

# **READING COMPREHENSION OF GRADE TEN STUDENTS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for the Master's Degree in Education**

**Submitted by  
Gopal Chandra Kattel**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

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Kathmandu, Nepal

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Second year Examination  
Roll No: 281180/2058

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Gopal Chandra Kattel** has prepared the thesis entitled "**Reading Comprehension of Grade Ten Students of Sindhupalchok**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

.....

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

Faculty of Education

T.U, Kirtipur, Kathmandu

## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation from the following Research Guidance Committee.

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

TU, Kirtipur

**Signature**

\_\_\_\_\_

Chairperson

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

TU, Kirtipur

\_\_\_\_\_

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

TU, Kirtipur

\_\_\_\_\_

Member

Date:.....

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

**Signature**

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

TU, Kirtipur

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and other Foreign Languages Education

Subject Committee

TU, Kirtipur

---

Member

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

TU, Kirtipur

---

Member

Date:

## **DECLARATION**

I hereby declare to the best of my knowledge that this Thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:

Gopal Chandra Kattel

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**March 4, 2009**

**Gopal Chanda Kattel**



## **ABSTRACT**

This study has been carried out as an attempt to find out the exact reading Comprehension of the grade ten students of Sindhupalchok District. For the study, 5 higher secondary schools of different locations were selected. Careful attention was paid to select the schools. The students of grade 10 in the academic year 2065 formed the population of the study. In the research, the tool consisted of only objective and short answer questions. The text included in the test was an unseen passage. The study was carried out to a sample population of 100 students of grade ten. The researcher selected 20 students with equal number of boys and girls from each of the five schools by stratified random sampling method. The average reading comprehension of the grade ten students was satisfactory as they could comprehend 38.65 percentage. Another interesting fact found out was that the Nepalese male students are better readers than the female students by 1.5 percent more. The study consists of four chapters and each chapter presents an account of the study from different sides of the study.

The first chapter of the study under the heading 'Introduction' incorporates General Background, Use of Reading Skills in Language Learning, Reading in the ELT Context of Nepal, Significance and Objective of the Study, Literature Review and Definitions of Terms. The second chapter deals with the methodology adopted to carryout the research work which includes Sources of Data, Population of the Study and The School Sample, Process of Data Collection, and Limitations of the Study. In the third chapter analysis and interpretation of the collected data has been made in detail. For objectivity and accuracy of the data analysis, statistical tools like percentage, median, standard deviation, mode and average have been brought into practice. The fourth chapter of the study presents the findings obtained through the analysis of data and some recommendations have been made with the hope that they will be of value to pedagogical implication. The final part of this thesis includes the reference.

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## LIST OF ABBREVIATIONS

CDE	Curriculum Development Education
ELT	English Language Teaching
ESL	English as a Second Language
FOE	Faculty of Education
FOEE	Faculty of English Education
Govt.	Government
H. S.	Higher Secondary
HSL	Higher Secondary Level
OLAD	Oxford Advanced Learner Dictionary
SL	Secondary Level
SLC	School Leaving Certificate
TOEFL	Test of English as a Foreign Language
TU	Tribhuvan University
USA	United States of America
viz.	Namely
Vol	Volume
W.P.M.	Words Per Minute

## **CHAPTER-ONE**

### **INTRODUCTION**

#### **1.1. General Background**

Language is defined as a means of human communication. It is one of the most widely used means of communication. Language is meant to transmit and interchange ideas, feelings and wants. Language can also be taken as social phenomenon that is used in our society to establish a good relationship among human beings. There are several purposes to learn languages. One of them is to make oneself capable of living as well as versed social being in the world.

Chomsky (1957, p.13) maintains that "language is a set (finite or infinite) of sentences, each finite length and constructed out of a finite set of elements.

Similarly, "Wardough (1998, p.1) defines language as "what the members of a particular society speak". There are innumerable languages in the world and English is one and most indispensable of them. "It is a major international language. It is one of the six official languages of the United Nations and the means of international communication in South Asia." (CDE, 2058, p.2).

English has been the second language in all the schools of Nepal and medium of teaching and learning in the levels of higher education. (CDE, 2003, p.1).

Malla says, "Education undoubtedly of vital importance in accelerating the modernization process in Nepal, and so far education is an agent of such process, the place of English in Nepalese Education as a foreign language is acquired an unassailable. (1997, p.12)

English language was introduced in Nepal by the Prime Minister Janga Bahadur Rana with the establishment of Durbar High School in 1854 AD. Since the implementation of NESP in 1971, English language teaching was introduced from class four as a compulsory subject. Now it has been taught

from class one in government aided schools. The main aim of teaching English in the present situation is to enable the learners to communicate in it effectively and properly. Emphasis should be given to communicative competence for which any learner should have the ability of producing grammatically correct and situationally appropriate sentences.

Actually, language learning or teaching requires the development of four skills namely listening, speaking, reading and writing (LSWR). It is essential to give equal emphasis on all four skills of language to get mastery over the language in question. It is completely impossible to teach or learn one skill neglecting the rest. Language skills are divided into two groups: receptive and productive skills. According to this division, listening and reading are grouped under productive skills. Though, listening and reading are considered receptive skills sometimes they are also called passive skills. But in reality, a listener or a reader, during listening or reading, does not stay passive but, s/he receives some things and it leads her/him towards productive skills. Without receiving anything, production is impossible.

Information and knowledge can be received either by listening or by reading a material. Thus, we can say that receptive skills are the pre-requisite for the productive skills. So, they are interrelated to each other.

### **1.1.1 Defining Reading**

Reading is defined variously by various scholars, academic organizations and institutions. The concise Oxford Dictionary of Current English (9<sup>th</sup> edition) defines reading as 'reproducing mentally or vocally the written or printed words of book, author etc. by following the symbols with eyes.....'



Encyclopedia Britannic (Vol.19, p. 9) defines reading as the mental process of securing and reading to an author's message represented by written or printed symbols'.

Stevens (1977, p.109) says 'reading consists of making out the meaning of written language.....an analysis of reading most embodies and analyzed reading by three angles:

- i) The nature of reading
- ii) The functions of written language and
- iii) The process carried out by the readers

i) The nature of reading

- a. Reading is visual
- b. Reading is organized and systematic
- c. Reading is arbitrary and abstract, but meaningful.
- d. Reading is related to a particular language and society.

ii) The functions of written language

- a. Iconic
- b. Linguistic
- c. Logical
- d. Informative
- e. Rhetorical
- f. Implicational

iii) The process carried out by the readers

a. Deciphering

b. Decoding

For more than a quarter of a century language teachers have been dominated by the idea that speech is primary form of language, written is secondary but pendulum may have swung too far in the direction of reading and many teachers are now seeking to increase the effort applied specially to the learning and teaching of reading.

Davies, F. (1995) defines reading as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information and relating it to existing experience. He further says, the process of reading is characterized with reading dynamics i.e. the progress of reading time.

Besides these technical definitions reading is found to have defined as a skill or a tool to achieve something these days, the report of the commission on reading (USA) defines reading as a skill. It states “reading is a basic skill. It is a cornerstone for a child’s success in school, and indeed, throughout life without ability to read well, opportunities for personal fulfillments and job success inevitable will be lost similarly, mango and mango (reading definitions: google com.) views reading as a tool whose definition is influenced by the readers purpose and the demands of the situation.

Inclusion of reading in academic institutions as a course dates back to as early as 1930 when American High Schools seem to have included reading in their courses as pioneers. By 1950’s, as the encyclopedia Britannica (vol. 19, p. 9)

confirms, reading go to blossom into full bloom getting reorganization in the course of college level education and forming a part of adult education as well.

### **1.1.2 Importance of Reading**

Among the four language skills, reading is the third in order. It is regarded as the most important skill for gaining more knowledge. The more we read the more we gain. People can enjoy reading any text they like for getting pleasure and information. The more interesting texts, the learner read, the more information they can get. So the creation of interest depends totally upon the nature of the reading text.

Reading is basically an interactive process where the interaction of the reader and the text is central to the understanding of the text. Knowledge is the result of the subject at hand, knowledge of the expectations about how language works, and motivation interest and attitudes towards the content of the text. Rather than decoding each symbol, or even every word, the reader forms hypotheses about text elements and then samples the text to determine whether a not the hypotheses are correct. This means, as we read we may hypothesize about what the writer intends to say. The hypothesis may immediately be modified by what s/he actually says or replaced by a new hypothesis about what will follow. Thus, reading is such contents may be locked at as constant making and remarking of hypotheses a psycholinguistic guessing game. Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions.

Reading is the best way of getting information. It is basically and entirely necessary for increasing one's own professional knowledge and keeping oneself

update with the things happen around him/her. That is why we hardly contribution can minimize its importance. Besides, reading is not a mechanical exercise which interprets the written symbols into spoken words. We, undoubtedly, can throw light upon reading by saying that meaningful reading involves the association of written words with meaning. Reading, actually, broadens the horizon of knowledge and builds backgrounds to read any literary text. Reading provides entertainments by supplying information to the readers. Furthermore, reading helps to develop moral and spiritual values and stimulates language developments.

### **1.1.3 Aspects of Reading**

Reading consists of two major aspects: mental and physical. So, it is not only mental but also a physical process. Reading is mental process in the sense that it crucially involves the mind. It is physical process as it involves vision and the movement of the eyes. The mental activity is concerned with comprehension whereas the physical activity is concerned with speed of reading.

### **1.1.4 Reading Skills**

Reading without understanding is like barking on prints. Being the highest system of language, a discourse, the learner are supposed to face the discourse of any length and their effective comprehensiveness is determined by reading performance: one of the four skills of language learning.

Teaching to read starts with teaching 'phonics' i.e. association of sound the letters (Ur, 1996). Teaching reading for advanced students skimming entails the learner's ability to pick out main point rapidly disregarding what is not essential or relevant for specific purpose. Scanning is the reading to pick out certain

expected information. That is to say, we glance rapidly through the text to search for a specific piece of information.

Reading skill comprises two types of reading in general: Intensive and Extensive reading. By intensive reading we mean careful study going through the passages very deeply and comprehending everything written in it. Intensive reading is primarily done for promoting detailed knowledge of language acquired its full meaning. Accuracy and quality which are regarded as the best ornament can be developed through the sort of reading. Intensive reading reinforces a reader to require a higher degree of understanding of language.

Intensive reading aims at assimilation of language skills including the study of words, phrases sentence patterns and other related aspects. It encourage the reader to comprehend the text, it is sense and meaning. This types of reading encourages faster reading which is turn develops readers reading habits.

Readers do not only get the literal meaning of the text but also extract the contextual meaning. The students are better acquainted with the power of questioning and answering, they become interested in looking into details of the text, they come across as they find newer meanings being attributed to the other ordinary looking passages. To sum up, in intensive reading, the learners are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage which they are in this stage of practicing reading.

Extensive reading is also know as independent reading it is primarily carried out to train the readers to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher Rivers, (1978: p.229).

Extensive reading is reading in quantity and in order to gain a general understanding of what is said. It is intended to develop good reading habits, to

buildup confidence in language, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. The individual words and phrases are considered part of the wider plan of the whole text, and they are not much attended to as individually. Thus, extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure, and without the help of the teacher.

Extensive reading in a true sense is reading longer text usually for one's own pleasure. This is a fluent activity which involves mainly global understanding. This reading focuses an over all comprehension of characters and events rather than precise detail of language. Such reading is done for progression in language learning and developing one peace.

To improve learners' extensive reading habits, only class readers and course books will not be adequate. A variety of reading materials are necessary; for example, newspapers, magazines, periodicals, novels, poems, stories etc. "The materials for extensive reading will consist of vocabulary and structure to bring them with in the level of difficulty required or of short stories and plays specially written for the purpose" (Rivers, 1978: p.230)

### **1.1.5 Components of Reading**

In reading, two things are involved, e.g. comprehension and speed. Reading comprehension, generally, means to understand a written material extracting the required information from it. Reading becomes meaningful only when the reader is able to draw the meaning behind graphic symbols. For an efficient reader just to understand the text being read is not enough, but the time he takes to read is very important. In order to be an efficient reader, one needs to gain more information within a limited time. It is also notable that to race through

reading material without understanding is also meaningless. Though the relationship between reading comprehension and reading speed is complex, they are closely related. Reading speed helps a reader to read efficiently. As a result, the reader manages to understand more materials in less time. It is interesting to know that a good reader never pauses at every letter, word or phrase. If someone goes to this way, it takes longer time for him/her to finish his/her tasks.

Regarding reading comprehension and speed Sonka (1976, P.121) says, " A good reader does not read one word, stop, think, check his dictionary and move into next word." Similarly, Grellef (1981) says that students will never read efficiently unless that can adopt their reading speed and techniques to their aim while reading. "Reading means the action of looking and understanding the meaning of written or printed words or symbols". (OALD, 1996, P.167)

### **1.1.6 Ways of Improving reading Comprehension**

Practice makes a man perfect. Practice and training are the prerequisites for improving any skill. The more practice we do, the more we can improve our skill. Like any other skills a good reading habit that helps to improve the rate of reading can and should be taught and practiced. The students, who read of reading can and should be taught and practiced. The students, who read too slowly, will easily get discouraged. They tend to stumble on unfamiliar words and as a result fail to grasp even the general meaning of the text. Indeed, reading should also be followed by comprehension questions or activities. The students should be asked to class work. Individual, pair and group work followed by some extra tasks.

One of the most common ways of increasing reading comprehension is to give the students a passage to read and ask them to limit the time themselves. To

read a text faster without grasping anything and to read a text meaningfully but taking a longer time are both worthless. Reading techniques differ according to the type and purpose of reading a text. The next way of improving reading comprehension may be asking the students to read the passage of interest. These facts prove that there is a strong, firm and close relationship between reading comprehension and interest of the readers. It is so because of the interest leads them to get to the ends of the text as quickly as possible.

Regressing to an earlier part of the text, reading word by word saying the word own-self, moving lips while reading, etc. are some of the major faults in reading. In order to remove such habits of reading one should adopt the way of reading suggested by wood (1981, p.11). He says, 'use your hand as pacer and go through the paragraph so fast you don't have time to stop at each word and say it to yourself. What you see instead are groups of words that carry the meaning (words by themselves don't) you will understand more of anything you read.'

Actually, there is no any fix rate at which people ought to read. Reading comprehension varies depending upon the purpose of reading, difficulty level of language, unfamiliarity of the text and so on. Regarding this, Nuttall (1995, p.56) maintains that "secondary school students in the similar areas of the country where English is a second language may read at 120-150 words per minute before training. But university students in similar areas may read at about 200 words per minute. It has been found to study at rates as slow as 60 words per minute; presumably the texts were difficult and had to be understood thoroughly. All these students can make significant advances in comprehension after training: doubling the rate is not uncommon. An average increase is about 50 percentages."



### **1.1.7 'Reading' in the ELT Context of Sindhupalchok**

English Language teaching in Nepal was begun nearly one hundred and twenty five years ago and being Kathmandu Valley the capital city of the country, teaching of this language had begun from this very spot. Since then, the teaching of English has come a long way and is heading in the direction of achieving still higher goals.

However, most sophisticated and modern equipment for the overall development of this language fostering effective learning among the students are dreadfully wanting in Sindhupalchok where the schools are poorly equipped with even required basic infrastructure. As a result, only traditional practices in every sphere of language development i.e. speaking, listening, reading and writing are in use.

Sthapit (1994) has said that in Nepalese context for the development of general proficiency in the English language, reading and writing skills should be given special emphasis.

With the advancement of technology, teaching now has turned out to become a challenging profession. Many findings have enriched this discipline and rigorous studies have opened up new dimensions of language teaching and added to the useful volumes to ease the way. Nevertheless, not a single school visited by the researcher was found to have implemented these theories and approaches in the field of developing reading skills, reading comprehension and reading speed of the students. As reading comprehension consists of an important portion in the English question paper of S. L. C. examination, major importance was found to lay on the reading comprehension neglecting reading speed.

Lack of materials, omission of this aspect of reading skill in the curriculum and deficiency in the use of modern technology in this field has been identified as the problem. If curriculum makes an endeavour to meet these challenges, the situation may get better.

## **1.2 Literature Review**

The review of related literature involves the systematic identification and analysis of documents related to the study undertaken. Scientific research is based on past knowledge. The previous studies cannot be ignored as they provide the foundation to the present study avoiding the necessary duplication.

This chapter one attempts to review the research studies related to this study. There are several studies somehow related to English reading speed of Nepalese students. Among them the following have been found useful for the present study.

The researcher while making an attempt to find out previous studies on similar topic of studies and none of them entwined with the objectives of the current study. It was also found out that though reading speed of Nepalese students is not a completely new topic to be studied, yet the previous studies are either incomplete pointing out to the need for further study or serve the ends of completely different purpose i. e. reading for comprehension. Among them the followings have been found useful for the present study.

Mathema (1993) made a study into the reading, writing and comprehension abilities of the participants in the non-formal adult education programme in Nepal. She found that most of the groups she studied were good while a few of them needed more practice.

Fry (1993) in his manual for teaching reading, offering some suggestions for the improvement of reading speed, states that English is spoken at the speed of 150 words per minute and an average reading speed of a person is 250 words per minute or more. He further points out several bad reading habits and remedies to get rid of them.

Giri (1981) has carried out the comparative study with quite different objectives. He has compared the reading comprehension between students of Doti and Kathmandu Valley. He has found out that competencies in reading as well as speaking and listening of the subjects of Kathmandu Valley is higher than those of Doti.

Mathema (1993) studied on the reading, writing and comprehension abilities of the participants in the non-formal adult education in Nepal and comes out with mixed conclusion.

Natal (1996) in his book 'teaching reading skills offering suggesting the sign post approach is based on the assumption that reading comprehension takes place best if we provide rereading tasks. That tasks may be different types of questions related to the text that follows signpost approach in reading comprehension is based on this assumption which marks the use of sign post questions. Similarly, Collie and Slater (1987, p.34) stated "the teacher examines the first significant passage in the text in order to devise comprehension question which signpost aspects important to the work as a whole: setting character or particular themes. The aim is to encourage students to attend to these aspects as the reading progresses."

Siwakoti (1996), Khanal (1997), Ghimire (1998) have also carried out research on the nearly similar topic but their study is completely confined in measuring comprehension competencies of the subjects.

Shrestha (1998) has carried out a study on "reading comprehension in the English language of the students of Grade-VIII. She found that the students had better performance on seen passage than on unseen. She also found that the performances on seen and unseen passages are positively correlated.

Subedi (2000) administered two sets of questions in order to compare reading comprehension of Grade IX of Jhapa and Kathmandu district. He selected one sets of question from magazines and another from newspaper. He used both type of questions i.e. subjective and objective test items. His study shows that the students of Kathmandu had better reading skill than those of Jhapa district.

Gaulee (2001) has carried out his study on nearly similar topic with that of this researcher. He mentions that he could not get to a satisfactory conclusion being this the transition period when a new course was introduced in place of the old one at the secondary level and points out the need for further study. Besides this, his study tries to represent the reading speed of whole students of the nation by assuming that Dailekh, Surkhet and Kathmandu represent the remotest, moderate and the most developed part of the nation respectively. He found out that the average English reading speed of Nepalese students of secondary level is 89.10 words per minute.

Furthermore, G.C. (2002), studied reading comprehension ability of PCL fist year students. His study showed that the average reading comprehension ability of PCL first year students studying in different branches in Pokhara was 64.11%. His study also showed that the reading comprehension ability of girl (64.15%) and the Indo-Aryan native speakers could comprehend better than those of Tbetto-Buman native speakers (64.15% vs 62.93%).

Wagle (2002), made a study on reading comprehension and reading speed of 9<sup>th</sup> graders. She found that the average reading speed of grade nine students of

the public school in Kathmandu was 41.30 WPM. She also found that the students showed better reading comprehension ability and reading speed in seen text than in an unseen text.

The above mentioned studies are related to reading speed and comprehension of different grades, but no research has been carried out on reading comprehension ability, several studies have been carried out therefore also by making comparison of class ten students of Sindhupalchock district. In addition, this study tries to analyze two comprehension ability in unseen subjective and objective items texts. Hence, the need of this study.

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

The objectives of the study were as follow:

- a) To find out reading comprehension of Secondary level students of Sindhupalchock district.
- b) To make gender-wise and School-wise comprehension between the reading comprehension of these students.
- c) To suggest some pedagogical implications on the basis of findings drawn from the study.

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

This study will highlight the reading comprehension of the secondary level students and will find out the disparity between good and bad readers of this level distributed across the different school of Sindhupalchok. The researcher is hopeful that this study will prove to be cornerstone to the course designers, ESL teachers, linguists, trainers and active or passive ELT practitioners of the nation and word.

## **1.5 Definition of Terms**

Some of the terms used in this study are defined in the following ways.

**Unseen Text:** This term refers to a reading passage which is not seen by the students before. It is taken from other text prescribed for secondary level students.

**Sindhupalchok:** Throughout the study this term represents Sindhupalchok District.

**Higher Secondary School:** This term stands for the students of grade ten.

**Government School:** Throughout the study this term stands for those schools which are run by the government of Nepal. The medium of instruction of these schools is usually in Nepali language for all the subjects.

## **CHAPTER-TWO**

### **METHODOLOGY**

The present study is based in the descriptive method. However, comparative study methods are also touched slightly as some of the objectives of the study demand the comparison of the data for finding gender-wise and school-wise comparison of the students of Sindhupalchok.

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

For the reliability of the both primary and secondary sources of data were used for the study.

##### **2.1.1 Primary Data**

The responses made by the student's unseen text were used as the primary source of data. A text was administered on one hindered students for collection the data. The students, for the study, were taken from different Higher Secondary Schools of Sindhupalchok district.

##### **2.1.2 Secondary Data**

The researcher consulted some related books such as Fry (1963), internet sites like [www.readers.com](http://www.readers.com) and thesis such as Gaulee (2001) for the source of secondary data.

#### **2.2 Population**

The students studying at Secondary Level (Grade 10) in Sindhupalchok in the academic year 2065 formed the population of the study.

## 2.3 Sample of the Study

### 2.3.1 The School Sample

The school sample for the study was five Higher Secondary Schools of Sindhupalchok district. The technique of stratified random sampling was used while selecting the schools.

There is the prevalence of two forms of schools in Sindhupalchock viz. Private and Boarding schools and Public schools.

### 2.3.2 The Student Sample

The student sample was selected randomly from school samples. At least twenty students each from secondary levels of the school samples were selected randomly. Thus, there were 100 students from 5 different schools of Sindhupalchok district. The researcher further made an attempt to include the students of both sexes in equal number. The school wise distribution of students has been shown in table 3.1

**Table 1**

**School-wise distribution of the sample students (Secondary Level)**

S. N.	Name of the Schools	Grade	No. of		Total
			M	F	
1.	Aishelukhark Higher Secondary School	X	10	10	20
2.	Seti Devi Sarada Higher Secondary School	X	10	10	20
3.	Sipa Tinghare Sanskrit Higher Secondary School	X	10	10	20
4.	Ananda Higher Secondary School	X	10	10	20
5.	Jana Jagriti Higher Secondary School	X	10	10	20



## **2.4 Tools for Data Collection**

Two types of questions were used as the tools for data collection. They were subjective and objective questions. The questions were based on two unseen reading texts. Text 'A' and Text 'B'. Both text 'A' and text 'B' include unseen passage. There were three sets of objective questions: multiple choices, "True or false and filling in the gaps and short answer question."

Each set of objective questions carried one full mark each. So, ten sets of objectives questions carried ten full marks. Besides, there were six short-answer questions of three full marks each. Thus, the test constructed for this study carried 28 full marks in all.

The reading text was broken down into different sections based on the principle suggested by Encyclopedia of Education vol.7 (Macmillan and Free Press, p.378) that explains, "If an expository passage is broken up strategically with review questions, the chances are greater for full comprehension than if questions are kept until the end of the passage." Therefore, each section of the test items was followed by 2 to 5 multiple choice questions based on the preceding text. (See, Appendix-I)

## **2.5 Process of Data Collection**

Prior to the final administration of the test, the researcher visited each of the sample schools. Meeting the headmaster, the researcher gave a request letter and explained the purpose of the visit and sought permission and appointment to visit the school the following day to administer the test to the randomly selected students. On having permission and appointment from the authority, the researcher administered the test in the following step-wise procedure:

- a. The researcher arranged the seating of the students in a peaceful room in such a way that they could not consult each other for the answer.
- b. The purpose of the test was explained to the students and they were told that it was not a test of formative or summative nature. They were convinced that the sole purpose of the test was to enumerate authentic data for a study viz. reading comprehension.
- c. They were instructed clearly about do's and don'ts until they were clear about the test. They were not allowed to see the test paper until the start time. The test papers were placed on their desks upside down and were asked to supply the necessary details at the back page itself such as, Name, Class, Sex, School's Name and Address.
- d. Then they were indulged in some interesting talks and were made comfortable with the situation to boost up their reading without any hesitation.
- e. Setting the stopwatch for sixteen minutes, the students were asked to begin reading the test paper that laid in front of them. To save their time, they were asked just to tick the right alternatives from among a, b, c and d and test items.
- f. The students were notified about the time passed on fifteen minutes by telling them 'one minute left'.
- g. On completion of fifteen minutes, the students were told to stop and they did it without failure.
- h. After the collection of paper, they were thanked for their participation and cooperation and were informed of some of the bad reading habits

which they were supposed to evaluate themselves and ratify if they had any.

Then, the researcher calculated their reading comprehension on the basis of the right responses they could make and the number of words they had to read to have made that many right responses.

## **2.6 Limitations of the Study**

The researcher attempted to carry out the task taking the following limitations:

- I. The study was limited to five secondary schools of Sindhupalchok district.
- II. The study was limited to reading comprehension of the students of Sindhupalchok district.
- III. The test items were based on unseen English text.
- IV. The study was limited to the results obtained from 100 students only.
- V. The study took into account the allocated time.
- VI. The population of the study was confined to five government aided schools.

## **CHAPTER-THREE**

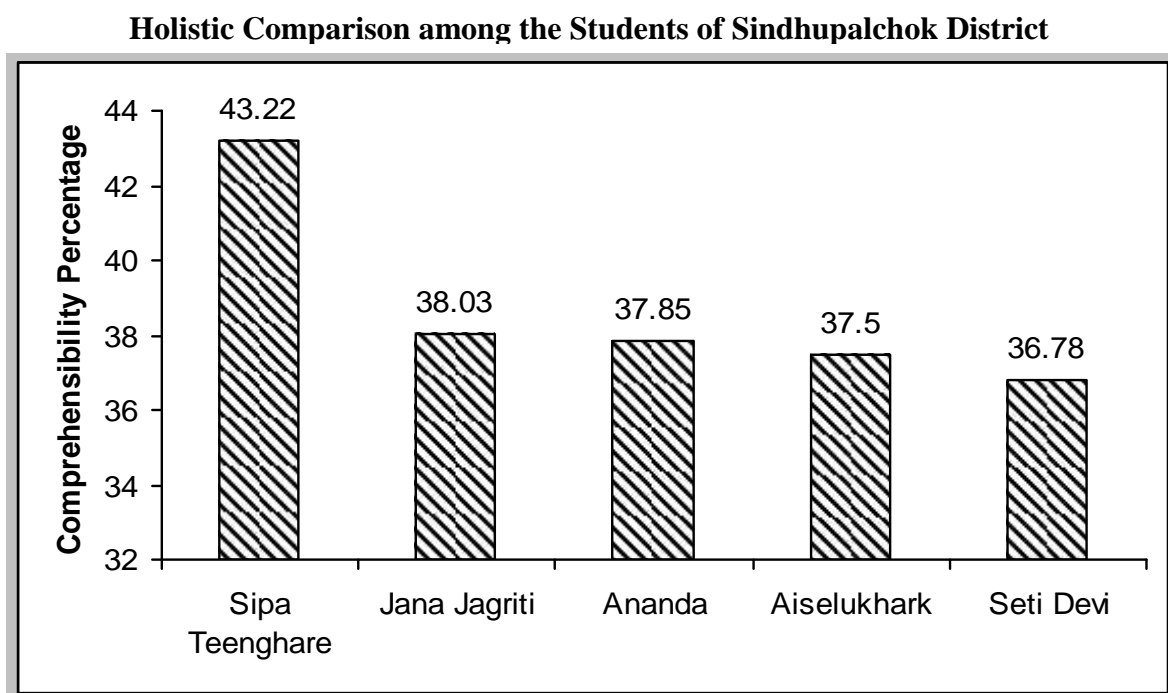
### **ANALYSIS AND INTERPRETATION**

The data for the study were collected from the secondary level students of Sindhupalchok district on the basis of the test. The collected data were tabulated, analysed and interpreted for the study of attainment of the specific objectives. Then the marks secured by the students of each school were tabulated, grouped and adding the marks, the average marks were calculated from the total marks by the number of students who participated in the test. From the total marks, the average marks and the percentage of the average marks secured by each school in unseen texts along with comprehension were carefully calculated. The major headings under which the data were analyzed were:

- a. Holistic Comparison of Reading Comprehension.
- b. Average Reading Comprehension of the Secondary Level Students of Sindhupalchok District.
- c. School-wise Comparison between Averages Reading Comprehension.
- d. Grade-wise Comparison between the Averages Reading Comprehension of Sindhupalchok District.

### 3.1 Holistic Comparison Reading Comprehension among the students of Sindhupalchok District

Following chart compares the reading comprehension of Nepalese students of different schools of Sindhupalchok.



The comparative chart above shows that the students of Sipa Teenghare have the highest reading comprehension among the secondary students of Sindhupalchok district. The disparity among the reading comprehension of the students is not very high. Average reading comprehension of Sipa Teenghare, Jana Jagriti, Ananda, Aiselukhark and Seti Devi is 43.92, 38.03, 37.85, 37.5 and 36.78 percent respectively in the unseen text. Statistically speaking, the reading comprehension of students of Sipa Teenghare is the highest i.e. 43.92 percent and Seti Devi's is the lowest one. However, the disparity between the highest and the lowest is not that conspicuous.

### 3.2 Average Reading Comprehension of Students

Table No: 2

Average reading Comprehension of Students

SN	Name of the School	No of Students	Measures	Text: Unseen		
				FM	Scored Marks	Percentage
1.	Aiselukharka Higer Secondary, Aiselukharka	20	Comprehensibility average percentage	28	210	37.5
2.	Seti Devi Sarada Higher Secondary School, Lamusaghu	20	Comprehensibility average percentage	28	206	36.78
3.	Sipa Teenghare Sanskrit Higher Secondary School	20	Comprehensibility average percentage	28	246	43.92
4	Ananda Higher Secondary School, Jalbire	20	Comprehensibility average percentage	28	212	37.85
5	Jana Jagriti Higher Secondary School, Sangha Chok	20	Comprehensibility average percentage	28	213	36.03

The table above shows the average reading comprehension ability of the secondary level students of Sindhupalchok district in unseen text. The average reading comprehension of the students of Aishelukharka Higher Secondary School, Seti Devi Sarada Higher Secondary School, Sipa Tinghare Higher Secondary School, Ananda Higher Secondary School and Jana Gariti Higher Secondary School was found to be 37.5, 36.78, 43.92, 37.85 and 36.03 percentages respectively. These shows that the reading comprehension ability of the students of Sipa Teenghare Sanskrit Higher Secondary School is better than other schools. Jana Jagriti Higher Secondary School students have secured 210 out of the total marks 560. Ananda Higher Secondary School students have secured 212, Aiselukharka Higher Secondary School students have secured 210

and Seti Devi Sarada Higher Secondary School students have secured 210 out of 560 total marks.

### 3.3 Comparison of Reading Comprehension

In this section comparison of average reading comprehension among schools and between male and female students is made under the following headings and general comparisons are also made under various headings.

#### 3.3.1 Comparison between Aiselukharka and Seti Devi Sarada School

The following table shows the reading comprehension of the secondary level students of Aiselukharka and Seti Devi Sarada Higher Secondary School of Sindhupalchock district.

**Table No 3**  
**Comparison Between Aiselukhark and Setidevi Sarada**

SN	Schools	Number of students	Measure	Text Unseen FM 28	Percentage
1.	Aiselukharka Higher Secondary School, Aiselukharka	20	Comprehensibility	210	37.5
2.	Seti Devi Sarada Secondary School, Lamosanghu	20	Comprehensibility	206	36.78

From the above table it is clear that the average English comprehension of secondary level students of Aiselukhark Higher Secondary School students is higher in the unseen texts. In average, the students of Aiselukharka obtained 37.5 percentages whereas the Seti Devi Sarada Higher Secondary School could obtained 36.78 percentages. The the students of Aiselukharka School comprehended 0.72 percent more than that of Seti Devi School, the difference is quite negligible.

### 3.3.2 Comparison between Aiselukhark Higher Secondary School and Sipa Teenghare Sanskrit Higher Secondary School.

The following table shows the English reading comprehension of the secondary level students of Aiselukhark and Sipa Teenghare Higher Secondary School.

**Table No 4**  
**Comparison Between Aiselukhark Higher Secondary School and Sipa Teenghare Sanskrit Higher Secondary School**

SN	Schools	Number of students	Measure	Text Unseen FM 28	Percentage
1.	Aiselukharka Higher Secondary School, Aiselukharka	20	Comprehensibility	210	37.5
2.	Sipa Teenghare Sanskrit Higher Secondary School	20	Comprehensibility	246	43.92

From the above table it is clear that the average English reading comprehension of secondary level students of Sipa Teenghare Sanskrit Higher Secondary School is higher than that of Aiselukhark Higher Secondary School in unseen text. In average, the students of Sipa Teenghare comprehended 43.92 percentages out of 28 marks whereas Aiselukharka students could comprehend only 37.5 percentages out of 28 marks.

In this case, the students of Sipa Teenghare Sanskrit Higher Secondary School comprehended 6.42 percentage more than that of Aiselukhark Higher Secondary School. This difference is somehow remarkable.



### 3.3.3 Comparison Between Sipa Teenghare Sanskrit Higher Secondary School And Ananda Higher Secondary School

**Table no. 5**

#### **Comparison Between Sipa Teenghare Sanskrit Higher Secondary School and Ananda Higher Secondary School**

SN	Schools	Number of students	Measure	Text Unseen FM 28	Percentage
1.	Ananda Higher Secondary School	20	Comprehensibility	212	38.03
2.	Sipa Teenghare Sanskrit Higher Secondary School	20	Comprehensibility	246	43.92

From the above table it is clear that the average English reading comprehension of secondary level students of Sipa Teenghare Higher Secondary School is higher than that of Ananda Higher Secondary School in an unseen text. In average, students of Teenghare comprehended 43.92 percent out of 28 marks whereas the students of Ananda Higher Secondary School could comprehend 38.03.

In this case the students of Sipa Teenghare Sanskrit Higher Secondary comprehended 6.07 percentages more than that of Ananda Higher Secondary School.

### 3.3.4 Comparison Between Ananda Higher Secondary and Jana Jagriti Higher Secondary School

The following table shows the English reading comprehension of secondary level students of Ananda and Jana Jagriti Higher Secondary School.

**Table No 6**  
**Comparison Between Ananda Higher Secondary and Jana Jagriti Higher Secondary School**

SN	Schools	Number of students	Measure	Text Unseen FM 28	Percentage
1.	Ananda Higher Secondary School	20	Comprehensibility	212	37.85
2.	Jana Jagriti Higher Secondary School	20	Comprehensibility	213	38.03

The above table shows the average reading comprehension of secondary level students of Ananda and Jana Jagriti Higher Secondary School. It is clear that the average reading comprehension of the students of Jana Jagriti is higher than that of students of Ananda Higher Secondary School.

In average the students of Jana Jagriti Higher Secondary School's students comprehended 38.03 percent in the unseen texts where as students of Ananda Higher School's Comprehended 37.85 Percent of the same.

This comparison also reveals a negligible result as the students of Jana Jagriti. Comprehended 0.18 percent more than students of Ananda

### 3.3.5 Comparison Between Jana Jagriti and Aiselukhark Higher Secondary School

**Table No 7**  
**Comparison between Jana Jagriti and Aiselukhark**  
**Higher Secondary School**

SN	Schools	Number of students	Measure	Text Unseen FM 28	Percentage
1.	Aiselukhark Higher Secondary School	20	Comprehensibility	213	37.5
2.	Jana Jagriti Higher Secondary School	20	Comprehensibility	213	38.03

From the above table it is clear that the average reading comprehension of secondary level students of Jana Jagriti is higher than that of Aiselukhark Higher Secondary School. In average the students of Jana Jagriti comprehended 38.03 percent in the unseen texts whereas the students of Aiselukhark comprehended 37.5 percent of the same.

This comparison also reveals a negligible result as the students of Jana Jagriti comprehended 0.53 percent more than that of Aiselukhark.

### 3.4 Gender-wise Comparison of Reading Comprehension

The following table compares the average reading comprehension of the male and female students of grade ten students of Sindhupalchok district.

**Table No. 8**

**Genderwise Comparison of Reading Comprehension**

SN	Level	Reading Comprehension		Total Marks	Percentage	
		Male	Female		Male	Female
1.	Grade Ten	565	516	1400	40.35	38.85
2.	Observation	Boys' reading comprehension was found to be better than that of the girls' by 1.5 percentages.				

The above table shows that the average reading comprehension of the male students of grade ten is 565 marks out of 1400 total marks and of the female students of the same grade is 516. This analysis clarifies that the reading comprehension of the male students is 40.35 percentage and the female students' is 38.85 out of 1400 marks. Male students' reading comprehension is 1.5 percentage more than that of female students. Hence, the boys of grade ten are better than the girls of the same grade, though the difference between the two is quite negligible. (See Appendix- IV)

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATION

After analysis and interpretation of the collected data, an attempt has been made to summarize and list the findings and some recommendations for further study. The first section of this chapter presents its findings and the last one presents recommendations based on the findings of the study.

#### 4.1 Findings

Analysis of the data revealed various information about reading comprehension of secondary level (class ten) students of Sindhupalchok district. Some of them are listed as following:

- ) The average reading comprehension of the students of Sindhupalchok was found to be 38.60 percentage in unseen text.
- ) Average reading comprehension of the students of Sipa Teenghare Sanskrit Higher Secondary School, Jana Jagriti Higher secondary, Ananda Higher secondary, Aiselukhark higher secondary school and Seti Devi Sarada Higher Secondary school is obtained 43.92, 38.03, 37.85, 37.5 and 36.78 percentage respectively. The comprehension of reading is found to be highest among the students of Sipa Teenghare. However, the difference among the schools is negligible.
- ) There is not much difference among the reading comprehension of the students studying in government aided secondary level of Sindhupalchok district.
- ) The reading comprehension of the students of Jana Jagriti Higher Secondary School is almost equal to the overall average reading

comprehension i.e. 38.03 percentage among the students of Sindhupalchok district. Therefore, it can be said that their reading comprehension is the most representative of the district as a whole.

- ) It was found that boys' comprehension is better than that of girls in all the schools in average. In average, the boys comprehended 1.5 percentage more than those of girls.

## **4.2 Recommendations**

Besides identifying the average reading comprehension and making comparison of the same, the major concern of the study was to suggest some pedagogical implications. Therefore, on the basis of findings, the researcher made the following recommendations.

- ) Reading speed should also be emphasized along with comprehension while designing the course and textbooks.
- ) Every secondary level schools should have a well equipped and updated library full of the books of students' interest like picture stories, cartoon stories, fictions and science fictions.
- ) The students should make maximum use of available technologies to foster reading among the students.
- ) Along with silent reading, various reading skills like skimming, scanning, etc. should be developed among the students and recitation and loud reading should be practiced as an exercise only of the development of pronunciation of the students.
- ) Students should be encouraged to read as many books as they can for pleasure which improves reading comprehension.

- ) Teachers should be facilitator rather than tellers. If the teachers act as a teller, the students will not make an attempt to read and any text in absence of their teachers which bars them in developing good reading skills. As a facilitator, the teacher can encourage the students to read and understand the text themselves so that they develop their own reading techniques.
- ) The bad reading habits of the students like vocalization, thumbing the texts regression and moving the head should be got rid of. Teachers should take these habits seriously as them impede comprehension. Such habits should be replaced by good ones.
- ) For the development of reading, marquee text in the computer will prove to be the best tool.
- ) Further researchers should be carried out in this field form time to time.

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## **Appendix-I**

### **TOOLS FOR DATA COLLECTION**





## Appendix II

### ANSWER KEY

Text A			
Item A		Item B	
a.	False	a.	to understand why we find so much pleasure in collecting them
b.	True	b.	waste of time
c.	True	c.	collecting stamps
d.	False		

Text B			
Item A		Item B	
a.	to celebrate	a.	ii.
b.	a hobby	b.	i.
c.	Knowledge		
d.	Fascination		

Item C	
a.	printing and issuing new stamps to celebrate coronations, great events, anniversaries and deaths.
b.	fascination-receiving letters from distance countries and discovering all stamps
c.	famous men's pictures, writers, scientists, soldiers, politicians, and famous incidents.

### Appendix-III

#### List of Sample Schools

S. N.	Name of the Schools
1.	Aishelukhark Higher Secondary School
2.	Seti Devi Sarada Higher Secondary School
3.	Sipa Tinghare Sanskrit Higher Secondary School
4.	Ananda Higher Secondary School
5.	Jana Jagriti Higher Secondary School

### Appendix-IV

School-wise individual reading comprehension of the students:

Aiselukhark H. S. School			Sipa Teenghare Sanskrit H. S. School		
Sn	Students's Name	Marks obtained out of 28 Full marks	Sn	Students's Name	Marks obtained out of 28 Full marks
1.	Nim Pasang Sherpa	10	1.	Bisnu Bhujel	21
2.	Prem Kumar Tamang	11	2.	Dinesh B. K.	11
3.	Sanjaya Lama	9	3.	Sayan Bhattarai	13
4.	Niraj Tamang	8	4.	Pramod Bhattarai	15
5.	Aman Shrestha	7	5.	Sarita Karki	9
6.	Gankumar Shrestha	12	6.	Sunita Acharya	10
7.	Bisnu Prasad Dahal	13	7.	Sarita Sapkota	8
8.	Suraj Bhattarai	14	8.	Nawaraj Bhetwal	2
9.	Suman Neupane	16	9.	Anish Sanjel	7
10.	Uma Khadka	8	10.	Manoj Neupane	9
11.	Yasoda Poudel	9	11.	Samjhana Parajuli	15
12.	Sujana Shrestha	7	12.	Kalpana Tamang	12
13.	Tanuja Bhattarai	10	13.	Anita Tamang	11
14.	Rashmila Mul	11	14.	Thapindra Koirala	9
15.	Sulochana Khadka	12	15.	Usha Koirala	15
16.	Sujana Shrestha	13	16.	Samita Thakuri	15
17.	Anita Tamamng	9	17.	Bel Bd. Biswakarma	21
18.	Kabita Poudel	9	18.	Kalpana Shrestha	8
19.	Nirmala Tamang	7	19.	Gopi Rokka	14
20.	Surendra Shrestha	15	20.	Puskar Acharya	17

Seti Devi Sarada H. S. School			Ananda H. S. School		
Sn	Students's Name	Marks obtained out of 28 Full marks	Sn	Students's Name	Marks obtained out of 28 Full marks
1.	Pooja Shrestha	11	1.	Apsara Kafle	10
2.	Raubi Maharjan	10	2.	Lila Kafle	12
3.	Pratiksha Karki	12	3.	Maiya Thapa	13
4.	Ramita Rokka	13	4.	Sarada Baja	12
5.	Tara Shrestha	9	5.	Sita Thapa	11
6.	Sarada Shrestha	8	6.	Debaki Acharya	9
7.	Durga Poudel	7	7.	Kalpana Nepal	8
8.	Usha Dhangal	10	8.	Ganga Thapa	7
9.	Renu Lama	9	9.	Ramila Parajuli	10
10.	Lila Timalisina	12	10.	Nirmala Sapkota	11
11.	Ganesh B. K.	14	11.	Suman Karmacharya	13
12.	Raju Shrestha	15	12.	Suraj Parajuli	14
13.	Naraya Shrestha	10	13.	Man Bd. Silwal	13
14.	Raju Bhujel	9	14.	Suraj Sapkota	10
15.	Kamal Tamang	8	15.	Narayan Pd. Kasaju	9
16.	Sudip Karki	7	16.	Hiralal Neupane	8
17.	Umesh Basnet	10	17.	Santosh Shrestha	7
18.	Udaya Shrestha	11	18.	Chet Nath Neupane	10
19.	Ganesh Bd. Kharti	12	19.	Raj Kumar Sapkota	10
20.	Sunil K. C.	9	20.	Prem Tamang	15



<b>Jana Jagriti Higher Secondary School</b>		
Sn	Students's Name	Marks obtained out of 28 Full marks
1.	Durga Neupane	12
2.	Renuka Parajuli	10
3.	Radhika Adhikari	9
4.	Rama Sapkota	7
5.	Samjhana Nepal	11
6.	Shanti Shresta	10
7.	Deepa Shrestha	9
8.	Anita Sapkota	8
9.	Alina Timalisina	15
10.	Sushila Shrestha	9
11.	Ganesh Bhujel	17
12.	Kanel Thakuri	10
13.	Suresh Parajuli	9
14.	Uttam Giri	7
15.	Puskar Nepal	11
16.	Ganesh Tamang	12
17.	Kedar Parajuli	14
18.	Bhupendra Kr. K. C.	15
19.	Ramchandra Nepal	10
20.	Sujan Acharya	8

## Appendix-V

### Sex-wise Individual Reading Comprehension

Male		Female	
Student's Name	Out of 20	Students' Name	Out of 20
Bishnu Bhujel	21	Samjhana Parajuli	15
Bel Bahadur Biswokarma	21	Usha Koirala	15
Ganesh Bhujel	17	Sarita Thakuri	15
Suman Neupane	16	Alina Timalisina	15
Bhupendra Kr. K. C.	15	Sujana Shrestha	13
Surendra Shrestha	15	Ramita Rokka	13
Pramod Bhattarai	15	Maya Thapa	13
Raju Shrestha	15	Sulochana Khadka	12
Prem Tamang	15	Kalpana Tamang	12
Suraj Parajuli	14	Pratiksha Karki	12
Kedar Parajuli	14	Leela Timalisina	12
Suraj Bhattarai	14	Sarada Bajgain	12
Gopi Rokka	14	Leela Kafle	12
Ganesh BK	14	Durga Neupane	12
Bishnu Pd. Dahal	13	Rasmial Mul	11
Sujan Bhattarai	13	Anita Tamang	11
Man Bdr. Silwal	13	Puja Shrestha	11
Suman Karmacharya	13	Sita Thapa	11
Gyan Kumar Shrestha	12	Nirmala Sapkota	11
Nawaraj Bhetwal	12	Samjhana Nepal	11
Ganesh Bd. Khatri	12	Tanuja Bhattarai	10
Ganesh Tamamng	12	Sunita Acharya	10
Prem Kr. Tamang	11	Rubi Maharjan	10
Dinesh Biswakarma	11	Usha Dangal	10
Udaya Shrestha	11	Ramila Parajuli	10

Puskar Nepal	11	Apsara Kafle	10
Puskar Achary	11	Renuka Parajuli	10
Nim Pasang Sherpa	10	Santi Shrestha	10
Narayan Shrestha	10	Yosoda Poudel	9
Umesh Basnet	10	Nita Tamang	9
Saroj Sapkota	10	Kabita Poudel	9
Chetnath Neupane	10	Sarita Khatri	9
Raj Kumar Sapkota	10	Tara Shrestha	9
Ram Chandra Nepal	10	Renu lama	9
Sanjaya Lama	9	Debaki Acharya	9
Thapendra Koirala	9	Radhika Adhikari	9
Manoj Neupane	9	Dipa Shrestha	9
Raju Bhujel	9	Sushila Shrestha	9
Sunil KC	9	Uma Khadka	8
Narayan Pd. Kasaju	9	Sarita Sapkota	8
Suresh Parajuli	9	Sarada Shrestha	8
Niroj Tamang	8	Kalpana Nepal	8
Kamal Tamang	8	Anita Sapkota	8
Hari Lal Neupane	8	Kalpana Shrestha	8
Sujan Acharya	8	Durga Poudel	7
Aman Shrestha	7	Ganga Thapa	7
Anish Sanjel	7	Rama Ssapkota	7
Sandeep Karki	7	Sujana Shrestha	7

## Appendix-VI

### School-wise Male and female reading comprehension in percentage

<b>Aiselukhark Higher Secondary School</b>			
Male	Out of 560 FM	Percentage	Difference
Male	115	20.54	Boys comprehended 3.58 % more
Female	95	16.96	

<b>Teenghare Sanskrit Higher Secondary School</b>			
Male	Out of 560 FM	Percentage	Difference
Male	129	23.04	Boys comprehended 2.15 % more
Female	117	20.89	

<b>Seti Devi Sarad Higher Secondary School</b>			
Male	Out of 560 FM	Percentage	Difference
Male	105	18.75	Boys comprehended 0.71 % more
Female	101	18.04	

<b>Ananda Higher Secondary School</b>			
Male	Out of 560 FM	Percentage	Difference
Male	103	18.39	Girls comprehended 1.07 % more
Female	109	19.46	

<b>Jana Jagriti Higher Secondary School</b>			
Male	Out of 560 FM	Percentage	Difference
Male	113	20.18	Boys comprehended 2.32 % more
Female	100	17.86	