

**NEED OF INDUCTION PROGRAM FOR NOVICE
TEACHER: A NARRATIVE STUDY**

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

**Submitted by
Manisha Keshi**

**Tribhuvan University
Department of English Education, Kirtipur
Kathmandu, Nepal
2019**

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

**Submitted By
Manisha Keshi**

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Exam Roll No.: 7228557/073

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Manisha Keshi** has completed her M.Ed thesis entitled **Need of Induction Program for Novice Teacher: A Narrative Study** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27-06-2019

.....

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Faculty of Education

University Campus, T.U.

Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for necessary evaluation by the following
Research Guidance Committee.

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U, Kirtipur, Kathmandu

(Chairperson)

D.r Anjana Bhattraï (Supervisor)

Professor

Department of English Education

T.U, Kirtipur, Kathmandu

(Member)

Mr. Khemraj Joshi

Teaching Assistant

Department of English Education

T.U, Kirtipur, Kathmandu

Date: 2019/02/26

(Member)

EVALUATION AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

Lecturer and Head

Chairperson

Department of English Education

T.U. Kirtipur, Katmandu.

Dr. Chandreswar Mishra

Professor

External

Department of English Education

T.U., Kirtipur

Dr. Anjana Bhattarai (Supervisor)

Professor

Department of English Education

Member

T.U., Kirtipur

Date: 2019/07/11

DEDICATION

Dedicated

To

My father (Man Bahadur K.C), Mother (Jeeva K.C), my husband (Rudra Bahadur Adhikari) and all the English Language Teachers of T.U. to their selfless and everlasting love, patience and support to me

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: 25-06-2019

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Manisha Keshi

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ABSTRACT

This research study entitled **Need of Induction Program for Novice Teachers: A narrative study** was carried out to find out the need of induction program for secondary level teacher's professional development keeping into considerations, five secondary level English who got induction or orientation program from their head teacher or mentor were selected as the sample by using purposive non-random (convenient) sampling strategy. Data for this study were collected by conducting semi-structure interview with the selected participants. I visited and revisited the study area to collect and validate the data. After the collection of the data they were categorized into seven things from the study it was found that the Novice Teacher perceived induction program very essential to train, support, retain and learn more to be an expert teacher in their profession. They viewed that induction program is important to promote lifelong skills, to get orientations on teaching and improve their performance.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter contains the review of related theoretical literature, review of empirical literature, implication of the study for the study and conceptual framework. Similarly, the chapter third includes design of the study, population, sample, sampling strategies, source of data (primary and secondary), data collection tools, data collection procedure and ethical consideration. Likewise, chapter four deals with the analysis and interpretation of the collected data. Finally, fifth chapter incorporates with the findings based on the analysis and interpretation of the data and recommendations for the policy level, practice level and further research have been made. And finally references and appendices are presented to finalize the study and making the research valid.

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REFERENCE

APPENDICES

LIST OF SYMBOLS AND ABBREVIATIONS

No.	Number
P	Page
NAT's	Newly Appointed Teachers
NQT's	Newly Qualified Teachers
TPD	Teacher Professional Developments
SSDP	School Sector Development Program
NELTA	Nepal English Language Teacher Association
PLC	Professional Learning Communities
NEA	National Education Association (foundation)
AB	Appropriate Body
GTC	General Teaching Council
NCED	National Center for Educational Development
ETC	Educational Training Centers
PTA	Parents Teacher Association
MoE	Ministry of Education
SMC	School Management Committee
DEO	District Education Officer