CHAPTER ONE

INTRODUCTION

1.1　General Background

It has been well recognized that the English language is an international medium of communication. It has dominance over almost all other languages. It is also known as the global language. The foreign inventions, ideas, culture, literature and modern technology have been imported by non-English communities. It has further increased the need and importance of English all over the world. The English language has created its unique culture among the millions of people round the globe who use it either as a native language, second language or as a foreign language. In the context of Nepal, The English language has been taught from pre primary to the bachelor level. So English is the only one language in the world which widely accepted as a lingua franca that now has made international communication possible. English is one of the six official languages of the UNO and it plays a vital role in international communication. It is the widely used language in the history of our planet. One in seven human beings can speak it. More than half of the world's book and three quarters of mails are in English. It is the principal language for international communication and gateway to the world body of knowledge or a means of instruction and evaluation at higher levels of education. It has played greater roles in international trade, technology, education, entertainment, commerce and different aspects of social life. Students almost in every discipline need to read English.

Even an ignorant or illiterate person use some words in his communication knowingly or unknowingly to make the communication effective. Some more flexible words are borrowed and digested into the English language than the

other languages. A person who learns English gets social prestige and dignity. English language teaching and learning plays a vital role in education and students' academic success depends to a greater extent on the mastery of the English. It is therefore necessary to know how students learn English. Students do not learn English language unless they pick it up gradually in the same way as their native language. Provided that we expose students to a lot of language which they can understand for general meaning. Then, acquisition will successfully take place. The appropriate kind of language activity to language learning they need is right kind of exposure. English has created its unique culture among the millions of people round the globe who use it either as a native language, second language or as a foreign language.

Language is human specific property to express thoughts, emotions, and feelings in their daily life. It is widely used means of communication. It is unique property of mankind which plays a vital role to differentiate human beings from other animals. In the process of communication one perceives the clear picture of the whole world through language. Language is a set of structurally related elements for encoding and decoding of a message. It is a means of communication either it is vocal voluntary system of human communication or it could be tactile, gustatory, visual mode of communication. Primarily, language has two purposes: general and specific. Language as a general purpose is defined for communication of everyday activities where as specific purpose of language is defined as definite purpose e.g. instructional, connotative, argumentative etc.

Kansakar (1998) says in Nepal "English has been used for carrying international relations on a world scale as well as for using it as a lingua franca within the country." (p.28).

To Sapir (1921) "Language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced

symbols" (p.8). Similarly, Finocchiaro (1964) concludes, "Language is a system of arbitrary vocal symbol which permit all people in a given culture to other people, who have learned the system of that culture to communicate or interact" (as cited in Brown, 1994, p.8). Furthermore, Lyons (1970) says, "Language is the principal system of communication used by particular society of which they are members". Hornby (2000) defines language as "the system of communication in speech and writing that is used by people of a particular country (p. 721). It is a very powerful even magical instrument for expressing so many visible and invisible purposes. It is a means which helps us to think, interpret, perceive and express about real world. In this context, Crystal (2002) defines language as "an abstract system of underlying the collective totality of speech and writing behavior of a community of knowledge of this system by an individual. It is the concrete act of speaking writing or signing in a given situation" (p. 255). English is one of the international languages. Keeping the importance of English in view the present education system has laid much emphasis on English. According to Duff (1988) South American Ministry of education called a professor to come from England to lecture to three thousand teachers. They started teacher training   because they needed teachers who could give effective lesson to adult multilingual class that was not practical. So, teacher training at first began at International House 45 years ago, as a result of pressing, urgent practical need: the need to find teachers. Furthermore Duff 1988, "our first teacher training course began one sunny September morning in 1962 with ten people who had answered advertisement in the New statesmen and The Times personal column (p.3).

Abruptly, teacher training at first was in comprehensive schools, which were then being created rather then being carried out in separate colleges. As this training course met with greater and greater success, as it met needs beyond those of the immediate intuitions by starting to serve as a carrier training to teach EFL in many different places in the world but the problem in the world is

trainers get others to do something that themselves no longer do. English is taught from grade one to Bachelor level as compulsory subject in Nepal as well as there is certain provision of teachers' training in the field of English language teaching.

1.1.1 Teacher Training in Nepal

Oxford Advanced Learner's Dictionary defines the term, "Training" as the process of learning the skills that somebody needs to do a job. To elaborate the statement extracted from Oxford dictionary, training is prerequisite phenomenon for handling any responsibility for everybody. Regarding this term 'training' Wallace (1991), asserts that "Training prepares anybody for a particular function or profession" (as cited in Khanal, 2006, p. 5).According to Awasthi (2003),

> Formally English entered in Nepalese Education in 1854 when the
>
> Prime Minister Jang Bahadur Rana opened Darbar High School in
>
> Kathmandu. However, it was not introduced in the higher education
>
> until 1918 when Tri-Chandra- College was established. The introduction
>
> of ELT in Nepalese education started only in 1971 with the
>
> implementation of National Educational System Plan (NESP). Until
>
> then the English language teachers were not trained. It started only in
>
> 1971 when FOE of T.U. initiated B.Ed. programme in English education
>
> (p. 22).

However, there is no mention about the English language in the constitution of Nepal and the numbers of speakers as in the latest census are 1037 persons (Bhattarai, 2006, pp. 11-12). In Nepal English was introduced formally in the

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school level education system in 1854. Teaching English in Nepal had never been politically under the British colony it psychologically shared with the Indian experience of being colonized through the English language. English language teaching has occupied a prominent place in Nepalese syllabus. From 1854 AD to 1947 AD only 13 secondary schools were opened. There was no university and college until Tri-Chandra College opened in 1918. However, there was no provision of teacher training. Training in the English language teaching started in 1971 with the implementation of NESP and the same year Tribhuvan University started B.Ed. program in the English language. I.Ed. is training for teaching primary and lower secondary level and B.Ed. (one year or three years) for secondary level. People who have done B.A. BBS and B.Sc. background can be trained teachers for secondary level through one year B.Ed. programme. Apart from this the different training models have been conducting all over the country from local to national level. They are as short as the one day orientation training to different packages.

There are mainly three institutions in Nepal viz. National Center for Educational Development (NCED), Faculty of Education in different universities and higher secondary Education Board (HSEB) to produce trained teachers. In the 10th five year plan the guiding document for teacher development program visualized that licensing and training should be compulsory for every teacher. However, every year hundreds of untrained candidates from humanities, management and science background are selected for teaching English in private schools. These private schools do not follow the government's policy of teachers' training. So, untrained teachers are teaching the English language in private schools in many cases. In response to the public demand there are private schools in Nepal. These private schools have proliferated extensively far wide in every corner of the nation, every district in the hills and inaccessible high mountains as well as far flung places of the nation. Most of the parents want to send their children though there is shortage

of qualified and trained teachers, appropriate textbooks and physical facilities. But as a whole they are showing better performance and private sectors is going far ahead of the government schools. The proposed study aimed to find out general strategies employed by untrained teachers to investigate how they teach English at private secondary level in Kathmandu valley as well as their strategies in dealing with the various aspects of language and their professional activities.

1.1.2 Importance of Teacher Training

Though many schools and colleges were opened, English language teachers have been facing many problems in Nepal. Due to the lack of proper teacher training, many teachers are using the old, vague, outdated, and traditional techniques in teaching and learning activities.

Any sort of training is very useful to acquire practical knowledge in the specified area. Teacher training in the educational process is very useful to handle the classroom and the activities as they happen in it, to adopt the new teaching strategies, to sharpen the existing knowledge as well as to enable them to handle any program effectively and efficiently.

Unless and until teachers are trained, no quality education can be imparted. So, the teacher training programs have been launched world wide. In the context of Nepal, realizing the need and importance of teacher training, Education Act 2028, made training compulsory for each and every teacher. In the same way, the different teacher training programs have been launched from the different sectors for pre-primary to higher secondary school teachers. Training in teaching the English language has been launched to produce skilled manpower to teach English effectively inside and outside the classroom.

Knowledge and human world are ever changing phenomena. Teachers are to be trained in order to update the ever changing knowledge in the field of

education. They are to be given training time and again to adopt the changing knowledge. According to Wallace (1991),

> It is a process of learning that develops moral, cultural, social, intellectual aspects of the whole person as an individual and a member of society. Training helps to encourage an active style of teaching with teachers participating as fully as possible when a new technique is introduced or it is usually demonstrated, so the teacher can see how it works (p.62).

Teacher training helps the teacher to act as a link between training session and classroom teaching and to encourage teachers to try out how new techniques can be applied in their own classes. Teachers can develop their own self awareness where they can improve their own teaching independently of training sessions. Farrell (2005) writes,

> Training involves understanding, basic concepts and principles as pre-requisite for applying them to teach and ability to demonstrate principles and practices in the classroom. So, training is a process which consists of theoretical and practical aspect that helps somebody to do something purposefully (p.41).

Training consists of mainly methods, skills, and techniques which help teachers run a class very systematically and effectively. Therefore, training helps to strengthen the professionalism of a person of any field. For teacher, training is a must because they have crucial role in the field of education and the classroom is considered as a laboratory where teachers can test their theoretical knowledge i.e. principles and techniques to find out how effective they are. Trained teacher are basic requirement in the English language teaching programmes to teach it as a foreign language (EFL) or second language with the view to imparting quality English education.

Teachers are called nation builders in every country and every society. They produce other professionals. Khanal, (2006),

> It is obvious that knowledge is obtained through experience and study, henceforth; the teachers can not remain untouched from the fact that their professionalism is enhanced through training (p. 120).

It is training that helps teachers impart quality education by making them confident and knowledgeable in dealing with the subject matter. The students taught by the trained teachers can enhance their self exploring capacity and be able to assimilate with the English environment. As a result, they have more opportunities to develop communicative competence. So that, ultimately, we will be able to make our students as global citizens by imparting education through the trained teachers. The education imparted by the trained teachers with the practices through the knowledge acquired from various training programmes is quality education.

Teaching is a very challenging job. It has been changing over a period of time. The world of today is world of technology. The advancement in science and technology has entirely changed our life. Today's world has been ruled by science and technology and human approaches to teaching and learning are practical. Teaching is related to various factors but more important are the teachers and learners. Teachers should be innovative, hard working regular and punctual. So they should always try to understand the learners' psychology and impart knowledge in healthy manner. Hence they need training.

The teacher is the backbone of the whole educational system. The future of the nation is in the hands of teachers. So they must bear in their responsibilities. Thus, 'training' is inevitable aspect for good teachers. Hence, training is essential and indispensable for all teachers to provide effective education.

1.1.3 Characteristics of Trained Teachers

The quality of education is effectively provided by trained teacher. The teachers who are trained to provide quality education are rare in number. The majority of teachers who have taken some sorts of training but they no longer use in their practice. It has been over a matter of discussion how much skills they gained from their training are applied actually inside the classroom. Unless they apply their knowledge, strategies and skills whatever they gained from training in actual classroom situation it is futile to talk about their training how much knowledge, strategies and skills they gained. However, a few teachers hardly do in their teaching.

In such case the question arises who is trained teacher then? The major characteristics of trained teachers presented by Coffey (1983) are mentioned below:

    a. "A high degree of competence in English.

    b. Professional teaching in up to- date method of modern language teaching and knowledge of its underlying principle (p. 69)".

In addition, there is the qualification expected of any teacher that he demonstrates a real interest and involvement in his work, a proper sense of responsibility for the welfare of his pupils, and loyalty to the schools.

To be more specific in case of language teaching, training includes not only how to teach the English language but familiarity with the language and its internal mechanisms. Success in language learning depends upon the quality of teaching. So according to Coffey (1983)" The minimum list of the language learning and teaching process are approach, syllabus methodology materials, evaluation and teacher training" (p. 8).So, the trained teacher should be well known for these aspects of language.

To Karl (1994) as given by the class lectures of Awasthi (2008) the following are the characteristics of the good language teacher (p 19).

Friendly

Explained things

Gave good notes

Knew how to treat someone who sits at a desk for six hours

Let the students do it by themselves-

Group work

We did the lesson together

Took out (elicited?) things we know

Talked about her life

Talked about problems of the school

Talked about other subjects played games

Told jokes

She was one of us

Didn't push weak learners

Asked students' opinions, there was a dialogue

She was like an actress; pretended a lot

She was forceful, but not strict

She was educated

She knew psychology

Used movement to make meaning clear

She made sure everyone understood

She was funny

Read in a tone that made meaning clear

She got close to students

She believed in me, made me believe in myself

I wanted him to be proud of me

He has a personality of his own

Was very experienced

She made grammar clear

They tried to communicate

She gave advice

He talked about personal problems

She gave me a lot of books to read

She used questions a lot

She asked all students questions

Social work - it was their job

We cut up animals (= did experiments, practical work)

Talked about the lesson

She knew mathematics (i.e. her subject matter)

She was more like a comedian

In conclusion Karl (1994) presented the diagram of good teacher showing the teacher trapped within certain constraints (the inner circle), which overcome, activate a wider rang of teachers role (outer circle) (p. 21).

Figure No. 1
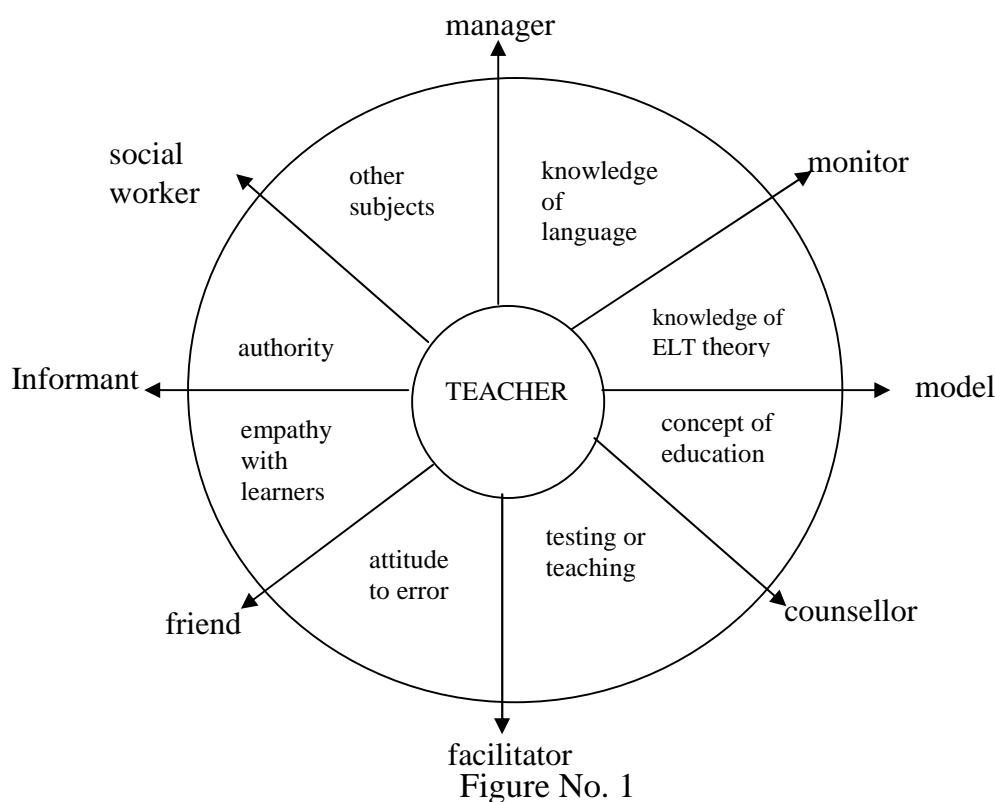
Thus it seems that trained teacher should have more idea in implementing the teaching theories learnt into practice or teachers having professional competence. It is believed that the experimental knowledge is almost necessary to impart to the learners successfully. In the context of Nepal, intellectual in the field of teaching is especially produced by the Faculty of Education under T.U. and the faculty concerned with education under other different universities.

1.2   Review of the Related Literature

Different researchers have been carried out under teacher training. Some of researches, books and journals are as follows:

Samadarshi (1988) carried out a research on "A study on the Expected Classroom Behavior of trained English teachers." He found out that majority of trained teacher were found to be good to perform according to the expectation into the classroom behaviors. Some of the good classroom behaviors were

command of the target language, control of the classroom and so on. More or less they were found to be good in acquiring practical knowledge as well as professional function and duties of teaching.

Similarly, Dongol (1978) carried out a study on "An investigation into Teaching Methods, Instructional Materials and Evaluation System in Social Studies used by Trained and Untrained Teachers." He found out that majority of the trained teachers significantly used various methods like class work, lecture method, illustration, dramatization, demonstration and other activities in comparison to the untrained ones.

In similar way, Khanal (2006) explained in his article on "Trained teachers and teachers Training" based on his research in ELT from Kathmandu. The main purpose of his study was to find out the perception of trained teachers about teachers training. He found out that the teacher of both private and government schools had similar perceptions towards teacher training. These also considered training as part of professional development.

Similarly, CERID (2003) states the various gaps that have been found in the training with regard to providing skills in a proper manner as well as unconvinced teachers, lack of conducive environment and lack of timely support for the weak transfer of training skills in the classroom.

Singh (2007) in Journal of TESON focuses on some of the reason of non-transfer of training skills as: unconvinced with newer techniques and methods, inability to easily give up old habits, lack of competence on subject matter, lack of motivation etc. and some contributing factors in the transfer of training skills as: teacher need to be convinced and confident about suggested techniques, sufficient opportunity to discuss, demonstrate and practice and consisted practice of skills during training, up to date curricular materials, clarity in the instruction and so on.

Giri (2007) carried out a study on 'Transfer of training skill: A case of B.Ed. English graduates'. She found out that trained teachers were found successful in transferring a numbers of training skills to the classroom delivery as well as she pointed the barrier to the transfer of training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found to have good command over subject matter and confident in their subject.

Although, the research work mentioned above are related to teacher training. Some factors of the research work tend to be related but this research attempted to point out at the general strategies employed by untrained teachers in teaching English at secondary level. The present study also tried to investigate how untrained teachers teach English and suggest some pedagogical implications of the findings of the study.

1.3   Objectives of the Study
The following were the objectives of the study:
a.   to investigate how untrained teachers teach English at secondary schools.
b.   to identify the general strategies employed by untrained teachers.
c.   to suggest some pedagogical implications on the basis of the findings of the study.

1.4   Significance of the Study

This study is highly significant mainly for the ELT practitioners who want to undertake researches in the field of teacher education. It is also significant for the teachers, students, curriculum planners, examination experts, supervisors, researchers and for those who are engaged in the realm of teacher development. It is hoped that this study deserves a significant contribution in the area of training in English language teaching (ELT)

This study is valuable because it throws light on the usefulness of training. The untrained teachers can modify their approach, methodology and techniques in the light of the information provided by this study. Other interested persons can also derive information from this study.

1.5 Definition of Specific Terms

Training: Means for the development teachers' professional competence in teaching.

Skills: Techniques methods, and strategies that the teachers obtained from their training and are supposed to use in the classroom.

Untrained Teachers: The teacher who have not passed I.Ed. B.Ed (3 years or 1 year).

English Teachers: The teachers teaching at private secondary levels.

Secondary Level: Grade 9 and 10 in formal private secondary school education.

CHAPTER TWO

METHODOLOY

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study in which the main aim was to find out how the untrained teachers teach the English language and what sorts of strategies and professional activities they employed in their teaching. The population, sampling procedure, the research tools and their preparation and administration, organization of the study and data collection and other procedure are described below:

2.1   Sources of Data

I used both primary and secondary sources of data to complete this research work.

2.1.1   Primary Sources of Data

The primary sources of data for the study were all the untrained teachers teaching the English language at private secondary boarding English schools.. However, the sample primary sources consisted twenty untrained teachers only in teaching private schools. In this way the total sample populations of this study is twenty untrained teachers.

2.1.2   Secondary Sources of Data

Some of the related secondary sources for this research were the books in the field of teacher's development and the various related journals, articles, magazines, research reports, thesis. The additional information obtained through various print and electronic media and library consultation were adopted. Some other reference were Coffey (1983), Duff (1998), Karl (1994), Holden (1994), Kumar (1996), Murphy (1996), Howatt (2000)etc.

2.2   Population of the Study

The total population of this research consists of twenty untrained teachers of English at private secondary level for which twenty private secondary schools were selected.

2.3   Sample Population

The sample population for this research was twenty untrained teachers of each twenty private secondary English schools to derive the findings of the study.

2.4   Sampling Procedure

The researcher collected the twenty private secondary English schools using non random judgmental sampling from Kathmandu district. Then, the researcher listed one untrained teacher of each twenty schools. If more than one untrained teacher was found in the same schools, the researcher selected one out them using random sampling design.

2.5   Tools for Data Collection

Three classroom observation checklists were prepared for the two classroom observation of the twenty teachers so as to check how effectively they are teaching in the absence of training into the classroom. The classroom activities were observed concerning different strategies. The classroom observation checklist consists of thirty one parameters to observe the required class they are teaching. The researcher also observed the strategies dealing with the various aspects of language as well as their professional activities using the different observation tools. So, observation was the main tool to collect data for the study. It has included in the appendix of this research.

2.6   Procedure for Data Collection

The researchers collected the total list of total private secondary schools in Kathmandu from the district education office, selected twenty schools by using non-random judgmental sampling from the list and visited the selected schools personally, requested for the permission to the concerned authority to carry out the study and assured the subject of the confidentiality. If there were not untrained teachers, the researcher went to another school until he found out the untrained teachers. In case, there was more than one untrained teachers, the researcher listed the all untrained teachers of same school and one is selected by using random sampling design.

Each school was visited, the classrooms were observed using the parameters to check their class.

2.7   Limitations of the Study

Since it is a small research the researcher attempted to carry out the study taking the following limitations and consideration:

a. This research was limited to only twenty private secondary schools

b. The population of the study was only twenty untrained English teacher of secondary level.

c. The research was limited only in Kathmandu district.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This section deals with the analysis and interpretation of data collected from the primary sources. The main aim of this study was to find out the different strategies that were used by untrained teachers while teaching different language skills; how the untrained teachers are teaching as well as how far they are successful in teaching without getting any sorts of training. The researcher tabulated the information and analyzed the data under three headings.

1) Practical classroom observation of untrained teachers in different parameters.

2) The different strategies employed in teaching different aspects of language.

3) Professional activities of untrained teachers.

3.1   Practical Classroom Observation of Untrained Teachers in Different Parameters:

This section deals with the two practical classroom observations of twenty secondary untrained English teachers. For this the researcher has used the checklist having thirty one parameters.

For analyzing the teachers' activities, the researcher has used the five rating scales viz. excellent, very good, good, medium and poor. These individual strategies of checklist have been discussed and analyzed under the different headings as follows.

3.1.1 Motivation towards the Lesson

The researcher observed the untrained teachers' classroom to see how far they were successful to motivate towards their class. Out of 20 classroom observation of twenties teachers, only a very few teacher conducted warm up activity while some others started the lesson by repeating previous class. The majority of teachers tried their best to teach their students by repeating the language item. Out of total, 5 percent teachers were excellent in motivating their students. Similarly, 20 percent found to be good, where as 40 percent to be medium and 35 percent poor in motivating students. This data can be presented as follows.

Figure No. 2

Motivation to the Lesson
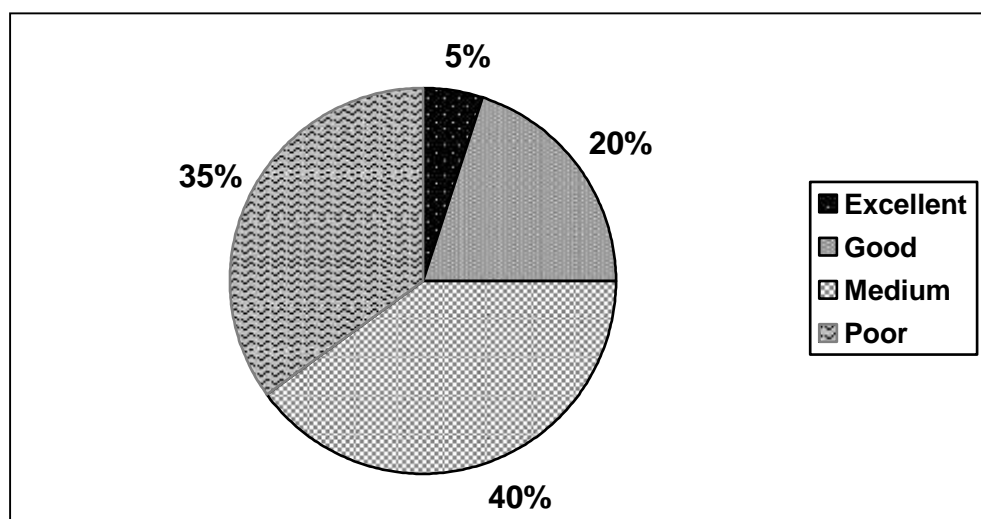
Thus, it is clear that one third of teachers were unable to motivate their students.

3.1.2 Good Command of the Subject Matter

Table No. 1.

Untrained Teacher's Command on Subject Matter

Ratings	No. of teachers	Percentage
Excellent	1	5%
Very good	6	30%
Good	11	55%
Medium	2	10%

The above table shows that only 5 percent teachers were excellent in teaching whereas 30 percent were very good in the command of the subject matter. Similarly, 55 percent teachers were found good on the other hand only 2 percent teachers were found medium in the command of the subject matter. Hence, it can be concluded that the greater number of untrained English teachers of private secondary level had good command in over the subject and some others had less command over the subject matters as presented above.

3.1.3 Use of Techniques like Role Play and Group Work

Table No. 2

Use of Different Techniques

| Ratings	No. of teachers	Percentage
Excellent	-	-
Very good	-	-
Good	5	25%
Medium	7	35%
Poor	8	40%

The above table clarifies that no teacher was found excellent and very good in using different techniques like role play and group work. Only 25percent teachers were found good whereas the 35 percentage teacher hardly use such techniques in their classroom. The greater number of students did not use appropriate techniques at all .Thus, it can be concluded that the majority of teachers did not use any techniques in their classroom.

3.1.4   Confidence in Delivery

Confidentiality is the main aspect of language teaching. Unless the teacher is confident in his subject matter, he can not teach properly. The twenty percent of teachers were found quite confident in their teaching while 30 percent were found good. In the same way, 45 percent teachers were found medium whereas 5 percent of them were found excellent in the confidence. This data can be presented as follows:

Figure No. 3
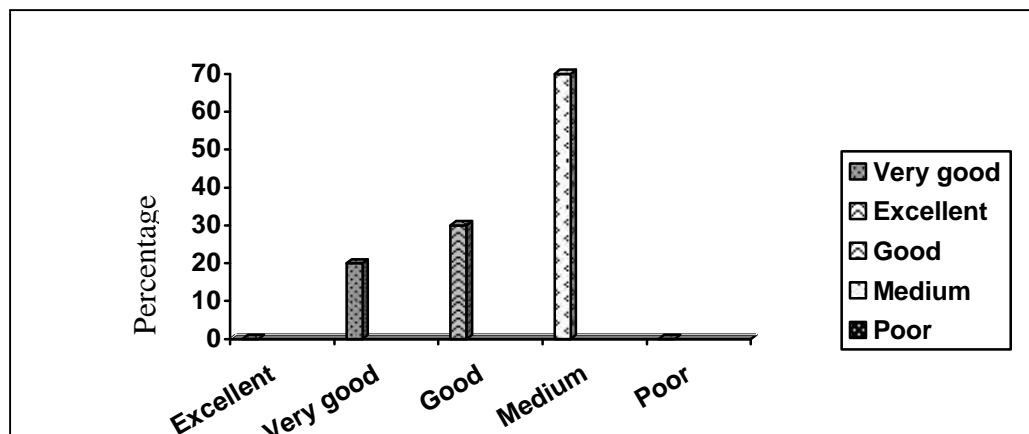
Confidence in Delivery
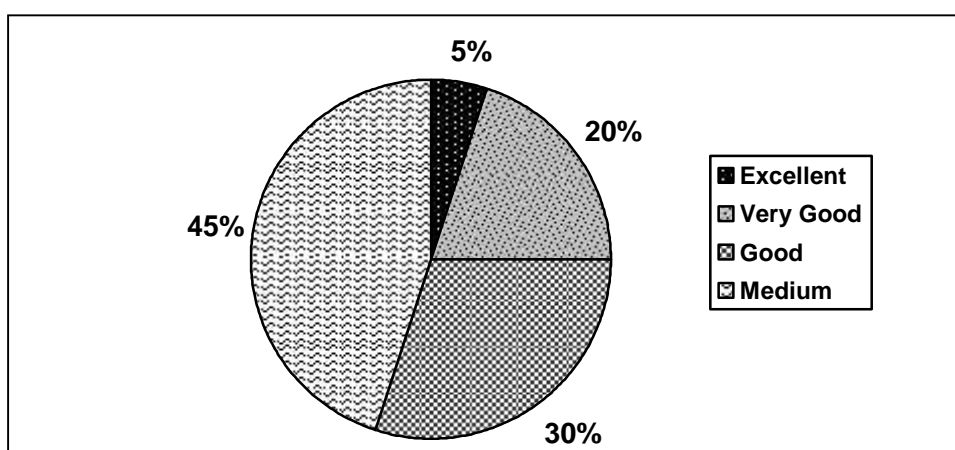
From the above figure, it can be concluded that most of the untrained English teachers at secondary level were found less confident in delivering the subject matter.

3.1.5 Presentation Ability

Figure No. 4

Presentation Ability

From the above bar diagram it can be seen that 20 percent of teachers were found very good in their presentation whereas 30 percentage teachers were good. Similarly, higher numbers of teachers were found medium in their presentation. No teacher was found excellent and so was the case of poor.

Hence it can be concluded that the teacher are not as good as they are supposed to be in the presentation manner.

3.1.6 Relation to the Previous Lesson

Most of the teachers were found to be worried to complete their course. As a result, they did not give sufficient practice to the previously taught lesson. Their teaching was found to be in the exam oriented way activity than that of real life communication. It is found that only 10 percent teacher could relate their lesson to that of their previous lesson. On the other hand, 5 percentage and 85 percent teachers were found poor and medium to correlate their lessons to that of the previous one. This can be seen in the figure as follows:

Figure No. 5

**Relation to the Previous Lesson**
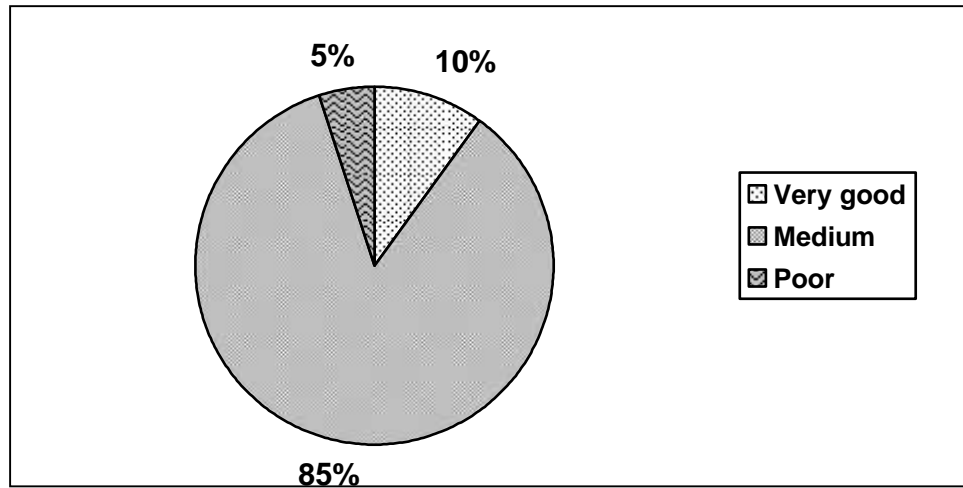
Thus, it can be revealed that most of the teachers could not correlate their lesson to that of their previous lesson.

3.1.7 Students' Level of Interest

The students' level of interest plays a vital role for the successful classroom teaching. The teachers tried their best to arise the interest of the students but in absence of the knowledge of different techniques they could not be successful. The achievement of students is based upon the interest of students. The following table shows that 50 percentof teachers' students found to be good whereas 20 percent were found to be poor and 30 percentage were medium in arousing interest in students. This can be shown as:

Figure No.6

**Level of Interest**
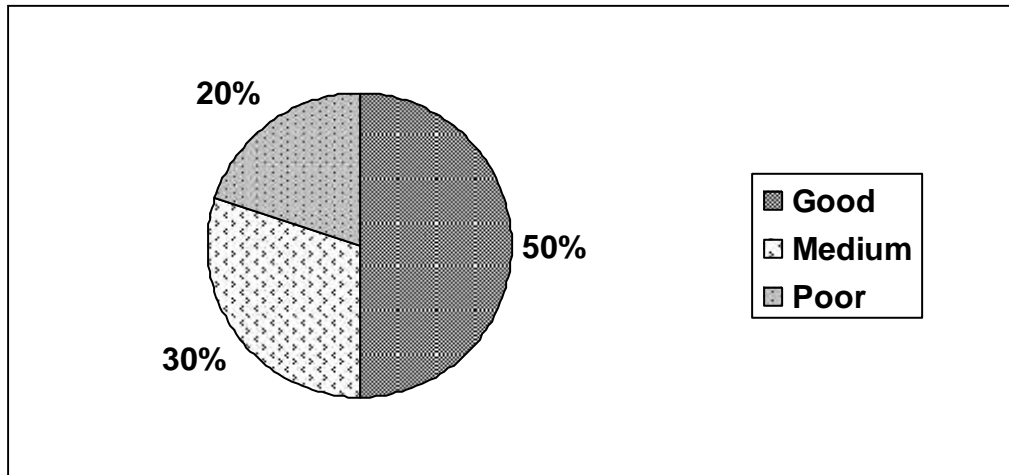
3.1.8 Achievement of Objectives

How far the lesson becomes successful depends upon the achievement of objectives of the class. It is found that only 15 percent of the teachers' classes were found satisfactory in terms of the achievement of objectives. More then 65 percentage of the teachers' class were not found achievable in terms of the objectives. Twenty percent of teachers' class were found medium.

3.1.9 Student Participation in Classroom

Unless all the students actively participate in the classroom, language learning can not be successful. The researcher observed the class and found out that the students were not found participating as they really should be. Because of the lack of trainings, the teachers were found unable to expose their students to language. The figure below presents the data regarding the participation of students.

Figure No. 7

Students Participation
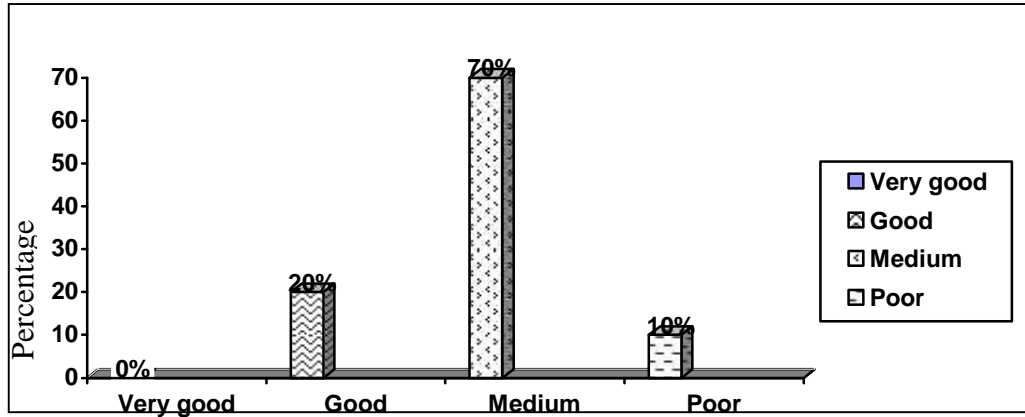
This figure shows that 20 percentage teachers were found to be good whereas 70percentage were found medium and 10percentage were poor to participate students. Hence the student participation in untrained teachers' classroom was not satisfactory.

3.1.10 Provision of Immediate Feedback.

The researcher observed 20 classes of twenty teachers. Out of them two classes were good in providing immediate feedback to the students, 7 classes were good and 11 were medium in providing feedback to the students. So, it can be concluded that most of the teachers tried their best to provide feedback to the students.

3.1.11 Teaches' Responsibility in Solving Disciplinary Problems

All the teachers faced disciplinary problems in the class. The teachers applied various ways for handling the disciplinary problems. The following figure reveals the disciplinary problem in the class.

Table No. 3

Solving Disciplinary Problems

Ratings	No. of teachers	Percentage
Very good	4	20%
Good	6	30%
Medium	9	45%
Poor	1	5%

The table shows that only four teachers were found very well in handling disciplinary problems. Mostly the teachers were found to be likely to solve problems but a few of them teachers were found unable to solve problems. Twenty percentage teachers were found very good whereas 30 percentage teachers were found good, on the other hand 45 percentage teachers were found medium and 5 percentage teachers were found poor.

3.1.12 Evaluation Techniques

The researcher tried to find out whether the evaluation techniques were good enough to evaluate the performance of the student or not. The teachers were found to have been applying some techniques of evaluation by knowingly or unknowingly but they were not found sufficient to evaluate the overall competence of language. The presented table reveals the techniques used by untrained teachers.

Table No. 4

Evaluation Techniques

Ratings	No. of teachers	Percentage
Excellent	-	-
Very good	2	10%
Good	4	20%
Medium	12	60%
Poor	2	10%

The majority of teachers found medium to use evaluation techniques where 60 percentage teachers only tried to apply the evaluation techniques but they were not sufficient, 10 percentage teachers were found very good and poor.

This can be concluded that the untrained teacher were not as good as they should be in using evaluation techniques. Only 20 percentages of the teachers were found good which is not satisfactory at all.

3.1.13 Practice Based Activities

The researcher observed the practice based activities conducted by the untrained teacher. The following results obtained from the observation.

Figure No. 8

Practice Based Activities
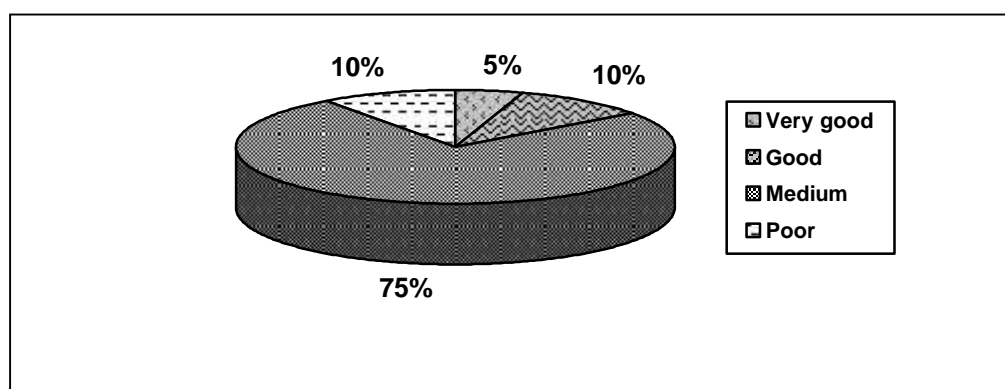
It is clear from the above pie chart that only 5 percentage teachers were found to be very good. On the other hand, 10 percentage teachers were good in doing practice based activities and so was the case in poor. The category of greater number of students was not found to be good in activity based teaching. This means 75 percentage teachers were medium in such activity.

This can be concluded that the untrained teachers were not good enough to do practice based activities in the class.
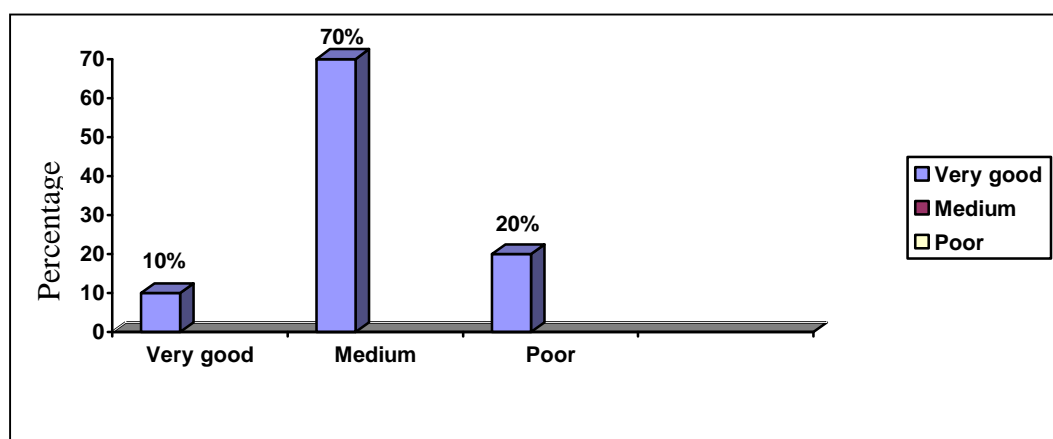
3.1.14 Emphasis on Individual Learner

The researcher observed the untrained teachers' classes with a view to see how much he/she emphasis on individual learners. It is found out that mostly the teachers emphasized the talent students than their weak students. It means the principle of equal treatment to all students was not followed properly.

The result of emphasis on individual learner is shown as follows:

Figure No. 9

Emphasis on Individual

Only two teachers emphasized the all students i.e. ten percentage teachers were found very well and the 80 percentage teachers remained out of emphasizing individual learners. Twenty percentage teachers were found poor in this case as mentioned above.

3.1.15 Communication in Social Context

It is the fact that language teaching can only be effective by creating the real life like situation inside the class. It is found that the teachers lessons were limited to the textbook rather than associating the social context. The following data shows the result.

Figure No. 10

Communicating Social Context
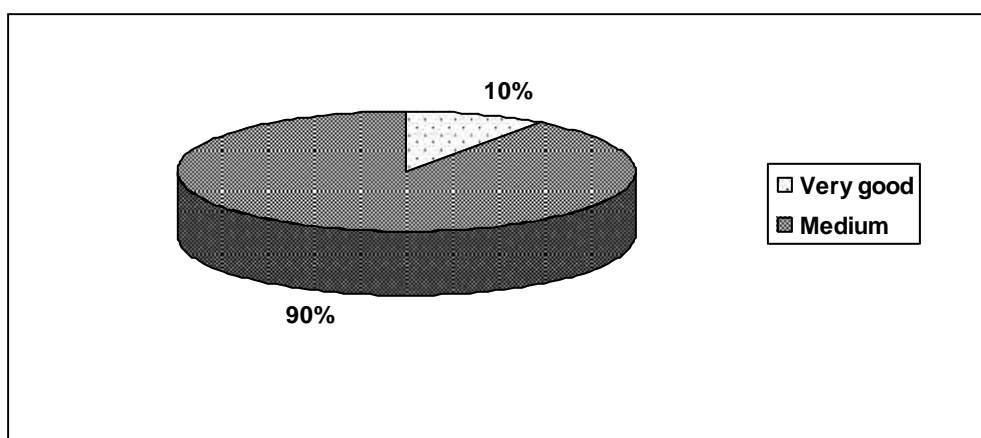
Hence, it can be concluded that only 10 percentage teachers' teaching was contextual and rest of the teachers' activities were textbook oriented.

3.1.16 Personalizing the Context

During the observation the researcher found out that the majority of teachers were unable to personalize the context. It is found that only 20 percentage teachers were capable to personalize the contexts but other were found medium in doing so. From this it can concluded that the majority of teachers were incapable of personalizing the context.

3.1.17 Use of Four Language Skill

The four language skills viz. listening, speaking, reading and writing play a vital role in language learning. The researcher observed classes and done

comparative study of these skills. It is found out that teachers paid much attention to writing skills than listening and speaking. The teachers were not systematic to teach the listening skill. They taught the listening skill in traditional way like reading skill. The focused listening skill was neglected. Sometimes, they showed dominating power so the students did not freely take part in speaking skill. The students seem to aware of the mistakes that might happen. No teaching materials was seen to be presented but in speaking skill some available classroom language was used.

Almost all the teachers' teaching activities were directed to the exam oriented activity. So, the teachers made students pass the exam at any cost. The students did not pay sufficient attention to listening and speaking skills because all the time they made students do classes work homework in their exercise book. The table below presents the results of observation.

Table No. **5**

Four Language Skills

Language skills	Excellent	Very good	Good	Medium	Poor
Listening	-	10%	10%	80%	-
Speaking	-	10%	20%	70%	-
Reading	20%	50%	30%	-	-
Writing	60%	10%	10%	20%	-

Thus, no teachers were found poor in using any of the four language skills.

3.1.18 Awareness of Grammatical Items

Grammar is the framework of language. The teachers were found more aware of the grammatical item in writing than speaking and reading skills. The result of observation is presented below in the following figure.

Figure No. 11

Grammatical Awareness of Teachers
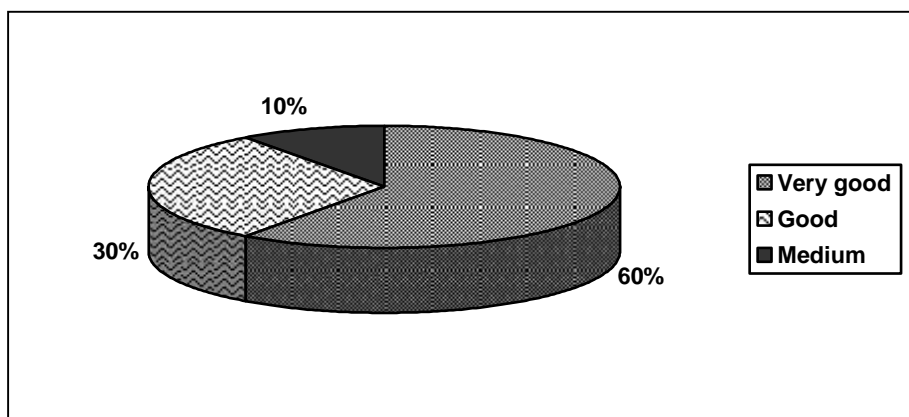
The figure clarified that 60 percentage teachers were very good in grammatical awareness whereas 30 percentage teachers were found in good and 10 percentage teachers were found medium in grammar.

3.1.19 Focus on Language Functions

The researcher observed how untrained teachers focused on language functions. The teachers did not pay sufficient attention to the language functions prescribed in the curriculum. They only taught what appears on the page of textbook by heart but not with the contextual manner. The ongoing repetition of language functions has not focused in daily basis. Nearly 5 percentage teacher gave focus on language functions.

3.1.20 Classroom Teaching

Classroom management is very important to make the class lively and interactive. The classroom were not found sufficiently wide enough to do group work, pair work etc. Almost all the classrooms were crowd in comparison to the area of classroom. To make the classroom lively and interactive, 30 percentage teachers were found very well. Twenty percentages of them were found good and 50 percentages were found medium. However, the students were found reading and

doing exercises under the psychological pressure from the teacher. This can be shown as follows:

Figure No. 12

Classroom Teaching
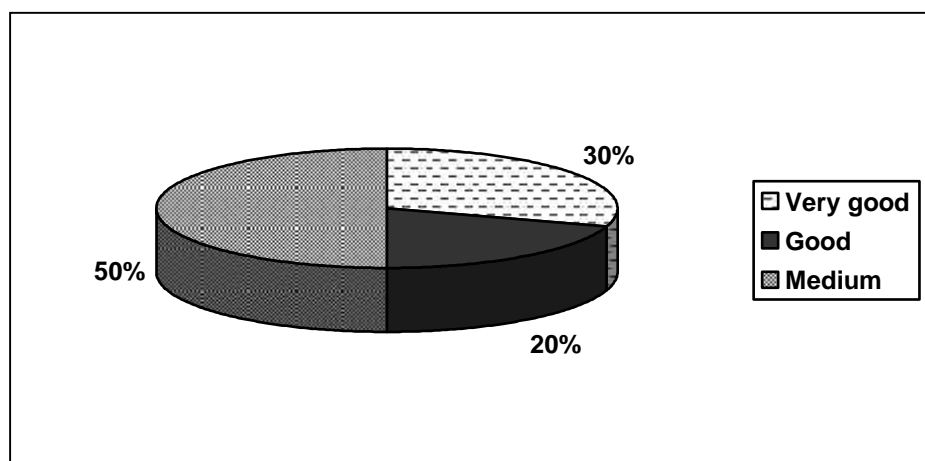
3.1.21 Performing Drills

Drill is a important technique to learn the language item better and easily. It facilitates the language learning. The teachers were found to be used drills contained in the book but not from outside. To conclude it, among the twenty teachers only 5 applied this technique very well. Ten teachers were found good. The 5 teachers were found poor in conducting such activities.

3.1.22 Use of Visual Aids in Classroom

The researcher observed the classroom to find out the different visual aids that the untrained teachers used in the classroom. It was found out that hardly one or two visual aids were used by the teachers. Mostly they talked about the subject matter without showing any visual aids. Sometimes, they used the aids that are available at the school. No teacher made visual aids and presented in the classroom. The researcher observed and presented results regarding the visual aids as follows:

Table No. 6

Use of Visual Aids.

SN	Visual aids	Excellent	Very good	Good	Medium	Poor
1	Flash	-	-	-	15%	85%
2.	Pictures	-	-	-	20%	80%
3.	Black boards	-	10%	80%	10%	-
4.	Other things	-	-	10%	80%	10%

From the above table it shows that a very few teachers used flash cards i.e. only 15 percentage but they were not as good as they should be. Mostly the teacher used black board as a visual aid and displayed pictures by drawing on it but they were not found as attractive as they should be. Sometimes other visual aids were also presented there.

3.1.23 Encouragement to the Students

During the class, 45 teachers were found to be good to encourage students but the technique did not seem to be sufficient. Thirty percent teachers were medium to encourage students and 25 percentage were found very good to encourage students to learn.

3.1.24 Giving assignment and Correction

The teacher made the students bring homework diary compulsorily everyday. Almost all the teachers gave homework at the end of the class. The result is shown as follows:

Figure No. 13

Giving Homework
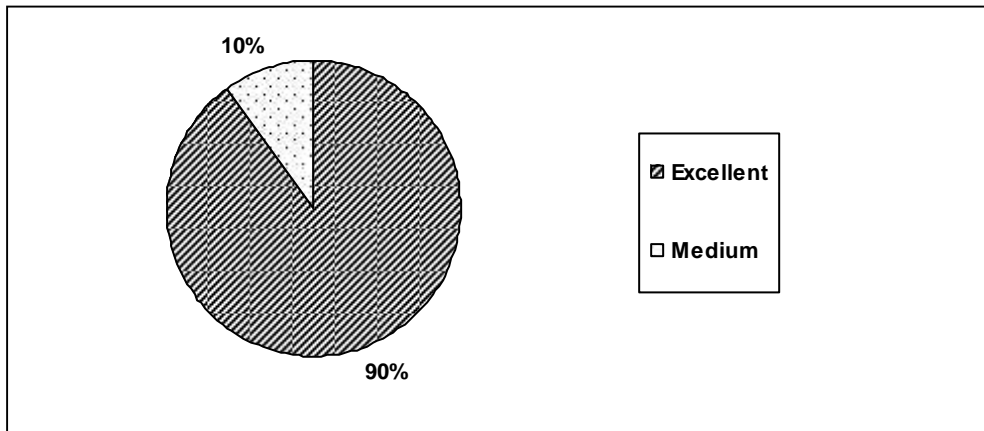
The figure reveals that more than 90 percentage teachers gave homework and 10 percentage teachers were medium in giving homework. On the correction side, it is found that teachers collected all the homework and corrected them at school time and handed over to them.

3.1.25 Classroom Management

Figure No. 14

Classroom Management
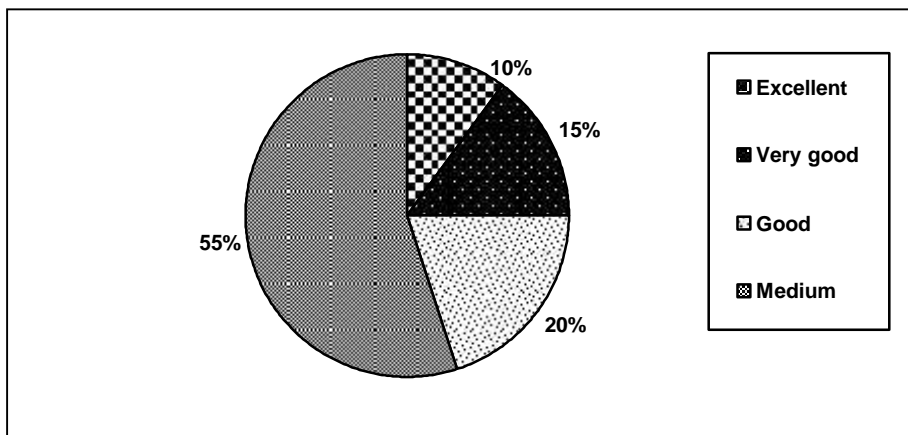
The above figure states that 55 percentage teachers were unable to manage their class properly. However, 20 percentage teachers' classroom management seemed

to be satisfactory. Fifteen percentage teachers were found very well whereas 10 percentages were excellent in classroom management.

3.1.26 Preparation of Plans

The effectiveness of teaching depends upon the planning of lesson. Planning makes the classroom active and live; teachers become confident and objectives are achieved at the end of lesson. The researcher observed whether the teachers prepared lesson plan or not. The conclusion revealed that only a few teachers have planned lessons and units but not in a systematic way and in written very clearly. More than 85 percentage teachers did not use lessons plan and unit plans both. In essence, teacher did not have the habit of making lesson plans rather they taught the subject matter given in the textbook day by day.

3.1.27 Eclecticism in Teaching

The researcher observed the teachers' ability to use eclecticism in teaching. For this, the teachers do not have the knowledge of eclecticism but in course of teaching more or less they try to teach their students with the methodology of their own. Thus, it can be concluded that the majority of the teachers were found to be weak in using eclectic method because they did not have sufficient knowledge about the theories, principles and methods of language learning.

3.1.28 Any Other Features

All the untrained English teachers teaching at private secondary school did not show the better performance because they did not have the knowledge of language and various theories methods and principles of language teaching. Some teachers have halted language, not systematic presentations in their speaking tone were some other features found in the process of observation.

3.1.29 Conclusion

The various things that are necessary to the language teaching were observed during the process of data collection and interpreted those using different charts and diagrams. In many cases the untrained teachers were teaching and they were also showing better results of their students. The results in most of the skills were found only satisfactory. Because of the absence of training they do not have sufficient classroom teaching techniques as a result many problems were found in this study. Whatever they have done is only through their own classroom insights and practices but none of them seem to be adequate. In this observation, the untrained teachers' roles in various techniques to motivate the students were poor even untrained teachers fail to relate the previous lessons. They did not pay sufficient attention to the listening and speaking skills in comparison to reading and writing. The untrained teachers were unable to be aware of the language functions prescribed in the curriculum, weak classroom management, lack of proper use of any sorts of visual aids, weak performance of drills, were some serious problems in the absence of training. However, the results of students seem to be satisfactory because only English medium was found to be allowed to apply to teach all the subjects. Thus, they have better results in English although teachers have not taken any sorts of trainings.

3.2   Strategies Employed in Teaching Different Aspects of Language

This section mainly concerned with private secondary level untrained English teachers' strategies in handling different aspects of language teaching.

The analysis here is mainly based on the classroom observation accompanied by the observation form in which different information were analyzed and interpreted in detail.

Thus, teachers' strategies were analyzed minutely and interpreted in different sub sections on the basis of different angles.

3.2.1 Presenting Pronunciation

The teachers were not found to teach the sounds of English individually. It is found out that the students picked up the sounds of language by listening to the teachers and practicing words and structures. The researcher observed how far they were successful in handling the pronunciation difficulty. The result shows that majority of the teachers tried their best to teach pronunciation but they were not aware of the fact and they did not even show sufficient practice on rhythm, intonation and stress.

The following table shows the different strategies employed in dealing with the pronunciation

Table No. 7

Presenting Pronunciation

Strategy	Number of teachers	Percentage
Individual sounds	0	0%
Through imitation	15	75%
Through modeling	5	25%

From the above table it can be concluded that the teachers were not found to be successful in teaching pronunciation. They only taught in their own not according to how it should be done.

3.2.2 Presenting Structures

Here the researcher observed the teacher's strategies to teach new structures inside the classroom. The researcher observed the class to find out the different techniques used by teachers to present the structures. Majority of the teachers tried their students to learn the structures but they were not found to be meaningful and appropriate according to the situation. They often told the

students what a structure means but did not asked students to make sentences in their own way .Hence, it can be concluded that their presenting and teaching structures were based upon the deductive method of teaching. The result of presenting such structures is shown in the table.

Table No. 8

Presenting Structures

Strategy	Percentage
Showing meaning visually	25%
Showing meaning situation ally	20%
Showing form and meaning	10%
Others	45%

3.2.3 Using Visual Aids

Visual aids are easy and cheap often readily available materials. The researcher observed about visual aids that are used in the classroom and also the way of using them. Majority of the teachers were found out that they did not bring any visual aids but some of them used the common classroom materials.

The researcher observed the major visual aids used by the teachers and how far they were able to use them effectively. The percentage of different visual aids is presented in the following table.

Table No. 9

Strategy for Visual Aids

Strategy	Percentage
Himself	20%
The blackboard	50%
Real objects	5%
Flash cards	5%
Picture and charts	10%
Others	10%

It is clear that teachers used the blackboard as a most important visual aid whereas they rarely used real objects and flash cards in teaching. The teacher themselves proved as visual aids i.e. sometimes they tried to convey the information though gestures, facial expressions, actions etc.

3.2.4 Recognizing Words

It is obvious that recognizing words in learning a language makes the activity flexible. It makes more impact on the students and it is a important aspect in learning language. The researcher made a query of teaching words. The findings of the different strategies used by the teachers were converted into the following table.

Table No. 10

Recognizing Words

Strategy	Percentage
Look and say	25%
Look and do	20%
Making word cards	5%
Others	50%

It is clear that a few teachers used word cards i.e. Only 5 percentage teacher taught to recognize word and 20 percentages taught thorough look and do method. The greater number of teacher used other techniques such as repetition after teachers, translation, copying and practicing them etc.

3.2.5 Teaching Controlled Writing

It is obvious that controlled writing helps the students who are not yet ready to write free writing. The researcher observed how the teacher dealt with the controlled writing. Most of the teachers got their students to learn the exercises contained in the textbook by heart. A little chance was given to the situational activities. Although they tried their best to teach by different strategies but they did not seem to be sufficient. At first, they involved the students in completion exercises in many cases, different replacement exercises were also found to be meaningful with the context.

The researcher observed, recorded and classified the different types of controlled activities that were usually employed in the classroom. They are presented in the following table:

Table No. 11

Teaching Controlled Writing

SN	Strategy	Percentage
1	Gap filing	10%
2.	Reordering words	20%
3	Substitution	30%
4	Picture description	5%
5	Outline of the text	35%

It is clear that 35 percentage teachers' activities were based upon the outline of the text whereas only 5 percentage teachers' activities were based on picture description. The exercise reordering words was used two times more than that

of gap filling exercises. Thirty percentage exercises were done by the substitution type of exercise.

3.2.6 Teaching Vocabulary

The researcher observed the different strategies used in teaching vocabulary in the classroom. Two classroom observations of each 20 teachers of teaching vocabulary reveal that 55 percentage classroom activities were based on the concise definitions. However, the other techniques such as illustration, examples, demonstration, contextualization, synonyms, antonyms, translation associated ideas, collocation etc were also used while dealing with the vocabulary in the class.
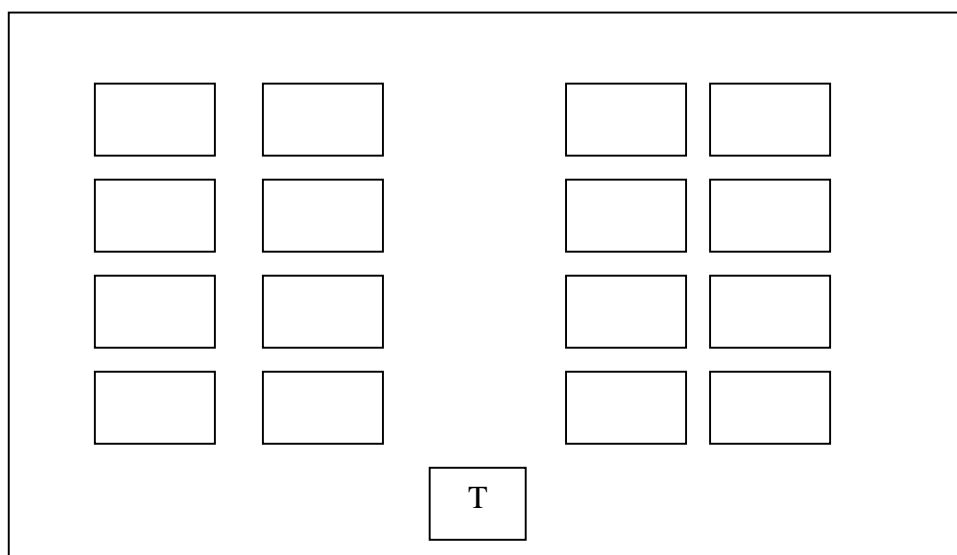
3.3 Professional Activities of Untrained Teachers

3.3.1 Preparation of Lesson

Since all the subjects had not taken any training in course of teaching the English language .It was observed that only a very few of them had in mind the known of preparing lessons before going to the class. On the other hand some teachers who have had had the lessons planned beforehand their presentation was not logical according to the subject matter. The methodology they adopted was of their own but not what should be adopted according to the nature of the text. Mostly, they did not bring any teaching materials whereas a few teachers used some sorts of commercially produced materials but in rare case. It was found that most of the materials were available in the market but the untrained teachers did not bring and use them in the classroom. Majority of teachers considered teaching as a work rather than a profession. The researcher observed the professional activities in terms of the following points and analyzed them as follows:

3.3.2 Classroom Management

In majority of schools, physical environment was found be at satisfactory level in terms of neatness and cleanliness. Among the twenty teachers' classrooms, ten of them did not have appropriate of lighting and ventilation in the classroom. The seating arrangement was found congested and there were not proper gaps among the benches. There was not sufficient place for class work, group work and pair work. Only 2 schools had sufficient place to do different activities in the class. However in most cases the poor students were sitting at the back benches. As a part of instructional management only 2-3 teachers were found using group work and pair work in the class and most of them were found medium in using blackboard properly. In relation to the physical setting the observed classroom had no problems of sanitation and furniture. But majority of the classrooms were not wide enough to display students works as well as space of furniture. A lot of classrooms look traditional, something like this:

Figure No.15

Specimen of Classroom

3.3 3 Delivery of Instruction

Regarding the professional activities of the teachers, various activities were found while handling the class. The teachers rarely were found to be excellent in all aspects of the instruction. The majority of teachers' were found satisfactory in controlling the classes. Interaction between the students and teacher was not much activity oriented. Ten teachers were found to be medium in using motivation in the classroom. The majority of classes were based on the teachers' activity where they explained the things in the classroom. Almost all the teachers taught the texts in the exam oriented way. They made their best efforts to their students pass in exam rather than to involve in genuine communication. Inadequate nature of interaction between students and teacher shows that teaching had been continuing the cultural approach to delivery.

3.3.5 Assessment of Lesson

The class in terms of assessment of lesson was observed with the help of observation form. More than two third of the untrained teachers were found to be aware of giving class work mechanism followed by giving homework very strictly. Also most of the teachers were to have used question - answer technique, checking their class work, saying orally, and writing about what they learned. In this way, although the genuine interaction was not possible some practice based activities were conducted in the class.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research and some recommendations for pedagogical implications for further research.

4.1 Findings

The major focus of the study was to find out how untrained teachers handle their class in the absence of any training in teaching English language at private secondary schools. On the other hand, the main focus was what strategies they adopted to teach the different aspects of language. On the basis of analysis and interpretation, the findings of the study can be stated as follows:

1) A very few untrained teachers were found to motivate their students towards the lesson. Only 5 percent of teachers were found to be excellent to motivate the students. A large number of students were found poor in motivating them i.e. 35 percent, 40 percent and 20 percentage teachers were found medium and good respectively. The main reasons of inability to motivate the students were lack of proper knowledge and strategy, crowded class, heterogeneous class and lack of planning to the lessons.

2) It was concluded that the majority of teacher had poor command over the subject matter. They only taught what is in the text book hardly but not doing any situational questions and activities.

3) It was found that no teacher was excellent and very good dealing with the teaching techniques in the classroom. Forty percent teachers were found poor in using different techniques where as 60 percent of teachers' classroom was found satisfactory.

4) The majority of teachers were found confident in teaching inside the classroom. They did not have the sense hesitation and monotony in dealing with the class. They seem to be very active.

5) The classroom presentations of untrained teachers were not found as systematic as it should be. Sometimes they taught in haphazard way. Their classroom was found rule based. They could not conduct different activities and dealt with the subject matter.

6) About 5 percent of teachers could relate their lesson to that of previous one very effectively. In about 90 percent teachers could not sufficiently correlate their lesson to the previous one.

7) As the teacher's role to be of a facilitator, they did not form the group, did not facilitate them and did not give feedback to the students properly. So mostly teachers were found poor in arising interest to the students.

8) Almost all the teacher tasks were based on the textbook not directly focused on the curriculum. The teachers had tried to make their students read the book by heart. They thought the book is the end not a means to an end.

9) No teacher used the supplementary materials in the classroom. A few teachers used some materials in the schools but they were not appropriate to deal with the subject matter.

10) Despite the importance of lesson plan, no teacher made any lesson plan as well as unit plan. They were found to have heard some value of the lesson plan but in practice they did not use them.

11) Almost all the teachers were found to have used blackboard as a main teaching aid. Other different aids were not used in their class.

12) Most of the teachers were found that they gave homework very well but they did not have sufficient time to check them in detail.

13) Majority of teachers did not have the knowledge of language functions.

14) Although all teachers were untrained, a considerable number of them seem to have the knowledge of about curricula and teaching methods from the classroom insights.

15) It was found out that lecture, question answer and illustration were the major approaches of teaching.

16) The professional activity in terms of planning lessons was not found satisfactory.

17) It was found that training classroom activities was not adequately participatory i.e. based on theoretical background.

4.2 Recommendations

1) In the schools run by private sectors English is taught from nursery level. All subjects except Nepali are taught in English. Thus, English is a medium for other subjects and it is taught using English itself. Although the untrained English teachers were weak in the methodology students seem to have acquired the necessary language skills needed to communicate each with each other. For these teachers, immediate training should be provided.

2) The curriculum has been changing time and again. So, to implement the changed curricula effectively teacher training programms should be launched by the concerned body.

3) Students were not found motivated to read authentic materials like English newspaper, magazine etc. So the activities for motivating students for self improvement should be conducted.

4) Government should enact teacher training policy for untrained English teachers who are in the private secondary boarding school.

5) All the untrained teachers should be academically qualified, trained, professionally committed and they should encourage students through new technology. They have to learn sufficient knowledge about curriculum and curricular materials.

6) The untrained teachers classroom should be geared towards participatory and practical based approaches, and lecturing with focus on unnecessary theoretical details should be discouraged

7) Necessary physical facilities need to meet for creating conducive environment in the schools by the concerned authority.

8) The provision of at least selecting trained teachers should be made for teaching English at private schools.

9) The extraneous factors such as heavy teaching work load, inadequate post of teachers in schools, inappropriate and inadequate physical facilities were also the major problems of private secondary schools.

10) Integrated teaching may be the best technique in dealing with the various techniques that are applied in the teaching learning activities.

11) Different seminars, conversations, workshops and other necessary meetings for the untrained teachers should be held to develop the academic competence of the teachers.

12) Most of the teachers in private secondary schools are untrained so that self improvement programmes for teachers should be conducted.

13) Government should enact teacher training policy for untrained English teachers who are in the private secondary boarding schools.

14) The untrained teachers' classroom should be geared towards participatory and practical based approaches and lecturing with focus on unnecessary theoretical details should be discouraged.

15) Necessary physical facilities need to be met for conductive environment in the schools by the concerned authority.

16) The government should give different trainings to untrained teachers like pre -service training, in service training and refreshment training to the untrained teachers. So that they can handle the classroom properly.

17) The traditional teaching methods should be discouraged. Instead modern, scientific and students centered methods should be used while teaching in the class.

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APPENDIX- III

Checklist for the Strategy of Teaching Different Aspects of Language

Teachers' Name:

Name of the School:

Aspects	Excellent	Very good	Good	Medium	Poor
A. Presenting Pronunciation					
a. Individual sounds					
b. Through imitation					
c. Through moulding					
d. Others					
B. Presenting Structure					
a. Showing meaning visually					
b. Showing meaning situationally					
c. Showing form and meaning					
d. Showing through context					
C. Using Visual Aids					
a. The blackboard					
b. Real objects					
c. Flash cards					
d. Picture and cards etc					
D. Recognizing Words					
a. Look and say					
b. Look and do					
c. Making word cards					
d. Others					
E. Control Writing					
a. Gap filling					
b. Re- ordering words					
c. Substitution					
d. Picture description					
F. Teaching Vocabulary					
a. Giving definition					
b. Giving synonyms/ antonyms					
c. Writing the words in sentence					
d. Guess meaning from context					
e. Others					

APPENDIX- IV

S.N	Name of Teacher	Name of School
1	Devi Poudel	Green Village Secondary School, Kathmandu
2	Prative Maharjan	Kirtipur English Boarding School, Kathmandu
3	Rupendra Pokhrel	Honour International School, Kathmandu
4	Tulsi Bhattarai	Golden Rays School, Kathmandu
5	Rabindra Maharjan	Hill- Town International Higher Secondary School, Kathmandu
6	Kusum Pradhan	Kirti Secondary Boarding School, Kathmandu
7	Binod Thapa	Bagh Bhairab Boarding High School, Kathmandu
8	Kul Bahadur Basnet	Rarahil Boarding English School, Kirtipur
9	Run Bahadur Tamang	Creative Academy Boarding English School, Kathmandu
10	Rajan Pradhan	Puspa Sadan Boarding High School, Kathmandu
11	Puskar Raj Nepal	Unique Nepal Academy School, Kathmandu
12	Kul Bahadur Limbu	Nyata Syhipta Academy School, Kathmandu
13	Rajan Prasad Sigdel	Piston International Boarding School, Kathmandu
14	Mahesh Dhungana	Golden Peak Boarding School, Kathmandu
15	Gyan Bahadur Maharjan	Himalayan Secondary Boarding School, Kathmandu
16	Rajendra Adhikari	Gyan Sudha Boarding School, Kathmandu
17	Prem Dangol	Kantipur Secondary Boarding School, Kathmandu
18	Hem Raj Dhakal	Homeland Higher Secondary School, Kathmandu
19	Tulasa Pokhrel	St. Paul Boarding School, Kathmandu
20	Krishna Lamichhane	Maryland Boarding School, Kathmandu

APPENDIX- II

APPENDIX- II

APPENDIX- I

APPENDIX- III

APPENDIX- III

APPENDIX- II

APPENDIX- I

APPENDIX- I

APPENDIX- IV

APPENDIX- V

APPENDIX- IV

APPENDIX- V