twenty–five percent satisfied and 26.67 percent (i.e., 12) boys and 6.67 percent (i.e., 3) girls said that they were not satisfied at all.

In responses to the question how the level of the exercises given in the textbook was, no boys said that the exercises were very complex whereas 6.67 percent (i.e., 3) girls said that they were very complex, 53.33 percent (i.e., 24) boys and 60 percent (i.e., 27) girls said that the exercises were complex, 40 percent (i.e., 18) boys and 13.33 percent (i.e., 6) girls said that they were simple and 6.67 percent (i.e., 3) boys and 20 percent (i.e., 9) girls said that they had not read the book.

In response to the question, how they got the book in case of passing the exam, only 4.44 percent (i.e., 2) boys said that the book was very useful but no girls chose that alternative, 68.89 percent (i.e., 31) boys and 91.11 percent (i.e., 41) girls answered the book was useful, and 26.67 percent (i.e., 12) boys and 8.89 percent (i.e., 4) girls said the book was not useful at all.

In response to the question "In your opinion what should be done to encourage students like you to read the text books?", 20 percent (i.e., 9) boys and 13.33 percent (i.e., 6) girls said simple language should be used, 46.67 percent (i.e., 21) boys and 40 percent (i.e., 18) girls said the text book should be modified, 20 percent (i.e., 9) boys and 20 percent (i.e., 9) girls said that one of the practice book should be prescribed instead of the textbook, 13.33 percent (i.e., 6) boys and 26.67 percent (i.e., 12) girls said that all the questions should be asked from the book in the SLC exam.

3.1.2 Analysis of Students' Responses to Open-ended Questions

68.89 percent (i.e.. 62) students believed that they could not pass the exam of compulsory English by reading the text book only and though, 31.11 percent (i.e., 28) students believed that they could pass the exam by reading the book, they also believed that for better result, reading the textbook only was not sufficient. In their opinion, it is because the textbook can not cover all the questions.

It was found that 71.11 percent (i.e., 64) students believed in taking tuition class for better result in the exam and 76.67 percent (i.e., 69) students found the practice book and guess papers more interesting, and all the students responded that their teachers advised them to read practice books to prepare for the exam of compulsory English. In the same way, 63.33 percent (i.e., 57) students answered that their teachers did not teach all the exercises included in the textbook. In a question asked to know the cause of reading other materials, 80 percent (i.e., 72) students answered that they read those materials to obtain good marks and other 20 percent (i.e., 12) students responded that they read other materials to get higher knowledge.

3.2 Analysis of the Teachers' Responses

Teaching learning process is greatly affected by evaluation process. Though, in the exam of compulsory English all language skills are tested and the book also consists of different texts and exercises for all four language skills separately, 86.67 percent (i.e., 13) teachers believed that the text book covered less than 50 percent marks in the exam. Thus, most of the teachers' response to the questions if they taught the prescribed text book only was 'No'.

Methods and techniques of teaching plays vital role in making the students competent in the language skills. The methods and techniques of teaching should directly match with the nature of text. Since, the textbook of compulsory English for grade 10 is communicative textbook, communicative methods should be used to make students competent in communicating in English language. The student should get opportunity to learn English by using the language, i.e., learning by doing. But the researcher found some (i.e., 3.33 percent) teachers using the lecture and G.T. methods, 40 percent (i.e., 6) teachers using student centered methods, and 46.67 percent (i.e., 7) teachers using different methods according to classroom situation.

In response to the question if they think that teaching the prescribed textbook only was sufficient or not for better result in the exam, all the teachers' response was that they did not think so. In a language class, it is very difficult to teach all the language skills at the same time since, receptive skills precede productive skills in course of language learning, though some language skills can be taught simultaneously. The researcher found 46.67 percent (i.e., 7) teachers teaching language skills separately and the rest of the teachers said that they taught language skills simultaneously.

In response to the question if their students read the prescribed textbook to prepare for the exam, all the teachers responded that their student did not read the textbook only to prepare for the exam and mostly, they read the practice books. According to the teachers, the main cause of not reading the textbook is that text book does not cover the whole marks in the SLC exam. And some of the teachers also think that the text book is not beneficial for the better result in the SLC exam. According to 73.33 percent (i.e., 11) teachers, more than sixty percent students took the compulsory English class regularly, and 26.67 percent (i.e., 4) teachers said that less than sixty percent students took the class of compulsory English regularly. And among the students who took the class regularly, 66.67 percent (i.e., 10) teachers said more than eighty percent students actively took part in the teaching learning activities. 80 percent (i.e., 12) teachers said that the main cause of not taking class was that the most of the questions were not asked from the textbook. As most of the teachers think that the textbook is not sufficient for the better result in the exam, 80 percent (i.e., 12) teachers do not think that the textbook is sufficient to fulfill the communicative needs of the students, only 20 percent (i.e., 3) teachers believe that the textbook can fulfill the communicative needs of the students.

In response of the question if there is direct relation between the textbook and question asked in the exam, 86.67 percent (i.e., 13) teachers say that there is not direct relation, and only 13.33 percent (i.e., 2) teachers say that there is a little relation between the question asked in the exam and the textbook. Although, the textbook aims to make students competent in the all four language skills, in the exam, primary language skills are given less priority. Listening and speaking covers twenty-five percent marks in the exam. All the teachers opine that it is not good to give less priority to primary language skills, and they also say that equal priority should be give to all language skills.

In response to the question what they think is the main cause of high failure rate of the students in the exam of compulsory English in the SLC exam, they say untrained teachers, teaching only the textbook, lack of sufficient teaching materials, application of inappropriate methodology, lack of co-relation between the question asked in the exam and the textbook and carelessness of students are the main causes.

According to the teachers, to make the textbook more effective, most of the teaching materials should be made available and textbook should be modified, and to make the students read the textbook all the questions should be asked from the book in the SLC exam.

3.3 Analysis of the Guardians' Responses

Altogether thirty guardians of class ten students of different schools of Surkhet were selected and they were asked three structured questions and four open-ended questions to find out whether their children read the prescribed textbook or not, and to find out the causes of reading other materials if their children do not read the textbook. Guardian's response to structured questions is presented in the following table:

Table No. 4

Guardians' Responses to Structured Interview Schedule

S.N	Question	Alternative	F	(%)
1.	How often does your son/daughter read the textbook of compulsory English at home?	A: Always B: Usually C: Sometimes D: Never	a) 2 b) 8 c) 14 d) 6	a) 6.67 b) 26.67 c) 46.67 d) 20
2.	What other materials have	A: Practice book	a) 10	a) 33.33

			b) -	b) -
	you bought for your child related to the English subject?	B: Guess papers C: Both (a) & (b) D: No others	c) 20 d) -	c) 66.67 d) -
3.	Which book whether the textbook or practice book or guess papers do your children read at home before the exam?	A: The text book B: Practice book and guess papers. C: Both (B) and tuition notes. D: All of above.	a) 2 b) 14 c) 8 d) 6	a) 6.67 b) 46.67 c) 26.67 d) 20

According to the table, only 6.67 percent (i.e., 2) guardians say that their children always read textbooks, 20 percent (i.e., 6) guardians say that their children never read the textbook, and 26.67 percent (i.e., 8) guardians say that their children usually read the textbook whereas 46.67 percent (i.e., 14) guardians say that their children read the textbook sometimes only at their home.

Likewise, the table also shows that most of the guardians (i.e., 67.67 percent) have bought practice books and guess papers for their children and only 33.33 percent (i.e., 10) guardians have bought the practice book only and it also shows that all the parents have bought other materials like guess papers and practice book, and none of them have bought only guess paper for their children.

Likewise, only 6.67 percent (i.e., 2) guardians say that their children read the textbook only while preparing for the exam, 46.67 percent (i.e., 14) guardians say that their children read practice book and guess papers before the exam, 26.67 percent (i.e., 8) guardians say that their children read both the practice books, guess papers and tuition notes before the exam, and 20 percent (i.e., 6) guardians say that their children read textbooks, tuition notes, practice book

and guess papers before the exam. This shows that only a few students (i.e., 6.67 percent) read the textbook only while preparing for the exam of compulsory English.

The researcher had also asked some open-ended question to the guardians. The guardians' views on the open-ended questions are as follows:

In response to the question " If your child does not read the textbook, what might be the cause of this?", most of the guardians (i.e., 70 percent) say that the textbook does not cover all the questions in the SLC exam, only a few of them say that their children find the textbook difficult to understand and it also does not contain more exercises. And all the guardians believe that the textbook covers less than fifty percent marks in the exam.

In response to the question what they think is the cause of high failure rate of the students of Surkhet in compulsory English, they say that traditional way of teaching, insufficient materials, students' carelessness, unqualified teachers, and weak base in English of the students of government schools are the main cause of this.

According to the guardians, to make the textbook more effective and helpful to the students, the textbook should be made attractive by adding colorful pictures, interesting reading materials should be included, more exercises which are sufficient for the SLC exam should be added, warming up training should be provided to the teachers, classroom should be made more practical, and balance between the textbook and exam should be maintained.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATION

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications of the data.

4.1 Findings

The main objective of the study was to check whether the secondary level students of surkhet read textbook of the compulsory English or not. As the teachers, guardians and students themselves are the eyewitness of whether the students read the textbook or not; teachers, guardians and students of class ten of different schools of Surkhet were selected to get information. The findings of the study, after analysis and interpretation of the data, are summarized below:

a) It was found that most of the secondary level students (i.e.,71.11 percent) of surkhet did not read the textbook. Most of the teachers, students and their guardians accepted that the students read different practice books and guess papers to prepare for the exam. He also found that most of the students did not even know the number of units and poems included in the textbook.

b) In the SLC exam, listening and speaking skills cover twenty-five percent marks while reading and writing cover the rest of the marks. Language is primarily spoken, and the curriculum of secondary level English also aims at making the students competent in communicating in English with the native as well non-native speakers of English. Thus, the teachers are not satisfied with such an unequal distribution of marks to different language skills.

c) It was also found that most of the teachers of Surkhet district did not teach all listening texts included in the textbook as listening skill does not cover more marks in the SLC exam.

d) Most of the students agreed that they read practice books and guess papers to prepare the exam.

e) It was found that in most of the schools both the textbook and practice books were taught.

f) Most of the respondents agreed that the main causes of high failure rate of students in the exam of compulsory English were weak bases of the students in English at Government schools, traditional way of teaching, imbalance between the textbook and the questions asked in the exam, lack of other reading materials, etc.

g) The respondents accepted that the textbook covers less than sixty percent marks in the SLC exam.

h) It was found that the main cause of reading other materials, like practice book and guess papers, to prepare for the exam was for the better result in the exam as the textbook did not cover all the questions, and a few students also accepted that the textbook was difficult to understand.

i) All the respondents agreed that the textbook should be modified by using simple language, by adding colorful pictures and including sufficient exercises for the SLC exam, and guardians said that warming up training should be given to the teachers.

j) Most of the teachers agreed that only teaching the textbook was not sufficient for better result.

k) Most of the students accepted that both the textbook and the practice book should be taught at their school for better result in the SLC exam.

4.2 Recommendations

The main purpose of learning language is for sharing ideas, emotions and feeling in the language. Thus, language has become a vital tool for the transfer of knowledge as well. The book aiming to make the students competent in English language itself is not read by most of its readers. However, the book has many positive aspects, to make the book more effective for students as well as teachers, and to address the findings made by the researcher on the basis of analysis and interpretation of the data, following recommendations are made:

- Most of the questions should be asked from the textbook to make the students read the textbook more.

- In the SLC exam, equal importance should be given to all the four language skills. And as the main aim of language is communication, primary skills should be given more priority in the evaluation process, too.

- Teachers should teach all the texts related to different language skills.

- Student-centered methods should be applied while teaching, and students should get the opportunity to learn English by using the language themselves.

- In public schools, English language should be given more priority to improve the students' base of English.

- Warming up training should be given to the English language teachers regularly.

- To make the textbook more effective and helpful to the students, the book should be modified by using simple language, by using colorful pictures and by making the book more practical.

- Other related materials like teachers' guide should be made easily available.

- More exercises, which can cover all the questions in the SLC exam, should be included in the text book.

Although, this research work is done after careful analysis of all the responses of the respondents, it may not be full-fledged outcome and it might have certain limitations. However, the research work has addressed some of the weak aspects of the textbook of Grade Ten which have lessened the students' reading habit of the textbook. As the textbook is the only source of knowledge for the students, to make the students read it more, the text book should be modified and balance should be maintained between the textbook and evaluation system.

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APPENDIX-I

THE QUESTIONNAIRE FOR TEACHER

Dear sir/Madam,

This question is a part of my research study entitled, " A Study on Surkheti Secondary Level Students' Study Habit of the Compulsory English Textbook" with a hypothesis 'most of the secondary level students of Surkhet district pass the exam of compulsory English without reading the prescribed textbook'. I would be very grateful if you could co-operate in completing the questionnaire. I may assure you that the responses made by you will be confidently used only for the present study.

Researcher

Puskal Dev Ban

Date : …………

Name : …………………………….

Name of School : …………………………………

1. Do you teach the prescribed textbook only while teaching English in grade x?

2. Which method do you follow while teaching compulsory English?

3. Do you think that the prescribed textbook of compulsory English is sufficient for better result in the S.L.C. exam?

4. To what extent, teaching and reading of this textbook is helpful to pass the exam of compulsory English in the S.L.C. exam?

5. Do you teach all language skills separately in your class?

6. Do your students read the prescribed textbook to prepare for the exam of compulsory English in the S.L.C. exam?

7. If they don't read the prescribed textbook, what do you think is the main cause of not reading the textbook?
8. What percentage do your students take the class of compulsory English Regularly?

9. How many of your students do actively take part in your teaching?

10. If many of the students do not take compulsory English class, what might be the cause of this?

11. To what extent, do you think that the exam affects the teaching and learning process?

12. In your opinion, is the book sufficient to make the students competent to fulfill their communicative needs?

13. If you teach the prescribed textbook only, in your opinion, what percentage of marks will it cover in the S.L.C. exam?

14. What do you think, is there direct relation between the textbook of grade ten and the questions asked in the S.L.C. exam?

15. In the S.L.C. exam listening and speaking skills cover twenty-five percent marks; in your opinion, is it good to give less priority to primary language skills?

16. What do you think is the cause of high failure rate of the students in compulsory English in the S.L.C. exam?

17. What should be done to make the textbook more effective?

18. In your opinion, what should be done to encourage the students to read the textbook of compulsory English?

APPENDIX-III

QUESTIONNAIRE FOR GUARDIANS

Tick the best answer.

1. How often does your son/daughter read the textbook of Compulsory English at home?
   A) always   B) usually   C) sometimes   D) never

2. What other materials have you bought for your children related to the English subject?

   A) practice book   B) guess papers   C) both A and B   D) no other materials

3. Which book does your child read at home before the exam?

   A) the textbook   B) practice book and guess paper C) both B and tuition notes   D) all of the above

Write short answer of the following questions.

1. If your child does not read the textbook, what might be the cause of this?

2. To what extent, the textbook is helpful to pass the exam of compulsory English in the S.L.C. exam?

3. What do you think is the cause of the high failure rate of the students of Surkhet in compulsory English in the S.L.C. exam?

4. What should be done to make the textbook more helpful and interesting to the students?

APPENDIX -IV

LIST OF THE SELECTED SCHOOLS

S.N.	Name of School
1	Shree Prabhat Secondary School koldanda, Surkhet
2	Shree Tripureshor Higher Secondary School Dhodekhali, Surkhet
3	Shree Nepal Rastrya Higher Secondary School Bijaura, Surkhet
4	International Co-operative School Kalagaun, Surkhet
5	Shree Jana Sewa Higher Secondary School Ghushra,Surkhet\
6	Shree Kopila Secondary School Parseni, Surkhet
7	Emmanuel Secondary School, Latikoili, Surkhet
8	Shidartha Co-operative Secondary School, Surkhet
9	Shree Janata Higher Secondary School Vidyapur, Surkhet
10	Shree Nepal Rastriya Secondary School Birendranagar, Surkhet
11	Shree Jana Jyoti Higher Secondary School Kunathari, Surkhet
12	Elite Secondary Boarding School Birendranagar, Surkhet

13	Shree Ne. Ra. Samudayak Higher Secondary School Karekhola, Surkhet
14	Shree Surya Prakash Higher Secondary School Salkot, Surkhet
15	Shree Shiva Higher Secondary School Latikoili, Surkhet