

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language is a means of communication, through which every normal human being can express his/her feelings, desires, emotions, interests, pains, sorrow, likes and dislikes. In its specific sense, language is a human system of communication. There exist many languages in the world. All of them are equally important so as to play the role in communication. However, some of them seem to have more dominant role than the others in terms of their use. Among many languages, English is one of the most dominant as well as prominent languages of the world. It is the most widely used language. It has a wide scope of use almost in every aspect of human life such as in communication, education, science and technology, medicine, language and literature, business, politics, history and others. It is an international language, therefore, it has got a global significance.

In the context of Nepal, English has been playing a very important role in the field of teaching and learning, since the very beginning of formal education system in the country. No can deny the fact that English has multi-usage in teaching and learning process. On the one hand, it plays a role of medium of instruction, i.e. as a means of communication to impart the knowledge and skills to the learners, while on the other, it is used as an instrument of measuring or testing the learner's achievement in learning. Teaching is an activity which includes testing, too. By language teaching, we understand teaching a set of language skills and language aspects. Hence, in teaching English, there are basically four language

skills. They are: Listening, Speaking, Reading, and Writing. (LSWR). Similarly, the teaching of various aspects of language are the part of language teaching, such as teaching of grammar, pronunciation, spelling, communicative function and so on. Therefore, teaching language means, teaching of language skills and aspects in general. Without testing, the process of language teaching remains incomplete. So testing and teaching are the two inter-related parts of language teaching.

### **1.1.1 Teaching and Testing**

Richards et al. define 'testing' as "the use of tests or the study of theory and practice, their use, development and evaluation etc. Test is a procedure for measuring ability, knowledge or performance" (1985: 291). A test is, thus, regarded as an attempt to see whether the things taught have been learnt or not, or how much of the taught material has been learnt or to which extent the learners have achieved. Similarly, Ingram (1974: 313) expresses the views as, "a test is a measuring device which we use when we want to compare an individual with other individual who belongs to the same group. If we want to compare people for height, we use a yard stick, if we want to compare them in terms of their command of a foreign language we use a language test." So 'test' is directly concerned with teaching.

In the overall process of language teaching, after teaching is over, the target learners are expected to reflect back their comprehension or understanding of the knowledge in a particular text or teaching item. In other words, teaching is always followed by evaluation or measurement. In language teaching, the learners' understanding of the particular language skill is measured immediately after the teaching of that language item is over. Therefore, testing in a broad sense has always been

an inherent part of teaching. Testing has begun with the beginning of teaching. There have been developed and invented different types and modes of testing along with the advancement and development in the area of language teaching and testing. Depending upon the purpose of testing and the nature of language skills to be tested, testing devices are found to be categorized in several categories.

Different linguists, experts and researchers who devoted themselves in research on testing and teaching, have deduced the conclusion that teaching and testing always go side by side. They are like two facets of a same coin. The act of teaching is not complete without testing and vice-versa. Thus, testing is used as a process of scrutinizing how far learners have learned and comprehended what the teacher wishes them to learn. It is widely accepted that testing offers useful inputs to the teacher to be aware of the effect of his own teaching. In the same way, it also provides some insights on whether, he/ she should continue the way he/ she teaches or changes it in order to make his/ her teaching more effective. Thus, teaching and testing are regarded as integral part of whole educational process in a broad sense.

### **1.1.2 Testing Language Skills**

As it is already mentioned that the process of language teaching encompasses a set of language skills. Among the four skills of language, 'Reading' is one of the significant language skills, especially for the learners of English as a Foreign Language (EFL). Different approaches have been developed and adopted to describe and test the language skills and abilities over different periods of time, in the field of language teaching and testing. In the teaching of English, mainly four skills are taught and tested.

There have been developed and adopted different kinds of testing devices to test the language proficiency of the learners. Primarily for testing language skills, test items are found in use. In the same way, various modes of test methods have also been adopted to test language proficiency and performance.

Among the four skills of language teaching, Reading is also one of the significant skills. It can be tested by the use of many approaches but the test items are found widely in use to test this skill as well. The two mode-based tests: objective test and subjective test are found in practice for testing 'reading'. However, they are not one and only devices to test reading, there are many other such devices but the primary concern is their efficacy in testing.

### **1.1.3 Reading and Reading Comprehension**

The term 'reading' can be defined in many ways. It is regarded as the amalgamation of visual and non-visual experience or behaviour. It is a process of 'understanding a text' in its simple sense. Understanding a text means comprehending of a text. Thus, reading is the total understanding of a message or a message in a text. So in a usual way, reading is handled as reading comprehension.

Reading comprehension is interpreted as "extracting the required information from a written text as efficiently as possible." (Grellet, 1981:33). It is generally accepted that reading is the most essential activity of the learners of EFL. Reading comprehension is so pervasive and complex that it is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974:185) "reading comprehension is a process of analysis of

receiving message from a written text." In the same way, ". . . reading comprehension is a way to measure different sub-skills, word meaning, literal comprehension, inference, metaphor selecting salient point from a text." (Harrison and Dolan, 1979:13-23).

"Reading comprehension is an implication of a set of sub-skills to get a message from a text" (Lunzer et al. 1979:37). In the word of Hosenfield (1983:233) "reading comprehension is a process of uncovering the kinds of strategies used in solving the problems of understanding foreign language texts, efficiently." On the whole, it appears that reading is an activity which can be seen as a complex task which depends on, ". . . a multiplicity of perceptual, linguistic, and cognitive processes." (Adams, 1980:11); an interactive process involving linguistic, psycholinguistic, and pragmatic information that a reader has at one time, and a strategic process in the sense that understanding of a passage can be achieved if the reading involves purpose, motivation, and real effort of the reader.

Alderson and Urquhart (1984: xviii) warn that the product of reading (i.e. reading comprehension) can vary according to the purpose and interest of the reader; so in the assessment of reading comprehension, this issue is important mainly for designing test-tasks for reading comprehension. Therefore, the effectiveness of testing reading comprehension can be determined through the type of measuring tools, which are applied to test it.

#### **1.1.4 Subjective and Objective Tests**

Depending upon the purpose of testing and the nature of language skills to be tested, testing devices fall under several classifications. As for

example, listening and speaking can best be tested through oral test whereas comprehension, grammatical proficiency, vocabulary etc. are effectively tested through objective tests. Similarly, composition skill can best be tested through the subjective or written test and so on.

Hence, tests are classified under subjective and objective categories on the basis of their mode. Subjective and objective tests are two contrasting procedures of testing language skills in language teaching. Basically, subjective and objective tests differ from each other in terms of how the marking of the performance of the students is done. In other word, a test with subjective marking is a subjective test and a test with objective marking is an objective test. So, it is the marking procedure that makes a test either subjective or objective. In language teaching, in order to test the language proficiency of the learners, a test can have both types of testing items: i.e. subjective and objective. Davies et al. (1999:127) "The subjective item is the one that requires a constructed response whereas the objective item is the test item that follows the objective format of testing items such: multiple-choice, true-false, matching, fill in the blank, etc."

A typical objective test item contains a 'stem' that presents a problem followed by two, three, four or more choices out of which one must be the correct answer, whereas a subjective test requires the testees to feel and give their constructive responses to the problems given. The objective test is chosen in order to fulfil the requirement of coverage and reliability of a course or language items to be tested in question. The birth of the objective test took-place in response to the reliability problem with the subjective test during the discrete point or scientific era in the history of language testing. The objective tests are found to be practised in testing language skills in a wide range. In testing reading comprehension

in many popular international tests like : 'TOEFL', this mode of test is found to be used.

On the other hand, there are certain procedures that are followed in subjective testing. In this variety of testing, the examinee answers in his/her own words at an appropriate length unlike selecting or supplying a particular readymade response like in objective mode of tests. The number of test items in the subjective type of tests is small or relatively less than that of the objective items. The subjective answers are commonly called as 'essays', 'essay-questions', 'composition', 'essay type questions' etc. In short, an assessment of the performance or comprehension of the examinee is subjective if the merit of the answer is judged subjectively by the examiner, no matter how long or short the answer is on the other hand, in objective questions, the examinee responds to each of a large number of questions. The correct response or answer is selected from the given options or alternatives. In this variety of test, the answers are called 'responses', and the questions are called 'items' in technical terms of testing. The whole examination with objective test items is said to be objective in the sense that no evaluative judgement is required on the part of the examiner, i.e. a marking key previously determined is needed to evaluate the answers in this mode of testing.

Thus, these two types of tests differ mainly in the way of scoring of the responses of the examinees. In general, the subjective and objective tests can be of the following types:

- a. Short-answer questions.
  - Open ended
  - Closed ended
- b. Long answer questions.

- Open ended
- Closed ended

In these two types of subjective questions, the examinees are free to express their constructive responses to the problems given. Similarly, objective tests can be of the following types:

- a. Multiple-choice items.
- b. True-false items.
- c. Completion/ fill in the blank items.
- d. Matching items.
- e. Cloze procedure.
- f. Re-arranging items.
- g. Vocabulary (giving antonym/synonym) items.

### **1.1.5 Testing Reading Comprehension**

Testing largely depends upon the purpose and context in which it takes place. In the same way, it also depends on the level of learners. There are various means and modes of testing the language proficiency of learner in general and a fixed language skill in particular. So far as the question of testing reading comprehension is concerned, it depends on the need of the test(s), context of test administration, and level of performance of the learners. Therefore, for testing reading skill, different techniques can be used. The learners will be required to read a text, or a diagram or a picture and so on to respond to the given test items. It also equally depends on the considerable attention given to the selection of the reading texts to be included in the test. So, the quality of the test depends on the text selected to be tested and the type of testing tools to be used.



On the basis of the survey of various studies carried out by many scholars on testing related to testing reading comprehension, here a few of them are cited.

Munby (1979:142-158) recommends that in testing reading comprehension, the reading skills- reading for information, reading for implied meaning, reading for gist and reading for required information should be emphasized through the use of testing devices. He regards reading as a set of sub-skills, therefore, in testing reading comprehension, it should be considered wisely and respective testing devices should be applied. Similarly, Heaton (1975:43) opines that in spite of the wide range of materials in testing reading comprehension for the learners of English as a second or foreign language (ESL/ EFL), there is yet no comprehensive systematic programme and procedures which have been constructed from a detailed analysis of the skills required for efficient reading for a complete comprehension of given reading texts. Hence, it seems one of the chief concerns of the test constructor of any test items for reading comprehension to design a test item which can measure the development of the reading skills in the EFL/ ESL learners. Gardner (1978:72) reports in a study which claims that reading comprehension can be improved by training in vocabulary and the wise selection of testing devices for its testing.

Bransford et al. (1984:42) mention that reading comprehension depends on the linguistic ability of the reader, and how he/ she activates his/ her linguistic ability while doing reading, and what means, devices and procedures are implemented to test the reflexion of comprehension on him/ her. It means the use of test devices and individual strategies of the reader decide to which extent the learners have comprehended the reading text. In the report of Harrison and Dolan (1979:13-23), based on

the Edinburgh Reading Test, they report that this test was designed by using four passages (i.e. having 600 words) in order to measure the reading comprehension assuming that it is a set of different sub-skills. They finally drew their research conclusion that the use of test device and type of reading text can affect the result of comprehension in ESL/ EFL learners.

Thus, from the above different scholars and their study reports, it can be concluded here that testing reading comprehension is a complex task, as it needs to apply an effective test item to get the intended comprehension result, which becomes only possible by the right use of test-method.

## **1.2 Review of Related Literature**

Teaching of English has been a distressing and troublesome issue in ESL/ EFL classroom among the learners of ESL/ EFL, at the same time, testing of language skills is also considered as a part of trouble and tension among learners. In different period of time, the relevant aspects and issues of it have been studied and discussed by the researchers and many other concerned people of language teaching and testing.

For the present study, the researcher went through the various sources and works related to the selected area of his research. It has been found that there exist a number of researches related to teaching reading comprehension, testing reading proficiency and testing language skills in general. However, a very few of them have only slightly mentioned the ways of testing reading comprehension in English specifically through the use of objective and subjective test items in particular. Therefore, the selected topic for this study seems a new in testing reading

comprehension in English to find the place of subjective and objective tests in testing reading comprehension. As the researcher went through the available related research reports and other similar literature resembling to the present study, he has cited them follows:

Khaniya (2005:135) describes about the ways of testing reading as ". . . for testing reading skill, different techniques can be suggested, but . . . it is important that a considerable attention should also be given to the selection of the text to be involved in the reading test. The quality of the test depends also on the text selected. Therefore, the techniques of testing reading comprehension can be carried out through the use of different forms of test types as such: true-false items, multiple choice questions, cloze procedures, C-test, short answer questions, long-answer questions, completion items, rearrangements, etc." He remains neutral in recommending of particular test type in testing reading comprehension rather he emphasizes in the application of inclusive test mode for testing reading comprehension in English.

Yuhong and Tiao (2004) mention about the selection of test items (i.e. test type) in testing reading comprehension in English for the students of EFL that the wise selection of test-mode gives a better result of the learners comprehension ability in reading skills. They have quoted from Grellet (2000: 10) as ". . . students will never read efficiently unless they can adopt their reading speed and appropriate testing technique to test their overall comprehension of the given text. It can be merely possible by the application of the best test types to measure their reading comprehension of EFL reading text." Hence, they have further mentioned in their description that the use of objective type of evaluation has been reported to give better result over the subjective one, in measuring the reading speed and comprehension ability.

Similarly, Oller (1975:52) in his conclusion of the descriptive research about the approaches and techniques of language testing mentions that cloze and dictation tests are the valid and reliable tests for the assessment of overall proficiency of reading skills. He clearly mentions further that cloze test is one of the sub-types of objective evaluation in language testing. Therefore, he primarily advocates on the use of objective type of tests in testing the overall language proficiency.

Khanal (1997) conducted a study on the effectiveness of the cloze test over conventional objective test in testing reading comprehension in English. It was a co-relational cum cross-sectional study. In his research finding, he mentions that cloze test was found more effective and reliable in testing reading comprehension.

Pandey (2002) carried out a comparative study on reading comprehension through cloze test and British Council reading comprehension test and his research finding shows that the students' reading comprehension through cloze test was not satisfactory, however there was not a wide gap in reliability issue between these two tests methods.

Similarly, Sah (2003) conducted a comparative study between subjective and objective type of test for grade ten and his research finding shows that the performance of the students was better in objective tests than in subjective tests in comprehending the given reading texts.

Bhattarai (2004) carried out a research on reading comprehension and reading speed of PCL first year and grade eleven students to find out the reading comprehension ability and reading speed of both the groups of students and to compare their reading comprehension and speed

variation on given reading texts. It was a proficiency finding comparative study. His research tools were test items of objective and subjective questions. His research finding shows that the performance of students in reading comprehension in seen texts was better where the objective type of questions were applied as research tools in comparison to unseen texts.

Similarly, Ghimire (2007) conducted a study on the effectiveness of authentic materials (newspaper) in teaching reading comprehension for grade nine. His research finding shows that the use of authentic materials has positive effect in teaching reading comprehension. He has used test items containing objective and subjective tests to divide the subjects into experimental and control group.

Bhattarai (2007) carried out a study to find out the reading comprehension ability of the students in the Bible College of grade XII within kathmandu valley in terms of reading sub-skills such as skimming, scanning, inferring and guessing the meaning to compare the achievement between different variables. He used simple random sampling procedure to collect data using subjective and objective questions based on three unseen reading texts. His research finding reveals that the comprehension ability of the students in objective questions was better than that of the subjective questions.

Adhikari (2007) conducted a comparative study of reading comprehension to find out the reading comprehension ability of the students of grade eight. She used objective and subjective test items to collect data for the study. She has drawn her research finding that the performance in reading comprehension of the students was better where the objective test items were used in comparison to the performance where the subjective test items were used.

Thus, various researches have been carried out regarding the teaching of reading comprehension, testing of reading proficiency but not a single research seems in existence so far that directly deals with the place of subjective and objective tests in testing reading comprehension. Hence, the researcher found the present research title a new and intended to carry out it.

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

This study was carried out with the following objectives in mind:

- i. To find-out the place of subjective and objective tests in testing reading comprehension.
- ii. To compare between the performance of reading comprehension of seen and unseen reading texts of the students of public and private schools in terms of subjective and objective tests.
- iii. To suggest some pedagogical implications.

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

It has been already discussed that teaching and testing are two inter-related phenomena. These are two such separate entities that are as closely inter-related as the 'beating of heart and the existence of life' in human body.

"Teaching without testing is like painting in bad light" (Giri, 1996:62). Hence, it is because of the inseparable inter-relation between the teaching and testing that an effective, scientifically valid and experimentally verified testing device plays a significant role in moulding the overall frame of language teaching in general and English language teaching, especially in Nepalese context in particular.

In comparison to an objective test a subjective test is said to be easier and simpler to construct and administer whereas an objective test is quick to score and still has high degree of objectivity. Similarly, the objective tests have been proved highly effective and valid in testing reading comprehension, especially, for EFL learners, and the objective tests also have many additional advantages over other forms of tests.

Hence, the present study aimed to find out the place of subjective and objective tests in testing reading comprehension in English, which will arise a new interest among language teachers, subject experts, curriculum and syllabus developers, course designers and text book writers, examiners and test designers, educationists, teachers and learners and all others who are involved directly or indirectly in language teaching and testing. The researcher also hoped that it would not only be a 'research for research sake' rather it would be research for teachers' sake as it aims to deal with the subject and people that are directly involved in the process of language teaching and testing. It will help and support to the language teachers and examiners to teach and test their learners' reading comprehension in English in a real classroom situation.

### **1.5 Definition of Specific Terms**

For the purpose of this study, some of the specific terms that have been used in the report, have been defined as follows:

- a. **Comprehension:** Comprehension means the capacity of understanding fully. Here, the term refers to reading comprehension in English.
- b. **Objective Tests:** Richards et al. (1985:254) defines the objective tests as, 'a test which is made up of factual questions to be

answered in a word or two by a check mark and that can be marked without the use of the examiner's judgement.' For this study the following types of tests were referred as objective tests:

- \_ Multiple -choice items.
  - \_ True-false items.
  - \_ Completion/ fill in the blank items.
  - \_ Matching items.
  - \_ Cloze procedure.
  - \_ Re-arranging items, and
  - \_ Vocabulary (Synonyms/ antonyms) items.
- c. **Subjective Tests:** Richards et al. (1985:361) defines the term subjective test as, "a test which is scored according to the personal judgement of the marker, such as an essay examination". In this study, the subjective tests referred to the following type of questions used in elicitation of data:
- \_ Short answer questions (Wh-question/ yes/no question)
  - \_ Long answer questions (Wh-question/ yes/no question)
- d. **Public Schools:** All the schools which are run with the help of regular financial support of government. They are also known as government aided schools. In this study, they were referred to the 'four government schools' used to collect data.
- e. **Private Schools:** All the schools which are run without any financial aid of the government. They are also known as 'Boarding Schools'. Here, in this study, they referred to the 'Four Boarding Schools' selected to collect data.



- f. **Tenth Graders:** The phrase 'tenth graders' refers to all the students who are studying in grade ten. In this study, they referred to all the students used for data collection, both from private and public schools.
- g. **Performance:** The ability of students in understanding of a given reading text.
- h. **Seen Text:** The reading texts of prescribed text book. In this study, it refers to reading passages of grade ten English texts.
- i. **Unseen Text:** The reading texts out of prescribed text book. Here, it refers to authentic Non-Text book reading passages.

## **CHAPTER TWO**

### **METHODOLOGY**

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

In order to carry out this research the researcher used both the sources of data viz. primary and secondary.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for the study were the tenth graders of public and private schools of Surkhet district and written test was the major tool for collecting primary data.

##### **2.1.2 Secondary Sources of Data**

The researcher used different books, previous research reports, ELT journals and articles, authentic seen and unseen texts for reading to collect the data. The major sources of secondary data that were utilized to carryout this study are listed below:

- \_ <http://www.springerlink.com>
- \_ <http://www.onlinethesis/testinglanguageskills/EFL>
- \_ <http://www.oxfordjournal.org/tocmail>
- \_ <http://www.dissertation/testingreadingskill/edonline/EFL>
- \_ Authentic reading text materials (seen passages from Our English text book class ten and unseen passages from Academic Encounters: Reading skills)
- \_ Davies (1974), Hughes (1989), Lado (1961), Harrison and Dolan (1979), Heaton (1975), Khaniya (2005), Munby, (1979).

## **2.2 Sample Population and Sampling Procedure**

The population of the study included all the tenth graders in Surkhet district. Four public and four private secondary schools were selected using the stratified random sampling procedure so as to ensure that all secondary schools of the district would be included in the sample. Likewise, fifteen students from each selected schools were further picked up on the basis of fishbowl drawing for application of research tools in order to elicit the primary data for the study.

## **2.3 Tools for Data Collection**

The researcher used 'Testing' as a chief tool for data collection. For this purpose, the test items were developed and piloted before using them in real subject to collect the data. For this purpose:

- \_ Three seen and three unseen reading texts were picked up from the authentic sources. (Our English Book: Grade X, Academic Encounters: Reading Skills)
- \_ Ten objective questions and five subjective questions from each of the text were prepared.
- \_ After piloting of the constructed test items in similar subjects, they were finalized for data collection.

### **2.3.1 Criteria for Checking Subjective Answer**

In order to collect primary data, the researcher set the following criteria to check the subjective answers:

- \_ The grammatical and structural aspects were ignored in the response of the comprehension passages.
- \_ The spelling and punctuation aspects were not checked.

- The understanding of the reading texts was only tested in checking subjective answer through open ended and closed ended subjective questions.

## **2.4 The Process of Data Collection**

For the purpose of data collection, the researcher at first made a visit to the District Education Office (DEO) and collected the total list of secondary schools (i.e. public and private both) in Surkhet District. After that, he selected the four public and four private secondary schools out of the total list on the basis of stratified random sampling procedure. Then, he visited each selected school one by one, and with the help of the concerned headmasters and the English subject teachers, he gathered the subjects (i.e. students) for conducting the tests.

Before beginning the administration of the test, all necessary instructions with clear examples were provided to the subjects. The researcher, then distributed the reading passage with both the objective and subjective type of questions from TM and NTM. The time was fixed, that is, the students had to finish both tests (objective and subjective tests) within forty-five minutes. In other words, forty-five minutes time was allotted for the full test weighting twenty full marks.

The answer scripts were at last, collected, scored and marks tabulated in accordance with the set objectives of the study.

## **2.5 Pilot Study**

Pilot study ensures the reliability and validity of the test items to be administered. It can be of great help in devising the actual working of questions. Considering the same fact, the researcher also carried out a

pilot study of the test items prepared. The population used for the pilot study was the tenth class students of Jana Higher Secondary School, Birendranagar, Surkhet. Twenty three students were administered the test.

On the basis of the scores obtained from the test administered the researcher judged the readability of the reading text material included for the research. The average marks obtained by the students was 69.23 percentage. It was therefore, realized that the constructed tests did not need to be changed and re-prepared, so that they can be applied to the real students for data collection.

## **2.6 Limitations of the Study**

The study was limited to:

- i. Eight Secondary Schools of Surkhet district. (i.e. four public secondary schools and four private secondary schools);
- ii. One hundred and twenty tenth graders from the respective schools;
- iii. Two types of testing devices viz. Objective tests and Subjective tests;
- iv. Seven sub-types of the objective tests-multiple choice items, fill in the blank/ completion items, true false items, matching items, cloze procedure, re-arranging items, and vocabulary (Giving antonyms and synonyms);
- v. Open ended and closed ended sub-types of subjective tests;
- vi. Six sets of reading texts (i.e. three from text-book and three from non-text book based);
- vii. The testing of only one area of language teaching viz. reading comprehension.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the presentation, analysis and interpretation of the data. In order to carry-out the very task, the analysis and interpretation has been done using the statistical tools of percentage, average (mean), tables, etc followed by the description.

For the purpose of obtaining the needed data, the questions were divided into two broad categories viz. objective tests and subjective tests. Both categories were based on two types of reading texts. That is to say, three sets of reading texts from Non-Text Materials (NTMs) whereas three of them from Text Materials (TMs) were used. The students' performance was converted into percentage from its raw score and shown in the table denoting the achievement in objective tests and subjective tests items separately.

#### **3.1 Analysis of Average Performance**

This part of the chapter deals with the total performance of the students in the given reading materials in terms of objective tests and subjective tests separately. The analysis is further divided into the following sub-headings:

- a. Performance showing the degree of effectiveness between objective and subjective tests as a whole in comparative form.
- b. School wise performance of the students in objective and subjective test items separately.
- c. Performance of the students of public vs private school in seen and unseen reading texts in terms of objective and subjective test items.

- d. Combined performance of the students in both type of test items in Text-Book Reading Materials (TBRMs) and Non-Text-Book Reading Materials (NTBRMs) in comparative form.

### 3.1.1 School Wise Performance in Objective Tests

**Table 1: The Average Performance of the Students in Objective Tests**

S.N.	Name of the Schools	Average %	Total Average %
1.	Shikhar Ma. Vi.	94	91.99
2.	Nepal Rastriya Ma. Vi.,	86.66	
3.	Amar Jyoti H.S. School	87.33	
4.	Shiva Ma. Vi.	81.33	
5.	Elite S.B. School	98.66	
6.	Usha Balvatika B. School	96.66	
7.	Supreme Academy	96.66	
8.	Egar Bridge S.B. School	94.66	

The above table shows the total average performance of the students of all the schools understudy in objective test items. The average performance is 91.99%.

### 3.1.2 School Wise Performance in Subjective Tests

**Table 2: The Average Performance of the Students in Subjective Tests**

S.N.	Name of the Schools	Average %	Total Average %
1.	Shikhar Ma. Vi.	65.33	71.49
2.	Nepal Rastriya Ma. Vi.	65	
3.	Amar Jyoti H.S. School	78.66	
4.	Shiva Ma. Vi.	59	
5.	Elite S.B. School	61.33	
6.	Usha Balvatika B. School	83.33	
7.	Supreme Academy	79	
8.	Egar Bridge S.B. School	80.33	

The above table shows the average performance of all the students understudy in subjective tests. As the figure in the table reveals that the average performance in subjective test is 71.49%. The average difference between objective and subjective tests is 20.5%.

### 3.1.3 Combined Performance in Objective and Subjective Tests

**Table 3: School Wise Average Performance in Combined form in Objective and Subjective Tests**

S.N.	Name of the Schools	Average Performance in Objective Test (%)	Average Performance in Subjective Test (%)	Average Performance in Both Tests (%)	
				Objective	Subjective
1.	Shikhar Ma. Vi.	94	65.33	91.99	71.49
2.	Nepal Rastriya Ma. Vi.	86.66	65		
3.	Amar Jyoti H.S. S.	87.33	78.66		
4.	Shiva Ma. Vi.	81.33	59		
5.	Elite S.B. School	98.66	61.33		
6.	Usha Balvatika B. S.	96.66	83.33		
7.	Supreme Academy	96.66	79		
8.	Egar Bridge S. B. S.	94.66	80.33		

The above table shows that the total average performance of all the students of all schools is 91.99% in objective tests and 71.49% in subjective tests respectively. It shows that the average difference between these two tests is 20.5%. Therefore, objective tests performance excels over subjective tests as a whole.

### 3.2 School Wise Performance in Objective and Subjective Tests

#### 3.2.1 The Performance of the Students of Shikhar Ma. Vi. in Objective Tests

**Table 4: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	7	70	9.4	94
	10	9	7	63		
	10	8	1	8		
			$\sum F = 15$	$\sum FX = 141$		



The above table shows the average performance of the fifteen students of Shikhar Ma. Vi. in objective tests. The mean (average) score of the total performance is 9.4 and the average performance is 94%.

### 3.2.2 The Performance of the Students of Shikhar Ma. Vi. in Subjective Tests

**Table 5: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	8.5	2	17	6.53	65.33
	10	8	1	8		
	10	7.5	1	7.5		
	10	7	2	14		
	10	6.5	2	13		
	10	6	3	18		
	10	5.5	2	11		
	10	5	1	5		
	10	4.5	1	4.5		
			$\sum F = 15$	$\sum FX = 98$		

The above table reveals the average performance of the fifteen students of Shikhar Ma. Vi. in subjective tests. The average performance of the students is 65.33% which is 28.67% less than that of the performance in objective tests.

### 3.2.3 The Performance of the Students of Nepal Rastriya Ma. Vi. in Objective Tests

**Table 6: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	5	50	8.66	86.66
	10	9	3	27		
	10	8	4	32		
	10	7	3	21		
			$\sum F = 15$	$\sum FX = 130$		

The above table shows the average performance of the fifteen students of Nepal Rastriya Ma. Vi. in objective test. The average performance of the students is 86.66%.

### 3.2.4 The Performance of the Students of Nepal Rastriya Ma. Vi. in Subjective Tests

**Table 7: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	9.5	1	9.5	6.5	65
	10	9	1	9		
	10	8.5	1	8.5		
	10	8	2	16		
	10	7.5	1	7.5		
	10	6.5	2	13		
	10	6	2	12		
	10	5.5	2	11		
	10	5	1	5		
	10	3	2	6		
			$\sum F = 15$	$\sum FX = 97.5$		

The above table indicates that the total average performance of the fifteen students of Nepal Rastriya Ma. Vi. in subjective tests is 65% which is 21.66% less than that of the same students in objective tests.

### 3.2.5 The Performance of the Students of Amar Jyoti Higher Secondary School in Objective Tests

**Table 8: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	3	30	8.73	87.33
	10	9	7	63		
	10	8	4	32		
	10	6	1	6		
				$\sum F = 15$		

The table above presents the average performance of the fifteen students of Amar Jyoti Higher Secondary School in objective tests. The table reveals that the average performance is 87.33%.

### 3.2.6 The Performance of the Students of Amar Jyoti Higher Secondary School in Subjective Tests

**Table 9: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	9.5	1	9.5	7.86	78.66
	10	9	5	45		
	10	8.5	3	25.5		
	10	7.5	1	7.5		
	10	7	2	14		
	10	6.5	1	6.5		
	10	5	2	10		
			$\sum F = 15$	$\sum FX = 118$		

The above table shows the average performance of the fifteen students of Amar Jyoti Higher Secondary School in subjective tests. The average score in this test is 7.86 which is 0.87 less than the average performance in objective tests of the same students. Similarly, the total average performance subjective test is 78.66% which is 8.67% less than that of the performance in objective test.

### 3.2.7 The Performance of the Students of Shiva Ma. Vi. in Objective Tests

**Table 10: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	3	30	8.13	81.33
	10	9	5	45		
	10	8	3	24		
	10	7	2	14		
	10	5	1	5		
	10	4	1	4		
			$\sum F = 15$	$\sum FX = 122$		

The above table reveals the average performance of the fifteen students of Shiva Ma. Vi. in objective tests. The average performance is 81.33%.

### 3.2.8 The Performance of Students of Shiva Ma. Vi. in Subjective Tests

**Table 11: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	7.5	4	30	5.9	59
	10	7	1	7		
	10	6.5	1	6.5		
	10	6	4	24		
	10	5.5	1	5.5		
	10	5	1	5		
	10	4.5	1	4.5		
	10	4	1	4		
	10	2	1	2		
			$\sum F = 15$	$\sum FX = 88.5$		

As the table above shows the average performance of the fifteen students of Shiva Ma. Vi. in subjective test is 59% which is 22.33% less than of the performance in objective test of the same students.

### 3.2.9 The Performance of the Students of Elite Secondary Boarding School in Objective Tests

**Table 12: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	14	140	9.86	98.66
	10	8	1	8		
			$\sum F = 15$	$\sum FX = 148$		

The above table shows the average performance of the fifteen students of Elite Secondary Boarding School in objective test. Actually, the average performance of the students of this school in objective test is unimaginable because it is almost near to hundred percentage (98.66%). This is the highest performance in objective tests among all the groups of students of all the schools in this study.

### 3.2.10 The Performance of the Students of Elite Secondary Boarding School in Subjective Tests

**Table 13: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	7.5	2	15	6.13	61.33
	10	7	2	14		
	10	6.5	6	39		
	10	6	2	12		
	10	5.5	1	5.5		
	10	4	1	4		
	10	2.5	1	2.5		
			$\sum F = 15$	$\sum FX = 92$		

The figures in the table above show the average performance of the fifteen students of Elite Secondary Boarding School in subjective test. The table indicates that the average performance of the students is 61.33% which is 37.33% less than that of the performance in objective tests.

### 3.2.11 The Performance of the Students of Usha Balvatika Boarding School in Objective Tests

**Table 14: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	10	100	9.66	96.66
	10	9	5	45		
			$\sum F = 15$	$\sum FX = 145$		

The figures of the above table show the average performance of the students of Usha Balvatika Boarding School in objective test. The table shows that the total average performance in this test is 96.66%.

### 3.2.12 The Performance of the Students of Usha Balvatika Boarding School in Subjective Tests

**Table 15: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	9	4	36	8.33	83.33
	10	8.5	6	51		
	10	8	2	16		
	10	7.5	2	15		
	10	7	1	7		
			$\sum F = 15$	$\sum FX = 125$		

The table above shows the average performance of the fifteen students of Usha Balvatika Boarding School in subjective test. The figure indicates that the total average performance is 83.33% which is 13.33% less than that of the performance in objective test.

### 3.2.13 The Performance of the Students of Supreme Academy in Objective Tests

**Table 16: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	11	110	9.66	96.66
	10	9	3	27		
	10	8	1	8		
			$\sum F = 15$	$\sum FX = 145$		

The above table shows the average performance in objective test of the fifteen students of Supreme Academy. The figure reveals that the average performance of the students is 96.66%.

### 3.2.14 The Performance of the Students of Supreme Academy in Subjective Tests

**Table 17: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	9	5	45	7.9	79
	10	8.5	1	8.5		
	10	8	2	16		
	10	7.5	2	15		
	10	7	3	21		
	10	6.5	2	13		
			$\sum F = 15$	$\sum FX = 118.5$		

The figures in the table above indicate the average performance of the fifteen students of Supreme Academy in subjective test. The average performance is 79% that is 17.66% less than of the objective test of the same students. It seems not too satisfactory in comparison to the performance in objective test.

### 3.2.15 The Performance of the Students of Egar Bridge Secondary Boarding School in Objective Tests

**Table 18: The Average Performance in Objective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
OBJECTIVE	10	10	11	110	9.46	94.66
	10	8	4	32		
			$\sum F = 15$	$\sum FX = 142$		

The above table shows the average performance of the fifteen students of Egar Bridge Secondary Boarding School in objective test. The figure in the table indicates that the average performance is 94.66%.

### 3.2.16 The Performance of the Students of Egar Bridge Secondary Boarding School in Subjective Tests

**Table 19: The Average Performance in Subjective Test**

Test	F.M.	X	F	FX	$\bar{X}$	Percentage (%)
SUBJECTIVE	10	9	4	36	8.03	80.33
	10	8.5	3	25.5		
	10	8	3	24		
	10	7.5	1	7.5		
	10	7	3	21		
	10	6.5	1	6.5		
			$\sum F = 15$	$\sum FX = 120.5$		

The figures in the table above show the average performance of the fifteen students of Egar Bridge Secondary Boarding School in subjective test. The average performance in this test is 80.33% which is satisfactory. However, in comparison to the performance in objective test of the same group it is less than 14.33%.

### 3.3 The Performance of the Students of Public and Private Schools in Objective and Subjective Tests in Seen and Unseen Reading Texts

**Table 20: The Combined Average Performance of the Students of Public and Private Schools in Seen and Unseen Reading Texts**

School	Test	Reading Text	Average Performance %	Average Difference %
Public	Objective	Seen	88.03	9.27
Private	Objective	Seen	97.30	
Public	Subjective	Seen	71.64	6.57
Private	Subjective	Seen	78.21	
Public	Objective	Unseen	83.54	11.73
Private	Objective	Unseen	95.27	
Public	Subjective	Unseen	65.25	8.96
Private	Subjective	Unseen	74.21	



The figures in the table above show the overall average performance of the students of public and private schools in seen and unseen reading texts in objective and subjective tests. The overall average figures reveal that in both types of reading texts (i.e. seen as well as unseen) in objective and subjective tests the performance of the students of the private schools seems to be better and higher than that of the students of the public schools.

The figures indicate that the average difference between the students of private and public schools in seen texts in terms of objective and subjective tests in 9.27% and 6.57% respectively. That is to say, the students of the private schools performed higher and better as a whole in both the tests. Similarly, in unseen reading texts the students of private and public schools in objective and subjective tests show the average difference of 11.73% and 8.96% respectively.

As a whole, the performance of the students of the private schools in seen as well as unseen reading texts in both the tests (objective and subjective) seems better than that of the students of the public schools.

### **3.3.1 The Performance in Objective and Subjective Tests in Seen and Unseen Reading Texts of the students of the Private Schools**

**Table 21: The Average Performance of the Students of Private Schools in Objective and Subjective Tests in Seen and Unseen Reading Texts**

<b>Test</b>	<b>Average Percentage %</b>	<b>Reading Text</b>	<b>Average Difference %</b>
Objective	97.30	Seen	19.09
Subjective	78.21	Seen	
Objective	95.27	Unseen	21.06
Subjective	74.21	Unseen	

The above table shows the average performance of the students of the private schools in seen and unseen reading texts in objective and subjective tests. The figures in the table indicate that the total average performance in seen reading texts in subjective test is 78.21% which is 4% more than that of the performance in unseen reading texts in the same test. Similarly, the average difference between objective tests and subjective tests in seen reading texts is 19.09%. In the same way, the average performance in unseen texts is 95.27% in objective test and 74.21% in subjective test. So the difference in unseen reading texts in terms of objective and subjective tests is 21.06%. So in overall the performance between objective and subjective tests in seen and unseen reading texts of the students of the private schools, the performance in objective tests in seen reading texts seems better than that of the subjective tests in unseen reading texts.

### 3.3.2 The Performance of the Students of the Private Schools in Seen and Unseen Reading Texts in Objective Tests

**Table 22: The Average Performance of the Students of the Private Schools in Objective Tests in TM and NTM**

Test	Schools' Name	Average in Seen Texts	Percentage in Seen Texts (%)	Average in Unseen Texts	Percentage in Unseen Texts (%)	Total Average Performance %	
						Seen Text	Unseen Text
OBJECTIVE	Elite S.B. S	10	100	9.56	95.62	97.30	95.27
	Usha Balvatika B. S.	9.85	98.5	9.5	95		
	Supreme Academy	9.57	95.51	9.62	96.2		
	Egar Bridge S.B. S.	9.5	95	9.42	94.28		

The figures in the above table show the school wise average performance of the students of private schools in objective tests of seen and unseen reading texts. The figures show that the performance of the students of Elite Secondary Boarding School seems to be the best in seen

texts compared to the students of other three schools. That is to say, the performance is 100% which is far better. In overall comparison between seen reading texts and unseen reading texts, the average performance in seen texts seems to be better than in unseen texts. It means the average difference between these two texts is 2.03%. That is the performance in seen reading texts is 2.03% more than that of the unseen reading texts.

### 3.3.3 The Performance of the Students of the Private Schools in Subjective Tests in Seen and Unseen Reading Texts

**Table 23: The Average Performance of the Students of the Private Schools in Subjective Tests in TM and NTM**

Test	Name of School	Average in Seen Text	Percentage in Seen Text	Average in Unseen Text	Percentage in Unseen Text	Total Average Performance	
						Seen Text	Unseen Text
SUBJECTIVE	Elite S.B. S.	6.71	67.14	5.62	56.25	78.21	74.21
	Usha Balvatika B. S.	8.5	85	8.18	81.87		
	Supreme Academy	8	80	7.87	78.75		
	Egar Bridge S.B. S.	8.07	80.71	8	80		

The table above shows the average performance of the students of the private schools in seen and unseen reading texts in subjective tests. The figures in the table indicate that the whole average performance in seen reading text is 78.21% which is 4% more than the performance in unseen reading texts. That is to say, the performance in unseen texts is 74.21%. On the whole the performance in seen texts excels the performance in unseen texts.

### 3.3.4 The Total Performance of the Students of the Public Schools in Objective and Subjective Tests in Seen and Unseen Reading Texts

**Table 24: The Total Average Performance of the Students of Public Schools in TM and NTM**

<b>Test</b>	<b>Total average Performance in Percentage (%)</b>	<b>Text Type</b>	<b>Difference Percentage (%)</b>
Objective	88.03	Seen Text	16.39
Subjective	71.64	Seen Text	
Objective	83.54	Unseen Text	18.29
Subjective	65.25	Unseen Text	

The above table shows the average performance of the students of public schools in seen and unseen reading texts in objective and subjective tests as a whole. The figures in the table reveal that the average performance of seen texts in objective test is 88.03% whereas the average performance in subjective test of the same type of reading text is 71.64%. So there is 16.39% difference between these two types of reading texts in objective tests. Similarly, the average performance in objective test in unseen reading texts is 83.54% whereas the average performance in subjective tests of the same reading texts is 65.25%. So the average difference between these two tests in unseen reading texts is 18.29%. On the whole, the performance in unseen reading texts seems poorer than the performance in seen reading texts in both tests.

### 3.3.5 The Performance of the Students of the Public Schools in Seen and Unseen Reading Texts in Objective Tests

**Table 25: The Average Performance of the Students of Public Schools in TM and NTM**

Test	Name of Schools	Percentage in Seen Texts (%)	Percentage in Unseen Texts (%)	Average in Seen Texts	Average in Unseen Texts	Total Average Performance %	
						Seen Text	Unseen Text
OBJECTIVE	Shikhar Ma. Vi.	94.28	93.75	9.42	9.37	88.03	83.54
	Nepal Rastriya Ma. Vi.	84.28	83.75	8.42	8.37		
	Shiva Ma. Vi.	85	71.42	7.5	7.54		
	Amar Jyoti H.S. S.	88.57	85.25	8.85	8.52		

The table above shows the average performance of the students of four public schools in seen and unseen reading texts in objective tests. The figures show that as a whole the performance in seen reading texts is 88.03% which is 4.49% more than the performance in unseen reading texts in objective tests.

### 3.3.6 The Performance of the Students of the Public Schools in Seen and Unseen Reading Texts in Subjective Tests

**Table 26: The Average Performance of the Students of the Public Schools in TM and NTM**

Test	Name of Schools	Percentage in Seen Texts (%)	Percentage in Unseen Texts (%)	Average in Seen Texts	Average in Unseen Texts	Total Average Performance %	
						Seen Text	Unseen Text
SUBJECTIVE	Shikhar Ma. Vi.	69.28	61.37	6.92	6.13	71.64	65.25
	Nepal Rastriya Ma. Vi.	78	70	7.85	7		
	Shiva Ma. Vi.	59.28	52.5	5.92	5.25		
	Amar Jyoti H.S. S.	80	77.14	8	7.71		

The figures in the table above show the average performance of the students of public schools in seen and unseen reading texts in subjective tests. The table indicates that the total average performance in seen and unseen reading texts is 71.64% and 65.25% respectively. The average difference between these two types of reading texts is 6.39%. It means the performance in seen reading texts seems 6.39% higher than in unseen texts.

## **CHAPTER FOUR**

### **SUMMARY, FINDINGS AND PEDAGOGICAL IMPLICATIONS**

#### **4.1 Summary**

The major objective of this study was to find out the place of the subjective and objective tests in testing reading comprehension. Hence, it was entitled as, 'A Study on Testing Reading Comprehension: A Place of Subjective and Objective Tests.' It was a kind of cross-sectional study. The population of the study was one hundred twenty students of class ten selected through the stratified random sampling procedure from four public and four private secondary schools of Surkhet district. The major tool of data collection was test items containing ten objective questions and five subjective questions from each reading material, taken three of them from text book and three of them from non-text book sources, respectively.

In order to achieve the set objective, the researcher visited the selected schools, administered the tests and collected the data. In the light of the set objectives, test scores were plotted and tabulated. Taking into account the main objective, the data were finally analyzed and in turn interpreted accordingly. For this purpose the researcher used some common statistical tools as such: mean (average), percentage. The tabulated and analyzed forms of data in chapter three reveal the detail analytical forms of it. On the basis of the analysis and interpretation of data findings have been drawn.

## 4.2 Findings

In the light of statistical analysis of the collected data, the following findings have been drawn:

1. On the whole, the place of objective tests was found more effective than the place of subjective tests in testing reading comprehension. Hence, the overall average performance of the students of public and private schools was better in objective tests in terms of both TM and NTM.
2. The data show the information that the total performance of the students in objective tests of all schools in average was 91.99% while the total average performance of the students in subjective test was 71.49%.
3. The total average difference in performance of the students in the objective tests and subjective tests was 20.5%.
4. The figures of the data reveal the fact that among the Eight schools selected so far for the data collection, no school was found performing better in subjective test in average. That is to say, the students of all the schools performed better in objective tests.
5. The performance of the students in objective tests in TM was better than in NTM.
6. The performance of the students of public schools was poorer than that of their counter parts of private school in both TM and NTM in terms of objective as well as subjective tests.
7. The total performance of the students of private schools in TM in objective test was 9.27% more than that of their public school counterparts. Similarly, the average performance of the students of private schools in subjective test in TM was found 6.57% more than that of their public school counterparts.



8. In the total performance of the students of public and private schools, the students of private schools yielded 11.73% more in NTM in objective test against their public school counterparts. In the same way, in subjective test the students of private schools obtained 8.96% more than their public school counterparts.

### **4.3 Pedagogical Implications**

The teaching and testing are closely interrelated. In due course of time everything undergoes changes in its structure and functions. So does the teaching and testing of English, too. The new trends, advancement, and modifications in language teaching necessarily bring out the corresponding changes and reforms in testing too.

As every research work certainly and necessarily does have its implications. Similarly, the findings of the present study on the place of subjective and objective tests in testing reading comprehension will also have some implications on teaching and testing of English in EFL classroom in the context of Nepal. Some of the pedagogical implications of this study are stated as follows:

1. The first and the foremost implication of this study is that the learners should not be confined to certain prescribed course books only. In addition, to increase their outlook of the subject matter, students need to have confrontation with varieties of reading materials of their level and interests. So, while setting the teaching/ learning objectives and activities everyone concerned must bear this fact in mind.
2. The second implication of the research is that the learners should be exposed to both the varieties of test methods to

measure their reading proficiency. That is to say, objective and subjective tests must not be considered as mutually exclusive, however, they have different use and implication in language teaching. They should be practised and implemented simultaneously in language teaching and testing in EFL classroom.

3. The third implication of the study is concerned with the fact that in overall performance on different reading texts, the private schools were found to yield better performance than the public schools in every respect. Hence, this indicates that the vocabulary and structural repertoire of the students in public schools was not large enough to understand the text well. Unless reading comprehension skill is developed, other language skills are also not expected to develop well. Therefore, in order to develop all round, and well-balanced language proficiency in the EFL learners, everyone has to give top priority to the reading skill. It can also be estimated that the students who are better in comprehension ability are also better in other language skills. On this ground, comprehension skill is regarded as the main gate way of getting information. In this reference Rivers (1968:214) says, "justification for an emphasis on the development of the reading skill is not hard to find . . . Through its (reading) exercise he (student) can increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking and their contribution to many fields of artistic and intellectual endeavor". Hence, the study has the implication that curriculum and all other teaching materials or activities need to be arranged and set in such a way that the reading comprehension skill is credited with high priority.
4. The fourth implication of the study recalls the fact that in terms of the TM and NTM in both objective and subjective tests the private schools, in themselves, demonstrated relatively better result than the public schools. This implies the fact that the students of public

schools were just confined to the prescribed text book reading materials only whereas their private school counterparts seemed to pay relatively equal attention to both prescribed as well as other reading text materials. Hence, it becomes the duty of all concerned involved in ELT in these schools (i.e. public schools) to lay proper emphasis on both types of reading materials to balance the gap with private schools.

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## **APPENDICES**

### **APPENDIX - A**

#### **LIST OF SCHOOLS**

##### **Public Schools**

1. Shree Jana Higher Secondary School, Birendranagar, Surkhet  
(For Pilot Testing)
2. Shree Shiva Ma. Vi., Latikoili, Surkhet
3. Shree Amar Jyoti Higher Secondary School, Neware, Surkhet
4. Shree Shikhar Ma. Vi., Ramghat, Surkhet
5. Shree Nepal Rastriya Ma. Vi., Birendranagar, Surkhet

##### **Private Schools**

1. Shree Elite Secondary Boarding School, Kalungchowk, Surkhet
2. Shree Usha Balvatika Boarding School, Buddhapath, Surkhet
3. Shree Supreme Academy, Kalingchowk, Surkhet
4. Shree Egar Bridge Secondary Boarding School, Bulbule, Surkhet



**APPENDIX - B**  
**COMPREHENSION PASSAGES**

**Read the Following Text carefully and Answer the Questions given**

**Below it:**

School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

**Text Book Reading Passage - I**

Physical health means how well all the different parts of the body function. Mental health refers to the ability to think clearly and sensibly, and social well-being means the ability to make and keep relationships with other people all these different aspects are necessary for the complete health of the individual.

In the East, we have our own definitions of health. The Hindus do not consider the body and the spirit as separate from each other, but as an integrated whole. Both body and spirit are an integral part of human beings. The Taoists believe that both body and mind should be in a state of balance. According to the Buddhists the mind and the body are in unison. This means that health is not confined to the well-being of the body alone, spiritual, mental and social health also has to be considered.

**Objectives Questions**

1. From the passage find the words which are similar to the following words in meaning.

i) Distinctly = \_\_\_\_\_      ii) Various = \_\_\_\_\_

iii) Capacity = \_\_\_\_\_      iv) Position = \_\_\_\_\_

v) Limited = \_\_\_\_\_

2. Write 'T' for true and 'F' for false.
- i. Hindus regard the body and the spirit as separate form each other. \_\_\_\_\_
  - ii. Two definitions of health are given in the east. \_\_\_\_\_
  - iii. Taoists believe that the body and the mind are in unison. \_\_\_\_\_
  - iv. Mental health refers to the ability to think clearly and sensibly. \_\_\_\_\_
  - v. Physical Health means well functioning of the bodily parts. \_\_\_\_\_

**Subjective Questions**

1. Which health deals with the function of bodily parts?

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2. What do you mean by social health?

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3. Who believe that the mind and the body are in unison?

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4. How many definitions of health are there in the east?

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5. What different aspects are necessary for the complete health of the person?

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School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

### **Text Book Reading Passage II**

Nearly all the inhabitants of Bankuli had been compelled at some time or other to call on the *Mahajan*. He was the key person in the village. He was its banker, its money lender, its pawnbroker and, very often, its vampire. By mortgaging the family field Prodip Pal obtained a loan of four hundred pounds of rice on condition that he would return six hundred pounds after the harvest.

By this time poverty had already really begun to strangle the Pals. Bad weather added to their plight. One night in April, a storm brought down all the Mangoes and Coconuts. Consequently, they had to sell the buffalo and Rani, the cow. Rani obviously did not want to leave; she strained at her rope with all her might uttering the most heart-rending bellows. No one could fail to read in her reaction a bad omen, a sign that Radha, beloved of cowherd god Krishna was angry.

### **Objectives Questions**

1. Complete the following sentences by choosing the best answer from the given alternatives.
  - i) The *Mahajan* used to \_\_\_\_\_ the villagers.  
a) help                      b) exploit                      c) kill                      d) respect
  - ii) Prodip Pal promised to return \_\_\_\_\_ amount of rice to the *Mahajan*.  
a) some more              b) equal              c) double      d) less than he got
  - iii) The word "strangle" in the above text means \_\_\_\_\_.  
a) warning of evil fortune              c) loud deep noise  
b) kill by squeezing the throat      d) control by weapon
  - iv) In this text by the word Rani means \_\_\_\_\_.  
a) the cow      b) the buffalo              c) the bull      d) lord Krishna

v) In one night in April \_\_\_\_\_brought down all the Mangoes and coconuts.

- a) a bad weather   b) a storm   c) a rebel   d) a vampire

2. Re-arrange the following sentences in the correct order as they appear in the text above.

- a. No one could fail to read in her reaction.
- b. He was its banker, its money lender and its pawnbroker.
- c. Rani obviously did not want to leave.
- d. Prodip Pal obtained a loan of four hundred pounds of rice.
- e. By this time poverty had already really begun.

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**Subjective Questions**

i) What did Prodip Pal do to save his family from the disaster?

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ii) Why did the writer call the *Mahajan* a vampire?

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iii) How was the reaction of the cow when she was sold?

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iv) What do you mean by "mortgaging"?

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v) How much rice did Prodip Pal obtain from the *Mahajan*?

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School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

### **Text Book Reading Passage III**

The man in the middle asked me to sit down and make myself comfortable. I sank into the chair opposite them. A thin man with glasses asked where I was from and if I had taught in my school or institute before. I hadn't, and I told him so. A serious-looking lady asked if I was trained for the job. I wasn't, and I told her so. Two questions in a row and my answer to both was no. I was beginning to feel uneasy and nervous. One of them asked how old I was and I told him that I was 20.

"Aren't you very young for this job?" he asked. "I don't know, sir. I have never done a job like this before," I said and immediately realized my mistake. I should have said that my age was perfectly suitable for the job. I was not going to get the job. I was pretty sure.

"Do you like children, *Ms. Pradhan*?" The man in the middle asked. "Yes, I do", I replied. "I had four younger brothers and sisters at home. I took care of them because my parents went to work early in the morning and didn't come back home until 7:00 in the evening. I used to cook for them, help them with their homework and play with them." "I see", he said, eyeing me shrewdly. Then, he asked if I had liked doing those things at home. I told him that I loved my brothers and sisters and enjoyed doing things for them, their smiling faces made me smile. So I told him the truth. He thanked me for being so patient in answering the questions and told me that the interview was over.

I came out of the room depressed. I knew that there was no chance that I would be chosen for the job. So when, after a week, I received an appointment letter from the interview board I could hardly believe my eyes.

## Objective Questions

1. Match the words in column 'A' with their correct meaning in column 'B'.

### Column 'A'

- a. Pretty
- b. Shrewdly
- c. Row
- d. Depressed
- e. Appointment

### Column 'B'

- i. One after another
- ii. Sad or unhappy
- iii. Knowingly
- iv. The act of Selecting or appointing somebody for a job
- v. Fairly

2. Write 'T' for true and 'F' for false statements.

- a. The writer was chosen for the job. \_\_\_\_\_
- b. She was trained for the job but she said she wasn't. \_\_\_\_\_
- c. *Ms. Pradhan* was the interviewer. \_\_\_\_\_
- d. The writer was the youngest daughter of her parents. \_\_\_\_\_
- e. The writer was feeling too much happy after she came out of her interview room. \_\_\_\_\_

## Subjective Questions

a. Why was the writer beginning to feel uneasy and nervous?

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b. What did the interviewer thank her for?

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c. How did she feel when she came out after her interview?

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d. When did she get an appointment letter from the interview board?

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e. Was the interviewee satisfied with her response that she gave to gave to the questions?

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School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

### **Non-Text Book Reading Passage I**

The term mass media refers to the channels of communication (media) that exist to reach a large public audience (the mass of population). Mass media includes newspaper, magazines, television, radio and more recently, the internet. It informs people about events that they would otherwise know little about. Mass media communication is usually rapid, because the media will report an important event as quickly as possible after it happens. In fact, some television reporting is live; that is, the last long. This is captured in the expression "there is nothing as old as yesterday's news."

The mass media is an important part of life in the United States and most Americans are exposed to the media daily in the form of print, sound waves, and pictures. Over 55 million newspapers are circulated each day. There are over five radios per household, and it is estimated that radio reaches 77 percent of people over the age of 12 every day. The radio listening time for those over 12 is more than three hours each day. Most households also have two or more television sets, with a total viewing time of about seven hours per day. The amount of time that television sets varies with age, gender, and education, but on average it amounts to three to four hours a day.

#### **Objectives Questions**

1. Write 'T' for true and 'F' for false statements.
  - a. Mass media does not include the internet. \_\_\_\_\_
  - b. Mass media communication is usually rapid. \_\_\_\_\_
  - c. The mass media plays an important part of life in the United States. \_\_\_\_\_

- d. In the United States, more than 55 million newspapers are circulated in a day. \_\_\_\_\_
  - e. The amount of time that the people spend in front of their television sets is equal for all age and genders' people. \_\_\_\_\_
2. Tick (✓) the best answer by choosing the alternatives given.
- i) On average, people spend:
    - a. Three to six hours time in front of their television sets.
    - b. Three to four hours time in front of their television sets.
    - c. Four to eight hours time in front of their television sets.
    - d. Four to six hours time in front of their television sets.
  - ii) The term 'mass media' means:
    - a. The channels of news
    - b. The channels of communication
    - c. The channels of public speech
    - d. The way of newspaper service
  - iii) Some television reporting is live so that the viewers:
    - a. Can see the events before they happen
    - b. Can see the events after they happen
    - c. Can see the events as they happen
    - d. Can see the events immediately after they happen
  - iv) Most Americans are exposed to the media in the form of :
    - a. Print, sound waves and pictures
    - b. Print, newspaper and pictures
    - c. Pictures, print and newspaper
    - d. Newspaper, sound and print

- v) In United States, the estimation is that the radio reaches:
- a. 75 percent of people over the age 12 every day
  - b. 73 percent of people over the age 12 every day
  - c. 77 percent of people over the age 12 every day
  - d. 79 percent of people over the age 12 every day

**Subjective Questions**

1. Why is mass media communication usually rapid ?

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2. What does mass media include?

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3. What are the different forms of the media that most Americans are exposed to daily?

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4. What is the radio listening time in a day for the group of people over twelve?

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5. What is the ratio of having radios per house hold in the United States?

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School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

### **Non-Text Book Reading Passage II**

Young people have the highest rates of arrest for reported crime. Almost half of all people arrested skilled in not getting caught. Younger people are more likely to be involved in crime because they have fewer relationships that encourage them to follow conventional behaviour. A married person with two children and a steady job is less likely to commit a crime than an unemployed, single, child-free person.

Recent figures show a worrying increase in violent crime and homicide among youngsters under age 18. In 1995, some 5,280 children and youths died from gun-related injuries, and a recent study revealed that U.S. children are fifteen times more likely to die from guns than their counterparts in the twenty-five other major industrialized countries combined. Clearly, guns are only a part of the problem. Poverty, deprivation, and gangs are directly related to much of the crime. In addition, the way this generation of American parents is raising their children should be examined. One psychologist argues that "The fundamental problem is that kids these days are not getting the social and emotional learning they need. Parents aren't around as much, so there's not as much modeling of how to behave, or as much emotional support."

#### **Objective Questions**

1. Fill in the blank using the appropriate words/ phrases from the text.
  - a. Younger people are more likely to be involved in \_\_\_\_\_
  - b. In 1995, some 5,280 children and youths died from \_\_\_\_\_ injuries.
  - c. Poverty, \_\_\_\_\_, and gangs are directly related to much of the crime.
  - d. Recent figures show a \_\_\_\_\_ in violent crime.
  - e. A married person with two children and a steady job is \_\_\_\_\_ to commit a crime.

2. Match the following.

**Column 'A'**

- i. Slowly
- ii. Crime
- iii. Jobless
- iv. Obviously
- v. Murder

**Column 'B'**

- a. Clearly
- b. Homicide
- c. An illegal act
- d. Gradually
- e. Unemployed

**Subjective Questions**

1. Why are younger people more likely to be involved in crime?

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2. Which age group of people are reported being increase in a worrying rate in violent crime and homicide, according to recent figures?

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3. What are the three things that are directly related to much of the crime?

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4. What, according to the Psychologist, is the fundamental problem?

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5. Is the social and emotional learning necessary for children to reduce their chance of involving in crime?

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School: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Roll No.: \_\_\_\_\_

### **Non-Text Book Reading Passage III**

As it came near the corner, the taxi stopped suddenly. The driver got out looking very puzzled. A big lorry which had been following the taxi stopped too. The taxi driver was now standing at the corner looking up at the sky and the lorry driver went and joined him. A number of cars behind were forced to stop as well as soon a large crowd of people had gathered at the center. The cause of all this trouble was a very strange noise. It sounded as if thousands and thousands of birds were singing together. The noise was quite frightening and many people looked disturbed. The most extraordinary thing was that apart from one or two pigeons, there was not a bird in sight. No one was able to solve the mystery, until two policemen arrived. They noticed a large advertisement for a film high up on a wall nearby. As the noise seemed to be coming from this direction, they climbed up and found that a tape-recorder had been hidden behind the advertisement. The noise made by birds singing was being broadcast over powerful loudspeakers so as to attract the attention of passers-by. The police asked the advertisers to take the recorder away because the advertisement had attracted so much attention that it was impossible for a great many cars and buses to move freely in the street.

#### **Objective Questions**

1. Write the words from the above passage that give similar/ opposite meaning to the following words as indicated in the brackets.
  - a. Confused (similar) = \_\_\_\_\_
  - b. Far (opposite) = \_\_\_\_\_
  - c. Unusual (similar) = \_\_\_\_\_
  - d. Possible (opposite) = \_\_\_\_\_
  - e. Saw (similar) = \_\_\_\_\_

2. Fill in the blanks putting the suitable words from the above text (cloze item).

The cause of all this trouble was a very \_\_\_\_\_ noise. It sounded as if thousands and thousands of birds were \_\_\_\_\_ together. The noise was quite frightening and many people looked \_\_\_\_\_. The most extra ordinary thing was apart from one or two \_\_\_\_\_, there was not bird in sight. No one was \_\_\_\_\_ to solve the mystery.

**Subjective Questions**

1. Why did people gather at the corner of the street?

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2. Did people see a large number of birds in the sky?

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3. What was the mystery?

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4. Why was the noise made by birds singing being broadcast over powerful loudspeaker?

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5. How was the mystery solved?

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## APPENDIX - C

### SCHOOL WISE PERCENTAGE OF RAW SCORES OF INDIVIDUAL STUDENT IN OBJECTIVE AND SUBJECTIVE TESTS

#### Private Schools

#### 1. Shree Elite Secondary Boarding School, Kalungchwok

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Akrity Acharya	10	10	100	10	7	70	17	85
2.	Diwan Chaulagain	10	10	100	10	6.5	65	16.5	82.5
3.	Anisha Bhatta	10	10	100	10	5.5	55	15.5	77.5
4.	Shailendra Shahi	10	10	100	10	6	60	16	80
5.	Subash Tamang	10	10	100	10	6.5	65	16.5	82.5
6.	Saugat Bista	10	8	80	10	6.5	65	14.5	72.5
7.	Deep Shahi	10	10	100	10	6.5	65	16.5	82.5
8.	Oman Thakuri	10	10	100	10	4	40	14	70
9.	Reetu Chaudhary	10	10	100	10	7	70	17	85
10.	Angela Rawol	10	10	100	10	6.5	65	16.5	82.5
11.	Shreya Shrestha	10	10	100	10	6.5	65	16.5	82.5
12.	Biken Khanal	10	10	100	10	6	60	16	80
13.	Promise Khadka	10	10	100	10	2.5	25	12.5	62.5
14.	Sujan Pandit	10	10	100	10	7.5	75	17.5	87.5
15.	Iroj Khadka	10	10	100	10	7.5	75	17.5	87.5

**2 Shree Usha Balvatika Boarding School, Buddhapath**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Srijana Shrestha	10	9	90	10	7	70	16	80
2.	Anita Ghimire	10	10	100	10	9	90	19	95
3.	Saru Malla	10	9	90	10	8.5	85	17.5	87.5
4.	Monica Pandey	10	10	100	10	9	90	19	95
5.	Samikshya Tamang	10	9	90	10	8.5	85	17.5	87.5
6.	Deepna Bista	10	10	100	10	9	90	19	95
7.	Sujan Khadka	10	9	90	10	8.5	85	17.5	87.5
8.	Sarik K.C.	10	10	100	10	8.5	85	18.5	92.5
9.	Bhawana Budhathoki	10	10	100	10	8.5	85	18.5	92.5
10.	Sujal Sapkota	10	10	100	10	8	80	18	90
11.	Shankar Thapa	10	10	100	10	9	90	19	95
12.	Amit Bhusal	10	9	90	10	7.5	75	16.5	82.5
13.	Alice Limbu	10	10	100	10	8.5	85	18.5	92.5
14.	Dipesh Chaulagain	10	10	100	10	8	80	18	90
15.	Richa Malla	10	10	100	10	7.5	75	17.5	87.5

**3. Shree Supreme Academy, Kalungchowk**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Rishma Pokhrel	10	10	100	10	9	90	19	95
2.	Deepan Subba	10	10	100	10	7.5	75	17.5	87.5
3.	Nitesh Gyawali	10	10	100	10	7	70	17	85
4.	Abhishek Shrestha	10	10	100	10	7.5	75	17.5	87.5
5.	Shaki Pokhrel	10	9	90	10	8	80	17	85
6.	Bhawan Pokhrel	10	10	100	10	9	90	19	95
7.	Manish Neupane	10	10	100	10	6.5	65	16.5	82.5
8.	Santosh Pokhrel	10	10	100	10	8.5	85	18.5	92.5
9.	Balram Basnet	10	8	80	10	7	70	15	75
10.	Suraj Paudel	10	10	100	10	9	90	19	95
11.	Sushil Neupane	10	10	100	10	9	90	19	95
12.	Prajwal Neupane	10	10	100	10	9	90	19	95
13.	Niraj Paudel	10	10	100	10	8	80	18	90
14.	Sushil Shrestha	10	9	90	10	6.5	65	15.5	77.5
15.	Dilip Raut	10	9	90	10	7	70	16	80

**4. Shree Egar Bridge Secondary Boarding School, Bulbule**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Selina Pokhrel	10	8	80	10	8.5	85	16.5	82.5
2.	Chandan Pathak	10	10	100	10	9	90	19	95
3.	Archana Gautam	10	10	100	10	8.5	85	18.5	92.5
4.	Lalita Raut	10	8	80	10	7	70	15	75
5.	Sushmita Paudel	10	8	80	10	6.5	65	14.5	72.5
6.	Subeshya Ghimire	10	10	80	10	8.5	85	18.5	92.5
7.	Anila Shrestha	10	10	100	10	9	90	19	95
8.	Binay Neupane	10	10	100	10	8	80	18	90
9.	Rakesh Pokhrel	10	10	100	10	7.5	75	17.5	87.5
10.	Pujan Khatri	10	10	100	10	8	80	18	90
11.	Divya Shrestha	10	8	80	10	9	90	17	85
12.	Bandana Ghimire	10	10	100	10	9	90	19	95
13.	Srijana Limbu	10	10	100	10	8	80	18	90
14.	Pratishya Ghimire	10	10	100	10	7	70	17	85
15.	Binita Basanet	10	10	100	10	7	70	17	85

## Public Schools

### 1. Shree Shikhar Ma. Vi., Ramghat

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Tara Khadka	10	10	100	10	8	80	18	90
2.	Bipin Thakuri	10	9	90	10	6.5	65	15.5	77.5
3.	Rashil B.K.	10	9	90	10	5	50	14	70
4.	Sonam Lama	10	10	100	10	5.5	55	15.5	77.5
5.	Rohit Khadka	10	9	90	10	5.5	55	14.5	72.5
6.	Prince Malla	10	9	90	10	4.5	45	13.5	67.5
7.	Raju Thapa	10	10	100	10	7	70	17	85
8.	Jemkris Singh	10	10	100	10	6	60	16	80
9.	Sameer Pandey	10	10	100	10	7.5	75	17.5	87.5
10.	Gaurav Lama	10	10	100	10	6.5	65	16.5	82.5
11.	Suresh Pandit	10	10	100	10	8.5	85	18.5	92.5
12.	Aakib Khan	10	9	90	10	8.5	85	17.5	87.5
13.	Sayog Dangi	10	8	80	10	6	60	14	70
14.	Anup Bista	10	9	90	10	7	70	16	80
15.	Kamal Shrestha	10	9	90	10	6	60	15	75



**2. Shree Nepal Rastriya Ma. Vi., Birendranagar**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Shiddhartha Khadka	10	10	100	10	6	60	16	80
2.	Gaurav Singh	10	10	100	10	8	80	18	90
3.	Kshitiz Syangdan	10	10	100	10	7.5	75	17.5	87.5
4.	Abiral Khadka	10	8	80	10	8.5	85	16.5	82.5
5.	Manish Sharma	10	8	80	10	3	30	11	55
6.	Subhechha Shahi	10	10	100	10	9.5	95	19.5	97.5
7.	Puroshotam Khatri	10	8	80	10	6	60	14	70
8.	Sudeep B.K.	10	9	90	10	8	80	17	85
9.	Rajan Thapa	10	7	70	10	9	90	16	80
10.	Ram Thapa	10	7	70	10	6.5	65	13.5	67.5
11.	Pragya Joshi	10	9	90	10	5.5	55	14.5	72.5
12.	Sushan Thakuri	10	8	80	10	3	30	11	55
13.	Aman Basnet	10	7	70	10	5.5	55	12.5	62.5
14.	Rachet Khanal	10	9	90	10	5	50	14	70
15.	Sushant Ghimire	10	10	100	10	6.5	65	16.5	82.5

**3. Shree Shiva Ma. Vi., Latikaili**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Prabesh Tamang	10	7	70	10	5	50	12	60
2.	Shrijana Karki	10	10	100	10	6.5	65	16.5	82.5
3.	Nripesh Gyawali	10	5	50	10	2	20	7	35
4.	Sagar Gautam	10	10	100	10	7.5	75	17.5	87.5
5.	Angita Ghimire	10	8	80	10	6	60	14	70
6.	Sunil Ghimire	10	4	40	10	4	40	8	40
7.	Gigyasha Pokhrel	10	9	90	10	7.5	75	16.5	82.5
8.	Abita Ghimire	10	7	70	10	7.5	75	14.5	72.5
9.	Animesh Khanal	10	9	90	10	4.5	45	13.5	67.5
10.	Ashish Ghimire	10	9	90	10	5.5	55	14.5	72.5
11.	Hariom Pathak	10	10	100	10	6	60	16	80
12.	Amrita Neupane	10	9	90	10	6	60	15	75
13.	Nigendra Shrestha	10	8	80	10	6	60	14	70
14.	Alsina Basnet	10	8	80	10	7	70	15	75
15.	Arbin Gajurel	10	9	90	10	7.5	75	16.5	82.5

**4 Shree Amar Jyoti Higher Secondary School, Neware**

S.N.	Name	Objective Test			Subjective Test			Total Marks Obtained	Total %
		F.M.	O.M.	%	F.M.	O.M.	%		
1.	Bikesh Koirala	10	8	80	10	7	70	15	75
2.	Yubraj Waiba	10	10	100	10	8.5	85	18.5	92.5
3.	Ashmita Dangi	10	9	90	10	7.5	75	16.5	82.5
4.	Sarina Karki	10	9	90	10	8.5	85	17.5	87.5
5.	Rojan Chaudhary	10	9	90	10	7	70	16	80
6.	Pratik Khatri	10	8	80	10	9	90	17	85
7.	Sudina Shahi	10	10	100	10	9	90	19	95
8.	Ritesh Gupta	10	6	60	10	5	50	11	55
9.	Jasana Malla	10	8	80	10	9.5	95	17.5	87.5
10.	Everest Pathak	10	10	100	10	9	90	19	95
11.	Seluja B.C.	10	9	90	10	9	90	18	90
12.	Bonika Dahal	10	8	80	10	8.5	85	16.5	82.5
13.	Shyamli Paudel	10	9	90	10	6.5	65	15.5	77.5
14.	Akshya Aryal	10	9	90	10	9	90	18	90
15.	Nikhil Thapa	10	9	90	10	5	50	14	70

## APPENDIX - D

### LIST OF STATISTICAL FORMULA AND THEIR SYMBOLS USED IN ANALYSIS AND INTERPRETATION OF DATA

- i.  $X$  = Number of items occurring in data
- ii.  $F$  = Frequency of occurring of the item
- iii.  $FX$  = The product of  $F$  and  $X$
- iv.  $\bar{X}$  = Means of a set of observation that is the sum of all the observations divided by the number of observation.
- v.  $\sum F$  = Summation of  $F$  that means the sum of the total number of frequency
- vi.  $\sum FX$  = Summation of  $F$  and  $X$  that means the sum of the product of  $F$  and  $X$ .
- vii. % = Percentage

**APPENDIX - E**

**SAMPLE ANSWER SHEETS**