

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is the most unique identity of human beings. It is embodied with the sum total of four language skills viz. listening, speaking reading and writing. These skills are related with each other. The integrative acquisition of such skills and the way of their interpretation determines the perfect development of language. Hence, the learners need to get a practical command over the use of language skills to cope with the encountered linguistic events of the world.

The English language has gained the status of world language in this present era. It is considered the most versatile tool of communication among the great number of heterogeneous people scattered in different corners of the world. The English language learning, therefore, has become a global part of learning throughout the world. The remark made by Crystal (1997) also concludes the same. The statement, ‘English is the global language’ appears as the most obvious statement that most people would give hardly a second thought. Regarding this, Rajagopalan (2004:111-112) further says,“ It has become more or less cliché these days to refer to English as foreign language in its emerging role as a world language, English has no native speakers WE is a language spoken across the world – routinely at the check in desk and in the corridors and busiest airports, typically during multinational business encounters, periodically during the Olympics or world cup football seasons, international trade fairs, academic conferences and so on.”

The aforementioned statements clearly points out the fact that English is the most popularly used language of the world. The access in the vast treasure of knowledge as well as the possibility of worldwide communication becomes a sheer miracle without English. So, the English language learning appears as the most fundamental parts of human behaviour.

It is universally acknowledged that language plays the most significant and crucial role in conveying messages or communicating information besides language, there are other various means of communication such as visual, tactile, gustatory and olfactory signs as they form the code systems which systematically communicate information or messages literally in every field of human behaviour. Two of such appealing and convincing means of conveying message of information is the use of alphabet. i.e. orthographic and the use of some kind of pictorial representations i.e. para-orthographic. The school and college level curricula have incorporated a wide variety of texts to develop competence in English. Hence, the learners are expected to develop an ability to tackle with the emerging linguistic episodes after having knowledge in these texts. For instance, a large number of orthographic and para-orthographic texts have been focused with a view to develop proficiency of the students. The inclusion of such diverse texts can not be subordinated to any other consideration. For efficient proficiency, Heaton (1998) also illuminates the same fact. He states, “it is useful to include all types of text for reading comprehension in addition to the usual, more literary prose extracts e.g. newspaper articles, instruction for using machinery directory extracts, public notes, timetables and maps, advertisement, etc. The inclusion of such type of texts will not only provide a more realistic and reliable means of assessment but will also help to motivate students by demonstrating how the target language is used in real-life situation.”

In this way, the most obvious point is that the use of a variety of text is always irrefutable in developing proficiency of the learners. This study attempts to find out the proficiency of twelve grade students in interpreting both orthographic and para-orthographic texts.

1.1.1. Orthographic Texts

The modern history of writing goes back to the emergence of orthographic system of writing. Before the development of orthography, the earliest people used pictographs to express their thoughts, feelings, emotions, etc. They carved or printed the stones, metal with pictures to represent their voluntary as well as involuntary desires.

Orthographic texts are most commonly used texts for the manifestation of a language. They use graphic symbols with the full-fledged form of writing to communicate information to the readers. So, the readers should go through the printed symbols to extract the information. Basically, proficiency in orthographic texts requires a number of skills to recognize the written characters, analyze the syntax and meaning. According to Munby (1979 as cited in Sharma & Phyak, 2006:232), it involves an ability of a learner to:

-) recognize the script of language,
-) deduce the meaning and use of unfamiliar lexical items,
-) understand information explicitly stated,
-) understand conceptual meaning
-) understand the communicative value of the sentences and utterances,
-) understand relations within the sentences,
-) understand relations between the parts of a text through lexical cohesion devices,
-) recognize indicators in discourse,

-) interpret text by going outside it,
-) identify the gist for the text,
-) distinguish the main idea from supporting details,
-) extract salient points to memorize,
-) locate specifically required information, and
-) transcode information to diagrammatic display.

To conclude, developing proficiency in orthographic texts is a visual and cognitive process to get meaning from the graphic symbols by understanding them, processing information and relating them to the existing experience.

1.1.2 Para-orthographic Texts

The remarkable unanimity among scholars is that communication is not simply bound within the periphery of linguistic symbols alone. The significance of non-linguistic symbols such as the use of para-orthographic texts like bar-diagrams, charts, graphs, tables etc. can be detached from it. In this regard, Tobin (1990) states, “Besides languages, there are other means of communication such as visual, tactile, gustatory, and olfactory signs (all signs or signals which are accessible to and can be perceived by all our senses) as they form code systems which systematically communicate information or message literally in every field of human behaviour and enterprise.” Tobin clearly shows the fact that communication is a broad term that takes place by different ways and one of such appealing and convincing means is the use of para-orthographic texts.

In Nepal, Sthapit et al. (1994) formally introduced para-orthographic texts in the B.Ed. First year compulsory English course book entitled ‘A Course in General English’ for the first time. One of the main objectives of this

course book was to develop proficiency to interpret different kinds of written texts and diagrams. The entry of such texts as one of the remarkable portions of the course book emerged as a milestone to point out their special significance in pedagogic skills.

At present, the use of para-orthographic texts has become an important part of human activity. They are being intensively used in every sector irrespective of any field and subject matter. The use of pictures, charts, graphs, diagrams, tables are especially used in academic sector for rudimentary understating of the texts and excavating human potential in the development of comprehensive and analytical skills in such texts. Besides these, the para-orthographic texts have been appeared as the most apparent means for media, pubic awareness, advertisement, giving instruction, traffic signs and symbols and many more. The main reason behind this is that a large body of data can be represented in para-orthograpic texts more clearly, effectively and economically without any covert and lengthy descriptions.

The term 'para-orthography' refers to a writing based on the bountiful use of pictorial representations besides the language. Thus, para-orthographic texts are concerned with non-text or non-linguistic information which are represented in graphics with the scant use of orthographic texts. The para-orthographic texts commonly include diagrams, charts, graphs, tables, maps, public symbols, traffic signs, etc. They do not make use of a full-fledged system of orthographic writing. Para-orthographic texts communicate the message with an abundant use of visual information and lack the full-fledged system of writing in dominance of the printed symbols of a language.

The use of para-orthographic texts is considered as an asset to explore the interpretative proficiency of the learners. Thoughtfully prepared para-orthographic texts provide the necessary data, source of the idea, experience and stimulus to them. While interpreting such texts, the learners should understand the data being presented in pictorial forms, activate their schemata in deducing the linguistic information of the texts, establish the correlation between the texts and their formed ideas, formulate them and finally interpret them at disposal. So, the learners require exercising their mind to extract the hidden meaning of the texts.

To sum up, developing proficiency in para-orthographic texts is one of the ways of gaining a linguistic control over the language. It includes both mental and physical processes of the learners to obtain implicitly stated linguistic information of the texts.

1.2 Review of the Related Literature

Many researchers have carried out research works on reading comprehension of the students. However, they all are concerned with the reading comprehension of different level students in seen and unseen orthographic texts and para- orthographic texts as a whole. Recently, some of the research works have focused on the proficiency of the students in para-orthographic texts, too.

Bhattarai (2004) carried out a study on reading comprehension and reading speed of PCL first year and grade XI students aiming to compare their reading comprehension and speed variations on seen and unseen text. He found that the grade XI students had comparatively a better reading comprehension and speed than those of PCL first year students. According

to him, the range between the average reading speed of the students of grade XI and PCL first year students was 94 words per minutes. The study also showed that the students could comprehend the seen texts better and faster than unseen ones.

Gauli (2001) conducted a study in English reading comprehension of grade IX students from Dailekh, Surkhet and Kathmandu district. His study showed that the average English reading speed of Nepalese students was 89.40 words per minute. The study also dug out the fact that students of Kathmandu district could study and read faster of all and the students of private schools were far better than those of government schools.

KC (2002) carried out a study on reading comprehension of PCL first year students of six different streams i.e. faculty of Humanities and Social Science faculty of Management, faculty of Education, the institutes of Science and Technology, institute of Engineering and the institute of Forestry. The tool for data collection was a written test in a variety of unseen text: a dialogue, a descriptive passage and a piece of news extracted from a news paper. The students showed that the average reading comprehension of PCL first year students studying in different faculties and institutes was 64.11%. Further, his work revealed that the students studying in institutes had higher reading comprehension than students studying in other faculties.

Khanal (1997) carried out a study on the effectiveness of cloze- test over conventional objectives test in testing comprehension in English. His study revealed that the private schools performed better than the public schools. The research study also showed that the cloze-tests were not less effective

in comparison to the conventional objective tests in testing reading comprehension in English.

Pandey (2002) carried out a study on reading comprehension of B.Ed first year students through cloze test and British council reading comprehension test and found that the cloze test was not as effective as the British council test. The study also showed that the students reading comprehension through cloze test was not satisfactory and they committed more mistakes on lexical items than on grammatical items.

Patel (2003) conducted a study on reading comprehension of grade X students to identify and compare their proficiency in comprehending the written texts. He found that the average proficiency of grade X students of Rautahat and Makawanpur district in comprehending the written texts was 56.78%. His research work also dug out the fact that students' proficiency in comprehending the written test in seen text was higher than those of the unseen one.

Shau (2007) carried out a study on effectiveness of para-orthographic texts of grade XI students studying in government aided and private schools from Saptari, Lalitpur and Kathmandu district. His study concluded that the students were found better in para-orthographic texts than the orthographic ones.

Subedi (2001) did a comparative study on reading comprehension of grade IX students of Jhapa and Kathmandu district using texts from magazines and news papers. His study proved that the urban students were better than the rural ones in their reading skill. The study also illuminated the fact that

the rural as well as the urban school students were better in reading magazine than in reading newspapers.

Thapaliya (2007) conducted a comparative study in proficiency of bachelor level students in interpreting Para-orthographic texts. His study proved that the students studying in the institutes had higher proficiency than the students studying in the faculties. The students also illuminated the fact that the proficiency of the boys in interpreting para-orthographic texts (82.82%) was a bit higher than the proficiency of the girls (79.49%).

Wagle (2002) carried out a study on reading comprehension and reading speed of grade IX students with a view to compare the reading comprehension and the reading speed variations on seen and unseen texts and also to point out the correlation between the reading comprehension and reading speed of the same learners. She found that the average reading speed of grade IX students of the public schools of Kathmandu was 41.30 words per minute. The study also revealed that the students could perform better on seen texts in comparison to unseen ones.

Though many studies have been carried out in order to measure the proficiency level of students on different facets of language, none of them deal with the proficiency in interpreting orthographic and para-orthographic texts. Evidently, this study is a new endeavor and different from other studies in that it is concerned with finding out the proficiency of the grade XII students in both orthographic and para-orthographic texts. This study is basically a comparative study on proficiency in interpreting orthographic and para-orthographic texts.

1.3 Objectives of the Study

The main objective of the study is to explore the proficiency of the students in interpreting both orthographic and para- orthographic texts and compare their effectiveness in proficiency of the students. More specifically, the objectives of the study are as follows:

- i) to find out the proficiency of the students in both orthographic and para-orthographic texts and compare their proficiency on the basis of college-wise, stream-wise, gender-wise, item-wise, text-wise variables.
- ii) to suggest some pedagogical implications with reference to its findings.

1.4 Significance of the Study

This study entitled ‘Proficiency of Students in Interpreting Orthographic and Para-orthographic Texts’ will be highly significant for:

- Finding out the most effective texts for the interpretative proficiency of the students.
- Finding out the special amenities of both orthographic and para-orthographic texts in teaching.
- Finding out the importance of a variety of materials in teaching language.
- Providing more practical information to the test designers, curriculum designers, language planners and textbook writers to

select the most appropriate texts for better proficiency of the students.

The findings derived from the study will equally be remarkable to any one who owes a vested interest in order to know the significance of both orthographic and para-orthographic texts in developing proficiency of the students in one way or other.

1.5 Definition of Specific Terms

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

Proficiency : an ability to read and understand the text

Orthographic Text : it refers to a text based on the graphic symbols

Para-Orthographic : it refers to a text based on the pictorial reorientations
i.e. a histogram and a bar diagram

Unseen text : this term refers to a reading text based on both orthographic and para-orthographic texts which are not seen by the students before. They are taken from the other resource than the textbooks. Hence, they are not included in the course for grade XII students of any streams.

Set 'A' : it refers to a set of items developed in orthographic texts i.e. text 'A' and text 'B'

Set 'B' : it refers to a set of test items designed in different para-orthographic texts i.e. a histogram and a bar diagram.

Minor errors : those errors which convey the meaning that the students have comprehended the texts despite the fact of some grammatical errors are taken as minor errors.

CHAPTER- TWO

METHODOLOGY

This chapter on methodology describes the methods and procedures adopted to accomplish the target objectives of the study. It deals with the sources of data, population of the study, sample population and sampling procedure, tools for data collection, piloting of test, process of data collection, and limitations of the study.

2.1 Sources of Data

This study was based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The students of grade XII in different streams viz. Education, Management, Humanities from four different colleges of Kathmandu district were the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher consulted different books and journals in course of constructing test items for data collection (see Appendix-1). Beside these, various relevant materials related to the study in question were also taken into account.

2.2 Population of the Study

The population of the study was the grade XII students studying in different streams of four colleges of Kathmandu District.

2.3 Sample Population and Sampling Procedure

The sample population of the study consisted of 120 students of grade XII studying in four different colleges of Kathmandu district. These colleges were randomly selected to get the most reliable data for the study.

2.4 Tools for Data Collection

Two set of tests based on unseen orthographic and para-orthographic texts were developed as the tools for data collection. The first set of tests was equipped with two different unseen passages. In the same way, the second set of tests contained two para-orthographic test items viz. histogram and a bar diagram. The parallel test items of equal marks were taken into account in both sets of tests which were designed in orthography and para-orthography.

Each set of tests designed in orthographic and para-orthographic texts consisted of two types of test item i.e. objective test and subject test. The objective test item contained three types of test item and each type of test item had five questions of one full mark for each. The list of objective test items that was administered to carry out the study was as follows:

1. True/False item
2. Fill-in- the- gaps, and
3. Matching item

Regarding the subjective type of tests, five short answer wh- questions were developed. The correct answer of each question carried two marks. Hence, the total number of question of each text was of 25 marks. Thus, the set of each tests i.e. set 'A, and set 'B' was of 50 marks altogether for

orthographic text and in the same way 50 full marks for para-orthographic test including set 'A' and set 'B' (See Appendix - II).

2.5 Piloting of Test

The researcher carried out a piloting test to examine the appropriateness and duration of the test items. The pilot test was conducted on 10 students of grade XII students studying in Education stream of Madan Bhandari Memorial College, Kathmandu.

While conducting the pilot test, the researcher instructed the students to attempt the given set of tests in their own pace. The time each student took to complete the test was recorded and average time was calculated. The average time the students consumed to finish the assigned task came out to be 1 hour 30 minutes for OT 'A' and the same time for OT 'B'.

The answer sheets of the students were collected checked and marks were assigned to the correct response. The minor errors committed by the students were not penalized. Only the content oriented responses were awarded with marks despite the fact of minor grammatical mistakes like concord, tense, preposition, spelling, etc.

The first draft of the test items was rearranged on the basis of the result. The result of the pilot test showed that average score of the students in proficiency in interpreting orthographic texts was 73.60%. The average score of the students in interpreting para-orthographic text was 75.60% out of 50 full marks.

The result of the pilot study showed that the test items had discriminated between above-average and below-average students. However, the item analysis of each of the items comprising the test was carried out. The item analysis of each of the items was done to modify the necessary test items on the basis of their face value. The test items with the facility value below 0.30 were assumed to be the difficult items. Therefore, they were modified. In the same way, the test items with the facility value above 0.70 were taken as the easiest items and thus, were replaced by the difficult ones. In this way, the items for data elicitation were finalized in terms of the result of the pilot test. The students involved in the pilot test were excluded in the final study (See Appendix-III).

2.6 Process of Data Collection

At the very outset, the researcher personally visited the four randomly selected colleges of Kathmandu district. He explained his purpose to the concerned authorities and cordially requested them for permission to collect data for the study. After having got permission, the researcher randomly selected the name of 30 students of grade XII from Education, Management and Humanities stream of each college by consulting the college register. Thereafter, the researcher administered the tests on the students using the following procedures:

-) The researcher took the selected students into a separate room and then let them sit properly in the desk.
-) The researcher made sure that there was not any external disturbance during the administration of test.

-) The researcher explained the test rubric and no doubt prevailed.
-) The researcher took out the test items upside down on their desk telling them not to turn the test paper and do the suggested activities of the test.
-) The students were instructed to start the task at a time and the researcher played the role of an invigilator during the test.
-) The researcher carefully watched the every minute activity of the students and encouraged them to answer the test items appropriately.
-) The students were frequently informed of time at a particular interval.
-) The answer sheets of the students were collected when the time allotted for the test was over.
-) After an interval of two weeks, the same students were again taken for the test of para-orthographic texts.
-) The students participated in the test were thanked for their help and co-operation.
-) The responses made by the students to the test administered to them were checked and marks were assigned to them. Minor errors were not penalized while giving marks.
-) The marks obtained by the students were tabulated and further analyzed descriptively and statistically and their proficiency in interpreting orthographic and para-orthographic texts was determined.

2.7 Limitations of the Study

The limitations of the study were as follows:

1. The study was only confined to the proficiency of the grade XII students in interpreting both orthographic and para-orthographic texts.
2. The study was limited to the sample population of 120 students of XII grade studying in three different streams of four different colleges of Kathmandu valley.
3. The study was limited to the analysis of the responses obtained from the students.
4. The data for this study was collected by administering a written test of subjective and objective test items in orthographic and para - orthographic texts.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data obtained from the study. The analysis and interpretation of the data was done after checking the responses of the students to the tests administered to them and by assigning marks to the correct responses. The marks of the students obtained in both orthographic and para-orthographic texts were tabulated and the average marks and percentage of the average marks in those sets of tests was carefully calculated. Thereafter, the total proficiency of students in interpreting both orthographic and para-orthographic tests was analyzed descriptively and statistically using different pictorial representations like table, bar diagram, etc.

While analyzing the data, focus was laid on proficiency of students in both orthographic and para-orthographic texts and finding out the proficiency of students in such texts. The analysis and interpretation of the data was carried out under different headings in accordance with the variables college –wise, stream-wise, gender- wise, item-wise, etc. The table, charts, etc. and the descriptions in the following pages under this unit reports the proficiency of the students in interpreting orthographic and para-orthographic texts from the different streams of four different colleges.

3.1 Analysis of Overall Proficiency in Interpreting OT and POT

Since the study was carried out on the proficiency of students interpreting orthographic and para- orthographic texts, the following table presents the

comparative proficiency of the students in interpreting both orthographic and para-orthographic texts.

Table No.1

Proficiency of the Students in Interpreting OT and POT

No. of Students	OT			POT			OT & POT		
	Average	Per.	F.M.	Average	Per.	F.M.	Average	Per.	F.M.
120	29.72	59.45	50	34.46	68.22	50	64.18	64.18	100

The table -1 given above shows the holistic comparison in proficiency of the students in two different sets of tests namely orthographic and para-orthographic texts.

The average proficiency of the twelve grade students in interpreting both orthographic and para-orthographic texts as a whole was found to be good. They secured 64.18% with the average score of 64.18 marks out of 100 full marks. However, their proficiency in both orthographic and para-orthographic texts was found to be diverse.

The overall proficiency of the students in orthographic texts was found to be moderate. They secured 59.45% with the average score of 29.72 out of 50 full marks. Regarding the proficiency in interpreting para- orthographic texts, their performance was found to be better. They secured 68.92% with the average score of 34.46 out of 50 full marks. The difference in the proficiency of the students between orthographic and para- orthographic texts was found to be 9.4% with the average score of 4.47 marks.

The study showed that the students had better proficiency in para-orthographic text than in orthographic text. Therefore, the students were

found to be more proficient in para-orthographic text than in orthographic ones (See Appendix – iv).

3.2 College-wise PIOT and PIPOT of the Students

Regarding the comparison across the different colleges, the table no. 2 given below clearly shows the proficiency of students in interpreting orthographic and para-orthographic text across the different four colleges.

Table No 2

College-wise PIOT & PLPOT of the Student

S.N.	College	No. of Students	OT			POT			OT & POT		
			Average	Per.	F.M.	Average	Per.	F.M.	Average	Per.	F.M.
1	RIC	30	27.8	55.6	50	31.5	63.0	50	59	59.3	100
2	MBMC	30	28.0	56.0	50	32.55	65.1	50	60.55	60.55	100
3	PHSS	30	32.1	64.2	50	36.2	72.4	50	68.3	68.3	100
4	SC	30	31.0	62.0	50	37.6	75.2	50	68.6	68.6	100

The students in Sigma College have better proficiency securing 68.6% in both the texts. The students in Sigma College have secured 62% in OT and 75.2% in POT. Similarly, the performance of Rainbow International College has proved to be the least one. They have secured 59.3% in both the texts. They have secured 55.6% in OT and 63% in POT. The students of Patan Higher Secondary School have shown better performance securing 68.3% and they obtained 64.2% in OT and 72.4% in POT. Similarly, the students of Madan Bhandari Memorial College have shown moderate performance securing 60.55% in both the texts. They have secured 56% in OT and 65.1 % in POT. (See Appendix – V).

3.3 Stream-wise PIOT and PIPOT of the Students

Comparing the stream-wise proficiency of the students studying in three different faculties in interpreting both orthographic and para-orthographic texts, the students from the faculties obtains 69.25 out of 100 full marks, i.e. 69.25% of the total marks. Thus, their overall proficiency in interpreting the orthographic and para-orthographic texts was found to be 69.25% (See Appendix - VII)

Analyzing the total marks obtained in terms of three different faculties, table (3) below shows that the students of Humanities and Social Science obtained the highest scores i.e. 70.4%. The students in Management faculty showed their moderate performance securing 69.95% with an average mark 69.95 out of 100 full marks and students of Education secured 67.54% with an average of 67.54 out of 100 full marks.

Table No. 3
Stream-wise PIOT and PIPOT of the Students

Type of Texts	FM	Variables / Number of students					
		Education (40)		Management (40)		Humanities (40)	
		Av.	Per.	Av.	Per.	Av.	Per.
OT 'A'	25	15.79	63.16	16.7	66.8	16.5	66.0
OT 'B'	25	15.93	63.72	16.79	67.16	17.4	69.6
POT 'A'	25	18.16	72.64	18.39	73.56	18.5	74.0
POT 'B'	25	17.66	70.64	18.07	72.36	18.0	72.0
PIOT of each stream	100	31.72	63.44	33.49	66.98	33.9	67.8
PIPOT of each stream	100	35.82	71.64	36.48	72.96	36.5	73.0
PIOT and PIPOT of each stream	100	67.54	67.54	69.95	69.95	70.4	70.4

Regarding the proficiency of students in orthographic and para-orthographic texts separately, the students of Education stream have secured 63.44% in orthographic text and 71.64% in para-orthographic texts. Similarly, the students of Managements secured 66.98 % in orthographic texts and 72.96% in para-orthographic texts and the students of Humanities secured 67.96% in orthographic texts and 73% in para-orthographic texts. Comparing the score of the students in orthographic texts and para-orthographic texts students from three different streams relatively have shown better performance in para-orthographic texts and moderate performance in orthographic text. It also illuminates the fact that the students were more proficient in para-orthographic texts than that of orthographic ones. (See Appendix-VII)

3.4 Gender-wise PIOT and PIPOT of the Students

Regarding the gender-wise proficiency, the table (4) below shows the comparative proficiency of the boys and the girls. The overall comparison of the marks obtained by the boys and the girls from three different streams showed that the boys were a bit ahead than the girls. The proficiency of the boys was found to be 70.02% and the proficiency of the girls was found to be 70%. This case is identical in all the faculties except Management.

Table No.4

PIOT and PIPOT of the Boys and the Girls

S.N	Variable No. of students	Number of students	Type of score	Education	Management	Home	Total
1.	Boys	60	Average	66.94	70.08	76.0	71.02%
			Percent	66.94	70.08%	76.08%	71.02%
			Average	68.7	69.12	72.2	70.0
2.	Girls	60	Percent	68.7	69.12%	72.2%	70.0%

Regarding the gender-wise proficiency of the students, the table no. 5 and 6 below clearly describe the proficiency of the boys and girls of four different colleges.

Table No.5

PIOT and PIPOT of the Boys

S.N	Streams	Number of the boys	Type of texts /FM				Total	
			OT (50)		POT(50)		Average	Percent
			Av	Per.	Av.	Per.		
1.	Education	20	31.68	63.66%	35.26	70.52%	66.94	66.94%
2.	Management	20	33.8	67.6%	36.28	72.56%	70.08	70.08%
3.	Humanities	20	37.2	74.4%	38.83	77.66%	76.03	76.03%
		60	34.23	68.45%	36.79	73.58%	71.02	71.02%

The above table (5) reflects the proficiency of the boys studying in the three different streams in interpreting orthographic and para-orthographic texts.

They obtained 34.23 marks out of 50 full marks which deserves 68.45% in orthographic texts. And they obtained 36.79 marks out of 50 full marks in para-orthographic text.

The boys studying in the faculty of Humanities were found to score the highest marks. They scored 76.03% and the boys studying in the Education stream were found to score the least marks i.e. 66.94%. Similarly, the boys studying in the Management stream obtained 70.08%. The table also illuminates the fact that the boys of each faculty performed their better performance in para-orthographic texts than the orthographic ones.

Table No.6

PIOT and PIPOT of the Girls

S.N	Stream	Number of girls	Types of texts /FM				Total	
			OT (50)		POT (50)		Average	Percent
			Average	Percent	Average	Percent		
1.	Education	20	33.9	67.80%	34.8	69.60%	68.7	68.7%
2.	Management	20	34.22	68.44%	34.9	69.80%	69.12	69.12%
3.	Humanities	20	35.50	71%	36.7	73.4%	72.2	72.2%
Total PIOT and PIPOT		60	34.54	69.08%	35.46	70.92%	70.01	70.01%

The above table (6) shows the proficiency of the girls studying in three different streams in interpreting orthographic and para-orthographic texts. They obtained 70.01 out of 100 full marks. Then, their overall proficiency

in interpreting orthographic and para-orthographic texts was found to be 70.01%.

The girls studying in Management stream were found to score the highest i.e. 72.2% and the girls pursuing Education were found to score the lowest i.e. 68.7%. The girls studying in Humanities scored 69.12 marks out of 100 full marks.

3.5 Item-wise PIOT and PIPOT of the Students

Table No.7

Item-wise PIOT and PIPOT of the Students

Type of Items		Objectives Items			Subjective Items
Type of score	FM.	True/false	Fill in the blanks	Matching	Short answer wh-question
	TMO	20	20	20	40
	TS.	1819	1286	1819	3297
	TFM.	120	120	120	120
	Av.	2400	2400	2400	4800
	Per.	15.16	10.72	15.8	27.48
		75.8%	53.65%	79%	68.7%
	FM.	Objectives			Subjective
	TMO	60			40
	TS.	5001			3297
	TFM.	7200			4800
	Av.	41.68			27.48
	Per.	69.4%			68.7%

The given table (7) above reveals the proficiency of the students studying in the three different streams in interpreting orthographic and para-orthographic texts in terms of different test items. The overall comparison of the marks obtained by the students showed that the students did their best in interpreting matching than other test items. The students showed their weak performance in fill in the blanks. Their proficiency in True / False and short Wh-questions seemed moderate.

Regarding the subjective and objectives text item, the students did better in objectives test items. They secured 69.4% in objective test items and 68.7% in subjective test items. On the whole, the item-wise analysis comparison in the proficiency of the students in different test items exhibits the following order as in table 8 from the highest to the lowest.

Table No.8

Hierarchical Proficiency of the Students in each Subjective Test Items

S.N	Test Items	Full mark	Average	Percentage
1	Matching	05	3.95	79%
2	True/False	05	3.79	75.8%
3	Short wh-question	10	6.87	68.7%
4	Fill in the blanks	05	2.68	53.6%

3.6 Text-wise PIOT and PIPOT of the Students

With regard to find out the proficiency of the students in interpreting orthographic and para-orthographic texts, the text-wise analysis of marks was carried out. The text-wise proficiency of the students in orthographic and para-orthographic text has been describe in the following paragraphs.

Table No.9

Text-wise PIOT and PIPOT of the Students

Type of score	Proficiency in OT		Proficiency in PoT	
	Text 'A'	Text 'B'	Histogram	Bar diagram
AV.	14.72	15.2	17.7	17.2
Per.	58.8	60.4	69.6	68.0

The table above (9) reveals that the students showed the highest proficiency in POT 'A' securing 17.4 average marks out 25 full marks (i.e. 69.6%) and the lowest proficiency in OT 'A' securing 14.7 out of 25 full marks (i.e. 58.8%). They secured 68.8% in bar diagram and 60.4% in Text 'B' with the average marks of 17.2 and 15.2 out of 25 full marks respectively (See Appendix - VI)

In conclusion, text-wise comparison shows that the students were not exposed to orthographic texts out of the course. The students were found more proficient in interpreting para-orthographic texts than the orthographic ones.

3.7 Analysis of the Marks in terms of Central Tendency: Mean, Median and Mode

The marks obtained by the students in both sets of tests. i.e. orthographic and para -orthographic texts have been analyzed with reference to the statistical tools of Mean, Median and Mode. They are been described below.

3.7.1.1 The Mean Score of Orthographic Texts

Table No. 10

The Mean Score of Orthographic Texts

Marks (X) arranged in ascending order	Frequency (f)	Product of marks and frequency (fx)	Cumulative frequency (cf)
18	5	90	5
20	4	80	9
22	8	176	17
24	14	336	31
26	8	208	39
28	10	280	49
30	21	630	69
32	12	384	81
34	9	306	90
36	7	252	97
38	8	304	105
40	7	280	112
42	3	126	116
44	4	176	120
	∑f=120	∑fx=3628	

Using the formula,

$$\bar{x} = \frac{\sum FX}{N}$$

$$\text{or, } \bar{x} = \frac{3628}{120} \text{ (putting the values)}$$

Therefore mean $(\bar{x}) = 30.23$

Thus, the mean score of the study in orthographic texts is 30.23 out of 50 full marks. It shows that students had average proficiency in orthographic texts.

3.7.1.2 The Mean Score of Para-orthographic Texts

The mean score of proficiency of the students in interpreting para-orthographic texts is given below.

Table No. 11

The Mean Score of Para-orthographic Texts

Marks (X) arranged in ascending order	Frequency (f)	Product of marks and frequency (fx)	Cumulative frequency (cf)
20	2	40	2
22	1	22	4
24	1	24	5
26	5	130	10
28	11	308	21
29	4	29	25
30	12	360	37
32	13	416	50
33	2	66	52
34	12	408	64
36	20	720	84
38	10	380	94
40	11	440	105
42	10	420	115
44	6	264	120
	$\Sigma f=120$	$\Sigma fx = 4094$	

Using the formula,

$$\bar{x} = \frac{\sum FX}{N}$$

$$\text{or, } \bar{x} = \frac{4094}{120} \text{ (putting the values)}$$

Therefore, Mean (\bar{x}) = 34.11

Thus, the mean score of the study in para-orthographic texts is found to be 34.11 out of 540 full marks. It shows that students had satisfactory proficiency in para-orthographic texts.

3.7.2.1 The Median Score in Orthographic Texts

The median score of the study in orthographic text is mentioned below:

The formula,

$$\text{Median} = \frac{N + 1}{2} \text{ item}$$

$$= \frac{120 + 1}{2} \text{ item (Putting the Value)}$$

$$= \frac{121}{2}$$

Therefore, The median Score = 60.5th item

Hence, the median score of the students in interpreting orthographic texts was 30. This statistical calculation shows that the proficiency of the students in orthographic texts among the students was satisfactory.

3.7.2.2 The Median Score of the study in Para-orthographic

The median score of the study in para-orthographic texts has been computed as follows:

$$\begin{aligned}\text{Median} &= \frac{N \Gamma 1^{\text{th}}}{2} \text{ item} \\ &= \frac{120 \Gamma 1^{\text{th}}}{2} \text{ item (Putting the Value)} \\ &= \frac{121}{2}\end{aligned}$$

Therefore, the median score= 60.5th item.

Thus, the median score of the proficiency of students in interpreting POT has been found to be 34. This statistical calculation shows that the proficiency of the students in para-orthographic texts was better.

3.7.3 The Mode

The mode is a frequently obtained score in the distribution of data. Therefore, the mode is the score which the most candidates obtain. Since the study was carried out to find out the proficiency of grade XII students in interpreting orthographic and para-orthographic texts, the mode of the study in two sets of the tests containing orthographic and para-orthographic texts are given below:

Table No.12

Mode of the Study in OT and POT

S.N	Types of Texts	Total No. of candidates involved in study	Mode	Total No. of candidates obtained the same score
1.	Orthographic Texts.	120	30	20
2.	Para-orthographic Texts	120	36	21

The above table (12) represents the mode of the study in both orthographic and para-orthographic texts. The mode of the study in orthographic texts has been found to be 30 as 20 out of 120 candidates have scored the same score. In the same way, the mode of the study in para-orthographic texts has been found to be 36 as 21 candidates out of 120 have scored marks. This statistical conclusion shows the students had satisfactory proficiency in para-orthographic texts than the orthographic ones. Relatively, most of the candidates in orthographic texts were less proficient.

3.8 Analysis of the Marks on the basis of Measures of Variability

In order to know the variability among the scores i.e. how they are spread out from the center point, measures of variability are very significant. Range and Standard Deviation are the measures of variability. The Range and Standard Deviation of the study are computed in the following paragraphs.

3.8.1.1 Range of the Study in Orthographic Text

Since the highest and the lowest value of the proficiency of the students in orthographic text were 44 and 18 respectively. The range of the study has

been calculated as following:

Using the formula,

$$\text{Range} = L-S$$

$$= 44-18 \text{ (Putting the value)}$$

Therefore, Range= 26

Thus, the range of proficiency of the students in interpreting orthographic texts has been found to be 26. It shows the fact that proficiency of the students in interpreting orthographic texts was varied. This statistical calculation shows that group of students had the mixed-ability.

3.8.1.2 Range of the Study in Para-orthographic Text

Since the highest and the lowest proficiency of the students in interpreting para-orthographic texts were 44 and 20 respectively, the range of the study has been calculated below:

Using the formula,

$$\text{Range} = L-S$$

$$= 44-20 \text{ (putting the value)}$$

Therefore, Range = 24

Thus, the range of the study in para-orthographic texts has been found to be 24. It shows that the students who were sampled for the study had mixed ability in interpreting para-orthographic texts.

3.8.2.1 The Standard Deviation of the Study in OT

The standard deviation of the proficiency of the students in interpreting OT has been computed in the following ways:

Table No. 13

The Standard Deviation of the Study in OT

Marks (X)	Frequency (f)	Individual deviation (X-x)	Square of the deviation (x²)	Product of frequency and square of deviation (f x²)
18	5	-12.23	149.57	747.85
20	4	-10.23	104.65	418.60
22	8	-8.23	67.73	541.84
24	14	-6.23	38.81	543.34
26	8	-4.23	17.89	143.12
28	10	-2.23	4.97	49.70
30	21	-0.23	0.0529	1.11
32	12	1.77	3.13	37.56
34	9	3.77	33.93	305.37
36	7	5.77	33.29	233.03
38	8	7.77	60.37	482.96
40	7	9.97	95.45	668.15
42	3	11.77	138.53	415.59
44	4	13.77	189.61	758.44
				5346.66

Using the formula,

$$\dagger X \sqrt{\frac{fx^2}{N}}$$

$$\dagger X \sqrt{\frac{5346.66}{120}}$$

$$\dagger X \sqrt{44.5555}$$

Therefore, the Standard Deviation=6.6749906

Thus, the standard deviation of the proficiency of the students in interpreting orthographic texts has been found to be 6.6749906. This statistical calculation shows that the students were of varied ability in interpreting orthographic texts.

3.8.2.2 The Standard Deviation of the Study in POT

Table No. 14

The Standard Deviation of the Study in POT

Marks (X) arranged in ascending order	Frequency (f)	Product of marks and frequency (fx)	Cumulative frequency (cf)	Product of Frequency and square of deviation (fx ²)
20	2	-14.11	199.09	398.18
22	1	-12.11	146.65	146.65
24	1	-10.11	102.21	102.21
26	5	-8.11	65.77	328.85
28	11	-6.11	37.33	410.63
29	4	-5.11	26.11	104.44
30	12	-4.11	16.89	202.68
32	13	-2.11	4.22	45.86
33	2	-1.11	1.23	2.46
34	12	-0.11	0.01	0.12
36	20	1.89	3.57	37.8
38	10	3.89	15.13	151.3
40	11	5.89	34.69	381.59
42	10	7.89	62.25	622.5
44	6	9.89	97.81	586.5
				3531.13

Using the formula,

$$\dagger X \sqrt{\frac{fx^2}{N}} = \sqrt{\frac{3531.13}{120}} = \sqrt{29.426}$$

Therefore, Standard Deviation = 5.4245813.

Thus, the standard deviation of the proficiency of the students in interpreting para-orthographic has been found to be 5.4245813. This statistical result shows that the samples students were found to have diverse ability. Heterogeneous ability of the students was found in interpreting para-orthographic texts.

3.9 Correlation Co-efficient of the Study

Correlation co-efficient of the study determines the degree of relationship between variable. According to Kothari (1982), "the most widely used method of measuring the degree of relationship between variables in Kerl Pearson's co-efficient of correlation." Therefore, Karl Pearson's co-efficient of correlation has been taken into account to find out the correlation co-efficient of the study.

The formula,

$$R_{xy} = \frac{N\phi_{xy} Z(\phi_x)(\phi_y)}{\sqrt{[N\phi_x(\phi_x)^2][N\phi_y^2 Z(\phi_y)^2]}}$$

Where,

X= proficiency of the students in interpreting OT

Y= proficiency of the students in interpreting POT

N= number of schools involved in study

= The sum of

The correlation co-efficient of the study has been computed below:

Table No.15

Correlation Co-efficient of the Study

No. of college	Prof. in OT (x)	Prof. in POT	(x) ²	(y) ²	Xy
RIC	27.8	31.5	772.84	992.25	875.7
MBMC	28.0	32.55	784.0	1059.50	911.4
PHSS	32.1	36.2	1030.41	1310.44	1162.02
SC	31.0	37.6	961.0	1413.44	1165.6
Total	x=118.9	y=137.85	x²=3548.25	y²=4775.95	xy=4114.72

Using the formula,

$$R_{xy} = \frac{4 \mid 4114.77 \mid 118.9 \mid 137.85}{\sqrt{[4 \mid 3584.25 \mid (118.9)^2] [4 \mid 4775.95 \mid (137.85)^2]}}$$

$$= \frac{16458.88 \mid 16390.365}{\sqrt{55.79 \times 101.178}}$$

$$= \frac{68.515}{\sqrt{55.79 \mid 101.178}}$$

$$= \frac{68.515}{\sqrt{5644.7206}}$$

Therefore, $r_{xy} = 0.9119361$

Thus, the correlation co-efficient of proficiency of the students in orthographic and para-orthographic texts has been found to be 0.9119361. The correlation co-efficient is said to be good if the result of two variables is found to be near 1. Hence, this calculation shows that the proficiency of the students using the variables orthographic and para-orthographic texts has proved to be reliable one.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings which are derived from the analysis and interpretation of the data. The findings reflect the spirit of set objectives of the study. On the basis of these findings, some recommendations and pedagogical implications have been made with a view to improve the interpreting proficiency of the student. So, this chapter basically deals with findings, recommendations and pedagogical implications of the study.

4.1 Findings

The findings derived from the analysis and interpretation of the data are stated as follows:

- a. The average proficiency of the grade XII students studying in Education, Management and Humanities streams of Kathmandu district in both orthographic and para-orthographic texts was found to be good (i.e. 64.18%). However, their proficiency in interpreting both the texts was found to be varied. The average proficiency of the students in orthographic texts was found to be moderate (59.45%). Their proficiency in interpreting para-orthographic texts, on the other hand, was found to be better (i.e. 68.92%). The difference in the proficiency of the students between orthographic and Para-orthographic texts was found to be 9.47%. Thus, this evidence of the study shows that the students are more proficient in Para-orthographic texts than in Orthographic texts.
- b. The students of Patan Higher Secondary School showed the highest proficiency (i.e. 64.2%) in Orthographic texts whereas the students of Rainbow International College were found to have the lowest proficiency i.e. 56.6%. The difference in their proficiency was found to be 8.6%. It concludes that all the grade XII students studying in four different colleges of Kathmandu district have not been equally exposed to the non-text orthographic reading materials.

- c. Regarding the use of para-orthographic texts the students of Sigma College showed the highest proficiency (i.e. 75.2%) whereas the students of Rainbow International College showed the lowest proficiency (i.e. 63%). The difference in their average proficiency was found to be 12.2%. This shows that the grade XII students studying in Kathmandu district do not have uniform proficiency in Para-orthographic texts.
- d. In regard to the stream-wise proficiency in interpreting POT, the order of the proficiency from the highest to the lowest was found to be Humanities (37%) Management (72.96%) and Education (71.64%). Regarding their proficiency in interpreting orthographic and para-orthographic texts, students of Humanities were more proficient (73%) and the students of Education were the least proficient in para-orthographic texts. The same case applies in regard to orthographic texts, too. It clearly illuminates that the students in every streams are more proficient in para-orthographic texts than the orthographic ones.
- e. Regarding the sex- wise proficiency of the students, the boys were found to be more proficient (i.e. 70.94%) than the girls (i.e 69.89%). However, they have not shown uniform performance regarding the streams they belong to. The boys studying in Humanities have scored the highest mark (i.e. 76.03%) where as the girls from Management stream have secured the highest marks (i.e. 72.2%).
- f. On the basis of item- wise analysis of the performance of the students, they were found to be more proficient in different test items of objectives test i.e. True/ False, Fill in the blanks and Matching. They secured 69.4% in objectives test items and 68.7% in subjective. The proficiency of the students between the test items of objective and subjective test was found to be unremarkable one. Moreover, the students were not found to be equally proficient in all the objective test items viz. True/ False, Fill in the blanks and matching items. They were found to be more proficient in matching (i.e. 79%) and the least proficient in Fill in the blanks (i.e.53.6%).
- g. The text-wise proficiency of the students was found to be varied in both orthographic and para-orthographic texts. Regarding the use of orthographic texts, the students showed the highest proficiency in texts 'B' (i.e. 60.4%)

where as they showed the lowest proficiency in text 'A' (i.e. 58.8%). On the other hand, students were found to be more proficient in Histogram (69.6%) than in Bar Diagram 'B' (i.e. 68%). This evidence of the study concludes that the orthographic texts could not be as much effective as the use of a variety of para-orthographic texts in developing proficiency of the students.

4.2 Recommendations and Pedagogical Implications

On the basis of the above findings of the study, the following recommendations and pedagogical implications have been made to improve the proficiency of the students.

- a. It would be noteworthy to provide the adequate reading material of different kinds and of varying difficulty to the college level students so that they will develop their proficiency themselves by selecting the appropriate materials.
- b. It would be better to introduce a tremendous number of para-orthographic texts in the course book so that the interpreting skills of the students will be updated.
- c. Provision of integrative method in teaching orthographic as well as para-orthographic text should be emphasized so that the students will develop interpretative skills to analyze and convert texts into a variety of para-orthographic texts and vice-versa.
- d. The para-orthographic texts are strongly recommended to focus in text books, language course books, curriculums, etc. for better readability of the texts as well as for testing proficiency of the students.
- e. It would be quite worthwhile using a variety of tests in both objective and subjective as a means of testing proficiency of the students so that they will be equally proficient in different objective and subjective type of tests.

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Appendix -1
Detail of the Adapted Texts in Course of Constructing the Tools for Data Collection

S. N	Author	Book Journal	Topic	Page	Publisher	Publication
1.	Vaness Jakeman and Clare M., Dowell	The Cambridge IELTS Course	Texts for Reading	50 and 57	Cambridge University Press, Press London	1999
2.	O.S. Shrivastav	Demography and Population Study	World Population between 1970 and 1981	320	Vikash Publishing House Pvt. Ltd. Babarpur, Delhi	1994
3.	Mark, Koprowski	ELT Journal Volume 59/4	Investigating the Usefulness Phrase in Contemporary Course Books	322 to 326	Oxford University Press	Oct. 2005

Appendix –II
Details of the Types of Questions and the Distribution of the Marks

Type of Texts		OT		POT		
Types of Test		OT 'A'	OT 'B'	POT 'A'	POT 'B'	
Total FM		25	25	25	25	100
Objective Question	T/F Items	5	5	5	5	20x1=20
	Weightage	5	5	5	5	
	Fill in the blanks	5	5	5	5	20x1=20
	Weightage	5	5	5	5	
	Matching items	5	5	5	5	20x1=20
Subjective Question	Weightage	5	5	5	5	20x2=40
	Short wh-question		5	5	5	
	Weightage	10	10	10	10	
Grand Total	20	20	20	20	20	100

Appendix-III
Piloting Test in Orthographic and Para-orthographic Texts

Piloting Test in Orthographic Texts

S.N	Name	Objectives questions (15)			Subjective Question (10)			MO
		CR.	IR.	NR	CR.	IR.	NR	
1	Ashish Mudbhari	9	6	-	4	6	-	15
2	Rita Neupane	12	2	1	6	4	-	19
3	Sarita Panday	8	6	1	6	4	-	15
4	Barun Sigdel	13	2	-	8	2	-	21
5	Laxman Tamang	11	4	1	6	2	2	18
6	Shova Gyawali	12	3	-	4	4	2	17
7	Mina Gurung	13	1	1	6	4	-	20
8	Durga Paneru	13	2	-	8	2	-	21
9	Kalpana Kapri	11	4	-	6	4	-	18
10	Prakash Gurung	12	2	1	8	2	-	20
Total Response		105	32	5	62	34	4	184
Total Score in average		18.4						
Total percent in average		73.60%						

Piloting Test in Para-orthographic Text

S.N	Name	Objectives Questions (15)			Subjective Questions (10)			
		CR.	IR.	NR.	CR.	IR.	NR.	MO
1	Ashish Mudbhari	10	5	-	6	2	2	17
2	Rita Neupane	12	3	-	8	2	-	20
3	Sarita Panday	11	4	-	6	4	-	17
4	Barun Sigdel	13	2	-	8	2	-	21
5	Laxman Tamang	14	1	-	8	-	2	22
6	Shova Gyawali	13	2	-	6	4	-	20
7	Mina Gurung	12	2	1	4	4	2	17
8	Durga Paneru	10	3	2	4	2	4	15
9	Kalpana Kapri	11	4	-	6	4	-	18
10	Prakash Gurung	14	1	-	8	2	-	22
Total Response		108	27	3	4	26	10	189
Total Score in average		18.9						
Total percent in average		75.60%						