

**PRACTICE OF MENTORING FOR TEACHERS' PROFESSIONAL
DEVELOPMENT**

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

**Submitted by
Pusp Raj Bhattra**

**Faculty of Education
Tribhuvan University, Kritipur
Kathmandu, Nepal
2012**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Pusp Raj Bhattra** has prepared this thesis entitled **Practice of Mentoring for Teachers' Professional Development** under my guidance and supervision.

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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.

Date: 9/10/2012

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Pusp Raj Bhattra

DEDICATION

Dedicated

to

*my parents, Mr. Narendra Raj Bhattraï and Mrs. Laxmi Devi Bhattraï who devoted
their lives to make me what I am today.*

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Date:

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ABSTRACT

The present study entitled, “Practice of Mentoring for Teachers’ Professional Development” aimed to identify the practice of mentoring for English language teachers’ professional development. The research study is mainly based on the primary sources of data which was collected from the forty English language teachers teaching in different schools of Kailali district. The schools were selected by using non-random purposive sampling procedure. The data obtained from the respondents with the help of the questionnaire have been analyzed and interpreted using simple statistical tools. The study shows that mentoring is not practiced formally but it is done with the teachers’ own efforts. Teacher training, workshop, seminar, refresher courses etc are taken as the mentoring process by the teachers teaching English in Kailali district. Therefore, it is recommended that mentoring, which is very important for teachers’ professional development should be practiced and the authority or the head teachers need to utilize the experience of the experienced teachers to help the novice teachers.

The study is divided into four chapters and other sub-chapters. The first chapter deals with general background, teaching as profession, need and importance of teachers’ professional development, characteristics of teacher development, strategies of teachers’ professional development, mentoring, review of related literature, objectives and significance of the study. The second chapter deals with the methodology used in the study i.e. the sources of data, sampling procedure, tools, process of data collection and limitations of the study. The third chapter which is the main part of the study consists of the analysis, interpretation and description of the data. The fourth chapter deals with the major findings and recommendations made on the basis of the analysis and interpretation of the data. The references and appendices form the concluding part of the thesis.

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ABBREVIATIONS AND SYMBOLS

B. Ed.	Bachelor of Education
CETT	Centre for English Teacher Training
CUP	Cambridge University Press
e. g.	For example
etc	Etcetera
et al.	And other people
FOE	Faculty of Education
i. e.	That is
KU	Kathmandu University
M. Ed.	Masters in Education
NELTA	Nepal English Language Teachers Association
No.	Number
OUP	Oxford University Press
PU	Pokhara University
p.	page
pp.	pages
Prof.	Professor
TU	Tribhuvan University