

**ERRORS IN SUBJECT-VERB AGREEMENT**

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

**Submitted by**

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**(Specialization in English Education)**

**By**  
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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Dipendra Pokharel** has prepared this thesis entitled **Errors in Subject–Verb Agreement** under my guidance and supervision.

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## **DECLARATION**

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 research degree to any university.

Date:

Dipendra pokharel

## **DEDICATION**

### **Dedicated to**

*My parents and brothers who spent their life to make what I am today,*

*And*

*My respected teachers who always instruct me to walk in the right way.*

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## **ABSTRACT**

This research attempts to find out the errors in subject-verb agreement committed by the students of grade eight studying in Sanskrit Schools in Kathmandu. So, this study accounts for the lower secondary level particularly grade eight students for finding these errors in English subject – verb agreement. For this study, the researcher utilized subjective and objective tests as a tool and administered there to the target group. The errors committed were identified and analyzed. After analyzing and interpreting the errors, the researcher found that the students committed the largest number of errors in the use of ‘other’ i.e. the verbs except ‘be’, ‘have’ and ‘do’ and the least number of errors in the use of ‘do’ verb. Similarly, the students of Matatirha Vidhya Peeth committed the largest number of errors and the students of the Nepal Sanskrit Secondary School committed the least number of errors in the objective test. In the use of the S-V agreement in free writing, the most of the errors were committed by the students of Nepal Ved Vidhyashram and the least number of errors were committed by the students of Matatirtha Vidhya Peeth.

This study consists of four chapters: Chapter one consists of the general background, review of the related literature, objectives of the study and significance of the study. Likewise, chapter two consists of the methodology of the study. It encompasses the sources of data, sampling procedure, research tools for data collection and limitation of the study. Similarly, chapter three consists of the analysis and interpretation of the collected data. The data were analyzed on the basis of variables that were specified into objectives. Then, chapter four consists of the major findings and recommendations of the study. Finally, references and appendices are also given.

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## LIST OF SYMBOLS AND ABBREVIATIONS

B. S.	-	'Bikram Sambat'
C. D. C.	-	Curriculum Development Centre
CUP	-	Cambridge University Press
Dr.	-	Doctor
E.L.T.	-	English Language Teaching
eg.	-	Example gratia (for example)
etc.	-	Etcetera
i.e.	-	That is
M. Ed.	-	Master in Education
M.V.P.	-	Matatirtha Vidhya Peeth
N.E.S.P.	-	National Education System Plan
N.S.S.S.	-	Nepal Sanskrit Secondary School
N.V.A.	-	Narayansthan Ved Ashram
N.V.V.	-	Nepal Ved Vidhyashram
No.	-	Number
Obj.	-	Objective
OUP	-	Oxford University Press
P	-	Page
Pl.	-	Plural
S. N.	-	Serial number
Sg.	-	Singular
Sub.	-	Subjective
T. U.	-	Tribhuvan University
1 <sup>st</sup>	-	First
2 <sup>nd</sup>	-	Second
3 <sup>rd</sup>	-	Third
&	-	And
*	-	Asterisk (it indicates an unacceptable form/expression)