

**M.ED. ENGLISH STUDENTS' PERCEPTION TOWARDS
THESIS WRITING**

**A Thesis Submitted to the Department of English Education
In partial Fulfillment for the Master of Education in English**

**Submitted by
Dipak Bohara**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipak Bohara** has prepared this thesis entitled “**M.Ed. English Students’ Perception towards Thesis writing**” under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

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

Date: 20/02/2015

Dipak Bohara

DEDICATION

*This thesis is dedicated to my parents who devoted their entire life to make
me what I am now*

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Such a difficult task cannot be prepared without tireless guidance, supervision and co-operative suggestions of different people. For this, I would like to express my sincere gratitude to my thesis supervisor **Dr. Anju Giri**, Professor, Department of English Education, T.U., Kirtipur, who supervised my work from the very beginning and provided me insights to carry out this study.

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Falgun, 2071

Dipak Bohara

ABSTRACT

The present study entitled “**M.Ed. English Students’ Perception towards Thesis writing**” is an attempt to find out perception of the students towards thesis writing. I utilized both primary and secondary source of data for this study. The sample of the study consisted of 40 students of M.Ed. second year. They were selected using non-random sampling procedure. The questionnaire was used as the main tool for collection of data in which both open ended and close ended questions were used. The main finding of this study is thesis writing at M.Ed. English is appropriate subject and it provides both theoretical and practical knowledge to the students. Thesis writing is a guideline for overcoming problems in teaching learning process but availability of technology and sufficient material is a problem so the university and colleges should provide them and students must be motivated to conduct research.

The thesis is divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, rationale, objectives, research questions, significance, and delimitation of the study. In the second chapter, I have tried to show the store house of the knowledge by reviewing theoretical literature and empirical literature. On the basis of which conceptual framework was developed. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the forth chapter. It is divided into two sections. In the first section students' opinion collected from closed ended questions and second section students' opinion collected from open ended are presented and analyzed in different parameters. The fifth chapter summarizes and concludes the whole study in the first two sections. Some implications of the study are presented in the second section. The chapter is followed by references and appendixes to make the study reliable, valid and authentic.

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CHAPTER ONE

INTRODUCTION

The present study entitled "M.Ed. English Students' Perception towards Thesis writing" consists of five chapters. General background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study and delimitation of the study come under introduction.

1.1 Background

Research is essentially an intellectual and creative activity. The mastery of research techniques and processes do not confer research competence; although they may help as the creative problem solvers to research to the objectives more efficiently. In this regard, Best and Kahn (1993, p.27) "Research is a science which is essentially an intellectual activity that is done by human brain with animation, consciousness, understanding and reasoning. The conscious process in which one can try to find out truth in particular subject." Due to the development of new knowledge, information technology and communication, research has crossed the limits of academic disciplines. People have to begin to talk about it in any area of studies or works they are interested in. Research has been the matter of concern not only for academicians but also for professionals in various fields, and it has covered a vast range of theoretical and practical concerns. It simply, seeks the answer of certain theoretical and practical questions which are too difficult to find out answers. We can use research process in different ways. It can be used to collect and understand information and to find out answer of unanswered questions.

Thesis writing has become one of the most important subjects for the university level students to develop their practical knowledge. It is a science in a sense that the object and systematic analysis of evidences generalize and /or verify (test) an organized body of knowledge as a pure science does in

laboratory setting. In Kerlinger's (1996, p.11) words, "scientific research is systematic, controlled, empirical and critical investigation of hypothetical proposition about the presumed relations among natural phenomena."

Similarly, Nunan (1992, p.3) defines "Research as a systematic process of inquiry consists three elements or components: (1) a question, problem or hypothesis, (2) data, (3) analysis and interpretation of data."

Research tries to find out the hypothesis and actual reality which might not be discussed before. Similarly, it tries to find out sources of information to study and the procedure used to study, analyze and interpret the data to discover the new knowledge. The sources of research refer to anything from which required information can be obtained. Research is one of the ways of eliciting information and studying phenomena to find out the solution to the specific problem. Research in language education has a significant role to play as it discovers the causes of problems and finds out the solutions to them.

1.2 Statement of the Problem

The statement of the problem provides the context for the research study and typically generates questions which the researcher hopes to answer. The problem statement should hook the readers and establish a persuasive context for what follows. It is a concise description of issues that need to be addressed by the researcher. And its primary purpose is to focus the attention of the researcher. A research worthy problem statement is the description of an active challenge faced by the researcher that does not have adequate solutions.

The statement of the problem is any statement that a researcher wants to investigate. In this research, I investigated on researcher's inner perception towards the thesis writing. As we have to know, the researchers research for what, only for getting more marks or find out problems and solution. In this regard, I tried to find out that thesis writing is for gaining further knowledge for research work or just for obtaining marks in the examination. Similarly, in my data collection I tried to find out researcher's main theme i.e. what problems the researcher faces in the data collection, interpretation and find out

the solution for thesis writing. On the other hand, there are many difficulties in thesis writing and I got the researchers view why they involve in thesis writing, for further research or only for passing the exam and to obtain good marks. I want to find out how thesis is written? Is it written practically or through plagiarism and submitted to the concerned department? We do not highly emphasize on thesis writing to provide the next generation of scholars as teachers and researchers, the faculty is involved in self-directed learning of research work, while in graduate school or later after graduate school.

Therefore, it is an inevitable part of the research study.

For this, there may be so many reasons behind this. One of them may be the obtaining more marks. Thus, it is necessary to study the students' perception towards thesis writing. Therefore, this study entitled "M.Ed. English Students' Perception towards Thesis writing" makes an attempt to analyze situation.

1.3 Rationale of the Study

The country's vitality depends upon a well-educated citizenry. As a result, we have to move towards more flexible educational system. Due to the lack of effective information flow the research reports are locked in the drawers. There are many exciting, truthful and shocking findings but they have never been applied in practice. In this context, I attempt to analyze the research activities done under M.Ed. English Education through perception of thesis writing and compile the main findings in a systematic order and summarized form.

In this study, I tried to find out the M.Ed. English students' perception towards research work, how M.Ed. English students perceive research work. Students' perception of research work helps to recognize their theoretical and practical skills. By recognizing the perception of thesis writing of students, it helps in changing aspects of thesis writing in M.Ed. English course. This study also emphasized to explore the relevancy of thesis writing in the course of M.Ed. English.

In the department of education we found many researches but it seemed they were related in a way to one another. This study was analyzing the perception

of all M.Ed. English students lead to the current research. Not being the complementary course many students were in the opposition of thesis writing so to find out the perception why they were in the opposition is the idea to conduct this thesis.

1.4 Objectives of the Study

The study has the following objectives:

- i. To explore the perception of M.Ed. students towards thesis writing,
- ii. To find out the difficulties perceived by M. Ed. Students during thesis writing, &
- iii. To find out some pedagogical implications.

1.5 Research Questions

The study used the following distinctive research questions (RQs) in order to explore factors related to the problem under the study.

- i. What are the perceptions of students towards the thesis writing in M.Ed. English?
- ii. Why do the students select the thesis writing rather than alternative course offered to them as Advanced Academic Reading and Writing?
- iii. How do they conduct the research?
- iv. What is the implication of M.Ed. Thesis?

1.6 Significance of the Study

Research work is a problem-solving exercise and in the field of education teachers can acquire these problem-solving skills through the knowledge and application of research methods and techniques. The methods and techniques are helpful for research planners, policy makers and textbook writers. This study was significant for those who are directly or indirectly involved in the work of theses writing, especially in the partial fulfillment for M.Ed. English.

This study is quite new, in the field of research under the Department of English Education. Therefore, this study is beneficial for all the people who are involved in research work. Thus, it is significant for those who are directly or indirectly concerned in educational sector.

This study tries to explore the M.Ed. English students' perceptions towards thesis writing. This study is very significant in the sense that it helps to find out relevancy of thesis writing at M.Ed. Level. It helps to find out the use of thesis writing and process of thesis writing. It helps to find out why students do research.

There are many problems in thesis writing and research areas. Going through this study, the students should distinguish the idea about thesis writing. Besides, the study would be helpful for the curriculum developers, course designers, textbook writers and material producers in the field of research in language teaching, language testing, policy making and planning.

1.7 Delimitations of the Study

Delimitations describe the scope of the study or establish parameters or limits for the study which the research generally does have some degree of control. Every research has its own delimitations. The delimitations of the study were as following:

- i) The study was limited to Kathmandu district.
- ii) The study was limited to forty students.
- iii) The study was limited to only M.Ed. second year twenty students of Department of English Education, University Campus Kirtipur and twenty M.Ed. second year students of Mahendra Ratna Campus, Tahachal.
- iv) This was focused towards M.Ed. second year students of University Campus Kirtipur and Mahendra Ratna Campus Tahachal.

- v) It was limited to the questionnaire only as a tool to elicit the data.

1.8 Operational Definition of the Key Terms

Attitude – One's thoughts and feelings about something/somebody

CLT – Communicative language teaching

Empirical – based on experience or observation rather than ideas or theories

ESL – English as a second language

Impact – the powerful effect of something/somebody

Report – to give some information about something that you have heard, seen, done

Thesis – a long piece of writing completed by student as part of university degree

CHAPTER TWO REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of any research study (Kumar, 2009, pp. 7-8). This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the

theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of the Related Theoretical Literature

Research is controlled, rigorous, systematic, empirical, valid and critical study of certain situation or phenomenon. To carry out an investigation the researcher locates an issue or some unanswered questions in the existing body of knowledge for which a thorough study of existing literature is required. It provides a theoretical background to the study.

A theoretical literature review offers an overview of significant literature published in the related area which carries a theoretical value for the study. It provides the foundation for the report and gives theoretical background to the choices made during the course of the work. In addition to it gives the reader an understanding of what s/he needs to know in order to interpret and understand the results of the study.

2.1.1 Meaning of Research

To analyze the etymological meaning of "research" we can notice the derivation of this term, in this way 're'+ 'search' = research. Therefore, the meaning of research after morphological analysis, it will be clear that 're' means 'again' or 'next time' and 'search' gives the meaning of 'investigation' of some phenomena. From the etymological analysis of the term just presented, we come to know that research basically attempts to do these things: (i) study (ii) investigate (iii) find out. In research, the task of finding out may be directed towards either of these two positions: (i) finding out something additional to the existing body of knowledge; and (ii) finding new things or new knowledge that nobody has yet known.

Research can add to our knowledge by making an attempt to explore further in the existing body of knowledge, and thus trying to see if any more things are found in it. On the other hand, research can find out the knowledge, information or realities that have not been known yet. In this way, the function

of research is also called the discovery of knowledge, by means of which research attempts to collect new facts that will demonstrate a new reality which was unknown before.

Research is meant for a work that is carried out in some systematic framework, which uses some valid and reliable procedures or methods of inquiry and follows the principles of unbiased and objective investigation in the course of discovery. If we agree upon the sort of definition just mentioned, we will be in a position to say that no work can be called 'research' unless a systematic procedure is followed while presuming it. The procedure of investigation should be scientific in order to carry out research. Mostly, when we follow the definition mentioned here, nothing can be called research unless it follows the principle of objectivity during all sorts of activities related to the work of searching new things including data, collection and analysis of the fact or information.

Apart from the working definitions discussed below it seems relevant to consider a few definitions of research put forward by some writers. The following paragraph will deal with these definitions.

Nunan, (1992, p. 2) "Research is about inquiry, having two components: process and product. Here, process is concerned with the way research is pursued. By 'product' we mean the knowledge generated from the research task."

Regarding this, Best and Kahn (2009, p. 20) state:

Research may be defined as the systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles or theories, resulting in prediction and possibly ultimate control of events.

Similarly, Burns (1994, P. 2) defines "Research as a systematic investigation to find out problems."

According to Kerlinger (1983, p. 11), "Scientific research is systematic, controlled, empirical and critical investigation of hypothetical proposition about the presumed relation among natural phenomena."

Bulmer (1977, p. 5) states nevertheless sociological research, as research, is primarily committed establishing systematic, reliable and valid knowledge about the social world.

In the same way, Grinwell (1993, p. 4) defines "Research is a structural inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable."

Similarly, Kumar (2009, pp. 2-6) defines:

Research is one of the ways to find out questions more than set of skills.

Research is a way of thinking, examining critically the various aspect of your day to day professional work; understanding formulating, guiding principles that govern a particular procedure and developing and testing new theories for the enhancement of your practice.

On the other hand, Koul, (2009, p. 10) defines:

Research is a systematic attempt to obtain answer to meaningful questions about phenomenon or events through the application of scientific procedure which must be objective, impartial, empirical and logical analysis and recording of controlled observation that may lead to the development of generalization, principles and theories, resulting to some extent in prediction and control of events that may be consequences or cause of specific phenomena.

Similarly, Rusk, (1968, p. 180) states:

Research is a point of view, an attitude of inquiry or a frame of mind. It asks questions which have hitherto not been asked, and it seeks to answer them by following a fairly definite procedure. It is not a mere theorizing, but rather an attempt to elicit facts and to face them once they have been assembled. Research is likewise not an attempt to bolster up pre-conceived opinions, and it implies a readiness to accept the conclusions to which an inquiry leads, no matter how unwelcome they may prove. When successful, research adds to the scientific knowledge of the subject.

According to Best and Kahn (2009, p.13):

Research is viewed as a solution of problems which try to answer a question or to determine the relation between two or more variables. It emphasizes the generalization, principles or empirical theories that help predicting future occurrences. It requires accurate observation and description which is based on experience and empirical evidence. We

can conclude research in evidence that the knowledge gained by research is highest order.

To sum up, various people have put forward their understanding of what research means, using their own words, keeping the same essence of it. The process employed to fulfill one's thirst for gaining some new knowledge or insights in a given area of study.

2.1.2 Characteristics of Research

From the study of meaning and several definitions of research in the earlier section, it will be clear that all sorts of writing cannot be called research works. In this connection, although we can locate the essential attributes of research in the definition discussed above, it would be relevant to discuss the characteristics of research with some of focusing separately. Some of the key terms so far used characterize research include: controlled, rigorous, systematic, valid and variable, critical and replicable (Kumar, 2009, pp. 7-8) these are briefly discussed below.

(a) Controlled

Research is controlled activity as it minimizes the affected of unnecessary factor of variables and only the affected factors should be taken in consideration, the presence of unnecessary variables are controlled so as to examine the fact with the help of appropriate variables . Research is controlled in a sense that only some of the variables are manipulated in the study and rests of other such factors are ignored. Therefore, controlled activity is one of the characteristics of research.

(b) Rigorous

Research should follow the strict enforcement of rules; the procedures employed in research should be relevant, appropriate and justifiable in itself and the finding of study should be strictly exact and accurate. The degrees of rigorousness differ from discipline within the social science too. The researcher must try to establish it by checking and cross-checking the process used in it.

(c) Systematic

Systematic refers to an organized body of things. A systematic activity implies that the procedures adopted to undertake an investigation follow a certain logical sequence. In research, to be systematic means to follow established principles in its natural order for e.g. 'A' researcher cannot move to process until 'B' and unless he/she finishes the process 'A'.

(d) Valid and verifiable

This is one of the most important characteristics of research. This concludes on the basis of findings should be corrected. The researcher can be verified by himself/herself and others.

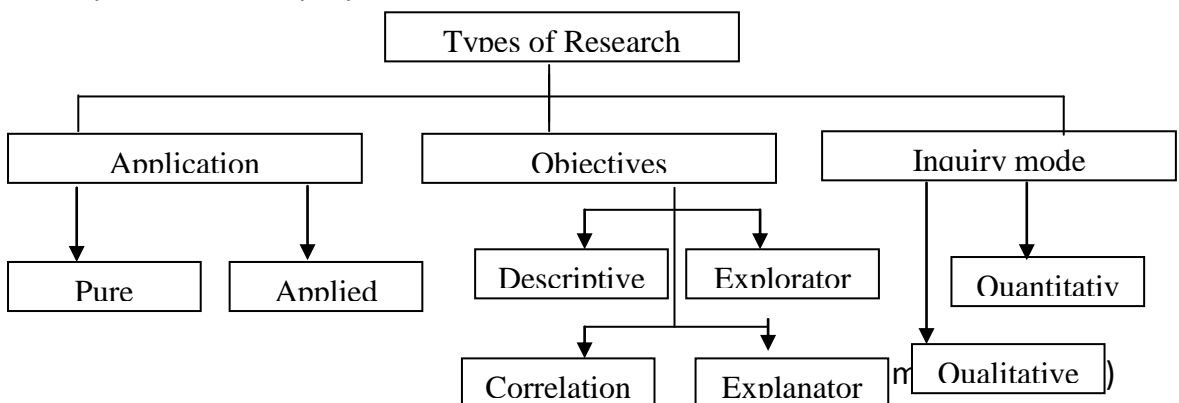
(e) Critical Analysis

The adopted process of gathering information and the used procedures in its analysis and interpretation must be able to analyze and interpret the information what is gathered from the real life experiences. The process, procedure and techniques, methods, findings, conclusion of research must be free from any defects to defend the critical security.

2.1.3 Types of Research

According to Kumar (2009, p. 9) research can be classified from three perspectives.

1. Application of the research study
2. Objectives in undertaking the research
3. Inquire mode employed



Generally researches are classified by different experts differently.

Traditionally, researchers have been classified research into two types in its binary poles. But, here, we are describing three different types of research.

They are given below:

(a) Fundamental Research

A fundamental research is concerned with the development, verification and examination of the body of knowledge. It is usually carried out in a laboratory setting not in a social setting. In this way, Best and Kahn, (2009, pp. 20-21) write that research has drawn its pattern and spirit from the physical sciences and has represented a rigorous, structured type of analysis. We have presented the goal of research as the development of theories by the discovery of broad generalizations or principles. We have employed careful sampling procedures to extend the findings beyond the group or situation studies."

It contributes to the existing body of knowledge. It is designed to add an organized body of scientific knowledge and does not necessarily produce results of immediate practical value.

(b) Action Research

Action research is a type of research which is conducted by the practitioners to find out and solve the difficulty of the subject as well as for the feedback of their activities. Basically, action research in the context of classroom setting is a teacher-initiated inquiry over some pedagogic problems.

The purpose of carrying out this research is to develop the teachers' art and craft of teaching as well as to make the teacher more capable to understand the application of theory into practice. Moreover, this kind of research is equally helpful in the construction of theories, methods and techniques of teaching based on classroom practice. According to Nunan (1992, p.28) action research is becoming increasingly significant in language education as it addresses the

immediate problems. But it should identify and solve the problems in a specific context. Only action research is initiated by a question is supported by data and interpretation and is carried out by a particular investigating aspect of his/her own context.

(c) Applied Research

Applied Research focuses on solving practical problems. It may overlap an action research, but the only difference between action and applied research is that an applied research is just assumes to solve the problem between applied and action research.

It provides a guideline in which the action research moves ahead to solve the raised issues. That is one which can address and practically solve the problems being a bridge to fulfill the gap between theoretical and applied research is an action research.

2.1.4 Educational Research

Educational Research is the systematic application of scientific method for solving educational problems. There are many educational problems, such as evaluating problems, manipulating of strategies problems, assessing problems, language teaching problems. There are many types of educational research studies and classified. They are studied and classified according to topic whereby the particular phenomena being investigated are used to group the studies. The study is based on science or scientific way of study. It also includes human behaviors.

The educational planner working within these kinds of environment must be able to undertake assessment of the effect of major changes and then provide policy, advice that will consolidate and extend the post productive courses of action, and also intercept and terminate existing practices that are shown to be damaging and wasteful. Educational research is one of the essential parts on

education which is a source of authentic information and evidence. Educational research makes education as science. The aim of the M.Ed. course is to provide quality service, potential development, attitudes and skills among the student in specific context. In the future, students' have to promote interest towards research among the M.Ed. students when they take up their jobs as education teacher. Some definitions of educational research are as follows. Travers (1958, p. 5) states:

Educational research represents an activity directed towards the development of an organized body of scientific knowledge about the events which educators are concerned. Of central importance are the behavior patterns of pupils and particularly those to be learned through the educational process. A scientific body of knowledge about education should enable the educators to determine just what teaching and other learning conditions to provide in order to produce desired aspects of learned behavior among young people who attend school.

Similarly, Mouly (1963, p. 12) "Educational Research is the systematic application of scientific method for solving educational problems." On the other hand, Whitney (1964, p.21) "Educational Research aims at finding out solution of educational problems by using scientific philosophical method." Educational research refers to an application of scientific method to the study of educational problems. It is an activity which attempts to gain a better understanding of the educational process generally with a view to improving its efficiency. Educational research is the scientific study of finding out changing concept of education, problems occurs in educational problems (Koul, 2009, pp. 12-14). In this way, educational research represents an activity directed towards the development of an organized body of scientific knowledge of the events, consequences and results.

2.1.5 Areas of Educational Research

We have already discussed before about educational research which is applications of scientific methods to study education problems. Education is considered as much a science and as an art. Educational research also has its own discipline so we have to clear the area of education. According to Koul (2009, p. 25), Educational research can be classified in terms of following content areas.

- Psychology of Education
- Philosophy of Education
- Sociology of Education
- Economics of Education
- Education Management and Administration
- Comparative Education
- Educational Measurement and Test Development
- Curriculum, Textbook and Methods
- Teacher Education and Teaching Behavior
- Guidance and counsel
- Education Technology

2.1.6 Importance of Research in Education

Research is a way to find out fact. The scientific and systematic procedure that is used to discover what is unseen and undiscovered before researchers are involved. Research does not believe on dogma and also not to grant something as it is. Research is not only discovering what is unseen but it also finds out new theory, makes new plans and formulates new plans and policy. Research brings change in situation by making it appropriate as well as improving it as per the requirement of the context. Research plays a vital role in establishing knowledge which verify and describe the existing or new theory and principle.

Koul (2009, pp. 13-14) concludes:

Importance of research in which; education has strong roots in the fields like philosophy, history, economics, psychology and sociology. In this way, research brings change in situation by managing its opportunities as well as improving it as per the requirement of the context. Research plays a vital role in establishing truth. Research is used to get authentic knowledge; it verifies and describes new theories and principles. In this regard,

Creswell (2012, p.24) states:

Research is an important part in education which helps to provide useful and dependable knowledge. Through the process of research in education, education is made more effective. There is need for educational research because of the changing conception of education. Educational processes have many difficulties like; individual difference, expansion, buildings, discipline and so on.

We need a solution of these problems through research so that the coming generation is not left to the mercy of errors of outright sign of tradition, ignorance and prejudice in education.

Similarly Best and Khan (2009, p.21) states:

Educational research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the

understanding of the phenomenon and to communicate that understanding to others.

Here, it provides rewarding learning experiences for students and producing graduates capable of high personal and professional achievement. As we know that the strategy underpinning the courses like M.Ed. is to provide a framework for the acquisition and progressive development of knowledge throughout the learning experience, to stimulate inquiry into subjects and to develop personal skills which will equip students for life-long learning. Educational research is often undertaken for the sake of degree and not with a goal to make a significant discovery. It is also commented that research has become imitative, repetitive; only oriented towards western culture and philosophy; instrument oriented rather than goal oriented; statistics dependent in place of mastery of knowledge domain; and lastly is not out of interest, aptitude of the students. Other factors that affect the quality of research conducted by the students are facilities available, mentors, departmental activities, attitude and perception of both staff and students towards research, confidence etc. Perception towards research of the staff enhances enthusiasm and credibility among the students. One's attitude influences mentally how a person mentally approaches research including all the work and human interactions related to that research. A positive perception of research enables a person to solve the problem quickly whereas, a negative perception hampers the efforts in research both technical proficiency and in terms of interpersonal relationships that research entails.

2.1.7 Historical Review of Educational Research

Educational research has changed dramatically in both its stated objectives and techniques since the late nineteenth century. From its early beginnings in the ivory towers of many research universities to the present day, educational research has not only undergone a variety of transformations but it has been a topic of significant scholarly, societal and political debate over the years.

The history of Educational research starts from before 1900; Pestalozzi proposed the scientific study of pedagogy and established his pedagogical school. At that period Educational research were influenced by experiments in the field of psychology. Josheph M. Rice is recognized as the pioneers in education research movement that uniforms spelling test be given to students. With the consideration of education as much science as an art, democratization of education, education as behavioral study the area and scope of education research is also broadened and expanded (Koul, 2009, pp. 18-26).

2.1.8 Development of English Education in Nepal

Modern education in Nepal began with the establishment of the first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended the autocratic Rana family regime and initiated a democratic system. In the past sixty years, there has been a dramatic expansion of educational facilities in the country despite such examples of success, there are problems and challenges. Educational management, quality, relevance, access are some of the critical issues of education in Nepal. Societal disparities based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Resource crunch has always been a problem in education. These problems have made the goal of education for all a challenge for the country.

The history of formal education is not long in Nepal. It was only after 1950, after the autocratic Rana regime. With the dawn of democracy in 1950 in Nepal, there were many efforts towards the development of the education. NESP 1971 is one of the strong plans of education. After restoring of the democracy again the government started several new program and continuity of the previous as well. Now a day's Nepal became a democratic republic and the educational programs are followed under the SSRP programs (Khaniya, 2005; Bhatta, 2009;).

The first University of the country, Tribhuvan University, was established in 1959 which gave high priority to its curriculum in English. But after decade, a nationwide master plan known as the National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university levels of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to the University levels (Malla, 1977, p. 68). The plan made English no longer a compulsory school subject but made a provision to opt for any of the United Nations languages such as Chinese, French, Spanish, and German- not necessarily English. Awasthi (2003, p. 64) mentioned that majority of educators and students were in favour of “continuing English in Secondary Level”. Meanwhile, the government made its decision to “switch over from English to Nepali” as a medium of instruction in schools (Malla, 1977, p. 69). Later in 1981, Tribhuvan University brought a change in the structure of English syllabus and kept weightage of 200 marks instead of 100 to the campus level English. The University also discontinued the semester system and reintroduced the annual system of teaching and assessment (Malla, 1977).

In Nepal, the importance of educational research is recognized rather late. The first university Tribhuvan University was established in 1959. And the department of English Education started from 1979. So we have to clear that the history of Nepal's education is not long.

Higher education consists of Bachelor, Masters and Ph.D. levels. Depending upon the stream and subject, Bachelor level may be of three to five years' duration. The duration of Masters Level is generally of two years. Some universities also offer programs like M.Phil. and post-graduate diploma. In order to make thesis writing a creative piece of work both researchers and their supervisors have to take this task very seriously. The first English language education institution opened to the people in 1951. Earlier education

was limited to the members of the royal and Rana family and there were not any public schools across country. After restoration of social equality in the nation Tri- Chandra College was established in 1918. It started teaching English courses under the supervision of Patna University, India in the early fifties.

In last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of education, pedagogies and institutions of higher learning. The school level of education consists of five years of primary, three years of lower secondary and two years of higher secondary teaching. Likewise, in tertiary level, three to four years of Bachelor's degree, two years of master's degree and a research based three to five years terminal doctorate degree are offered in the colleges and Universities in Nepal.

2.1.9 Master of English Education (M.Ed. English)

If we go through the history of our country, the history of formal education is not so long. Similarly, we can find that the education system has been influenced by many political and other events in the country. In spite of having many problems, the educational development of our country is admirable. As the demand for quality schooling and higher education rises, the need for competent professionals becomes even greater. To meet this need the Faculty of Education (FOE), Tribhuvan University with its two- year master's programme is committed to providing better and qualified teachers, educators, educational administrators and planners, system analysts and experts in the field of education.

According to Khaniya, (2005, p. 30):

In 1976, Master Level programme (M.Ed. English) was introduced for the first time. The two -year programme expanded the contents introduced at the graduate level. The Department of English Language Education has remained a

sole authority for producing trained English teachers, high quality experts and ELT researchers required for the country.

According to Department Profile (2003, p.29)

The Department of English Education has remained a sole authority for producing trained English teachers, high quality experts, and ELT researchers required for the country. Similarly, syllabus designing, its updating, disseminating and materials producing as well as publication have been some important activities carried out under the Department.

On the basis of the information given in the Department Profile (2003) about the Faculty of Education, the functions and structures of the Department have been changing since its inception. Then late Prime Minister Jung Bahadur Rana started English Language teaching activities bringing Mr. Ross and Mr. Canning from Britain in 1853 AD in Nepal. Although English occupied an important position in the syllabus in Nepal it included literature oriented courses only until 1970. With the introduction of National Education System Plan (NESP) in 1971 the type of English to be taught in Nepal was made in consonance with the current trends of second or foreign Language teaching in the west.

Until 1971 most of the English teachers at school level were untrained. There was single English Language Teaching Centre under the Secondary Education Division Ministry of Education at Tahachal, Kathmandu. It provided two semester training to the secondary level English language teachers.

Currently the Department runs two year M.Ed. programme. The courses of study for the programme was introduced in 1999 and revised and updated in 2009. M.Ed. programme offers all together 1000 full marks courses that spread over two years. Of these, core courses that are Education components cover

200 full marks and the rest English language specialization areas. The course titles for the programme are given in appendix.

The Department owns a rich library containing thousands of authentic books and more than fifteen hundred Master's level theses. It is one of the richest departments of all in terms of library, staff, and student enrollment. Currently there are more than thousand students studying in the Department. In terms of research activities it has a high heritage too. Moreover, many more new researches are in the process.

The main objective of the M.Ed. English programme is to produce higher level manpower in the field of education. According to the Journal of Department Profile (2005, p. 1), following are the main objectives of this level:

- To develop leadership manpower in the field of education,
- To produce better qualified and competent teacher educators,
- To produce efficient educational planners, administrators, supervisors and educational experts,
- To promote innovative practices in the field of education,
- To produce better trained teachers,

Somehow, Master of English Education in TU is able to fulfill its objectives of thesis writing, even though the production of T.U. is not utilized properly because facilities are not provided to encourage them in the present context. T.U. needs to increase the facilities to the working manpower for proper utilization of their knowledge and the all round development

2.1.10 Thesis Writing

A thesis is a document submitted in support of candidature for an academic degree or professional qualification presenting the authors research and findings. In other words, thesis writing is writing a research report. It is the last but very essential stage of any research. The most valuable practical work can

be worthless if it is not communicated well through the research report. In the words of Kumar (2005, p. 244), 'research writing must be absolute, accurate, clear, free of ambiguity, logical and concise. The purpose of the research report is to tell readers the problem investigated, the method used to solve the problem, the result of the investigation and the conclusions inferred from the results.

Each and every university or institution has its own style of writing thesis or research report. Therefore, the structure of research report varies from institution to institution or even department to department. It also varies from one discipline to another discipline within the same department or institution. The same is the case with the style of writing thesis in the department of English education. There is the provision of writing thesis in partial fulfillment of masters' degree. It has been allocated 50 marks but it is not compulsory. At present, instead of writing thesis one can choose a subject named 'Advanced Academic Reading and Writing'.

Though thesis writing is an optional subject in the Department of English Education, it has a long history of about 34 years. The first thesis was written by Awasthi (1979) entitled "a study of attitudes of different groups of people towards the English language in the secondary school of Kathmandu district." Another thesis was completed by Pathak in the same year. The work of thesis writing got continuity and until 2012 more than 1500 theses have been submitted to the department.

Currently, the Department of English Education follows the following structure of thesis or research report:

i) Preliminaries of the Thesis

There are some pages containing information made available by the department itself preceding the body of the thesis which is called preliminaries of the thesis. This section contains – cover page, inside cover page, declaration,

recommendation for acceptance, recommendation for evaluation, evaluation and approval, dedication, acknowledgements, abstract, table of contents, list of tables and charts, and of abbreviation and symbols.

ii) The Body of the Thesis

This is the main part of the thesis. It describes what the problem was, how the study was carried out, what are the findings and implications. Mainly it contains- five chapters, i.e. introduction; review of related literature and conceptual framework; methods and procedures of the study; results and discussion; summary, conclusion and implications of the study.

iii) Other Components of the Thesis

This is the last section of the thesis. In this section the supportive evidences are included which can prove and verify the logics. It contains footnote, references/bibliography, and appendix.

2.1.11 Perception

The English word perception is derived from Latin word 'perceptio' which was in turn derived from the Latin word 'percepere' meaning observation. Literally, it means deeper or natural understanding of something or the way of understanding of something or the way of understanding or interpreting something.

Perceptions vary from person to person. Different people perceive different things about the same situation. But more than that, we assign different meanings to what we perceive. And the meanings might change for a certain person. One might change one's perspective or simply make things mean something else. In philosophy, psychology and cognitive science, perception is the process of attaining awareness or understanding of sensory information. According to Robbins (2009, p.122) "Perception is a process by which individuals organize and interpret their sensory impression in order to give

meaning of their environment". Similarly, Kolesa (1970, pp.211-212) defines "Perception is the selection and organization of material which steams from the outside environment at one time or the other to provide the meaningful entity we experience".

The New Encyclopedia of Britannica (1990, p. 279) defines perception as "The process whereby sensory stimulation is translated into organized and meaningful experience."

Perception can be defined as a "complex process by which people select, organize, and interpret sensory stimulation into a meaningful and coherent picture of the world" (Berelson and Steiner, 1964, p. 88). In the same vein, perception is "about receiving, selecting, acquiring, transforming and organizing the information supplied by our senses" (Barber and Legge, 1976, p.7).

Regarding the measurability of perception of perception, The New Encyclopedia of Britannica (1990, p. 279) clearly states "The perceptual process is not directly observable but the relation can be found between the various type of stimulation and their associated experience and the percepts".

The Vedanta theory of perception is explained by the existence of a universal consciousness in which appears the empirical distinction of subject and object, mediated by a process of knowledge.

On the basis of above definitions, we can say that perceptions refers to a kind of awareness, understanding, interpretations and the process involved in it. Perception is a process of the consciousness of an object. It is one of the means of valid knowledge in the world and consists in an inseparable relation of the perspective consciousness with its content. The object are seen in the world are considered by the common man to be existing outside his body and senses, and he feels that the object are reflected, as it were, in his mind perception.

2.2 Empirical Literature

“The literature review is an important aspect in the development of any research work” (Best and Kahn, 2009). According to Anderson & Arsenault (1998, p.76) it is as a path to understanding winds like a river. The famous Chinese philosopher Confucius had also emphasized the review of old as "A man who reviews the old so as to find out new the qualified to teach others (Hofstee, 2006, p. 91)". Every new task needs the knowledge of previous background, which can help and direct to reach the new target for finding out new things or ideas. To find out the effectiveness of one particular method over another different researches have been carried out in different context.

Many research works have been carried out on attitude towards English Language Teaching and Learning, examination of English in SLC, validity of examination, wash back effect of the examination in different levels and grades, beliefs of the different people towards teaching learning English, beliefs towards teaching materials, techniques, etc. However, none of the researches has focused on the perception of students towards thesis writing in present situation of M.Ed. English in Tribhuvan University. It is necessary to find out the students' perception towards thesis writing. Being more specific, the researcher focused on M.Ed. English students' perception towards thesis writing. The researches which are closely related to this study are reviewed below:

There are less number of these related to the student perception towards thesis writing. So I have reviewed the former thesis writings, books and articles concerned with this study. Some of the related thesis writings and articles are mentioned here below.

2.2.1 Foreign Context

Johnes (2006) writes academic paper entitled "Students perception of research in teaching-led higher education". This paper explores final-year students' perceptions of research in a non-research intensive institution of higher

education. It argues that students value the enthusiasm, knowledge and credibility of a research-active but suggests that research needs to be embedded into the curriculum for these benefits to work. This academic paper set out to explore how students perceive the role of their own research in their degrees, and their perception of the importance of being taught by staff who are themselves research active. Student research is valued because it increases motivation, develops lifelong skills, such as independent working, and acts as a culmination of their three years of study. It is difficult to generalize precisely about students when they are such a diverse group, particularly in terms of motivation and academic ability. The positive link between research and teaching is not prioritized by all students, and works in different ways according to motivation and ability. Some students do not value research because their main priority is not learning and high achievement but passing a master degree and get a certificate. Thus, they are interested in whatever will help them achieve that degree and, in the context of teaching-research links, this means valuing teaching skills over subject expertise. This corroborates, who found that students were less engaged by issues of research.

Kim (1999) carried out research entitled "Teacher perceptual comparison toward two specific communicative and whole language dimensions in ESL Instruction: Theory and Practice". The objectives of this study were to compare the perceptions of CLT and the colleagues' teacher. The findings of this study showed that colleagues ESL teachers supported the communicative approach in the field of ESL. Furthermore, the study revealed the more substantial agreement with favoring of CLT.

2.2.2 In the Context of Nepal

Kunwar (2068) carried out a research entitled "'Beliefs of students towards existing examination system of M.Ed. English'". The objective of this study was to find out the students' beliefs towards existing examination of M.Ed. English. The finding of this study was students have negative beliefs towards the questions asked in the M.Ed. English exams. In this study M.Ed. English

students' have positive beliefs towards the improvement of questions asked in exams but ninety-one per cent respondents said that practical and research oriented types of questions should be asked at this level.

Sharma (2008) carried out research entitled “Attitudes of Teachers and Students towards the Teaching of Literature in the Faculty of Education.” In his study, English teachers teaching in different campuses of Kathmandu valley in FOE under T.U. and the students from M.Ed. T.U. were used as the primary sources of data and used questionnaire as a main tool for the collection of data. He concluded from his study that students and teachers both have highly positive attitudes towards teaching the English literature in the faculty of Education for those who are specializing in English. Moreover, they are not satisfied to the weight given to English literature in existing English curriculum.

Khanal (2008) conducted researches on "Attitudes of higher secondary teachers' towards the use of computer and the internet". The study was carried out to study the attitudes of higher secondary English Language Teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relative computer and internet advantage, culture, perception, computer and the internet. He has conducted his study with the findings that majority of teacher have positive attitude towards the internet.

All the aforementioned studies are only related to the perception of other subject matter. But none tried to find out the perception of students towards research work as a “M.Ed. English Students Perception towards Research Work”. So, I wanted to focus out my study on the issue which is now considered as a burning one in the context of English education studies. In this sense, my research work is different from those of other mentioned above.

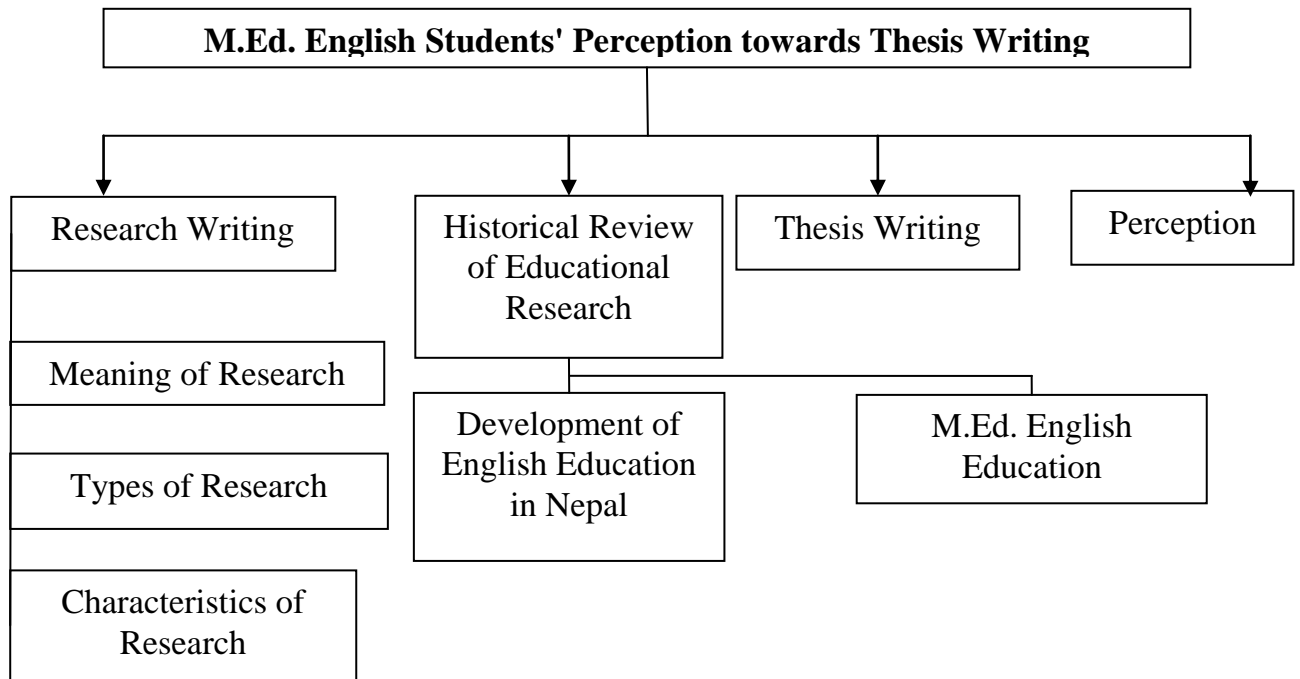
2.3 Implications of the Review for the Study

The literature review is an integral part of the entire research process which makes a valuable contribution to almost every operational step. Firstly it provides a theoretical background to the study and broadens the knowledge base in the research area. Secondly it helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. For the proposed study, review of the theoretical literature provides a theoretical background and broadens the knowledge base of the researcher in the research area. Similarly, review of the empirical literature helps to develop the conceptual framework and to bring clarity and focus to the research question. And it helps to improve the methodology as well as to contextualize the findings.

All the aforementioned studies reviewed, one of them was related to the student of perception of research in teaching –led higher education and others are related to perception of other subject matter. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the M.Ed. English students' perception towards thesis writing. Specially, I got more information on how we perceive students perception towards any examination system. Therefore, after reviewing these research works, I got more ideas on the process of research design, sampling and many more.

2.4 Conceptual Framework

After reviewing the theoretical literature and empirical literature I developed a mental framework about how to conduct the study. The conceptual framework that I made to conduct my study was:



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research. The plan formed by the researcher to conduct this research study was described in this chapter. In this chapter the researcher discussed the design of the study that was followed, study population, the sampling procedure, tools and process of data collection, and mode of data analysis and interpretation.

3.1 Design of the Study

Broadly speaking, any of the study concerned with perception analysis falls under qualitative types of research. There are various types of research designs such as experimental research, quasi-experimental research, historical research, ethnographical research, action research, survey research, narrative inquiry. Among them the researcher followed survey research as the nature of his study demanded the same.

Survey is a superficial study of an issue or phenomenon. It is the most commonly used method of investigation in Educational research. Survey research in Education can be carried out either by group of researchers or by an individual. Kerlinger (1978) says, "Survey research is a kind of research which studies large and small number of population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables".

Similarly, according to Cohen and Manion (1985, as cited in Nunan, 1993,p.140), "surveys are the most commonly used descriptive method in Educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by single researcher". The purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single point in time.

From the above mentioned definitions, we can conclude that survey research is a type a research which is cross- sectional in nature. The collected data or information is analyzed descriptively or statistically to get findings. The

finding of the study is generalized to whole population. The main purpose of conducting a survey research is to find out people's attitudes and specified behavior on certain issues, phenomenon or situation, and to study certain trends, historical or on going to discover about the fact.

It is carried out in a systematic way following certain procedures or steps. According to Nunan (1993, p. 141) there are eight steps of survey:

- Step1:** Define objectives
- Step2:** Identify target population
- Step3:** Literature review
- Step4:** Determine sample
- Step5:** Identify survey instruments
- Step6:** Design survey procedures
- Step7:** Identify analytical procedures
- Step8:** Determine reporting procedures

However, every institution or organization has their own research tradition or procedures. The same is the case with the Department of English Education to conduct the survey research.

3.2 Population and Sample

The population of my study was all the students of Master's level English Education. In doing so, twenty students from Central Department of English Education, University Campus, Kirtipur and twenty students from Mahendra Ratna Campus, Tahachal among M.Ed. second year students was sample of my study.

3.3 Sampling Procedures

In the research, sampling is the process of selecting a few from a large group for the purpose of finding the new facts related to the groups as a whole. In this study I selected University Campus, Kirtipur and Mahendra Ratna Campus, Tahachal at first. Then following the purposive non-random sampling procedure I selected twenty students from Tribhuvan University Campus and 20 from Mahendra Ratna Campus, Tahachal.

3.4 Data Collection Tools

To collect the data from the primary sources of the study, I used the questionnaire given in appendix-A as a tool. Both open and close ended questions were used for the collection of data.

3.5 Data Collection Procedure

I collected the data from the primary sources by conducting the following procedures.

- I. First of all, I prepared questionnaires and other materials used for data collection.
- II. Then, I visited the selected campuses and talked to concerned authorities and I built rapport with them.
- III. I explained to the respondents about the purpose and process of research and I asked them for permission.
- IV. I distributed the questionnaires and take their opinions for the thesis writing.
- V. Then, I requested them to fill in the questionnaires.
- VI. Finally, I thanking them for their kind information and co-operation.

3.6 Data Analysis and Interpretation Procedure

The topic itself states that the study is quantitative. The data collected from the informants were analyzed and interpreted to explore M.Ed. English students' perception towards thesis writing. While carrying out this research, I collected the required data from forty students who studying M.Ed. English second year. In this study, respondents were selected by using purposive non random sampling procedure. The questionnaire was used as a main tool for collection of data in which both open ended and close ended questions were used. The teachers and students responded accordingly, too.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of the data collected from primary sources. The processed data has been displayed in tables and charts and it is analyzed descriptively as well as comparatively

with the help of percentage. The main objectives of this study were to find out the M.Ed. English students' perception towards thesis writing and to find out difficulties perceived by the M.Ed. English students' towards thesis writing after the completion of the M.Ed. While carrying out this research, I collected the required data from twenty students of M.Ed. second year from Tribhuvan University and twenty students from Mahendra Ratna Campus. In this study, respondents were selected by using purposive non random sampling procedure.

The questionnaire was used as a main tool for the collection of data in which both open ended and close ended questions were used. Therefore, the respondents were requested to respond on the following topics:

- Students perception towards thesis writing
- Environmental constraints of perception
- The way of writers to accustom to perception
- Personal attachment and access to thesis writing

Each of these topics consisted of a set of questions and statements in which the respondents were requested to show their responses by circling the most appropriate option of their situation. In a very few cases, they were requested to write some words or sentences to show their responses to the given questions. All the item wise analysis and interpretation of the data obtained through the questionnaire is as below.

4.1 Students Opinion Collected from Closed Ended Questions

Under this heading, the responses of the M.Ed. English students' perception towards thesis writing responses are dealt with various topics. M.Ed. second year students' specializing English were provided questionnaires having twenty one questions related to the perception towards thesis writing.

The responses of the students for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

After the processing the data obtained from primary and secondary sources, the following results were found.

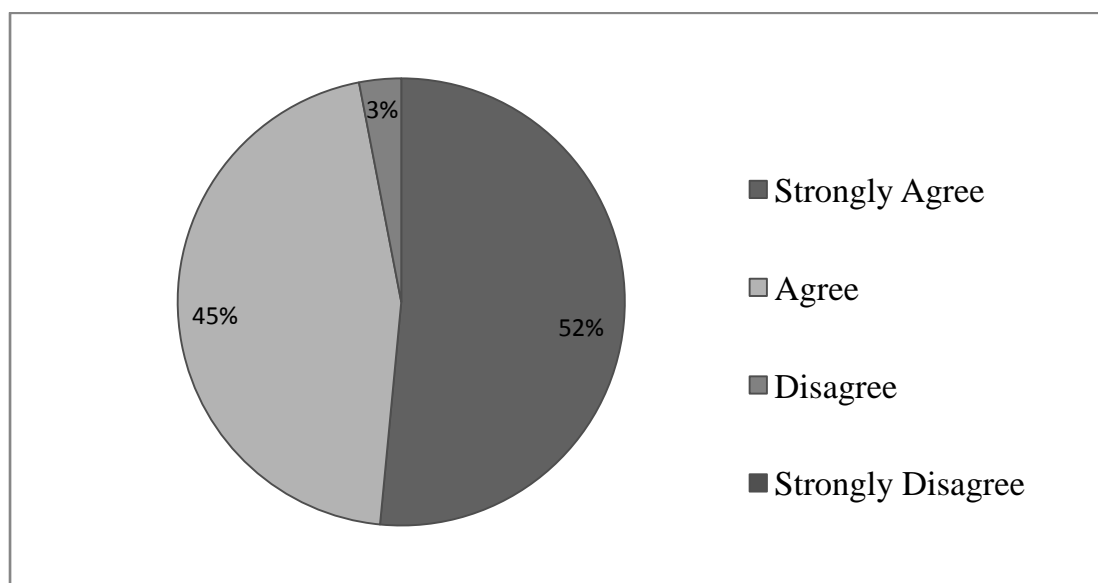
4.1.1 Appropriateness of thesis writing at M.Ed. Level

The first statement was about the main focus on writing thesis whether it is appropriate for M.Ed. students. The main theme of this question is suitability of thesis writing for the M.Ed. level students.

The responses given by the students' of masters level with English as a major subject obtained towards suitability of thesis writing statement can schematically presented in the diagram below.

Figure - 1

Appropriateness of Thesis Writing at Master's Level



As the above figure shows that 52 % of the M.Ed. English students (i.e. 21 students) responses strongly agree with the statement whether thesis writing is appropriate for M.Ed. students. Similarly 45 % students (i.e. 18 students) agree

whereas 3% students (i.e. 1 student) disagree with the statement. None of the students marked strongly disagree.

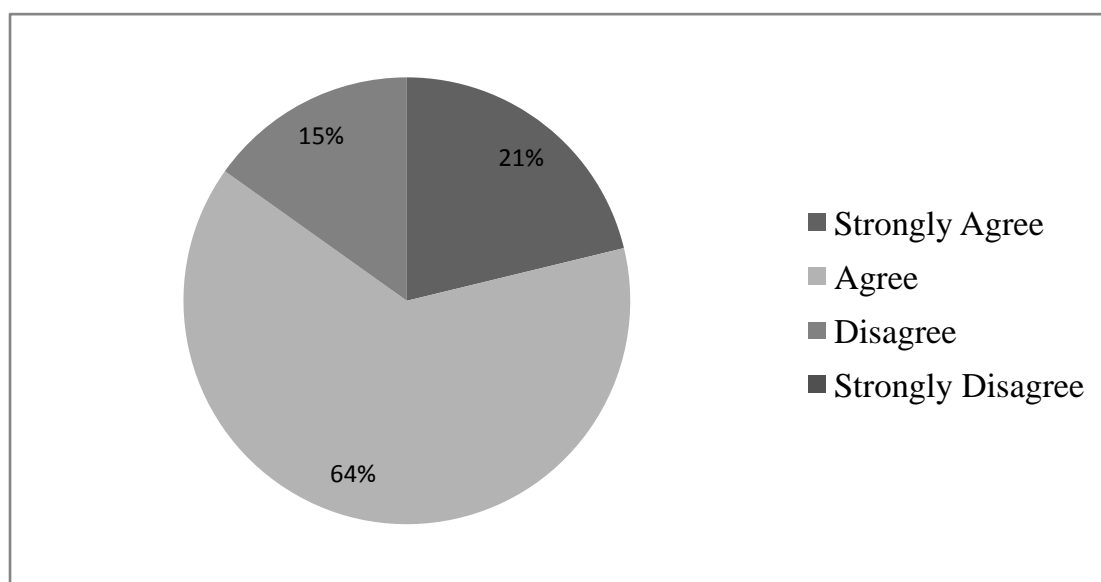
All students answered the questions. It shows that all students were familiar with the appropriateness of thesis writing at M.Ed. level. It seems to be clear that thesis writing at master's level is appropriate.

4.1.2 M.Ed. Syllabus Encourages the Students to write Thesis

The second statement was about encouragement of syllabus to M.Ed. English students to write thesis. A question was asked to find out the opinion of the students regarding M.Ed. syllabus i.e. M.Ed. English syllabus encouraged the students to write thesis. Their responses are presented in the following figure:

Figure – 2

M.Ed. Syllabus Encourages the Students to write a Thesis



The above figure reveals that nearly two third of the students agree i.e. 64 % with the statement that 'the M.Ed. syllabus encourages the students to write thesis, similarly 21 % respondents agree and only a few of the students i.e. 15% disagree with the statement. None of them responses strongly disagree with the statement.

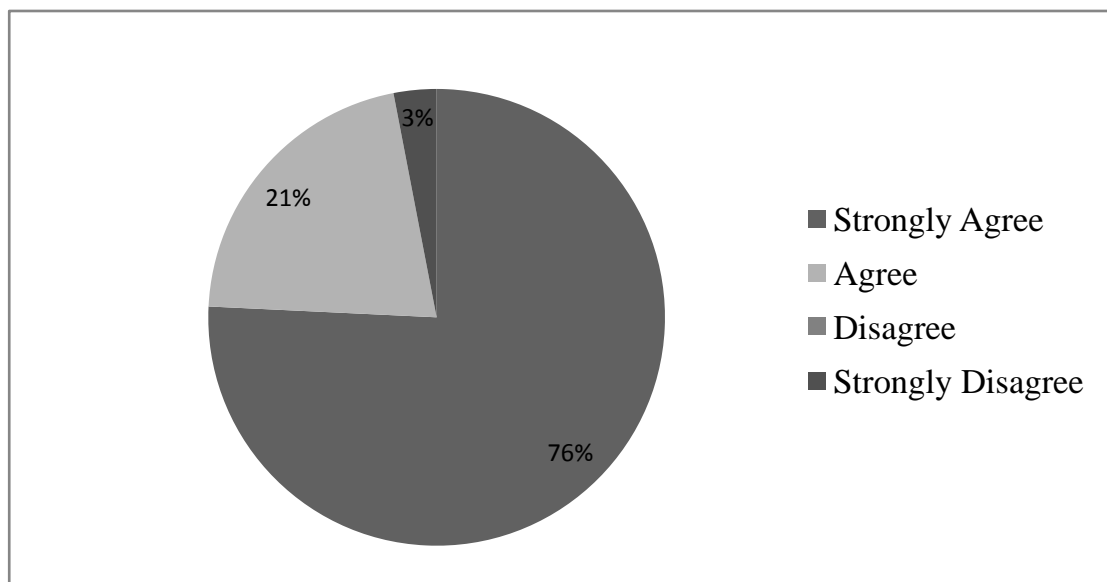
From the data obtained from respondents, the researcher was in the position to conclude that the M.Ed. English students' were agree to write thesis at masters'

level. It means majority of the students showed their agreement on the encouragement of M.Ed. English syllabus to conduct research work.

4.1.3 Providing More Opportunities to Conduct Further Studies after Thesis Writing

A statement 'Thesis writing provides researcher more opportunities to conduct further studies' was given to find out whether they got more opportunities to conduct further studies or not. In this view the primary focus was given to more opportunities to those students who conduct thesis at the end of M.Ed. level, the respondents were requested to the statement whether the knowledge of thesis writing helps in further study. The following figure shows the clear picture of the data obtained on it.

Figure - 3
Providing More Opportunities to Conduct Further Studies after Thesis Writing



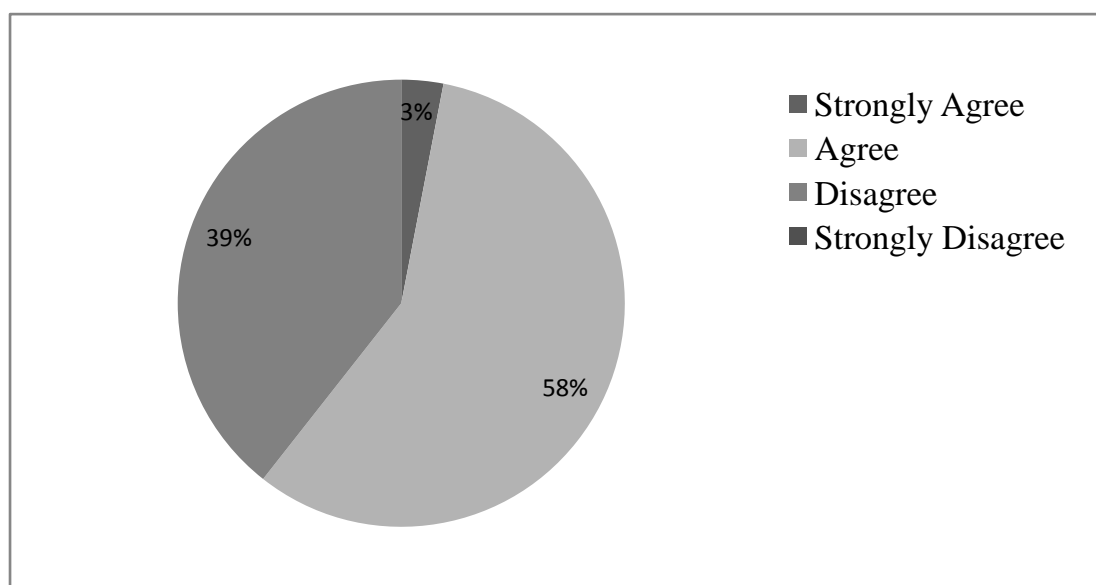
From the figure above, it is clear that most of the students i.e. 76 % respondents strongly agree with the statement that ' Thesis writing provides researcher more opportunities to conduct further studies, and 21% agree whereas 3% strongly disagree with the statement.

The majority of the respondents responded that thesis writing gives more opportunity to conduct further studies.

4.1.4 Students' Satisfaction on Thesis Writing

This research was carried out to find out students perception towards thesis writing, so the students were given a statement i.e. 'student who selected thesis writing were satisfied with their work' to put their opinion. The responses of the students are presented in the following figure:

Figure - 4
Students' Satisfaction on Thesis Writing



As it is presented in the figure above depicts that 58% agree with the statement that 'who select thesis writing are satisfied with their work' similarly 3% strongly agree, whereas 39% disagree with the statement. None of them marked undecided or strongly disagreed.

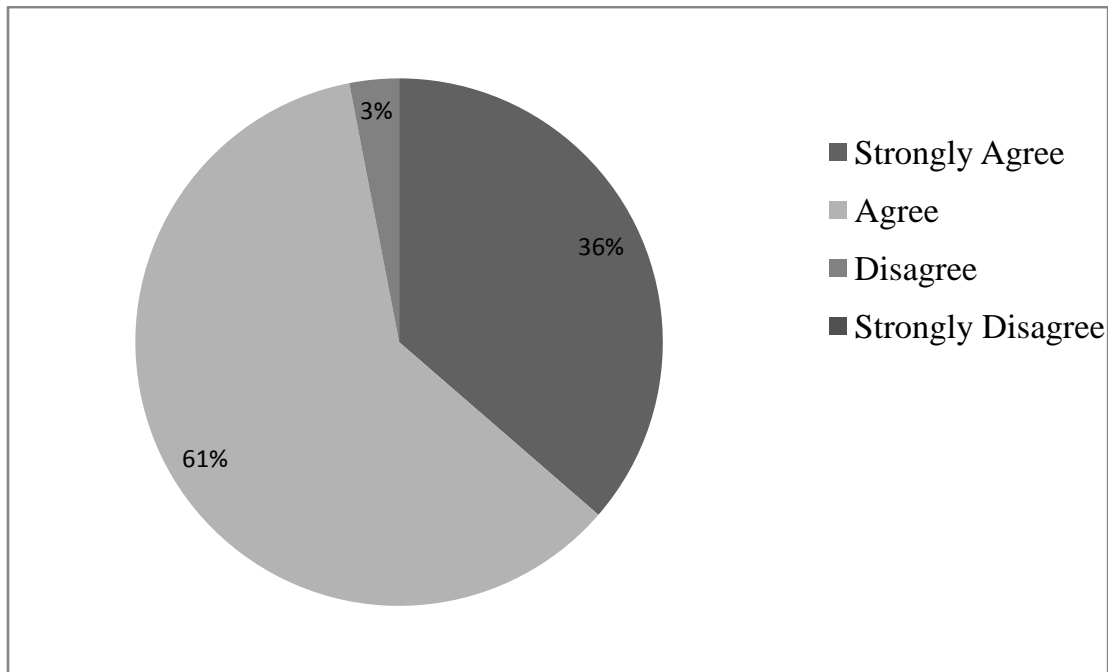
It showed that the majority of the respondents believed that students who conducted thesis were more satisfied with their work but a few of the students were not satisfied with thesis writing.

4.1.5 Students' Perception on Thesis Writing to Increase Learners' Achievement in TLA

The students were asked a question to find out the perception on thesis writing whether it helps to increase learners' achievement in teaching learning activities or not. This statement was about the development of learners' achievement in

teaching learning activities by thesis writing. The respondents as obtained to this statement are presented in the figure below:

Figure - 5
Students' Perception on Thesis Writing to Increases Learners' Achievement in TLA



As we can see in the figure above most of the students i.e. 61% agree and 36% strongly agree with the statement that 'Thesis writing increases learner's achievement in teaching learning activities'. Only a few i.e. 3% disagree with the statements.

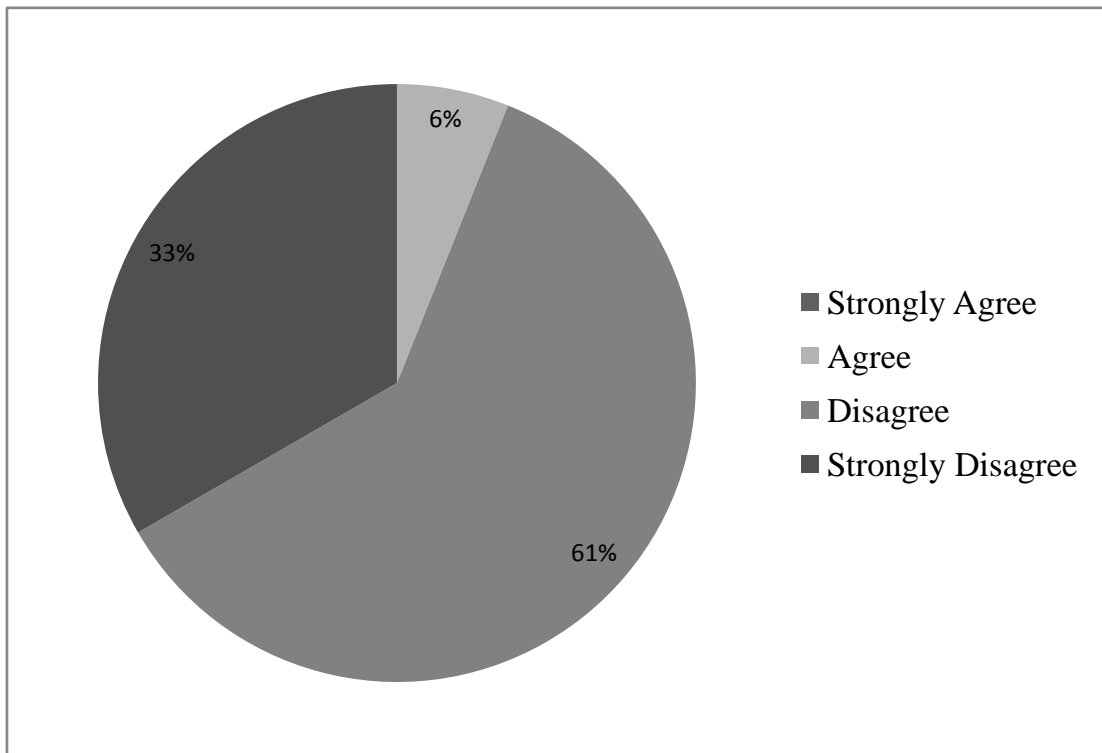
We can conclude that thesis writing increases learner's achievement in teaching learning activities.

4.1.6 Students' View on Role of Financial Status to Conduct a Research

The respondents were also requested to show their responses towards student main cause of research conduct. A statement i.e. 'Students who do not conduct a research are economically weak' was given to find out effects of finance, so the participants views on this statement is presented below:

Figure - 6

Students View on Role of Economy to Conduct a Research



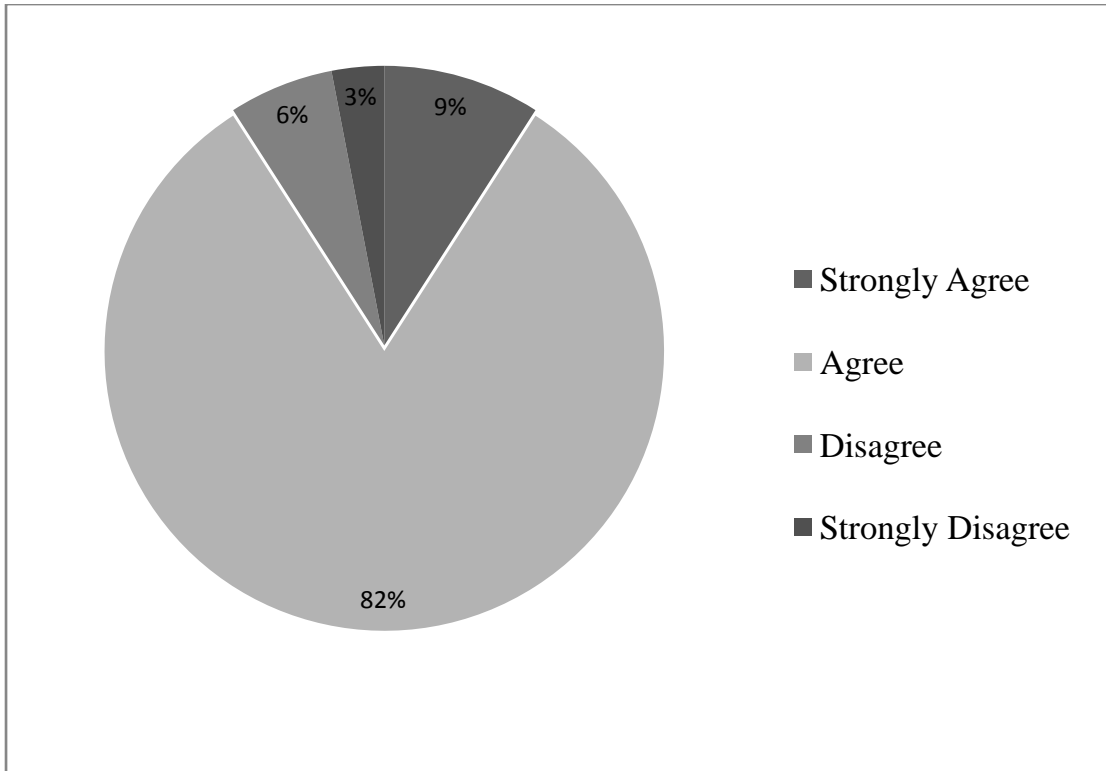
As it is presented in figure above shows that among the total participants most students i.e. 61% disagree and 33% strongly disagree with the statement. Only a few i.e. 6 % agree with the statement. It shows that the respondents were aware of the statements.

They believed that money is not a part of hindrance for conducting a research. But a few respondents who were economically weak believed that financial position was also a hindrance for conducting a research.

4.1.7 Need of Thesis Writing for Dealing with the Mixed Abilities of Students

The statement aimed to obtain respondents' responses towards the thesis writing whether it is effective tools for dealing with the mixed abilities of students or not. The response obtained from respondents presented in the figure below:

Figure - 7
Need of Thesis Writing for Dealing with the Mixed Ability Students

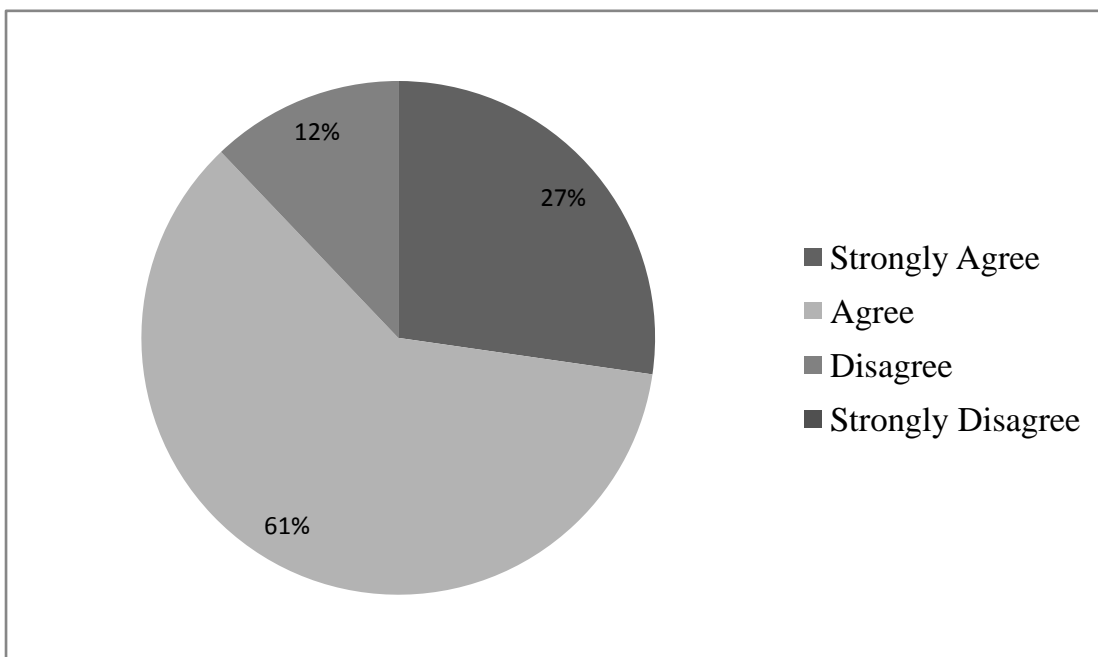


The figure above shows that almost all i.e. 82 % agree and 6% strongly agree that thesis writing is one of the effective tools for dealing with mixed abilities. On the contrary, 6 % disagree and 3 % strongly disagree with the statement. It seems to be clear that thesis writing is the one of the basic and effective tools for dealing with the mixed abilities of the students.

4.1.8 Meaningfulness and Usefulness of Thesis Writing

The students were asked a question to find out whether thesis writing is meaningful and useful than alternative course offered 'Advanced Academic Reading and Writing' or not. The schematic presentation of the responses obtained in as follows

Figure - 8
Meaningfulness and Usefulness of Thesis writing



The above figure from the obtained data reveals that 61 % of the total respondents agree and 27 % strongly agree with the statement i.e. ' Thesis writing is relatively more useful and meaningful than the Advanced Academic Reading and Writing'. Among total respondents only 12 % disagree with the statement and none of the respondents shows strongly disagreement view in the format.

The data obtained to this statement showed that the majority of the students viewed that thesis writing is relatively useful and meaningful then the advanced academic reading and writing.

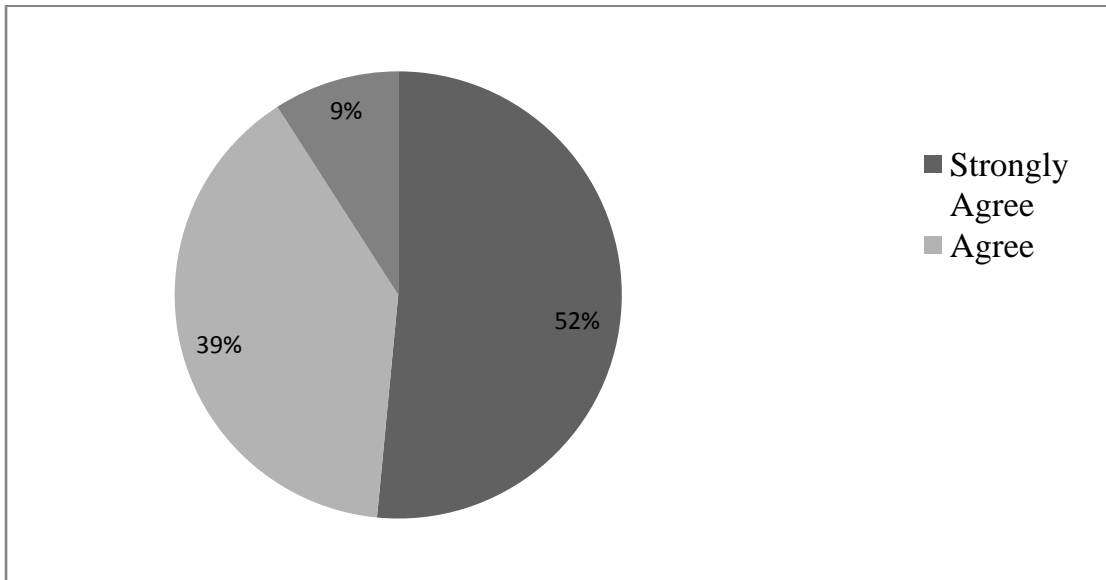
4.1.9 Role of Thesis Writing to Develop Skills of Finding and Solving Problems in Teaching and Learning

The respondents requested to show their responses on roles of thesis writing to develop skills of finding and solving problems in teaching and learning.

Respondents have four choices with strongly agree, agree, disagree and strongly disagree with the statement i.e. 'Thesis writing helps to develop skills of find and solve problems in teaching and learning' and respondents response are presented in the figure below.

Figure - 9

Role of Thesis Writing to Develop Skills of Finding and Solving Problems in Teaching and Learning



As it shows in the figure above, the majority of the respondents, i.e. 52 % strongly agree, 39 % agree with the statement it shows that 91 % respondents believe that thesis writing helps to develop their skills of finding and solving problems in teaching learning activities. Out of them 9 % respondents argue that didn't help students.

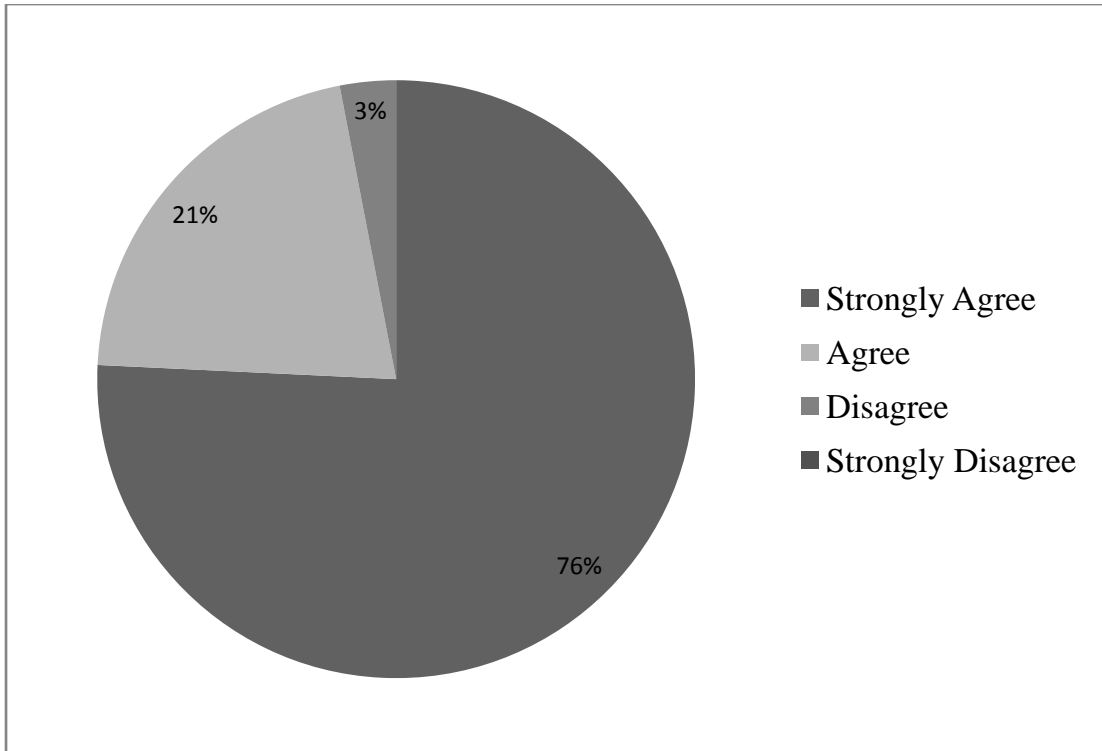
The data obtained shows that most of the thesis writers gained practical knowledge after conducting research which helped to develop skills of finding and solving problems at teaching and learning.

4.1.10 Perception of Research on Systematized Effort to Gain New Knowledge

This statement was intended to find out students' perception on conducting research whether research assist to researchers systematized effort to gain new knowledge or not. In this statement the respondents had given following views.

Figure: 10

Research is a Systematized Effort to Gain New Knowledge



As the above presented figure shows that most of the respondents i.e. 76 % strongly agree and 21 % agree with the statement i.e. 'Research is a systematized effort to gain new knowledge'. Out of them, only 6 % disagree with the statement.

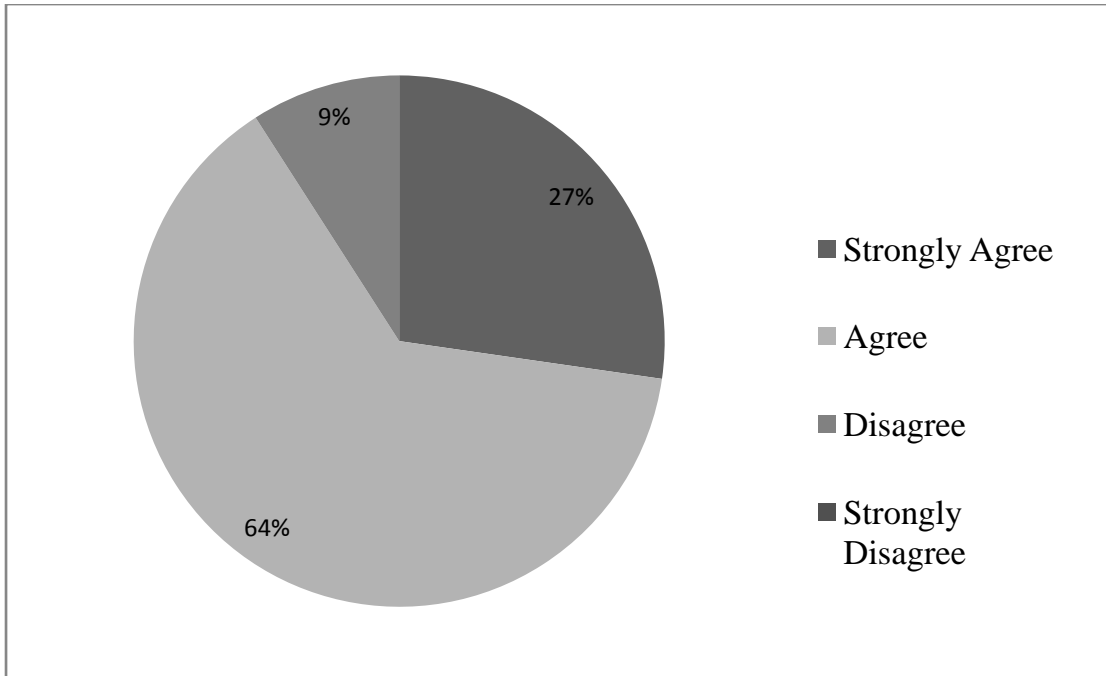
It shows that respondents believe that conducting research was systematized effort to gain new knowledge.

4.1.11 Simultaneous Use of Variety of Research Sub-skills in Holistic Way

A statement 'Research is simultaneous use of variety of sub-skills in holistic way.' was given to find out students perception on use of variety of research sub-skills in holistic way. The statement was expected to find out whether the researcher simultaneously uses the sub-skill or not.

Figure - 11

Use of Variety of Research Sub-skills in Holistic Way



As the above figure reveals that among the total respondents 64 % agree, 27% strongly agree and 9% disagree with the statement. The data obtained shows that the majority of the respondents i.e. 91% agree with the simultaneous use of variety of sub-skills in holistic way. However, very few of them were disagreed with the statement.

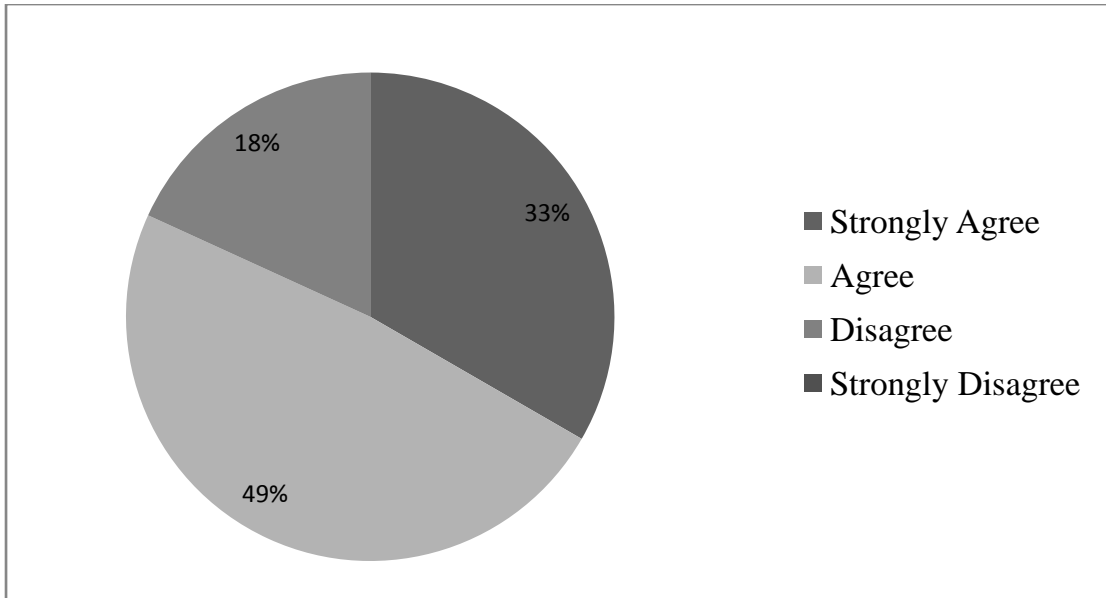
The data obtained clearly shows that research simultaneously uses the variety of sub-skills in holistic way.

4.1.12 View of Students Towards Thesis Writing for the Sake of Obtaining Good Marks

This question expressed the M.Ed. English students' perception towards thesis writing whether they select thesis for getting good marks or not. This question was asked to find out students' perception on obtaining marks after completion of thesis writing. This question was asked to find out that marks may be the concern on the selection of thesis writing. In this question the respondents expressed their internal thought and view.

Figure - 12

View of Students Towards Thesis Writing on the Basis of Marks



As the above figure shows that 33 % strongly agree and 49 % agree with M.Ed. students write thesis for getting good marks.'

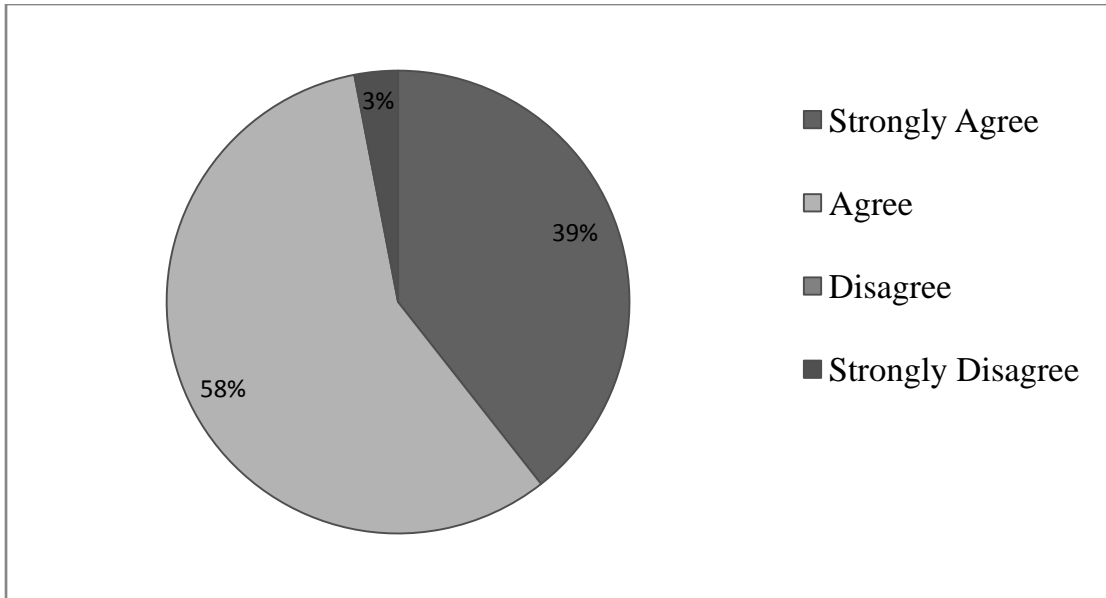
It shows that most of the respondents believed that students who conduct thesis writing relatively obtained better marks than who do not. Similarly 18 % responds disagree with the statements. None of the respondents strongly disagree with the statement.

The data obtained to this statement showed that the larger number of students' is positive to write thesis for getting good marks.

4.1.13 Students' Opinion on Thesis Writing to Develop Skill of Conducting Research

A statement 'The role of thesis writing at masters level is to develop skill of conducting research' was asked to get the opinion that whether thesis writing helps to develop skill of conducting research in the future or not. Respondents were requested to provide their responses on the opinion towards thesis writing. The data obtained from them is presented in the schematic presentation below.

Figure - 13
Students' Opinion on Thesis Writing to Develop Skill of
Conducting Research



As the above figure shows that most of the respondents' i.e.58 % agree and 39% strongly agree that thesis writing helps to develop skills of conducting research. Among all only 3% disagree with the statements and none of them strongly disagreed.

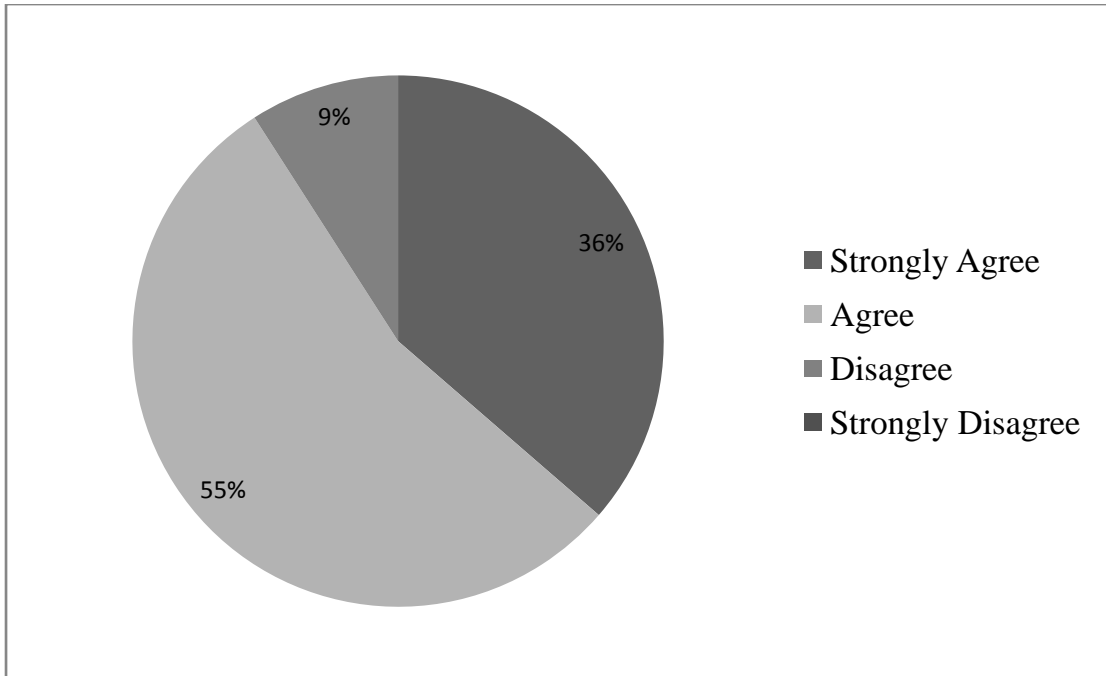
The responses obtained to this statement shows that most of the students develop their skill of conducting research by writing thesis.

4.1.14 Involvement of Researchers in Their Cognitive Process by Providing Opportunity to Work Independently by Thesis Writing

The respondents were requested to find out whether thesis writing provides more opportunity to the researchers to work independently. In this statement the respondents were requested to find out whether researcher really involved in cognitive process and this gives more opportunity or not. The schematic presentation of the data obtained is as below.

Figure: 14

Involvement of Researchers in Their Cognitive Process by Providing Opportunity to Work Independently by Thesis Writing



As it is presented in the figure above out of the total respondents 56% agreed and 36% strongly agreed with the statement i.e. 'Research makes researchers really involved in their cognitive process by providing opportunity to work independently.'. Almost all i.e. 91% respondents believed that research makes researcher really involve in their cognitive process by providing opportunity to work independently.

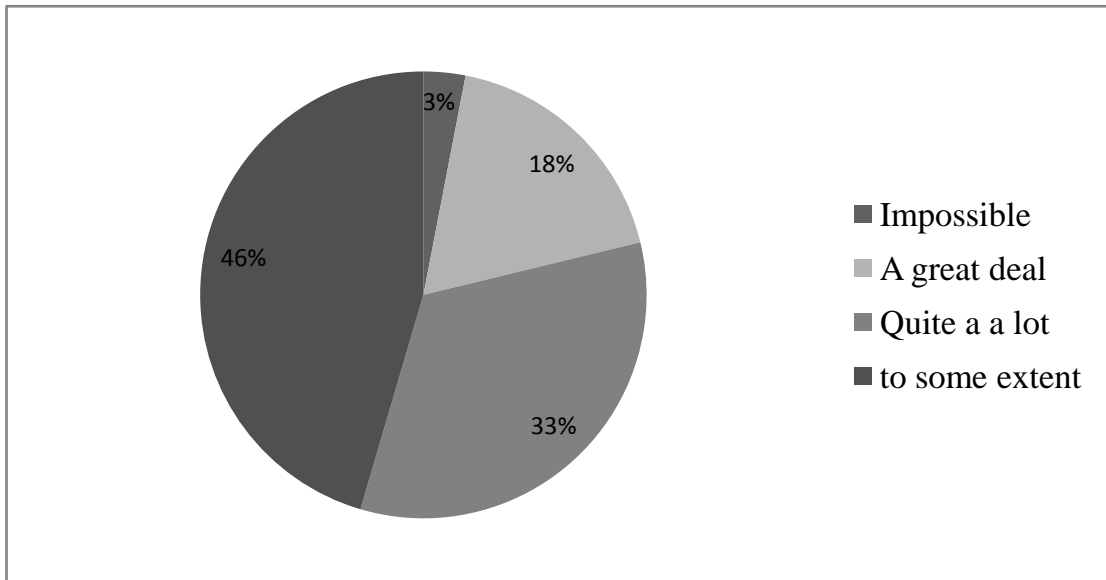
Nine percent respondents responded that research did not provide more opportunity to work independently and none of the respondents strongly agree with their cognitive process. It shows that research develops cognitive process.

4.1.15 Difficulty Level of Conducting Research Study

The students were asked a question that how much difficult it is to conduct a research study to find out their opinions towards difficulty level of conducting research. The schematic presentation of the data obtained is as below.

Figure - 15

Difficulty to Conduct Research Study



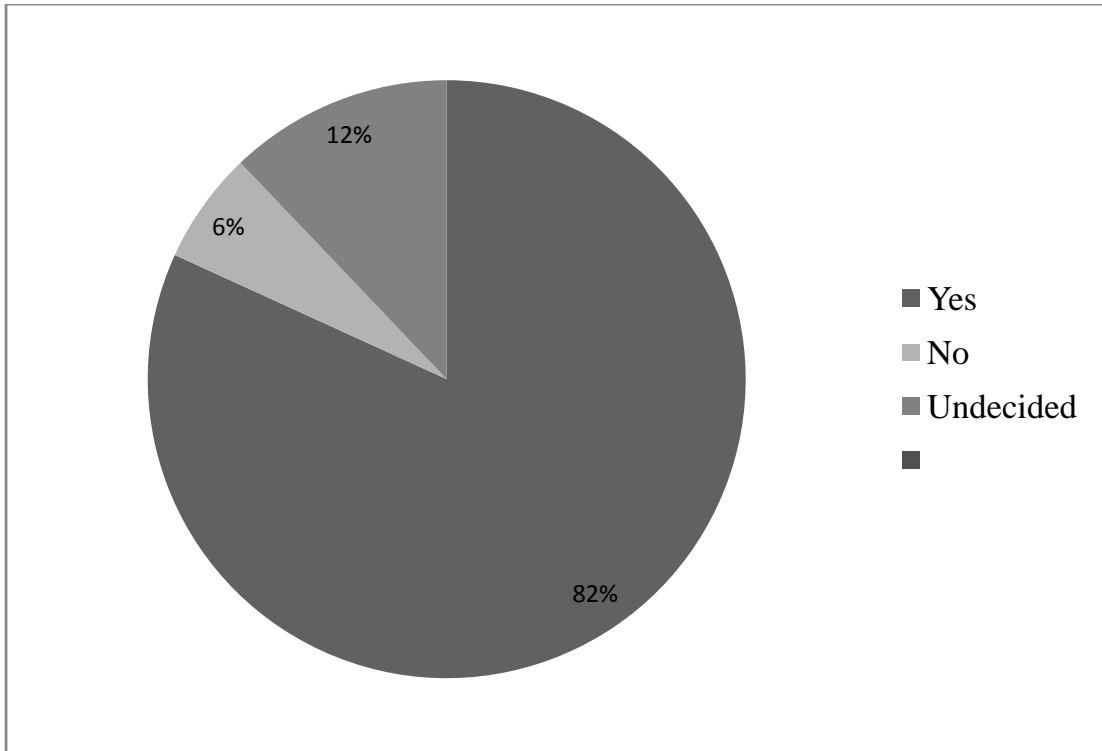
As the above figure reveals that 46% of respondents perceive thesis writing could be done easily but somewhere there were problems. Respondents responded on the difficulty upon thesis writing, 33% responds as quite a lot; 18% respondents perceive a great deal and 3% of total respondents perceive impossible to conduct thesis writing.

The obtained data clearly shows that thesis writing is not a simple task but it can be done with a great effort.

4.1.16 Students' Confidence to Conduct Research

The respondents were also requested to provide their responses towards the possibilities of enough confidence to conduct research work. The schematic presentation of the data obtained is as below:

Figure - 16
Students Confidence to Conduct Research



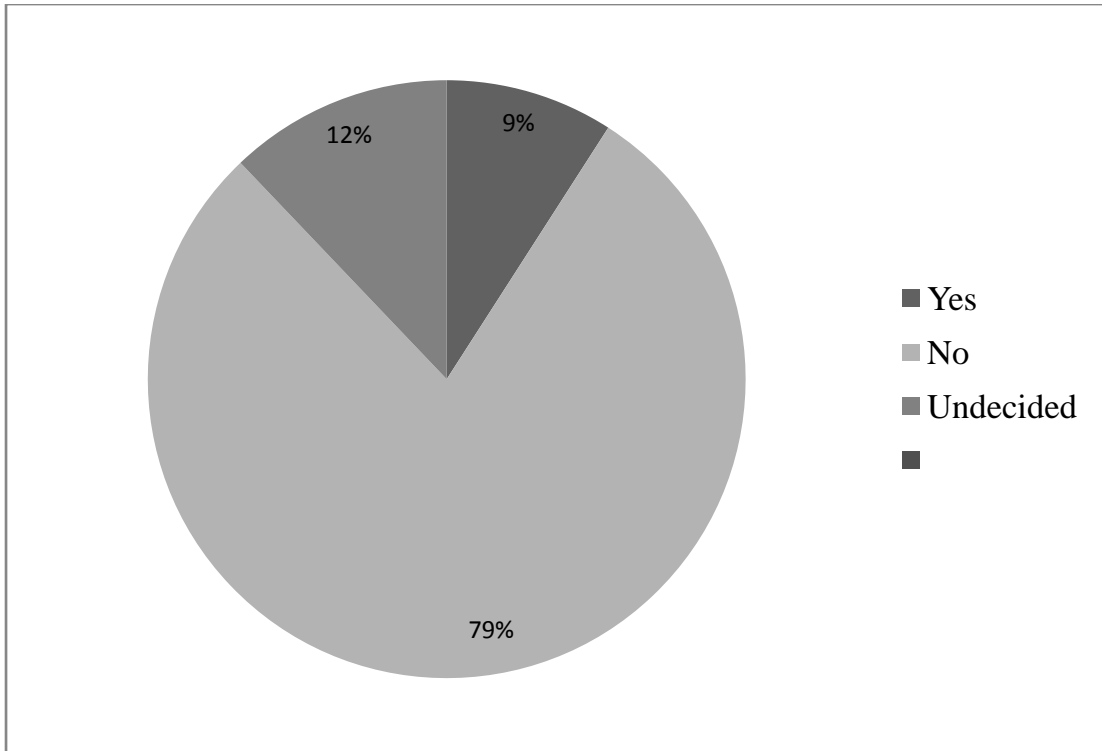
As the above data shows that 82 % of the total populations respond 'yes' i.e. they are ready to conduct research. Likewise, 12 % students respond 'no' i.e. they are not confident to conduct research or they were not ready to conduct research. Whereas, 6% students respond 'undecided' i.e. they were neither confident to conduct research nor ready to conduct research.

The data clearly shows that most of the students were ready to conduct research.

4.1.17 Students View on Consumption of Time in Thesis Writing

The statement asked to respondents to find out that thesis writing consumed more time or not. In this research the main objective is to find out the perception of students' towards thesis writing and this statement tries to find out students' views on time consumption of thesis writing. The schematic presentation of the data obtained is as below.

Figure: 17
Views on Time Consumption of Thesis Writing



As the figure above reveals that 9% view that thesis writing was only time consuming. Seventy nine percentage population of total respondents answer 'No' i.e. thesis writing do not consumes time only. And 12 % respondents could not decide about time consumption.

The data obtained clearly shows that there is not the problem of time consumption only.

4.2 Students' Opinions Collected from Open Ended Questions

This topic deals with the opinions collected from open ended questions. Forty M.Ed. second year English students' were asked seventeen close-ended questions and four open ended questions to collect the information about the perception of students towards thesis writing. Different students responded differently regarding these questions implied. The responses of the respondents were presented in the following ways:

4.2.1 Advantages of Thesis Writing

Regarding the advantages of the thesis writing at M.Ed. English second year course, different students responded differently. All the respondents argued that it consists of advantages for the professional development, gaining new knowledge and for further studies.

Majority of the respondents argue that conducting thesis provides both theoretical and practical knowledge about teaching learning activities. It can provide guidelines for overcoming problems in teaching and learning process in real classroom. It helped to gain new hidden knowledge of the students. They again argued that the course includes different ways and strategies for professional development in addition to its basic information. Teachers can adopt those ways and strategies for their Ph.D. It helped to increase confidence not only to be a teacher but also to be a good researcher. It provided various maxims and beliefs about English language teaching. They viewed that this helped to conduct further research. Thesis writing guided the whole teaching learning activities. It made them aware of different problems of teaching and recommends the ways to solve them. They added it made students creative and patience in learning new knowledge. Thesis writing also enlarges cognitive skills and knowledge. It explored knowledge to get new ideas. Many respondents believed that it is one of the ways to get more marks also. Whereas, some respondents supported the view that thesis writing makes student innovative and creative. They added that this is the process of verifying authentic knowledge providing more opportunities to work independently. Some respondents believed that thesis writing provides the confidence to the students' to solve the overcoming real classroom teaching learning problems.

4.2.2 Disadvantage of Thesis Writing

Thesis writing is one of the basic tools for gaining new knowledge though in the context of M.Ed. Level there are some disadvantages of thesis writing. The respondents were asked to mention the disadvantage of the thesis writing. Many respondents believe that thesis writing consumes more time and is more expensive also. They argued that thesis writing is difficult task because it was practical and field oriented. Respondents added that most of the students' conducted thesis to get good marks not for developing knowledge and skills and finding solutions. The respondents opined that the main disadvantage of thesis writing is plagiarism. They also argued that weak students did not carry research.

Whereas a few students were uncertain about the issue of thesis writing, they perceived it good but lacking authenticity. When conducting research the improper data might lead the research towards failure, because of lack of interest given by the researcher.

4.2.3 Problems Faced during Research Work

Regarding the problems faced by students while conducting research, they were asked to mention other problems that a researcher faces while conducting research studies, different students responded differently. Most of the students argued that abiding time by the syllabus and economy is one of the basic problems of conducting research. They also added that in the context of Nepal authentic source related to the topic were not available for conducting research. Respondents had problems during data collection because it was difficult to get real data from the informants.

On the other hand, respondents believed that availability of technology was not supportive for researcher. Informants argued that there is lack of co-operation between supervisor and respondents. Similarly, they argued that the problem faced while conducting thesis supervisor only gave comments but didn't show the way to defeat the problems. Whereas, researcher faces problems from the very beginning while they select research topic. Although they got good research topic they didn't have sufficient authentic material. They added that in the context of Nepal there were problems to systematize and analyses the data because there is geographically, linguistically and culturally different registers. If researcher identify the problems of one area that finding may mismatch to other region. Informants argued that there were challenges in the rapport building and ethic consideration.

Finally, few of students argued that sometimes conducting research was an irritation while researcher gets difficulty. They perceived that thesis writing was a burden if appropriate supervision is not given and it consumes time and field oriented task consists of problems.

4.2.4 Solution to Problems Occurred during Thesis Writing

Different students opined differently regarding solution to the problems occurred during thesis writing. Majority of the students argued that thesis writing was relevant to students' level and interest. They believed that the course was designed in accordance to the students' level and interest. They again added that thesis writing helped to develop students' creativity and knowledge. They added thesis writing helped in the teaching learning activities. Though, there were some problems and those problems have solutions also. They argued that teachers must encourage students' to conduct thesis. They opined that university and college should be flexible for thesis writing. They added economic assistance for thesis writing was given by university and colleges. They added for economic assistance, university and colleges facilitate students to provide financial support by different agencies, INGO's, NGO's and research centre, which are working in the field of education. They again added that institute must manage the necessary technologies for conducting research. Respondents believed that there was not only a problem of obtaining good marks the question was related to knowledge gain through thesis writing. Respondents opined that there must be ample and good guidance and co-operation by supervisor. Respondents argued that researchers take as much as authentic source. Respondents suggested solving problems to keep mutual understanding with supervisor, students and respondents. Respondents suggested that university should provide scholarship for good research and help to the researchers with financial assistance. Moreover, university and colleges do not have facilities of internet and e-library so they argued that university and every college should have provided free internet and e-library for the research. University must establish research centres. Likewise, they added that researcher should have some commitments to collect actual data. Researcher must be aware of the collection of data. They added that research must be specific and should classify the reason behind conducting research. Researcher must be motivated themselves for thesis writing.

A few of the respondents argued that mini research should be conducted from the beginning of the academic year. It helps to motivate student to write thesis and conduct valuable researches.

4.2.5 Suggestions to make Thesis Writing Effective

The informants were asked to provide fruitful suggestions to make thesis writing effective and reasonable. Regarding the suggestion of the students to make the thesis writing effective and qualitative, students gave various suggestions. They claimed that thesis writing should be systematic in the sense that research should be exercised from the first academic year in the classroom and thesis writing must be a part of core course and it should be done before final examination. Similarly, they opined that there were no influences of political ideology. They added that research must be free from plagiarism. Plagiarism is one of the most important things to be stopped for a better research.

They again added that thesis supervisors should help to guide a researchers in a proper way for thesis writing. They suggested that to be an effective research it should consist of real teaching and learning problems and the research have solutions for the existing problems. Likewise supervisor should help to researchers and researchers also should be laborious and creative in thinking. Respondents were on the opposition of using old theses as a material for new, and as far as possible the new research topics should be new and not related to the formers.

A few of the students argued that thesis writing should be a compulsory course for masters' level, as it seems to be optional.

Respondents suggested that researchers must be goal oriented that develop the power of solving current issues and problems. Respondents believed that for good research a researcher should be provided sufficient time and ideas.

They conclude that thesis writing is beneficial for solving existing problems through its finding and recommendations. They finally added research should be exercised from the first academic year.

But some students opined that unnecessary theories should be removed from the course and thesis writing should be added to make the course more effective and qualitative.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter reports the main findings of this study. Looking once back at the objectives of the study; it intended to find out perception of M.Ed. English students' towards thesis writing. It also intended to find out difficulties perceived by M. Ed. Students in the dissertation implementation. It further includes some strategies while composing thesis and some recommendations based on findings.

5.1 Summary

A thesis is a document submitted in support of candidature for an academic degree or professional qualification presenting the authors research and findings. In other words, thesis writing is writing a research report. It is the last but very essential stage of any research. The most valuable practical work can be worthless if it is not communicated well through the research report. In the words of Kumar (2005, p. 244), 'research writing must be absolute, accurate, clear, free of ambiguity, logical and concise. The purpose of the research report is to tell readers the problem investigated, the method used to solve the problem, the result of the investigation and the conclusions inferred from the results.'

Perception refers to an idea, a belief or an image you have as or result of how you see or understand something. It refers to awareness, understanding, and interpreting something very deeply and closely. Perception developed from organization of present and past experiences about subject matter. M.Ed. English students' perception towards thesis writing is quantitative and qualitative analytic method for identifying, analyzing and reporting within data.

It minimally organizes and describes the data in detail. However, it frequently goes further than this, and interprets perception of the thesis writing.

'M.Ed. English students' perception towards thesis writing', the present study, has been carried out to describe the perception of students' towards thesis writing. It also aimed to analyze and classify difficulties on thesis writing. In order to carry out this study M.Ed. English second year students were identified as the study population. Out of the total study population twenty M.Ed. second year English students' of University Campus Kirtipur and twenty M.Ed. second year English students' of Mahendra Ratna Campus, Tahachal were taken as a sample of the study using non-random sampling procedure. Questionnaires were taken as the main tools for data collection. Those forty students' responses were utilized to collect the data as the sources. The main findings of the study are:

- 1) The forty M.Ed. English students' perception towards thesis writing analyzed in this study under 21 different questions.
- 2) The highest numbers of (seventeen) questions are closed ended question and only a few (four) questions are asked open ended question.
- 3) Under the broad area 'Perception of thesis writing' is focused while questioning to the respondents.
- 4) Research was conducted on Twenty students from M.Ed. second year English students of University Campus Kirtipur and twenty M.Ed. second year English students' of Mahendra Ratna Campus, Tahachal with the purposive non-random sampling procedure.

The whole study has been presented dividing into five different chapters. The first chapter, 'Introduction' includes the background of the study, statement of the problems, rational of the study, objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the context that necessitates the study; rationale behind selecting the topic, problems that are to be answered in the study; purpose of

the study, significance or the usefulness of the study and scope of the work to be performed.

In the second chapter, it was attempted to review the store house of knowledge or the theories which could guide the study. The previous works done in the department were reviewed applying the theories related to my topic. In this chapter it was tried to provide authenticity to the study by presenting theoretical literature, Empirical literature and Conceptual frameworks developed on the basis of the review.

The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedure. It attempts to lead the whole research study.

Collected data are presented, analyzed and interpreted in the fourth chapter. It is divided into two sections. In the first section students' opinion collected from closed ended questions are presented and analyzed and second section students opinion collected from open ended are presented in different parameters.

The last chapter summarizes and concludes the whole study in the first two sections. And some implications are presented in the last section. The implications of the study are categorized under the policy level, practice level and for further research. This chapter is followed by references and appendixes to make the study reliable, valid and authentic.

5.2 Conclusion

Since the study was conducted to explore the perceptions of M.Ed. English Students' towards thesis writing and to find out difficulties perceived by M.Ed. students in the dissertation implication I prepared the questionnaires (See Appendix-I) as well as consulted secondary sources of data of English and collected responses required to the study. After collecting data I presented in the table form and determine the forms of first section response of closed ended question and in the second open ended question on the various topics. On the

basis of analysis and interpretation of the information collected from 40 informants and secondary sources, I reached at the following conclusions:

- i. Most of the students (39 students out of 40) have similar understanding of the 'thesis writing' is appropriate for the M.Ed. level and it provides more opportunities to conduct further studies.
- ii. Students view on the advantages of thesis writing as it provides both theoretical and practical knowledge insights for the teaching learning activities, professional development, gaining new knowledge and for further studies.
- iii. Most of the students (35 students out of 40) argued that thesis writing is useful and meaningful than the alternative course offered to them (Advanced Academic Reading and Writing) and it increases learner's achievement in teaching learning activities
- iv. Most of the students' perceived that thesis writing leads to simultaneous uses of the variety of sub-skills in holistic way and it was basic and effective tool for dealing with mixed abilities which systematized effort to gain new knowledge.
- v. Majority of the respondents perceived that thesis writing helps to develop their skills of finding and solving problems in teaching learning activities and it helps gaining practical knowledge and increases learner's achievement in teaching learning activities
- vi. Respondents perceived that thesis writing should start from first academic year and there must be mini researches in the syllabus for more practice and it helps to develop cognitive process.

5.3 Implications

The present work is the researcher's sincere effort to present an account of the perceptions of thesis writing of the department of English Education in a very systematic way. It is the perception of M. Ed. English students' and the analysis of forty researchers. All the perceptions are related to teaching, learning, translation, testing, and material production of English language Education. The main implications of the study for Educational practice can be pin pointed under the following three levels.

5.3.1 Policy Level

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by a government. In the case of Nepal, many policies are made without adequate study. Due to inadequate study, immediately after formulating policies they are compelled to change them. In this context the study done on the perceptions of M. Ed. Level English students would be highly helpful for the policy makers of Nepal to formulate the policy related to education and thesis writings. The main implications at this level are:

- 1) It will be highly beneficial for the workshop program where the subject of thesis writing is emphasized.
- 2) It will be effective for course designers for Master's level where it suggests for the research as compulsory course.
- 3) It will be highly effective for the writers to have an authentic preparation of thesis writing and it will be helpful for whether they should continue thesis writing or give up.
- 4) The University can also utilize the study to revise the course of study for research writing and implement them.

5.3.2 Practice Level

The implications of the perceptions of M.Ed. English students' in the practical field or day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of the English language teaching. Therefore, these would be very useful for the stakeholders of English language teaching. The practitioners of ELT such as teachers, textbook writers, material producers, linguists, principals, and supervisors can effectively utilize the study. The major implications of the study in practice level are:

- 1) It develops students' teachers' and supervisors' awareness towards the thesis writing.
- 2) This study helps to carry out research to obtain practical knowledge; developing skills of conducting research and better teaching learning activities from the findings of the study summarized in this study.
- 3) This study modifies the students' attitudes on the basis of information of this study.
- 4) This study shows the importance of the thesis writing at M.Ed. level will be understood by the students.
- 5) Individual lecturers and supervisors can be guided to improve their supervision by taking feedbacks from the findings of the study summarized in this study.
- 6) The department of Education itself will be benefitted by keeping the records of the perceptions towards thesis writing in a systematic and summarized form.

5.3.3 Further Research

The present study entitled "M.Ed. English students' Perception towards Thesis Writing" would be highly directive for the further research. It is the well commencement of describing, classifying, and analyzing the perception of students' towards thesis writing systematic way. There are more than fifteen hundred research works in Department of English Education. In the M.Ed. English students' perception of students' towards thesis writing is not reviewed. So, the scope of this study is wide enough. The new researchers can analyze the research activities. Similarly, the study can be conducted on the theses supervised by a particular supervisor and theses done in particular setting. All the researchers who are interested in the field of thesis writing would certainly be assisted by this study.

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Appendix - I

Questionnaires

Dear Respondents,

You are requested to answer the following questions for my research study. The questionnaire given to aims to find out M.Ed. English Students Perception towards Thesis writing. Please, read the questions carefully and give your views. You are free to answer them anyway you like. Your responses will be used strictly for my research purpose only. All the information collected through the questionnaires will be kept confidential. It is hoped that your

kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher
Dipak Bohara

Name :

University :

Tick the best answer:

S A'

A. Please put on tick for each statement to give your view

1. Thesis writing is an appropriate subject at the University level.

i) Strongly agree

ii) Agree

iii) Disagree

IV) strongly disagree

2. Thesis writing gives researcher more opportunities to do research again and again.

i) Strongly agree

ii) Agree

iii) Disagree

iv) Strongly disagree

3. Students' who select research work are satisfied with their work.

i) Strongly agree

ii) Agree

iii) Disagree

iv) Strongly disagree

4. Thesis writing increases learner's achievement in teaching learning activities.

- i) Strongly agree
- ii) Agree
- iv) Strongly disagree
- ii) Undecided
- iii) Disagree

13. Use of authentic text is not necessary in research class?

- i) Strongly agree
- ii) Agree
- iv) Strongly disagree
- ii) Undecided
- iii) Disagree

14. The role of thesis writing at master level is to develop skill of doing research.

- i) Strongly agree
- ii) Agree
- iv) Strongly disagree
- ii) Undecided
- iii) Disagree

15. Research makes researchers really involved in their cognitive process by providing opportunities to work independently.

- i) Strongly agree
- ii) Agree
- iv) Strongly disagree
- ii) Undecided
- iii) Disagree

16. How difficult is it to conduct your thesis writing?

- i) Impossible
- ii) Quite a lot
- ii) A great deal
- iii) To some extent

17. For a researcher it is very difficult to implement research because such questions don't give correct answer?

- i) Strongly agree
- ii) Agree
- ii) Undecided
- iii) Disagree

18. You are confident enough to write a thesis?

i) Strongly agree

ii) Undecided

iii) Agree

iv) Disagree

19. What are the advantages and disadvantages of thesis writing?

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20. Please mention anything you want to suggest or express about research write:

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21. The Problems that you faced while doing research work, what did you do to solve them?

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22. Please mention anything you want to suggest or express while you involve in thesis writing

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Appendix-II
Courses of study for two year M.Ed. Programme
Core Courses

year	Course No.	Course Title	Full mark	Nature
First	Ed. 512	Foundation of Education	100	Theory
	Ed. Psy. 513	Educational Psychology	50	Theory
	Ed. 514	Curriculum Planning and Practice	50	Theory
	Total		200 marks	

English Courses

Year	Course No.	Course Title	Full Mark	Nature
First	Eng.Ed. 516	Phonetics and phonology	100	Theory
	Eng.Ed. 517	English Grammar for Teachers	100	Theory
	Eng.Ed. 518	Sociolinguistics	50	Theory
	Eng.Ed. 519	Second Language Acquisition	50	Theory
Total			300	
Second Compulsory	Eng.Ed. 520	Research methodology in Language Education	50	Theory
	Eng.Ed. 521	Language testing	50	Theory
	Eng.Ed. 522	Literature in English language teaching	50	Theory
	Eng.Ed. 523	Pragmatics and Discourse Analysis	50	Theory
	Eng.Ed. 524	English language teacher development	50	Theory
	Eng.Ed. 525	Directions and Issues in Applied Linguistics	50	Theory
	Eng.Ed. 526	Advanced Academic Reading and Writing (alternation course to thesis writing)	50	Theory
Elective	Eng.Ed. 527	Translation studies	50	Theory
	Eng.Ed. 528	ELT curriculum, materials and management	50	Theory
	Eng.Ed. 529	Reading in English	50	Theory
Compulsory	Eng.Ed. 591	Advanced English language teaching methodology	50	Theory
	Eng.Ed. 599	Practicum	50	Practical
	Eng.Ed. 598	Thesis writing	50	practical