**EFFECTS OF STUDENTS’ FLOW IN M. ED. ENGLISH**

**CLASSROOM**

**A Thesis Submitted to the Department of English Education**

**in Partial Fulfilment for the Master’s Degree in Education**

**Submitted by**

**Moti Ram Dahal**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2008**

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**(Specialization in English Education)**

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**Kathmandu, Nepal**

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**DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original, no part of

of it was earlier submitted for the candidature of research degree to any university.

Moti Ram Dahal

Date: 2060-06-29

**RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Moti Ram Dahal** has prepared this thesis entitled **Effects of Students’ Flow in M.Ed. English Classroom** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: ……………………….

**Dr. Tirth Raj Khaniya**

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Katmandu

**RECOMMNEDATION FOR EVALUATION**

This thesis has been recommended for evaluation from the following Research Guidance Committee:

Signature

**Dr. Chandreshwar Mishra ………………….**

Reader and Head Chairperson

Department of English Education

TU, Kirtipur

**Dr. Tirth Raj Khaniya** (Guide) **……………………**

Professor Member

Department of English Education

TU, Kirtipur

**Dr. Anjana Bhattarai …………………..**

Reader Member

Department of English Education

TU, Kirtipur

Date:

**EVALUATION AND APPROVAL**

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

Signature

**Dr. Chandreshwar Mishra …………………….**

Reader and Head Chairperson

Department of English Education

TU, Kirtipur

**Dr. Jai Raj Awasthi ……………………….**

Professor Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

**Dr. Tirth Raj Khaniya** (Guide) **……………………..**

Professor Member

Department of English Education

TU, Kirtipur

Date:

**DEDICATION**

**Dedicated**

**to my parents and all well-wishers**

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October 2008 Moti Ram Dahal

**ABSTRACT**

This thesis entitled ‘Effects of Students’ Flow in M. Ed. English Classroom’ was carried out in partial fulfilment of the master’s degree in Education. The objective of the study was to find out effects of the excessive intake of the students without entrance exam for screening and planning in M.Ed. English classroom on classroom management, teacher-student interaction and facilities available. The researcher selected seventy students studying at M.Ed. first year in TU, using simple random sampling and ten teachers were selected from the Department of English Education using non-random purposive sampling. He used two sets of questionnaires consisting of closed-ended and open-ended questions to elicit the data. The major findings of the study were that the teachers were compelled to teach as the way that an untrained teacher does. Classroom management and teacher-student interaction was found highly affected. The classroom and library facilities were also affected due to student’s flow. The teaching and non-teaching staff was also found inadequate. Majority of the teachers and students were in favor of the implementation of the entrance examination to check this flow and to reduce its negative effects on teaching learning procedure inside the classroom.

The thesis consists of four chapters. Chapter one includes general background, review of related literature, objectives of the study and significance of the study. Chapter two deals with methodology applied to carry out the research work. It consists of sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three presents the analyses and interpretation of the data collected from the respondents. Chapter four presents the findings and recommendations and pedagogical implications of the study. The references and appendices are given.

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**LIST OF ABBREVIATIONS**

AD Anno Domoni

B.Ed. Bachelor in Education

B.S. Bikram Sambat

CUP Cambridge University Press

Dr. Doctor

etc Et cetera

et al. et alii/alia(and others)

i.e. Id est (that is)

I.Ed. Intermediate of Education

M.Ed. Masters in Education

M.Phil. Master of Philosophy

NELTA Nepal English Language Teacher’s Association

No. Number

OPEC Organization of Petroleum Exporting Countries

P. Page

Ph.D Doctor of Philosophy

Pro. Professor

SAARC South Asian Association for Regional Cooperation

SLC School Leaving Certificate

TU Tribhuvan University

UNESCO United Nations Educational, Scientific and Cultural

Organization

UK United Kingdom

Viz Videlicet (namely)

WWW world wide wave