

**CLASSROOM PRACTICES OF TEACHERS WITH TPD
TRAINING**

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

**Submitted by
Chanda Saud**

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

2019

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2019**

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Proposal: 24/04/2018
Date of Submission:**

DECLARATION

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

Date:

.....

Chanda Saud

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss. Chanda Saud** has prepared this thesis entitled **Classroom Practices of Teachers with TPD Training** under my guidance and supervision. I recommend this thesis for acceptance.

Date:

.....

Dr. Tara Datta Bhatta (Supervisor)

Professor

Department of English Education

Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This Research proposal has been approved by the following **Research Guidance Committee**.

Signature

Dr. Prem Bahadur Phyak

.....

Lecturer and Head

Chairperson

Department of English Education,

T.U., Kirtipur

Dr. Anju Giri (Supervisor)

.....

Professor

Member

Department of English Education

T.U., Kirtipur

Mr. Khem Raj Joshi

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date : 2018/04/24

EVALUATION AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education,

T.U.,Kirtipur

Dr. Binod Luitel

Expert

Professor (English Education)

Research center for Educational Innovation and development(CERID)

Tribhuvan University

Dr. Tara Datta Bhatta (Supervisor)

.....

Professor

Member

Department of English Education

T.U., Kirtipur

Date :

DEDICATION

Dedicated

**To my Family and Teachers who devoted a great span of their lives to
make me stand in this position.**

ACKNOWLEDGEMENT

No such a research work would have successfully been completed without the recourse to various persons. First of all, I am very much indebted to **Dr. Tara Datta Bhatta**, Professor, Department of English Education, my thesis supervisor, for his regular and constant supervision, guidance, suggestion and support during research period. His patience, co-operative nature, enthusiasm and interests in this study have really left ever memorable impression. It is insightful guidance and meticulous supervision that enabled me to present this work in such a form. It is very difficult to find words to express my gratitude to him for his kind and valuable time in preparing this thesis.

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Chanda Saud

ABSTRACT

The present thesis entitled "Classroom Practices of Teachers with TPD Training" has been conducted to find out the practices of TPD trained teacher in teaching language skills, classroom teaching activities, use of teaching materials and teachers' professional development. The study followed survey research design. The data were collected from primary sources. For this research, I selected thirty classrooms as sample in which I selected five teachers with their six classes. I used the purposive non-random sampling procedure to select the data. The tool for data collection was observation. The major finding of the study was that most of the teachers were not implementing the training skills and knowledge what they have acquired. Majority of the teachers were not using the audio-video materials and projector tools as ICT in teaching the English classes. Similarly, the lesson plans were not the appropriate with text book, curriculum, students' interests and level.

The study is divided into five chapters. The first chapter is introductory part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with review of related literature and conceptual framework. The third chapter includes research design, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedure. The fourth chapter includes analysis of data and interpretation of results and summary and findings. In this section, both simple statistical and descriptive approach are used. The fifth chapter includes conclusion and recommendations. The reference and appendices are included at the concluding part of this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

A.D	-	Anno Domini
B.S	-	Bikram Sambat
CUP	-	Cambridge University Press
e.g.	-	For example
Ed.	-	Edition
EFA	-	Education For All
et al.	-	And Other People
Freq.	-	Frequency
i.e.	-	That is
MoE	-	Ministry of Education
p.	-	Page
pp.	-	Pages
SDEP	-	Secondary Education Development Project
SLC	-	School Leaving Certificate
SSRP	-	School Sector reform plan
T. U.	-	Tribhuvan University
Viz.	-	They are