

# **STUDENTS' PERCEPTION ON EXAM ORIENTED MATERIALS**

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**NO. 7**

**EXAM ORIENTED MATERIALS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master's of Education in English**

**Submitted by**

**Lal Prasad Khanal**

**Faculty of Education**

**Waling Multiple Campus, Waling, Syangja**

**Tribhuvan University, Kirtipur, Kathmandu**

**2016**

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## DECLARATION

I, hereby, declare 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.

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Lal Prasad Khanal

Date: 20<sup>th</sup> Nov., 2016

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Lal Prasad Khanal** has prepared this thesis entitled **Students' Perception on Exam-Oriented Materials** under my guidance and supervision.

I recommend the thesis for acceptance.

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## **DEDICATION**

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

## ABSTRACT

This thesis entitled **Students' Perception on Exam Oriented Materials** was carried out to identify the perception of students on exam oriented printed materials available in the market, and to suggest some pedagogical implications. The study was limited to only 12 urban and rural campuses of Syangja district. In order to collect data, closed ended question and open ended questions were prepared. The researcher sampled 60 students from twelve Bachelor campuses through purposive/judgmental non random sampling procedure using questionnaire as a research tool. On the basis of the collected data, students' perceptions were analyzed using simple statistical tools such as charts, tables as number and percentage. The findings depict the mixed perception of the students. From the collected data, It was found that 43.34% students used authentic materials, 58.34% dissatisfied with the quality of information, 58.33% consulted those materials, 41.66% students found them useful for exam preparation. Moreover, 63.33% of them were found using such materials to identify the ways of starting and ending of questions. But the students were not satisfied with the quality of the materials i.e. typing, printing and paper quality, completeness of information and authenticity of information. The students suggested their friends to consult authentic materials rather to depend upon guess papers and guides; and they suggested writers and producers of the materials to improve the level of standard although majority of the students were against the role of guides and guess papers on students' exam preparation.

This thesis comprises of five chapters. **The chapter one** deals with introduction which consists of background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. **The chapter two** deals with the review of theoretical and empirical literatures, implication of the review for the study and conceptual framework. **The chapter three** deals with methods and procedures of the study. It consists of design and method of the study, population ; sample and sampling strategy , study area/field data collection tools and techniques and data analysis and interpretation procedures. **The chapter four** incorporates the analysis of data and interpretation of results and summary of findings. **The chapter five** consists of conclusions and recommendations. In the final section of the study references and appendices are included.

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Lal Prasad Khanal

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## LIST OF ABBREVIATIONS AND SYMBOLS

B.Ed	:	Bachelor in Education
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
et al.	:	et alia (other people or things)
f.	:	Female
F.M.	:	Full Marks
i.e.	:	That is to say
Mr.	:	Mister
No.	:	Number
OUP	:	Oxford University Press
p.	:	Page
Q.	:	Question
sb.	:	somebody
S.N.	:	Serial Number
sth.	:	something
T.U.	:	Tribhuvan University
USA	:	United States of America
%	:	Percentage