CHAPTER - ONE

INTRODUCTION

1.1 General Background

Human beings have made the wonderful achievements in different sectors. Language that can be regarded as a physical tool is the greatest productivity of human brain. Language also deserves the duality, arbitrariness and so on. Human speech, which is possible through language, is not only the unique but also the biggest property of human beings in the sense that it is different from animal communication system. So language, in general and particular sense, is regarded as "species-specific" and "species uniform". Language is the best way, however, there can be other ways as well, to communicate and share the feelings, emotions, ideas that is comprised of a set of signals. That is why, language can be said the most widely used means of communication, as Todd, (1987, p. 6) mentions "a language is a set of signals by which we communicate."

The acquisition of language is unique to human beings, eventhough, animals also do have communication system. 'Speech' is the most highly developed system of communication. Language is essentially human. Spoken language is used to communicate directly and it records and holds on to our history across generations. Language is the inevitable part of our life that is used to express our ideas, wants and needs, concerns, plans . . . the list is eternal. Using language seems as natural as breathing and walking.

Since language is a complex phenomenon, it is difficult to define. So, among thousands of definitions of language, no one is itself adequate. Language is the rule-governed symbol system that appears in several forms. Listening, speaking, reading and writing, which are also called the language skills, are the different forms of language. So language system encompasses these forms of language.

"The acquisition of these language skills follows a general sequence of development: listening, speaking, reading and writing." (Lerner, 2003 p. 352)

1.1.1 Language Teaching

Language teaching, in fact, is not only the sentimental activity; it is not only standing in front of the students in a classroom but also managing the students as a facilitator. Entering the classroom, speaking fluently, writing on the board are not only the teaching activities. It is not the way of drilling the contents to the students, nor is it preaching to the learners. The teaching, in its real sense, is facilitating the learners in learning it. "Teaching should be geared to facilitating learning on the part of the learners. This is true of language teaching as well. Hence the objectives of teaching a language are to facilitate the learners in learning it." Sthapit (2000, p. 43). At present, the role of a teacher from authority has shifted to manager, informant, social worker and so on.

Language teaching refers to the teaching of language skills and language aspects. So, of course, a teacher needs well-developed language competence, knowledge of language and knowledge of how to use the language. Teachers need to manage the ability of learning process among the students according to their language ability. Thus, all language skills and language aspects are to be delivered properly. "Good language teachers do not work by rule of thumb and recipe." (Allen and Corder, 1974, p.1)

1.1.2 Language Skills

Language skills are the modes or manners in which language is used. Four language skills listening, speaking, reading and writing are integrated not only while we are teaching and learning a language but also in real life situation while we are using it for various purposes. A language is basically used in real life situation in order to receive information. To grasp information, we have to listen to someone or something, or read a written text. Therefore, listening and reading

are supposed to be as receptive skills. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. Therefore, speaking and writing are called as productive skills. Human beings learn to listen and speak automatically and naturally. They acquire these two basic skills without any conscious efforts. Listening and speaking, therefore, are referred as primary or obligatory language skills. On the other hand, reading and writing are called secondary or optional language skills because we, human beings, are not compelled to acquire or learn them to conduct our life. Scrivener (2005) opines that teachers normally think of there being four important micro language skills: listening, speaking, reading and writing. Harmer (1991, p.16) argues that very often, of course, language users employ a combination of skills at the same time.

1.1.2.1 Reading Skill

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. "Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself question." (Grellet, 1981: p. 8). Reading offers language input, as listening does. Reading is the total understanding of a message contained in a text. "It is the amalgamation of visual and non-visual experience or behaviour, or, reading is decoding print or 'deciphering' print, or reading is understanding, interpreting or making sense of a given text." (Venkateswaran, 1995; p. 84)

Reading involves many complex skills that have to come together in order for the reader to be successful. For example, proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy in use. Proficient readers know when unknown words will interfere with achieving their purpose for reading and when

they will not. When unknown words arise and their meaning is needed for comprehension, proficient readers have a number of words attack strategies available to them that will allow them to decipher the meaning of the words to the extent that they are needed to achieve the purpose for reading. Reading is also a complex process in that proficient readers give to the text as much as they take. They make meaning from the text by using their own prior knowledge and experiences. Proficient readers are constantly making predictions while reading. They are continuously anticipating what will come next. Their prior knowledge and experiences with texts as well as with world around them allow them to do this. It is this continuous interaction with the text that allows readers to make sense of what they are reading.

Reading is a process used for extracting information from a printed or written text. Here information means the content which is cognitive or intellectual, referential (factual) and affective or emotional. Referential materials are read in order to get factual information. "Reading involves looking at sentences and words, recognising them and understanding them-it is a process of making sense of written language." (Doff, 1995, p.104). Reading is decoding translation of written symbols into corresponding sounds. To Harmer (1991), "Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message". Therefore, it can be said that understanding a written text means extracting the required information from it as efficiently as possible.

Reading also refers to interpretation of a message, the value of an utterance in fact, in most ELT situations, the ability to read in a language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. The process of language acquisition can be enhanced to linguistically comprehensible written texts by extensive exposure. A good reading text provides a good model

for writing, and provides opportunities to introduce new topics, to stimulate discussion and to study language.

Reading is not only the complex process but also the primary importance to any literate person. Looking at the text and going through it as fast as it allows is the physical process whereas mental process involves interaction of the visual input with the available knowledge and ability to produce an interaction. Reading can be done both in silent and loud way. However, experiments have proved that more comprehension is achieved only through silent reading. Silent reading, reading for meaning, is the activity we normally engage in when we read books, newspapers. The purpose of reading aloud is not just to understand the text but to convey the information to someone else.

> Students need to be involved in both extensive and intensive reading to get maximum benefit from their reading. With the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the later is often (but not exclusively) teacher chosen and directed but is designed to enable students to develop specific receptive skills. (Harmer, 1991, p. 210).

Intensive reading involves texts closely and carefully with the intension of gaining and understanding of as much detail as possible. This is a stop/start kind of reading, involving going back over the same. So intensive reading is generally at slower speed, and requires a higher degree of understanding. On the other hand, extensive reading . . . generally involves rapid reading of large quantities of materials or longer readings for general understanding. Extensive reading is also known by the name of rapid reading or independent silent reading. It gives practice in reading for information only and concentrates upon subject matter.

We can also divide the process of reading into four categories: perceptual learning, associative learning, cognitive learning, and affective learning.

i. Perceptual learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people etc.

ii. Associative learning is the learning of basic-sound corresponding as a stimulus response process. Intelligence, past experience, motivation etc. are some of the variables in the associative process.

iii. Cognitive learning is as essential to learning to read as perceptual and associative learning. It involves comparing, recognizing, etc.

iv. Affective learning is another mode, which is triggered by emotions, and takes place when the readers' emotions are aroused by the printed words.

Students will not get any information by reading all the text in the same way. The type of reading materials, the purpose of readers' individual reading skill are the factors influencing to reading speed. So both skimming and scanning are specific reading techniques necessary for quick and efficient reading.

Skimming is a type of rapid reading in which the teachers make a rapid survey of texts. It helps the readers to grasp the general theme or central idea of the text being read.

By scanning, we mean glancing rapidly through a text in order to search for a specific piece of information. It is not a complete survey of the text. The reader who is scanning the text tries to get particular piece of information, he does not care all the important points.

Thus, reading generally means understanding or making sense of a given text. In academic life, reading helps the students sharpen and widen the scope of knowledge. It is one of the major tools that keep themselves a breast of the latest happenings across the world. Moreover, reading feeds our mind with variety of thoughts. When we are exposed to various reading materials, then it helps build up our confidence and shaper our philosophy of life.

1.1.3 Processes of Reading

Bottom-up and Top-down processing of reading

There are two processes of reading. They are bottom-up processing and top-down processing. The bottom-up reading processing is called lower level reading processing while top-down reading processing is called higher level reading processing. According to bottom-up processing view of reading, the readers must recognize various linguistic signals like letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and build up meaning from analyzing the forms of language. This is also called data-processing mechanisms because the readers must recognize individual linguistic signals and connect them to make the sense of the text read. In this type of processing the students focus on the individual linguistic signals or forms so that they understand the text partially not fully.

On the other hand, in the top-down processing the readers are said to involve in psycholinguistic guessing game to make sense of the text read. The readers draw on their intelligence and experience to understand the text read. The readers' sense and experiences help them to predict that the writer likely to say this rather than that. The readers get meaning of the text even without understanding the individual words of that text. Because this sort of processing is called meaning generating activity rather than having mastery of words recognition. Thus, in this type of processing the readers use their past experiences and intuitions to understand the text while in bottom up processing the readers give emphasis on individual linguistic units. Nevertheless, these two processing of reading are complementary to each other.

1.1.4 Approaches to Reading

The approaches to reading help the reader to understand the text. The approaches to reading are mainly based on selection of reading materials, organization of

content and presentation of content. The assumption behind the approaches to reading is that if the reader has the knowledge of what type of text s/he is reading, how the information is organized and presented, then s/he can better understand the text. There are three main types of approaches to reading.

The reader should concentrate on both what is conveyed and how the message in the reading text is organized. Organization and presentation of message largely depend on the part of the writer. The reader should have knowledge of how the writer has presented and organized the content. Thematic approach particularly deals with this matter. Change in a word can bring change in the meaning conveyed by the sentence. Thus, the reader should pay due attention to the way the words are ordered in a sentence. Variation in word order can bring change in the message.

Thus, the main purpose of thematic approach to reading is to recognize how the arrangement of information in the passage can determine the order of the words in the sentences and to understand the relationship between parts of the text to convey a clear meaning. Once the students have recognized the pattern that is being used, they can apply their reading strategies to the text and predict what is likely to follow. If they recognize the text as an argumentative one will look for arguments and counterarguments, then for some of conclusion drawn from these arguments.

Another approach to reading is signpost approach. This approach is based on the assumption that reading comprehension takes place best if students are given the pre-reading task. The task may include different signpost questions (SPQ) related to the text that the students/readers are going to read. Signpost approach directs the readers to find specific details in the text. The readers read the SPQs and then read the text to find the answer. SPQs are helpful to the readers because they give the readers specific reason for reading and make the reading much more purposeful.

Language experience approach is learner oriented approach for preparing reading materials. This approach is based on the assumption that reading becomes more effective if the materials to be read are prepared on the basis of the experience of the learners. This approach is said to be more dynamic and flexible because the students with different experiences and tastes can read the texts. If the texts to be read are based on the experiences and interest of the readers, then they can entirely understand the texts. This approach reflects such reading materials that suit the mental development of the readers.

1.1.5 Elements of reading

There are three elements of reading, viz: a word recognition skill, fluency and reading comprehension. "Word-recognition skill enable a reader to recognize words, and to learn ways to figure out or unlock unknown words by decoding printed words. Readers decode print in two ways: semantically and syntactically. "Reading requires the ability to recognize words. Learning word-recognition skill early leads to wider reading habits both in and out of school." (Lerner, 2003, p. 407) "Reading fluency is the ability to recognize words quickly and to read sentences and longer passages in a connected essay manner that indicates understanding of the materials". (ibid, p. 414)

Reading comprehension is the third element of reading. It is the process involved in understanding the meaning of written text. It is the way of extracting meaning from the printed patterns of three levels of meanings, viz: lexical meaning, structural or grammatical meaning and socio-cultural meaning. So it can be said that the understanding that results from perceiving a written text is called reading comprehension.

"The reader's background knowledge, interest and reading situation influence the comprehension of the materials." (Lerner 2003: 417). Reading comprehension is highly concerned and/or co-related with many other sub skills such as speed,

grammar, reference of time, cohesion, coherence, vocabulary and so on. Richards and Renandya (1999) opine that reading for comprehension is the primary purpose for reading.

Literal comprehension (reading to understand information explicitly), inferential comprehension (reading to find the information which is not contained in the text), critical or evaluative comprehension (reading to compare information in a passage with the reader's own knowledge and values) and appreciative comprehension (reading to gain an emotional kind of valued responses from the passage) are the types of reading comprehension.

The overall purpose for teaching reading is to develop the abilities, attitudes and skills needed for obtaining information, fostering and reacting to ideas developing interests and finally, deriving pleasure by reading through understanding or comprehension. Now, reading comprehension is an interaction between a reader's prior knowledge and the information encoded in the text. Since the newspaper reading is the most students' the least favourite subject in our country, it is one of the interested areas of research in the field of language teaching and learning process. That is why "Reading Comprehension of English Newspaper Articles" is the very much interested and quite a new area of research in language teaching, particularly in English language teaching. It is very much interesting to find the reading comprehension ability and habit of reading newspapers of the10+2 students in research.

1.2 Review of the Related Literature

In the context of reading comprehension, a significant number of researches have been carried out. Some of these studies are stated below along with their objectives and findings.

Siwakoti (1996) carried out a research on "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District." The objective of that study

was to analyze the reading proficiency of the students of the Nepal government-aided and the private schools to test their comprehension ability on lexical, textual and contextual levels in reading a text. The major findings of that study were that the NG-aided and the students of private urban schools performed better than those of rural school students and the students of both types of schools on the textual and lexical meaning. Similarly, Subedi (2000) carried out a research entitled "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa: A Comparative Study." The study aimed at comparing the reading comprehension of seen and unseen passages. He found that the students of urban schools in Kathmandu had better performance in reading comprehension level in magazines than rural students in Jhapa. Likewise, G.C. (2000) made a study on "Reading Comprehension Ability of PCL First Year Students, involving the Students of Different Institutes and Faculties in Pokhara Valley of Kaski District." The objective of the study was to compare the reading comprehension ability of the above mentioned students and found that the students' reading of institutes had better reading comprehension ability than faculties.

Paudel (2005) carried out a research on "TOEFL Based Reading Comprehension Ability of Bachelor Level Students." The objectives of his study were to find out the reading comprehension ability of bachelor level students of T.U. on the basis of TOEFL and to compare their comprehension ability in terms of faculty/institute, sex, and the nature of the text. The findings of the study were that the bachelor level students of TU who came from government-aided school background have good reading comprehension ability in terms of TU's standard; the boys were better than girls and the students of institutes were better than the students of faculties. Similarly, Neupane (2006) carried out another research on "Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha Districts" in terms of reading sub-skills such as skimming, scanning, informing and guessing meaning and to compare the achievements between the students of these districts.

The research found out that the reading proficiency of the students studying in grade ten is good in terms of scanning and reading proficiency of the students is not adequate in terms of guessing meanings. Likewise, K.C. B.K. (2007) has carried out the research on "Testing Reading Comprehensions: A Place of Subjective and Objective". The objective of the study was to find out the place of subjective and objective tests in testing reading comprehension, and the finding was that students showed the average performance in objective test in both types of reading texts viz. seen and unseen texts. Students' performance was better than that of subjective test as a whole. Likewise, private school students have shown better performance in both tests in both kinds of reading texts than the students of government schools. Pokhrel (2007) carried out the research entitled "Reading Comprehension Ability in the English Language; A Case of Nine Grade Students." The objective determined for that study was to find out and compare the reading comprehension ability of grade nine students in Kavre district in orthographic and para-orthographic reading texts from both sources; seen and unseen. The finding was that the reading comprehension of the students in seen text is better than reading comprehension in unseen text. The students had better performance in para-orthographic text than in orthographic text.

Paudel (2007) carried out a research on "A study on Reading Comprehension of Grade Seven Students" where the objective was to determine and compare the level of reading comprehension of Seventh graders of Kaski and Parvat districts. The finding of the research was that the reading comprehension of boys was found better than that of girls in both the districts and better in poems than in other reading texts. Next research was carried out by Koirala (2008) in "Reading Comprehension of Poetry and Short Story." The objectives of the study was to find out the comprehension level of the students in the poetry and short story and to make comparison. His findings were that the comprehension level of the students is better in poetry than in short story, boys are better in poetry than girls,

the reading comprehension level of the students is better in seen texts than in unseen. In the same way, Khadka (2008) conducted a research on "Reading Comprehension Ability of Differentially-Able and Able students." The objectives of his study were to find out the reading comprehension ability of the differentially able and able students of secondary level and to compare the reading comprehension ability of the students in terms of information oriented and content oriented variables. The findings of this study was that the reading comprehension ability of the able students is higher than that of the differentially able students both in seen and unseen reading texts.

This study that is carried out is quite different from the above mentioned ones as it tried to analyze the reading comprehension of the 10+2 level students of the urban areas specially in newspaper articles. It also evaluates the study habits of the students in newspaper articles.

1.3 Objectives of the Study

The study had the following objectives:

i.   To find out the reading comprehension of English newspaper articles by 10+2 level students.

ii.   To find out and compare the habit of reading English newspaper articles by 10 + 2 level students in terms of

     a. Informant oriented variables

        ■ government-aided and private schools.

        ■ boys versus girls.

    b. Stream-oriented variables.

iii.   To suggest some pedagogical implications.

1.4 Significance of the Study

It is the key skill to read smoothly along with understanding the newspapers in the present day globalized world. Newspaper reading is done not only for getting information but also for being civilized. So, the study is significant for the prospective researchers who want to carry out the researches in newspaper reading especially by the students of 10+2 level in urban areas. The students of teaching learning sector will find the research useful because this research studied the habits of students in English as well as their reading comprehension of the newspaper articles. It will also directly or indirectly be involved in journalism sector as it is expected to give some insights of newspapers reading habits. This study is expected to be significant to those who are interested in teaching and learning the English language in general and teaching/learning reading comprehension to the urban 10+2 students in particular.

1.5 Limitations of the Study

The study was limited to:

a. The study was limited to find out and compare the comprehension ability of 10+2 level students of both government-aided and private schools in reading newspaper articles.

b. The study was restricted to find out the habits of reading English newspaper articles by 10+2 level students.

c. The study was limited to the selected two higher secondary schools in Kathmandu.

d. The number of sample population was only one hundred and twenty.

e. The test items for testing reading comprehension ability were extracted from the different newspapers, such as The Rising Nepal and The Kathmandu post.

1.6 Definitions of the Specific Terms

10+2 students: This term refers to the students studying in eleven and twelve
classes in Nepal.

Newspaper: This term refers to the English medium newspapers that are
published daily/weekly/monthly.

Government-aided schools: This term refers to the schools that are financially
supported by government.

Private schools: This term indicates that the schools established by individual,
making the private investment.

Urban students: It indicates to the students studying in town areas.

Reading comprehension ability: This term refers to the ability of the students to
solve the questions prepared on the basis of the related reading text.

CHAPTER - TWO

METHODOLOGY

For the fulfillment of the above mentioned objectives, the researcher adopted the following methodological strategies.

2.1 Sources of the Data

In order to carry out this research, the researcher used both primary and secondary sources of data. Thus, the study is based on the following sources of information.

2.1.1 Primary Source of Data

The primary sources of data for the study were the students studying in the 10+2 level in the Kathmandu valley, both in government-aided and private colleges.

2.1.2 Secondary Sources of Data

For the facilitation of this study, the researcher consulted the books, journals, articles, theses and dictionaries related to the research areas. Some of the secondary sources, in addition to the primary sources of the study were the newspapers and magazines of different sorts (see appendix -II).

2.2 Population of the Study

The population of the study were the students of 10+2 level students of Kathmandu studying in both government-aided and private schools of both sexes. While undergoing the present study, sixty students of government-aided schools and sixty students of private colleges were taken into consideration. Besides, the students from each Stream/faculty were taken into account as well.

2.3 Sampling Procedure

The sample population of the study were one hundred and twenty students of eleven and twelve grades of both government-aided and private schools. Out of the total, sixty were from government-aided schools and sixty from private schools along with both males and females. The former group of students i.e. government-

aided were selected using non-random purposive sampling procedure and the latter by using random sample method by dividing them into two main starta: male and female.

2.4 Tools for data collection

Three sets of test items were prepared to elicit responses from the students to test their reading comprehension ability to collect the data (see appendix Ia, Ib, Ic). Each set of the test items contained both subjective and objective test items from the newspaper articles. The researcher followed the following marking schemes:

Marking scheme

S.N.	Topic of selected text	Types of test items	No. of items in each set	Marks of the items
1	Petrol Crisis Jolts Public Confidence (News)	a. Objective - Multiple choice -Completion -Matching -True/false b. Subjective	Objectives -20 Multiple -5 Completion - 5 Matching - 5 True/false - 5 Subjective - 10	- 20 - 5 - 5 - 5 - 5 - 10
2	SLC Terror (Article)	a. Objective - Multiple choice -Completion -Matching -True/false b. Subjective	Objectives -20 Multiple -5 Completion - 5 Matching - 5 True/false 5 Subjective - 10	- 20 - 5 - 5 - 5 - 5 - 10
3	Without text	a. Objective - Multiple choice -Completion -Yes/No items b. Subjective	Objectives -15 Multiple -5 Completion - 5 Yes/No - 5 Subjective - 15	- 15 - 5 - 5 - 5 - 15

2.5 Process of Data Collection

The following points show the stepwise procedures that the researcher followed in gathering information while carrying out this investigation.

-) The researcher prepared a different set of questionnaire to judge the newspaper reading habit. (See Appendix - Ia)

-) The researcher collected two different texts from the newspapers to test the reading comprehension ability of the both government and private schools. (See Appendix-Ib, Ic)

-) He, then, prepared both subjective and objective test items from the selected texts.

-) He visited the selected colleges, i.e. both government-aided and private schools in Katmandu.

-) He consulted the administration and asked for permission to carry out the study.

-) He himself gathered the selected students in a separate room, instructed them very carefully about time limitation and the activities they were supposed to do and then administered the test.

CHAPTER - THREE
ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis of government-aided schools and reading habit, private schools and reading habit, comparison between government-aided school students and private school students, reading comprehension ability of government-aided school students and reading comprehension ability of private school students. The analysis of reading habits of the students of government-aided schools, private schools and reading comprehension ability in newspaper articles have resulted the following:

3.1 Newspaper Reading Habit of Government-aided School Students

Under this section, the reading habits of government-aided school students faculty wise and Stream wise analysis have been incorporated.

3.1.1 Streamwise Comparison of Newspaper Reading Habit of Government-Aided School Students

The table given below shows the comparison among four streams in newspaper reading habit of both boys and girls of government-aided schools

Table No. 1

Streamwise Comparison

Scales	Newspaper Reading Habit (NRH)							
	Science		Commerce		Education		Humanities	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Daily	10 (16.66%)	8(13.33%)	6(10%)	8(13.33%)	9(15%)	8(13.33%)	7(11.66%)	8(13.33%)
Occasionally	18(30%)	22(36.66%)	16(26.66%)	14(23.33%)	11(18.33%)	13(21.66%)	15(25%)	12(20%)
Once a week	16(26.66%)	17(28.33%)	22(36.66%)	20(33.33%)	24(40%)	21(35%)	21(35%)	22(36.66%)
Never	16(26.66%)	13(21.66%)	16(26.66%)	18(30%)	16(26.66%)	18(30%)	17(28.33%)	18(30%)

The above table displays that, boys are ahead of girls in Science Stream by 3.33%. The number of girls exceeds who read newspapers *occasionally* and *once a week*

by 6.66% and 1.67% respectively, whereas some boys *never* read; this number exceeds by 5% in comparison to girls. The girls are a bit ahead than boys in Commerce Stream. About 3% more girls read newspapers *daily* than those of boys. But the number of boys is more by 3% than girls on the basis of the reading newspapers *occasionally*. The number of boys who read newspaper *once a week* is higher by 3% than that of girls. Likewise, the Science Stream, some girls *never* read newspapers. This number exceeds by 4%. On the other hand, the boys are ahead of girls in Education Stream by 2%. The number of girls who read newspaper *occasionally* exceeds by 3%. Boys reading newspaper *once a week* is higher by 5% than girls. Some boys never read newspapers. This number exceeds by 4% in comparison to girls. In Humanities Stream, the number of girls reading newspapers *daily* is ahead by 1.67%, whereas the number of boys reading newspapers *occasionally* is ahead by 5%. There is a greater number of the girls reading newspapers *once a week* in comparison to boys by 1.66%. Therefore, among the four Streams students' NRH, Science Stream students have the highest, Commerce and Humanities have the lowest and Education has the between.

3.1.2 Science Students of GAS and Newspaper Reading Habit

The table no. 2 below describes the newspaper reading habit of the students of Science Stream of government-aided schools in terms of reading frequency.

Table No. 2

NRH of GAS Boys vs Girls of Science Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	Daily	Occasionally	Once a week	Never
Boys	Number	10	18	16	16
	Percent	16.66%	30%	26.66%	26.66%
Girls	Number	8	22	17	13
	Percent	13.33%	36.66%	28.33%	21.66%

The above table shows that out of 60 boys of Science Stream, 10 (16.66%) read newspaper *daily*, 18 (30%) read *occasionally*, 16 (26.66) read *once a week* and 16 (26.66%) *never* read the newspaper articles whereas out of 60 girls of Science Stream studying in GAS, 8 (13.33%) girls read newspaper *daily,* 22 (36.66%) read *occasionally*, 17 (28.33%) read newspaper *once a week* and 13 (21.66%) *never* read newspaper reading articles. The NRH of girls and boys have mixed results. However, the girls are found less users of the newspaper *daily*.

3.1. 3 Commerce Students of GAS and Newspaper Reading Habit

In this section, the newspaper reading habit of the Commerce Stream students of the government-aided schools is presented.

Table No. 3

NRH of GAS Boys vs Girls of Commerce Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	**Daily**	**Occasionally**	**Once a week**	**Never**
Boys	Number	6	16	22	16
	Percent	10%	26.66%	36.66%	26.66%
Girls	Number	8	14	20	18
	Percent	13.33%	23.33%	33.33%	30%

The above table indicates that out of 60 boys of Commerce Stream 6 (10%) read newspaper *daily*, 16 (26.66%) read *occasionally,* 22 (36.66%) read *once a week*. On the other hand, out of 60 girls of Commerce Stream, 8 (13.33%) read *daily*, 14 (23.33%) read *occasionally*, 20 (33.33%) read *once a week* and 18 (30%) *never* read the newspapers. It is seen that the girls in Commerce Stream are ahead by 3% in terms of daily reading. On the other hand, the number of boys is ahead by 3% in occasional reading. Thus, the NRH of girls is found more than their counterpart boys in Commerce Stream.

3.1. 4 Education Students of GAS and Newspaper Reading Habit

The newspaper reading habit of the students of government-aided schools studying in Education Stream is as follows.

Table No. 4

NRH of GAS Boys vs Girls of Education Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	Daily	Occasionally	Once a week	Never
Boys	Number	9	11	24	16
	Percent	15%	18.33%	40%	26.66%
Girls	Number	8	13	21	18
	Percent	13.33%	21.66%	35%	30%

The above table shows that out of 60 boys of Education, 9 (15%) read newspaper *daily*, 11 (18.33%) read *occasionally*, 24 (40%) read *once a week* and 16 (26.66%) boys *never* read newspapers whereas 8 (13.33%) girls *daily* read newspaper, 13 (21.66%) *occasionally* read, 21 (35%) read *once a week* and 18 (30%) *never* read newspaper. The NRH of boys is slightly ahead of girls; i.e. the percentage of boys is greater by 2 than their counterpart girls in Commerce Stream.

3.1.5 Humanities Students of GAS and Newspaper Reading Habit

This section presents the newspaper reading habit of the same government-aided students of Humanities faculty.

Table No. 5

NRH of GAS Boys vs Girls of Humanities Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	Daily	Occasionally	Once a week	Never
Boys	Number	7	15	21	17
	Percent	11.66%	25%	35%	28.33%
Girls	Number	8	12	22	18
	Percent	13.33%	20%	36.66%	30%

The above table indicates that out of 60 boys of Humanities Stream 7 (11.66%) read newspaper *daily*, 15 (25%) read *occasionally,* 21 (35%) read *once a week* and 17 (28.33%) read *never*. On the other hand, out of 60 girls of Commerce Stream 8 (13.33%) read *daily*, 12 (20%) read *occasionally*, 22 (36.66%) read *once a week* and 18 (30%) *never* read the newspaper. The girls in Humanities Stream are slightly better in newspapers reading than that of boys because their number exceeds by 1.67%. Hence, it is obvious that the NRH of girls is found more than their counterpart boys in Humanities Stream.

3.2 Newspaper Reading Habit of Private Schools Students

Under this section, the reading habits of private school students faculty wise and Stream wise analysis has been incorporated**.**

3.2.1 Streamwise Comparison of Newspaper Reading Habit of Private School Students

The table given below shows the comparison of NRH of the boys and girls of private school students.

Table No. 6
Streamwise Comparison

	Newspaper Reading Habit (NRH)							
	Science		Commerce		Education		Humanities	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Daily	28(46.66%)	24(40%)	24(40%)	22(36.66%)	18(30%)	16(26.66%)	23(38.33%)	22(36.66%)
Occasionally	16(26.66%)	20(33.33%)	20(33.33%)	18(30%)	16(26.66%)	18(30%)	21(35%)	19(31.66%)
Once a week	6(10%)	9(15%)	4(6.66%)	11(18.33%)	16(26.66%)	14(23.33%)	5(8.33%)	10(16.66%)
Never	10(16.66%)	7(11.66%)	12(20%)	9(15%)	10(16.66%)	12(20%)	11(18.33%)	9(15%)

The above mentioned table exhibits that boys are ahead than girls in Science Stream by 6.66%. The number of girls exceeds who read the newspapers *occasionally* and *once a week* by 3.33% and 5% respectively, whereas some girls never read newspapers. This number is less by 5% than boys. Likewise, the boys seem to be better than girls in Commerce Stream in terms of reading newspapers

daily. They are ahead by 6.66% than their counterpart girls. The number of boys who read newspaper *occasionally* is higher by 3.33% than girls. Whereas the number of girls who read newspapers *once a week* is far higher than boys. The difference is of 11%. 2% boys *never* read newspapers. That number is 5% more than girls. In Education Stream, more boys read newspapers *daily* than the girls. The number is by 33%. But the number of girls who read newspapers *occasionally* is higher than boys. The difference is of 3.33%. Similarly, the less girls read newspapers *once a week* than boys. Some boys *never* read newspapers. The number is less by 4.66% than girls. Viewing Humanities Stream, the number of boys is higher by 1.67% in reading newspapers *daily* than girls. Again the gap between the boys and the girls is 3.34% in terms of occasional reading.

3.2.2 Science Students of PS and Newspaper Reading Habit

The table below concerns with the mathematical calculation of the reading habit of Science Stream students of private schools.

Table No. 7

NRH of PS Boys vs Girls of Science Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	**Daily**	**Occasionally**	**Once a week**	**Never**
Boys	Number	28	16	6	10
	Percent	46.66%	26.66%	10%	16.66%
Girls	Number	24	20	9	7
	Percent	40%	33.33%	15%	11.66%

The above table shows the NRH of Science Stream students, that out of 60 boys, 28 (46.66%) read newspapers *daily*, 16 (26.66%) read *occasionally*, 6 (10%) read *once a week* and 10 (16.66%) *never* read the newspaper articles, whereas out of 60 girls, 24 (40%) girls read newspapers *daily*, 20 (33.33%) read *occasionally*, 9 (15%) read *once a week* and 7 (11.66%) *never* read the newspaper articles. The

NRH of the boys and girls have mixed results; however, the boys are found more users of newspapers *daily*. The number of boys is more by 4.66% than that of girls. So, the boys are found to read newspaper article more than the girls.

3.2.3 Commerce Students of PS and Newspaper Reading Habit

The newspaper reading habit of the Commerce Stream students of private school is presented in the following table.

Table No. 8
NRH of PS Boys vs Girls Commerce Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	Daily	Occasionally	Once a week	Never
Boys	Number	24	20	4	12
	Percent	40%	33.33%	6.66%	20%
Girls	Number	22	18	11	9
	Percent	26.66%	30%	18.33%	15%

The above table shows the NRH of Commerce Stream students, out of 60 boys, 24 (40%) read it *daily,* 20 (33.33%) read *occasionally*, 4 (6.66%) read *once a week* and 12 (20%) *never* read the newspaper articles. On the other hand, out of 60 girls, 22 (36.66%) read it *daily*, 18 (30%) read *occasionally*, 11 (18.33%) read *once a week* and 9 (15%) *never* read the newspaper article. The boys are found to have better reading habit than the girls because the number of boys is exceeded by 13.33% than that of the girls.

3.2.4 Education Students of PS and Newspaper Reading Habit

The following table exhibits the newspaper reading habit of the students of private schools studying in Education.

Table 9

NRH of PS Boys vs Girls of Education Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	**Daily**	**Occasionally**	**Once a week**	**Never**
Boys	Number	18	16	16	10
	Percent	30%	26.66%	26.66%	16.66%
Girls	Number	16	18	14	12
	Percent	26.66%	30%	23.33%	20%

The above table shows that out of 60 boys, 18 (30%) read it *daily*, 16 (26.66%) read *occasionally*, 16 (26.66%) read *once a week* and 10 (16.66%) *never* read the newspaper articles. On the other hand, out of 60 girls, 16 (26.66%) read it *daily*, 18 (30%) read *occasionally*, 14 (23.33%) read *once a week* and 12 (20%) *never* read the newspaper articles. In comparison between girls and boys in Education Stream of private schools, the boys are found more users of the newspapers *daily*. The number remains ahead by 3.33%.

3.2.5 Humanities Students of PS and Newspaper Reading Habit

This section presents the newspaper reading habit of the same private school students of Humanities faculty.

Table No. 10

NRH of Boys vs Girls of Humanities Stream

Sex		Newspaper Reading Habit (NRH)			
	Scale	Daily	Occasionally	Once a week	Never
Boys	Number	23	21	5	11
	Percent	38.33%	35%	8.33%	18.33%
Girls	Number	22	19	10	9
	Percent	36.66%	31.66%	16.66%	15%

The above table shows the NRH of Humanities Stream students, out of 60 boys 23 (38.33%) read *daily*, 21 (35%) read *occasionally*, 5 (8.33%) read *once a week* and 11 (18.33%) *never* read the newspaper article. On the other hand, out of 60 girls 22 (36.66%) read *daily*, 19 (31.66%) read *occasionally,* 10 (16.66%) read *once a week* and 9 (15%) *never* read the newspaper article. The boys are found to have better reading habit than the girls. The interpretation above shows that the number of boys reading newspapers *daily* is a bit higher than girls. The boys remain ahead by 1.67% than girls.

3.3 Comparison Between Government-aided School Students and Private School Students

Table No. 11

GAS vs PS

Scale	Newspaper Reading Habit (NRH)							
	Government-aided School (GAS)				Private School (PS)			
	Science	Commerce	Education	Humanities	Science	Commerce	Education	Humanities
Daily	18(15%)	14(11.66%)	17(14.16%)	15(12.5%)	48(43.33%	46(38.33%)	34(28.33%)	45(37.5%)
Occasionally	40(38.33%)	30(24.99%)	24(19.99%)	27(22.5%)	36(29.99%)	38(31.66%)	34(28.33%)	40(33.33%)
Once a week	33(27.55%)	42(29.99%)	45(37.5%)	43(35.83%)	15(12.50%)	15(12.48%)	30(25.16%)	15(12.5%)
Never	29(19.16%)	34(28.33%)	34(28.33%)	35(29.16%)	17(14.16%)	21(17.50%)	22(18.33%)	20(16.66%)

The above table displays that NRH of GAS Science is 18 (15%) students read *daily*, 40 (38.33%) read *occasionally*, 33 (27.55%) read *once a week* and 29 (19.16%) *never* read the newspaper whereas PS Science is 48 (43.33%) read *daily,* 36 (29.99%) read *occasionally*, 15 (12.50%) read *once a week* and 17 (14.16%) *never* read the newspaper text. Private school students are better than government-aided schools. Similarly, GAS Commerce Stream students' NRH is 14 (11.66%) read *daily*, 30 (24.99%) read *occasionally*, 42 (29.99%) read *once a week* and 34 (28.33%) *never* read newspaper text whereas, in PS of Commerce students 46(38.33%) read newspapers *daily,* 38 (31.66%) read *occasionally,* 15 (12.48%) read *once a week* and 21 (17.50%) *never* read the newspaper text. On the other

hand, in GAS, the NRH of Education students is 17 (14.16%) read *daily*, 34 (19.99%) read *occasionally*, 45 (37.5%) read *once a week* and 34 (28.33%) *never* read the newspapers but in GAS, 34 (28.33%) read *daily*, 34 (28.33%) read *occasionally*, 30 (25.16%) read *once a week* and 22(18.33%) *never* read newspaper text. Finally, GAS Humanities Stream students' NRH is 15 (12.5%) read *daily,* 27 (22.5%) read *occasionally*, 43 (35.83%) read *once a week* and 35 (29.16%) *never* read newspaper text whereas Humanities students' NRH of PS is 45 (37.5%) read *daily*, 40 (33.33%) read *occasionally*, 15 (12.5%) read *once a week*, 20 (17.66%) *never* read the newspaper texts.

3.4 Reading Comprehension Ability (RCA) of GAS Students

This section comprises the reading comprehension ability of government-aided school students.

3.4.1 RCA of Science/ /Commerce/Education/Humanities Streams

The overall comparison of newspaper reading ability of different streams of government-aided schools is presented below.

Table No. 12

Streamwise Comparison

Sex	Marks obtained in				
	Tools	**Science**	**Commerce**	**Education**	**Humanities**
Boys	Mean	53	48	43	54
	Percent	88.33%	80%	71.66%	90%
Girls	Mean	51	43	39	51
	Percent	85%	71%	65%	85%
Total	Mean	52	45.5	41	52.5
	Percent	86.66%	75.83%	68.33%	87.5%

The above table displays that the RCA of NRS of Science boys is 53 (88.33%), Commerce boys is 48 (80%), Education boys is 43 (71.66%) and Humanities boys is 54 (90%) whereas RCA of NRS in NRT of Science girls is 51 (85%), Commerce girls is 43 (71%), Education girls is 41 (68.33%) and Humanities girls is 51 (855). The total average RCA of NRS in NRT of GAS by Science Stream students is 52 (86.66%), Commerce Stream students is 45.5 (75.83%), Education Stream students 41 (68.33%) and Humanities students 52.5 (87.5%). Therefore, boys are found having better RCA in NRT than the girls and Science Stream students are found to have better than Commerce, Education and Humanities Stream students.

3.4.2 RCA of Science Stream Students of GAS

The given table incorporates the reading comprehension ability of Science Stream students of government-aided schools.

Table No. 13

RCA of GAS Boys vs. Girls of Science Stream

Tools	Newspaper Reading Habit (NRH)		
	Boys (M)	Girls (F)	Difference
Mean	53	51	2
Percentage (%)	88.33%	85%	3.33%
Total	52(86.66%)		

The above table displays that the average marks obtained by the boys of Science Stream is 53 (88.33%) but the girls is 51 (85%) and the difference between the RCA of boys and girls is 2 (3.33%). The total average marks obtained by the Science Stream students is 52 (86.66%) out of 60 full marks. By this, it becomes obvious that the RCA of boys is higher than the girls by 3.33%. However, this data reveals that since the difference is below 5%, it is not significant.

3.4.3 RCA of Commerce Stream Students of GAS

The given information deals with the reading comprehension ability of Commerce Stream students of government-aided schools.

Table No. 14

RCA of GAS Boys Vs. Girls of Commerce Stream

Tools	Newspaper Reading Habit (NRH)		
	Boys (M)	Girls (F)	Difference
Mean	48	43	5
Percentage (%)	80%	71%	95
Total	45.5(75.83%)		

The above table displays that the average marks obtained by the Commerce Stream boys in the newspaper articles is 48 (80%) but the girls is 43 (71%) and the difference between the boys and girls is 5 (9%). The average RCA of Commerce Stream students in the newspaper reading text (NRT) is 45.5 (75.5%). This shows that the boys of Commerce Stream are better than girls in reading comprehension ability of newspaper articles. The number of boys is ahead by 9%.

3.4.4 RCA of Education Stream Students of GAS

The given table incorporates the reading comprehension ability of Education Stream students of government-aided schools.

Table No. 15

RCA of GAS Boys vs. Girls of Education Stream

Tools	Newspaper Reading Habit (NRH)		
	Boys (M)	Girls (F)	Difference
Mean	43	39	4
Percentage (%)	71.66%	65%	6.66%
Total	41(68.33%)		

The above table indicates that the average marks obtained by the boys of Education Stream in newspaper reading text (NRT) is 43 (71.66%) but the girls is 39 (65%) and the difference between them is 4 (6.66%). The total average RCA of Education Stream students in NRT is 41 (68.33%) out of 60 full marks in both in set A and set B. By this, it is understood that the boys are comparatively better in RCA than of the girls.

3.4.5 RCA of Humanities Stream Students of GAS

The given information deals with the reading comprehension ability of Humanities Stream students of government-aided schools.

Table No. 16

RCA of GAS Boys vs. Girls of Humanities Stream

	Marks Obtained in Newspaper Text		
Tools	**Boys (M)**	**Girls (F)**	**Difference**
Mean	54	51	3
Percentage (%)	90%	85%	5%
Total	52.5(87.5%)		

The above table indicates that the average marks obtained in NRT by the Humanities Stream boys is 54 (90%) whereas by the girls is 51(85%) and the difference between boys and girls is 3 (5%). The total average RCA of Humanities Stream students in NRT is 52.5 (87.5%) out of full marks 60 in both sets. From the interpretation done above, the RCA of boys is preceded by 5% than their counterparts girls.

3.5 Reading Comprehension Ability of Private School Students

The reading comprehension ability in newspaper articles of private school students is presented below.

3.5.1 RCA of Science/Education/Commerce/Humanities Students of PS

The overall comparison of newspaper reading ability of the students of the different streams of private schools is presented below.

Table 17

Streamwise Comparison

Sex	Marks obtained in				
	Tools	Science	Commerce	Education	Humanities
Boys	Mean	56	54	50	48
	Percent	93.33%	90%	83.33%	80%
Girls	Mean	54	51	47	43
	Percent	90%	85%	78.33%	71%
Total	Mean	55	52.5	48.5	45.5
	Percent	91.66%	87.5%	80.33%	75.%

The above table shows that the RCA of NRS in NRT of Science boys is 56 (93.33%), Commerce boys is 54 (90%), Education boys is 50 (83.33%) and Humanities boys 48 (80%) whereas RCA of NRS in NRT of Science girls is 54 (90%), Commerce girls is 51 (85%), Education girls is 47 (78.33%) and Humanities girls is 43 (71%). The total average marks obtained in NRT of Science students is 55 (91.66%), Commerce is 52.5 (87.5%), Education is 48.5 (80.83% and Humanities is 45.5 (75%). The boys are slightly better than girls and Science Stream students are found to have better RCA than the others.

3.5.2 RCA of Science Stream Students of PS

The table below deals with the English newspaper reading comprehension ability of Science Stream students of private schools.

Table No. 18

RCA of PS Boys vs. Girls of Science Stream

Tools	Marks Obtained in Newspaper Text		
	Boys (M)	Girls (F)	Difference
Mean	56	54	2
Percentage (%)	93.33%	90%	3.33%
Total	55(91.66%)		

The above table indicates that the average marks obtained in NRT by Science Stream boys is 56 (93.33%) but by the girls is 54 (90%) and the difference between boys and girls is 2 (3.33%). The total average marks obtained in NRT by Science Stream students is 55 (91.66%) out of 60 full marks both in set A and set B. It shows that the boys of Science Stream in PS make more comprehensible reading than those of the girls.

3.5.3 RCA of Commerce Stream Students of PS

The newspaper reading comprehension ability of Commerce Stream students of private schools is as follows.

Table No. 19

RCA of PS Boys vs. Girls of Commerce Stream

Tools	Marks Obtained in Newspaper Text		
	Boys (M)	Girls (F)	Difference
Mean	54	51	3
Percentage (%)	90%	85%	5%
Total	52.5(87.5%)		

The above table indicates that the average marks obtained in NRT by the Commerce Stream boys is 54 (90%) whereas by the girls is 51 (85%) and the difference between boys and girls is 3 (5%). The total average RCA of Commerce

Stream students in NRT is 52.5 (87.5%) out of full marks 60 in both set A and set B. By this, it becomes clear that the boys of this Stream too have more comprehensible reading ability than the girls. The number is ahead by 5%.

3.5.4 RCA of Education Stream Students of PS

The reading comprehension ability of Education Stream newspaper reading students of private schools is obvious from table 19 below.

Table No. 20

RCA of PS Boys vs. Girls of Education Stream

Tools	Marks Obtained in Newspaper Text		
	Boys (M)	Girls (F)	Difference
Mean	50	47	3
Percentage (%)	83.33%	78.33%	5%
Total	48.5(80.83%)		

The above table displays that the average marks obtained in NRT by the Education Stream boys is 50 (83.33%) whereas by the girls is 47 (78.33%) and the difference between boys and girls is 3 (5%). The total average marks obtained in NRT is 48.5 (80.33%) out of 60 full marks in both set A and set B.

3.5.5 RCA of Humanities Stream Students of PS

The reading comprehension ability of Humanities Stream newspaper reading students of private schools is presented below.

Table No. 21

RCA of Boys vs. Girls of Humanities Stream

Tools	Newspaper Reading Habit (NRH)		
	Boys (M)	Girls (F)	Difference
Mean	48	43	5
Percentage (%)	80%	71%	95
Total	45.5(75.83%)		

The above table displays that the average marks obtained by the Humanities Stream boys in the newspaper text is 48 (80%) but the girls is 43 (71%) and the difference between the boys and girls is 5 (9%). The average RCA of Humanities Stream students. The boys in Humanities Stream have higher reading comprehension ability than those of the girls. The number precedes by 9%.

From the above all, it is revealed that reading habit and reading comprehension ability are interrelated. Those students who read newspapers *daily* have the higher reading comprehension. And of those who read newspapers less have not satisfactory
RCA.

CHAPTER - FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the following findings have been drawn:

i. The reading comprehension ability (RCA) of the private school students is found better than the government-aided school students. Similarly, the boys are found better than the girls in reading comprehension ability in the newspaper text, and the Science Stream students are found to have the higher reading comprehension ability than the Commerce, Education and Humanities Stream students in NRT.

ii. Among the four Streams of government-aided schools, it is found that the newspaper reading habit of Science Stream students is the highest whereas Commerce Stream students have the lowest NRH and Education and Humanities students' NRH have in between Commerce and Science Streams.

iii. Similarly, boys are found to have better RCA in NRT than the girls, and then RCA of Science Stream students is better than Commerce, Education and Humanities Stream students in government-aided schools.

iv. The newspaper reading habit (NRH) of private school students is higher than those of the government-aided school students. Similarly, the NRH of the boys is slightly higher than their counterpart girls and the students of Science Stream are found to read most frequently than the other Stream students.

4.2 Recommendations

On the basis of the findings obtained from the analysis of the data, some recommendations are made as follows:

i. Since the government-aided schools students are found to possess weaker performance in reading comprehension ability in the newspaper reading text (NRH) than their counterpart private school students, it is recommended that the government-aided school students are encouraged to read newspaper text. The administration of government-aided schools should manage sufficient newspapers published in the English language and the teacher should encourage the students to read as much as possible.

ii. The girls should be encouraged to read the newspaper text to cultivate their reading comprehension ability because they are found less users of newspapers daily.

iii. There should be enough facility to read newspapers published in English to enhance the students' newspaper reading habit. This research study recommends the concerned authority to manage the English newspapers in library rooms compulsorily in all the higher secondary schools, and the English teacher should encourage their students to read the English newspapers regularly to cultivate their reading habit.

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:Marks obtained by Humanities Stream students of private School

S.N	Name	Government-aided Students						Private Aided Students							Total	Difference
		MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	Fm		
1.	Jamuna Dahal	5	3	5	5	7	25	4	5	4	5	6	24	30		
2	Punam Thapa	5	5	4	5	8	27	3	5	4	3	9	24	30		
3	Archana Saiju	4	5	5	4	5	23	4	5	2	5	6	23	30		
4	Sunita Patuwar	5	5	3	5	8	26	3	5	5	3	9	25	30		
5	Karuna Pyuyal	4	5	3	5	7	24	4	4	4	5	8	25	30		
6	Tsering Lama	4	4	4	4	6	22	4	3	5	5	7	24	30		
7	Snjita Limbu	5	5	3	5	8	26	2	5	4	5	8	25	30		
8	Sabirti Nagarkoti	4	4	5	5	6	24	4	4	5	5	4	22	30		
9	Anita Pariapti	5	5	4	5	8	26	4	5	4	5	6	24	30		
10	Ahilya Tandukar	5	5	5	5	8	28	4	5	4	4	8	25	30		
11	Kabita Citrakar	5	4	4	5	5	23	3	5	4	5	9	26	30		
12	Manju Ghimire	5	4	3	5	6	25	4	4	3	5	7	24	30		
13	Babita Paudel	5	5	4	5	6	24	3	5	4	5	8	25	30		
14	Rama Shrestha	3	5	3	5	8	24	5	5	4	5	6	25	30		
15	Sonam Shrestha	5	5	3	5	8	23	4	5	3	5	9	26	30		
	mean	24.4						24.46							24.43	0.6
	Precentage(%)	81.33%						81.55%							81.43	2%