CLASSROOM DYNAMICS IN CASE OF NOVICE TEACHERS

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

Submitted by
Bidur Acharya

Faculty of Education
Tribhuban University
Kirtipur, Kathmandu, Nepal
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DECLARATION

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

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This is to certify that Mr. **Bidur Acharya** has prepared this entitled "**Classroom Dynamics in Case of Novice Teachers** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am

Today

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected teacher as well as supervisor, **Mr. Bhesh Raj Pokhrel**, Lecturer of Department of English Education, TU for his scholarly guidance, continuous assistance, inspiration, encouragement and constructive suggestions which help to make the research in this form. Therefore, I felt very lucky and very much proud to have worked under his guidance and supervision.

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ABSTRACT

The present research study entitled **"Classroom Dynamics in Case of Novice Teachers"** aimed to find out the classroom dynamics of novice teachers at secondary level. This study was carried out using sboth primary and secondary sources of data. The sample was 20 novice English teachers from different twenty secondary schools of Jhapa district. The teachers were selected by using purposive non random sampling procedure. The data were collected through observation checklist. For this, I observed 4 classes of each twenty teachers teaching in different secondary schools in Jhapa district. Observation checklist was used to find out the novice teachers' classroom dynamics. From this study, it was found that majority of the novice teachers' classes were found poor. However, some teachers were found good in some aspects. It was concluded that novice teachers' classroom dynamics was not found satisfactory.

The study consists of five chapters. Chapter one deals with the introduction. It consists of background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and significance of the study and operational definition of the key terms. Similarly, chapter two concerns with the review of related literature, implication of the review for the study and theoretical as well as conceptual framework. Moreover, chapter three introduces the methods and procedures of the study. It includes design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. In the same way, chapter four consists of results and discussions of the data which has been done under the heading viz. results and discussion. Finally, chapter five incorporates summary, conclusion and discussion. Some significance findings and implications for the policy level, practice level and further research have been made. This chapter is followed by reference and appendices.

LIST OF SYMBOLS AND ABBREVIATIONS

B C	:	British Council
B Ed	:	Bachelor of Education
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
HSEB	:	Higher Secondary Education Board
M Ed	:	Master of Education
MOE	:	Ministry of Education
NCED	:	National Centre for Educational Development
NELTA	:	Nepal English Language Teachers Association
NESP	:	National Education System Plan

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