

**CURRENT PRACTICES OF TEACHER INDUCTION FOR
PROFESSIONAL DEVELOPMENT**

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

Submitted by

Kalicharan Prasad Yadav

Faculty of Education,

Tribhuvan University Kirtipur,

Kathmandu, Nepal

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kalicharan Prasad Yadav** has prepared this thesis entitled "**Current Practices of Teacher Induction for Professional Development**" under my guidance and supervision.

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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 candidature for research degree to any university.

Date: 2015/06/20

.....

Kalicharan Prasad
Yadav,

DEDICATION

Dedicated

to

**My parents, Gurus/Gurumas who spent their whole life to make me
what**

I am today.

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I am very much indebted to my research supervisor **Mr. Guru Prasad Poudel** Teaching Assistant, Department of English, T.U., Kirtipur, whose painstaking efforts in providing me with scholarly guidance and constant encouragement, and invaluable support both at professional and personal levels made this study possible to complete in time. His patience, enthusiasm, co-operation, suggestions and keen interest from the beginning to the end of the study are very memorable. His rigorous efforts made me present this research work in this form.

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I, then, always remember friend's computer service for the excellent computer works.

Kalicharan Prasad Yadav

ABSTRACT

This research work entitled '**Current Practice of Teacher Induction for Professional Development**'. It aimed to find out the current practices of teacher induction for the secondary level teachers and school principals in their professional development and to explore the challenges faced by the novice teachers due to the lack of teacher induction. The respondents for the research were selected by using non-random purposive sampling procedure. For the research study, the primary data were collected from the fifteen teachers and five principals working in secondary schools in Kathmandu valley. For the purpose of data collection, structured interview was used as the tool among the teachers as well as principals. The collected data from the respondents were analyzed and interpreted descriptively. The major findings of this study included that, the teachers were not induced in their profession, there was no formal provision of teacher induction and they were found facing the problems like selection in material, adjust in new environment, lack of confidence, high level of hesitation, interaction with students/parents, and fluency in language and lack of literacy sense.

This thesis has been divided into five different chapters. The first chapter deals with background of the study, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the theoretical literature, review empirical research, implications of the review for the study and conceptual framework for the study. The third chapter deals with the methodological aspect under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedure and data analysis and interpretation procedure have been included. The fourth chapter focuses on the analysis and interpretation of data and summary of the findings. And the fifth chapter of the study consists of summary, conclusions and implications of the study in policy making level and practice level with some directions for the further research.

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SYMBOLS AND ABBREVIATIONS

Dr.	:	Doctor
DECD	:	Department for Education and Child Development
Mr.	:	Mister
Prof	:	Professor
Mrs.	:	Mistress
No.	:	Number
p.g.	:	Page Number
e.g.	:	For Example
etc.	:	Etcetera
ELT	:	English Language Teaching
MOE	:	Ministry of Education
TPD	:	Teacher Professional Development
T.U.	:	Tribhuvan University
TSC	:	Teacher Service Commission
AB	:	Appropriate body
B.Ed	:	Bachelor in Education
BBC	:	British Broadcasting Corporation
CEDP	:	Career Entry and Development Profile
CUP	:	Cambridge University Press

DCSF	:	Department for Children, Schools and Families
DENI	:	Department of Education for Northern Ireland
DEO	:	District Education Office
ECE	:	Early Childhood Education
Eds.	:	Editors
et al.	:	And others
Fig.	:	Figure
GTC	:	General Teaching Council
HM	:	Head Master
i.e.	:	That is
ibid.	:	ibidem (that has just mentioned)
ICRI	:	International Child Research Institute
IHE	:	Institution of Higher Education
INSET	:	In-service Teacher Training
%	:	Percentage
IOE	:	Institute of Education
LEA	:	Local Education Agency
Ltd	:	Limited
M.Ed.	:	Master in Education
NCED	:	National Centre for Educational Development
nd.	:	Not defined
NELTA	:	Nepal English Language Teachers' Association

NESP	:	National Educational system Plan
NQT	:	Newly Qualified Teachers
NQTs	:	Newly Qualified Teachers
OECD	:	Organization of Economic Cooperation and Organization
P.	:	page number
p.p.	:	pages
PNG	:	Papua New Guinea
PTA	:	Parent Teacher Association
Regd.	:	Registration
SMC	:	School Management Committee
SSRP	:	School Sector Reform Plan
TD	:	Teacher Development
UNESCO	:	United Nations Educational Scientific and Cultural
USA	:	United States of America
Viz.	:	Videlicet (Namely)
Vol.	:	Volume
Vols.	:	Volumes
WWW	:	World Wide Web