

**ATTITUDES OF THE PROSPECTIVE ENGLISH LANGUAGE  
TEACHERS TOWARDS  
THE TEACHING LICENSE**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master's Degree in Education**

**Submitted By  
Bishnu Prasad Bashyal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2008**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bishnu Prasad Bashyal** has prepared this thesis entitled "**Attitudes of the Prospective English Language Teachers towards the Teaching License**" under my guidance and supervision.

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# DEDICATION

Dedicated to

*My Parents and Teachers*

## **DECLARATION**

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

**Bishnu Prasad Bashyal**

Date: 2065/08/03

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**Bishnu Prasad Bashyal**



## **ABSTRACT**

The present study entitled "**Attitudes of the Prospective English Language Teachers towards the Teaching License**" attempts to find out the attitudes of the prospective English language teachers towards the teaching license in Nepal. The study was extended to find out two important areas: needs/relevancies and process/mechanism of the teaching license. To accomplish this study a set of questionnaire was prepared and distributed to 100 informants (i.e. students of M.Ed. English), having license for teaching at the secondary level. After the analysis and interpretation of the responses, it is found that the majority of the respondents are positive towards the need of teaching license in Nepal. But they are in favor of change or reformation in the existing process and mechanism i.e. grading, renewal system and subject wise licensing.

This study consists of four chapters. Chapter one introduces the study in terms of general background, review of related literature, objectives of the study, significance of the study and definitions of the specific terms used. Chapter two deals with the methodology applied to conduct the study. This consists of the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the raw data obtained from the informants. The data were analyzed and interpreted by using simple statistical tools and presented with the help of tables, charts and diagrams. Finally, chapter four deals with the findings, recommendations and pedagogical implications of the study.

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#### **References**

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## **ABBREVIATIONS AND SYMBOLS**

B. Ed.	Bachelor in Education
B.S.	Bikram Sambat
CAS	Continuous Assessment System
ELT	English Language Teaching
FOE	Faculty of Education
HSEB	Higher Secondary Education Board
I. Ed.	Intermediate In Education
M. Ed.	Masters in Education
NCED	National Center for Educational Development
NELTA	Nepal English Language Teachers Association
NESP	National Education System Plan
NGOs	Non Government Organitations
NTSC	National Teacher Service Council
Per.	Percentage
S. L. C.	School Leaving Certificate
SESP	Secondary Education Support program
TLS	Teaching Licensing Scheme