

**OBSERVATION OF THE NOVICE TEACHERS' PERFORMANCE BY
EXPERIENCED TEACHERS**

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

**Submitted by
Maniram Acharya**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Maniram Acharya** has prepared this thesis entitled '**Observation of the Novice Teachers' Performance by experienced teachers**' under my guidance and supervision.

I recommend this thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

**Dedicated
To
My Parents**

Who devoted their entire life for my study and made me what I am today.

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.

.....

Maniram Acharya

Date: 2069/01/14

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Maniram Acharya

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ABSTRACT

The present research study entitled '**Observation of the Novice Teachers' Performance by experienced teachers**' aimed to explore the views of experienced teachers about novice teachers' classroom performance in higher secondary level. I have analyzed the classroom performance of novice teachers on the basis of comments provided or pointed by experienced teachers. For this, I purposively selected twenty novice teachers who have not crossed one year of real teaching experience and ten experienced teachers from different schools who have taught two or more than two years in different school of Kathmandu district by using purposive non-random sampling procedure. I prepared checklists for novice teachers' classroom performance with some criteria and questionnaire to find out the perception of experienced teachers. From the study, it was found that repetition the same thing many times; more nervous even they have proper knowledge, more focus on techniques not in the context, no coherence and cohesion in presenting the lesson. Mainly, 80% novice teachers were found in poor condition for classroom performance, mostly in the use of the teaching material, supplementary material and giving encouragement. From the responses of experienced teachers, it was found that somehow same (like above mentioned) and the training provided by FOE is good, but it should be contextual.

This study consists of four major chapters. The first chapter deals with the teacher training in the context of Nepal, necessity of teachers' professional development, features of teacher development, introduction of novice and experienced teacher with their characteristics and the ways of novice teachers' professional development, review of the related literature, objectives of the study, and significance of the study. The second

chapter includes methodology adopted to bring out this research work. While carrying out this work, the data was collected from both primary and secondary sources where novice and experienced teachers remained as the primary source. The third chapter presents the analysis and interpretation of perception of experienced teachers towards novice teachers' classroom performance. In this chapter, primarily, the experienced teachers' perceptions are presented. The fourth chapter includes findings and recommendations made upon the analysis and interpretations of the data. Finally, references and appendices are put in the concluding chapters.

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LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
ELT	:	English Language Teaching
FOE	:	Faculty of Education
HSEB	:	Higher Secondary Education Board
HSELT	:	Higher Secondary Level English Language Teacher
IOE	:	Institute of Education
MOES	:	Ministry of Education and Sports
NCED	:	National Center for Educational Development
NESP	:	National Educational System Planning
NGO	:	Non-Governmental Organization
NNEPC	:	Nepal National Educational Planning Commission
NQT	:	Newly Qualified Teacher
NTTC	:	National Teacher Training Center
OUP	:	Oxford University Press
PSTTC	:	Primary School Teacher Training Center
SEDC	:	Secondary Education Development Center