

**TEACHING PORTFOLIO FOR TEACHERS'
PROFESSIONAL DEVELOPMENT**

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

**Submitted by
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2014**

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 research degree to any university.

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This is to certify that **Mr. Kedar Bahadur Khatri** has prepared this thesis entitled **Teaching Portfolio for Teachers' Professional Development** under my guidance and supervision.

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DEDICATION

Dedicated to
My parents and well-wishers who inspired and supported in every steps
of my life.

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ABSTRACT

The research study entitled **Teaching Portfolio for Teacher Professional Development** was carried out to find out practice of teaching portfolio as a strategy for teachers' professional development. The study consisted of primary and secondary sources of data. For primary data, twenty principals and twenty English teachers of secondary and higher secondary level were elected from Okhaldhunga district. Forty respondents were selected by applying non-random judgmental sampling procedure. During the period of data collection, I distributed the questionnaire. It was found that most of the teachers are aware of teaching portfolio and professionalism. The teachers viewed that professionalism could be well developed when they actually adopted teaching portfolio for their own learning. Similarly, the principals viewed that the portfolio provided extra teaching spirit and confidence to the teachers.

This study consists of five chapters; introduction, review of related literature and conceptual framework, methods and procedure of the study, results and discussion and summary, conclusion and implication. Chapter one presents the general background, statement of the problem, rational of the study, objective of the study, research questions and hypothesis, significance of the study, delimitation of the study and operational definition of the key terms. Chapter two deals with the review of the related literature, implication of the review for the study, theoretical and conceptual framework. In the same way, chapter three includes the design of the study, population and sample, sampling procedure, tools for data collection and process of data collection. Similarly, chapter four represents the result and discussion/interpretation part of the research work. Moreover, the last chapter involves the summary, conclusion and implication at various levels i.e. policy level, practice level and further research. This last chapter is followed by reference and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	–	Doctor
Ed.	–	Education
E.g.	–	For Example
ELT	–	English Language Teaching
ELTD	–	English language Teacher Development
TPD	–	Teacher Professional Development
et.al	–	and others
Etc.	–	And so on (from Latin 'etcetera')
i.e.	–	That is
ibid.	–	In the same book and page number (from Latin ibidem')
M.Ed.	–	Master of Education
NELTA	–	Nepal English language Teachers' Association
No.	–	Number
p.	–	Page
Prof	–	Professor
Regd.	–	Registration
S.N	–	Serial Number
Ss	–	Students
T.U.	–	Tribhuvan University
Viz.	–	Namely