

**LISTENING PROFICIENCY OF MAJHI AND NON-MAJHI
STUDENTS OF THE GOVERNMENT AIDED SCHOOLS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Dipak Kumar Khadka**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

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DCLARATION

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

Date: 21-04-2012

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Dipak Kumar Khadka

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ABSTRACT

This research study entitled '**Listening Proficiency of Majhi and Non-Majhi Students of the Government Aided Schools**' presents the picture of the listening proficiency of grade 10 students. The main objectives of the study were to find out and compare the listening proficiency of Majhi and Non-Majhi students of grade 10 among government aided schools. 64 students of grade 10 were the sample population. There were 16 students selected from each school. Secondary sources such as books, magazines, thesis etc. were consulted. It was found that the average listening proficiency of Majhi students was 46 percent whereas the average listening proficiency of Non Majhi students was 52 percent. The overall listening proficiency of grade 10 students was 49.14 percent. It was found that the non-Majhi students were more proficient than the Majhi students studying in government aided schools. Similarly, the boys were found better at listening than girl at all. It was also identified that due to lack of physical facilities, teaching materials, students poor English background and not asking listening test in the terminal as well as in the final examination were the obstacles in obtaining the higher Proficiency. Similarly, the average proficiency in listening comprehension of grade 10 was around 50% where the boys were more proficient than girls.

This thesis consists of four chapters: Chapter one deals with general background, review of related literature, objective of the study, significant of the study and definition of the technical terms. Chapter two is concerned with the methodology used in the collection of data. It includes sources of data, population of the study, sampling procedure, tools for data collection and limitation of the study. Chapter three consists of analysis and interpretation of data. The data were analyzed on the

basis of students, i.e. Majhi student and non-Majhi students and on the basis of the gender; i.e. boys and girls. The data were analyzed in terms of live and recorded materials. Chapter four presents the findings of the study and the recommendations are made on the basis of the findings.

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List of Symbols and Abbreviations

\bar{X}	=	Mean
%	=	Percentage
<	=	Less than
>	=	Greater than
BS	=	Bikram Sambat
CDC	=	Curriculum Development Center
CUP	=	Cambridge University Press
e.g.	=	For example
ELT	=	English Language Teaching
F	=	Frequency of Occurrence
F M	=	Full Mark
i.e.	=	That is
GON	=	Government of Nepal
M. Ed	=	Master of Education
N	=	Number of Population
O M	=	Obtained Marks
Prof	=	Professor
S N	=	Serial Number
SD	=	Standard Deviation
SLC	=	School Leaving Certificate
T-cal	=	T- calculated
TL	=	Target Language
T-tab	=	T- tabulated
viz.	=	Namely
X	=	Score in Distribution
	=	Sum of (Sigma)