

**TRANSFER OF TEACHER TRAINING SKILLS IN THE  
CLASSROOM: A CASE OF BHOJPUR DISTRICT**

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

**Submitted by**

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**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2014**

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**2014**

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## **DECLARATION**

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

Date: 25 April, 2014

**Sharada Raut**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Sharada Raut** has prepared this thesis entitled “**Transfer of Teacher Training Skills in the Classroom**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 25 April, 2014

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# **DEDICATION**

Dedicated to

My Parents and all good-wishers who always motivated inspired and supported  
in every steps of my life.

## ACKNOWLEDGEMENTS

I have come up with this research work with the help and guidance of many personalities. Therefore, I would like to my sincere gratitude to them. First of all, I would like to express my sincere gratitude to my respected guru **Dr. Tara Datta Bhatta**, Professor of Department of English Education, T.U. who helped me by providing his valuable guidance, motivation, inspiration, supervision and constructive feedback and suggestions .without his kind co- operation, I would not have been able to present this research work in this form.

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**Sharada Raut**

## **ABSTRACT**

This research study entitled “Transfer of Teacher Training Skills in the Classroom” was carried out to identify the existing situation of transferring training skill and knowledge by trained teachers in the classroom and to measure how the trained teachers delivered their training skills and knowledge in the classroom practices. Observational checklist was used as the tool for collecting the data. Ten secondary level English teachers of Bhojpur district were selected non-randomly and twenty English classes (two classes of each teachers) were observed for the study. The collected data were analyzed and discussion was done statistically and descriptively. This research work concludes that although the government has claimed that all the teachers have been trained, there has not been marked improvement in quality education. This means the teachers have not been using knowledge and skills of training. Training package should be redesigned and implemented being based on the practical and theoretical ground. The teachers should not get chance to think that it is only a means of promotion and there must not be gap between the training program and real life situations.

This thesis consists of five chapters, introduction, review of literature and conceptual framework, methods and procedure of the study, results and discussion and summary, conclusions and implications. Chapter one presents the background\context, statement of the problem, Rationale of the study, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with the review of the related literature, implication of the review for the study and theoretical/conceptual framework. Similarly, chapter three includes the design of the study, population and sample sampling procedure and data collection tools, data collection procedure and data analysis and interpretation procedure. In the same way chapter four presents the result, discussion and interpretation part of the research. Moreover, the last chapter involves the summary, conclusion, and implication at various levels i.e. policy

level, practice level and further research. This chapter is also followed by references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

CUP	-	Cambridge University Press
Dr.	-	Doctor
E.g.	-	For example
Ed.	-	Education
ELT	-	English Language Teaching
ELTD	-	English Language Teacher Development
et.al	-	and others
Etc.	-	And so on (from Latin 'etcetera')
i.e.	-	That is
ibid.	-	In the same book and page number (from Latin 'ibidem')
M. Ed.	-	Master of Education
NCED	-	National Center for Educational Development
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
OPU	-	Oxford University Press
p.	-	Page
Prof	-	Professor
Regd.	-	Registration
S.N	-	Serial Number
Ss	-	Students
T. U.	-	Tribhuvan University
TPD	-	Teachers' Professional Development
Viz.	-	Namely
Vol.	-	Volume
ETC	-	Educational Training Center
MOE	-	Ministry of Education
DOE	-	Department of Education
DEO	-	District Education Office