

CHAPTER ONE

INTRODUCTION

1.1 General Background

It is very difficult to define the term “Language” in a single definition even if it is one of the means of communication. It is viewed to be a unique asset of human beings. It has made human beings different from other living beings. It is the medium of communication by the help of which human beings are able to interact and exchange their ideas, opinions, information and thoughts with each other. Human beings are therefore, endowed with the credibility of being ‘social’. This unique possession pertaining to humans is primarily meant for communication. There are several purposes of learning a language. One of them is to make oneself capable of living as a well-versed social being in the vast world. Language has been defined variously by different scholars. For Gardinar (1935) "Language in its widest sense means the sum total of such signs of our thoughts and feelings as are capable of external perception and as could be produced and repeated at will" (as cited in Varshney, 2001, p. 2). Similarly, Finochhiaro (1964,) defines "language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact ". (as cited in Brown 1994a, p.4). Wardhaugh (1972 p.3) defines language as a "system of arbitrary vocal symbols used for human communication".

There are a number of languages in the world. English is one of the most dominant international languages in the world. It is one of the six official languages of the United Nations and the means of international communication in South Asia. It has been regarded as an international lingua-franca in the sense that it is used by people from different speech communities to communicate with each other and it is the most widely used language in the world. Nowadays, it has a dominant role to play in almost all the areas of human life, i.e. trade, science, foreign affairs,

information technology and consecutively, in education system all over the world. Most of the world's books and mails are written in English. Most of the books related to different fields of life such as technology, science, education, arts etc. are written in English. All recent developments, worldwide events and innovations are found in English. This reveals that English is widely used means of communication. English is not only the window of the world, but the door to success, social power and prestige. Whether we like it or not, English has evolved as the language of opportunity in the fast changing situation of our country. So the sound knowledge of the English language is a basic need in these days.

In the context of Nepal, the English language is also given a great importance in education system. Formally, it was introduced in Nepal with the foundation of Durbar high school in 1954 (AD). Prime minister Janga Bahadur Rana thought to establish English education for the children of Ranas since then it has been developed in Nepal. At first, it was limited only to the Rana families. Now, it is taught as a compulsory subject right from grade one to bachelor level and it has become medium for those who want to study abroad. Nepal is no more an isolated country. It is an active member of international organizations like: the UNO, SAARC etc. It has established diplomatic relations with more than 120 countries of the world. In all its dealings with other nations, English is needed for it is an international language. Moreover, Nepal hosts a number of tourists every year as it attracts people from all over the world to its natural beauty. We need English to communicate with these tourists.

Even though English has played a dominant role in Nepalese education system and it has been taught right from the very beginning but out of four language skills reading and writing are highly emphasized whereas speaking and listening get less attention.

1.1.1 Introduction to Janabadi Education

The leaders of Nepal communist party (Maoist) argue that they waged the people's war in 1995 to abolish the centralized governing system, all types of racial, regional and class discrimination, gender exploitation, suppression and feudal monarchy. In the period of insurgency, majority of students who were outside the headquarters could not continue their education because of horror and insecurity of war in schools. Only the students who were inside the headquarter could continue their education. Because of insecurity, geographical remoteness in the period of insurgency most of the students were compelled to drop out their school education.

Considering the necessity of education CPN (Maoist) made a big plan to impart Janabadi education. They discussed broadly among WT teachers and students (here students refer to revolutionary students organization) they prepared their own syllabus and started to teach in schools. CPN (Maoist) formed district people's government in 2000, for government, local authority, necessity, practicality and end of bourgeois education system. They established Janabadi schools in many districts. Schools made by the collaborative efforts of people and activists is called Janabadi School (in their words). Even though they conducted Janabadi education earlier these schools were formally announced in 2004 after the Regional People's Education Division was formed. To reform the government-aided schools' education, they also conducted campaign of cross supervision system. In 2003 they formed seventy-five days course at Chunbang in Rukum. In 2003 in special area, CPN (Maoists) announced Regional Peoples' Education Division. Special area was their base area. The first meeting of RPED decided to construct curriculum and text books. They went to community and collected information, opinions and ideas from people of the community to design curriculum. At first, the Regional People's Education Division made grade I-III curriculum. Later, this

division was changed into Central Base Area which made curriculum of grade IV-VI. Curriculum of social science of grade IV-X is made by central base area. Now the CBA is going to prepare curriculum upto grade X of all the subjects for Janabadi Model Schools.

1.1.2 Introduction to Janabadi School

At present, there are three types of schools, viz. Child Care Centres, Janabadi Schools and Janabadi Model Schools. There are altogether sixty three Janabadi Schools, fifteen child care centres and three Janabadi Model Schools. Janabadi schools are in fifty districts like Rukum, Rolpa, Pyuthan, Salyan, Jajarkot, Jumla, Humla, Surkhet, Kalikot, Achham, Panchthar, Dolakha etc. Janabadi Model Schools are only in three districts, at Kyansi of Rukum, Sirpa of Salyan and Thabang of Rolpa. Now, they are conducting informal education for elders too.

Janabadi Model Schools are established to help the helpless children who lost their kins in the war, for children of peoples' liberation army, economically suffered family and to increase the back up behind CPN (Maoists). Now first priority is given to the martyr's children, second priority is given to PLA's children and third priority is given to activist's children and economically disadvantaged families' children. There are their own buildings, curriculum, text books, volunteer teachers, code of conduct etc. CPN (Maoist) are providing accommodation to the teachers and students. They are distributing free textbooks and writing materials. There are altogether fifteen teachers, six cooks and four hundred students in Janabadi Model Schools. Now, there is quota system for the enrollment of the children. The CPN (Maoist) are claiming that they are giving practical and scientific education.

1.1.3 Reading Skill

Reading is an activity in which a reader looks at and goes through written or printed symbols. When we read a text, we try to understand it. Understanding a text means extracting required information from it. Doff (2005, p.104) states the "Reading involves looking at sentences and words recognizing them and understanding them- it is a process of making sense of written language". Reading is the total understanding of message in a text. For this the reader will have to be actively involved and will have to work to get the meaning out. Reading is the receptive skill because the reader receives information by reading something. Reading is not only obtaining information or message but it is the interpretation of message. Language learning means learning of four different but integrated skills viz. listening, speaking, reading and writing. These four skills are integrated while learning a language. It is also essential to give essential emphasis to all the skills to gain perfection over any language. We can't teach and learn one skill by neglecting other skills. Teaching of reading is an important aspect of teaching/learning a foreign language. Language skills are traditionally divided into two groups as receptive skill and productive skill. Listening and reading are grouped under receptive skill and speaking and writing are grouped under productive skill. We receive any information and knowledge in receptive skill and we produce some information in productive skill. Reading involves the process of decoding i.e. converting language into message. While reading, the reader constructs the message from the graphic symbols. Reading is also a process of communication. The writer communicates with the reader and the reader interacts with the writer's intention. Reading is the essential skill of language learning. Reading includes varieties of skills. According to Munby (1979, p.123) reading skills are as follows:

- recognizing the script of a language.
- deducting the meaning and use of unfamiliar lexical items.

- understanding explicitly stated information.
- understanding conceptual meaning.
- understanding the communicative value of sentences and utterances.
- understanding relations with the sentences.
- understanding relations between parts of a text through lexical cohesion devices
- understanding cohesion between parts of a text through grammatical cohesion devices.
- extracting salient points to summarize.
- distinguish main idea from supporting details.
- skimming.
- scanning to locate specifically required information.
- recognizing indicators in discourse.
- identifying the main points or important information in a piece of discourse.
- interpreting text by going outside it.

According to Harmer (2001,p.201) reading skills are as follows:

- identifying the topic
- predicting and guessing
- reading and listening for general understanding
- reading and listening for specific information
- reading and listening for detail information
- interpreting text

Similarly, Heaton (1988, p.105) gives the following reading skills:

- recognize words and groups, associating sounds with their corresponding graphic symbols.
- deduce the meaning of words by

- a. understanding words formation (roots, affixation, derivation and compounding);
- b. contextual clues (e.g. one of the members of the group exposed the plot and the police were soon able to arrest the leaders);
 - understand explicitly stated information (e.g. I wish Ann had come = Ann did not come- hence my wish);
 - understand relations within the sentence, especially:
 - a. elements of sentence structure
 - b. fronting and theme
 - c. negation
 - d. complex embedding;
 - understand relations between parts of text through both lexical devices (e.g. repetition, synonyms, an thesis) and grammatical devices especially anaphoric and cataphoric references and connectives;
 - perceive temporal and spatial relations and also sequences of ideas;
 - understand conceptual meaning, especially;
- a. quantity and amount
- b. definiteness and indefiniteness
- c. comparison and degree
- d. means and instrument
- e. cause, result, purpose, reason, condition, addition, contrast, concession,
 - anticipate and predict what will come next in the text,
 - identify the main idea and other salient features in a text,
 - generalize and draw conclusions,
 - understand information not explicitly stated by
- a. making inferences (i.e. reading between the lines)

- b. understanding figurative language,
- skim and scan (looking for general meaning and reading for specific information)
- read critically
- adopt a flexible approach and vary reading strategies according to the type of the material being read and purpose for which it is being read.

1.1.4 Reading as Receptive Skill

Reading is generally regarded as a receptive skill because we receive information by reading something. Reading involves the understanding or comprehension that comes under receptive skill. Harmer (2001, p.199). states "Receptive skills are the ways in which people extract meaning from the discourse they see or hear" We read something in order to obtain information that is presented in written form. Information means content which is intellectual or factual or emotional. We read factual materials in order to obtain factual information with which we operate in our environment. We read intellectual reading materials to develop our own intellectual skills. Similarly, we read emotional reading materials for emotional gratification, that is for pleasure or self improvement. Reading involves the following points or skills which prove reading as a receptive skill:

- Predictive skills
- Extracting specific information
- Getting the general picture
- Extracting detailed information
- Recognizing function and discourse patterns.
- Deducing meaning from the context

Efficient readers predict what they are going to meet. The process of understanding the text is how the context of the text matches up to these prediction. As they continue to read however, their predictions will change as they

receive more information from the text. Readers want to extract specific bits of information to find out the fact. Readers may, for example, quickly look through a film review find the name of the star. The readers read something to get the general picture. They want to have the idea of the major points of the text with an overview without going on details. The reader often has to be able to read for detailed information. The required information may be of various types. Exactly what does the writer mean? the reader should answer by reading or by extracting detailed information. The readers often read to know function and discourse pattern because function and discourse pattern are the important part of understanding how the text is constructed. The efficient readers deduce the meaning from the context. They deduce the meaning of unfamiliar words from the context where they appear. Thus, it is generally agreed that reading is a receptive skill. The readers receive more information by reading the texts.

1.1.5 Reading as a Productive Skill

Traditionally, reading has been regarded as a receptive skill, but in recent years researchers have shown that reading is more than only receiving information by reading. Reading is both active and productive skill. Reading is productive skill because it involves the relation between print and speech and there involves pronunciation which is one of the productive skill. Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. The following points prove that reading is productive skill.

- Students read an instructional manual and fix the fan.
- They read a map and follow directions to locate a place.
- They read a recipe and prepare an omelete.
- They read an e-mail or letter and write a reply to it.
- They read problem and come up with its solution.
- They read a passage and produce a summary out of it.

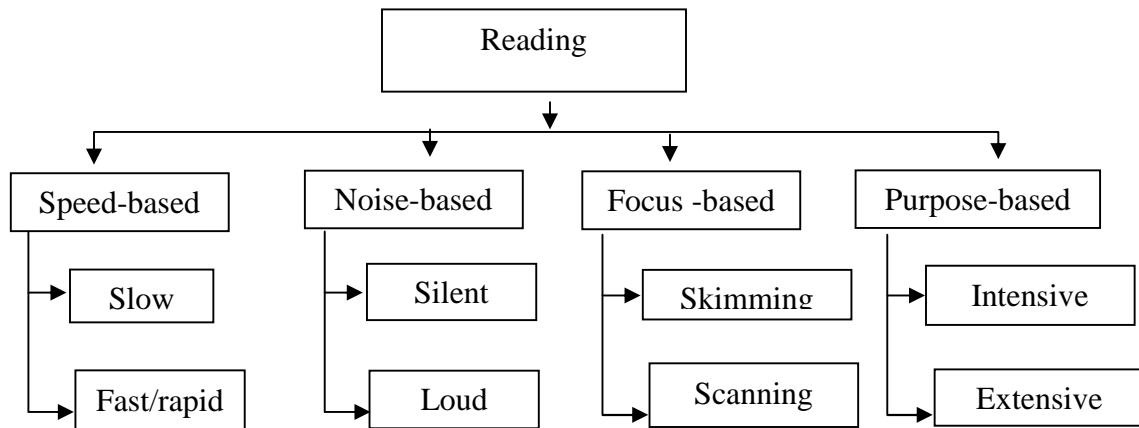
1.1.6 Reading Comprehension

Reading comprehension is an activity which involves several other sub-activities such as skimming, scanning, working out the meaning of words from context, meaning inferences etc. Reading is an important aspect of learning a foreign language. Reading comprehension refers to decode the message with understanding. Reading comprehension refers to do well in reading because of training and practice. Here reading means to grasp the message from the text. In other words, reading comprehension seen as the way a reader extracts meaning from the printed page i.e. understanding the writer's intended meaning. Grellet (1981, p.1) defines "reading means understanding a written text, extracting the required information from it as efficiently as possible." Similarly, Khaniya (2005, p.139) defines "reading is understanding a text, understanding a text means comprehending a text." Thus, reading generally means understanding or making a sense of a given text. It is a total understanding of a message in a text. The reader will have to actively involve and will have to work to get the meaning out from the text. Reading is not a passive skill, it involves an active effort on the part of the reader. Bransford et al. (1984, p. 42) conclude that comprehension depends on the linguistic ability of the reader and how he activates his linguistic ability while doing reading. So the ability to activate one's linguistic ability is vital in comprehending a text. Reading comprehension depends on reading strategies and linguistic competence. Gardner (1978, p.77) finds that adopting reading strategies contributes remarkably to gaining reading comprehension. He holds the view that reading comprehension is not merely a function of capabilities within a reader. A reader encounters different kinds of texts in terms of their difficulty level.

1.1.7 Types of Reading

Here types of reading refers to the strategies of reading. Based on the purpose of reading and the level of the readers involved, reading can be categorized on the

basis of various factors such as: pace or speed, noise, focus and purpose. The types of reading can be presented diagrammatically in the following way.



i. Slow Reading

Slow reading refers to the reading in relatively slow speed. It occurs in the beginning stage of reading. This type of reading is used while reading a difficult passage; for the purpose of understanding in depth and learning about the language system.

ii. Rapid Reading

It is also known as faster reading. It consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. It develops students' reading speed. It is always silent because it always checks speed of reading. The topics and references for speed reading should be very interesting for the students. This type of reading is used after being an expert in language, while reading silently and while reading very simple or easy text. This sort of reading is used when someone is trying to get a gist of a text or trying to locate a piece of information, a date, a figure etc.

iii. Silent Reading

It refers to understanding the message from graphic symbols by our eye. It involves mental process without making use of organs of speech. A good silent reading does not allow the movement of lips. This is a self reading in which a reader reads something for himself. Silent reading may not be suitable for the very beginners, but it is the reading that is followed when we read to comprehend it. It is required at the advanced level where the students need a consolidation of all the language skills, vocabulary, structure, etc. This kind of reading encourages the students to make use of dictionary. Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. It is useful for self study, library reading and sometimes even for classroom reading.

iv. Loud Reading

Loud reading is also known as oral reading. In other words, loud reading is the reading with noise. It involves mental and physical processes. It changes the graphic symbols into spoken form and also interprets them. It includes pronunciation also. In Doffs' (2005,P. 58) word " Reading loud be useful at the earliest stages of reading, it can help students to make the connection between sound and spelling". It is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. Moreover, it is aimed to enable the students to read with due expressions and to understand the meaning of the words and sentences. It is useful for lower level students and for those who are blind or illiterate.

v. Skimming Reading

Skimming reading is a kind of search read which is used to establish what a text is about, before deciding where to read. According to Grellet (1981, p. 19), when skimming, readers go through the reading material quickly in order to get gist of it,

to know how it is organized or to get an idea of the tone or the attention of the writer. This type of reading is done when someone wants to review a book or when someone wants to know whether the writer approves or disapproves of something. Heaton's (1988, P. 133) word "the term skimming is used to denote the method of glancing through a text in order to become familiar with the gist of the content". While readers are skimming the text quickly they do not only get the gist of what the text, but also know how the text is organized and what the writer has intended to inform the readers. Cross (1992,p.261) suggest the following activities for practicing skimming:

- Compare values
- Find and compare events
- Select a title
- Draw inferences
- Decide the question
- Create a title

vi. Scanning Reading

In scanning reading, readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so. Readers only let their eyes wander over the text until they find what they are looking for, whether it be a name, a date or less specific piece of information. In Heaton's (1988, P. 133) word "scanning refers to the skills used reading in order to locate specific information". It focuses its attention to see if a particular point is present in the text or to locate it. Cross (1992, p. 260) suggests the following activities for practicing scanning.

- Finding new words for old
- Locate grammar features
- Finding a specified advertisement
- Comparing details

- Checking dates
- Shopping lists
- Make word sets and
- Newspaper headlines.

vii. Intensive Reading

Intensive reading is the reading generally at a slower speed and requires a higher degree of understanding. In this reading students are expected to understand everything they read. Intensive reading is usually performed silently in which students are supposed to learn every line and every paragraph. They need to know the correct pronunciation of every word, their derivation, and sense relation. They need to identify and analyze the structures of the text. Intensive reading is also called reading for accuracy. It is used for language learning. Harmer (2001, p.204) argues " Intensive reading or listening tends to be more concentrated, less relaxed and often dedicated not so much to pleasure as to the achievement of a study goal". Intensive reading or listening is often done with the help or intervention of the teacher. Intensive reading is often teacher chosen, directed, and designed to enable students to develop specific receptive skills. We use intensive reading sequences in class for a number of reasons. We may want to have students practice specific skills such as reading to extract specific information, or reading for general understanding. Cross (1992, p.262) suggests the following reading tasks for intensive reading.

- Match nouns and verbs
- Split sentences
- Combine sentences
- Make summaries
- Re-order sentences
- Re-order paragraphs

- Fill the gaps
- Complete tables and graphs
- Take sides
- Read and choose
- Select a summary
- Compare versions
- Identify facts
- Focus on form and style

viii. Extensive Reading

Extensive reading, which is meant for fluent reading with general comprehension, involves reading of larger texts. We need such a reading for the students so that they develop the habit of reading outside the class. It is also known as independent reading. It refers to the reading in which the students feel free and comfort. They can read of their own in this reading. It is reading in quantity and in order to gain a general understanding of what is said. It is for getting pleasure or entertainment as well as information. In Harmer's (200, p.204) word "Extensive reading suggests reading or listening at length, often pleasure and in a leisurely way". Extensive reading and listening frequently take place when the students are on their own. Devis (1995,p.335) suggests that "Any classroom will be proper for the lack of an extensive reading program, and will be unable to promote its pupil's language development in all aspects as effectively as if such a program were present". He also claims that such a program will make students more positive towards reading improve their overall comprehension skills and give them a wider passive and active vocabulary. A teacher encourages students to choose for themselves what they can read, do for pleasure and for general language improvement. It is primarily carried out to train the students to read directly and fluently in the foreign language. Cross (1992,p.263) suggests the following extensive reading tasks:

- Keep records
- Wall chart
- Make summaries
- Indicate the difficulty

1.1.8 Testing of Reading Comprehension

Testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative value of sentences or utterances, understanding relations within the sentences, understanding relations between the parts of a text through lexical cohesion and grammatical cohesion devices. Testing reading in general is testing of reading comprehension but specifically testing reading refers to testing of all the components of reading skills. Reading varies according to the purpose of reading and the types of the text. It also depends on level of the learners.

According to Cross (1992, P. 255) " The purposes of reading are for pleasure (novel), information (a railway schedule, a newspaper) ,knowledge (a scholarly journal or book), curiosity (a guide book), to satisfy a need (instructions for a new machine) and so on".

For testing of reading, different techniques have been suggested. The learners will be required to read a text or diagram or picture. The quality of a text depends on selection of text. Techniques of testing reading can have different forms. For example, multiple choice, true-false, fill in the gaps, c-test, short-answer questions, rearrangements, matching items etc. Testing reading mostly involves objective item. In objective items scoring does not become a problem. The following techniques have been suggested by Hughes (1995, p. 120-124)

- i. Multiple choices
- ii. Unique answer
- iii. Short answer

- iv. Guided short answer
- v. Summary cloze
- vi. Information transfer
- vii. Identifying order of events
- viii. Identifying referents
- ix. Guessing meaning of unfamiliar words from context.

Similarly, Heaton (1988, p. 110-133), has suggested the following techniques of testing reading.

- i. true/false reading test
- ii. multiple choice items
 - a. short text
 - b. longer text
- iii. completion item
- iv. rearrange item
- v. cloze procedure
- vi. open ended and miscellaneous item
- vii. cursory reading

Likewise, Cross (1992, p.193) has suggested the following techniques of testing reading:

- i multiple choice reading tests
- ii. question and answer
- iii. short factual answers
- iv. split sentences
- v. scrambled texts
- vi. gapped texts
- vii. pure cloze
- vii. multiple-choice cloze

ix. banked cloze

Some of them are described as follows:

a. Multiple Choices

In multiple choice the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives. The multiple choice test offers a useful way of testing reading comprehension. Multiple choice takes many forms, but the basic form of multiple choice is, there is a system and a number of options, one of which is correct and the others being distracters. It is the candidate's task to identify the correct or most appropriate option. The most obvious advantage of multiple choice is that scoring can be perfectly reliable. After reading the text, the candidate has only make a mark on the correct option among the distracters.

b. True and False

In Heaton's (1998, p. 113) word the true and false test is one of the most widely used tests of reading comprehension. Not only is the scoring of such a test straight forward and quick, but also the scores by the testers can be very reliable of reading comprehension provided that the items are well constructed and that there are enough of them. True/false tests are of considerable use for inclusion in class progress tests chiefly because unlike multiple choice test items, they can be constructed easily and quickly, allowing the teacher and time for other tasks.

c. Cloze Text

The cloze test is one of the techniques of testing reading comprehension. It is a reading passage that has been mutilated by the deletion of every 'n' th (usually every fifth or seventh) word from a passage. The testee is required to supply words that fit into those blanks. With the help of cloze test overall proficiency of language can be tested. In Hughe's(1995, p. 63) word "the cloze procedure

involves deleting a number of words in a passage, leaving blanks, and requiring the person taking the test to attempt to replace the original words."

d. Completion Item

In completion items of testing reading is required to supply a word or short phrase. Great care is taken to ensure that there is only one correct answer. The marking will prove very difficult when the tester is confronted with a varieties of answers ranging from acceptable to unacceptable. Such items are useful for measuring recall rather than recognition. Although such items are similar in many ways to open ended questions in test of reading comprehension, they are often regarded as belonging more to the objective category of test items.

e. Rearrangements

Rearrangement of two or more items such as words or sentences of the text is useful for testing the ability to understand a sequence of steps in a process or events in a narrative. In this technique of testing reading in an exercise for classroom practice is given to the students and they will often be required to rewrite the jumbled sentences in their correct sequence. It is obviously preferable for testing purposes to instruct them to write simply the numbers or letters of the jumbled sentences. It is also advisable to provide them with one or two answers: if students start off by putting the first two or three sentences in the wrong order, it may be impossible for them to put the remaining sentences in the correct order. In other words, one wrong answer will inevitably lead to a second wrong answer and possibly a third and so on.

f. Open - ended

The term 'open-ended' is used to refer to those question which elicit a completely subjective response on the part of the testees. The response required may range from a one-word answer to one or two sentences. When marking open-ending

items which require answers in sentences, it is frequently advisable to award at least two or three marks for each correct answer.

g. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the candidate. This is really an extension of the guided short answer technique and shares its qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

1.1.9 Importance of Reading

According to Grellet (1981, p.16) "Students who read slowly will easily get discouraged. They will also tend to stumble on unfamiliar word and fail to grasp the general meaning of the passage." Reading is a receptive skill in the sense that the reader receives some sort of information through the printed works so reading means reading and understanding. It refers to the total understanding or meaningful interpretation of a message in a text. Therefore, reading by actively involved is reading text to understand and get the message. Language can be learnt through reading books. For learners of English as a foreign language, reading is usually only means of exposure. So it may be said that where there is little reading there is little language learning. If anyone develops the reading skills, the dependence on teacher is reduced. Once one reads a book, he exercises knowledge. By reading, the students acquire language in a natural way. The more he reads the more he learns. By developing the habit of reading, culture of the native speaker can be understood. If we know the culture, we know the ways and behavior of language. By reading the literacy works like poems, stories, essays, dramas, magazines and newspapers provide us not only entertainments and information but also an insight to understand the world.

Only by reading, we can acquire the skills and speed need for practical as well as general purposes. By improving a good reading skill, one may prepare himself/

herself for further education. Reading is essential for different purposes and the purpose may vary from person to person and situation to situation. According to Grellet (1981, p. 4) there are two main reasons for reading.

- a. Reading for pleasure
- b. Reading for information

Thus, reading is important everywhere, in schools, colleges, library and at home too. Reading comprehension is so pervasive and complex that it is difficult to pin down what reading is composed of, and what is necessary to develop this ability in a learner.

1.2 Review of the Related Literature

Different research studies have been carried out in the field of different aspects of language in the Department of English Education. In the area of reading comprehension also a number of research works have been carried out. Some of the research works reviewed by the researcher are as follows:

Giri (1981) carried out a research on 'A Comparative Study of English Language Proficiency of the Students Studying in Grade X of Doti and Kathmandu Districts.' In his study, he concluded that the students of urban (Kathmandu) area were more proficient in using English Language than the students of Doti district. In the case of reading proficiency he found that urban students had greater ability to read and comprehend the passage in English than that of the rural students.

Siwakoti (1996) conducted research on 'An analysis of the Reading Proficiency of the Secondary school students of private and government-aided school of Jhapa district'. In this study he had used three main tests - textbook test, non-textbook text and cloze test. He concluded that the students of private school performed better than those of government-aided schools.

Shrestha (1998) carried out the research work on 'A Study of Reading Comprehension in the English Language of the Students of Grade VIII of Lalitpur district'. In order to achieve the objectives of her study, she had used two sets of questions. One set of the question was text based and another was taken from unseen text. She concluded that the students could perform better in seen text than in unseen text.

Suvedi (2000) carried out a research on 'Reading comprehension of the grade nine students of Kathmandu and Jhapa districts'. He found out that the students studying in government-aided schools of Kathmandu had higher reading proficiency than the students of Jhapa district.

G.C. (2002) conducted a research on 'Reading comprehension ability of PCL first year students involving the students of different institution in Pokhara valley of Kaski district'. He concluded that average reading comprehensive ability of PCL 1st year students was 64.11 percent.

Wagle (2002) carried out a research on 'Reading comprehension and speed of the ninth graders of public schools in Kathmandu'. She found that the students who had better performance in reading comprehension and speed in pre- test had better reading performance in post-test in both types of texts seen texts and unseen texts.

Bhattra (2004) carried out a research work on 'A study on reading comprehension and the speed of PCL 1st year and grade Eleven students'. He found out that the eleven graders have comparatively better reading comprehensive ability and speed than those of PCL 1st year students.

Neupane (2006) carried out a research work on 'Reading proficiency of grade ten students of Kathmandu and Gorkha district'. She found out that the students of Gorkha district performed better in skimming, scanning and guessing meaning except in inferring than the students Kathmandu district.

Though, many research works have been carried out in our department concerning reading proficiency of students, not any research work has been carried out which the researcher here aimed to study. Previous research works have been carried out in the field of urban and rural areas.

1.3 Objectives of the Study

The study had the following objectives.

- a. To find out the reading comprehension of the students of grade six of Janabadi Model School and the government - aided school.
- b. To compare the reading comprehension of the students of grade six of Janabadi Model Schools and government-aided schools.
- c. To suggest some pedagogical implications on the basis of the findings of the study

1.4 Significance of the Study

The study will be significant to the students, teachers, curriculum designers, text book writers and all who are directly and indirectly involved in teaching and learning English.

The study will be significant for those perspective researchers who are interested to carryout research in these schools, since behind every new practice, some changes do occur in the earlier one. Similarly, this being the first study in consonance with Janabadi Model School, it opens door to others for the facilitation of their entry. The result of this study will make the teachers aware of their teaching strategies and to go ahead in competitive way. Similarly, curriculum designers will change their strategy in writing/developing curriculum if the practice made by CPN (Maoist) in reality is significant. Finally, it will be equally useful for those who are directly or indirectly interested to be well-known about the practice made in the field of education.

CHAPTER TWO

METHODOLOGY

The researcher, aimed to compare reading comprehension between the students studying in Janabadi model schools and government-aided schools. He followed the following methodology during his study in order to achieve the objectives specified.

2.1 Sources of Data

Both primary and secondary sources were used for the data collection. The researcher used the following sources:

2.1.1 Primary Sources

The grade VI students of Janabadi Model Schools and government-aided schools of Rukum and Rolpa districts were the primary sources of data for the proposed study.

2.1.2 Secondary Sources of Data

Grade five textbooks of Janabadi Model school and government-aided school, curriculum, teacher's books, theses, reports/journals and related works were used as a secondary source. Similarly, Harmer (2001), Grellet (1981), Brown (1994a.), Allen and Corder (1973), Kumar (2006) and Best and Kahn (2004) were consulted as a secondary sources of data.

2.2 Sampling Procedure

Altogether four schools were selected by using non-random sampling procedure for the data collection. Two schools were selected from Rolpa district. One school

was Janabadi Model school and another was government-aided schools. Similarly, one Janabadi Model school and one government-aided school were selected from Rukum district. Twenty students were selected from each school. Thus, the magnitude of the sample population was eighty only.

2.3 Tools for Data Collection

The tools for collecting the data were test items. Two types of questions were used as the tools for data collection. They were subjective and objective. Objective test items were multiple choices, true and false, fill in the gaps and matching items. Subjective test items were short answer questions. There were two types of texts: text 'A' and text 'B'. Each text had 25 questions i.e. twenty objective questions and five subjective questions. There were altogether 50 questions carrying 50 full marks. (See Appendix I)

2.4 Process of Data Collection

In course of data collection, the researcher himself was involved. The researcher went to the field and requested the principal and headmasters of the concerned schools. Then he instructed the students about the test. After that he administered the test to the students with the help of English teachers. The time was allotted one hour for each test. At first, text 'A' was administered and text 'B' was administered the next day. The researcher himself with the help of the English teachers of the related schools played the role of the invigilator during the text. After the accomplishment of the test the researcher collected the answer sheets. Those collected answer sheets were checked and tabulated.

2.5 Limitations of the Study.

The study had the following limitations:

- i. This study was confined to forty students of grade six from two Janabadi Model Schools and forty students of grade six from two government-aided schools.
- ii. The area of the study was limited to Rolpa and Rukum districts.
- iii. The study focused on reading comprehension.
- iv. This research work was limited to the reading comprehension skills of the students only in unseen texts.
- v. The reading proficiency of the students was measured through written medium only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data collected from the students. The main concern of present research work was to compare the reading comprehension ability of the sixth graders studying in Janabadi Model School and government-aided schools of Rolpa and Rukum districts. The purpose behind selecting these districts was to represent similar geographical remoteness and conflict victimized area same socio-economic background of the students. In order to analyze the collected data statistical tools like percentage and mean were used. This analyzed part is presented in tables and supported with description.

3.1 Reading Comprehension Ability of the 6th Graders

This section shows the reading comprehension ability of the sixth graders in unseen texts. The reading comprehension of the students studying in Janabadi Model school and government-aided schools of Rolpa and Rukum varied from one School to another. It was also varied from students to students of the same school. Reading skill of the students was analyzed on the basis of the marks they obtained in unseen texts.

While testing reading comprehension of the students test items play an effective role. It was found that the performance of the students obviously varied from one type of test item to another .Among the test items the students performed best in objective test items whereas they performed the least in short question answer. It was also found that students of some government-aided schools did not complete such short answer questions.

The students studying in Janabadi Model and government-aided schools were given two unseen texts carrying 25 full marks. Their performance in the test is presented in the following table:

Table No. 1
Reading Comprehension Ability of the 6th Graders

S.N.	Stream	No. of Students	Obtained marks	Text A FM 25	Text B FM 25
1	Model	40	Average Percentage	17.8 71.2	17.87 71.5
2	Governmental	40	Average Percentage	12.75 51	12.82 51.3
Total		80	Average Percentage	15.25 61.25	

The above table shows the reading comprehension ability of the students studying in both types of schools. The students studying two types of schools have obtained 15.30 i.e. 61.25% marks in average out of 25 full marks in the test.

The students studying in Janabadi Model school obtained the higher marks i.e. 17.83(71.35%) out of 25 full marks in the tests whereas students of government-aided schools have obtained i.e. 12.81 (51.15%) marks.

This shows that the students of grade VI of Janabadi Model School have better reading comprehension ability than government-aided school.

3.1.2 Reading Comprehension of the Individual Students Studying in Janabadi Model School of Rolpa

The researcher had selected two schools from Rolpa district for the present study. He had selected 20 students from each school randomly.

The performance of the students was analyzed on the basis of the marks they obtained. As a whole, their performance was good in text 'B' than in 'A'. The higher individual score of the students studying in Model School of Rolpa was 24

and the lowest was 11. On average their score was 18.6 (74.4%) and 19 (76%) in the text 'A' and text 'B' respectively. As a whole their performance or score was 18.8 marks i.e. 75.2%. Students studying in Janabadi Model School in Rolpa had good reading comprehension (See Appendix 3).

3.1.3 Reading Comprehension Ability of the Individual Students Studying in Government-aided School of Rolpa

The researcher had selected one government-aided school for the present study. The researcher had randomly selected 20 students from government-aided school like in Janabadi Model school. The students were also given the same two texts to measure their reading comprehension. Their performance was analyzed on the basis of the scores they obtained. Their performance was poorer than the students of Janabadi model school.

As a whole they did better in the text 'B' than text 'A'. Their lower individual score was 10 and the highest 21. Their average marks was 16 (64%) and 16.5 (16.25%) in the text 'A' and text 'B' respectively. As a whole, their performance was 16.25 marks i.e. 65% (See Appendix 4).

3.1.4 Reading Comprehension of the Students from Rolpa

Reading comprehension in unseen texts of the students studying in the schools of Janabadi Model and government-aided schools of Rolpa district was analyzed on the basis of the marks they obtained in the tests. Their performance was found varied between Janabadi Model and government-aided school. Their performance in the test is given below:

Table No 2
Reading Comprehension of the Students from Rolpa

S.N.	Name of Schools	No. of Student	Obtained Marks		
			Text A FM 25	Text B FM 25	
1	MMMS	20	Total	372	380
			Average	18.6	19
			Percentage	74.4	76
2	SBBBMV	20	Total	320	330
			Average	16	16.5
			Percentage	64	66
TOTAL		40	Average	17.52	
			Percentage	70.1	

The above table shows that students of Janabadi Model School obtained higher marks than the students of government-aided school. The students of Janabadi Model School had obtained 18.6 (74.4%) and 19(76%) in text A and B respectively whereas the students of government-aided school obtained 16(64%) and 16.5 (66%) marks in the texts A and B respectively out of 25 full marks.

As a whole the student of Rolpa obtained 17.52 marks i.e. 70.1 percentage. The average marks of the students studying in Janabadi Model school was 18.8 (75.2%) whereas the students studying in government-aided school was 16.25 (65%).

3.2 Reading Comprehension Ability of Individual Students Studying in Model School of Rukum

The researcher had selected altogether two schools from Rukum. One was Janabadi Model school and another was government-aided school. Twenty students were selected randomly from each school. They were also given same two tests. Their performance was varied between the Janabadi Model and government-aided schools. The students of Janabadi Model school obtained better performance than the government-aided school

Individually their lower score was 10 and the highest 24 out of 25 full marks. They had obtained total 340 and 335 in text 'A' and text 'B' respectively. On average, they had obtained 17 (68%) and 16.75 (67%) marks in the text 'A' and text 'B' respectively. As a whole, their performance was 16.87 marks i.e. 67.5%. It was less than the students of Janabadi Model school of Rolpa district. (See Appendix 5)

3.2.1 Reading Comprehension Ability of the Individual Students of Government-Aided School, Rukum

The researcher had randomly selected 20 students from the government-aided school. The performance of the students was vast difference with the students of Janabadi Model school.

Their lowest score was 3 and the highest was 16. It is found that their performance was poorer than the students of Janabadi Model school. On average they had obtained 9.5 (38%) and 9.15 (36.6%) marks in text 'A' and text 'B' respectively. As a whole, their score was 9.32 marks i.e. 37.3%, which is the lowest among the four schools. (See Appendix 6)

3.2.2 Reading Comprehension Ability of the Students of Rukum

The researcher had selected altogether 40 students from Rukum district. He had randomly selected 20 students from Model school and 20 students from government-aided school. They were given the same texts. The marks obtained by them is given below:

Table No. 3
Reading Comprehension Ability of the Students of Rukum

S.N.	Name of Schools	No. of students	Obtained Marks		
			Text A FM 25	Text B FM25	
1	MVMMS	20	Total	340	334
			Average	17	16.75
			Percentage	68	67
2	SPS	20	Total	190	183
			Average	9.5	9.15
			Percentage	38	36.6
Total		40	Average	13.1	
			Percentage	52.4	

The above table shows the reading comprehension ability of the students studying in two different schools in Rukum. This table shows that the students of Janabadi Model School obtained high marks than government-aided school. Students studying in Janabadi Model School obtained 17 (68%) and 16.75 (67%) marks in the text 'A' and text 'B' respectively whereas students of government-aided school obtained 9.5 (38%) and 9.15 (36.6%) marks in the text 'A' and 'B' respectively. As a whole, students studying in Rukum obtained 13.1 marks i.e. 52.4 percentage which was less than the students studying in Rolpa district.

3.3 Reading Comprehension Ability of the Student of Model Schools

Reading comprehension ability of the students studying in Janabadi Model school in Rolpa and Rukum was analyzed on the basis of the marks they obtained.

Students were given same two tests carrying 25 full marks. The reading performance of the students studying in Janabadi Model and government-aided school is given as follows:

Table No. 4
Reading Comprehension Ability of the Student of Model Schools

S.N.	Name of the schools	No. of students	Obtained marks	
			Text A FM 25	Text B FM 25
1.	MMMS,Rolpa	20	Average 18.6	19
			Percentage 74.4	76
2.	MVMMS, Rukum	20	Average 17	16.75
			Percentage 68	67
Total		40	Average 17.8	17.87
			Percentage 71.2	71.5

The above table shows the reading comprehension ability of the students studying in Janabadi Model Schools in Rolpa and Rukum. On average, students of Martyr Memorial Model School of Rolpa obtained 18.8 marks i.e. 75.2 percentage. Students of Martyr Vasu Memorial Model School obtained 16.87 marks i.e. 67.5 percentages out of 25 full marks. Individually, students of Model School Rolpa had better reading comprehension than Martyr Vasu memorial Model School. As whole students of Janabadi Model School obtained 17.83 marks i.e. 71.35 percentages.

3.4 Reading Comprehension Ability of the Students of Government-aided Schools.

This section compares the reading comprehension ability of the students studying in government-aided schools in Rukum and Rolpa. The students studying in the government-aided schools were also given the same tests to measure their reading comprehension ability. Their score is presented in the following table:

Table No. 5
Reading Comprehension Ability of the Students of
Government-Aided Schools

S.N.	Name of the Schools	No. of Students	Obtained Marks		
			Text A FM 25	Text B FM 25	
1.	BBBMV, Rolpa	20	Average	16	16.5
			Percentage	64	66
2.	SPS, Rukum	20	Average	9.5	9.15
			Percentage	38	36.6
Total		40	Average	12.75	12.82
			Percentage	51	51.3

This table No.5 shows the reading comprehension ability of the students studying in government-aided schools in Rukum and Rolpa districts. The students of Rolpa obtained higher marks than the students of Rukum. They obtained 16 (64%) and 16.5 (66%) marks on average in the text A and B respectively, whereas students studying in government-aided school in Rukum obtained 9.5 and 9.15 marks i.e. 38% and 36.6% in the text A and B respectively. Reading comprehension ability of the students studying in government-aided school in Rukum had 37.3%. Reading comprehension ability of the students studying in government-aided school Rolpa had 65%. This table shows vast difference among the students of

Rolpa and Rukum. It was found that students of Rukum were poor in reading comprehension than the students of Rolpa.

3.4.1 Reading Comprehension Ability of the Individual Schools 'As a Whole'

The performance in unseen texts of the students studying in the schools of Rukum district ranged between 9.32 and 16.87 out of 25 full marks. It shows that the students of different schools have different level of reading comprehension in the unseen texts. The students studying in both types of schools in Rolpa was found that their reading comprehension ability was varied. Their performance was better than the students of Rukum. Their score was ranged between 16.25 and 18.8. Their score is given below:

Table No. 6

Reading Comprehension Ability of the Individual Schools 'As a Whole'

S.N.	Name of the school	Obtained marks	
		Average	Percentage
1.	BBMV	16.25	65
2.	MMMS	18.8	75.2
3.	SPS	9.32	37.3
4.	MVMMS	16.87	67.5
Total		15.31	61.25

This table No. 6 shows that the students of Martyr Memorial Model school performed the best securing 18.8 marks i.e. 75.2% marks whereas the students of SPS obtained 9.32 marks, which is the lowest marks among the selected four schools. Other schools fell between these two schools. As a whole, students of Rukum and Rolpa obtained 15.31 marks i.e. 61.25 percentage. Students of Rolpa did better than the students of Rukum.

3.5 Reading Comprehension Ability of the Students of Model Schools and Governmental School A Comparative Analysis

The students studying in Janabadi Model school possess higher reading comprehension skill than the students studying in government-aided schools in Rukum and Rolpa. Their performance was measured on the basis of the marks they obtained in the tests. The comparative analysis of the performance between the students of Janabadi model and government-aided schools is given below:

Table No. 7
Reading Comprehension Ability of the Students of
Model School and Governmental School

S.N.	Stream	No. of Students	Obtained marks	Text A FM 25	Text B FM 25
1	Model	40	Average Percentage	17.8 71.2	17.87 71.5
Total			Average Percentage	17.83 71.35	
2	Governmental	40	Average Percentage	12.75 51	12.82 51.3
Total			Average Percentage	12.78 51.15	

The above table shows that the students studying in the Janabadi Model Schools performed better obtaining 17.83 marks i.e. 71.35 percentages in the tests whereas students of government-aided schools obtained only 12.78 marks i.e. 51.15 percentage in the same reading comprehension tests. The above table shows that the students of Model School secured higher marks in the both tests. The students of government-aided school obtained lower marks in comparison of Janabadi Model Schools. The students of government-aided schools found that they were poor in reading comprehension ability than the students of Janabadi Model schools.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

It was found that students studying in Janabadi Model Schools in Rukum and Rolpa districts performed better than the students of government-aided schools. It shows that the students studying in Janabadi Model Schools had better reading comprehension ability than the students studying in government-aided schools.

On the basis of the analysis and interpretation of the data, the major findings of the present research work are as follows:

- i. The reading comprehension of the students who were studying in Janabadi Model Schools was 71.35 percent.
- ii. The reading comprehension of the students who were studying in government-aided schools was 51.15 percent.
- iii. Students who were studying in Janabadi Model schools had higher reading comprehension than the students who were studying in government-aided schools in Rolpa and Rukum districts. The average reading comprehension ability of the students who were studying in Janabadi Model School was 71.35% whereas the students of government-aided school was 51.15%.
- iv. Comparatively the students studying in government-aided school in Rukum are found poor reading comprehension. Their reading comprehension ability was only 37.3% among the selected four schools.
- v. The reading comprehension of the students who were studying in Janabadi Model School in Rolpa was 75.2 percent and the reading comprehension of the students of Janabadi Model School in Rukum was 67.5 percent.

4.2 Recommendations

On the basis of the present study the researcher would like to propose the following recommendations:

- i. The reading comprehension of the students of government-aided schools found poor. So, the teachers who are teaching in government-aided schools should focus on reading comprehension practice.
- ii. The reading comprehension of Janabadi Model School seems somehow satisfactory but they also should use new and modern methods and technologies in teaching so that students become able to compete with others.
- iii. The reading comprehension of the students who were studying in Janabadi Model School in Rolpa were found better than the students of Rukum district. So, the teachers who are teaching in Janabadi Model Schools in Rukum should observe the classes of Rolpa to improve their students' reading comprehension ability.
- iv. Additional reading materials should be provided for the students of government-aided schools. A library with interesting books in English will motivate them to read. Reading books in English will develop their reading comprehension.
- v. The teacher should use all testing strategies in a balance way while testing reading comprehension.
- vi. The teacher should involve the students in various group works, pair works and individual works and encourage them to read.

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APPENDIX 1

Unseen Text A

Test Items

Name:

Time: 1hr

Roll No.:

Class:

Full Marks: 25

School:

Agriculture in Nepal

We know that our basic needs are food, clothes and houses. Most of our food and fiber for our clothes come from agriculture. Growing crops and raising animals is agriculture. Some people live in hilly areas. It is not unusual to find thick forest growing on the slopes of hills and mountains. Many of these forests, however, have been cut down. The tea plant grows well on the slopes of hills where it rains for the most part of the year. The hilly areas of Illam have ideal conditions for tea gardening. Tea gardens are generally very large. In these gardens we see many women workers carrying big baskets on their backs. These women pluck the tealeaves and put them into the basket. When the basket is full, they carry it to the factory, the tea leaves are sorted out and dried in the special way. Then, they are packed in boxes and sent out to distant places all over Nepal. Beside tea, the people in these hilly areas grow rice, sugar cane, maize, many kinds of vegetable and fruits.

A. Tick the correct answer

1. Our basic needs are
a. books, pens and bags b. food, clothes and houses
c. cars, buses and bicycles d. rice, wheat and sugar cane
2. The hilly areas ofhave ideal conditions for tea gardening.
a. Surkhet b. Rolpa c. Saylan d. Illam
3. In these gardens we see manyworkers.
a. men b. children c. women d. students
4. People in these hilly areas grow
a. sugarcane, rice, maize, vegetables and fruits
b. coconut, barley, gram and pulses.
c. yarchagumba and herbels.
d. yeast, fumid seeds and cloves

5. Agriculture means
- a. cutting down trees b. growing crops and raising animals.
c. cutting grass d. digging the road

B. Match the correct answer

A

forest
vegetables
fruits
Illam
food

B

mango
jungle
district
a cauliflower
rice

C. Write 'T' for true and 'F' for false.

1. Most of our food and fibre for our clothes come from agriculture.
2. Killing animals and growing crops is agriculture.
3. The tea plant grow well on the slopes of hills.
4. Tea gardens are generally very small.
5. Besides tea people in the hilly areas grow rice, sugarcane, maize, vegetables and fruits.

D. Fill in the gaps choosing the correct word from the box.

Illam, baskets, pluck, factor, sorted out

1. The hilly areas ofhave a ideal conditions for tea gardening.
2. When the basket is full, they carry it to the
3. In these gardens we see many women workers carrying a bigon their backs.
4. These womenthe tea leaf and put them into the baskets.
5. In the factory, the tea leaves are and dried in a special way.

E. Give the short answer of the following questions.

1. Where does tea plant grow well?
2. Where have ideal conditions for tea gardening?
3. What are our basic needs?
4. What is agriculture?
5. What other things people grow besides tea in the hilly area?

APPENDIX 2

Unseen Text B

Test Items

Name:

Time: 1hr

Roll No.:

Class:

Full Marks: 20

School:

WATER

Water is the most important natural resource of Nepal. Our country is rich in water resource. Nature has been very kind to us by providing us with unlimited supply of water. Our country is the second richest in the water resources in the world.

Nepal is a land locked country. So we do not have access to the sea or oceans around the country. But we have big rivers in our country. These rivers originated from the Himalayas. When snow melts in the Himalayas, the glaciers and rivers are formed. The rivers flow through the mountain regions to the terai.

The main rivers of our country are Mechi, Koshi, Narayani, Gandaki, Karnali and Mahakali. These rivers have several tributaries. In addition to these Kankai, Bagmati, Trishuli, Marshyangdi, Seti, Rapti, Bheri are also important rivers of Nepal.

Lakes are also important sources of water. There are many lakes in our country. Rara lake is the largest. It is located in Mugu district. The second largest lake is Phewa. It is in Pokhara, Kaski. Begnas and Rupa lakes are also in Pokhara. Lakes are usually large areas of water surrounded by land.

Phoksundo is the deepest lake of Nepal. It is located in Dolpa district. Tilicho is located at the highest altitude. It is in Manang district. Some famous lakes are Gosai Kunda (Rasuwa district) and Satyawati (Palpa district).

Rivers and lakes together with other streams, ponds and underground water form our water resources. These are important sources for the development of Nepal.

Water is used for many purposes. It is used for drinking and washing and irrigation. Irrigation is the lifeline for agriculture.

A. Tick the correct answer

1. _____ is a landlocked country.
i. Nepal ii. India iii. China iv. America

2. We have big rivers in our _____
i. Village, ii. district iii. country iv. capital
3. When snow melts in the Himalayas the _____ are formed.
i. glaciers and rivers ii. lakes and ponds
iii. ice and snow iv. stones and soil.
4. Which is the largest lake of our country ?
i. Phoksundo ii. Rara iii. Tilicho iv. Rupa
5. Which is the deepest lake of Nepal.
a. Rara ii. Tilicho iii. Phoksundo iv. Phewa

B. Write 'T' for True and 'F' for False.

1. Our country is the second richest country of water resources in the world.
2. Rivers originate from the Terai.
3. Lakes are usually large areas of water surrounded by land.
4. Water is used for drinking, washing and irrigation.
5. Phoksundo is located in Palpa district.

C. Fill in the gaps choosing correct word from the brackets.

altitude, landlocked, Mugu, mountain, originate

1. Nepal is _____ country.
2. Rara lake is located in _____
3. Tilicho is located at the highest _____
4. Rivers _____ from the Himalayas.
5. The rivers flow through the _____ region to the Terai.

D. Match the given two columns

<u>A</u>	<u>B</u>
landlocked	deepest
Phoksundo	surrounded by land
Rara	river
snow	Mugu
Bheri	melt

E. Write the short answer of the following questions.

1. What are the main rivers of our country ?
2. Where is Rupa lake ?
3. Where do the rivers flow from : ?
4. How do the glaciers and rivers are formed ?
5. Which lake is located at the highest altitude ?

APPENDIX 3

Reading Comprehension of the Individual Students Studying in Model School Rolpa

S.N.	Name of students	Obtained marks	
		Text A FM 25	Text B FM 25
1	Ujwal Bdr. Magar	15	19
2	Dev Bdr pun	18	21
3	Bimachan Roka	23	24
4	Nanda Kishor	20	19
5	Parbati Budha	17	13
6	Bijaya	11	18
7	Akirti Pun Magar	17	19
8	Asmita Kongi	19	18
9	Jit Kumar Gharti	18	16
10	Tuphan Gharti	20	22
11	Rup La Budha	16	17
12	Akash oli	21	20
13	Gurans KC	18	21
14	Sirjan Oli	20	19
15	Ishor BK	22	21
16	Sher Bdr Nepali	19	17
17	Kamala Roka Magar	18	15
18	Durgalal Gharti	19	18
19	Prabha BK	22	23
20	Usha Budha	19	20
Total		372	380

APPENDIX 4

Reading Comprehension Ability of the Individual Student's Studying in Government Aided School of Rolpa

S.N	Name of students	Obtained marks	
		Text A FM 25	Text B FM 25
1	Akirti Pn Magar	14	16
2	Barta GM	16	18
3	Binod sunar	12	10
4	Nirdhak Roka	20	21
5	Bijaya Nepali	19	19
6	Sunita GM	10	15
7	Amrit Roka	17	19
8	Suchhan GM	16	16
9	Bibek Pun Magar	18	17
10	Trtha Nepali	16	15
11	Hari shankar Roka	18	13
12	Shiva Budha	13	16
13	Gyan Bdr. BK	17	20
14	Sauraj Budha	19	17
15	Kamala Sunwar	19	15
16	Bimala \budha	18	13
17	Ash Bdr Pariyar	17	19
18	Amod GM	12	17
19	Usha Pun Major	16	16
20	Kishor gharti	19	18
Total		372	380

APPENDIX 5

Reading Comprehension Ability of Individual Students of Model school Rukum

S.N.	Name of the Students	Obtained Marks	
		Text A FM 25	Text B FM 25
1	Sarita Serpali	20	21
2	Chintan Bantha	13	16
3	Tibrata Pariyar	10	13
4	Pabitra KC	18	17
5	Chandra Bdr. BK	24	24
6	Susma Nepali	20	19
7	Gita Budha	16	17
8	Amul Bantha	19	18
9	Nirman Pun	22	19
10	Lila Gharti	12	13
11	Amrita Bista	19	17
12	Nim Bdr Roka Magar	14	13
13	Hari Lal BK	21	18
14	Pesal Pun	17	19
15	Pren Kumari Gharti	16	16
16	Sapana Oli	20	19
17	Bimal Nepali	15	13
18	Shrish Oli	18	18
19	Prabin Budha	14	15
20	Pratikha Pariyar	12	10
Total		340	335

APPENDIX 6

Reading Comprehension Ability of the Individual Students of Governmental School, Rukum

S.N.	Name of the Students	Obtained Marks	
		Text A FM 25	Text B FM 25
1	Lal Bir BK	3	5
2	Dipa Pun	5	6
3	Yamuna Oli	8	11
4	Pabita Budha	15	13
5	Rabindra BK	11	10
6	Depa Gharti	9	10
7	Hari Bhakta Nepali	16	15
8	Jok Bir Budha	11	9
9	Asha Nepali	10	11
10	Binita Roka	3	7
11	Sabita Nepali	8	6
12	Opendra Pun	6	8
13	Arun Roka	11	9
14	Lila pun	7	5
15	Kuber Budha	10	8
16	Mina Gharti	7	6
17	Janak Budha	11	14
18	Pushkar Budha	13	12
19	Dipak Pun	14	10
20	Gita BK	12	8
Total		190	185

