

**PROFESSIONAL DEVELOPMENT THROUGH
TEACHER TRAINING**

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

**Submitted by
Sittal Belbase**

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

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2018**

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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 : 08-07-2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Sittal Belbase** has prepared this thesis entitled **Professional Development through Teacher Training** under my guidance and supervision.

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ABSTRACT

This is a study on **Professional Development through Teacher Training**. The main objective of this study was to find out the perspectives of teachers on training in professional development in terms of importance, application and role in professional development. I followed survey research design. The sample of the study included 30 secondary level English teachers of thirty different schools of Kathmandu valley. They were selected through the use of purposive non-random sampling procedure. To fulfill the objectives of this study, questionnaire was used as the tools to obtain the data. The collected data were analyzed both descriptive and analytical way by using the tools such as frequency, count, percentage and item analysis. From the study, it has been found that teachers found themselves as highly motivated to apply new methods and techniques in teaching after the TPD training. According to them, training brought some remarkable changes in their preparation and use of teaching materials in language classroom, e.g. using usually available and low-cost materials, using games for teaching. Regarding the role of TPD, they viewed that training played vital role in their professional development and changed attitudes towards teaching profession. They have faced both educational and non-educational problems to apply learning that they learn in training.

The thesis is divided into five chapters. The first chapter deals with the 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 the key terms. The second chapter includes the review of the theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly the third chapter deals with the design of the study, population, sampling and sampling strategies, sources of data (primary and secondary), data collection tools and techniques, data collection procedures and ethical considerations. Likewise, chapter four deals with the analysis and interpretation of results and chapter five presents the findings, conclusion and recommendations to be applicable in policy related, practice related and further research related areas. The study ends with references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | | |
|-------|---|--|
| % | – | Percentage |
| e.g. | – | Example |
| ELT | – | English Language Teaching |
| ETCs | – | Education Training Centers |
| ETN | – | Extensive Training Network |
| HSEB | – | Higher Secondary Education Board |
| IT | – | Information Technology |
| MoE | – | Ministry of Education |
| NCED | – | National Center for Education Development |
| NELTA | – | Nepal English Language Teacher Associations |
| NESP | – | National Education System Plan |
| NNEPC | – | Nepal National Education Planning Commission |
| No | – | Number |
| SLM | – | Self Learning Materials |
| T.U. | – | Tribhuvan University |
| TPD | – | Teacher Professional Development |