

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is the most uniquely human phenomena amidst the aptitudes and behaviours that characterize human being. It is so because having the capacity of language, human beings have established their own identities as the supreme social beings different from other creatures. Language remains present in almost all human activities such as speech, writing, sign, and it comes simply in our mind as we dream, remember a conversation, or quietly think out a problem. It is a vehicle of power, a means by which we control, create and preserve. Despite of its complex and mysterious nature, it is true that language is an attribute that distinguishes human beings from other creatures.

As far as language is concerned, human language is not the same as body language, computer language and the language of music and painting. Language plays the central role in human affairs due to its symbolic nature, its systematic internal structure, its creative potential, its ability to refer to abstractions or imaginary subjects, and its ability to be used in talking about itself. All but the most basic forms of social organization and technological achievements depend on language. Without language, culture would be impossible. Language functions as a chain to link the past and the present. Language has such structural complexity and functional diversity that there can be no limit to the depth and breadth of its study.

Language is a system of communication, medium for thought, a vehicle for medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, and a factor in nation building. All normal human beings speak at least one of languages, and it is hard to imagine much significant social or intellectual activity taking place without its use. So it is worth nothing how it is organized and used.

Language is a medium to exchange ideas with each other. Language does not remain always the same. It changes according to time and culture. Different languages share different relation of verbal order and action. Language is inevitable for living creatures, specially human being. It is said that people cannot live without language. To share the feeling and burst new ideas, language is only the device which makes it possible. It is believed that language was started to be used when the human beings were created.

Language is a means of communication through which we can express our desires, wishes and feelings. No language is superior or inferior in terms of communicating ideas. To talk about the English language, it is used as a lingua franca in many countries. It has occupied a significant role world-wide no matter whether it is used as a second language or foreign language. It is one of the major international language. The language is a widely used language in the world. Most of the books and linguists are the real examples of its uses.

Language is a bridge to exchange language skills with each other. Language is exchanged with both orally and graphically. There are four kinds of language skills. They are listening, speaking, reading and

writing. Listening is the first language skill in language teaching. The initiator in language learning listens first. Then s/he starts to speak what s/he listens. Gradually, the learner develops his/her skills toward reading and writing. Although writing and speaking are defined as active skills and listening and reading are passive skills, language skills are different in pragmatic views. However, they are co-related. To express some facts, we need to comprehend the related subject matter first. The expression cannot be effective without good comprehension. In comprehension, two things, reading and listening come. In them, reading is supposed to be for only literate people but listening is for both literate and illiterate people.

In fact, human being is the most intelligent living creature in the world because of the comprehension ability it perceives. The world has been changing day by day due to the rapid development of scientific invention. So, the comprehension of the new events in the world encourages people to develop further new things.

## **1.2 What is Reading?**

Reading is the most important skill to gain knowledge. The more one reads the more knowledge s/he gains. Reading is done mainly for two purposes: pleasure and information.

Reading as defined in Encyclopedia Britannica (Vol. 19 : 9), is the mental process of securing and reading to an author's message represented by written or printed symbols. To read, one must recognize the ideas expressed by the author, sense, and tone of mood, selection, evaluate the accuracy of the ideas and use.

Reading consists of different components. It comprises two major

aspects; mental and physical. Both aspects are co-related. Reading is not only a mental process but also a physical process. It is a mental process in the sense that reading crucially involves mind and it is a physical process as it involves vision and the movement of the eyes. Reading isn't a single mechanism like speaking. The physical and mental human organs have worked together with other orthographic or para-orthographic text.

In this regard Sonka (1976: 120) is of the opinion that 'Reading must be considered an essential component of a college-preparatory English Programme.'

Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of those symbols of these three activities, the first one is the basic thing in reading for one cannot ever begin to read unless one can correctly recognize the words one meets in print or writing. However, the process of recognizing written words is the elementary stage of reading and, therefore, the concern of the teacher of early reading likewise, vocalizing graphic symbols (which is also called 'loud reading') is also important aspect of reading to be dealt with at the early stage of reading. Beginners have to discover how writing is associated with spoken words they have already learnt to use. But the early reading stage does not last long-usually two or three years at most. The third process, i.e. getting the message of the writer, is the most important aspect of reading, for the most usually authentic reason for reading is that the reader wants to get facts, ideas, attitudes and feelings that the writer has expressed through his writing. Therefore, it is the aspect of reading that should be the focus of any reading activity for students who have passed the early reading

stage. Sometimes, it is depended on reading speed.

According to Nuttal (1995: 56), Secondary school pupil in the countries where English is a secondary language may read at 120-150 words per minute (wpm) before training.

### **1.3 What do we read?**

In real life we need to read various kinds of texts for various purposes. The following list of skills will show us how varied they are:

- Literary text such as novels, stories, essays, plays poems etc.
- Newspapers and magazines.
- Specialized articles, reports, review etc.
- letters, postcards, telegrams etc.
- precise, summaries, notes etc.
- Pamphlets, advertisements, travel brochurers tourist's guidebooks, catalogues and notices.
- Recipes, instructions, directions, rules and regulation, signs etc.
- Forms, price lists, menus, tickets etc.
- Puzzles, problems, limericks, nursery rhymes, cartoon, etc.
- Telephone directories, dictionaries, encyclopedias and grammar books
- Textbooks, handbooks, guidebooks etc.
- Identifying the main point or important information and distinguishing it from supporting details.
- Recognizing indicators and discourse

- ❑ Understanding relations within and between sentences and between different parts of the text through lexical as well as grammatical cohesion.
- ❑ Extracting points selectively for summary or other purposes.
- ❑ Basic reference skills such as understanding cross-references, using the table of contents, index, etc to find required information.
- ❑ Skimming the text to see what it is about.
- ❑ Scanning the text to locate specifically require information.
- ❑ Transcoding information to diagrammatic display.
- ❑ Adjusting reading speed to suit the purpose of reading etc.

#### **1.4 Why do we read?**

There are mainly three reasons for reading: for information, for pleasure and for language learning. In our real life we read texts such as letters, telegrams, reports, travel brochures, recipes, rules and regulations etc for information whereas materials like literary texts, puzzles, limericks, nursery rhymes, etc are usually read for pleasure. Some materials (e.g. newspapers, magazines etc.) give us both information and pleasure. Textbooks, grammar books and dictionaries are read for language learning purpose. Although reading for information and reading for pleasure also help us to acquire the language by increasing our exposure to it, these activities are not primarily intended for learning purpose.

Similarly, Grellet (1981: 20) is of the opinion that students would never read efficiently unless they can adopt their reading speed and techniques to their aim when reading.

The information that a reader needs to extract from a reading text can be of different kinds. It may be detailed information of particular piece of information or simply the gist of the reading text. Depending upon our needs and purposes, the techniques of reading we adopt should be flexible, varying in speed and focus of attention.

### **1.5 Reading and Reading Text**

Reading involves a variety of skills. A variety of skills can and should be developed through reading. The reading skills may be such as recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding the explicitly stated information, understanding conceptual meaning, understanding relations within sentences, understanding relations between parts of a text through lexical cohesion devices, improving reading speed, skimming, scanning, identifying the main parts as important information in a piece of discourse and so on.

There are different kinds of faults found in reading such as regressing to an earlier part of the text, reading word to word, saying the word own-self, moving lips while reading etc, to remove such habits of reading. Sonka (1976 : 121) says that 'A good reader doesn't read one word, stop, think check his dictionary and move on to the next word.

There are three processes involves in reading viz. recognizing the visual marks, vocalizing words and sentences and understanding or interpreting the meaning of the text. The first two are mechanical aspects serving preliminaries to reading. The third one is the principal purpose of reading.

This is what we call reading comprehension. It is said that understanding or interpreting a written/printed text means extracting required information from it as efficiently as possible as this process depends upon the kind of text and purpose of reading for better comprehension of the reading text, It is said that in most texts, especially, text of general proficiency, it is useful to include a variety of texts types for reading comprehension in addition to the usual."

Pandey (1996) states that there are varieties of reading texts as "we can get information from directories, menus and street signs."

Basnet (2005) writes that there are varieties of text involved in reading.

### **1.6 Reading and Reading Comprehension**

Of the three processes involved in reading, viz. recognizing the visual marks, vocalizing words and sentences and understanding or interpreting the meaning of the text, the first two are quite mechanical aspects and only preliminaries to reading. They are, therefore, the skills to be taught at early stages of reading. It is the third process of reading. This is what we call reading comprehension.

Comprehensions are simply divided into two parts: reading comprehension and listening comprehension. To comprehend an oral expression is listening comprehension, to comprehend a written text is reading comprehension.

In reading comprehension, mostly two kinds of reading techniques are adopted: loud reading and silent reading. Language skills are same but they are different in their objectives. To read means not to go through the lines of the text. Reading means to understand gist and meaning. In other



word, the effort of finding abstract, view, meaning and gist of any written expression is an actual reading. The main aim of reading is to enhance the reading comprehension ability of the readers. Reading is required to find the structure of writing, events of text, action and reaction. It is called reading comprehension. The Hornby (2005) defines reading comprehension, the ability to understand.

Walter (2005) defines "the ability to understanding completely and be aware of a situation facts etc." In fact, reading comprehension is related to its readers and their views toward the text. Different readers can perceive the same text in different ways. It depends on the comprehension of the readers. In general, comprehension means to understand the text.

Understanding or interpreting a written/printed text means extracting required information from it as efficiently as possible. We require different sorts of information from different kinds of texts depends upon the kind of text we read and our purpose in reading. The quick scanning of a page in a telephone directory to find a single name and his telephone number is very different from the careful attention we pay to each word in a legal document. The difference in speed of reading is quite obvious. Besides, for most of us, once we have passed the early reading stage, reading loud is not common outside the classroom. Most of the reading in real life is done silently unless there are special circumstances such as reading to someone who has lost his sight, or reading a radio/T.V. news bulletin. In a language class reading aloud might be used for teaching pronunciation and fluency in speech, but it is not a good way to teach comprehension. As the way we read is influenced by the kind of material we read and the purpose of reading.

## **1.7 Orthographic and Para-orthographic Text**

Reading Texts are divided into two types on the basis of graphic notion. They are orthographic and para-orthographic text. The main aim of the reading text is to convey the information with convenient way.

Orthographic texts are varied according to their orthographic writings. para-orthographic texts are in some significance. Para-orthographic text is more vivid and practical than orthographic text. Orthographic text is older than para-orthographic text.

Now a days, para-orthographic text reading has been widening its shape. Simply, para-orthographic texts are known like map reading. Some diagrams, figures tell the lengthy procedure and data of any text. To compare orthographic reading with para-orthographic reading, para-orthographic reading is more economical, shorter and more technical than orthographic text. It is so vivid that illiterate people can also understand it. It needs less time to read than in an orthographic reading comprehension.

According to Richard et al. (1999:11) "The term orthographic is used for spelling in general and for correct and standard spelling." According to this definition, the text with correct and standard spelling system is said to be orthographic text. Kouroupetrong Lou (1999:16) states orthographic text as "other graphic representational systems, such as traditional orthography, represent, integrated, rule based symbolic systems, where in a fixed set of elements can be recombined to produce an almost unlimited range of novel meanings, words and sentences in normal texts are written in an orthography whose graphic units are members of the alphabet of a natural language.

On the contrary, para-orthographic languages according to Kouroupetroglou (1999) are graphic sets and systems for argumentative and alter the nature of communication. The majority of para-orthographic languages are sets of line drawings, each with its own distinct and fixed meaning."

Tetzchrer and Martinsen (1999:12) show reading para-orgraphic text as the technical job as in "A user of well established para-orthographic language combines a number of graphic symbols to formulate a sentence. Kouroupetroglue, in his another paper (2000), writes about para-orthographic language in general, belong to Graphic Representation System (GRS) since they use standardized Graphic symbols (ranging from photographs resembling the depicted object, to abstract linear drawings with no apparent relation to the referred object) as their elements to convey communication content". He also expresses that para-orthographic languages aren't always used in graphic symbols but at times, accompany with written text."

Keeping such an importance of comprehension in view, we have to consider the reading comprehension ability of people in any sector. Their positive and negative aspects can help to develop the new notion in reading comprehension.

## **1.8 Review of the Literature**

This section deals with the studies done by the native and foreign researchers on reading comprehension.

Pant (1975) studied the Ability of the Students of Kathmandu to Read and Understand the Vocabulary of Mahendra Malla. The study found that the students could not read nor comprehend their textbook as

89.58% students were reading at frustration level. She found no significant difference between girls and boys in their performance.

Rajbhandari (1975) studied 'the Students' Ability to Read and Comprehend the Third Grade Social Studies Textbook. Her study found that the students could not read nor comprehend their textbook as 89.58 percent students were reading it as frustration level.

Kansakar (1977) dealt with the relation of all the language skills in learning a language. He said that we could not teach one skill neglecting others.

Gautam (1981) studied on 'The Reading Ability of the Fourth Grade Students of Kathmandu District in the Nepali Language'. This study found that students with the better knowledge in vocabulary performed better in the comprehension and vice-versa. This study found that students with the better knowledge in vocabulary performed better in the comprehension and vice-versa.

Sthapit (1984) said that in Nepalese context, for the development of general proficiency in the English language, reading and writing skills should be given special emphasis.

Poudel (1994) studied on the topic "Teaching Reading Skill in English". This study concluded that 41.3 percent students from urban and only five percent students from rural schools could comprehend the meaning of a text well. This analysis of needs for reading skill and short and long term recommendations are relevant and useful for the improvement of teaching reading comprehension in public schools.

This analysis of needs for reading skill and short and long term recommendations are relevant and useful for the improvement of teaching reading comprehension in Nepalese schools.

Siwakoti (1996) studied on "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District." He found that urban schools performed better than the rural schools.

Shrestha (1998) studied on "A Study of Reading Comprehension in the English Language of the Students of Grade VIII" and found weaker condition in lower secondary level than primary level.

Subedi (2000) did study on "Reading Comprehension of the Grade IX Students of Kathmandu and Jhapa District: A comparative study." He found that the students of urban schools had a better performance in higher reading comprehension level in magazines than in newspaper.

G.C. (2002) did a study on 'Reading Comprehension Ability of PCL First Year Students.' He found that PCL students had better comprehension in seen reading text than in unseen reading text.

Patel (2003) did study on "Reading Comprehension Ability of the Students of Grade X." He found that the average proficiency of grade X of Rahutahat and Makawanpur in comprehending written text is 46.78% and seen text is (62.19%). Comprehending seen text is higher than in unseen text (51.38%).

Poudel (2005) did a study on "TOEFL Based Reading Comprehension Ability of Bachelor Level Students." He found that students had weaker proficiency in TOEFL based reading than seen reading text.

## **1.9 Objectives of the Study**

The major objectives of the study are:

- a. to find the ability of grade nine students in reading comprehension in Kavreplanchowk district.
- b. to compare the reading comprehension ability of grade IX students in the following variables:
  - i) Seen and unseen text.
  - ii) Gender
  - iii) Orthographic and para-orthographic text.
- c. to point out some pedagogical implications.

## **1.10 Significance of the Study**

The finding of this study will help identify the causes of the weaknesses of students in the area of reading comprehension. On the basis of identification of the problems the curriculum of English at secondary level can be reformed and improved and other reading materials can be developed.

The study will be helpful for English language students, teachers and these who have a great interest to research about reading comprehension of particular group.

## **CHAPTER TWO**

### **METHODOLOGY**

The following tools/techniques and procedures as methodology of the study were used to collect the required data.

#### **2.1 Source of Data**

Both primary and secondary sources of data have been used to carry out the research.

##### **2.1.1 Primary Source of Data**

This study was mainly based on the primary data of the students of grade IX studying in different schools of Kavreplanchowk district and responses from the students to the test items.

##### **2.1.2 Secondary Source of Data**

The researcher used a number of sources books, the research reports, articles. They are Bhatarai, (2005), Basnet (2005), Subedi (2002), Poudel (2003), Karoupetroglou et al. (1999, 2000) and others were used to widen the insight and knowledge in the area of research.

**2.1.3 Population of the Study:** The Population of the study consisted of the grade IX students, studying in Kavreplanchowk district.

**2.1.4 Sampling Procedure:** Altogether six schools were taken from both sectors: government and private schools. From each school, 20 students were taken. In them, 10 were male and 10 were female. Altogether 120 students were the sample of the study.

**Table No. 1**

**Table of schools visited by the researcher**

SN	Nature	Name of the Schools	No. of Samples		
			Male	Female	Total
1	Public	Shree Shuva Chamunda Secondary School, Tusal, Kavreplanchowk	10	10	20
2	Public	Shree Indreshwar Higher Secondary school, Panauti, Kavreplanchowk	10	10	20
3	Public	Purna Sanjiwani Secondary School, Dhulikhel, Kavreplanchowk	10	10	20
4	Private	Kavre Secondary School, Panauti, Kavreplanchowk	10	10	20
5	Private	Banepa Valley Awasiya Secondary School, Banepa, Kavreplanchowk	10	10	20
6	Private	Ugrachandi Secondary School, Nala, Kavreplanchowk	10	10	20
		Total	60	60	120

## **2.2 Tools of the Study**

Test items for students were used as tools of this study.

- i. Test items:** Objective and subjective types of test items based on two types of texts, were set for data collection of the study. The texts were seen and unseen. Similarly, texts were selected on the basis of orthographic and para-orthographic. The para-orthographic seen text was taken from My English IX. The orthographic seen



text was paraphrased by the researcher himself. The para-orthographic unseen text was taken from SAARC Survey of Development and Co-operation, 1998/99. The orthographic unseen text was paraphrased by the researcher himself.

- a. **Objective Tests:** In seen text, four types of objective questions were given to the students. The first type of questions contained 5 items with three distractors where students were asked to tick the best answer from the given words or phrases. Each item carries one mark and total mark is five. The second type of question contained five items, where students were asked to write in correct order. Each carries two marks and gets 10 total marks. The third type of question contained 5 items, where students were asked to match between the proper words. Each carries 1 mark and gets 5 total marks. The fourth type of question contained 5 items where students were asked to fill the correct word in. Each item carries two marks and gets 10 total marks.

In unseen text, four types of the objective questions were given to the students. The first type of questions contained six items with three distractors, where students were asked to tick the best answer from the given words or phrases. Each item carries 1 mark and gets 6 as total mark. The second type of questions, contained six items, where the students were asked to fill the correct word in. Each item carries 2 marks and gets total mark 12. The third type of questions contained six items, where students were asked to match the columns A and B. Each item carries 1.5 mark and gets as 9 total marks. The fourth type of question contained 8 items, where

students were asked to write in correct order. Each item carries 1 mark and gets 8 as total marks.

- b. Subjective Test:** In seen text, a set of subjective question was given to the students. The question contained 5 items, where the students were asked to write short answer of the questions. Each item carries 4 marks and marks and the total mark is 20.

In unseen text, a type of subjective question was given to the students. The question contained 5 items where students were asked to write short answer of the question. Each item carries three marks and gets and the total mark is 15.

Each set of the question contains 50 full mark. Altogether four type of question sets were used categorizing, seen and unseen in orthographic and para-orthographic medium.

### **2.3 Process of Data Collection**

The research was carried out in six schools from Kavreplanchowk district from both sectors, public and private.

For the collection of data, the researcher visited the schools selected for the study on different days with the help of English teachers, he picked up every fourth students from the class registers. The students were asked to read the text once. At first seen text was given. After then the unseen text was given for the test. Similarly, para-orthographic texts were given in equal time interval.

#### **2.3.1 Pilot Test**

Before the data collection, a pilot testing was done on 20 students of grade IX in Shree Chandeshwari Higher Secondary School, Nala,

Kavreplanchowk and the first draft of text items was rearranged based on the results of the pilot testing.

In pilot test, four types of objective questions and type of subjective question were set. In objective questions, students had to tick the correct words or phrase; fill in the gaps; make the correct order and match the column A and B. In subjective question, there were given 5 items containing 4 marks each. After the pilot test, it was found that 30 to 70 percent performances in all test items but they could not try to do in item no A, contained fill in the blank. It was changed into multiple choice item.

#### **2.4 Limitations of the Study**

- The study was limited to grade IX students only.
- The study was confined to reading comprehension only.
- The study was confined to three government schools and three private schools in Kavreplanchowk district.
- The study was further limited to the analysis of the responses obtained from the respondents only.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

In this chapter, the scores of the students are analysed and interpreted by using a simple statistical tool of percentage. Analysis and interpretation is divided in to eleven sections.

#### SECTION 1

**Table No. 1.1**

**Section 1.1 deals with the total proficiency of the students in general in both texts with orthographic and para-orthographic.**

Text	Correct response	Incorrect response	No response	Total
Ortho (Seen)	2655	297	48	3000
Ortho (Unseen)	3223	440	57	3240
Para Ortho (Seen)	2724	241	35	3000
Para Ortho (Unseen)	3285	308	47	3720

The above table shows the total proficiency of the students in seen and unseen text. It also throws light on the fact that their performance in the seen text was better than that of the unseen text. Since the students showed 88.50% performance in the seen text and 86.60% in the unseen text of orthographic medium. Their average score in orthographic seen text was 22.12 and orthographic unseen text was 26.85.

The table is also intended to show the total proficiency of the students in para-orthographic seen and unseen text. It also throws light on

the fact that their performance in the seen text was better than that of the unseen text. Since the students showed 90.80% in the seen text and 88.30% in the unseen text. Out of 3000 sample, students have given 2724 correct responses and 241 in correct responses in seen text. Similarly, the students have given 3285 correct responses out of 3720 items. Their incorrect responses were 47. The students have shown no responses, in seen and unseen texts, 35 and 47 samples respectively.

## SECTION 2

**Table No. 2.1**

**Section 2.1 deals with a comparative analysis between the students of public and private school in their total proficiency for both types of text with orthographic and Para Orthographic.**

School	Text	Correct response	Incorrect	No response	Total Sample
Public	Orthographic (Seen)	1292	180	22	1500
Public	Orthographic (Unseen)	1590	234	36	1860
Public	Para-orthographic (Seen)	1348	131	21	1500
Public	Para-orthographic (Unseen)	1631	207	22	1860
Private	Orthographic (Seen)	1363	117	20	1500
Private	Orthographic (Unseen)	1633	206	21	1860
Private	Para-orthographic (Seen)	1376	110	14	1500
Private	Para-orthographic (Unseen)	1654	181	25	1860

The above table exhibits the total proficiency of the students of public school in seen and unseen text. Their total proficiency was 86.1% in orthographic seen text. Similarly, their total proficiency was 85.5% in orthographic unseen text. The average score in orthographic seen text was 21.53 and orthographic unseen text was 26.50.

Similarly it shows the total proficiency of the students of public school's in para-orthographic seen and unseen text. Their total proficiency was 89.90% in para-orthographic seen text. Similarly, their total proficiency was 87.70% in para-orthographic unseen text. The average score found in para-orthographic seen text was 22.47 and para-orthographic unseen text was 27.18.

The table shows the total proficiency of the students of private school in orthographic seen and unseen text. Their total proficiency was 90.90% in orthography seen text. Similarly, their total proficiency was 87.80% in orthographic unseen text. Their average score in orthographic seen text was 22.72 and orthographic unseen text was 27.22. Their performance in seen text was better than in the unseen text.

The table is also intended to display the total proficiency of the students of private school in para-orthographic seen and unseen text. Their total proficiency was 91.70% in para-orthographic seen text and 88.90% in para-orthographic unseen text. Their average score in seen text was 22.93 and unseen text was 27.56. It is found that the performance of the students in para-orthographic seen text was better than the para-orthographic unseen text.

### SECTION 3

**Table 3.1**

**Section 3.1 deals with the total proficiency of students by gender in both text with orthographic and para-orthographic medium.**

Students	Text	Source	Correct	Incorrect	No response	Total
Girl	Orthographic	Seen	1348	130	22	1500
Girl	Orthographic	Unseen	1656	196	24	1860
Girl	Para Orthographic	Seen	1361	120	19	1500
Girl	Para Orthographic	Unseen	1648	190	22	1860
Boy	Orthographic	Seen	1304	172	24	1500
Boy	Orthographic	Unseen	1573	254	33	1860
Boy	Para Orthographic	Seen	1354	128	18	1500
Boy	Para Orthographic	Unseen	1646	181	33	1860

The above table presents the total performance of students by sex in both of texts through orthographic and para-orthographic mediums. Comparatively, the overall performance of girls was greater than the boys in both texts as their performance was 89.90% in orthographic seen text and 89% in orthographic unseen text. Similarly, the performance of the girls in para-orthographic seen text was 90.70% and para-orthographic unseen text was 88.60%.

But the performance of the boys in orthographic seen text was 86.90% and orthographic unseen text was 84.60%. Similarly their

performance in para-orthographic seen text was 90.30% and para-orthographic unseen text was 88.50%.

#### **SECTION 4**

Section 4 deals with a comparison between the performance of the students of three private schools by sex in orthographic and para-orthographic text from seen and unseen sectors.

**Table 4.1**

**Performance of the boys of Private Schools in Orthographic and para-orthographic texts (Seen and unseen)**

School	Source	Text	Correct	Incorrect	No response	Total
Kavre S.S.	Seen	Ortho	227	21	02	250
Kavre S.S.	Unseen	Ortho	262	41	07	310
Kavre S.S.	Seen	Para Ortho	236	12	02	250
Kavre S.S.	Unseen	Para Ortho	278	28	04	310
Banepa Valley S.S.	Seen	Ortho	217	27	06	250
Banepa Valley S.S.	Unseen	Ortho	261	43	06	310
Banepa Valley S.S.	Seen	Para Ortho	218	29	03	250
Banepa Valley S.S.	Unseen	Para Ortho	262	43	05	310
Ugrachandi S.S.	Seen	Ortho	235	14	01	250
Ugrachandi S.S.	Unseen	Ortho	279	29	02	310
Ugrachandi S.S.	Seen	Para Ortho	236	13	01	250
Ugrachandi S.S.	Unseen	Para Ortho	284	22	04	310



**Table 4.2****Performance of the girls of Private Schools in Orthographic and para-orthographic from seen and unseen sectors.**

School	Source	Text	Correct	Incorrect	No response	Total
Kavre S.S.	Seen	Ortho	234	14	02	250
Kavre S.S.	Unseen	Ortho	264	43	03	310
Kavre S.S.	Seen	Para Ortho	244	05	01	250
Kavre S.S.	Unseen	Para Ortho	277	30	03	310
Banepa Valley S.S.	Seen	Ortho	211	34	05	250
Banepa Valley S.S.	Unseen	Ortho	271	36	03	310
Banepa Valley S.S.	Seen	Para Ortho	213	33	04	250
Banepa Valley S.S.	Unseen	Para Ortho	272	33	05	310
Ugrachandi S.S.	Seen	Ortho	238	10	02	250
Ugrachandi S.S.	Unseen	Ortho	286	22	02	310
Ugrachandi S.S.	Seen	Para Ortho	239	09	02	250
Ugrachandi S.S.	Unseen	Para Ortho	292	14	04	310

The above tables show the gender variation performance analysis of three private schools. In Kavre Secondary School, girls were better

than the boys in the orthographic (seen), orthographic (unseen) and para-orthographic (seen) texts. But, in para-orthographic (unseen), boys have shown better performance than the girls. Both boys and girls have shown better performance in para-orthographic text than orthographic text. In orthographic, the girls performed 93.60% in seen text and 85.20% in unseen text. In para-orthographic text, girls performed 97.60% in seen text and 89.40% in unseen text.

In Banepa Valley Secondary School, the boys have shown better performance in seen text. But girls have shown better performance in unseen text. Both boys and girls have shown better performance in para-orthographic texts than in orthographic texts.

In Ugrachandi Secondary School, girls have shown better performance than boys in all types of texts. Although both girls and boys have shown better performance in para-orthographic text than in orthographic text.

## **SECTION 5**

Section 5 deals with a comparison between the performance of the students of three public schools by sex in orthographic and para-orthographic text from seen and unseen sectors.

**Table 5.1****Performance of the girls of Public Schools in both orthographic and para-orthographic (Seen and Unseen) Texts**

School	Source	Text	Correct	Incorrect	No response	Total
Shuva Chamunda S.S.	Seen	Ortho	218	28	04	250
Shuva Chamunda S.S.	Unseen	Ortho	285	19	06	310
Shuva Chamunda S.S.	Seen	Para Ortho	227	20	03	250
Shuva Chamunda S.S.	Unseen	Para Ortho	276	31	03	310
Indreshwor H.S.	Seen	Ortho	227	18	05	250
Indreshwor H.S.	Unseen	Ortho	269	38	03	310
Indreshwor H.S.	Seen	Para Ortho	235	13	02	250
Indreshwor H.S.	Unseen	Para Ortho	267	39	04	310
Purna Sanjiwani	Seen	Ortho	220	26	04	250
Purna Sanjiwani	Unseen	Ortho	265	38	07	310
Purna Sanjiwani	Seen	Para Ortho	220	24	06	250
Purna Sanjiwani	Unseen	Para Ortho	268	48	04	310

**Table 5.2****Performance of the boys of Public Schools in both orthographic and para-orthographic (Seen and unseen) texts.**

School	Source	Text	Correct	Incorrect	No response	Total
Shuva Chamunda S.S.	Seen	Ortho	176	65	09	250
Shuva Chamunda S.S.	Unseen	Ortho	224	75	11	310
Shuva Chamunda S.S.	Seen	Para Ortho	215	28	07	250
Shuva Chamunda S.S.	Unseen	Para Ortho	261	45	04	310
Indreshwor H.S.	Seen	Ortho	240	9	01	250
Indreshwor H.S.	Unseen	Ortho	300	10	00	310
Indreshwor H.S.	Seen	Para Ortho	239	10	02	250
Indreshwor H.S.	Unseen	Para Ortho	302	06	02	310
Purna Sanjiwani	Seen	Ortho	209	36	05	250
Purna Sanjiwani	Unseen	Ortho	257	48	05	310
Purna Sanjiwani	Seen	Para Ortho	219	29	02	250
Purna Sanjiwani	Unseen	Para Ortho	263	42	05	310

The above table shows that the girls were better than that of the boys in all texts in Shuva Chamunda Secondary School. But, both girls and boys have shown better performance in para-orthographic texts than in orthographic texts.

In Indreshwar Higher Secondary School, the boys were better than that of the girls in all texts. Although both boys and girls have better performance in para-orthographic text than in orthographic texts.

In Purna Sanjiwani Secondary School, girls were better than that of the boys in all texts. But, both girls and boys have shown better performance in para-orthographic text than in orthographic texts.

## SECTION 6

Table No. 6.1

**Section 6.1 deals with a comparison of performance between the students three private schools in both texts through orthographic and para-orthographic medium.**

School	Source	Text	Correct	Incorrect	No response	Total
Kavre S.S.	Seen	Ortho	461	35	04	500
Kavre S.S.	Unseen	Ortho	526	84	10	620
Kavre S.S.	Seen	Para Ortho	480	17	03	500
Kavre S.S.	Unseen	Para Ortho	555	52	13	620
Banepa Valley S.S.	Seen	Ortho	428	61	11	500
Banepa Valley S.S.	Unseen	Ortho	532	79	19	620
Banepa Valley S.S.	Seen	Para Ortho	434	58	8	500
Banepa Valley S.S.	Unseen	Para Ortho	527	83	10	620
Ugrachandi S.S.	Seen	Ortho	473	24	03	500
Ugrachandi S.S.	Unseen	Ortho	565	51	04	620
Ugrachandi S.S.	Seen	Para Ortho	475	20	05	500
Ugrachandi S.S.	Unseen	Para Ortho	576	36	08	620

The above presented table displays the performance of the students of Private Schools in para-orthographic and orthographic texts from both seen and unseen sectors. The performance of the students in Kavre S.S. in para-orthographic texts is better than the performance in orthographic texts. They performed 92.20% in orthographic seen text and 84.80% in orthographic unseen text. Similarly, they performed 96% in para-orthographic seen text and 89.50% in para-orthographic unseen text.

The performance of the students of Banepa Valley Secondary School in orthographic and para-orthographic text from seen and unseen sectors has been found that the students have shown less performance in orthographic texts than in Para Orthographic. In orthographic seen text, it was 85.60% and 85.80% was in orthographic unseen text. Similarly, they performed 86.80% in para-orthographic seen text and 85% in para-orthographic unseen texts.

Similarly, the performance of students of Ugrachandi Secondary School in orthographic and para-orthographic texts from seen and unseen sectors has been found that the students have better performance in para-orthographic text than in orthographic texts. They performed 94.60% in orthographic seen text and 91.10% in orthographic unseen text. Similarly their performance in para-orthographic seen text was 95% and 92.90% in para-orthographic unseen text.

## SECTION 7

**Table No. 7.1**

**Section 7.1 deals with a comparison between the performance of the student of three public schools in both texts with orthographic and para-orthographic mediums.**

School	Source	Text	Correct	Incorrect	No response	Total
Shuva Chamunda S.S.	Seen	Ortho	394	93	13	500
Shuva Chamunda S.S.	Unseen	Ortho	514	89	17	620
Shuva Chamunda S.S.	Seen	Para Ortho	442	48	10	500
Shuva Chamunda S.S.	Unseen	Para Ortho	537	76	07	620
Indreshwor H.S.	Seen	Ortho	467	27	06	500
Indreshwor H.S.	Unseen	Ortho	559	56	05	620
Indreshwor H.S.	Seen	Para Ortho	473	23	04	500
Indreshwor H.S.	Unseen	Para Ortho	569	45	06	620
Purna Sanjiwani	Seen	Ortho	429	62	09	500
Purna Sanjiwani	Unseen	Ortho	522	84	14	620
Purna Sanjiwani	Seen	Para Ortho	433	59	08	500
Purna Sanjiwani	Unseen	Para Ortho	531	79	10	620

The above table present a comparison between the performance shown by the students of Public School in Orthographic and para-orthographic text from seen and unseen field. Comparatively, in Shuva



Chamunda S.S. the performance of the students in para-orthographic texts is better than in the orthographic texts. The performance of the students in orthographic seen text was 78.80% and orthographic unseen text was 82.90%. Similarly, the performance of the students in para-orthographic seen text was 88.40% and para-orthographic unseen text was 86.60%.

Similarly the performance of the students of Indreshwar Higher Secondary School in orthographic (Seen and Unseen) and para-orthographic (Seen and Unseen). The table found that the students of Indreshwar Secondary School are better in para-orthographic text than in orthographic texts. The performance in orthographic seen text was 93.40% and orthographic unseen was 90.20%. Similarly, the performance of the students in para-orthographic seen text was 94.60% and para-orthographic unseen text was 91.80%.

The performance of the students of Shree Purna Sanjiwani Secondary School in Orthographic and para-orthographic with seen and unseen texts, from the table, is found that the students of Indreshwar School have shown better performance in para-orthographic text than in orthographic text. They performed 85.80% in orthographic seen text and 84.20% in orthographic unseen text. Similarly, they performed 86.60% in para-orthographic seen text and 85.60% in para-orthographic unseen text.

## **SECTION 8**

The section deals with a comparative analysis of the performance of the students of private schools by sex in both types of texts with orthographic and para-orthographic medium.

**Table 8.1**

**Performance of the girls of private schools in orthographic and para-orthographic seen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	134	137	16	12	00	61	150
Two (5)	133	133	14	15	03	02	150
Three (5)	139	136	9	14	02	00	150
Four (5)	135	140	11	07	04	03	150
Five (5)	142	139	8	09	00	02	150
Total 25	683	685	58	68	9		750

The table displays the performance of the girls of private schools in orthographic seen text. Their total proficiency was 91.1% and their average score was 22.77. The item wise score in the terms of percentage were 89.33%, 88.67%, 92.67%, 90% and 94.67 for item one to five respectively. The highest score was in item five and lowest score was in item two. In average, their score was satisfactory.

Similarly, the table shows the total performance of the girls of private schools in para-orthographic seen text. Their total performance was 91.3% and their total average score was 22.83. The item wise score in the term of percentage were 91.33%, 88.67%, 90.67%, 93.33% and 92.67 for item one to five. It shows that the highest score was in item four and lowest score was in item two.

**Table 8.2**

**Performance of the girls of private schools in orthographic and para-orthographic unseen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	156	162	21	17	03	01	180
Two (6)	154	159	25	17	01	04	180
Three (6)	161	161	17	17	02	02	180
Four (8)	217	221	21	16	02	03	240
Five (5)	133	134	17	15	00	04	150
Total 31	821	837	101	82	08	11	930

The table exhibits item wise performance analysis of the girls of private schools in orthographic unseen text and brings the total proficiency 88.3%. The performance, in the terms of percentage, for item wise analysis is 86.67%, 85.56%, 89.4%, 90.41% and 88.67% respectively from item one to item five. It shows that the highest score is in item four and least score is in item two. But, as a whole, the proficiency seems to have been satisfactory.

The above table is also intended to show the performance of the girls of private school in para-orthographic unseen text. According to which 90% of them have given correct responses and their average score was 27.90. Item wise performance of them in the text, in terms of percentage was 90%, 88.33%, 89.44%, 92.08% and 89.33% for item one

to five. It shows that the highest score was in item four and lowest score was in item two comparing others.

**Table 8.3**

**Performance of the boys of private schools in orthographic and para-orthographic seen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	139	135	11	13	00	02	150
Two (5)	135	140	15	09	00	01	150
Three (5)	136	137	11	10	03	03	150
Four (5)	129	136	14	13	07	01	150
Five (5)	140	134	10	16	00	00	150
Total 25	682	802	61	61	10	07	750

The table given above presents the total performance of the boys of private school in orthographic seen text. According to which they showed 90.5% performance. Their average score was 22.63. They performed well in item five and one. The lowest score was in item four. Their item wise performance in terms of percentage is 92.67%, 90%, 90.67%, 86% and 93.33% for item one to five respectively.

Similarly, the table presents the performance of the boys of private school in para-orthographic seen text. They performed 90.90% correct responses. Their average score was 22.73. They performed well in every item. The highest score was in item 140 and the lowest score was in item five. Item wise performance in terms of the percentage in the text by the boys is 90%, 93.33%, 91.33%, 90.67% and 89.33% respectively from item one to five.

**Table 8.4****Performance of the boys of private schools in orthographic and para-orthographic unseen text by items**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	146	153	29	24	25	03	180
Two (6)	155	158	24	17	01	05	180
Three (6)	157	160	21	19	02	01	180
Four (8)	217	214	21	23	02	03	240
Five (5)	127	135	20	14	03	01	150
Total 31	802	820	115	97	13	13	930

The above presented table shows the performance of the boys of private schools in orthographic unseen text. According to which 86.2% of them have given correct responses and their average score was 26.73. Item wise performance of them in the text, in terms of percentage was 81.11%, 86.11%, 87.22%, 90.41% and 84.67% for item one to item five respectively. It shows that the highest score was in Item four and lowest core was in item one.

The table is intended to show the performance of the boys of private schools in para-orthographic unseen text. According to which 88.2% of them have given correct responses and average score was 27.33. Item wise performance of them in the text, in terms of percentage was 85%, 87.78%, 88.89%, 89.17% and 90% for item one to item five gradually.

In this way, item wise analysis between boys and girls of private school sheds light on the fact that girls excelled the boys in their performance.

## SECTION 9

Section 9 deals with a comparative analysis of the performance of the students of public schools by sex in both types of texts, orthographic and para-orthographic.

**Table 9.1**

**Performance of the girls of public schools in orthographic and para-orthographic seen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	140	140	10	10	00	00	150
Two (5)	137	139	11	09	02	02	150
Three (5)	135	129	13	18	02	03	150
Four (5)	128	135	17	12	05	03	150
Five (5)	125	133	21	14	04	03	150
Total 25	665	676	72	63	13	11	750

Table 9.1 shows that the total performance of the girls in orthographic seen text of public school is 88.67%. So far as their item wise performance is concerned they performed well in item one. The average score of item one is 4.67. The lower score of the girls is in item five. The average score is 4.16. The itemwise performance of the girls of public schools in terms of the percentage is 93.33%, 91.33%, 90%, 85.33% and 83.33% for items one through five.

The table shows the total performance of the girls of public school in para-orthographic seen text is 86.7%. They performed well in every item. The highest score was in item one which was 4.66. The lowest score was in item three which has 4.3 average score. The item wise performance of the girls in public schools in term of the percentage is 93.33%, 92.66%, 81.33%, 90% and 88.66% for items one through five.

**Table 9.2**

**The performance of the girls in public school in orthographic and para-orthographic unseen text.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	164	158	15	19	01	03	180
Two (6)	157	154	17	25	06	01	180
Three (6)	157	153	18	24	05	03	180
Four (8)	216	214	20	22	04	04	240
Five (5)	125	132	25	18	00	00	150
Total 31	819	811	95	108	16	11	930

The table 9.2 presents the total performance of the girls of public school, which is 88.1%.

As far as their item wise performance is concerned, they performed well in items one and five. The lower score is in items two and three. The average score of item one is 5.47 and the of items three is 5.23. Hence, the girls got 92.11%, 87.22%, 87.22%, 90% and 83.33% marks for items one through five in the orthographic unseen text.

The table 9.2 presents the performance of the girls of public school in the para-orthographic unseen text. The performance of the girls was 87.2%, The highest score was in item five which is 4.4. The lowest score was in item three which is 5.1. Item wise performance in terms of the percentage in the para-orthographic unseen text by the girls is 87.78%, 85.56%, 85%, 89.17%, and 88% for items one through four respectively.

**Table 9.3**

**The performance of the boys in public school in orthographic and para-orthographic seen text.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	126	134	23	14	01	01	150
Two (5)	130	140	18	09	02	01	150
Three (5)	114	129	32	16	04	05	150
Four (5)	136	140	14	10	00	00	150
Five (5)	119	129	24	18	07	03	150
Total 25	625	672	111	67	14	11	750

The table 9.3 exhibits itemwise performance analysis of the boys in the orthographic seen text and brings the fact that in items one through five. They obtain 84%, 86.67%, 76%, 90.67% and 79.33% respectively.

The item wise performance analysis between the boys and the girls shows that girls performed better than boys in every item of the seen orthographic text.



The above table displays the performance of the boys in para-orthographic seen text. Their total performance was 89.6%. The average score of the total boys in 25 items is 22.4. They show the excellent performance in items two and four. They showed correct responses (89.33%) in item one, 93.33% in item two, 86% in item three, 93.33% in item four and 86% in item five gradually.

**Table 9.4**

**The performance of the boys in public school in orthographic and para-orthographic unseen text.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	141	163	34	16	05	01	180
Two (6)	143	156	31	21	06	03	180
Three (6)	152	150	27	23	01	07	180
Four (8)	208	221	27	11	05	08	240
Five (5)	127	136	20	13	03	01	150
Total 25	771	826	139	84	20	20	930

The above table is intended to show the performance of the boys in public schools in orthographic and para-orthographic unseen text. According to which 82.9% of them gave correct responses and their average score was 25.7. This item wise performance in the unseen text, in terms of percentage was 78.33%, 79.44%, 84.44, 86.67% and 84.67% for items one to five respectively.

The highest score was in item four and the least was in item one.

The table 9.4 displays the performance of the boys in public school in para-orthographic unseen text, which found to be 88.8%. Their average score was 27.53% out of 31 items. The item wise performance in percentage is 90.56%, 86.67%, 83.33%, 92.08% and 90.67 for item one through item five. It shows that the highest score was in item four and lowest score was in item three.

## SECTION 10

It deals with item wise performance analysis between the students of public and private schools in both texts (seen and unseen) with orthographic and para-orthographic text

**Table 10.1**

**Performance of the students of public schools in the orthographic and para-orthographic seen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	266	274	33	24	01	02	300
Two (5)	269	279	27	19	04	02	300
Three (5)	249	258	45	34	06	08	300
Four (5)	264	275	31	22	05	03	300
Five (5)	244	262	44	32	12	06	300
Total 25	1292	1348	180	131	28	21	1500

The above table shows the total proficiency of the sample students and that seems to be satisfactory. They performed well in item two and

one. But, the students scored the least mark in item five. The average score in item one and two are 4.43 and 4.48 respectively. Similarly, in items five and three, the average scores are 4.06 and 4.15 respectively. Overall, they exhibited a fairly good response in the orthographic seen text.

In terms of the percentage, the students attained 88.67% in item one, 89.67% in item two, 83% in item three, 88% in item four, and 81.33% in item five.

Similarly, the above table shows the total proficiency of the students in para-orthographic seen text yielding a satisfactory result. The students performed extremely well in item two and item four but they exhibited a little bit low performance in items three and five. The average scores of item two is 4.65 and item four is 4.58. Similarly, the average score of item three is 4.3 and item five is 4.37. Largely, they showed a very good response in the para-orthographic seen text.

Thus, the students acquired 91.33% in item one, 93.% in item two, 86% in item three, 91.67% in item four and 87.33% in item five.

**Table 10.2****Performance of the students of Public schools in orthographic and para-orthographic unseen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	305	316	49	39	06	65	360
Two (6)	300	313	48	43	12	04	360
Three (6)	309	306	45	46	06	08	360
Four (8)	424	432	47	43	09	05	480
Five (5)	252	264	45	36	06	00	300
Total 31	1590	1631	234	207	36	22	1860

The above table shows the total proficiency of the students in the orthographic unseen text. Their performance in items three and four is good while it is low in two. The average scores in item three and four are 5.15 and 5.3 respectively.

Item wise performance in terms of percentage is 84.72%, 83.33% 85.83%, 88.33% and 84% for items one through five respectively.

Similarly, the above table shows that the performance of the students in the para-orthographic unseen text is better than the orthographic unseen text. Their performance in items one and five is good, however it is rather low in there.

The item wise performance in terms of percentage is 87.78%, 86.9%, 85%, 90% and 88% for items one through five respectively.

**Table 10.3**

**Performance of the students of private schools in orthographic and para-orthographic seen text by items.**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (5)	273	271	27	26	00	03	300
Two (5)	269	274	29	24	03	02	300
Three (5)	275	281	19	16	06	03	300
Four (5)	264	277	25	19	11	04	300
Five (5)	283	273	17	25	00	02	300
Total 25	1363	1376	117	110	20	14	1500

The above table displays the total proficiency of the students of private schools in the orthographic seen text and that seems to be satisfactory. They performed extremely well in items three and five. But their performance is low in items two and four. The average score of item five is 4.72 and the item four is 44. Itemwise performance in terms of percentage is 91%, 89.33%, 91.67%, 88% and 94.33% for items one through five respectively.

Similarly the table shows the total proficiency of the students of private schools in the para-orthographic seen text that seems to be satisfactory. The performance of items three and four are extremely well but their performance is low in items one and five. The average scores of items three and four are 4.68 and 4.62. The average score of item one is 4.52. They scored 90.33%, 91.33%, 93.67%, 92.33%, and 91% scored in items one to five accordingly.

**Table 10.4**

**The performance of the students in private schools in the orthographic and para-orthographic unseen text by items**

Test Item	Correct		Incorrect		No response		Total
	Ortho	Para-Ortho	Ortho	Para-Ortho	Ortho	Para-Ortho	
One (6)	302	311	50	44	08	05	360
Two (6)	309	316	49	36	02	08	360
Three (6)	318	326	38	31	04	03	360
Four (8)	434	432	42	43	04	05	480
Five (5)	270	269	27	04	03		300
Total 31	1633	1654	206	181	21	25	1860

The above table displays the total proficiency of the sample students in orthographic unseen text and that seems to be satisfactory. They performed well in item five and worst in item one. Their average performance in items three, four and five are 5.3, 7.23, 4.5 respectively.

In terms of the percentage, the students obtained 83.9% in item one, 85.83 in item two, 88.33% in item three, 90.42% in item four and 90% in item five.

The table shows that the performance of the students in the para-orthographic unseen text is slightly better than orthographic unseen text. The higher score is in item three. The lower scores are in items one and items two. They did not produce a good result in item four as well. Itemwise performance in terms of percentage is 86.39%, 87.78%, 90.56%, 90% and 89.67% for items one through five respectively.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of the result of the analysis and interpretation of the data, the findings of the research are categorized below:

##### **4.1.1 The total proficiency of the students in reading comprehension.**

- (a) The students of grade nine seemed to be good in their reading comprehension as they showed 88.50% in orthographic seen text, and 86.60% in orthographic unseen text. Similarly, they performed 90.80% in para-orthographic seen text and 88.30% in para-orthographic unseen texts.
- (b) The students of grade nine of public schools seemed to be good in their reading comprehension as they displayed 86.10% in orthographic seen text, and 85.50% in orthographic unseen text. Similarly, they showed 89.90% in para-orthographic seen text and 87.70% in para-orthographic unseen text.
- (c) The level of reading comprehension of the students of private schools found to be better than the public schools because they performed 90.90% in orthographic seen text and 87.80% in orthographic unseen text. Similarly, they performed 91.70% in para-orthographic seen text and 88.90% in para-orthographic unseen text.
- (d) The proficiency of grade nine students seemed to be better in seen text than in unseen text as they performed 88.60% in orthographic seen text and 86.60% in orthographic unseen text. Similarly, they



performed 90.80% in para-orthographic seen text and 88.30% in para-orthographic unseen text.

- (e) The proficiency level of grade nine students seemed to be better in para-orthographic text than in orthographic text as they performed 88.50% and 86.60% in orthographic seen and unseen respectively. Similarly, they performed 90.80% and 88.30% in para-orthographic seen and unseen text respectively.

#### **4.1.2 The total proficiency of the students in reading comprehension by sex.**

- (a) The girls showed better performance than the boys in reading comprehension of the texts. Because the performance of the girls was 89.90% in orthographic seen text and 89% in orthographic unseen text. Similarly, the performance of the girls in para-orthographic seen text was 90.70% and para-orthographic unseen text was 88.60% But, the performance of the boys was 86.90% in orthographic seen text and 84.60% in orthographic unseen text. Similarly, their performance in para-orthographic seen text was 90.30% and para-orthographic unseen text was 88.50%
- (b) The boys showed better performance in para-orthographic text than in orthographic text. But the girls have shown better performance in orthographic unseen text than in para-orthographic unseen text.
- (c) Both girls and boys have shown better performance in para-orthographic text than in orthographic texts as the girls showed 89.90% (seen), and 89% (unseen) in orthographic in Para Orthographic, 90.70% (seen), 88.60 (unseen) text respectively.

But boys performed 86.90% (seen), and 84.60% (unseen) in orthographic and 90.30% (seen), and 88.50% (unseen) in para-orthographic text.

#### **4.1.3 The likely difficulties/problems of the development of reading comprehension faced by the students.**

- (a) Students found to be vague about the reading comprehension. They had not practiced to comprehend such kind of paragraphs especially in public schools.
- (b) The teaching learning time for reading comprehension was not separated in all schools.
- (c) In both public and private schools, students seemed to have been hurried to complete the task to get the mark not going through the paragraph deeply.
- (d) In public schools even the subject teachers were not aware of orthographic and para-orthographic texts.
- (e) Teachers were found to be centered in the text book only not going to collect other reading materials.

#### **4.2 Recommendations**

On the basis of the findings of the study some recommendations are listed below along with some guidelines for improving reading comprehension. From this study, it was found that the reading performance level of students is satisfactory. To improve the reading comprehension of the students better, the researcher recommends the following things:

- (a) Students should be asked to read as many books as they can which are of their interest. And reading should always be followed by comprehension questions.
- (b) Students should be provided with different kinds of simplified supplementary reading materials. In the beginning, they should be asked to read those materials which are of their interest which provides them education as well as entertainment. It increases their interest.
- (c) Well managed libraries having plenty of simplified and interesting books should be provided in schools.
- (d) Language teachers should be supported by providing visual aids and other essential supplementary materials by the concerned department.
- (e) Reading habits of the students such as regression, localization, pointing to the words by fingers should be avoided.
- (f) Reading technique and practice materials for the support of the reading should be emphasized.
- (g) Silent reading should be emphasized rather than reading aloud to improve reading comprehension.
- (h) Students should be made familiar about para-orthographic text by bringing map and other para-orthographic materials in the class room.

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**APPENDIX A**  
**PILOT TEST**  
**TEXT-UNSEEN**

**Set-A**

**Student's Name:**... .. **Sex:**  
**School:**..... **Age:**  
**Class: IX** **FM: 50**  
**Sub.: English** **PM: 16**

**Read the passage carefully and answer the following questions.**

In South Asian Association for Regional Cooperation (SAARC), eight countries have been associated. They are: Nepal, Pakistan, India, Bangladesh, Sri Lanka, Maldives, Bhutan and Afghanistan. But, each country has different population growth rate and literacy percent of population. For example: the population growth rate of Nepal is 2.24 percent and the literacy percent of people in 53.74. The population growth rate of Pakistan is 3 percent and literacy percent is 49. The population growth rate of India is 2 percent and literacy percent is 52. Similarly, the population growth rate of Bangladesh is 2.1 percent and literacy percent is 38 percent. Sri Lanka has the lowest population growth rate among all. Its population growth rate is 1.4 and literacy percent is 89.3 percent. Maldives, Bhutan and Afghanistan have 3.2, 2.3 and 3.1 percent population growth rate respectively. Literacy percent of Maldives is the highest which is 99 percent. The literacy rate of Bhutan and Afghanistan are 42.2 and 36.2 percent respectively.

*Source: Paraphrase of the set (B), unseen text by the researcher.*

**A. Complete the Following Paragraph According to above passage 6**

The country of the lowest population growth rate is ..... which has the literacy percent of ..... The country of highest literacy percent is ..... which has population growth rate of ..... percent. Similarly, ..... has the highest literacy and population growth rate percent ..... has 52 literacy percent.

Write 'T' for True statement and F for false statement. 12

1. Nepal is the third greatest country for population growth rate . ( )
2. Bangladesh is the country of lowest literacy percent. ( )
3. Maldives is the country which has the highest percent of literacy. ( )
4. Afghanistan has the lowest literacy percent. ( )

5. Sri Lanka has more population growth rate than Nepal. ( )

6. Bhutan has more literacy percent than Bangladesh. ( )

**C. Match countries given in column 'A' with literacy percent given in column 'B'. 9**

A	B
Country	Literacy percent
Maldives	53.74
India	89.3
Nepal	99
Bhutan	38
Pakistan	36.2
Sri Lanka	52
Afghanistan	42.2
Bangladesh	49

**D. Write the names of countries in descending order according to their population growth rate. 8**

1. .... 2. .... 3. .... 4. ....  
5. .... 6. .... 7. .... 8. ....

**E. Answer the Following Questions. 15**

1. Which country has the highest population growth rate?

**Ans:** .....

2. Which country has the lowest literacy percent ?

Ans: .....

3. Mention the names of countries which have literacy percent less than 40 percent.

**Ans:** .....

4. Mention the names of countries which have more than three percent population growth rate.

Ans: .....

5. List the names of the countries that have been described in the passage. Ans: .....



**APPENDIX B  
PILOT TEST  
TEXT- SEEN**

**Set- B**

**Student's Name:**

**School:**

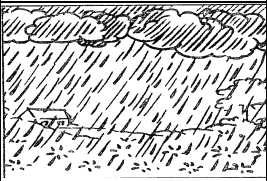




**Class: IX**

**FM: 50**

**Sub: English**

**PM: 16**

**Study the chart of weather report and answer the following questions**

Place	Maximum( <sup>0</sup> c)	Minimum ( <sup>0</sup> c)	Rainfall (mm)	Special Feature of the Day
Dhankuta	28.2	21.5	15.8	
Kathmandu	30.0	19.3	1.8	
Pokhara	31.1	22.3	21.0	
<b>Birendranagar</b>	31.7	23.3	6.0	
Dipayal	36.8	24.2	0.0	

*Source: My English-IX.*

A. Complete the following paragraph according above chart 5

The maximum temperature of ..... is 28.2<sup>0</sup>c and minimum temperature is ..... There is ..... rainfall in Pokhara. The minimum temperature of Dipayal is ..... and maximum is 36.8<sup>0</sup>c. The day is cloudy in ..... In Kathmandu, the day is .....

B. Write 'T' for true statement and 'F' for false statement. 10

1. The maximum temperature of Kathmandu is 30<sup>0</sup>c. (    )
2. The minimum temperature of Dipayal is 24.2<sup>0</sup>c . (    )
3. There is 1.8 mm rainfall in Pokhara (    )
4. The minimum temperature of Birendranagar is 19.3<sup>0</sup>c. (    )
5. There is 15.8 mm rainfall in Dhankuta. (    )

C. Match the places given in column 'A' with rainfall given in column 'B'. 5

A	B
Place	Rainfall (mm)
Dhankuta	21.0
Kathmandu	0.0
Pokhara	15.8
Birendranagar	6.0
Dipayal	1.8

D. Write the name of the places in descending order according to their maximum temperature. 10

1. .... 2. .... 3. ....
4. .... 5. ....

E. Answer the following questions. 20

1. Which place has the highest maximum temperature?  
Ans: .....
2. Which place has the lowest minimum temperature?  
Ans: .....
3. Which is the highest place for rainfall?  
Ans: .....
4. Name the places mentioned in the chart.  
Ans: .....
5. What are the special features of day in different places?  
Ans: .....

**APPENDIX C  
PILOT TEST  
TEXT: SEEN**

**Set A**

**Student's Name:** ..... **Sex:**

**School:** ..... **Age:**

**Subject : English** **FM : 50**

**Class : IX** **PM : 16**

**1. Read the passage carefully and answer the following question.**

Here, a weather report of five development regions have been reported. The maximum temperature of Dhankuta was 28.2<sup>0</sup>c and minimum was 21.5<sup>0</sup>c. There was 15.8 mm rainfall in Dhankuta. There was heavy rain. The maximum temperature of Kathmandu was 30.0<sup>0</sup>c. and minimum 19.3<sup>0</sup>c. There was 1.8 mm rainfall in Kathmandu. The day was windy. Similarly, the maximum temperature of Pokhara was 31.1<sup>0</sup>c and minimum 22.3<sup>0</sup>c. There was 21.0 mm rainfall in Pokhara. The day was rainy. The maximum temperature of Birendranagar was 31.7<sup>0</sup>c and minimum temperature 24.2<sup>0</sup>c. There was 6.0mm rainfall in Birendranagar. The day was rainy. The maximum temperature of Dipayal was 36.8<sup>0</sup>c and minimum 24.2<sup>0</sup>c. There was no rainfall in Dipayal.

*Source: Paraphrase of set B (Seen text) by the researcher.*

**A Tick against the best answer. 5**

1. The minimum temperature of Pokhara was  
a. 30.0<sup>0</sup>c    b. 22.3<sup>0</sup>c    c. 19.3<sup>0</sup>c    d. 21.5<sup>0</sup>c
2. There was ..... mm rainfall in Dhankuta  
a. 11.5    b. 1.9    c. 15.8    d. 3.0
3. The maximum temperature of Dhankuta was  
a. 28.2<sup>0</sup>c    b. 31.7<sup>0</sup>c    c. 40.0<sup>0</sup>c    d. 36.8<sup>0</sup>c
4. .... is found as the hottest place  
a. Pokhara    b. Dhankuta    c. Dipayal    d. Kathmandu
5. There was cloudy in  
a. Birendranagar    b. Pokhara    c. Kathmandu    d. Dipayal

**B. Write the name of the places in descending order according to their rainfall. 10**

1. .... 2. .... 3. .... 4. .... 5. ....

**C. Match the places given in column 'A' with special features of the day in column 'B'. 5**

<b>A</b>	<b>B</b>
<b>Place</b>	<b>Special Feature of the day</b>
Dipayal	rainy
Birendranagar	Cloudy
Pokhara	Windy
Kathmandu	rainy
Dhankuta	Sunny

**D. Fill in the blanks according to above passage. 10**

1. The maximum temperature of Dhankuta was .....
2. .... was the maximum temperature of Dipayal.
3. There was ..... mm rainfall in Pokhara.
4. 31.7<sup>0</sup>c was the maximum temperature of .....
5. There was least minimum temperature in .....

**E. Answer the following questions 20**

1. What are the places mentioned in the passage?

Ans: .....

2. Which place was windy?

Ans: .....

3. Which place is seen as hottest?

Ans: .....

4. Which place has the lowest minimum temperature?

Ans: .....

5. Which two places were rainy in the report ?

Ans: .....

**APPENDIX D  
PILOT TEST  
TEXT : UNSEEN**

**Set B**

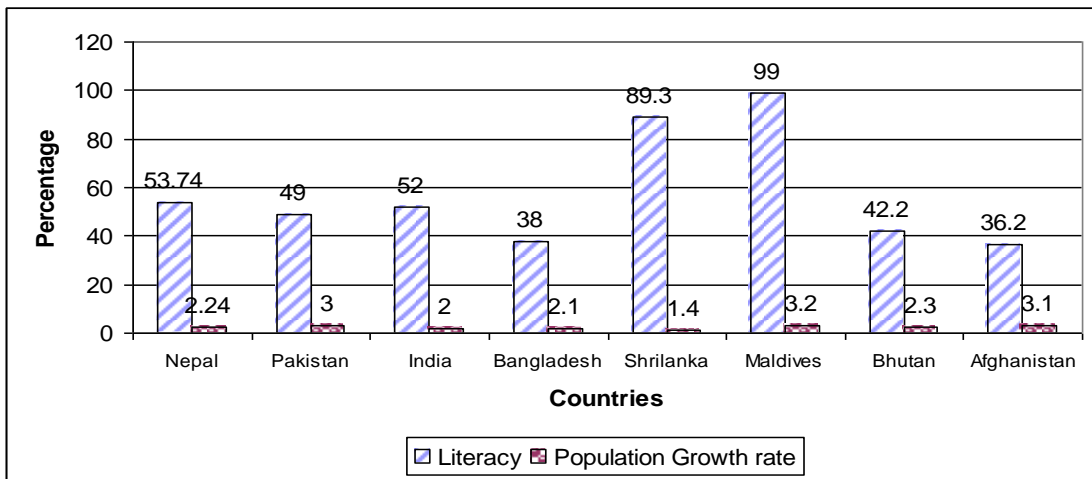
**Student's Name:** ..... **Sex:**

**School:** ..... **Age:**

**Sub: English** **FM 50**

**Class: IX** **PM 16**

**Study the bar diagram about SAARC countries and answer the following questions**



*Adapted from: SAARC Survey of Development and Cooperation, 1998/99.*

**A. Tick against the best answer. 6**

1. The country of highest literacy percent is  
 a. Pakistan      b. Nepal      c. Sri Lanka      d. Maldives
2. The country of lowest literacy percent is  
 a. Bhutan      b. Afghanistan      c. India      d. Nepal
3. .... has the greatest population growth rate.  
 a. Sri Lanka      b. India      c. Nepal.      d. Maldives
4. .... has the lowest population growth rate.  
 a. India      b. Nepal      c. Sri Lanka      d. Bhutan
5. .... has the highest literacy percent and population growth rate.  
 a. Maldives      b. Bhutan      c. Nepal      d. India
6. .... has 36.2 percent literacy rate.  
 a. Nepal      b. India      c. Sri Lanka      d. Afghanistan

**B. Complete the following sentences. 12**

- a. The literacy percent of Bhutan is .....
- b. .... is the population growth rate of Nepal
- c. 1.4 percent is the population growth rate of .....
- d. .... is the literacy percent of Pakistan.
- e. The population growth rate of Maldives is .....
- f. The population growth rate of Afghanistan is .....

**C. Match the countries given in column 'A' with population growth rate given in column 'B'. 9**

<b>A</b>	<b>B</b>
<b>Countries</b>	<b>Population growth rate</b>
Maldives	2.24
India	3
Nepal	2
Bhutan	2.3
Pakistan	1.4
Sri Lanka	3.2

**D. Put the name of countries in descending order according to their population growth rate. 8**

- |               |                |         |         |
|---------------|----------------|---------|---------|
| 1. Nepal      | 5. Sri Lanka   | 1 ..... | 5 ..... |
| 2. Pakistan   | 6. Maldives    | 2 ..... | 6 ..... |
| 3. India      | 7. Bhutan      | 3 ..... | 7 ..... |
| 4. Bangladesh | 8. Afghanistan | 4 ..... | 8 ..... |

**E. Answer the Following questions. 15**

1. Which country has the highest literacy rate and population growth rate?  
Ans: .....
2. Which country has the lowest population growth rate?  
Ans: .....
3. Mention the names of countries which have more than three percent population growth rate.  
Ans: .....
4. List the names of the countries that have been described in the passage.  
Ans: .....
5. Which countries have more than 70 percent literacy rate?  
Ans: .....

**APPENDIX E**  
**TEXT-UNSEEN**

**Set-A**

**Student's Name:**..... **Sex:**  
**School:**..... **Age:**  
**Class: IX** **FM: 50**  
**Sub.: English** **PM: 16**

**Read the passage carefully and answer the following questions.**

In South Asian Association for Regional Cooperation (SAARC), eight countries have been associated. They are: Nepal, Pakistan, India, Bangladesh, Sri Lanka, Maldives, Bhutan and Afghanistan. But, each country has different population growth rate and literacy percent of population. For example: the population growth rate of Nepal is 2.24 percent and the literacy percent of people in 53.74. The population growth rate of Pakistan is 3 percent and literacy percent is 49. The population growth rate of India is 2 percent and literacy percent is 52. Similarly, the population growth rate of Bangladesh is 2.1 percent and literacy percent is 38 percent. Sri Lanka has the lowest population growth rate among all. Its population growth rate is 1.4 and literacy percent is 89.3 percent. Maldives, Bhutan and Afghanistan have 3.2, 2.3 and 3.1 percent population growth rate respectively. Literacy percent of Maldives is the highest which is 99 percent. The literacy rate of Bhutan and Afghanistan are 42.2 and 36.2 percent respectively.

*Source: Paraphrase of the set (B), unseen text by the researcher.*

**A. Tick against the best answer:** **6**

1. The country of lowest literacy percent is .....  
a. Bhutan      b. Afghanistan      c. India      d. Nepal
2. .... has 52 percent literacy rate.  
a. India      b. Nepal      c. Bhutan      d. Maldives
3. .... is the literacy percent of Bhutan.  
a. 54.74      b. 36.2      c. 42.2      d. 49
4. The country of highest population growth rate is .....  
a. Nepal      b. Bangladesh      c. Bhutan      d. Maldives
5. There are ..... countries in the bar diagram.  
a. Six      b. Seven      c. Eight      d. Nine
6. The country of lowest population growth rate is .....  
a. Nepal      b. Sri Lanka      c. Maldives      d. India

Write 'T' for True statement and F for false statement. 12

1. Nepal is the third greatest country for population growth rate . (    )

2. Bangladesh is the country of lowest literacy percent. ( )
3. Maldives is the country which has the highest percent of literacy. ( )
4. Afghanistan has the lowest literacy percent. ( )
5. Sri Lanka has more population growth rate than Nepal. ( )
6. Bhutan has more literacy percent than Bangladesh. ( )

**C. Match countries given in column 'A' with literacy percent given in column 'B'. 9**

A	B
Country	Literacy percent
Maldives	53.74
India	89.3
Nepal	99
Bhutan	38
Pakistan	36.2
Sri Lanka	52
Afghanistan	42.2
Bangladesh	49

D. Write the names of countries in descending order according to their population growth rate. 8

1. .... 2. .... 3. .... 4. ....
5. .... 6. .... 7. .... 8. ....

**E. Answer the Following Questions. 15**

6. Which country has the highest population growth rate?

**Ans:** .....

7. Which country has the lowest literacy percent ?

**Ans:** .....

8. Mention the names of countries which have literacy percent less than 40 percent.

**Ans:** .....

9. Mention the names of countries which have more than three percent population growth rate.



Ans: .....

10. List the names of the countries that have been described in the passage. Ans: .....

## APPENDIX F

### TEXT- SEEN

#### Set- B

Student's Name:

School:

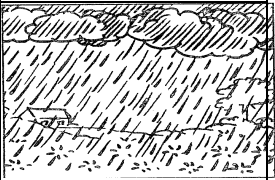
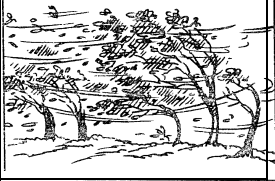



Class: IX

Sub: English

FM: 50

PM: 16

Study the chart of weather report and answer the following questions

Place	Maximum( <sup>0</sup> c)	Minimum ( <sup>0</sup> c)	Rainfall (mm)	Special Feature of the Day
Dhankuta	28.2	21.5	15.8	
Kathmandu	30.0	19.3	1.8	
Pokhara	31.1	22.3	21.0	
<b>Birendranagar</b>	31.7	23.3	6.0	
Dipayal	36.8	24.2	0.0	

Source: My English-IX.

A. Tick against the best answer.

5

- the maximum temperature of Dhankuta was .....  
a. 30.0<sup>0</sup>c    b. 21.5<sup>0</sup>c    c. 22.3<sup>0</sup>c    d. 28.2<sup>0</sup>c
- There was ..... rainfall in Pokhara.  
a. 15.8mm    b. 1.8mm    c. 6.0mm    d. 21.0mm
- 36.8<sup>0</sup>c is the maximum temperature of .....  
a. Kathmandu    b. Pokhara    c. Dipayal    d. Dhankuta
- ..... has the lowest maximum temperature.

- a. Dhankuta    b. Pokhara    c. Kathmandu    d. Dipayal
5. There are .....places in the chart.  
 a. 2    b. 3    c. 5    d. 4

**B. Write 'T' for true statement and 'F' for false statement. 10**

1. The maximum temperature of Kathmandu is 30<sup>0</sup>c. (    )
2. The minimum temperature of Dipayal is 24.2<sup>0</sup>c . (    )
3. There is 1.8 mm rainfall in Pokhara (    )
4. The minimum temperature of Birendranagar is 19.3<sup>0</sup>c. (    )
5. There is 15.8 mm rainfall in Dhankuta. (    )

**C. Match the places given in column 'A' with rainfall given in column 'B'. 5**

A	B
Place	Rainfall (mm)
Dhankuta	21.0
Kathmandu	0.0
Pokhara	15.8
Birendranagar	6.0
Dipayal	1.8

**D. Write the name of the places in descending order according to their maximum temperature. 10**

1. .... 2. .... 3. ....
4. .... 5. ....

**E. Answer the following questions. 20**

1. Which place has the highest maximum temperature?  
 Ans: .....
2. Which place has the lowest minimum temperature?  
 Ans: .....
3. Which is the highest place for rainfall?  
 Ans: .....
4. Name the places mentioned in the chart.  
 Ans: .....
5. What are the special features of day in different places?

Ans: .....

## APPENDIX G

### TEXT: SEEN

#### Set A

**Student's Name:** ..... **Sex:**

**School:** ..... **Age:**

**Subject : English** **FM : 50**

**Class : IX** **PM : 16**

#### 1. Read the passage carefully and answer the following question.

Here, a weather report of five development regions have been reported. The maximum temperature of Dhankuta was 28.2<sup>0</sup>c and minimum was 21.5<sup>0</sup>c. There was 15.8 mm rainfall in Dhankuta. There was heavy rain. The maximum temperature of Kathmandu was 30.0<sup>0</sup>c. and minimum 19.3<sup>0</sup>c. There was 1.8 mm rainfall in Kathmandu. The day was windy. Similarly, the maximum temperature of Pokhara was 31.1<sup>0</sup>c and minimum 22.3<sup>0</sup>c. There was 21.0 mm rainfall in Pokhara. The day was rainy. The maximum temperature of Birendranagar was 31.7<sup>0</sup>c and minimum temperature 24.2<sup>0</sup>c. There was 6.0mm rainfall in Birendranagar. The day was rainy. The maximum temperature of Dipayal was 36.8<sup>0</sup>c and minimum 24.2<sup>0</sup>c. There was no rainfall in Dipayal.

*Source: Paraphrase of set B (Seen text) by the researcher.*

#### A Tick against the best answer.

5

1. The minimum temperature of Pokhara was

- a. 30.0<sup>0</sup>c    b. 22.3<sup>0</sup>c    c. 19.3<sup>0</sup>c    d. 21.5<sup>0</sup>c

2. There was ..... mm rainfall in Dhankuta

- a. 11.5    b. 1.9    c. 15.8    d. 3.0

3. The maximum temperature of Dhankuta was

- a. 28.2<sup>0</sup>c    b. 31.7<sup>0</sup>c    c. 40.0<sup>0</sup>c    d. 36.8<sup>0</sup>c

4. .... is found as the hottest place

- a. Pokhara    b. Dhankuta    c. Dipayal    d. Kathmandu

5. There was cloudy in

- a. Birendranagar b. Pokhara c. Kathmandu d. Dipayal

**B. Write the name of the places in descending order according to their rainfall. 10**

1. .... 2. .... 3. .... 4. .... 5. ....

**C. Match the places given in column 'A' with special features of the day in column 'B'. 5**

<b>A</b>	<b>B</b>
<b>Place</b>	<b>Special Feature of the day</b>
Dipayal	rainy
Birendranagar	Cloudy
Pokhara	Windy
Kathmandu	rainy
Dhankuta	Sunny

**D. Fill in the blanks according to above passage. 10**

1. The maximum temperature of Dhankuta was .....
2. .... was the maximum temperature of Dipayal.
3. There was ..... mm rainfall in Pokhara.
4. 31.7<sup>0</sup>c was the maximum temperature of .....
5. There was least minimum temperature in .....

**E. Answer the following questions 20**

1. What are the places mentioned in the passage?

Ans: .....

2. Which place was windy?

Ans: .....

3. Which place is seen as hottest?

Ans: .....

4. Which place has the lowest minimum temperature?

Ans: .....

5. Which two places were rainy in the report ?

Ans: .....

## APPENDIX H

### TEXT : UNSEEN

#### Set B

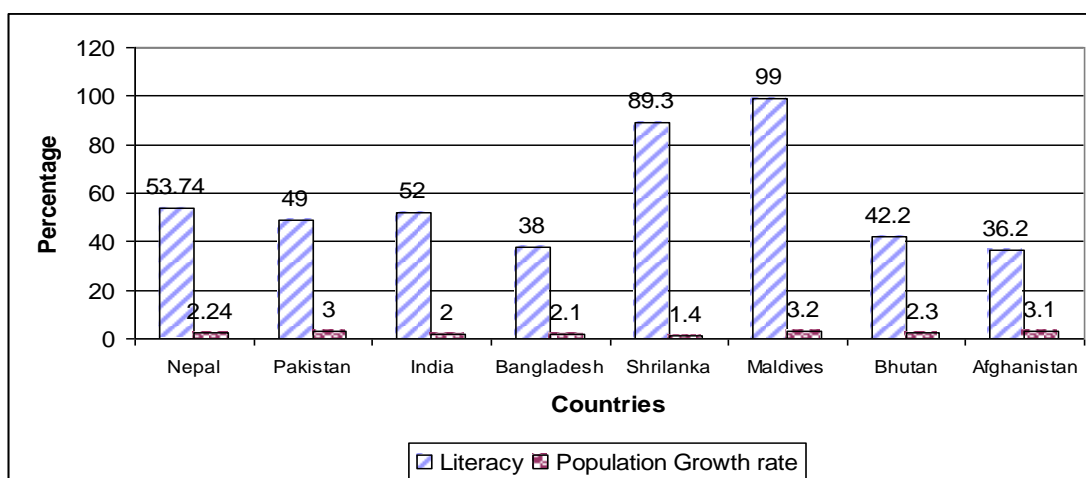
Student's Name: ..... Sex:

School: ..... Age:

Sub: English FM 50

Class: IX PM 16

Study the bar diagram about SAARC countries and answer the following questions



Adapted from: SAARC Survey of Development and Cooperation, 1998/99.

A. Tick against the best answer.

6

- The country of highest literacy percent is  
a. Pakistan      b. Nepal      c. Sri Lanka      d. Maldives
- The country of lowest literacy percent is  
a. Bhutan      b. Afghanistan      c. India      d. Nepal
- .... has the greatest population growth rate.  
a. Sri Lanka      b. India      c. Nepal.      d. Maldives
- ..... has the lowest population growth rate.  
a. India      b. Nepal      c. Sri Lanka      d. Bhutan
- ..... has the highest literacy percent and population growth rate.  
a. Maldives      b. Bhutan      c. Nepal      d. India

6. .... has 36.2 percent literacy rate.  
 a. Nepal                      b. India                      c. Sri Lanka d. Afghanistan

**B. Complete the following sentences. 12**

- a. The literacy percent of Bhutan is .....
- b. .... is the population growth rate of Nepal
- c. 1.4 percent is the population growth rate of .....
- d. .... is the literacy percent of Pakistan.
- e. The population growth rate of Maldives is .....
- f. The population growth rate of Afghanistan is .....

**C. Match the countries given in column 'A' with population growth rate given in column 'B'. 9**

<b>A</b>	<b>B</b>
<b>Countries</b>	<b>Population growth rate</b>
Maldives	2.24
India	3
Nepal	2
Bhutan	2.3
Pakistan	1.4
Sri Lanka	3.2

**D. Put the name of countries in descending order according to their population growth rate. 8**

- |               |                |         |         |
|---------------|----------------|---------|---------|
| 1. Nepal      | 5. Sri Lanka   | 1 ..... | 5 ..... |
| 2. Pakistan   | 6. Maldives    | 2 ..... | 6 ..... |
| 3. India      | 7. Bhutan      | 3 ..... | 7 ..... |
| 4. Bangladesh | 8. Afghanistan | 4 ..... | 8 ..... |

**E. Answer the Following questions. 15**

1. Which country has the highest literacy rate and population growth rate?

Ans: .....

2. Which country has the lowest population growth rate?

Ans: .....

3. Mention the names of countries which have more than three percent population growth rate.

Ans: .....

4. List the names of the countries that have been described in the passage.

Ans: .....

5. Which countries have more than 70 percent literacy rate?

Ans: .....



## APPENDIX I

### Kavre Secondary School

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Sunil KC	38	29	36	40
2	Vishal Humagain	40	43	42	40
3	Amrit Thakur	35	31	29	33
4	Nawaraj Banjara	44	40	42	39
5	Rakesh Sailsu	32	31	36	32
6	Anjana Banjara	38	29	36	26
7	Manish Adhikari	40	38	40	42
8	Rajendra Kunwar	30	26	28	23
9	Amir Shrestha	29	31	28	35
10	Sunil Bogati	44	42	40	43
11	Sony Lama	365	34	30	38
12	Deepa Acharya	41	38	29	30
13	Riya Tamrakar	29	30	25	20
14	Sita Bhandari	38	40	36	28
15	Alisha Shrestha	43	41	43	44
16	Preeti Basnet	26	24	20	19
17	Apsara Adhikari	28	31	34	28
18	Susma Paudel	43	44	40	39
19	Ishwari Banjara	40	39	42	38
20	Ramala Thapa	39	36	35	31

**APPENDIX J****Banepa Valley Awashiya Ma. Vi.**

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Sagar Pande	41	35	36	40
2	Sanjaya Dakal	39	40	32	41
3	Shubash Thapa	42	43	39	41
4	Roshan Adhikari	39	38	37	45
5	Saroj Thapa	45	40	42	40
6	Sanjaya Thapa	38	41	40	42
7	Prabesh Thapa	46	44	43	40
8	Ananda Rai	40	42	45	40
9	Kailash Thapa	32	45	30	36
10	Pukar Neupane	36	37	34	39
11	Melina Suwal	40	42	41	30
12	Shanti Tamang	38	37	40	39
13	Dipu Shrestha	40	41	39	35
14	Bindu Thapa	39	40	42	39
15	Anju Adhikari	40	41	42	42
16	Ganga Thapa	42	38	41	32
17	Anjana Banjan	34	33	40	42
18	Arjuna Thapa	30	32	35	37
19	Dipa Dahal	40	42	38	39
20	Swastika Timilsina	42	40	37	36

## APPENDIX K

### Shuva Chamunda Secondary School

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Madhav Dahal	38	40	35	38
2	Nwang Lama	40	41	36	37
3	Shyam Kumar Bajgain	43	36	34	39
4	Binod K. Dahal	37	40	30	36
5	Santosh Ranjitkar	40	41	39	40
6	Prakash Dahal	39	40	40	37
7	Shivram Bajgain	45	38	41	40
8	Suman Dahal	42	40	39	42
9	Saroj Tamang	37	39	40	41
10	Prabin Dahal	45	44	39	38
11	Yasuda Bajgain	44	35	46	34
12	Kalpana Dahal	32	39	35	34
13	Menuka Dahal	42	40	41	42
14	Sangita Shrestha	39	32	35	36
15	Sabina Parajuli	40	32	44	37
16	Manju Sigdel	35	39	41	40
17	Sirjana Shrestha	36	40	42	41
18	Anita Dahal	46	41	38	35
19	Sabitri Gurung	40	42	39	41
20	Ishwari Dahal	39	41	38	40

## APPENDIX L

### Indreshwor Higher Secondary School

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Prem Sagar Mahaju	44	39	36	40
2	Nirmal Karmacharya	40	41	37	40
3	Dipendra Shah	38	40	36	42
4	Rakesh Limbu	42	40	38	41
5	Ram Bhujel	40	39	40	42
6	Janak Dahal	39	40	38	41
7	Saroj Kafle	42	40	41	39
8	Sirjan Shrestha	38	44	39	43
9	Balram Dahal	44	42	40	39
10	Shisir Sapkota	41	37	38	41
11	Supriya Suwal	44	39	40	30
12	Gyatri Dahal	36	40	32	40
13	Saru Sundesh	30	46	31	42
14	Laxmi Mahaju	40	42	40	38
15	Jamuna Shrestha	45	44	39	42
16	Sirjana Shrestha	40	37	38	47
17	Anjana Banjara	42	40	36	40
18	Durga Humagain	41	42	37	38
19	Ramala Shrestha	39	40	43	41
20	Rita Dahal	38	40	39	40

## APPENDIX M

### Shree Purna Sanjiwani Secondary School

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Awatar Lama	42	40	39	38
2	Anil Shrestha	40	39	42	45
3	Sajan Khadgi	39	42	41	40
4	Kumar Lama	40	45	44	41
5	Durga Adhikari	43	44	40	42
6	Nirman K.C.	40	38	41	39
7	Sundip Lama	41	39	42	40
8	Ankit Karki	35	37	39	34
9	Bharat Wagle	40	41	42	43
10	Suman Ranjit	39	40	39	40
11	Roshani Giri	41	42	38	45
12	Manisha Koju	39	36	37	41
13	Rita Mijar	40	41	40	39
14	Laxmi B.K.	38	40	35	40
15	Babita Thapa	42	41	40	39
16	Sira Tamang	39	40	38	40
17	Ramsali lama	38	42	40	38
18	Shova Bhudathoki	41	32	40	30
19	Santoshi Bhujel	36	39	32	34
20	Parmila	38	40	42	43

**APPENDIX N**  
**Ugrachandi Secondary School**

S.N.	Name of Students	Seen		Unseen	
		Set A	Set B	Set A	Set B
1	Anup Karki	42	45	41	44
2	Dhiraj Thapa	40	38	42	41
3	Dinesh Thapa	38	32	41	39
4	Saroj Karki	36	41	32	40
5	Binod Pokhrel	38	40	31	38
6	Keshav Dahal	36	38	29	30
7	Bharat Khadka	44	42	41	43
8	Mani Dahal	42	41	40	41
9	Ashok Tamang	29	31	36	37
10	Rajesh Puri	35	40	38	36
11	Sarina Karki	44	44	41	42
12	Susma Dahal	36	32	30	19
13	Kalpana Koirala	41	32	38	39
14	Reena Tamang	36	41	39	38
15	Anjana Rai	29	26	31	24
16	Bina Shrestha	34	36	40	38
17	Rita Dahal	36	32	31	34
18	Ahusa Tamang	30	26	31	23
19	Manju Kafle	40	42	40	39
20	Menuka B.K.	35	36	45	40