

# **CHAPTER –ONE**

## **INTRODUCTION**

### **1.1 General Background**

Through the interaction among the members of the community by means of language a society is in existence. Language is not just the juxtaposition of words or noises of sounds but a systematic arrangement of these components so as to systematize a message to establish interrelationship between and among the people not only of society or community but also of entire globe.

The ever expanding dimension of knowledge seems slowly and gradually to creep into the bag of English language. This has further shrunken the world into becoming bilingual and multilingual. In other words being a member of monolingual society in an underdeveloped country bars one from keeping oneself updated with the momentary change taking place in the world. Thus, knowing the use of English language for the purpose of extracting knowledge to keep oneself up to date has emerged as an essential phenomenon pressing the world into becoming at least bilingual.

So far extracting knowledge is concerned; it can be done in three ways; by experience, by listening or by reading. The researcher's concern here primarily lies on reading. Effective reading comprehension rests on the background of reading skills and reading speed can also be incorporated as one of the skills of reading .Though English language occupies an important place in the curriculum of our education system as a compulsory subject from primary level to bachelor's level, the only

exposure the students entertain while learning this language is reading from the text itself. Exposure to real life situation is minimum or not at all. Due to various prevailing circumstances, even English teachers of various levels cannot create a favorable environment to facilitate listening, reading and speaking English. Those students who are much interested can get a little chance of exposure to listening to it if they activate themselves to listen to some foreign television channels activate in the urban areas. Even this opportunity is out of access to the interested ones in the remote and village areas of our country.

Therefore for average students who are undertaking English language as a compulsory part of their study are deprived of other exposure except for reading textbook.

In this regard Fry (1963:3) says 'reading faster is possible with some practices.....reading is fastest means of communication.' He emphasizes reading speed i.e. the rate at which the readers reproduce mentally or vocally the written or printed materials by saying '.....an average person can read English nearly twice as fast as he can speak or listen.....a slow reader can read 360 books in 10 years where as a good reader can read 900 books in the same period. (assuming that the students read one hour per day, six days per week ,and that the books of an average length of 70000 words.)'

But the question arises; how fast can we read? How fast can Nepalese students read? In fact no one has attempted to determine the reading speed of the Nepalese students of English language and Nepali language as well.

In this scenario, curiosity in the part of the researcher regarding the reading speed of the Nepalese students is obvious. So far as the study is

concerned, very little, in this field has been carried out in the department of English language education, faculty of education T. U. Even those who have tried to do so, they have focused on quite different objectives from this purpose and have pointed out the need of further study for various purposes.

### **1.1.1 Defining reading**

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

Encyclopedia Britannica (Vol.19.9) defines reading as ‘the mental process of securing and reading to an author’s message represented by written or printed symbols’.

Stevens (1977:109) says ‘Reading consists of making out the meaning of written language.....an analysis of reading most embody an analysis of writing.....He has analyzed reading by three angles:

- i.) The nature of reading
  - a.) Reading is visual
  - b.) Reading is organized and systematic
  - c.) Reading is arbitrary and abstract, but meaningful.
  - d.) Reading is related to a particular language and society.
- ii.) Functions of written language

- a.) Iconic
  - b.) Linguistic
  - c.) Logical
  - d.) Informative
  - e.) Rhetorical
  - f.) Implicational
- iii.) The process carried out by the reader.
- a.) Deciphering
  - b.) Decoding

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

According to Potts (1976:84) 'Reading should be regarded as a developmental process in which systematic progression is developed within a structured framework. Reading is also considered to be a skilled behavior and ultimate mastery of reading process is dependent upon mastery of hierarchy of skills.

'[www.reading.org](http://www.reading.org). (One of the internet domains) defines reading as 'the term reading means a complex system of deriving meaning from print that requires all the followings;

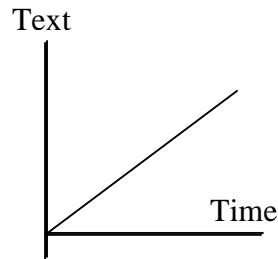
- The knowledge to understand how phonemes are connected to print.
- The ability of decoding unfamiliar words
- The ability to read fluently

- The development of appropriate outline strategies to construct meaning from print.

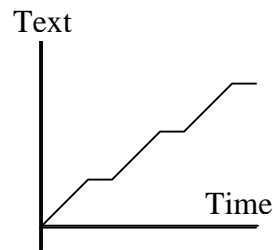
Harmer (1997:186) comparing reading text with listening text says ‘unlike a listening text, reading text moves at the speed of the reader.’

Davies, (1995:78) defines reading as ‘a visual and cognitive process to extract meaning from writing by understanding the written text, processing information and relating it to existing experience. He further says ‘the process of reading is characterized with reading dynamics i.e. the progress of reading time. Major types of reading dynamics are shown by the graphs.

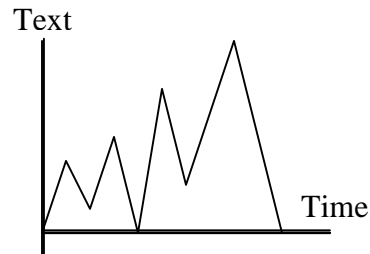
**1- Smooth reading**



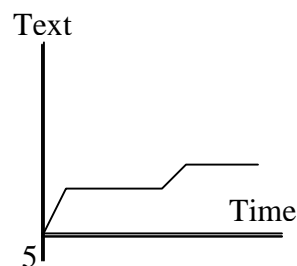
**2- Item reading**



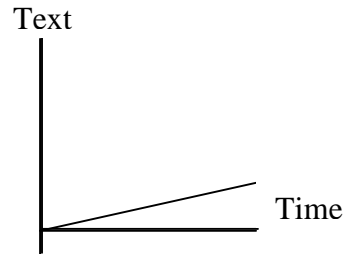
**3- Search reading**



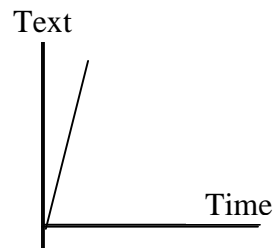
**4- Think reading**



**5- Slow reading**



**6- Speed reading**



Besides these technical definitions reading is found to be defined as a skill or tool to achieve something. The report of The Commission on Reading (USA) defines reading as a skill. It is a cornerstone for a child's success in school, and indeed, throughout life. Without ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Similarly mango and mango (reading definitions: google.com) views reading as a tool whose definition is influenced by the reader's purpose and the demands of the situations.

An integral part of reading process is the reader's anticipatory guess and confirmation from the text. The process of reading reader's schemata and information from the text provide for interaction of the 'new' and 'old' for 'deceived' expectancy and for changing the view-

points. The 'new' and 'old' interact in the process of reading and as a result of this interaction the expectation that a reader builds about the text can be ruined or re-confirmed. If the expectations are ruined, we speak of the "deceived expectancy". A common case is when a text simply adds new knowledge to what is already known to the reader about the subject. Interaction of the reader's schemata and information from the text can carry on as 'adding', 'correcting', 'refuting', "critical thinking", and "re-confirming".

Readers' and writers' realities interact in the process of reading. (Widdowson. (1978:11) Writer's reality can be made more or less explicit depending on the genre. "Autobiography" will emphasize the life context of the author's philosophy of life. A fictitious character can be the author's spokesman. Imagined reality of the fictitious process also makes part of the textual reality. Textual reality can be perceived by the readers in the context of their own reality. This turns reading in to a 'silent communication' with the author.

The process of reading is crowned with interaction between communicative message and reader's response. Communicative message is the intended meaning which the text is made to convey to the reader in pursuit of the author's goal. Getting a communicative message is done through reading for not 'what' is written but to 'why' it is written. Reader's response is a change in the reader's mind whether made explicit or kept implicit that comes as a reaction to having read the text

Importance of reading must have been realized very early in the U.S. 'Many high schools in the U.S. began to teach reading between 1930 and 1950 and a number of colleges initiated courses to improve

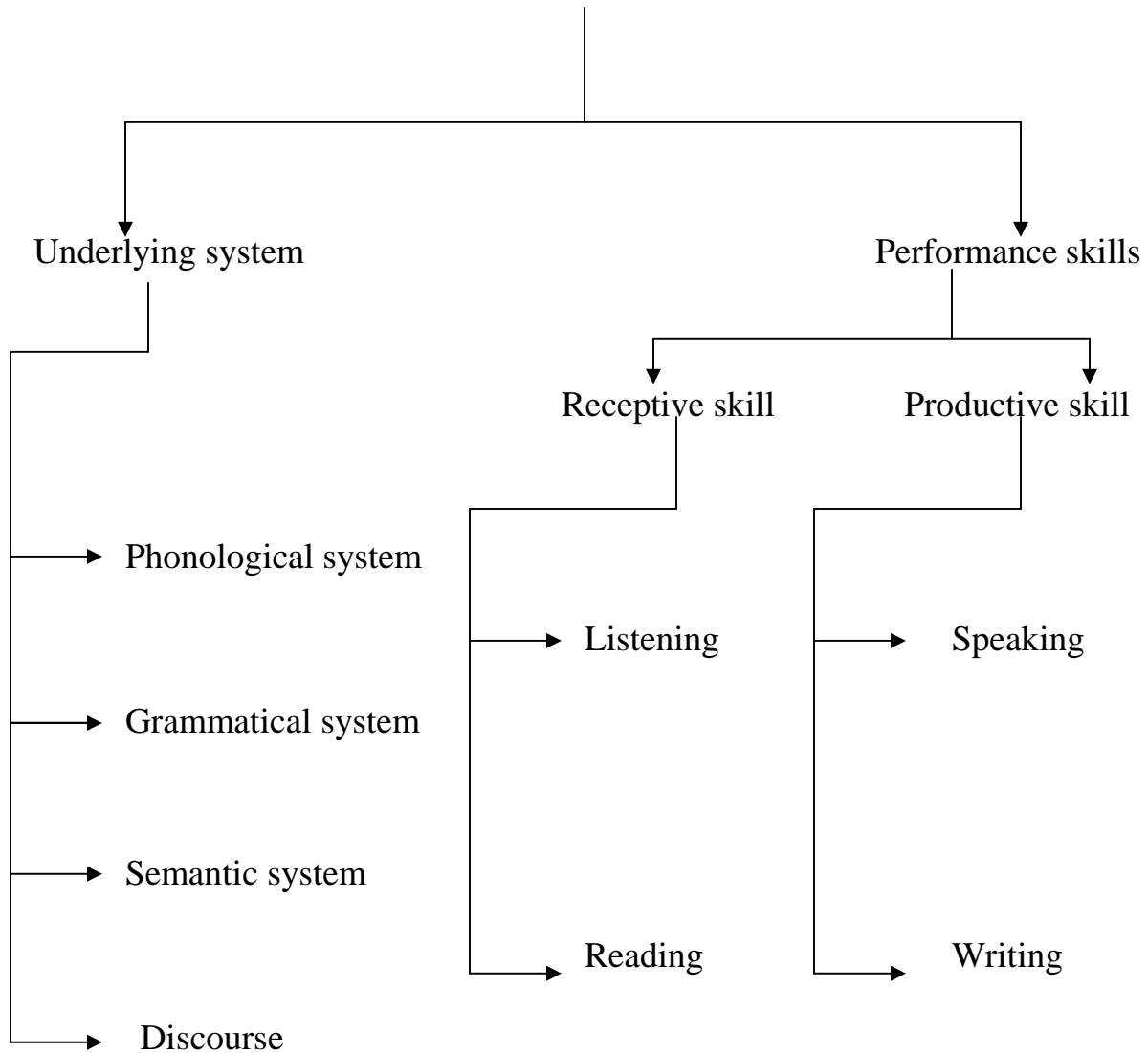
reading. By the mid 1950s, many adult education courses to improve reading improvement classes and some industrial concerns were offering reading courses to their employees.’ (Encyclopedia Britannica vol. 19: 9) Inclusion of reading in academic institution as a course dates back to as early as 1930 when American High schools seemed to have included reading in their courses as pioneers . By 1950’s as the Encyclopedia Britannica (vol.19.9) confirms reading got to blossom into full bloom getting reorganized in the course of college level education and forming a part of adult education as well.

### **1.1.2 Reading skill in language learning**

Language learning involves learning of the underlying system of language and performance skills. The underlying systems of language are the phonological system, morphological system, grammatical system, semantic/pragmatic system and discourse. Performance skills are four in number viz. listening, speaking, reading and writing. They are divided into two groups: receptive skills and productive skills. Speaking and writing are productive skills where as listening and reading are receptive skills. Thus reading is one of the receptive skills but only reception is not enough to be ‘reading’. Reception in this connection includes interpretation as well. The picture below shows the place of reading in language learning.



# Language learning



Teaching to read starts with teaching ‘phonics’, i.e. association of sounds and letters (Ur. 1996). Teaching reading to advanced students can be organized with.

i.) A single text (skimming and scanning)

- Skimming entails the learner's (reader's) ability to pick out main points rapidly, disregarding what is not essential or relevant for specific purpose. (Harmer: 1991)

- Scanning is the reading to pick out certain expected information. That is to say, we glance rapidly through the text to search for a specific piece of information.

Parallel texts (reading two or more text on the same subject thus creating information gap between the readings)

ii.) Divided text ( splitting the text into parts and handling them out for the learners to read and then put information together, thus organizing a jig-saw reading)

**Advanced reading activities can take the form of;**

i.) Cued reading (finding information in the text as relevant to the cue given)

ii.) Guided reading (seeking information in the text in answer to the questions given)

iii.) Jig-saw reading (pulling information together of the two or more texts distributed between the learner)

iv.) Shared reading (reading the same text in a group but with each learner having a differed task with subsequent sharing information)

v.) Critical reading (activating through process over the text)

Reading skill comprises two types of reading in general: intensive and extensive reading. By intensive reading we mean careful study going through the passages very deeply and comprehending everything written in it .Intensive reading is primarily done for promoting

detailed knowledge of language of acquiring its full meaning. Accuracy and quality which are regarded as the best ornament can be developed

through this sort of reading. Intensive reading reinforces a reader to require a higher degree of understanding of language. Extensive reading in a true sense is reading longer text usually for one's own pleasure. This is a fluent activity which involves mainly global understanding. This reading focuses on over all comprehension characters and events rather than precise detail of language. Such reading is done for the progression in language learning and developing one's pace. Silent reading in a greater control of language is good. Skimming and scanning come under extensive reading. Scanning is done for finding out a particular piece of information where as skimming is done for getting the gist of a given text; text or passage.

### **1.1.3 Reading Speed**

Reading speed is one of the most essential requirements for higher academic purposes. In the cursory observation of the researcher, there seemed to be neither practices nor practice materials geared to develop reading speed in the secondary level education. Of course there are efforts to develop the reading comprehension but speed is not highlighted. It seems to have been a neglected aspect of the curriculum right from the planning level through production, implementations and testing. This has been identified as a problematic area in the ELT of Nepal. We have seen that in the internationally standardized test of English like TOEFL, speed is highly emphasized. Reading activities and materials should be included in our curriculum as well.

Grellet (1981:17) is of the opinion that students would never read efficiently unless their reading speed and techniques to their aim are emphasized when reading. A good reading habit which improves the rate of reading can and should be taught and practiced like other skills. According to Nutall (1995:56) ‘Secondary school pupils in the countries where English is a second language may read about 120-150 w/m before training. University students in the similar areas may read at about 200 w/m. But have been found to study at rates as slow as 60 w/m; presumably the text were difficult and has to be understood thoroughly.’

Although reading has been defined variously by various scholars reading speed has just been touched by very few of them and have not defined it exclusively. Fry (1963), Davies (1995), and so on how ever attempted to bring this topic into light to some extent. Reading speed according to Fry (1963) can be defined as the rate at which the readers reproduce mentally or vocally the written or printed materials.

## **1.2 Review of Related Literature :**

Though reading is not the fresh topic in the field of research in the department of English Education faulty of Education, T.U., most of the studies carried out previously have been concerned with the comprehension and proficiency. Reading speed has just been touched but not studied exclusively yet .Some studies related to the topic are as follows:

Fry (1963), in his study ‘teaching faster reading’ has found out that reading is the fastest means of communication. He states that English is

spoken at 150 words per minute, while it can be read at 250 words per minute or faster.

Giri (1981) has carried out comparative study of the over all language proficiency of the students of Kathmandu and Doti district and found out that students of Kathmandu are more proficient in listening, speaking and reading than those of Doti. The proficiency was compared in terms of comprehension.

Mathema (1993) has observed the reading, writing and comprehensive abilities of the participants in the non-formal adult education program in Nepal. She found that a few of them needed more practice while most of them were good.

Shivakoti (1996) has viewed the reading proficiency of the secondary students of Jhapa district. His findings showed that the urban schools performed better than the rural schools. He also found that government aided schools were poorer than private schools in both text books and non-text book materials.

Shrestha (1998) has attempted to study reading comprehension in the English language of the students of grade VIII. She has stated that students were found good of seen passages than that of unseen. She also found out that the performances on seen and unseen passages are positively co-related.

Ghimire (1998) has made a study with the objective to present a comparative analysis of the proficiency of boys and girls of grade X in reading and writing skills. She found the male students better than female ones in all the tested items.

Subedi (2000) has carried out a comparative study of reading comprehension of grade IX students of Kathmandu and Jhapa. He

found out that the students of Kathmandu had better performance of the newspaper.

Gauli (2001) has carried out his study on reading speed of Nepalese students and has come out with the consequence that the reading speed of Nepalese students is poor in comparison to that of native speakers. Being the period when he carried out his research a transitional period he is not satisfied with the result and points out the need of further study on the same topic. However, his study is silent about Nepali reading speed of Nepalese students which is one of the fields of this researcher so as to compare Nepali and English reading speed of Nepalese students of Dang district.

Therefore, the researcher having found the field uninvestigated has attempted to carry out the research in the field. Several studies have been carried out on the comprehensiveness of the reading skills of the students however, none of the above- mentioned studies has focused on the problem of finding and determining the English and Nepali reading speed of Nepalese students specially those who have Tharu language as their mother tongue so far . That's why the researcher realized the need of the present research.

### **1.3 Significance of the Study**

A severe handicap of Nepalese students who go abroad for higher studies is found to be their poor reading speed. There has not been a single research to find out the reading speed of Nepalese students having Tharu language as their mother tongue, in the English and Nepali languages. Hence the researcher has attempted to undertake this study seeking to make some efforts in the language teaching program of

Nepal to faster the reading speed of Nepalese students in both Nepali and English language.

Course designers, evaluators, examination administrators, teacher trainers, teachers, researchers and linguists will be facilitated by the findings of this study. It will also be useful to all who are directly or indirectly concerned with the field of ELT in Nepal and other countries where English is taught as a foreign language.

#### **1.4 Research Questions**

The present study seeks to answer the following questions stated as problems:

- i. What is the average reading speed of Tharu students in the English and Nepali languages?
- ii. Does the Tharu students' English reading speed match with that of Nepali reading speed?
- iii. What is the status of the students from private schools and government aided schools?
- iv. Are the female students equally capable in speed reading in relation to the male students?
- v. Is there any relationship between reading speed and comprehensibility?

## **1.5 Objectives of the study**

The general objective of this study is to make a survey of English and Nepali reading speed of the students of Nepal. The specific objectives of the study are as follows:

- i. To find out the English and Nepali reading speed of Tharu students of Dang district studying at secondary level.
- ii. To compare between the Nepali and English reading speed of these students
- iii. To make comparison between the English and Nepali reading speed of the students from private schools and government aided school.
- iv. To compare between the girls and boys students in terms of their reading speed in the English and Nepali languages.
- v. To find out the students' comprehensibility and its relationship with reading speed.
- vi. To draw inferences on the basis of finding of the study and suggest some pedagogical implications.

## **1.6 Definition of terms :**

Reading - A process of reproducing mentally or vocally the written or printed words of book, author etc. by following the symbols with eyes.

Reading speed - The rate at which the readers reproduce mentally or vocally the printed materials.



- Secondary level - Class nine and ten
- Private schools - The schools being run with the private investment of an individual or the group of individuals, and where all the subjects except Nepali language are taught in English.
- Government aided (public) schools - The schools being run with the economic investment of the government, and where every subject except English is taught in Nepali.

### **1.7 Limitations of the Study :**

The study has the following limitations:

- i. The subject area is limited to the reading speed in the Nepali and English languages.
- ii. The result will be based on the data collected from the six selected schools of Dang district.
- iii. The population in this study consists of 30 boys and 30 girls of Tharu community of Dang district.

# **CHAPTER -TWO**

## **Methodology**

### **2.1. Sources of data**

#### **2.1.1. Primary source**

This study was entirely based on the primary data collected from different students of Dang district with the help of the test items i.e. reading texts.

#### **2.1.2. Secondary source**

Some related books or thesis such as Fry (1963), Gauli (2001) were used as the secondary source of data only as reference.

### **2.2. Population:**

The population of the study consisted of 60 students of secondary level of Dang district.

### **2.3. Sampling Procedure:**

Since it was rather difficult to investigate all the schools where there are Tharu students because of various factors such as time, money etc. Only six schools were taken for investigation. While selecting these schools it was kept in mind that the schools selected were representatives of that district. The technique that had been adopted was stratified random sampling while picking up the students from each school. This stratum was formed on the basis of the performance of the students in their previous classes.

**Table 1**  
**Sample of the study**

Sample	Number	Sample type	Number
Boys	30	Private school students	30
Girls	30	Government aided school students	30
Total	60	Total	60

**2.4. Tools for data collection:**

The pre-determined test paper consisting of very simple reading texts followed by 2 to 4 multiple choice items based on the preceding texts was the primary tool of the study. The format of the test was based on the principle that ‘if an expository passage is broken up strategically with review questions, the chances are grater for full comprehension with in a short time than if question are kept until the end of passage.’ Encyclopedia of Education Vol. 7. (Macmillan and Free Press, P. 378)

It was really a challenging job to test the receptive skill of the students. The only indications for its measurement are the observable responses regarding the test. Therefore, one of the assumptions of the study was that the students had not read the text corresponding to the questions if they didn’t respond to the questions correctly. Under this study it was also assumed that the speed of reading is bared by the difficulty factor of the text. Hence the text had been selected and constructed keeping in mind the difficulty factors, making the difficulty level a constant feature not a variable one. The length of the text and questions in the test paper had been managed in such a way that only the best native readers would be able to respond to all the questions correctly with in the allocated time of four minutes .

## **2.5 Pilot study**

A pilot study was carried out to decide the length of the test paper involving the 10 native speakers being assumed the perfect readers available in Kathmandu valley.

## **2.6 Process of data collection:**

Firstly six schools were selected from Dang district representing both private and government aided schools. Then the researcher visited the selected schools being co-operated by the school administration and the selected students of each school. Lastly the test was administered on the students systematically following a procedure as follows:

The students were arranged in seats maintaining a considerable distance between adjacent ones in such a way that they wouldn't disturb each other. The researcher also assured himself that there was no any disturbance during the test being administered. Then the researcher made the students feel relaxed by explaining to the students his purpose of taking the test as it was not to make them 'pass' or 'fail' , it was just the measurement of their reading speed . Then the researcher made it sure that all of them knew what to do by telling them the necessary instruction clearly. After making it sure he put the paper upside down in front of them telling then not to turn the paper until he announced the "start" of the time. He also told them to write their names and classes on the back of the test paper before starting the test time. After setting the stop watch for four minutes he told them to start. The researcher notified the students when there was only one minute to go. At the end of the allocated four minutes, he told them to stop. Lastly, he collected

the test papers from the students and he repeated the same procedures for the next set, since the students had to be tested in both English and Nepali languages.

After the administration of the test, the test papers were scored on the basis of the correct responses to the questions. The words inside the attempted portion of the text were counted and divided by four to find out the number of words they could read per minute, since they were given the time of four minutes for each text. In case of the incorrect responses to the questions, the words of the certain sentences containing correct answers were excluded from the counting, but the words inside the questions and their alternatives were counted even if the responses were not correct. In this way, the students' reading speed was measured.

## **CHAPTER -THREE**

### **Analysis and Interpretation**

In this section, the scores of the students are analyzed using a simple statistical tool of percentage and central tendency. This analysis leads to the interpretation of their achievements and their reading speed. The frequency of the scores is analyzed with respect to the class interval of ten. On this basis ,the central tendency of the scores are calculated and English and Nepali reading speed of the students are analyzed and interpreted with regard to the arithmetic mean. Comparison of reading speed of the students by sex, by the type of school they are from and by language is done on the basis of the mean. Finally, the students' reading speed is analyzed and interpreted in relation to their comprehensibility.

#### **3.1. Analysis and interpretation of the central tendency of the data**

**Table 2**

**Class interval and frequency of scores**

Class Interval	Frequency in English Lg.	Frequency in Nepali Lg.
30-40	-	1
40-50	7	1
50-60	8	1
60-70	5	13
70-80	11	5
80-90	4	9
90-100	2	8
100-110	3	4
110-120	1	5

120-130	1	5
130-140	2	2
140-150	0	6
150-160	7	-
160-170	1	-
170-180	2	-
180-190	1	-
190-200	0	-
200-210	2	-
210-220	1	-
220-230	0	-
230-240	1	-
240-250	1	-
	Total-60	Total- 60

The above table shows the number of frequency of the scores in the class interval of ten. With the help of this table the central tendency of the scores had been analyzed and interpreted with respect to mean, median and mode.

### **3.1.1 Analysis and interpretation of the frequency of the scores.**

Seven students out of sixty had scored between 40-50 words per minute in English. It is 11.6% of the total students. Out of the seven students one was from private school and remaining six were from government aided school. On the other hand in Nepali reading only one student had scored between this class intervals. That student was from government aided school. There was one student standing below this class.

There were eight students who had scored between the class interval of 50-60 w/m in English reading. The students in this class occupy 13.3% of the total students. In this group also there was only one student from private school. Remaining seven students were from

government aided school. In Nepali reading, one student from government aided school had scored between 50-60 w/m.

The number of students scoring between the class intervals of 60-70 w/m was five in English while thirteen students had scored between this class in Nepali. This is the class interval which has the highest frequency in Nepali reading. It was 21.6% of the total students.

18.3% of the students in English had scored between 70-80 w/m. This was the class with highest frequency in English, the number of students being eleven. Seven students in this group were from government aided school and four were from private school. But in Nepali, there were five students to score between this class intervals. It was 8.3% of the total students.

Four and nine students respectively in English and Nepali reading could read between 80-90 w/m. The percentage was 6.6 and 15 respectively.

There were two students scoring between 90-100 in English. Out of two, one was from government aided and another was from private school. But in Nepali eight students had scored between these classes. It is 13.3 % of the total students.

Similarly, there were three and four students to score between 100-110 w/m in English and Nepali respectively.

Only one student had scored between 110-120 w/m in English. The student standing in this class was from private school. Where as five students in Nepali were in this class.

There was one student to score between 120-130 w/m in English while five students could do so in Nepali. The only student in this class in English reading was from private school. On the other hand, in



Nepali, none of the students could score between these classes from government aided school. All the five students were from private school.

Same number of students had scored between 130-140 w/m in both languages the number of students being two. All the students in this group were from private schools.

None of the students had scored between 140-150 w/m in English while there were six students to stand in this class interval in Nepali reading. All the students scoring between 140-150 in Nepali were from private schools.

There were no students to score above 150 w/m in Nepali reading while there were 7 students (all from private school) could score between 150-160 words per minute in English. It was 11.6% of the total students.

One student from private school had scored between 160-170 w/m in English. There were 2 students scoring between 170-180, one student to score between 180-190 and none of the students had scored between 190-200. In English reading two students could score between 200-210 w/m while only one had scored between 210-220 w/m. None of the students had succeeded to score between 220-230 and only one student was able to score between 230-240 w/m. One student had scored between 240-250 words per minute in English reading. All the students scoring above 150 words per minute were from private school.

This analysis leads to the conclusion that the students from private schools had far better reading speed in both the languages.

### 3.1.2 Analysis of the Total average (Arithmetic mean) of the data

**Table 3**

c.i.	of English			of Nepali		
	f	x	fx	f	x	fx
30-40	-	-	-	1	35	35
40-50	7	45	315	1	45	45
50-60	8	55	440	1	55	55
60-70	5	65	325	13	65	845
70-80	11	75	825	5	75	375
80-90	4	85	340	9	85	765
90-100	2	95	190	8	95	760
100-110	3	105	315	4	105	420
110-120	1	115	115	5	115	575
120-130	1	125	125	5	125	625
130-140	2	135	270	2	135	270
140-150	0	145	0	6	145	870
150-160	7	155	1085	-	-	-
160-170	1	165	165	-	-	-
170-180	2	175	350	-	-	-
180-190	1	185	185	-	-	-
190-200	0	195	0	-	-	-
200-210	2	205	410	-	-	-
210-220	1	215	215	-	-	-
220-230	0	225	0	-	-	-

230-240	1	235	235	-	-	-
240-250	1	245	245	-	-	-
Total	60		6150	60		5640

It is one of the measures of central tendency. Mean of a set of observations is their sum divided by total number and divided by  $\bar{x}$  ( $\bar{x}$  bar). The arithmetic mean of the scores scored by 60 students in English and Nepali reading was as follows.

<p><u>In English</u></p> <p><math>f = 60</math></p> <p><math>fx = 6150</math></p> $\text{mean} = \frac{fx}{f}$ $= \frac{6150}{60}$ $= 102.5$	<p><u>In Nepali</u></p> <p><math>f = 60</math></p> <p><math>fx = 5640</math></p> $\text{mean} = \frac{fx}{f}$ $= \frac{5640}{60}$ $= 94$
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<b>Arithmetic mean of the distribution in English</b>	<b>102.5</b>
<b>Arithmetic mean of the distribution in Nepali</b>	<b>94</b>

### 3.1.3 Analysis of the Median of the data

Median of a distribution is the value of the variable which divides the scores into two halves after arranging them into ascending and descending order. It is denoted by md. Calculation of median on the basis of Table 3 is as follows

In Nepali

$$\begin{aligned} \text{md} &= L + \frac{n/2 - c.f}{f} \times c.i \\ &= 80 + \frac{30 - 21}{30} \times 10 \\ &= 83 \end{aligned}$$

In English

$$\begin{aligned} \text{md} &= L + \frac{n/2 - c.f}{f} \times c.i \\ &= 70 + \frac{30 - 20}{11} \times 10 \\ &= 79.09 \end{aligned}$$

<b>Median of the distribution in English</b>	<b>79.09</b>
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<b>Median of the distribution in Nepali</b>	<b>83</b>
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### 3.1.4 Analysis of the Mode of the data

The value of observation which occurs most frequently in a set of observations is called mode. In other words the variables having the highest number of frequency in the frequency distribution is called mode and is denoted by mo. On the basis of Table 3, the variable having the highest number of frequency in English is 75 and that of Nepali is 65. The following table shows the difference of mode in English and Nepali reading.

<b>Mode value of observation in English</b>	<b>75</b>
<b>Mode value of observation in Nepali</b>	<b>65</b>

## 3.2 Analysis and interpretation of the reading speed of the total students with respect to the total average (mean)

### 3.2.1 Analysis and interpretation of the English reading speed of the total students.

**Table 4**

**English reading speed of the total students.**

Total Sample	Total Average	Above Average		Below Average	
		of students	Percentage	of students	Percentage
60	102.5	23	38.33	37	61.66

The above table shows the English reading speed of the total students. Here, the total average (mean) of the score that the students obtained was 102.5 (words per minute). It can be seen from the table that 23 students were above the total average that is to say 38.33% of the students crossed the total average where as 61.66 of the total students remained below the average. Therefore one can arrive at the conclusion that the majority of the students were found worse in performance.

### **3.2.2. Analysis and interpretation of the Nepali reading speed of the total students.**

**Table 5**

**Nepali reading speed of the total students.**

Total Sample	Total Average	Above Average		Below Average	
		of students	Percentage	of students	Percentage
60	94	21	35	39	65

The above table shows the Nepali reading speed of the total students. Here, the total average was 94 (words per minute). It can be seen from the table that only 21 students were found above the total average. That is to say 35% of the students had crossed the total average (mean) where as 65% of the total students were found below the total average (mean)

### **3.3 Comparative study of the data**

#### **3.3.1 Comparison of English reading speed of the students by sex.**

**Table 6**

**English reading speed of the students by sex.**

Sample Type	Total sample	Total average	Above average		Below average	
			of students	percentage	of students	percentage
Boys	30	102.5	12	40	18	60
Girls	30		11	33.66	19	63.33

The table No.6 shows the comparison of students in terms of sex with respect of the total average (mean). As it is clear from the above table that total average in English reading speed was 102.5 (words per minute), 12 boys i.e. 40% of the total boys students had scored the total average whereas 11 girls could cross the total average. In the same way 60% of the total boys remained below average whereas 63.33% of the girls could not reach the total average. Therefore it shows that in English reading speed boys somehow had excelled the girls. But in totality majority of the students were found worse in their reading speed.

**3.3.2 Comparison of Nepali reading speed by sex.**

**Table 7**

**Nepali reading speed by sex.**

Sample Type	Total sample	Total average	Above average		Below average	
			of students	percentage	of students	percentage
Boys	30		11	36.66	19	63.33

Girls	30	94	10	33.33	20	66.66
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The table shows the comparison of Nepali reading speed of the students by sex with respect of the total average (mean). It shows that the total average of Nepali reading speed was 94 (words per minute), only 36.66% of the total boys crossed the total average where as only 10 girls i.e. 33.33% of the girls could do that. 63.33% of the boys and 66.66% of the girls remained below the average .It shows that there was vast difference between the students crossing total average and the students remaining below the total average.

This table also shows that boys were found a bit better than the girls in terms of Nepali reading speed.

### **3.3.3 Comparison of English reading speed of private and government aided school students**

**Table 8**

#### **English reading speed of private and government aided school students**

Sample Type	Total sample	Total average	Above average		Below average	
			of students	percentage	of students	percentage
Private school students	30	102.5	20	66.66	10	33.33
Govt. aided school students	30		3	10	27	90



The table No. 8 shows the comparison of English reading speed of the students from private and government aided schools with respect to the total average. This table shows that 66.66% of the total students from private schools were found to cross the total average (mean) i.e. 102.5 (words per minute) where as 33.33% of the students remained below the average.

On the other hand, 3 out of 30 students, that is to say only 10% of the total students from government aided schools had crossed the total average, where as 90% of them, that is to say 27 out of 30 students remained below average.

Therefore it shows that the students from the private schools were far better than that of government aided school.

### **3.3.4 Comparison of Nepali reading speed of private and government aided school students**

**Table 9**

**Nepali reading speed of private and Government aided school students.**

Sample Type	Total sample	Total average	Above average		Below average	
			of students	percentage	of students	percentage
Private school students	30	94	19	63.33	11	36.66
Govt. aided school	30		2	6.66	28	93.33

students						
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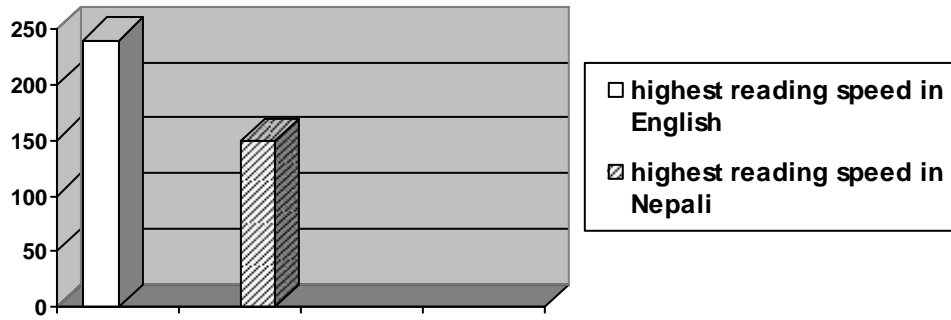
The table No. 9 shows the comparison of Nepali reading speed of the students from private school and government aided schools. This table shows the vast difference between the students from the two types of schools. As the data shows 36.66 % of the total students from private schools failed to cross the total average where as 93.33% of the total students from government aided schools remained below the average. That is to say 63.33% of the total private school students and only 6.66% of the government aided school students crossed the total average.

There fore we can say that the students from private schools have better reading speed in Nepali language than that of government aided schools.

### **3.4 Analysis and interpretation of the differences between the distinctive scores.**

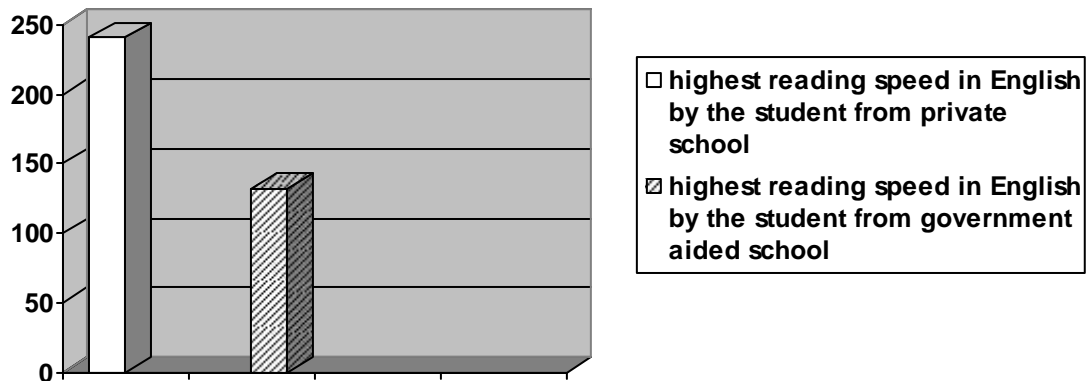
Under this heading the analysis of the differences between the highest scores in English and Nepali, the highest scores in English by the students from private and government aided schools and the highest scores in Nepali by the students from two different types of schools has been done. This section also includes the analysis of the highest scores in both languages by male and female students.

#### **3.4.1 Difference between the highest scores in English and Nepali reading.**



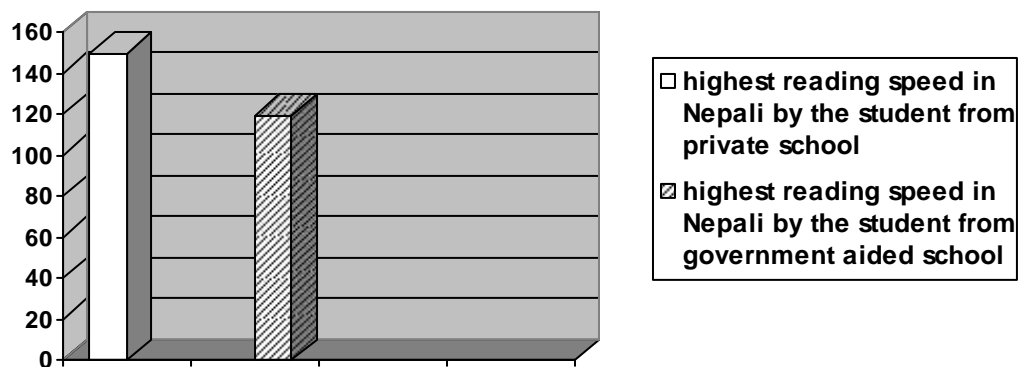
The above table shows the difference between the highest reading speed in English and Nepali language. The highest reading speed in English was 240.7 w/m where as the highest reading speed in Nepali was 149.5 w/m. Hence, the difference between the highest scores in English and Nepali was 91.2

### 3.4.2 Difference between the highest scores in English by the students from private and government aided schools.



Highest reading speed in English by the student from private school was 240.7 w/m where as the highest reading speed in English by the student from government aided school was 131.8 w/m. Here, the difference was 108.9.

### 3.4.3 Difference between the highest scores in Nepali by the students from private and government aided schools.



149.5 w/m was the highest reading speed in Nepali by the student from private school. On the other hand the highest score in that by the student from government aided school was 119.8 w/m. Here, the difference was 29.7 w/m. The scorer from private school was female and the student from government aided school was male.

### 3.5 Deviation of the observations from the mean value

**Table 10**  
**Standard Deviation**

of English					of Nepali				
c.i.	f	x	fx	fx <sup>2</sup>	c.i.	f	x	fx	fx <sup>2</sup>
30-40	-	-	-	-	30-40	1	35	35	1225
40-50	7	45	315	14175	40-50	1	45	45	2025
50-60	8	55	440	24200	50-60	1	55	55	3025
60-70	5	65	325	21125	60-70	13	65	845	54925
70-80	11	75	825	61875	70-80	5	75	375	28125
80-90	4	85	340	28900	80-90	9	85	765	65025
90-100	2	95	190	18050	90-100	8	95	760	72200
100-110	3	105	315	33075	100-110	4	105	420	44100
110-120	1	115	115	13225	110-120	5	115	575	66125
120-130	1	125	125	15625	120-130	5	125	625	78125
130-140	2	135	270	36450	130-140	2	135	270	36450
140-150	0	145	0	0	140-150	6	145	870	126150
150-160	7	155	1085	168175	150-160	-	-	-	-
160-170	1	165	165	27225	160-170	-	-	-	-
170-180	2	175	350	61250	170-180	-	-	-	-
180-190	1	185	185	34225	180-190	-	-	-	-
190-200	0	195	0	0	190-200	-	-	-	-
200-210	2	205	410	84050	200-210	-	-	-	-
210-220	1	215	215	46225	210-220	-	-	-	-
220-230	0	225	0	0	220-230	-	-	-	-
230-240	1	235	235	55225	230-240	-	-	-	-
240-250	1	245	245	60025	240-250	-	-	-	-
Total	60		6150	803100	Total	60		5640	577500

In English

$$f = N = 60$$

$$fx^2 = 803100$$

$$fx = 6150$$

Standard deviation

$$\sqrt{\quad}$$

$$\begin{aligned}
&= \frac{fx^2}{N} - \frac{fx^2}{N} \\
&= \sqrt{\frac{803100}{60} - \left(\frac{6150}{60}\right)^2} \\
&= 53.65
\end{aligned}$$

### In Nepali

$$f = N = 60$$

$$fx^2 = 577500$$

$$fx = 5640$$

Standard deviation

$$\begin{aligned}
&= \sqrt{\frac{fx^2}{N} - \left(\frac{fx}{N}\right)^2} \\
&= \sqrt{\frac{577500}{60} - \left(\frac{5640}{60}\right)^2} \\
&= 28.02
\end{aligned}$$

Standard deviation is the positive square root of the mean of the square of the deviations of the items taken from their arithmetic mean. It shows how far the items have deviated from the mean value of the observations. The above calculations of the standard deviation show that the scores in English have deviated by 53.65 points from the mean value. On the other hand in Nepali, the scores have deviated by 28.08 points from the value of central tendency. Deviation of the scores in English is very high in comparison to that of Nepali. This result shows

the vast difference between the students with faster and slower reading speed in English. But the situation in Nepali is different. Here, the scores have not deviated very far from the mean value. The deviation is only by 28.08 points. That is to say the difference between the fast and slow readers is not so vast unlike in English.

**3.6 Analysis and interpretation of the English and Nepali reading speed of the students with respect to their comprehensibility.**

**Table 11**

**English and Nepali reading speed of the students with respect to their comprehensibility**

English Language			Nepali Language	
S.N	Comprehensibility %	Speed w/m	Comprehensibility %	Speed w/m
1	100	240.7	72.2	121.4
2	94.1	238.7	77.7	134
3	86.1	219	72.2	149.5
4	80.5	204.5	69.4	148.2
5	85.2	204.5	83.3	136.4
6	79.4	184	63.8	145
7	64.7	178	75	122.6
8	76.4	178	55.5	88.4
9	70.5	159.7	55.5	110.7
10	70.5	159.6	69.4	147
11	73.5	162.7	69.4	121
12	67.6	156.7	75	151

13	67.6	155.2	69.4	146.7
14	67.6	155.2	58.3	93.2
15	61.7	154.7	72.2	120.2
16	58.8	152	63.8	106.8
17	52.9	137	72.2	124
18	52.9	131.8	61.1	112.8
19	61.7	121.8	55.5	88.4
20	47.1	114.5	69.4	107.6
21	52.9	107	66.6	107.6
22	52.9	106.4	55.5	119.8
23	47.1	103.5	58.3	93
24	41.1	97.5	47.2	114.7
25	47.1	91.8	50	85.6
26	32.3	89.2	55.5	110.7
27	44.1	88.4	30.8	65.2
28	38.2	85.6	52.7	90.8
29	38.2	82.4	55.5	91.2
30	38.2	79.2	63.8	107.6
31	38.2	79	58.3	93
32	41.1	78.2	41.6	65.8
33	35.2	78	38.8	62.8
34	41.1	78	55.5	88.4
35	35.2	77.6	55.5	91.6
36	35.2	74.8	58.3	93
37	35.2	74.4	52.7	87
38	35.2	73.6	44.4	75.6
39	32.3	73	50	79.8
40	35.2	72.6	52.7	87.6
41	26.4	67	36.1	64.6
42	32.3	64.2	41.6	72.8
43	29.4	64	52.7	87
44	32.3	62.8	38.8	62.8
45	29.4	60.4	47.2	86
46	29.4	59.8	47.2	76.4
47	23.5	58.8	38.8	62.8
48	20.5	57.4	38.8	62.8
49	20.5	54.4	41.6	67
50	26.4	51.8	38.8	62.8
51	20.5	51	19.4	40.6
52	29.4	50.4	41.6	66



53	64.7	50.4	36.1	62.8
54	23.5	48.2	36.1	61.2
55	17.6	47.8	41.6	73.2
56	23.5	45.2	41.6	65.6
57	23.5	45.2	27.7	59
58	17.6	42	19.4	39.2
59	17.6	41.2	47.2	81.6
60	17.6	40	58.3	93

This part of the analysis deals with the relationship between comprehensibility and the reading speed of the students. The above table shows that the students having higher reading speed had greater comprehensibility than that of the slow readers. It also reflects that these two aspects or skills of reading help each other. If the students' reading speed is good, it helps in greater comprehensibility as seen in the table and if the students have better comprehensibility, it helps to increase the pace of reading.

In international level the relationship of these two aspects of reading has been seen to be given more emphasis. TOEFL test and IELTS test can be the lively examples to prove this fact. But the case is not similar in the context of our country. Here, the comprehension part of reading is given high emphasis while the other prominent part i.e. speed has always been ignored. Keeping apart some exceptions none of the stake holders seem to be serious on this matter. Curriculum designers, course designers, teachers and even students neglect the speed of reading. Knowingly or unknowingly they hesitate to give priority to this aspect of reading. But its importance can not be underestimated. The present research work has come out with the conclusion that the speed is equally important for the students as comprehension is.

The comprehensibility of the students is always evaluated and determined on the basis of their performance in the text, which is always time bound. Their correct responses to the questions/questionnaire determine their proficiency, which is very much obvious. But all the readers may not be able to attempt the whole text within the time allocated. In this case, it can be said that the correct responses to the questions/questionnaire can not be the only determiner of the proficiency and comprehensibility of the readers.

### **3.7 Discussion**

In this section, the researcher has tried to shed some light on the likely reasons for disparity in performance between the boys and girls, government aided school students and private school students and Nepali and English language.

The investigator was himself a teacher in secondary schools in Dang. He, therefore, has first hand knowledge about the teaching and learning situations there. At most schools of dang district; the use of grammar translation method is wide spread. The students in the class hardly ever hear a single utterance in English from the teacher especially in government aided schools, because in half of the schools the teachers are untrained and in other schools the teachers are not qualified. The students are never encouraged to read the newspapers, magazines and even the text books in both the languages. The students most of the time, use their own mother tongue to communicate with each other. Whenever faced with a situation which requires speaking in English, they just remain silent. In such a situation, one can not expect the

students to speak English. The only aim of the teachers and students in most schools is to get through the S.L.C. that leads to the situation where every word and structure is taught and learnt in the class with an eye on the S.L.C. examination. Consequently oral aspect of language teaching and learning is ignored.

But the situation in private schools is not identical with the government aided schools. The teachers in private schools have some kind of training and they get their students to expose to the reading materials very often. The students in such schools are not allowed to use their mother tongue i.e. Tharu language in school periphery. They mostly use English and to some extent Nepali language for the purpose of communication. This is the main reason why private school students have better reading speed in both English and Nepali languages.

Students in private schools had better reading speed in English language than in Nepali language, and the students from government aided schools had better reading speed in Nepali language than in English language. This disparity in performance shows the clear vision that the exposure to the reading materials has a great role to determine the speed of reading, as the students in private schools are exposed most of the time to reading materials in English language.

There are some of the factors which have accentuated the disparity in performance showed up in the result of the study. These reasons can be summarized into the following points:

- Lack of motivation to read (especially in government aided schools)
- Lack of feelings of responsibility by the teachers.
- Lack of teaching materials
- Lack of exposure to the reading materials.

- The undue interference of the school management committee in selecting the teachers etc.

## **CHAPTER –FOUR**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **4.1 Summary**

The purpose of this study was to find out the English and Nepali reading speed of Tharu students and to compare the reading speed of boys and girls in both languages, from private schools and government aided schools.

In the process of this research, the investigator prepared a package of tests containing short and simple passages being followed by two to four multiple choice items. The two sets of testing materials had been prepared by the researcher. The final study was carried out in six schools (three private schools and three government aided schools) Most of the students for the test were picked up using a stratified random sampling procedure. Therefore, the data, thus collected were tabulated and analyzed with the help of a simple

statistical tool of percentage. The analysis and interpretation was done in three sections.

## **4.2 Findings**

In the face of the above analysis and interpretation the following conclusions were made:

- i. The average English reading speed of Tharu students was 102.5 words per minute.
- ii. Their average Nepali reading speed was 94 words per minute.
- iii. In totality 38.33 % of the students could cross the line of total average (mean) i.e. 102.5 w/m in English reading.
- iv. 35 % of the students were found better in Nepali reading speed as they could cross the level of total average (mean) i.e.94 w/m
- v. In totality private school students did better than the students from government aided schools.
- vi. Boys as a whole regardless of the type of school outscored the girls.
- vii. Majority of the students i.e. 66.66 % of the students from private schools crossed the total average in English while 63.33 % of the students of that crossed the total average in Nepali.

- Viii. 90 % and 93.33 % of the students in English and Nepali language respectively, from government aided schools remained below the total average.
- ix. As a whole the students' English reading speed was found better than Nepali reading speed.
- x. It was also found that the Students' reading speed and comprehensibility help each other. If the students' reading speed is high, their comprehensibility will also be high. And better comprehensibility helps to increase the pace of reading.

## **4.2 Recommendations**

On the basis of the above analysis, interpretations and findings, the following recommendations have been suggested:

- i) Reading should be given more emphasis to increase the reading speed of the students.
- ii) There should be sufficient motivation towards reading especially in the part of government aided schools.
- iii) Teachers should be more responsible to help their students increase the speed of reading.
- iv) Sufficient reading materials should be provided to the students by the schools.
- v) Students should be encouraged to read poems, novels, stories, magazines, journals etc. along with their text books.
- vi) Exposure to reading should be made available to the students not only by the teachers and school administration but also by the parents.

- vii) Different reading competitions as co-curricular activities should be organized by the schools to foster the reading speed of the students.
- viii) Students should be encouraged to set the habit of using library.
- ix) Students should be encouraged to develop silent reading than loud reading to increase the pace of reading.
- x) Reading speed should also be tested in each class along with other skills of reading.
- xi) 'Reading speed' should also be given space in the curriculum to foster the reading speed of the students.

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## APPENDICES

### APPENDIX-1

**English and Nepali reading speed of the individual students with regard to their sex and the type of schools they are from.**

s.n	Name of students	Sex	School type	English reading speed w/p	Nepali reading speed w/p
1	Manish Chaudhary	M	Private	240.7	121.4
2	Dhiraj Chaudhary	M	Private	238.7	134
3	Deepika Chaudhary	F	Private	219	149.5
4	Gauri Chaudhary	F	Private	204.5	148.2
5	Sangeeta Chaudhary	F	Private	204.5	136.4
6	Sunil Chaudhary	M	Private	184	145
7	Krishna Chaudhary	M	Private	178	122.6
8	Shristi Chaudhary	F	Private	178	88.4
9	Sneha Chaudhary	F	Private	159.7	110.7
10	Janaki Chaudhary	F	Private	159.6	147
11	Anisha Chaudhary	F	Private	162.7	121
12	Rambilash Chaudhary	M	Private	156.7	151
13	Amir Chaudhary	M	Private	155.2	146.7
14	Rabina Chaudhary	F	Private	155.2	93.2
15	Khushiram Chaudhary	M	Private	154.7	120.2
16	Ajit Chaudhary	M	Private	152	106.8
17	Pramila Chaudhary	F	Private	137	124
18	Jaya Bdr. Chaudhary	M	Public	131.8	112.8
19	Rajendra Chaudhary	M	Private	121.8	88.4

20	Madi Chaudhary	F	Private	114.5	107.6
21	Hira Chaudhary	F	Public	107	107.6
22	Pravash Chaudhary	M	Public	106.4	119.8
23	Rajkumari Chaudhary	F	Private	103.5	93
24	Bikash Chaudhary	M	Private	97.5	114.7
25	Santaram Chaudhary	M	Public	91.8	85.6
26	Rama Chaudhary	M	Private	89.2	110.7
27	Urmila Chaudhary	F	Private	88.4	65.2
28	Binod Chaudhary	M	Private	85.6	90.8
29	Sunam K.Chaudhary	F	Public	82.4	91.2
30	Deepika Chaudhary	F	Private	79.2	107.6
31	Ramdev Chaudhary	M	Public	79	93
32	Deepak Chaudhary	M	Private	78.2	65.8
33	Shivu K. Chaudhary	M	Public	78	62.8
34	Jageshwori Chaudhary	F	Private	78	88.4
35	Shiva Chaudhary	M	Private	77.6	91.6
36	Pratikshya Chaudhary	F	Public	74.8	93
37	Sarada Chaudhary	F	Public	74.4	87
38	Hemant Chaudhary	M	Public	73.6	75.6
39	Maya Chaudhary	F	Public	73	79.8
40	Phool K. Chaudhary	F	Public	72.6	87.6
41	Shiva pr. Chaudhary	M	Public	67	64.6
42	Deepa Chaudhary	F	Public	64.2	72.8
43	Shrijana Chaudhary	F	Public	64	87
44	Manjeet Chaudhary	M	Public	62.8	62.8
45	Amarkali Chaudhary	M	Public	60.4	86
46	Krishana Chaudhary	M	Public	59.8	76.4
47	Shrijana Chaudhary	F	Public	58.8	62.8
48	Suresh Chaudhary	M	Public	57.4	62.8
49	Rima Chaudhary	F	Public	54.4	67
50	Rekha Chaudhary	F	Private	51.8	62.8
51	Sushila Chaudhary	F	Public	51	40.6
52	Khemraj Chaudhary	M	Public	50.4	66
53	Amit Chaudhary	M	Public	50.4	62.8
54	Arun Chaudhary	M	Public	48.2	61.2
55	Hari Nr. Chaudhary	M	Public	47.8	73.2
56	Min Pr. Chaudhary	M	Private	45.2	65.6
57	Basanti Chaudhary	F	Public	45.2	59
58	Kussuram Chaudhary	M	Public	42	39.2
59	Sarada Chaudhary	F	Public	41.2	81.6
60	Rina Chaudhary	F	Public	40	93

## APPENDIX-2

**English and Nepali reading speed of the individual students with regard to the text they had attempted and the correct responses out of the attempted text.**

S.N.	Name	English Language			Nepali Language		
		Text attempted %	Correct Response %	Speed w/m	Text attempted %	Correct Response %	Speed w/m
1	Manish Chaudhary	100	100	240.7	78	96	121.4
2	Dhiraj Chaudhary	97	97	238.7	81	93	134
3	Deepika Chaudhary	92	100	219	72	100	149.5
4	Gauri Chaudhary	85	100	204.5	72	96	148.2
5	Sangeeta Chaudhary	85	100	204.5	83	100	136.4
6	Sunil Chaudhary	82	96	184	72	88	145
7	Krishna Chaudhary	76	81	178	81	93	122.6
8	Shristi Chaudhary	76	100	178	58	95	88.4
9	Sneha Chaudhary	71	100	159.7	56	100	110.7
10	Janaki Chaudhary	71	100	159.6	69	100	147
11	Anisha Chaudhary	74	100	162.7	72	96	121
12	Rambilash Chaudhary	71	96	156.7	78	96	151
13	Amir Chaudhary	68	100	155.2	75	93	146.7
14	Rabina Chaudhary	68	100	155.2	64	96	93.2

15	Khushiram Chaudhary	74	88	154.7	78	93	120.2
16	Ajit Chaudhary	65	95	152	67	96	106.8
17	Pramila Chaudhary	62	86	137	81	93	124
18	JayaBdr. Chaudhary	82	64	131.8	69	88	112.8
19	Rajendra Chaudhary	68	96	121.8	56	100	88.4
20	Madi Chaudhary	49	100	114.5	69	96	107.6
21	Hira Chaudhary	63	86	107	67	100	107.6
22	Pravash Chaudhary	62	86	106.4	64	87	119.8
23	Rajkumari Chaudhary	53	89	103.5	58	100	93
24	Bikash Chaudhary	44	93	97.5	61	77	114.7
25	Santaram Chaudhary	50	94	91.8	56	90	85.6
26	Rama Chaudhary	48	85	89.2	56	100	110.7
27	Urmila Chaudhary	50	44	88.4	44	88	65.2
28	Binod Chaudhary	50	76	85.6	61	86	90.8
29	Sunam K.Chaudhary	47	81	82.4	58	95	91.2
30	Deepika Chaudhary	44	87	79.2	67	100	107.6
31	Ramdev Chaudhary	44	87	79	58	100	93
32	Deepak Chaudhary	44	93	78.2	44	94	65.8
33	Shivu K. Chaudhary	44	93	78	39	100	62.8
34	Jageshwori Chaudhary	44	93	78	56	100	88.4
35	Shiva Chaudhary	41	93	77.6	58	95	91.6
36	Pratikshya Chaudhary	44	80	74.8	58	100	93
37	Sarada Chaudhary	41	86	74.4	56	95	87
38	Hemant Chaudhary	44	87	73.6	47	94	75.6
39	Maya Chaudhary	44	73	73	50	100	79.8
40	Phool K. Chaudhary	38	92	72.6	56	95	87.6
41	Shiva pr. Chaudhary	38	69	67	42	93	64.6
42	Deepa Chaudhary	35	92	64.2	47	88	72.8
43	Shrijana Chaudhary	35	83	64	56	95	87
44	Manjeet Chaudhary	32	100	62.8	39	100	62.8
45	Amarkali Chaudhary	32	91	60.4	53	100	86
46	Krishana Chaudhary	35	83	59.8	47	100	76.4
47	Shrijana Chaudhary	41	57	58.8	42	93	62.8
48	Suresh Chaudhary	32	73	57.4	39	100	62.8
49	Rima Chaudhary	35	58	54.4	44	94	67
50	Rekha Chaudhary	32	91	51.8	39	100	62.8
51	Sushila Chaudhary	29	75	51	22	88	40.6
52	Khemraj Chaudhary	44	73	50.4	42	100	66
53	Amit Chaudhary	29	89	50.4	39	100	62.8
54	Arun Chaudhary	29	80	48.2	39	93	61.2
55	Hari Nr. Chaudhary	29	60	47.8	47	88	73.2
56	Min Pr. Chaudhary	24	100	45.2	42	100	65.6
57	Basanti Chaudhary	24	100	45.2	39	71	59
58	Kussuram Chaudhary	26	67	42	19	100	39.2
59	Sarada Chaudhary	24	75	41.2	58	81	81.6
60	Rina Chaudhary	26	67	40	58	100	93

## APPENDIX-3

**English and Nepali reading speed of the individual students  
with respect to their comprehensibility and reading speed.**

S.N	Name of students	English Language		Nepali Language	
		Comprehensibility %	Speed w/m	Comprehensibility %	Speed w/m
1	Manish Chaudhary	100	240.7	72.2	121.4
2	Dhiraj Chaudhary	94.1	238.7	77.7	134
3	Deepika Chaudhary	86.1	219	72.2	149.5
4	Gauri Chaudhary	80.5	204.5	69.4	148.2
5	Sangeeta Chaudhary	85.2	204.5	83.3	136.4
6	Sunil Chaudhary	79.4	184	63.8	145
7	Krishna Chaudhary	64.7	178	75	122.6
8	Shristi Chaudhary	76.4	178	55.5	88.4
9	Sneha Chaudhary	70.5	159.7	55.5	110.7
10	Janaki Chaudhary	70.5	159.6	69.4	147
11	Anisha Chaudhary	73.5	162.7	69.4	121
12	Rambilash Chaudhary	67.6	156.7	75	151
13	Amir Chaudhary	67.6	155.2	69.4	146.7
14	Rabina Chaudhary	67.6	155.2	58.3	93.2
15	Khushiram Chaudhary	61.7	154.7	72.2	120.2
16	Ajit Chaudhary	58.8	152	63.8	106.8
17	Pramila Chaudhary	52.9	137	72.2	124

18	JayaBdr. Chaudhary	52.9	131.8	61.1	112.8
19	Rajendra Chaudhary	61.7	121.8	55.5	88.4
20	Madi Chaudhary	47.1	114.5	69.4	107.6
21	Hira Chaudhary	52.9	107	66.6	107.6
22	Pravash Chaudhary	52.9	106.4	55.5	119.8
23	Rajkumari Chaudhary	47.1	103.5	58.3	93
24	Bikash Chaudhary	41.1	97.5	47.2	114.7
25	Santaram Chaudhary	47.1	91.8	50	85.6
26	Rama Chaudhary	32.3	89.2	55.5	110.7
27	Urmila Chaudhary	44.1	88.4	30.8	65.2
28	Binod Chaudhary	38.2	85.6	52.7	90.8
29	Sunam K.Chaudhary	38.2	82.4	55.5	91.2
30	Deepika Chaudhary	38.2	79.2	63.8	107.6
31	Ramdev Chaudhary	38.2	79	58.3	93
32	Deepak Chaudhary	41.1	78.2	41.6	65.8
33	Shivu K. Chaudhary	35.2	78	38.8	62.8
34	Jageshwori Chaudhary	41.1	78	55.5	88.4
35	Shiva Chaudhary	35.2	77.6	55.5	91.6
36	Pratikshya Chaudhary	35.2	74.8	58.3	93
37	Sarada Chaudhary	35.2	74.4	52.7	87
38	Hemant Chaudhary	35.2	73.6	44.4	75.6
39	Maya Chaudhary	32.3	73	50	79.8
40	Phool K. Chaudhary	35.2	72.6	52.7	87.6
41	Shiva pr. Chaudhary	26.4	67	36.1	64.6
42	Deepa Chaudhary	32.3	64.2	41.6	72.8
43	Shrijana Chaudhary	29.4	64	52.7	87
44	Manjeet Chaudhary	32.3	62.8	38.8	62.8
45	Amarkali Chaudhary	29.4	60.4	47.2	86
46	Krishana Chaudhary	29.4	59.8	47.2	76.4
47	Shrijana Chaudhary	23.5	58.8	38.8	62.8
48	Suresh Chaudhary	20.5	57.4	38.8	62.8
49	Rima Chaudhary	20.5	54.4	41.6	67
50	Rekha Chaudhary	26.4	51.8	38.8	62.8
51	Sushila Chaudhary	20.5	51	19.4	40.6
52	Khemraj Chaudhary	29.4	50.4	41.6	66
53	Amit Chaudhary	64.7	50.4	36.1	62.8
54	Arun Chaudhary	23.5	48.2	36.1	61.2
55	Hari Nr. Chaudhary	17.6	47.8	41.6	73.2
56	Min Pr. Chaudhary	23.5	45.2	41.6	65.6
57	Basanti Chaudhary	23.5	45.2	27.7	59
58	Kussuram Chaudhary	17.6	42	19.4	39.2
59	Sarada Chaudhary	17.6	41.2	47.2	81.6
60	Rina Chaudhary	17.6	40	58.3	93

## APPENDIX-4

### *TEST ITEM*

Name of the Students : ..... Sex:

.....

Name of school: ..... Class:

.....

### **English**

#### **Text – A**

Ramu works as a servant. He is thirteen years old. He wakes up at five o'clock in the morning. He makes tea for everyone. He sweeps the floor and washes the dishes. The family pays him Rs.600 a month. He gets his meal and sleeps in the kitchen.

1. How old is Ramu ?
  - a. ten years
  - b. twelve years
  - c. thirteen years
  - d. eleven years

2. What does he make for everyone?
- a. tea
  - b. breakfast
  - c. lunch
  - d. dinner
3. Where does he sleep?
- a. in the kitchen
  - b. in the bed room
  - c. in the sitting room
  - d. in the study room

Life is hard for Ramu now. But a few years ago he was happy. He had loving parents. Ramu was the eldest child in the family . They all lived in a small village in Dang.

4. Life is .....for Ramu now.
- a. happy
  - b. difficult
  - c. sad
  - d. hard
5. When was he happy?
- a. last year
  - b. two years ago
  - c. many years ago
  - d. a few years ago
6. He had .....parents.
- a. beautiful
  - b. ugly
  - c. loving
  - d. hateful
7. They all lived in a .....in Dang.
- a. little village
  - b. city
  - c. hut
  - d. building

One day Ramu went to visit his grandmother to another village. It was a rainy season. That day a flood swept the entire village along with his family . Ramu’s life suddenly changed. He was sent to



the city to work .

8. Where did Ramu go one day?
- a. to visit his uncle
  - b. to visit his grand mother
  - c. to buy vegetables
  - d. to play
9. His entire family was .....
- a. happy to see the flood
  - b. miserable
10. Ramu was sent to the city .....
- a. to take care of other
  - b. to look after himself
  - c. to find the lost family
  - d. to work

### **Text – B**

Sometimes before going to sleep in the kitchen, he dreams. He thinks his life in the village. The happy laughter of his brothers still rings in his ears.

11. What does he do before going to sleep in the kitchen?
- a. sings a song
  - b. dreams
  - c. cries bitterly
  - d. cleans all the pots
12. Whose happy laughter rings in his ears?
- a. of his mother
  - b. of his brother
  - c. of his sister
  - d. of his father

He remembers the cow coming home from the grazing and his mother making delicious coconut sweets. He used to make tea for his father when he returns from the field.

13. He remembers the cows coming home from .....
- a. eating grass
  - b. cutting grass
  - c. grazing
  - d. mooing
14. What did his mother make?

- a. coconut sweets
- b. pani puries
- c. rice and dal
- d. pizza

15. He used to make tea .....

- a. his sister
- b. his brother
- c. his mother
- d. his father

His school was not very far from his house he had many good friends in his school. As he was very good in his studies, his teachers loved him very much .

16. What did he have in school?

- a. books and copies
- b. many teachers
- c. many good friends
- d. none of these

17. How was he in his studies ?

- a. average
- b. worse
- c. very good
- d. very bad

He used to have a lot of fun with his friends in his school. He was the best dancer as well. He had won medals and cash prizes many times during his school. He had filled the school with the pride.

18. What did he do in his school?

- a. sang songs
- b. fought with his friends
- c. had a lot of fun
- d. did class work

19. He was the best .....

- a. singer
- b. dancer
- c. story teller
- d. joker

20. He had filled the school with .....

- a. chocolates
- b. books
- c. pride
- d. bricks

21. In the school ha had won medals and .....

- a. golden boots
- b. cash prizes
- c. trophies
- d. flowers

**Text – C**

He remembered how suddenly the things got changed. All his happiness disappeared and he is left to live alone in the world. To his horror, he noticed that his only relative- grandmother living in the other village also passed away.

22. He remembers how suddenly the things got .....

- a. improved
- b. changed
- c. damaged
- d. better

23. What was disappeared?

- a. Friends
- b. cows
- c. money
- d. happiness

24. He is left to live..... in the world.

- a. with his friends
- b. with his parents
- c. alone
- d. in group

25. He noticed that his only .....also passed away.

- a. friend
- b. grandmother
- c. caretaker
- d. enemy

So there was no one in the world to look after him. He now has to look after himself. He has to work to live. If he doesn't work he has to be naked and hungry. So, he earns his living with his own work.

26. Who was there in the world to look after him?

- a. parents
- b. grandmother
- c. no one
- d. school mates

27. What should he do to live?

- a. he has to dance
- b. he has to sing
- c. he has to cry
- d. he has to work

28. He has earned his living with.....

- a. his own works
- b. the art learnt at school
- c. the money given by his father
- d. none of the above

### **Text-D**

‘Some thing is missing in my life’ he thinks. Ramu often looks out of the kitchen window with sadness. Looking at the children of the house going to school, he says aloud, ‘I wish I too could read and write. I also would like to have time to play in the park.’

29. .... is missing in his life.

- a. every thing
- b. nothing
- c. something
- d. money

30. I also would like to have time to ..... in the park.

- a. read
- b. play
- c. dance
- d. sit

This is the sad story of many children in the poor country like ours. They are made to work in tea shop, street-side restaurants and carpet factories. Very often they are beaten and treated badly

31. This is a .....story .

- a. exciting
- b. funny
- c. sad
- d. joyous

32. They are made to .....in tea shop .

- a. drink tea
- b. have fun
- c. work
- d. play

If you find children working in your locality, try to help them . There are many groups in your city that will help to put them in the school . This will change their lives forever .

33. What should you do if you find children in your locality?

- a. make fun of them                      b. make them work hard  
c. try to help them                      d. ignore them

34. This will change their lives .....

- a. for one day                      b. for a week  
c. for a month                      d. forever

## APPENDIX-5

### TEST ITEM

#### Nepali

(खण्ड क)

सुदामा र कृष्ण गुरुकुलमा पढ्थे । गुरुकुलमा पढ्नेले गुरुको सेवा गर्नुपर्दथ्यो । सुदामा र कृष्ण गुरुलाई रिभाउँथे र पढ्थे ।

प्र. १ सुदामा र कृष्ण कहाँ पढ्थे ?

- क. बोडिडमा                      ख. स्कूलमा                      ग. गुरुकुलमा                      घ. क्याम्पसमा

प्र. २ गुरुकुलमा पढ्नेले के गर्नुपर्दथ्यो ?

- क. गुरुको सेवा                      ख. नाचगान                      ग. कसरत                      घ. घुमघाम

प्र. ३ सुदामा र कृष्ण कसरी पढ्थे ?

- क. गुरुलाई ढोगेर                      ख. गुरुलाई रिभाएर  
ग. गुरुलाई बोकेर                      घ. गुरुलाई सिकाएर

एकदिन गुरुआमाले भन्नुभयो । - “कृष्ण दाउरा सकिएको छ तिमी र सुदामा दाउरा खोज्न जाओ है ।”

कृष्णले भने - “हुन्छ गुरुआमा म अहिलेनै सुदामालाई बोलाउँछ र हामी दुबै दाउरा खोज्न जान्छौं ।”

कृष्ण बाहिर निस्कन नपाउँदै सुदामा टप्लक्क आइपगे । सुदामाले ढक्की भरि पुजा गर्ने फूल ल्याएका थिए । उनले यज्ञशालामा गएर गुरुलाई फूल दिए । त्यसपछि कृष्ण र सुदामा दाउरा खोज्न वनतिर लागे ।

प्र. ४ गुरुआमाले के सकिएकोछ भन्नभयो ?

क. चामल                      ख. दाउरा                      ग. मकै                      घ. फूल

प्र. ५ कृष्ण बाहिर निस्कन नपाउँदै को आइपगे ?

क. गुरुवा                      ख. गुरुआमा                      ग. सुदामा                      घ. भगवान

प्र. ६ सुदामाले ढक्की भरि के ल्याएका थिए ?

क. भुटेको मकै                      ख. दाउरा                      ग. खाना                      घ. फूल

प्र. ७ कृष्ण र सुदामा दाउरा खोज्न कता गए ?

क. वनतिर                      ख.बजारतिर                      ग. गुरुकुलतिर                      घ. खोलातिर

कृष्ण र सुदामा वनमा गएर दाउरा बटुले । दाउराको बन्दोबस्त गरेपछि थकाइ मार्न थाले । रुखको शीतल छहारीमा थकाइमार्न सुतेका सुदामा र कृष्ण भुसुकै निदाएछन । उनीहरु बिउँभदा पानी पर्दै थियो र आकाशमा बिजुली चम्किरहेको थियो । एकैछिनमा मुसलधारे पानी पर्न थाल्यो । दुबै भ्याम्म परेको रुखमा ओत लागेर बसे ।

प्र. ८ कृष्ण र सुदामा वनमा गएर के बटुले ?

क. पात                      ख. दाउरा                      ग. फूल                      घ. घाँस

प्र. ९ कृष्ण र सुदामा रुखको छहारीमा किन बसे ?

क. गीत गाउन                      ख. खेल                      ग. रमाउन                      घ. थकाइ मार्न

प्र. १० उनीहरु बिउँभदा के हुँदै थियो ?

क. असिना पर्दै थियो                      ख. तुसारो पर्दै थियो                      ग. पानी पर्दै थियो                      घ. घाम लाग्दै थियो

प्र. ११ आकासमा के भइरहेको थियो ?

क. चरा उड्दै थिए                      ख. बिजुली चम्कीरहेको थियो

(खण्ड ख)

सुदामा अलि छट्टु थिए । उनी कृष्णलाई थाहाँ नदिई गुरुआमाले दिएको खाजा खान लागे । कृष्णलाई पत्तै भएन । पानी परिरहेको थियो । कृष्ण भोकाएका थिए । उनले सुदामालाई भने - “सुदामा गुरुआमाले दिएको खाजा खाऔंन । मलाई त भोक लाग्यो ।” सुदामाले भुटेका मकै मुखभरि हालेका थिए । त्यसैले उनी बोलेनन ।

प्र. १२ सुदामा कस्ता थिए ?

क. बलिया                      ख.लाटा                      ग .सोभा                      घ .छट्टु

प्र. १३ सुदामाले कृष्णलाई थाहै नदिई के गर्न लागे ?

क. सुत्त                      ख. खाजा खान                      ग. घरजान                      घ. गीत गाउन

प्र. १४ सुदामाले मुखभरि के हालेका थिए ?

क. दाउरा                      ख. घाँस                      ग. माटो                      घ. खाजा

सुदामा किन बोलेनन् भनेर कृष्ण पछ्छाडि फर्के । उनले सुदामाको मुखभरि मकै देखे । सुदामा लाजले कालोनिलो भए । कृष्णले भने - “सुदामा यसरी एकलै खान राम्रो होइन । लोभले त गरीब पो भइन्छ ।” सुदामा बोल्न पनि सकेनन् । एकछिन पछि पानी बन्द भयो । दबै गुरुकुल तर्फ लागे ।

प्र. १५ सुदामा ..... कृष्ण पछ्छाडि फर्केर हेरे ।

क. नहाँसेकाले                      ख. नबोलेकाले                      ग. रोएकाले                      घ. बोलेकाले

प्र. १६ सुदामा लाजले कस्ता भए ?

क. रातो                      ख. पहेंलो                      ग. कालोनिलो

प्र. १७ पानी बन्द भएपछि उनीहरु कता लागे ?

क. बनतिर                      ख. घरतिर                      ग. खेलमैदानतिर                      घ. गुरुकुलतिर

केही वर्ष पछि दुबै पढाइ पुरा गरेर आ-आफ्ना घर फर्के । कृष्ण आफ्नै ज्ञान बुद्धि र पौरखले ठूला मान्छे भए । यता सुदामालाई भने भाग्यले साथ दिएन । उनी जे गरे पनि सफल हुँदैनथे । उनी भनभन गरिब हुँदै गए ।

प्र. १८ पढाइ पुरा गरेर उनिहरु कहाँ गए ?

क. शहरतिर                      ख. बनतिर                      ग. घरतिर                      घ. गुरुकुलतिर

प्र. १९ कृष्ण कस्ता मान्छे भए ?

क. ठूला                      ख. साना                      ग. बलिया                      घ. कमजोर

प्र. २० कसलाई भाग्यले साथ दिएन ?

क. सुदामालाई                      ख. कृष्णलाई                      ग. दुबैलाई

एकदिनको कुरा हो । पत्नी सुशीलाले सुदामालाई भनिन् - “ए हजूर तपाईंका वालकालका साथी कृष्ण सुखसयलमा बसेका छन् । कृष्णलाई हाम्रो यो हालत थाहा भए केहि सहयोग गर्थे कि ? एक पटक कृष्णलाई भेट्न जानुहोस न ।” सुशीलाले धेरै जोड गरेकाले सुदामाले कृष्णका घरमा जाने विचार गरे । आफ्ना साथीलाई के कोसेली लिएर जाने ? उनलाई अष्टेरो परेको थियो ।

प्र. २१ कृष्ण ..... बसेका थिए ।

क. दुखमा                      ख. अभावमा                      ग. सुखसयलमा                      घ. रमभममा

प्र. २२ सुशीला कसकी पत्नी हुन ?

क. कृष्णकी                      ख. सुदामाकी                      ग. गुरुकी

प्र. २३ सुशीलाले सुदामालाई कहाँ जान भनिन् ?

क. जागिर खान                      ख. कृष्णको घरमा                      ग. गुरुकुलमा                      घ. घरमा

प्र. २४ सुदामालाई किन अष्टेरो परेको थियो ?

क. कोसेली धेरै भएर                      ख. कोसेली बोक्न नसकेर

ग. कोसेली थोरै भएर                      घ. के कोसेली लाने भनेर

(खण्ड ग)

सुशीलाले अलिकति चिउराका कनिका साँचेर राखेकी रहिछन् । त्यही चिउराका कनिकाको पोको लिएर उनी कृष्णलाई भेट्न गए । सुदामा कृष्णको घरमा पगे । एकैछिनमा कृष्ण आफ्ना साथी सुदामालाई लिन ढोकामा पुगे । उनले कृष्णलाई अँगालो हाले गला मिलाए । धेरै वर्ष अघिका मीठामीठा कुरा गरे ।

प्र. २५ सुशीलाले के साँचेर राखेकी थिइन ?

क. चिउरा                      ख. मकै                      ग. चिउराका कनीका                      घ. भट्मास

प्र. २६ साथीलाई लिन कृष्ण कहाँ गए ?

क. बसपार्क                      ख. गाउँमा                      ग. सुदामाको घर                      घ. ढोकामा

प्र. २७ उनले सुदामालाई ..... ।

क. कुटे                      ख. नमस्कार गरे                      ग. अँगालो हाले                      घ. बोके

प्र. २८ उनीहरूले कस्ता कुरा गरे ?

क. तिता                      ख। मीठा                      ग. अमिला

यसैबिच कृष्णले सुदामालाई भने - “सुदामा जी तपाईं मेरो साह्रै प्यारो साथी हुनुहुन्छ । मैले तपाईंलाई भेट्न जानुपर्छो । तर तपाईं आफै आउनुभयो । तपाईंले मलाई के ल्याउनु भएको छ ?” कृष्णले यति भन्नासाथ सुदामाले घोसे मुन्टो लगाए । यत्रो महलमा बस्ने कृष्णलाई चिउराका कनीकाको कोसेली ल्याएकोमा उनलाई लाज लाग्यो ।

प्र. २९ कृष्णले भने तपाईं मेरो .....हुनुहुन्छ ।

क. सम्धी                      ख. दुस्मन                      ग. गुरु                      घ. प्यारो साथी

प्र. ३० सुदामालाई किन लाज लाग्यो ?

क. पुरानो लगा लगाएर                      ख. बुढो भएर

ग. कनिका कोसेली ल्याएर                      घ. धेरै पछि साथी भेटेर

(खण्ड घ)



कनकिकाको कोसेली ल्याएको देखेर कृष्णलाई सुदामाको अवस्थाबारे थाहा भईहाल्यो । कृष्णले सुदामालाई मदत गर्ने विचार गरे । उनले सुदामालाई थाहा नदिइ केहि मान्छेहरु गाउँमा पठाएर घर बनाइदिने विचार गरे । सुदामा चाँडै घर जान चाहान्थे तर कृष्णले उनलाई दुई महिना जति आफूसंगै राखे ।

प्र. ३१ कनकिकाको कोसेली ल्याएको देखेर कृष्णलाई के थाहा भयो ?

क. आफ्नो अवस्था ख. सुदामाको अवस्था

ग. गुरुको अवस्था घ. गाउँलेको अवस्था

प्र. ३२ कृष्णले के गर्ने विचार गरे ?

क. सुदामालाई पैसा दिने ख. सुदामालाई लखेट्ने

ग. सुदामालाई आफ्नै घरमा राख्ने घ. सुदामाको घर बनाईदिने

प्र. ३३ कृष्णले सुदामालाई कति समय आफै संग राखे ?

क. एक हप्ता ख. एक महिना ग. दुई महिना घ. पाँच महिना

एकदिन सुदामा आफ्नो गाउँ फर्के । आफ्नो घर भएको ठाउँमा चिटिक्क परेको अर्कै घर देखेर उनी छक्क परे । उनले त्यही बाटो हिँड्ने एउटा बटुवालाई सोधे - “दाई सुदामाको घर कुन होला ?” त्यो बटुवाले सुदामाको घर देखाइदियो । उनी घरभित्र पसे । आफ्नी श्रीमतीलाई भेटे । सुशीलाले कृष्णका मान्छे आएर घर बनाइदिएको कुरा सुनाईन् । सुदामा हर्षले गदगद भए ।

प्र. ३४ सुदामा कहाँ फर्के ?

क. गुरुकुल ख. कृष्णको घर ग. आफ्नो गाउँ घ. सहरतिर

प्र. ३५ उनी किन छक्क परे ?

क. सुशीलालाई देखेर ख. गाउँलेलाई देखेर

ग. नयाँ लुगा देखेर घ. नयाँ घर देखेर

प्र. ३६ सुदामालाई उनको घर कसले देखाईदिए ?

क. सुशीलाले ख. कृष्णले ग. बटुवाले घ. गाउँलेहरुले

समाप्त

