

CHAPTER ONE

INTRODUCTION

1.1 General Background

All the living animals in this earth need to establish communication within their species for easy survival. Different species use different modes of communication as their ancestors. Since human beings are the most developed creators among all species, they deserve species-specific property i.e. language to communicate and express their thoughts, feelings and emotions in day to day life. So, language can be considered a special gift to human beings only. It is a well known fact that language is the means of human communication. Language is not only a property of individual speaker but also an asset of the society. Every normal child acquires language in much the same way i.e. s/he follows the same route but rate of language acquisition may vary from person to person and place to place.

But defining language is not an easy job. Brown (1994) says "To presume to define language adequately would be folly"(p.4).According to Wardhaugh (1972),"Language is a system of arbitrary vocal symbols used for human communication"(p.3). Similarly, in Finocchiaro's words" Language is a system of arbitrary vocal symbols which permit all people in a given culture ,or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown,1994, p.4) . This definition of language reveals the fact that language and the culture are inseparable entities to each other. Wilkins (1977) writes "Language is a social activity and choice of language varies according to social function and personal intention"(p.159). Likewise, Richards et al. (1999) defined language as "The system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units,

e.g. morphemes, words, sentences, utterances"(p.196). Similarly, Sapir (1978) states "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8). Thus, language is the vehicle of communication for mankind and every language is largely dominated by the culture in which the particular language is used.

1.2 Importance of the English Language

There are more than six thousand languages existing in this world. No language is thought to be superior or inferior in comparison to other languages in terms of their communicative values. However, some languages are in more dominant position in particular situation because of their functions, uses and number of speakers, etc. Now, English as an international language plays a pivotal role in the global context.

Regarding the importance of English, Crystal (1990) states "Over two thirds of the world's scientists write in English. Three quarters of the world mail is written in English"(p.130). According to the survey of UNESCO, more than sixty countries of the world use English as an official language, about one hundred and sixty million people listen to English radio programme and over sixty million children study English at the primary level. So, English is a gateway to learn history, culture, life style and current affairs of the world. The knowledge of English language is inevitable in every aspects of human life, for instance, science, information technology, business, communication, literature, media, politics and so on. Besides, English is one of the six official languages of the United Nations Organization .It is also widely used in other international organizations like

SAARC, OPEC etc. It is equally useful in governmental and non-governmental sectors inside the country as well. Hence, the importance of English can not be confined within certain areas. No one can now move forward with the flow of time to assimilate in the global community avoiding the English language.

Realizing the significance of the English language, it is taught and learnt as a foreign language in Nepal. Regarding the history of the English language, it has been introduced in Nepal by Jung Bahadur Rana in 1910 B.S. after he visited England. He was influenced by the education system prevailing there and realized its necessity and importance for the country. Then, he opened a school named Durbar High School. As its name suggests, education was not for the children of general people at that time. It was exclusively meant for the children of the Ranas and they were taught by non-Nepali teachers who used English as the medium of instruction. Describing those teachers, Vaidya, Manandar and Joshi (2001) wrote "The Durbar School originally had few teachers, out of whom eighty per cent hailed from Calcutta. They were all English teachers imported from Calcutta and they were highly paid" (p. 303). Later on, due to the political changes in the country, education started to spread gradually all over the nation. Vaidya et al. (2001) write "The entire network of primary schools ranging no less than three hundred institutions had been spread by Dev Shamsheer throughout Nepal"(p.308). In totality, during 104 years of Rana regime, 321 primary schools, 200 lower secondary schools and 11 secondary schools were established. Nowadays, English is taught as a compulsory subject from grade one to bachelor level in Nepal.

The number of the students studying English as a major subject at Department of English Education is increasing year by year. But there is no significant reform

seen in physical infrastructures and required human manpower to manage the flow of the students properly. The following table represents the yearly flow of the students in M.Ed. English and at Central Department of Education respectively TU, Kirtipur:

Table No.1: Admission Records in the Department of English Education

SN	Academic year	First year
1.	2062/063 B.S.	535
2.	2063/064 B.S.	430
3.	2064/065 B.S.	525

Source: Central Department of Education, 2008, TU, Kirtipur

Similarly, the flow of the students at Central Department of Education can be viewed from the following table:

Table No.2: Admission Records in the Central Department of Education:

SN	Academic year	Total number of students enrolled
1.	2060/061 B.S.	1170
2.	2061/062 B.S.	1162
3.	2062/063 B.S.	1373
4.	2063/064 B.S.	1461
5.	2064/2065 B.S.	1721

Source: Central Department of Educations, 2008, TU, Kirtipur

So, the flow of the students at Central Department of Education and Department of English Education seems to be dreadful in comparison to its physical infrastructures and human resources. This flow also indicates the importance of the English language in our context as well. In fact, these sorts of students' flow can be checked with the help of entrance examination. Hence, most of the universities or educational institutions in the world give the prime importance to

entrance examination to tackle with the problems created due to the overflow of the students.

1.3 Entrance Examination: A Short Glimpse

An entrance examination is an examination that many educational institutions use to select students for admission. These exams may be administered at any level of education, from primary to higher education, although they are more common at higher levels.

Thus, entrance examination is conducted by virtually all the educational institutions to screen students for the admission to their respective courses. For instance, when the University of Calcutta was established in 1857, it introduced the entrance examination, primarily to decide as to who was eligible for admission to the university. (*[http:// en.wikipedia.org /wiki /Entrance_ examination](http://en.wikipedia.org/wiki/Entrance_examination), Retrieved 4 August, 2008*).

Similarly, in Japan, entrance examinations for university are seen as the ultimate decision maker. College entrance in Japan is based largely on the scores that students achieved in entrance examinations. There is a close link between university background and employment opportunity in Japanese society. (*<http://www.fratfiles.com/essays/103657.html>, Retrieved 4 August, 2008*). High school students focus almost solely on the preparations for the exam, in an attempt to enter the most prestigious universities in the country.

American students used to pass from grade to grade with few complications. Getting into college was effortless and acquiring degree was a piece of cake. In

1983, 'A Nation at Risk' was published and Americans realized how inferior their education systems really were. Due to the decline in test scores in American schools, education standards became much stricter and new intelligence exams were introduced. Presently, standardized testing such as Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT) is a mandatory and important part of the college acceptance process.

(<http://www.fratfiles.com/essays/28909.html>, Retrieved 5 August, 2008). Some American universities and many lower schools have rejected entrance exams. Instead, they evaluate prospective students solely through other means, such as an original essay or the marks the students received in a previous school. Others make the test optional, or require students to take the tests but do not consider its results in the admission process.

Likewise, colleges and universities in Korea operate strict enrollment limits. Because of the difference in college admission quotas and the number of applicants, each school year produces a large number of repeat applicants who add to the intensity of competition for college admission. The college entrance examination system underwent a drastic reform in 1981. It also gave individual colleges the right to decide how to weigh the applicants' college scholastic achievement test scores with those administered by the college themselves. The main entrance examination was abolished and a new system was introduced that combined scholastic achievements in high school with the score obtained in the nationwide qualifying examination to determine the applicant's eligibility for admission. In an effort to broaden the autonomy of college and universities and normalize high school examination bound education, a new entrance examination

was introduced in April 1997. ([http:// www.asaininfo.org /asaininfo /Korea/ edu / entrance examination.htm](http://www.asaininfo.org/asaininfo/Korea/edu/entrance_examination.htm), Retrieved 6 August, 2008)

Similarly, the private educational institutions in Nepal have given the top priority for the student selection procedure because it helps them to provide quality education. Usually private institutions require students to have achieved certain percentage to get an admission to their respective courses. For instance, National School of Sciences, Kathmandu, established in 1993, seeks sixty per cent marks in SLC examination to get admission. Likewise, United Academy, Lalitpur, established in 2054 B.S, requires seventy per cent marks in SLC examination to get admission at grade eleven. In addition, some private institutions enroll the students also taking care of their capabilities in terms of the physical and the human resources.

Hence, every educational institutions or Universities have their own selection procedure for the students who want to get admission. They test some pre-requisite knowledge or quality of the candidates so as to determine whether the candidate is qualified or not for the proposed courses which s/he is going to study.

1.3.1 Importance of Entrance Examination

When a person wants to study in particular universities or educational organizations, s/he needs to undergo through certain testing procedures. Usually, the examination the students need to face for the purpose of admission in any college or school is called entrance examination. The importance of entrance examination can be viewed in three ways.

Firstly, any institution can select the candidates who need to maintain certain proficiency level to be the student of this very institution. It helps to determine the basic level of students for a particular course as well. It is also true that not all those who pass bachelor can do well at masters. There is a general consensus in higher education that the best candidates can not always be selected through their examination results. Therefore, it is necessary to select only those who demonstrate better performance in higher education. Placement tests could be more effective for this provision.

Secondly, universities or educational organizations can provide their delivery taking care of their physical infrastructures and human resources. University or government can not invest into all those who aspire for higher education.

Thirdly, it helps to implement the plans of the government to produce the stipulated human resources in different sectors needed for the country. It also helps to make balance between educational inputs and outputs. Fundamentally, universities must choose students who are the most capable, and universities have to judge a pupil's capability using all the data at their disposal. It would be foolish to do otherwise.

In the absence of entrance examination, the overflow of unwanted students may hinder all the educational procedures and the educational achievements of the students may be very low. On the other hand, there will be a great chance of unemployment which ultimately reduces the values of education as well. Same problem has appeared due to the lack of effective and true entrance examinations at the Central Department of Education in Tribhuvan University. Focusing on the importance of entrance examination, Zhu Yuan wrote an article in China daily

entitled 'Exam means equal right to education' that "The problems do exist, but they are not good reasons to abolish the national entrance exam. The exam is and will always be the only way to gauge whether a student is qualified to enter university". (www.chinadaily.com.cn/cndy/2008-02-21/content-6783470.htm, Retrieved 6 August, 2008)

1.3.2 Testing One's Knowledge: A Pre-requisite for Enhanced Learning

Teaching and testing are in fact inseparable phenomena from each other. The history of language testing goes back to the history of language teaching. Davies (1990) writes "Language testing like error analysis comes from a long and honorable tradition of practice teaching and learning need" (p.9). Similarly, Heaton (1988) says "Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other"(p.5). Thus, testing one's knowledge of language and other capabilities is inevitable for enhanced teaching learning outputs. Khaniya (2005) in this regard writes "Testing in a broad sense has always been an inherent part of teaching" (p.1).

Testing may take place at any time in course of teaching. It may start before the teaching as well. Van Els et al. (1984) write "Not only can one test during or at the end of a teaching programme, but also before the start of the programme" (p. 213). Similarly, Hughes (1995) states "We use tests to obtain information. The information that we hope to obtain of course vary from situation to situation"(p.9). Likewise, Davies (1990) states "The main purpose of testing are those of selection, feedback, evaluation and research" (p.20). So, entrance examination is a test which

is considered as a pre-requisite test before admitting the students at any courses. It checks and determines the candidates overall proficiency to decide whether s/he can do well in the proposed course area or not. In the absence of such testing mechanisms, the time, efforts, and resources of both the students and educational institutions may go into vain. Walkin (1990) writes "Selection tests or pre-requisite tests, for example, may be used to assess a person's suitability for admission to a particular course"(p.144). The entrance examination is thought to be essential for the success of the course.

Thus, the value of entrance examination can not be confined taking it as the medium to stop the students from getting admission to any particular courses at particular educational institution. Hence, almost all the educational institutions all over the world at least use to check the candidate's prior knowledge and his/her possibility of learning in the proposed course area. Most of them are applying entrance examination to do so.

1.3.3 Entrance Examination at Central Department of Education

Tribhuvan University is the oldest and the largest university of Nepal. It was established in 1959AD which had carried solely whole responsibility of higher education for twenty seven years. This university still possesses a large number of students as well as teaching and non teaching staff. Tribhuvan University with its nationwide network of campuses attracts the largest number of students in all faculties and all levels of higher education in comparison to other universities in Nepal. It has five technical institutes and four faculties which are led by the Deans. The technical institutes are: Institute of Engineering, Institute of Medicine, Institute of Forestry, Institute of Science and Technology and Institute of

Agriculture and Animal Science. The faculties are: Faculty of Education, Faculty of Humanities and Social Science, Faculty of Law, and Faculty of Management. The Department of Education, University Campus, is the oldest of twenty-eight Central Departments currently in existence under Tribhuvan University. The Central Department of Education represents the faculty of education in this University Campus which has the equal status like other twenty-seven Departments. It is very unique in its structure, unique in the sense that there are seventeen other Departments. The Central Department of Education is the richest one in terms of human resources and student enrollment.

Thus, the Department of English Education is one of the Departments of Central Department of Education. But this Department is raising the issue of autonomy because seventeen Departments are clubbed into one which has made the administrative and academic programmes difficult to manage smoothly. Though the Department of English Education enrolls about one thousand students including first and second year at master's level every year, Central Department of Education used to take the entrance examination for all the constituent Departments under it. So, the utility of these sorts of entrance examination could be the matter of further research. Currently, the Faculty of Education runs two-year Proficiency Certificate (I.Ed.), three-year Bachelor of Education (B.Ed.), One-year Bachelor of Education (B.Ed.) and two-year Master in Education (M.Ed.) programs. The faculty has also offered Doctor of Philosophy (Ph.D.) program of three-year duration and M.Phil. Programs of two-year duration.

The official website of TU has stated that "Admissions are open at Tribhuvan University in the month of August/September every year. A student seeking

admission has to pass an entrance examination. ([http:// www.trubhuvan-university.edu.np/home/ admission.htm](http://www.trubhuvan-university.edu.np/home/admission.htm), Retrieved 6 August,2008)

But students have not been required to take any sorts of entrance examination in this Department since 2006 AD. The main objective of the Faculty of Education is to produce trained teachers, education specialists, education planners, supervisors, curriculum designers and educational administrators. In the absence of entrance examination, the question arises whether the current educational system of TU actually can grasp those objectives or not.

Regarding the history of entrance examination, it could be known that the first Nepali who went to Calcutta to appear at the entrance examination was Chandra Shamsheer. But the number of students appearing at subsequent examinations could not be available. The provision of an entrance examination was made in the faculty of education in 2052 B.S. with the advent of three year B.Ed. programme. The Dean of that period was Prof. Sarbagya Bhakta Malla; however it is to be noted that entrance examination is the process of concerned university, not the Department alone. History also reveals the fact that entrance examination was in practice in 2032 B.S. as well. After the removal of entrance examination in this faculty except Department of Special Education and Department of Science Education, the other Departments like English are directly suffering from the overflow of the students.

However, there used to be the same sorts of students' flow even when the system of entrance examination was in practice in this Department. Every student attending in the entrance examination used to get enrollment. In fact, it was not an

exam for screening in reality. So, it can be claimed that there has been no true entrance examination yet applied in this Department.

1.4 Role of Classroom Atmosphere in Learning

Classroom is not only the gathering venue of the students and the teacher. The classroom environment deserves specific place in learning procedure especially where the formal education system is being applied. In ancient gurukul education system, teachers used to deliver lectures regardless of students' interest and participation in learning procedure. They used to be regarded as authority having full of knowledge and the students used to be treated as an empty vessel with blank state of mind. Those students who could memorize the lectures as much as possible and were able to express their ideas used to be considered as brilliant ones.

But the concept of teaching and learning has rapidly been changing with the flow of time and technology. Now a days, teaching is considered as a two way process. The exchange of ideas and the way learners think and feel and feelings between the teacher and the students inside the classroom, leads them to learn. So, in order to facilitate learning, to create a conducive environment for proper interaction between the students and the teacher, the students' number must be considerably limited. Only a limited number of students inside the classroom helps to manage the classroom adequately. Defining the classroom management, Richards et al. (1999) write "The ways in which student behavior, movement, interaction, etc during a class is organized and controlled by the teachers (or sometimes by the learners themselves) to enable teaching to take place effectively. Classroom management includes procedures for grouping students for different types of

classroom activities, use of lesson plans, handling of equipment ,aids, etc., and the direction and management of student behavior and activity"(p.52).

Thus, without the sound atmosphere inside the classroom, neither the learners can learn effectively nor the teacher can teach better no matter how qualified s/he is. But the condition of the English classroom at Central Department of Education is deteriorating year by year. The number of students enrolled in this Department has tremendously been increasing yearly. But the care has not been given to increase its physical infrastructure and human resources. Raising the same issue Khaniya (2007) writes:

...now the time has come for us to examine whether the present structure or set up of TU Campus is appropriate or not in light of the expectations of it and work on how to bring about reforms in it so that it becomes a functional institution as expected of a University Campus for the delivery of quality higher education according to the emerging needs of the society. For example, take the case of the infrastructure created for College of Education during 1963-1996 which is now the Central Department of Education. There has not been significant expansion of the infrastructure but the number of students coming to this institution every year has incredibly increased... the pressure on admission became a problem because no more classrooms have been built since then. (p.165)

Khaniya (ibid) has apparently revealed the condition of infrastructure currently prevailing in the Central Department of Education connecting with its history. So, it is a well known fact that without sufficient resources, quality higher education is not possible.

1.5 Literature Review

Vaidya et al. (2001) state "The long premiership of Chandra Shumsher (1901-1929) was eventful in the education history of Nepal. He was the first Rana who passed entrance examination from the Calcutta University. He had received English education and he also had credit of passing the Bachelor Examination from the same University"(p.309). There are some instances of implementation of entrance examination in the system of TU. But its main spirit and aim was overshadowed by different non-academic factors challenging the worth of entrance examination. Khaniya (2007) in this regard states:

The year 2006 has been even worse for TU regarding admission of students due to external pressure, TU enrolled students without following any selection procedure. It could not stick to the mandatory provision made by the Senate on entrance exam.

Entrance exam is an inherent element of a university if we accept University as an autonomous institution. Nalanda University, one of the first great Universities in the recorded history used to administer rigorous entrance exams for selection of students for admission. How can we ignore it in the 21st century? In this respect, this issue has to be addressed with the involvement of all

stakeholders in the future. (p.158)

Khaniya (ibid) has clearly mentioned that the mandatory provision of entrance exam was made by the Senate but why it is stopped abruptly. So far researchers have not attempted to find out why and how this provision is erased from the main stream of examination system of Tribhuvan University. TU is a University which offers courses on testing and examination but can not improve efficiency and quality of its own examination. On the contrary, TU has perhaps become the only University in the world to abolish a system of student selection for admission

In some cases, an entrance examination has become the matter of political agenda. For instance, three rivaling parties in Turkey, the Justice and Development Party, the Republican People's Party, and the Nationalist Movement Party have across denominators in the election manifesto: the University entrance examination. The Republican People's Party and the Nationalist Movement Party promise that the examination will be abolished, while the Justice and Development Party declared that the system would be restructured. (<http://www.turkishdailynews.com.tr/vote2007/article.php?enewsid=17>, Retrieved 7 August, 2008). As the directly related studies are not carried out, some of the studies done to enhance teaching and learning of English are reviewed in the following paragraphs.

Limbu (2002) conducted a research entitled " Effects of animated films on the development of the spoken fluency in the children". She found that the different between the results of pre and post tests of experimental group was greater than the non-experimental group. The development of spoken fluency of the experimental group was found significantly greater. She also recommended to use animated films in teaching spoken English whenever possible. Curriculum planner

should consider the use of animated films to make language teaching and learning more fun and realistic for the young learners.

Lamsal (2004) carried out a research entitled "A Study on the effectiveness of microteaching in practice teaching". He found that students were more confident in practice teaching than in microteaching. The language of the student teachers was found more fluent than in microteaching. Student teachers were found appreciating and encouraging their students in practice teaching.

Poudel (2006) carried out a research entitled "Wash back effect of examination Papers of ELT Theories and Methods of B.Ed. second year". He found that the examinations encouraged the students to guess the future questions to be asked more than to develop the pedagogical skills. The researcher also found that course objectives, teaching methodologies and examination do not match one another.

Bhandari (2007) conducted a research entitled "Effects of family background on students' English language achievement". He concluded that students having both educated parents were found to have higher achievement than that of students having one educated parent or both uneducated parents. Students whose all the siblings are educated were found to have higher achievement score than the students whose one of the siblings is educated. Similarly, students who were from janagati group found to have higher achievement score than that of students from Dalit group.

But the proposed study is different from these studies mentioned above. It is concerned with the current problems created in teaching and learning procedure

inside the classroom due to the excessive intake of the students without entrance examination for screening and planning at Central Department of Education since 2006 AD. So, this is a new and innovative research work in itself.

1.6 Objectives of the Study

The objectives of the study were as follows:

- a) To find out effects of the excessive intake of the students without entrance exam for screening and planning in M. Ed. English classroom in the Department of English Education on
 - i) Classroom management
 - ii) Teacher-student interaction
 - iii) Facilities: classroom, library, teaching and non-teaching staff
- b) To point out and suggest some pedagogical implications based on the findings of the study.

1.7 Significance of the Study

Though it is a small-scale research work, it can provide valuable information to the authority concerned. At present, the crucial issue in almost all of the campuses of Tribhuvan University is overflow of the students and the lack of mechanisms to check and balance this flow. The researcher has attempted to explore into the problems seen in the classroom learning procedure which were created due to the overflow of the students. So, the findings of the study are expected to be useful as a reference materials for textbook writers, teachers, administrators, Department heads, education policy makers, TU authorities, testing experts, students, student leaders and all those who are directly or indirectly involved in upgrading the quality of education in TU because it can provide a lot feedback to them.

CHAPTER TWO

METHODOLOGY

The following strategies were adopted to fulfil the above mentioned objectives.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

This study was primarily based on the primary sources of data. The primary sources of data in this study were the students and teachers who were studying and teaching at Department of English Education, University Campus, TU, Kirtipur, Kathmandu.

2.1.2 Secondary Sources of Data

The researcher consulted various books, journals, reports, articles and websites to facilitate his study. The administrative records of students' admission have also been taken care of. Major sources consulted were Brown (1974), Crystal (1990), Davies(1990), Heaton(1988), Hughes(1995), Khaniya (2007), Kumar (2006), Nunan(1993) Richards et al. (1999), Sapir (1978), Van Els et al.(1984) Walkin(1990), Wardhaugh (1972), Wilkins (1977), Issues of Journal of NELTA and various websites as well.

2.2 Population of the Study

The population of the study were the teachers and students teaching and studying in the Department of English Education, University Campus, TU, Kirtipur, Kathmandu.

2.3 Sampling Procedure

In this study, the sample consisted of eighty informants including ten teachers and seventy students especially teaching and studying at Department of English Education, University Campus, TU, Kirtipur, Kathmandu. Seventy Students studying at M.Ed. first year were selected using simple random sampling procedure. The researcher applied fish ball draw method to do so. Ten teachers from the same Department were selected using purposive non-random sampling procedure.

2.4 Tools for Data Collection

The researcher used two sets of questionnaires for the teachers and students to collect data. He elicited data from the informants by using open-ended and closed-ended questions.

2.5 Process of Data Collection

After the preparation of the questionnaires, the researcher visited the Department of English Education, University Campus, TU, Kirtipur, Kathmandu. Then, he requested the authority concerned to permit him to collect data. He visited the classes to select the students using simple random sampling procedure. He also asked the teachers currently available in the Department. Then, he distributed questionnaires to the ten teachers and seventy students. After administrating the

questionnaires, the researcher collected the filled -up questionnaires from the respondents.

2.6) Limitations of the Study

The proposed study was carried out under the following limitations and considerations in order to make the study precise and systematic:

- 1) The population of the study was limited to Central Department of Education, University Campus, TU, Kirtipur, Kathmandu.
- 2) The informants were the teachers and students from Department of English Education, TU, Kirtipur.
- 3) The study was limited to eighty sampled population.
- 4) Questionnaire was the only tool of data collection as a primary source of data.
- 5) The study focused on the effects only on classroom management, teacher-student interaction and facilities like classroom, library and teaching as well as non- teaching staff in the Department of English Education, University Campus, TU, Kirtipur, Kathmandu.

CHAPTER THREE

ANALYSES AND INTERPRETATION OF DATA

This chapter is mainly concerned with the analyses and interpretation of the data. The collected data from the informants were analyzed and interpreted to find out the effects of students' flow in M.Ed. English classroom at the Department of English Education, University Campus, TU, Kirtipur.

In this research work, two different sets of questionnaires consisting of open-ended and closed-ended questions were developed as a tool for data collection. The two sets of questionnaires were distributed to the seventy students and ten teachers to find out the problems they felt inside the classroom due to the excessive intake of the students without entrance examination for screening and planning in the Department of English Education.

While analyzing the data, the total number of the respondents for each response was counted and the total number of responses was converted into percentage. The majority of the response exceeding fifty per cent has been accepted as the significant finding. The questions were asked with three options i.e. 'yes', 'I don't know' and 'No'. The responses 'yes' was counted as positive response, 'I don't know' was counted as neutral and 'No' was taken as negative response. For the justification, the researcher requested the respondents to mention some reasons to support their each response. So, the reason expressed by them has been mentioned descriptively as well. The teachers and students were affected in their own way inside the classroom so that the analyses of the responses made by the teachers and students have been done separately.

3.1 Analyses and Interpretation of Teachers' Responses

There were altogether fifteen questions asked to the teachers to find out the problems they faced while teaching inside the classroom. The questions were divided into four different sections viz. general background, classroom management, teacher-student interaction and facilities. The analyses and interpretation of their responses are presented below.

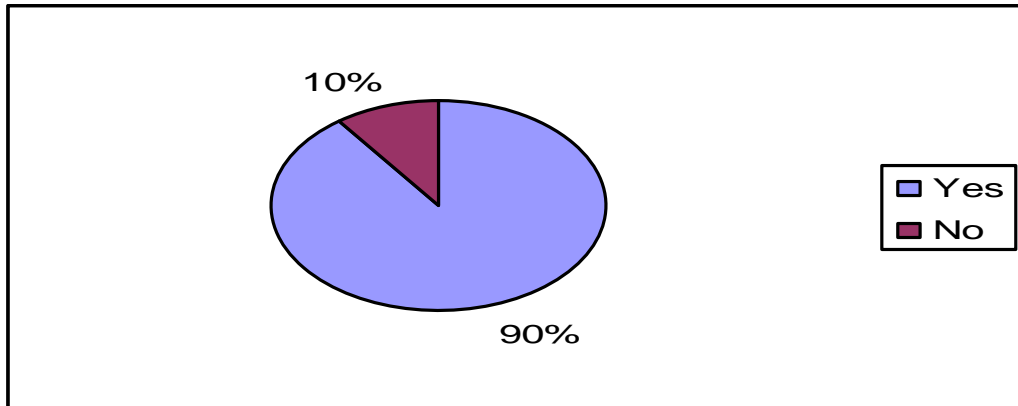
3.1.1. Teachers' Responses on Entrance Exam

In this sections there were altogether three questions asked to capture the teachers' reactions on overcrowded students, role of entrance examination to check this flow and cause of its removal in this Department.

The first question was "what is your reaction to the overflow of the students in this Department?". Majority of the teachers took the students' flow as a good symptom which is worth welcoming because many people want to have master's degree in the English education. On the other hand, they found this flow as a nightmare inside the classroom. They were of the opinion that it has created quantity without quality that will ultimately destroy the educational standards and create poor educational system.

The second question was "Is the entrance examination necessary to check the flow of the students?". Of the ten teachers asked, nine i.e. ninety per cent of them favored the implementation of the entrance examination to check this flow. The responses are presented in the following pie chart:

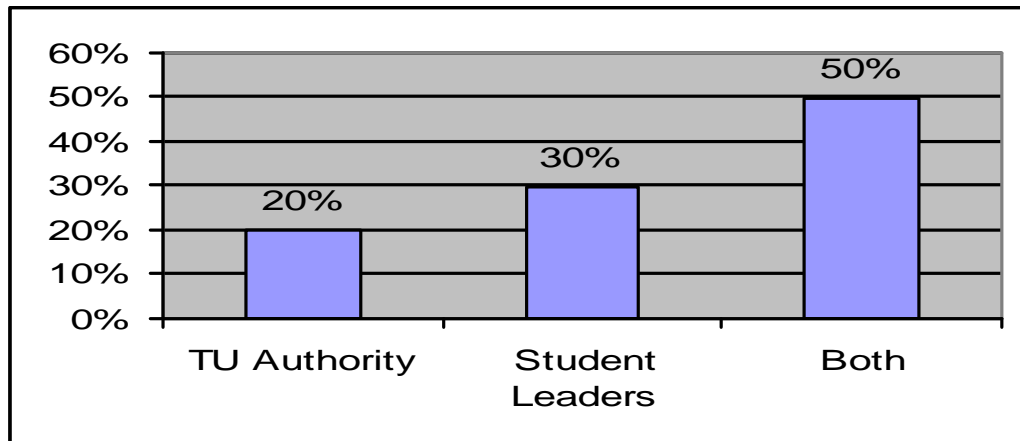
Diagram No.1: Teachers' Responses on the Necessity of Entrance Exam



Thus, out of ten teachers, nine i.e. ninety per cent teachers were in favor of the implementation of entrance examination arguing that quantity should be reduced in order to ensure quality in this Department. They were of the opinion that if the admission is based on the basis of a merit list created through an entrance exam, it would be helpful to check the students' flow. They opined that the rejected ones can go to alternative areas like distance education, Open University and other sectors as well. Thus, most of the teachers were in favor of entrance examination to check the students' flow for ensuring qualitative results creating conducive teaching learning atmosphere in the Department of English Education.

The third question was "Who is responsible for the removal of entrance examination at Central Department of Education?". The question was asked with three options i.e. TU authority, student leaders and teachers. The responses have been shown in the following diagram:

Diagram No.2: Teachers' Responses on the Cause of No Entrance Exam



Thus, twenty per cent teachers blamed TU authority as the responsible factor for removal of entrance examination since they could not make the system clear and long term vision for an academic institution. Similarly, thirty per cent teachers accused student leaders of abolishing entrance examination at Central Department of Education because they worked as a pressure group and tried to control the authority. On the other hand, out of ten teachers, five i.e. fifty per cent of them blamed both TU authority and student leaders for being the cause of removal of this exam. They argued that TU authority has no will power to enact its policy and the students' union worked as an external pressure group to admit all students who had just filled up the entrance form. In this way, most of the teachers took both the TU authority and student leaders as the responsible factor for the removal of entrance examination.

3.1.2 Teachers' Responses on Classroom Management

In this section, there were altogether three questions asked related to the classroom management. The questions were formed to find out whether the eminent professors and lecturers in this Department had felt any difficulties in classroom

management and in the application of modern teaching methodologies or not due to the students' flow. The responses of the teachers have been presented in the following table:

Table No.3: Teachers' Responses on Classroom Management

Question number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	1	10 %	-	-	9	90 %
2	8	80 %	-	-	2	20 %
3	9	90 %	1	10 %	-	-

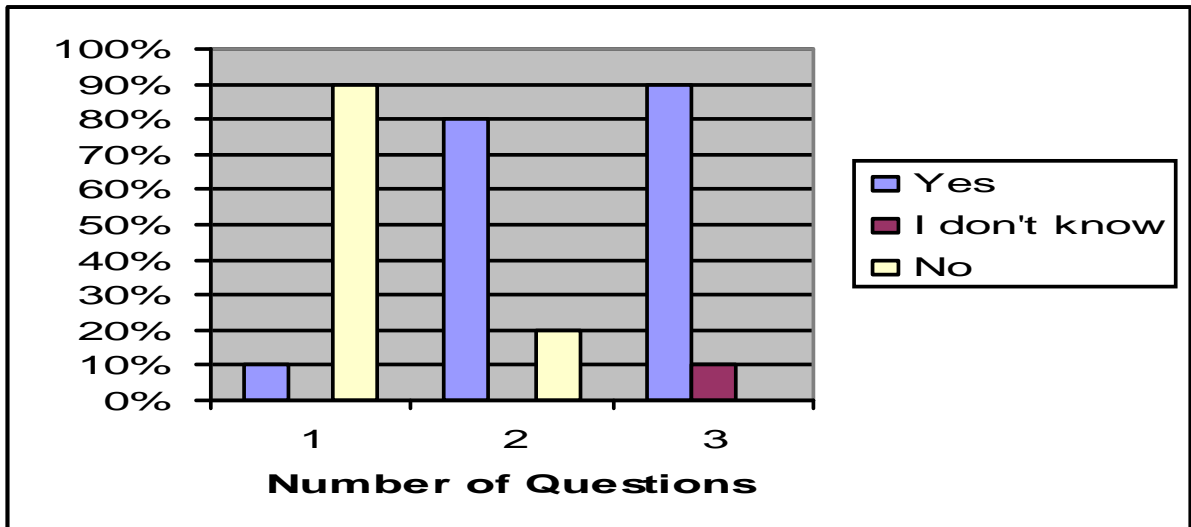
The first question was "Is it possible to check and manage the behavior of all the students inside your classroom where more than two hundred students sit in a single class?". The above table shows that in question number one, out of ten teachers, nine i.e. 90 per cent replied that checking and managing the behavior of more than two hundred students in a classroom is impossible, however they are trying to do so. They further stated that naturally a single teacher can not teach effectively too many students in a single classroom no matter how qualified s/he is. Similarly, they were facing the problems in other areas like internal assessments, guiding theses and conducting practice teaching as well.

The second question was related to the application of modern teaching methodologies inside the classroom. Of the ten teachers asked, eight i.e. eighty per cent replied that even group work, pair work, and elicitation can not be applied due to the unmanageable number of students in a classroom. They further stated that they teach about the various teaching methods and techniques without applying them into practice. And, they focused on the need of limited number of

students to apply any modern teaching methodologies but they were compelled to teach as the untrained teacher does. On the contrary, twenty per cent teachers claimed that they could not apply those teaching methodologies not because of the overcrowded classroom but because of the poor management of the Department.

The third question was "Will the implementations of an effective entrance examination support on your classroom management?". Of the ten teachers asked, nine i.e. ninety per cent saw the positive relationship between effective entrance examination and classroom management. They were of the opinion that that it filters the students in a manageable size. They further stated that an entrance examination helps to take admission of only intrinsically motivated students to learn something in a manageable quota if it is implemented in its true sense. This also helps them to provide justice to quality education. The teachers' responses described above are presented more vividly in the bar-diagram as follows:

Diagram No.3: Teachers' Responses on Classroom Management



In totality, majority of the teachers were found unable to manage the classroom and to check the behaviors of all the students inside the classroom. They had problems to apply modern teaching methods and techniques due to the overload of the students in a single classroom. In fact, they were compelled to teach as an untrained teacher despite being the teachers to produce teacher trainers.

3.1.3 Teachers' Responses on Teacher- Student Interaction

In this section, there were altogether four questions asked related to the teacher-student interaction. The questions were set to find out whether they had felt any difficulties to interact adequately with the students or not due to the overflow of the students. The teachers' responses have been presented in the following table:

Table No. 4: Teachers' Responses on Teacher-Student Interaction

Question Number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	9	90 %	-	-	1	10 %
2	-	-	-	-	10	100 %
3	6	60 %	1	10 %	3	30 %
4	7	70 %	-	-	3	30 %

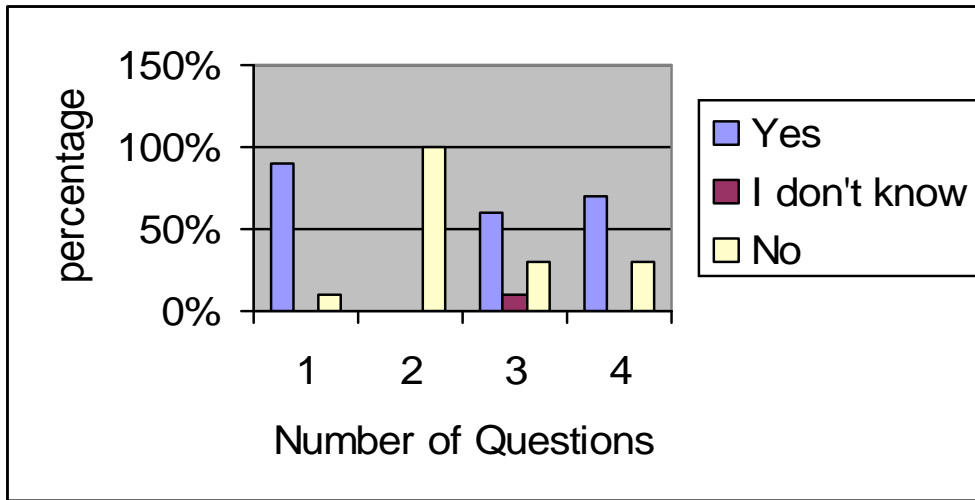
The first question was "Do you agree that second language acquisition largely depends on teacher-student interaction?". Of the ten teachers asked, nine i.e. ninety per cent agreed stating that interaction between students and teacher works as an exposure in learning procedure. They were of the opinion that language could be learnt better via communication and interaction because production without interaction is not natural.

The second question was "Do you get enough time to interact with your students focusing on individual differences?". All of them i.e. hundred per cent teachers replied that individual treatment is too far in such a crowded classroom. They were of the opinion that one student hardly gets twenty seconds time if the teaching time is equally divided to all the students. They further gave the reason that they even can not call the students' by their respective names; knowing individual potentiality is the matter of beyond imagination for them.

The third question was "Does an open admission in this Department decrease the students' talk time in your classroom?". Of the ten teachers asked, six i.e. sixty per cent of them found the open admission provision as a curse regarding students' participation in learning procedure. They emphasized on the need of limited number of students to increase the students' talk time but this provision played opposite role to that direction. Thirty per cent teachers did not agree reasoning that students' talk time depends on the nature and purpose of teaching.

The fourth question was "Is there any relationship between effective entrance examination and the amount of classroom interaction each other?". Of the ten teachers asked, seven i.e. seventy per cent of them replied that effective entrance examination filters the students so that they can have smaller group of the students. Each student could have more interaction time than before from this provision. On the other hand, thirty per cent replied that entrance examination and amount of interaction time are quite unrelated entities to each other. The teachers' responses mentioned above are presented more vividly in the bar-diagram as follows:

Diagram No.4: Teachers' Responses on Teacher–Student Interaction



In conclusion, majority of the teachers agreed that SLA largely depends on teacher-student interaction in the classroom. But they never got enough time to interact with students focusing on individual differences due to the large mass of students in a classroom. Most of them took open admission provision as a prime cause to reduce students' talking time creating an unmanageable size. They were of the opinion that the implementation of the effective entrance examination helps to increase the amount of interaction time because they can have ideal English classroom.

3.1.4 Teachers' Responses on Facilities

In this section, there were altogether five questions asked aiming to find out the effects of students' flow and no entrance examination on facilities currently available in the Department of English Education. The teachers' responses have been presented in the following table:

Table No.5: Teachers' Response on Facilities

Question number	Response					
	Yes		I don't know		NO	
	Number	Percentage	Number	Percentage	Number	Percentage
1	1	10 %	3	30 %	6	60 %
2	2	20 %	2	20 %	6	60 %
3	2	20 %	1	10 %	7	70 %
4	1	10 %	2	20 %	7	70 %
5	6	60 %	3	30 %	1	10 %

The first question was “Do your students feel comfortable inside the classroom?”. Of the ten teachers asked , six i.e. sixty per cent of them found their students not feeling comfortable inside the classroom arguing that the classrooms are in fact like a cave. They were of the opinion that nobody could feel comfortable to learn something in such a crowded classroom. Similarly, thirty per cent teachers did not check whether the students felt comfortable or not because there was no proper mechanism to check such.

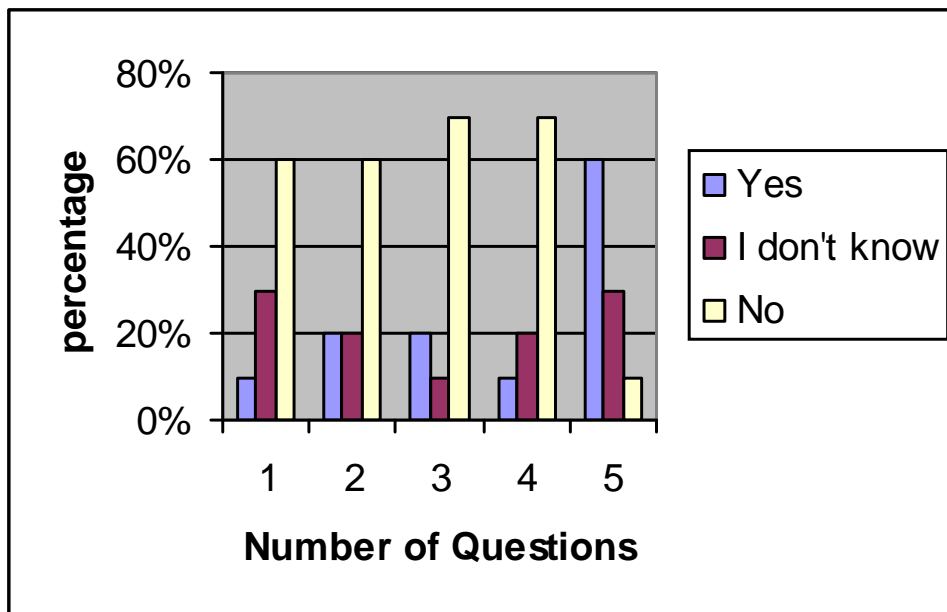
The second question was related to library facilities. Of the ten teachers asked, six i.e. sixty per cent did not find library facilities adequate in comparison to the number of students. They opine that the number of each book or reference material is considerably limited according to the number of the students. On the contrary, twenty per cent teachers found library facilities satisfactory because it has wide collection of books and reference materials. Moreover, most of the students did not become the member of the library.

The third question was related to teaching staff. Of the ten teachers asked, seven i.e. seventy per cent of them found the teaching staff inadequate in this Department. They were of the opinion that the teacher-student ratio should be 1:30 for an ideal English classroom. One of the prime causes of not dividing sections properly having limited number of students was the lack of the teachers, indeed. On the other hand, twenty per cent teachers found the teaching staff adequate but the problem was on managing the routine properly.

The fourth question was related to non-teaching staff. Of the ten teachers asked, seven i.e. seventy per cent of them found non-teaching staff inadequate. According to them, there should be five more non-teaching staff to run the library and other services effectively in this Department. But ten percent teachers were of the opinion that even the popular Universities in developed countries have been running having a very limited number of non-teaching staff. So, the two non-teaching staff in this Department were sufficient for the time being.

The last question was “Does effective entrance examination help to upgrade and manage the facilities currently available in this Department?”. Of the ten teachers asked, six i.e. sixty per cent responded positively arguing that it would reduce the number of the students so that only manageable students could utilize the facilities aptly. On the other hand, thirty per cent teachers were neutral since they felt difficulty while defining the functions of the entrance examination. The teachers’ responses towards facilities illustrated above are presented more vividly in the bar-diagram as follows:

Diagram No.5: Teachers' Responses on Facilities



In conclusion, majority of the teachers found their student not feeling comfortable inside the classroom. The library facility was also found not satisfactory. The number of the teaching and non-teaching staff was found inadequate in comparison to the number of students. Majority of the teachers opined that implementation of an effective entrance examination could help to upgrade and manage the facilities currently prevailing in the Department.

3.2 Analyses and Interpretation of students' Responses

There were altogether thirteen questions asked to the students to find out the problems that they had faced due to the overflow of the students inside the classroom. The questions were divided into four different sections viz. general background, classroom management, teacher-student interaction and facilities. The analyses and interpretation of their responses on each section is presented as below.

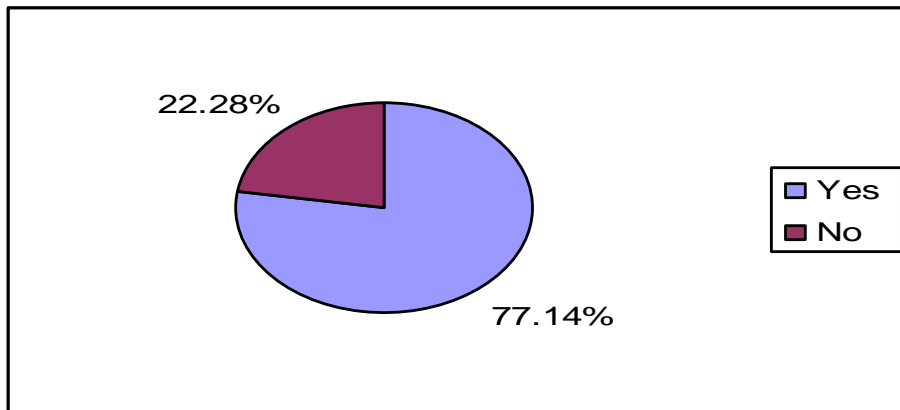
3.2.1. Students' Responses on Entrance Exam

In this section, there were altogether three questions asked to capture the students' reactions on overflow of the students in this Department, role of entrance examination to check this flow and cause of its removal.

The first question was "What is your reaction to the overflow of the students in this Department?". The students' response was centred to the cause of the overflow of the students in the Department of English Education. They were of the opinion that the prime causes of the students' overflow were the growing awareness of the general people towards education, the importance of the English language and open admission provision. Some of the respondents accused TU authority that there were no plans, policies, rules and regulations to produce trained English teachers needed for the country. They were of the opinion that though the students' flow was a good omen for the nation but they were facing many problems inside the classroom.

The second question was "Is the entrance examination necessary to check the flow of the students?". Of the seventy students, fifty four i.e. 77.14 per cent favored the implementation of entrance examination to check the flow. The students' responses are presented in the following diagram:

Diagram No.6: Students' Responses on the Necessity of Entrance Exam

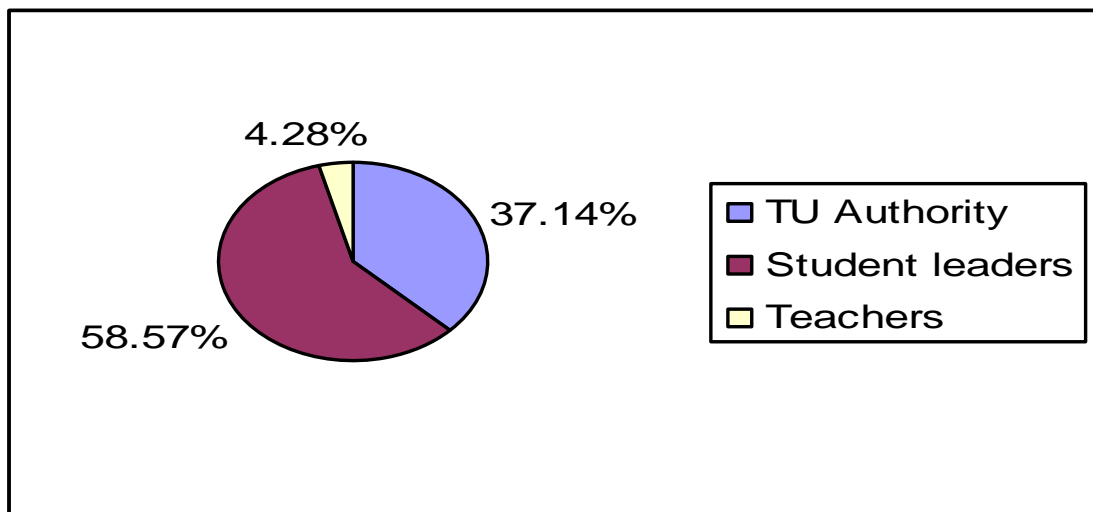


The above diagram shows that the majority of students favored the effective implementation of entrance examination. They opined that it helped to ensure the quality in education because only eligible and manageable students could get admission. It checks students' capacity and preliminary knowledge to determine whether they are qualified for M.Ed. level or not. They further stated that the implementation of an entrance examination was the best way to save quality otherwise results would be like this saying "The poor engineer's building demolishes by light sake".

On the contrary, twenty two students i.e. 22.28 per cent were against the implementation of entrance examination. They took entrance examination as a barrier for further study. They claimed that B.Ed. passed students deserve right to study M.Ed. course. They further suggested reforming the infrastructure and managing the human resources instead of preventing them from the provision of entrance examination. In conclusion, majority of the students accepted the necessity of the implementation of an entrance examination to check students' flow in this Department.

The third question was "Who is responsible for the removal of entrance examination at Central Department of Education?". This question was asked with three options i.e. TU authority, student-leaders and teachers. The students' responses are presented in the following pie-chart:

Diagram No.7: Students' Responses on the Cause of No Entrance Exam



The above diagram shows that out of seventy students, twenty six i.e. 37.14 per cent of blamed TU authority as a responsible factor for the removal of the entrance examination in this Department. They argued that TU authority deserves sole authority to make and implement plans for the University. And the students and the teachers are bound to follow those rules and regulations if strictly applied in practice. They claimed that if TU authority was strict enough to follow the entrance examination, it would not be removed. But they adopted unwise compromise policy neglecting its possible drawbacks.

On the other hand, forty one students i.e. 58.57 per cent took student leaders as a causative factor for abolishing this exam. They opined that student leaders

performed their political hegemony which has conversely transformed into an acid rain for them inside the classroom. They forced the TU administration not to take entrance examination and fought for an open admission system which was in fact illogical. Likewise, 4.28 per cent students blamed teachers as the causative factor arguing that they taught all the students without any reaction and kept equal status to all the students. They were of the opinion that teachers were unable to raise awareness about the significance of entrance examination to the student leaders and authority concerned. In this way, majority of the students took the student leaders as the prime cause of no entrance examination in this Department. The lack of will power of the TU authority was also found to be responsible factor in this regard.

3.2.2 Students' Responses on Classroom Management

In this area, there were altogether three questions asked related to the classroom management. The questions were set to find out whether the students in this Department felt any difficulties regarding classroom management due to the pressure of the students or not. The tabulation and interpretation of the responses made by the students are presented as follows:

Table No. 6: Students' Responses on Classroom Management

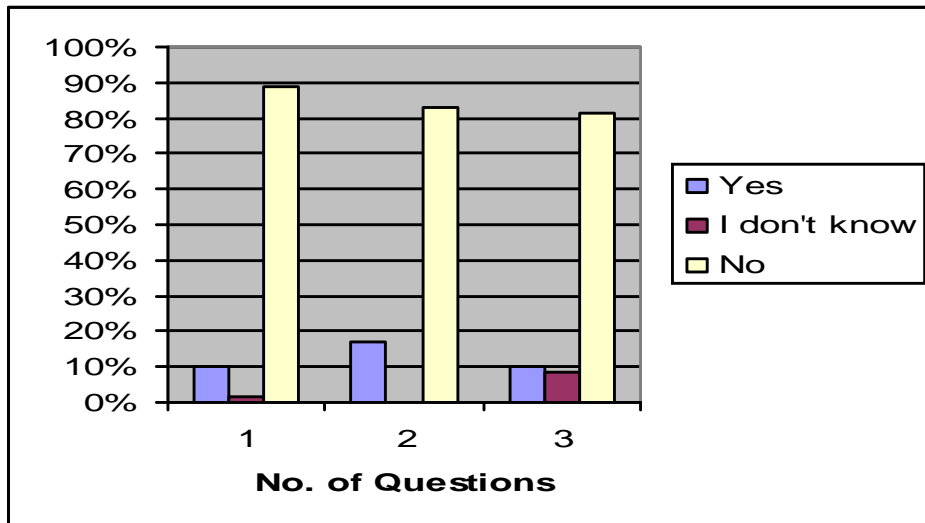
Question number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	7	10 %	1	1.42 %	62	88.57 %
2	12	17.14 %	-	-	58	82.85 %
3	7	10 %	6	8.57 %	57	81.42 %

The first question was "Do your teachers use various teaching methods and techniques while teaching?". The above table shows that in question number one, out of the seventy students, sixty two i.e. 88.57 per cent replied that they always found their teacher using lecture method in the classroom. They opine that their teachers teach them to use various teaching methods and techniques while teaching but they never use themselves.

The second question was "Do you get chance to involve in self-learning activities like project work, group work, role play etc?". Of the seventy students asked, fifty eight i.e. 82.85 per cent replied that they never got such chances since their teachers do not create and organize an environment for that. On the contrary, twelve students i.e. 17.14 per cent replied that they get such chances, to some extent, in an internal assessment.

The third question was "Are you in proper number for an effective English language classroom management?". Of the seventy students asked, fifty seven i.e. 81.42 per cent replied that an ideal English classroom could not occupy more than two hundred students in a single classroom which needs to be divided into seven different sections. They were of the opinion that the concerned authority had not specified the actual number of students to be enrolled in a particular level. And, the maximum number of the students in a classroom has not been specified. On the other hand, ten per cent of students found themselves in proper number because they were habituated to study in such a classroom. The students' responses described above are presented more vividly in the bar-diagram as follows:

Diagram No.8: Students' Responses on Classroom Management



In totality, majority of the teachers were found unable to apply various teaching methods and techniques inside the classroom. Students were found deprived of getting self learning activities like role play, project work and so forth. Similarly, majority of the students did not find themselves in proper number for an ideal English classroom management.

3.2.3 Students' Responses on Teacher-Student Interaction

In this section, there were altogether three questions asked related to the teacher-student interaction. The questions were asked aiming to find out the effects of students' flow and no entrance examination on the part of teacher-student interaction. The tabulation and interpretation of the responses made by the students are presented as follows:

Table No.7: Students' Responses on Teacher-Student Interaction

Question number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	63	90 %	-	-	7	10 %
2	3	4.28 %	-	-	67	95.71 %
3	59	84.28 %	2	2.85 %	9	12.85 %

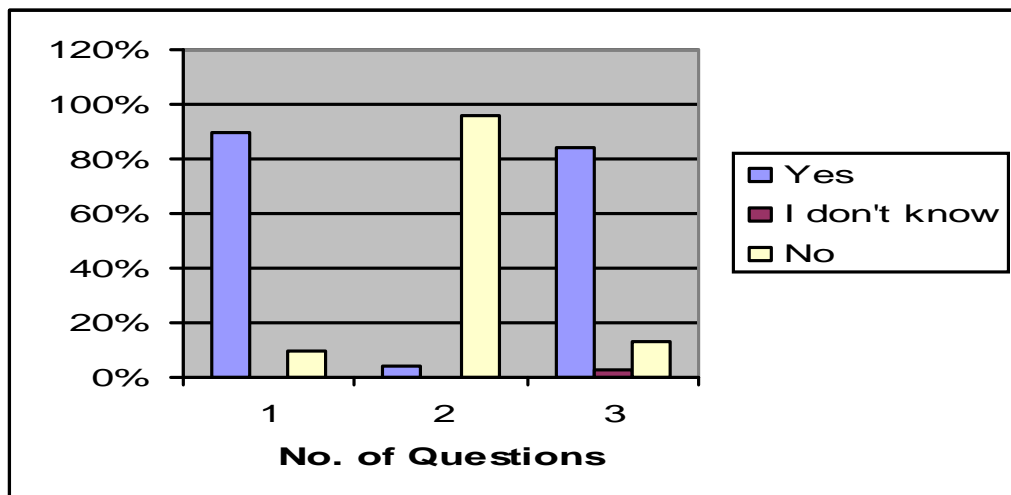
The first question was “Do you agree that second language acquisition largely depends on teacher-student interaction in the classroom?”. Of the seventy students asked, sixty three i.e. ninety per cent agreed stating that interaction between students and teacher plays a pivotal role in SLA because it provides exposure to them. They were of the opinion that classroom was the only place where they could use the use English language with their teachers. On the contrary, ten per cent of them did not agree arguing that SLA seeks exposure which can also get from the outside of the classroom and the English language can be learnt through Nepali language as well.

The second question was "Do you get enough time to interact with your teacher in every class?". Of the seventy students asked, sixty seven i.e. 95.71 per cent replied that only the teachers speak in the classroom but they rarely get chance to interact. They were of the opinion that getting enough time to interact with the teacher in every class was far for them because getting teachers' voice audible from the back was, in fact, great achievement for them. On the contrary, 4.28 per cent replied that they got enough time to interact since they usually sat in the front of the class.

The third question was "Do you agree that open admission provision in this Department has reduced the amount of classroom interaction?". Of the seventy

students asked, fifty nine i.e. 84.28 per cent agreed that open admission provision had affected on the amount of classroom interaction. According to them, the flexible provision of admission produced huge mass of students in a classroom. They opined that getting large and unmanageable mass of the students in a single classroom was, in fact, getting fewer amount of classroom interaction time. On the other hand, nine students i.e. 12.85 per cent did not agree arguing that the amount of classroom interaction and open admission provision were not directly related to each other. The students' responses mentioned above are presented more vividly in the bar-diagram as follows:

Diagram No.9: Students' Responses on Teacher-Student Interaction



In conclusion, majority of the students agreed that SLA largely depends on teacher-student interaction in the classroom. But they did not get enough time to interact with the teachers in every class. Most of them took open admission provision as a prime cause to reduce the amount of classroom interaction time admitting too many students beyond its capacity.

3.2.4 Students' Responses on Facilities

In this section, there were altogether four questions asked aiming to find out the effects of students' flow and no entrance examination on facilities currently available in the Department of English Education. The students' responses have been presented in the following table:

Table No. 8: Students' Responses on Facilities

Question Number	Responses					
	Yes		I don't know		No	
	Number	Percentage	Number	Percentage	Number	Percentage
1	5	7.14 %	1	1.42 %	64	91.42 %
2	3	4.28 %	4	5.71 %	63	90 %
3	11	15.71 %	8	11.42 %	51	72.85 %
4	8	11.42 %	23	32.85 %	39	55.71 %

The first question was “Do you feel comfortable physically and mentally to learn something inside the classroom?”. Of the seventy students asked, sixty four i.e. 91.42 per cent replied that they did not feel comfortable due to the students’ pressure, noise and lack of basic facilities like ventilation and furniture. They further reasoned that sometimes they were compelled to take classes standing at the back of the classroom. They were of the opinion that there were no other options except to compromise on whatever they have.

The second question was related to library facilities. Of the seventy students asked, sixty three i.e. ninety per cent did not find library facilities adequate in comparison to the number of the students. They found the number of each book and reference material considerably limited in comparison to the number of the

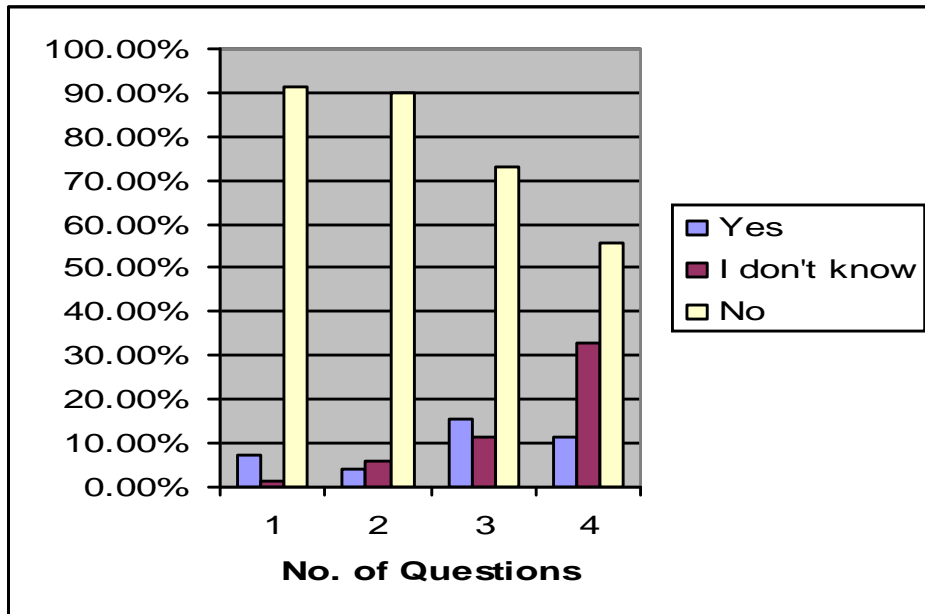
students. They were compelled to wait for a long time to get reference books. On the contrary, 4.28 per cent found library facilities satisfactory because they usually find the books and reference materials whatever they want to borrow. Similarly, 5.71 per cent of them were unable to respond because they had not visited library yet.

The third question was related to teaching staff. Of the seventy students asked, fifty one i.e. 72.85 per cent did not find the adequate number of teaching staff according to the number of students in this Department. They were of the opinion that though the teachers seemed to be adequate for the present structure in this Department but there would be scarcity of teachers if sections are properly divided. On the other hand, 15.71 per cent found the teachers adequate because teachers were available for every section.

The fourth question was related to non teaching staff. Out of seventy students, thirty nine i.e. 55.71 per cent did not find the non-teaching staff adequate according to the number of students in the Department of English Education though TU deserves more non-teaching staff than teaching staff as a whole. They were of the opinion that there were only two non-teaching staff but almost half of the students of the Central Department of Education have enrolled in this Department. Students were compelled to spend long time for a simple task. On the other hand, 11.42 per cent found the non-teaching staff adequate reasoning that non-teaching staff are able to do their job properly. Similarly, twenty three students i.e. 32.85 per cent were neutral about non-teaching staff. They were of the opinion that they are not the persons to encounter

frequently in an academic institution. The students' responses towards facilities illustrated above are presented clearly in the bar-diagram as follows:

Diagram No.10: Students' Responses on Facilities



In totality, majority of the students found not feeling comfortable physically and mentally to learn something inside the classroom. Similarly, most of the students did not find the library and other facilities satisfactory in this Department. Most of them replied that number of the teaching and non-teaching staff is also inadequate according to the number of the students.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter consists of the major findings of the research. It also presents some recommendations and pedagogical implications which are made on the basis of the findings.

4.1 Findings

After the analyses and interpretations of the responses made by the teachers and students separately, the major findings are organized as the objectives were set:

4.1.1 Effects of Overflow on Classroom Management

1. The teachers were unable to manage and check the behaviors of all the students effectively inside the classroom. Students were not found in proper number to manage the classroom.
2. The teachers were compelled to teach as the way that an untrained teacher does though they were the teachers for producing the teacher trainers. The teachers were unable to apply various teaching techniques and skills except lecture method inside the classroom due to the overflow of the students.
3. Even group work, pair work and elicitation were very difficult to conduct.
4. Students were deprived of getting chances to involve in self-learning activities like project work, role play etc.

5. Implementation of an effective entrance examination was found supportive in the classroom management procedure.

4.1.2 Teacher-Student Interaction

1. Both the teachers and the students were aware of the significance of the teacher-student interaction in learning procedure.

2. Teacher-student interaction was virtually impossible inside the M.Ed. English classroom.

3. Interaction with the individual student focusing on his/ her potentiality was impossible. Teachers were unable to recognize and call the students by their respective names too.

4. Students were compelled to learn via old and traditional lecture method only.

5. Both the teachers and the students were of the opinion that the implementation of an effective entrance examination can help to increase the amount of interaction time creating an ideal English classroom.

4.1.3 Facilities

1. The classrooms were found without basic facilities like proper ventilation, furniture etc.

2. The students were found not feeling comfortable physically and mentally to learn something inside the classroom due to students' pressure, noise and other basic facilities.

3. The library facility was also found affected. The number of books and reference materials were limited according to the number of the students.

4. The number of teaching and non-teaching staff was also found inadequate in comparison to the students. The sections were not divided properly having limited number of students because of the lack of adequate teachers. And, the administrative and library services were also affected due to the overflow of the students.

5. Implementation of an effective entrance examination was found supportive to upgrade and manage the facilities currently available in the Department.

4.2 Recommendations

The following are some recommendations and pedagogical implications made on the basis of findings and suggestions given by the respondents:

1. It would be better to check students' flow in this Department to ensure quality in education.
2. It would be better to implement entrance examination to check the students' flow in this Department and to reduce its effects on classroom management, teacher-student interaction and facilities appeared due to the same flow.
3. TU should offer the limited admission quota for every new academic session. The entrance quota needs to be determined concerning the number of English teachers needed for the nation and the capabilities of the concerned Department in terms of its physical infrastructure and human resources. The admission should only be accepted strictly on the merit basis. As such, the students willing to get admitted in this Department first need to sit for the certain test exam.
4. The concerned University or Department should create conducive classroom environment with limited number of students so that a trained teacher could apply his/ her teaching techniques and skills in the fullest manner. The teacher-students ratio should be 1:30 for an ideal language classroom.
5. Well furnished classrooms with relatively small number of students in each class gives teachers an opportunity to know the students individually and helps to ensure that each student is making equal progress. So, concerned authority should be aware of this fact.
6. The maximum number of the students inside a classroom should be specified.

7. It would be better if the government opens Open Universities and distance education programme. This will help to reduce the students' flow in this Department.

8. Student leaders should not work as a pressure group for the implementation of an illogical issues like the elimination of entrance examination which may create severe problems in the whole education system.

9. University should be kept aloof from any political interference. The Departments should be given a chance to develop as an autonomous institution.

10. The basic facilities like classroom, furniture, library etc should be reformed and updated for the sound academic environment in the Department of English Education. The number of teaching and non-teaching staff should be adjusted immediately in the ratio of the students if the University wants to continue the open admission provision in the Department.

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APPENDIX: I

Dear respondents,

This questionnaire has been prepared to draw data/information for the research work entitled "Effects of Students' flow in M.Ed. English Classroom" which is carried out under the guidance of Dr.Tirth Raj Khaniya, professor, Central Department of Education, Department of English Education, faculty of Education, TU, Kirtipur, Kathmandu.The researcher hopes that you all will co-operate with him to fill up questionnaire. The fruitfulness of the study will depend on your unbiased and accurate responses.

Researcher
Moti Ram Dahal
T.U., Kirtipur, Katmandu

Questionnaire for the teacher

Name of the teacher: _____ Sex: M () F ()

Name of the Department: Department of English Education

Teaching experience (in year): _____

Subject/area of teaching: _____

Please tick () the best answer and give some reasons to support your answer.

Questions Related to Entrance Examination

1.) What is your reaction to the overflow of the students in this department?

.....
.....
.....

2. a) Is the entrance examination necessary to check the flow of the students?

i) Yes

ii) I don't know

iii) no

b) Please give some reasons to support your answer:.....
.....

3. a) Who is responsible for the removal of entrance examination at central Department of Education?

i) TU authority ii) student-leaders iii) teachers

b) Why do you think so? Give reasons.....
.....
.....

Questions Related to Classroom Management

1. a) Is it possible to check and manage the behavior of all the students inside your classroom where more than 200 students sit in a single room?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

2. a) Are you facing any problems to apply modern teaching methodologies due to the overload of students in your class?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

3. a) Will the implementation of effective entrance examination support in your classroom management?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

Questions Related to Teacher-Student Interaction

1. a) Do you agree that second language acquisition largely depends on teacher-students interaction in the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

.....
.....

2. a) Do you get enough time to interact with your students focusing on individual differences?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

.....
.....

3.) Does an open admission in this Department decrease the students talk time in your classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

.....
.....

4. a) Is there any relationship between effective entrance examination and the amount of classroom interaction to each other?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

Questions Related to Facilities

1. a) Do your students feel comfortable inside the classroom?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

2. a) Does library facility seem to be satisfactory in this Department according to the number of students?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

3. a) Do you find the adequate number of teaching staff according to the number of students at Department of English Education?

i) Yes ii) I don't know iii) no

b) Please give some reasons
.....

4. a) Do you find the adequate number of non-teaching staff according to the number of students at Department of English Education?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

5.a) Does effective entrance examination help to upgrade and manage the facilities currently available in this Department?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

(Please make sure that you have answered all the questions.)

Thank you for your kind co-operation.

APPENDIX: II

Dear respondents,

This questionnaire has been prepared to draw data/information for the research work entitled "Effects of Students' flow in M.Ed. English Classroom" which is carried out under the guidance of Dr.Tirth Raj Khaniya, professor, Central Department of Education, Department of English Education, faculty of Education, TU, Kirtipur, Kathmandu.The researcher hopes that you all will cooperate with him to fill up questionnaire.The fruitfulness of the study will depend on your unbiased and accurate responses.

Researcher
Moti Ram Dahal
T.U., Kirtipur, Katmandu

Questionnaire for the student

Name of the student: _____ Sex: M () F ()

Name of the Department: Department of English Education

Level: _____ Major subject: _____

Please tick (√) the best answer and give some reasons to support your answer.

Questions Related to Entrance examination

1.) What is your reaction to the overflow of the students in this department?

.....
.....
.....

2. a) Is the entrance examination necessary to check the flow of the students?

i) Yes ii) I don't know iii) no

b) Please give some reasons to support your answer:

3. a) Who is responsible for the removal of entrance examination at central Department of Education?

i) TU authority ii) student-leaders iii) teachers

b) Why do you think so? Give reasons.....

.....
.....

Questions Related to Classroom Management

1. a) Do your teachers use various teaching methods and techniques while teaching?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

.....
.....

2. a) Do you get chance to involve in self-learning activities like project work, group work, role play etc?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

.....
.....

3. a) Are you in proper number for an effective English language classroom management ?

i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

Questions Related to Classroom Interaction

1. a) Do you agree that second language acquisition largely depends on teacher-student interaction in the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

2. a) Do you get enough time to interact with your teacher in every class?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

3. a) Do you agree that open admission provision in this Department has reduced the amount of classroom interaction?

- i) Yes ii) I don't know iii) no

b) How? Please give some reasons:.....
.....
.....

Questions Related to Facilities

1. a) Do you feel comfortable physically and mentally to learn something inside the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....

2. a) Does library facility seem to be satisfactory in this department according to the number of students?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

3. a) Do you find the adequate number of teaching staff according to the number of students at Department of English Education?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

4. a) Do you find the adequate number of non-teaching staff according to the number of students at Department of English Education?

- i) Yes ii) I don't know iii) no

b) Please give some reasons:.....
.....
.....

(Please make sure that you have answered all the questions)

Thank you for your kind co-operation.

APPENDIX: III

Dear respondents,

This questionnaire has been prepared to draw data/information for the research work entitled "Effects of Students' flow in M.Ed. English Classroom" which is carried out under the guidance of Dr. Tirth Raj Khaniya, professor, Central Department of Education, Department of English Education, faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you all will co-operate with him to fill up questionnaire. The fruitfulness of the study will depend on your unbiased and accurate responses.

Researcher
Moti Ram Dahal
T.U., Kirtipur, Katmandu

Questionnaire for the teacher

Name of the teacher: _____ Sex: M () F ()
Name of the Department: Department of English Education
Teaching experience (in year): 23
Subject/area of teaching: _____

Please tick () the best answer and give some reasons to support your answer.

Questions Related to General Background

1.) What is your reaction to the overflow of the students in this department?

As the university has not authentically stated the minimum number of students to be enrolled in the class the term overflow needs further detail. It you are indicate

2. a) Is the entrance examination necessary to check the flow of the students?

i) Yes ii) I don't know iii) no

b) Please give some reasons to support your answer:

If entrance examination is implemented with clear cut policy i.e., the minimum number ^{of students} to be enrolled in certain class, minimum required pass scores, use of standard test, invigilation, checking & think students' flow can be checked. At the same time there should some alternative way to accommodate those who could not get through the entrance exam. may be distance mode course, open university, other areas to study.

1. *to the classroom environment I can say it is disappointing. To teach in a class of 200+ is really a nightmare. Neith. students are satisfied nor teachers.*

3. a) Who is responsible for the removal of entrance examination at central Department of Education?

i) T.T. authority ii) student-leaders iii) teachers

b) Why do you think so? Give reasons.....

I am not sure but I heard that as there was not significant role of the exam in controlling the student-leaders prescribed to stop the provision of entrance examination. While there was the provision of the same people bargained for the enrollment of all the students who filled the entrance exam.

Questions Related to Classroom Management form.

1. a) Is it possible to check and manage the behavior of all the students inside your classroom where more than 200 students sit in a single room?

i) Yes ii) I don't know iii) no

b) Please give some reasons: Any one can imagine how can a teacher keep an eye to all the 200 students within the period of 55 minutes. s/he has to concentrate on teaching.

2. a) Are you facing any problems to apply modern teaching methodologies due to the overload of students in your class?

i) Yes ii) I don't know iii) no

b) Please give some reasons: Because of the number of 200+ I cannot make them answer my question, ask them to be involved in group work, project work. I feel guilty because neither I can hear backbenchers' voice nor they can hear me.

3. a) Will the implementation of effective entrance examination support in your classroom management?

i) Yes ii) I don't know iii) no

b) Please give some reasons: The purpose of this type of exam is to filter the applicants by selecting only those who can complete the course without any hassle. There will not be any tourist students. Only the students who truly accept the challenge of higher education will be selected. These intrinsically motivated students become easy to deal with.

Questions Related to Teacher-Student Interaction

1. a) Do you agree that second language acquisition largely depends on teacher-students interaction in the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: This is a fact that learning language requires to be exposed to the different types of input. Interaction works as the input.

2. a) Do you get enough time to interact with your students focusing on individual differences?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: It is obvious that in a class of 20 no one can have time to interact individually, even group interaction is possible occasionally.

3.) Does an open admission in this Department decrease the students talk time in your classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: Unmanageable number of students

4. a) Is there any relationship between effective entrance examination and the amount of classroom interaction each other?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: when there is manageable number i.e. 20-40, one-to-one interaction is possible. Effective entrance examination makes it possible to have that number of students in ~~a~~ one class.

Questions Related to Facilities

1. a) Do your students feel comfortable inside the classroom?

i) Yes ii) I don't know iii) no

b) Please give some reasons: Because I cannot see all of them. They cannot hear my voice either.

2. a) Does library facility seem to be satisfactory in this Department according to the number of students?

i) Yes ii) I don't know iii) no

b) Please give some reasons: Library has only limited copies of the books.

3. a) Do you find the adequate number of teaching staff according to the number of students at Department of English Education?

i) Yes ii) I don't know iii) no

b) Please give some reasons

If the university states the maximum number of students to be enrolled in the class then only I can say whether the number is adequate or not.

In general if we assume 50 is the ~~the~~ manageable number of students then the number of staff is inadequate.

4. a) Do you find the adequate number of non-teaching staff according to the number of students at Department of English Education?

i) Yes ii) I don't know iii) no

b) Please give some reasons: *The same as teaching staff*

5. a) Does effective entrance examination help to upgrade and manage the facilities currently available in this Department?

i) Yes ii) I don't know iii) no

b) Please give some reasons: *Strong policy makes all the activities systematic. Once system is established activities run smoothly.*

(Please make sure that you have answered all the questions.)

Thank you for your kind co-operation.

APPENDIX: IV

Dear respondents,

This questionnaire has been prepared to draw data/information for the research work entitled "Effects of Students' flow in M.Ed. English Classroom" which is carried out under the guidance of Dr. Tirth Raj Khaniya, professor, Central Department of Education, Department of English Education, faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you all will cooperate with him to fill up questionnaire. The fruitfulness of the study will depend on your unbiased and accurate responses.

Researcher
Mori Ram Dahal
T.U., Kirtipur, Kathmandu

Questionnaire for the student

Name of the student: *Basu Dev Upadhyay* Sex: M () F ()

Name of the Department: Department of English Education

Level: *Master's* Major subject: *English*

Please tick () the best answer and give some reasons to support your answer.

Questions Related to General Background

1.) What is your reaction to the overflow of the students in this department?

I think, the overflow of the students in this department is due to unemployment an emerging problem in Nepal. So, this overflow seems to be adequate but due to lack of proper facilities, it seems somewhat not adequate too.

2. a) Is the entrance examination necessary to check the flow of the students?

Yes ii) I don't know iii) no

b) Please give some reasons to support your answer:

As you mentioned in your question, it is necessary to check the overflow of the students in the department first. The second reason, according to my point of view, is to improve the status of teaching learning activities in Nepal and produce qualitative manpower in Nepal.

3. a) Who is responsible for the removal of entrance examination at central Department of Education?

i) T.U. authority ii) student-leaders iii) teachers

b) Why do you think so? Give reasons. It is due to the ^{over}growing non-democratic activities in the full fledged democratic country. ~~It is also happened~~ The student leaders who use to entertain politics and be popular are responsible for this case. Actually it happens due to dirty political game.

Questions Related to Classroom Management

1. a) Do your teachers use various teaching methods and techniques while teaching?

i) Yes ii) I don't know

b) Please give some reasons: Some reasons are: i) due to overcrowded class. ii) I think the teachers think themselves as a government teacher. iii) Due to lack of sufficient physical materials in the department iv) Irregularity in teaching. v) Due to the course which can't be finished within an academic session.

2. a) Do you get chance to involve in self-learning activities like project work, group work, role play etc?

i) Yes ii) I don't know

b) Please give some reasons: i) Teacher-centered education. ii) Due to lack of materials in the department and the points that are mentioned in Q- N-1.

3. a) Are you in proper number for an effective English language ^{classroom} management?

i) Yes ii) I don't know

b) Please give some reasons: The number in our classroom is not adequate / fit as nothing can be done to teach and learn language in such classrooms. So this number is not proper.

Questions Related to Classroom Interaction

1. a) Do you agree that second language acquisition - largely depends on teacher-student interaction in the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: As behaviourists say that the more we practice the more we learn, if we (teacher - students) interact, we can acquire second language i.e. English very easily.

2. a) Do you get enough time to interact with your teacher in every class?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: We can't interact as the class is overcrowded and due to lack of the sufficient time

3. a) Do you agree that open admission provision in this Department has reduced the amount of classroom interaction?

- i) Yes ii) I don't know iii) no

b) How? Please give some reasons: This provision make more student admit in the department and due to lack of sufficient physical as well as other facilities, classroom interact. has been reduced

Questions Related to Facilities

1. a) Do you feel comfortable physically and mentally to learn something inside the classroom?

- i) Yes ii) I don't know iii) no

b) Please give some reasons: Due to over growing number of student and noise inside the classroom, and due to lack of facilities, I can't feel comfortable physically as well as mentally to learn anything inside the classroom

2. a) Does library facility seem to be satisfactory in this department according to the number of students?

i) Yes ii) I don't know iii) no

b) Please give some reasons: Reasons:- is. No sufficient books are available in the library.

3. a) Do you find the adequate number of teaching staff according to the number of students at Department of English Education?

i) Yes ii) I don't know iii) no

b) Please give some reasons: According to the department record, the staffs are sufficient but the senior most staffs are ^{either} not in our country or they don't teach in the department. So, we are feeling lack of teaching staffs in the department.

4. a) Do you find the adequate number of non-teaching staff according to the number of students at Department of English Education?

i) Yes ii) I don't know iii) no

b) Please give some reasons: on the basis of the students there is no adequate staff in the department. ~~It is~~ Almost ha of the student of the department of education are error in English but due to lack of the ~~the~~ non-teaching staff in our department, we are facing some problems in the library ~~and~~ of the department.

(Please make sure that you have answered all the questions)

Thank you for your kind co-operation.