

**ROLE OF MENTORING IN TEACHERS'  
PROFESSIONAL DEVELOPMENT**

**A Thesis submitted to the Department of English Education  
In partial fulfilment for the Master of Education in English**

**Submitted by  
Niru Panday**

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

**2014**

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## **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 research degree to any university.

**Date:**

.....

**Niru Panday**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Niru Panday** has prepared the thesis entitled **Role of Mentoring in Teachers' Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

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## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following  
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## **DEDICATION**

Dedicated

to

My respected gurus, parents, brothers and my husband Mr. Man Bahadur Khatri without whose cooperation I would not be in the position where I am today.

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Date:

**Niru Panday**

## **ABSTRACT**

The present study was conducted to examine the **Role of Mentoring in Teachers' Professional Development**. The objective of the study was to find out the practice of mentoring at secondary level in Nepal. This study was conducted in 20 English medium schools of Kathmandu district.

Forty secondary level English language teachers were taken as the sample of the study. Spending two days, I distributed the questionnaires to the respective teachers. The next day, I visited the schools and collected the responses from the respondents. Then I started analyzing collected data. After the completion of analysis, the results were matched and compared to determine the practice of mentoring at the secondary level in Nepal. As indicated in the findings, mentoring was not found to be practiced in the schools.

This thesis work consists of five chapters. Chapter one is introductory chapter which includes general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter is the review of related literature which consists of theoretical and empirical implications of the review for the study and conceptual framework. Chapter three provides the details of methodology and the procedures followed by the researcher in the collection of the primary as well as secondary data. It particularly consists of design of the study, sources of data, area of the

study, sampling procedure, data collection tools, information collection procedure and data analysis and interpretation procedure. Chapter four is the analysis and interpretation of the data. The data were analyzed and interpreted on the basis of the responses of the questionnaire given by the English language teachers. It consists of results and discussion and interpretation. Finally, the last chapter consists of the summary, conclusions and implications of the research. This chapter is followed by the references and appendices.

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## **RE FERENCES**

## **APPENDICES**

## LIST OF SYMBOLS

B.Ed.	-	Bachelor in Education
Dr.	-	Doctor
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
et al.	-	And Others
etc.	-	etcetera
i.e.	-	That is
INSET	-	In-service Training
KU	-	Kathmandu University
M.Ed.	-	Master of Education
Mr.	-	Master
Ms.	-	Miss/Mistress
NCED	-	National Center for Education Development
n.d.	-	not date
P.	-	Page
Prof.	-	Professor
TPD	-	Teachers Professional Development
TU	-	Tribhuvan University