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Teachers' Experiences on Teacher Training for their Professional Development

Ganga Datt Joshi

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

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Submitted by
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Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal,
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Declaration

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

Date: 02/09/2023

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Recommendation for Acceptance

This is to certify that **Mr. Ganga Datt Joshi** has prepared this thesis entitled **Teachers' Experience on Teacher Training for their Professional Development** under my guidance and supervision.

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Dedication

Dedicated to

My parents, teachers and friends who taught me to trust on me and always

pushed in hard work.

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Ganga Datt Joshi

Abstract

This study entitled **Teachers' Experiences on Teacher Training for their Professional Development** attempted to explore the teachers' experiences of TPD training in terms of perception and practicality. In order to obtain the viable insight about their journey as teacher, I adopted the narrative inquiry as the research design. The study was based on both primary and secondary data. The participants were five Basic level English teachers of Darchula district who have minimum five years of teaching experiences to maximum ten years of teaching experience and have participated in TPD training. The participants were selected using purposive non-random sampling strategy. I collected data through using semi-structure interviews and informal conversations. The collected data were first transcribed then analyzed thematically. Furthermore, the findings show that TPD training is demand based training that is taken by only teachers of community schools for their professional development for 30 days to develop the capacity of them to be up-dated with changed curriculum. Additionally, TPD training is an opportunity for the teachers because they have learnt different teaching strategies, teaching skills, and various techniques to increase the learning achievement of the learners by following student centered and interactive methods in the classroom.

The present study consists of five chapters. Chapter one is an introductory chapter which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of related theoretical literature, review of the related empirical literature, implications of the review and conceptual framework. The third chapter deals with methods and procedures of the study. It includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of the data and the final chapter consists of the findings, conclusions and recommendations. The last section of this research includes the reference and appendices

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List of Abbreviations and Symbols

APEID	Asia and the Pacific Programme of Educational Innovation for Development
BETTP	Basic Education Teachers' Training Programme
e.g.	For example
ELT	English Language Teaching
et.al	More than two writers
etc.	Etcetera
i.e.	That is
M.Ed.	Masters of Education
NCED	National Center for Educational Development
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
PD	Professional Development
Prof	Professor
RC	Resource Center
Reg	Registration
RP	Resource Person
TIP	Teacher Improvement Plan
TPD	Teacher Professional Development

Chapter One

Introduction

'Teachers' Experiences on Teacher Training for their Professional Development', which focuses on the experiences of teachers on TPD training programme they have completed, is the subject of the inquiry. This study also intends to find out what experiences they had after TPD training. Background of the study, statement of the problem, objectives of the study, research questions, significance information, study delimitations, and operational definitions of key terminology are all included in this section.

Background of the Study

A teacher is someone who devotes their time to sharing their expertise with others in classrooms, colleges, and universities. The teacher serves as a motivator, assessor, controller, tutor, and prompter, according to Harmer (2007, p. 25). Every teacher starts out as a novice teacher, but during the course of their career, they gain experience, undergo various sorts of training, and put in a lot of effort to advance to the professional level. Trainings and regular employment are not the only ways to advance your career. The most crucial factors for this are an internal desire, commitment, hard effort, and its satisfaction. To advance professionally, a teacher should constantly attend workshops, seminars, conferences, teacher trainings, TPD trainings, etc. Scholars' perspectives on teacher professional development vary.

After starting a job, professional development refers to learning new skills through career training and ongoing education. According to Richards and Farrell (2005, p. 1), "Professional development is the next step when teachers' formal training period is over." Craft (1996, p. 6) also notes that "Professional development is sometimes used to describe moving teachers forward in knowledge or skills." It means that via various activities that they have engaged in during the training, professional development (PD) helps to improve the knowledge and abilities of the teachers. Additionally, a learning process that results from meaningful contact between teachers and their professional setting is referred to as "teacher professional development." The growth and development of teachers in their professional

positions is important for ensuring their highest level of performance. Teacher professional development, in other words, is the process of enabling teachers to effectively use the knowledge and abilities they have acquired via classroom practice. Being a professional necessitates extensive and demanding study. Wallace (2010, p. 5) states that "a profession consists of a basic scientific knowledge, a period of rigorous study which is formally assessed, a sense of public service, high standards of professional conducts, and the ability to perform specific demanding and socially useful tasks in a demonstrably competent manner."

According to the theories presented above, professional development requires a period of intense study. For instance, teaching is regarded as a profession in the sense that it necessitates the acquisition of new skills, the expansion of one's knowledge base, the development of innovative pedagogical insights, rigorous study, a sense of public service, and the need for updating one's knowledge and expertise. Teachers are considered professionals if they are committed to their line of work. Similar to this, Shrestha (2012, p. 1) notes that "the focus of teacher education in the Ministry of Education has shifted from teacher training to teacher professional development with a view to transforming today's schools from a place of knowledge-transmission to the knowledge-creating/generating space that considers classrooms as a learning-community"

This indicates that a teacher professional development program has been added to our teacher training programs to encourage instructors with original and thought-provoking concepts and abilities to implement improvements in their instruction. Furthermore, we have high expectations for the teachers in this program in terms of their personal and professional growth.

Experience is the knowledge or expertise of a thing acquired through participation in or exposure to it. It simply refers to a group of activities that the teachers engaged in and learned about that they had not before known. Teachers that participate in TPD training get knowledge of various techniques, methods, and tactics through involvement and observation. All teachers use their experience as a tool for their professional development. For instance, a new teacher may feel uneasy in the classroom, lack the necessary confidence, and feel under pressure to finish the course.

However, after gaining years of experience, teachers appear confident, knowledgeable, at ease, and professional.

Since teaching is a profession, no one could practice it without first gaining some kind of experience. Teachers may have various experiences with the same activities, and even when they receive the same TPD training from the same trainers, they may also have distinct experiences with it. Every person has a unique set of experiences and perspectives on various topics, and in the case of TPD training, some teachers may view it as an opportunity while others may view it as a difficult task. Depending on how they view it, the same TPD training could therefore present both opportunities and challenges for the teachers.

Over five years have already passed since TPD was first put into use. People in the field have firsthand knowledge of this program's opportunities and difficulties. Training gives instructor's immunity by introducing fresh perspectives and problem-solving skills. Although it may differ in terms of cultures, academic disciplines, and other areas, teacher training always contains instructions, roles, and abilities. The permanent teachers in government schools receive TPD training of this kind in order to improve their skills and advance their careers. The Basic Education Teachers Training Programme (BETTP) was established in Nepal in the early 1950s, marking the beginning of the country's history of teacher education and training. According to Luitel (2004), the first attempt at formal teacher training was programmed in Nepal in 1947 A.D. However, the trend of teacher training began in 1956 A.D. after the foundation of the College of Education.

As a result, the ten-day TPD training is divided into three parts where teachers are required to complete various types of activities that will teach them how to manage a class, how to use instructional materials in the classroom, how to motivate students to participate in teaching and learning activities, how to assess students' learning outcomes, and other skills.

Statement of the Problem

Teachers can advance their careers in a variety of methods, including trainings, online courses, experiences, peer teaching, peer observation, group reading,

workshops, and seminars. This study aims to learn more about the experiences they had following TPD training programme. Even though there have been several studies on teacher professional development, as far as my study shows, there have been fewer studies on teachers' perceptions of TPD training. Theoretically, TPD training is supposed to improve teachers' character traits and help them become professionals, but in practice, things could be different.

Some of the teachers may have participated solely for the certificate or they may have chosen to stick with the traditional teaching techniques they had been taught before to receiving TPD training. Opportunities and difficulties can both be present in experiences. Despite receiving TPD training, there is no research on how the instructors feel about what they have learned or whether or not all of the teachers who take part in TPD training are equally happy with the methods and procedures. Some instructors might see it as an opportunity, whereas others might have experienced numerous difficulties during TPD training. Through this study, I have attempted to investigate how the TPD training has affected the teachers.

Objectives of the Study

The present study had the following objectives:

- To explore the teachers' experiences on teacher training for their professional development in terms of perception and practicality.
- To suggest some pedagogical implications.

Research Questions

The present study had the following research questions:

- How does TPD training support teachers to develop professionalism?
- What sort of experiences do the teachers have from their participation in TPD training in terms of perception and practicality?

Significance of Study

Teachers who desire to advance their careers can undoubtedly get some knowledge and skills from the course. This study can be highly beneficial for both new and experienced teachers who have been teaching for a long time but have not participated in trainings, seminars, or workshops to broaden their knowledge, and they can be inspired to enroll in TPD training. Similar to that, kids learn about TPD training before participating. They learn from the reflections and expertise of the TPD training instructors.

The research can be useful for teachers in general and subject teachers in particular as they pursue TPD training to advance their professional careers. Additionally, it can give teachers a great deal of insight into a variety of topics, including what, why, and how to interact with kids in the classroom. This study advises instructors to participate in TPD training to improve their classroom performance during class time. This idea prompts the government and school administration to provide various workshops, seminars, and training programs for the teachers so that they can grow professionally and potentially be recognized as professional educators in the future. Additionally, this study can offer some recommendations to teachers considering TPD training. Since the program is lengthy, some teachers were unable to manage their time and left the training before finishing it. However, thanks to this study, they were able to prepare themselves mentally and successfully complete the training. The study's readers can undoubtedly gain insight into how TPD training is viewed as a chance and how it actually presents a difficulty for teachers. Therefore, the teachers, students, researchers, and the management of the school can all benefit from this study.

Delimitations of the Study

The delimitations of the present study were as follows:

- The population of the study was limited to the basic level English teachers of Darchula district

- Five English teachers having five to ten years of teaching experiences and who have participated in 10 days TPD training of Darchula district were selected as the sample by using purposive non-random sampling strategy.
- The academic areas that I studied on was TPD training and teachers' experiences.
- This study used semi-structured interview and informal conversation as the tools for collecting data and information under narrative inquiry.
- The collected data and information were analyzed by using thematic analysis.

Operational Definition of the Key Terms

The phrase "operational definition" refers to a word's contextual meaning, which is distinct from its dictionary definition. They are also known as the working viewpoint of the terms utilized up until this point in the investigation. The following definitions apply to the specific/key words employed in this research study:

Teacher Professional Development. The term "teacher professional development" describes how a teacher grows over his or her teaching career in terms of education, knowledge, practices, and approaches. According to my research, it refers to the Basic level English language instructors' professional development following TPD training. For teacher professional development, the topics of TPD training and teachers' experiences were explored.

TPD Training Experiences. Experiences typically refer to knowledge or expertise earned via participation in or exposure to an event or subject. Typically, TPD training experience refers to the experience that the teachers gained after completing TPD training. These days, many teachers take part in TPD training, and each instructor has their own perspective on it. TPD training experience included a discussion of the teachers' TPD training experiences.

TPD Training. The National Center for Educational Development (NCED) offers instructors in government schools TPD training, a sort of demand-based refresher training. My research indicates that it relates to the Basic English language teachers' 10-day TPD training program offered by NCED.

Chapter Two

Review of Related Literature and Conceptual Framework

The review of the theoretical literature, the review of the empirical literature, the implications of the review for the investigation, and the conceptual framework make up this crucial section of the study.

Review of Theoretical Literature

This study's section addresses teacher professional development, stages of teacher professional development, teacher training, TPD training as a profession, preparation phase of TPD, ten-day TPD training module for teachers, goals of TPD program, problems with TPD, significance of TPD, teachers' expectations from TPD training, and teachers' experiences with TPD training. This section has reviews of the books, articles, theories, and research papers that are connected to this study.

Teacher professional development: An introduction. The process of learning that results from meaningful interaction between teachers and the professional setting is known as teacher professional development. According to Richards and Farrell (2005), teacher professional development is an ongoing, never-ending process through which teachers mature through time. As is well known, teachers' internal resources for transformation are used in teacher development.

The opportunities for transformation in the present and the future are identified with the aid of prior experiences. Teacher development, as we understand it, draws on the teachers' own inner resource for change, according to Head and Tylor (1979, p. 1). By acknowledging how past experiences have aided in identifying potential for change in the present and the future, it builds on the past.

In the modern world, professional growth is a hot topic in every industry. Teachers' efforts are what call for a sense of service and commitment to professional development. Richard and Farrell (2005, p. 33) state this. Without mentoring teacher development, training, assessment, etc., it is insufficient to discuss education and learning outcomes since studies have shown that teachers' effectiveness in professional development improves the outcome of students' learning.

According to Reimers (2003, p. 265), professional development is "The total sum of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change." Additionally, Attay (2008, p. 663) defined professional development as "Learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice." He also saw learning, engagement, and improved practice as interdependent concepts that make up professional development. "Teacher professional development is the next step when teachers' period of formal training is over," claim Richards and Farrell (2010, p. 1).

Building a safe and reliable academic environment for the teacher in the classroom pedagogy is the goal of teacher professional development. Professional development is sometimes used to describe encouraging instructors to come up with their own ideas on how to run a classroom, according to Craft (1996, p. 6). The idea of professional development for teachers was developed with the understanding that every teacher will constantly face unique pedagogical challenges. It is not feasible to send and receive instructors to training facilities where they will be cared for and supervised by trainers in order to address those pedagogical issues. Thus, it is believed that if we can transform our instructors from technicians to researchers, they will be able to address their own pedagogical issues. Multilayer changes that result from teacher professional development necessitate multilayer experiences. It demands from the teachers to be from classroom learners to action researcher about problems, cultural diplomats within the cross-cultural setting of classroom.

Concept of teacher training. According to Richards and Farrell (2005, p. 3), training is defined as activities that are specifically targeted at a teacher's current responsibilities. These activities are often short-term and immediate in nature. They go on to add that training entails comprehending fundamental ideas and ideas as a prerequisite for applying them to teaching and the capacity to exhibit ideas and ideas in the classroom. To improve education, teachers can increase their knowledge and abilities with the aid of teacher training. Teacher education is defined as both pre-service and in-service programmes that include both formal and/or informal methodologies, according to Asia and the Pacific Programme of Educational Innovation for Development (APEID) (1990, p. 2). The process is ongoing and is

geared on the professional advancement of teachers. Two categories can be used to categorize teacher training:

Pre-service teacher training. Before beginning their work as teachers, teachers receive pre-service teacher training (Ghimire, 2015, p. 316). Therefore, before beginning their official jobs, instructors receive pre-service teacher training. It is offered by a university or other higher education facility. According to Harris and Sass (2008), instructors' learning and effectiveness in pre-service courses have an effect on encouraging students' academic progress. This indicates that pre-service training programmes aid in the development of teachers' expertise and knowledge because only qualified educators can affect changes in students' academic performance.

Pre-service training enables instructors to learn about learning theory, which is crucial for raising educational standards. According to Lewin (2005, p. 7), pre-service training programmes help build the following skills:

- Subject-specific knowledge and comprehension of academic subjects.
- Pedagogic content knowledge: methods of instruction and approaches to learning evaluation in relation to certain topic areas.
- Professional studies/education studies: knowledge and experience in classroom management, comprehension of how children learn and how cognitive, emotional, psychomotor, and social development occurs.

Opportunities for practicing teaching in schools and colleges are supervised by mentor instructors with expertise. Thus, pre-service training programs assist teachers in honing their methodological abilities, gaining subject-matter knowledge, and giving them the chance to practice in a school or college setting.

In-service teacher training. To provide training to the employed teachers, an in-service teacher training program is implemented. After beginning their careers as instructors, the teachers undertake this training. In-service training is particularly crucial for maintaining ongoing professional development. The goal of in-service teacher training is to improve both student learning results and teachers' classroom practices.

The Basic Education Teacher Training Center in Kathmandu was established in 1948 with the intention of training primary school teachers in Nepal (Awasthi, 2003, p. 17). He also adds that Mobile Normal Schools later provided 10 months of training for teachers at the elementary level before becoming the elementary School Teachers' Training Center (PSTTC). Later, in 1971, the National Education System Plan (NESP) mandated that all teachers complete training (Singh 2015).

TPD training: An introduction. Training gives educators immunity by igniting fresh perspectives and problem-solving skills. Although it may differ in terms of cultures, academic disciplines, and other fields, teacher preparation always contains instructions, roles, and abilities. Teachers participate in and get TPD training for their professional development. The idea behind TPD is that if teachers do not use the same approaches, they would constantly run into pedagogical issues. TPD includes multilayer transformations, hence multi-level experiences are necessary. It calls on educators to be critical, innovative, and thoughtful. The Basic Education Teachers Training Programme (BETTP) was established in Nepal in the early 1950s, marking the beginning of the country's history of teacher education and training.

When NESP was established in 1971, teacher training was given priority. In Nepal, teacher education and training techniques have a history of approximately six decades. According to Luitel (2004), the first attempt at formal teacher training was programmed in Nepal in 1947 A.D. However, the trend of teacher training began in 1956 A.D. after the foundation of the College of Education. The need-based TPD training consists of three stints of 10/10 days each, lasting a total of one month (30 days). The stints of 10 days have been further divided into three parts, according to NECD (2067, p. 7).

Training cum workshop (5 days). A five-day training workshop is held. Teachers, trainers, and specialists will join in this session and engage in a discussion on a certain subject to learn new ways to engage children in the classroom. The trainers and the teachers coexist in the same room while the trainers teach the teachers some skills and interact with them in person during the training session.

Self-study exercise (3 days). One of the most crucial components of TPD training is the self-study exercise. There are three days in it. The training workshop will conclude before the commencement of this session. The participating teachers in the TPD course should complete this self-study practice between 20 to 30 days. Teachers who must complete a certain assignment in their schools within three days, between 20 and 30 days, will receive some of the activities from the TPD trainers.

Instructional counseling (2 days). Immediately following the conclusion of the self-study activity, this session will begin. In this session, the trainers or experts will go to the schools of the teachers who are participating and watch what they are doing there. The professionals watch and assess whether or not the teachers effectively completed the work. After creating an agenda, s/he will call the teachers together for a final meeting. He or she will give the teachers a certificate following that meeting.

Preparation phase of TPD. The process of creating a course of training package and gathering information about instructors' professional needs is the first step in the preparation of TPD training. It involves the participants in a structured set of individual assignments over the course of 30 days' worth of gross time, and it counts as three days' worth of credits. The instructional counseling is the subject of this module's third section. After section II is finished, this section is completed. It lasts for two days and is completely supervised by the same group of instructors who are always called upon to collect and inspect the assignments as well as offer expert assistance on the spot. This training is not entirely at odds with the competency-based training that took place over the previous ten months, but it does help to raise the teachers' level of knowledge. It is entirely practical and based on demand. The trainers' package will take into account the needs of the real world.

Module of ten days TPD training for teachers. The need based TPD is a one-month (30 days) capacity building programme in three stints of 10/10 days and each over five years for every teacher. According to NECD (2067, p.7), "The stints of ten days have been further segmented into three parts: Training workshop for five days, self-study exercise for three days and instructional counselling for two days. This module is designed for ten days TPD programme. The first one is training cum workshop that is conducted in face-to-face mode. It is conducted for five days in

Educational Training Centre. The second part of this module is about self-study exercise. It is done in school based events after the completion of the Part-I. It runs for 30 days' gross period by engaging the participants independently in the structured set of assignments and counted towards credits of 3 days equivalent. The third part of this module is about the instructional counseling. This part is done right after the completion of the Part-II. It runs for two days under the complete guidance of the same set of trainers invariably mobilized to check and collect the assignment and to provide on-site professional support. This training does not quite contrary to previous ten months' competency based training but it is supportive in enhancing the expertise level of the teachers. It is fully practical and demand based. Need of real field will be addressed in the package prepared by the trainers and thus, training is conducted for ten days.

Part I: training cum workshop (five days). Being the first session of the five-day face-to-face workshop, is designed to inform the participants about the objectives and the structure of the workshop and TPD programme as a whole.

ETC, (2071, pp. 45-72) states:

Day 1: It consists of three sessions:

Session-I: Opening, Registration, and Orientation of the whole programme.

Session-II: Dealing with the curriculum

Session-III: Teaching Poetry

Day 2: It consists of three sessions:

Session-I: Teaching Grammar with reference to Tense.

Session-II: Teaching Grammar with reference to Voice.

Session-III: Teaching Grammar with reference to Reported Speech.

Day 3: It consists of three sessions:

Session-I: Teaching Writing.

Session-II: Teaching Writing.

Session-III: Teaching Writing.

Day 4: It consists of three sessions:

Session-I: Teaching Free Writing.

Session-II: Teaching Free Writing.

Session-III: Teaching Speaking.

Day 5: It consists of three sessions:

Session-I: Concluding self-study exercise and implementing project work.

Session-II: Instructional Counseling.

Session-III: Closing (Last session of the five days face-to-face workshop)

Part II: Self-study Exercise (three days). This second part of the TPD programme entails the following components:

Objectives: The primary goals of this second section will be to prepare instructors to do research on the diversity of their classrooms. It predicts that teachers would go deeply into their specific classroom realities and learn something new that will help them to add new aspects to their instruction. Here, the instructors who took part in the five-day face-to-face program will carry out research-based tasks such project work, case analysis, action research, etc.

Major Contents: Project work, action research as a project work, case study, Teaching Improvement Plan (TIP) in particular and research based activities in general.

Project work distribution and procedures: Each instructor will be given two project assignments of their choice, and they are urged to create TIPs to enhance their instruction. One action research and case study project work or one project work only may be used as project work. These tasks must be chosen from a list offered by the TPD Hubs. The participants must put their workshop-made plan into action in this section. Following the conversation with staff and other stakeholders, they can make changes to the strategy. Two project works should be included in the plan. The workshop portion of the plan includes the format. Work on the two projects should be finished in 20–30 days.

Part III: Instructional Counseling (two days). After part II is over, this portion of TPD will be conducted. It lasts for two days and is completely supervised by the same group of instructors who are always called upon to collect and inspect the assignments as well as offer expert assistance on the spot. Members of the PTA, SMC,

head teachers, teachers, and students will congregate during this time. The new teachers will present intelligently after their five days of in-person training and project work. Here, the trainers assigned to offer technical support on the professional issues faced by instructors will watch the classes of the concerned teachers and check the project work and assignments. Trainer offers assistance from industry experts as needed.

Purposes of TPD training. Improved learning outcomes and overall education are the goals of teacher professional development. The purpose of TPD, according to Prabhu (1987 as stated in Pokharel and Behera, 2016, p. 191), is to "equip and enable." Similar to this, the OECD (1982, referenced in Qi, 2012, p. 21) lists a few goals for professional development:

- Improving the work performance abilities of the entire faculty at the school or of specific staff groupings. (For instance, a school-focused INSET programme)
- Improving a teacher's ability to perform their job. (For instance, a program for beginning teachers)
- Increasing a teacher's experience for the goal of advancement or career growth. (Example: a leadership development programme)
- Expansion of a teacher's specialized knowledge and comprehension. (For instance, a master's in educational studies). Extending the personal or general education of an individual. (e.g. master's degree courses not in education or subject related to teaching)

Issues of TPD. There are many TPD-related topics that have been covered by academics, but I'll focus on a few that Shrestha (2012, p. 9) identified. The following are the TPD's problems: The majority of teachers view their own career as teaching with a native attitude.

- TPD is a phrase that the teachers have only heard of and are not entirely familiar with.
- Some teachers are hesitant to complete the paperwork for demand-collection.
- The TPD training was run without taking into account instructors' actual needs.

- Instructor requirements and the surroundings in which they operate were not taken into account when the TPD module was developed and implemented. The same module is used by many TPD hubs. There is the system of copying and pasting. It rejected the notion. The soon-to-retire teachers are not yet prepared to complete the TPD form. They consider project work and action research to be extra work.
- The Roster Trainers appears less knowledgeable and assured in their field, despite the fact that ETCs 'ka' offers a 12-day TPD TOT programme each year.
- When choosing the roster trainers from respective Resource Center (RC) regions, the Resource Persons can exhibit bias.

Importance of TPD. The information and abilities that teachers require in the classroom are developed through professional development. Teachers who enhance their knowledge and abilities are more equipped to choose the appropriate curricula and methods of instruction when content areas, pedagogical approaches, and teacher growth and development occur throughout their careers. Adhikari (2009, p. 10) states on the significance that “the knowledge related to the field of language teaching and learning is never constant. It continues to change as new approaches and techniques are developed and as beliefs around language learning shift. Therefore, teachers must have regular opportunity to upgrade their knowledge and expertise in this area.

According to the aforementioned theories, knowledge is never static but rather constantly evolves, necessitating the necessity for teachers to keep up with new developments in the subject. Similar to this, Richards and Farrell (2005) note that "in most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution" (as cited in Adhikari, 2009, p. 10).

If teachers want to continue to find teaching languages rewarding, they must gradually increase their tasks and responsibilities. A teacher should continuously improve in professional expertise during his or her career since TPD is a crucial component to improving educational output. This advancement does not solely depend on formal coursework or outside input. Tools for personal advancement

include personal experience, introspection, and engagement with peers in the organization.

Teachers' expectation from TPD training. Expectation, in a general meaning, refers to the desire for something to improve. Expectation, in the words of Horney and Turnbull (2010, p. 534), is a strong conviction about how something will or should happen because it is likely to occur. Every teacher has a list of expectations after completing teacher training because, as we all know, people always expect wonderful things to happen after completing specific tasks. Teachers view teacher training as a valuable resource for learning teaching techniques, approaches, and solutions to common problems that arise in the classroom, among other things. Teachers anticipate that these aspects will improve as a result of training. They have expectations for the trainers, methods, materials, and information. The key demands placed on teachers in this regard, according to Behera and Pokhrel (2016, p. 2), are those linked to the delivery methods, application of training skills, knowledge, and participatory approach in TPD. They go on to say that instructors should function as role models for students in the classroom and that learning aids teachers in creating and carrying out activities. They anticipate that participating in TPD training will improve their teaching techniques, approaches, strategies, utilization of instructional resources, etc. They are hoping for the best and believe that if they can adhere to the guidelines and teaching techniques of TPD, they will eventually become professional teachers. Teachers therefore have some expectations from training, and they anticipate that the trainers will address those expectations during the training. Each teacher entered the training with certain expectations for the TPD programme; however, if those expectations are not met, they may view the training as a difficult chore, and if they are met, they may view it as an opportunity. Following competencies are expected of instructors after TPD training:

- How should the class begin?
- How should the enormous classroom be managed?
- How can action research be conducted?
- How should I use the learning resources?
- How should we handle the diverse student body?
- How should pupils be divided into groups for various tasks in the classroom?

- What methods can be used to check homework and classwork?
- What can be done to increase interaction in the classroom?

These are the things that instructors anticipate from TPD training. The teachers believe that they will receive more exposure to the aforementioned skills, but all of the teachers who have received TPD training are dissatisfied and feel that their expectations have not been met. As a result, the teachers occasionally feel uneasy using the strategies and methods they have learned during the training to raise the academic achievement of their students.

Teachers' experience of TPD training. Different instructors have had different TPD training experiences. Different teachers obtain training in different ways. While some instructors would view it as an opportunity, others might have a different viewpoint and view the process of applying to every school in every region as difficult. The trainers offer the same tactics, methods, and strategies for teaching in the classroom, but not all Nepali schools may use the same approach. There are two perspectives on the instructors' experiences with TPD training: opportunity and difficulty. Below, they are covered in further detail:

TPD Training as an Opportunity. Teachers receive TPD training for their professional development. In the area of teaching and learning, it is crucial. Many teachers now participate in TPD training, but not all of them do so as an opportunity; some may even view it as a challenge. Every teacher has some expectations for TPD training, including that if they attend, they will learn new strategies, methods, and approaches that they can utilize in the classroom. Many teachers participate in TPD training to learn new information that they are unfamiliar with. The teachers who are chosen for TPD training consider themselves lucky instructors since they unquestionably learn more than the teachers who were unable to participate in TPD training. However, not all of the teachers at the same schools may undergo TPD training on the same date. TPD training is a way for us to stay on top of these changes, expand our skill set, and improve the effectiveness of our work. Professional development (PD) can be a part of a person's own aspiration to become a better practitioner, improve career chances, or simply feel more secure about their work and make it more personally gratifying, according to Giri (2014, p. 83). Additionally, it

could be a requirement set forth by professional groups to keep one's standing as a professional or a stepping stone to greater education or better career possibilities. Similar to that, it can be an opportunity for people to change their career trajectories or a component of achieving goals set by workforce performance management programmes.

TPD Training as a Challenge. In accordance with their varied socio-economic backgrounds and personality traits, teachers have a variety of needs and expectations. To fulfill their level of pleasure is challenging. Many teachers in Nepal are dissatisfied with their TPD training. Similar to this, there are several locations in Nepal where textbooks are inaccessible due to a physical barrier. Consequently, there are several difficulties with TPD training in Nepal. In this regard, Adhikari (2015) outlines a few difficulties with TPD instruction. She claims that some roster trainers and resource people lack expertise and skill. A similar issue is the absence of equipment, supplies, healthy human resources, and effective management of resources in remote locations. She goes on to say that teachers do not even think that they will improve their expertise from a ten-day TPD session, and that there is no ongoing evaluation, supervision, or feedback from the relevant authority. Similar to this, Shrestha (2012) also highlights a few additional issues, such as the fact that some teachers are hesitant to complete demand collection forms and that the TPD program was carried out without considering the actual needs of the teachers. He also discusses the issue of resource persons' bias in roster trainer selection. The next issue is that teachers believe TPD is more mandatory than required, and practitioners lack a conceptual understanding of TPD. As a result, due to structural and geographic issues, implementing TPD training in Nepal is extremely difficult. The lack of resources and facilities prevents the instructors from putting their TPD training into practice in the classroom therefore, they view it as a difficult assignment.

Review of Related Empirical Literature

Numerous studies have been conducted in the area of TPD training, thus it is crucial to review and study earlier studies and research that are pertinent to the study the researcher is about to perform. In order to familiarize oneself with the body of knowledge that is currently available in our field of interest, literature review is crucial, according to Kumar (2005, p. 26). In addition, he asserts that a literature

review aids in the clarification of the study topic, objectives, design, population, sample, sampling techniques, data analysis strategy, key findings, and methodology, as well as the expansion of research-based knowledge. Review of pertinent literature that relates to the objectives, the plan, the population, the sample, the sampling techniques, the data analysis strategy, the main conclusions, and the methodological improvement data analysis procedure, description, and obtaining a rich source of information from prior studies that have been completed by the various researchers related to the topics. In this section, I'll study some research from various sources and provide a summary of the thesis, including the topic, goals, methodology, and conclusions. The empirical studies I've read include the following:

Khawwaja (2010) conducted a research on "Transfer of Training in Teaching Reading Skills". The study's primary goal was to identify and explain the teaching practices of qualified teachers in terms of their motivation, method of delivery, practice, and system of evaluation. Ten English language instructors from the Ilam district served as the informants. He gathered information by using observation as a tool. According to this study, training is crucial. Eighty percent of the teachers successfully transfer their training. It has been determined that trained teachers have an excellent standing in all facets of language education, from motivation to evaluation methods.

Kagoda and Itaaga (2013) conducted research on "A survey of Teachers Trainees' Expectations, Experiences and Assessment in Uganda." The main objective of the research was to evaluate the teacher candidates' expectations before they enrolled in the school of education and their experiences there as they progressed through the programme. To gather the data, 132 teacher candidates were chosen. The tools included a questionnaire and concentrated group discussions. On 112 undergraduates they used questionnaires, and 20 teaching candidates participated in a concentrated group discussion. According to the survey, participants hoped to increase their expertise. They anticipated finding pupils using computers and difficult assignments as a teaching strategy.

Furthermore, Khadka (2014) conducted a study on "Teachers Attitudes towards TPD Training and their Classroom Practice". His study's main goal was to ascertain how English language teachers felt about TPD training in the context of

classroom instruction. He used a purposive non-random sampling approach to pick 20 secondary level English instructors from the Ilam district as a sample in order to achieve the study's goals. He gathered the information using semi-structured interviews and participant observation. The main conclusion of the study was that the majority of teachers had a positive attitude toward TPD training for their career growth and that only a small number of English language instructors participated in the training's observation section because of fear of being judged for their flaws.

Similarly, Ghimire (2015) carried out research on the topic entitled "Transfer of Teachers' Professional Development Training in English Language Teaching Classroom." The study's goals were to ascertain how English language teachers used TPD training in ELT classrooms and what changes were made to teachers' teaching and learning strategies as a result, including personal traits, lesson planning, presentation in the classroom, and evaluation. Twenty students were chosen on purpose, and the tools utilized to gather the data were a questionnaire and an observation checklist. According to the report, 50% of the instructors were successful in using TPD training in the classroom. They employed novel and effective communication methods in the classroom. Teachers similarly attempted to make some modifications to class planning, presentation, and evaluation.

In a similar vein, Bhatta (2016) carried out a research entitled "Reflection on Critical Incidents for Teacher Professional Development". His research's main goals were to characterize the types of critical episodes that take place in the classroom and to determine how they affect teacher professional development. He conducted his investigation using a narrative inquiry research design. His study's sample population consisted of just six English language instructors, whereas the study's population consisted of all college-level English teachers in the Kathmandu district. He chose the sample population for his study using a deliberate non-random sampling approach. He employed semi-structured interviews as a method and topic and content analysis to examine the information gathered. The two main aspects of his study—the nature of critical occurrences and the function of critical episodes for TPD—were discussed. I learned through his study that important occurrences of various types, including classroom management, peculiar inquiries, teachers' behavior, unforeseen events, and comprehension of the learners, have been found. Critical occurrences have a significant impact on instructors' attitudes and beliefs about teaching and learning,

foster collegiality, aid in understanding the learner, and provide a venue for action research.

This study has focused on teachers' experiences, perceptions, and practices of teacher training for their professional growth because the empirical literature examined above did not focus on varied viewpoints of training. The development of the intended results of teaching and learning activities depends on teacher preparation. NELTA, the British Council, and other private groups have contributed to the Nepal Ministry of Education by helping to train teachers. Despite the fact that many instructors have received training, stakeholders are currently concerned about how teachers see training and its value. Why do they not use their newly gained skills in the classroom after training? Teacher training programmes that have been developed and implemented thus far have frequently come under fire. Many doubts have been raised about training and its utility, such as if trainings have flaws in them, in the way they are delivered, or whether the teachers themselves are not applying the skills they have learned for a variety of reasons. The perspectives of teachers toward training, which is essential to implement in our classes as the training's goal, are, nevertheless, not given much attention by the stakeholders. In such a setting, this study has unmistakably brought up the issue of training and its applicability in the classroom, as well as instructors' opinions on the NELTA-conducted teacher training. On the other hand, this study has placed a lot of attention on teachers' opinions of whether or not the theoretical training that they receive is practical in their actual classroom settings. With regard to professional development, critical thinking, lesson planning, classroom management techniques, teaching grammar through games, and classroom language, the researcher has specifically addressed the statement of training and its applicability. In comparison to research done in the setting of Nepal, this study is more applicable and contextual.

Implications of the Review for the Study

The literature review plays a significant role in practically every operational step and is a crucial component of the overall process. Every new task requires prior experience, which can guide researchers to their target in their search for novel information and ideas. In a similar vein, it is crucial to study earlier studies because it broadens our understanding of how to conduct research in a professional manner. The

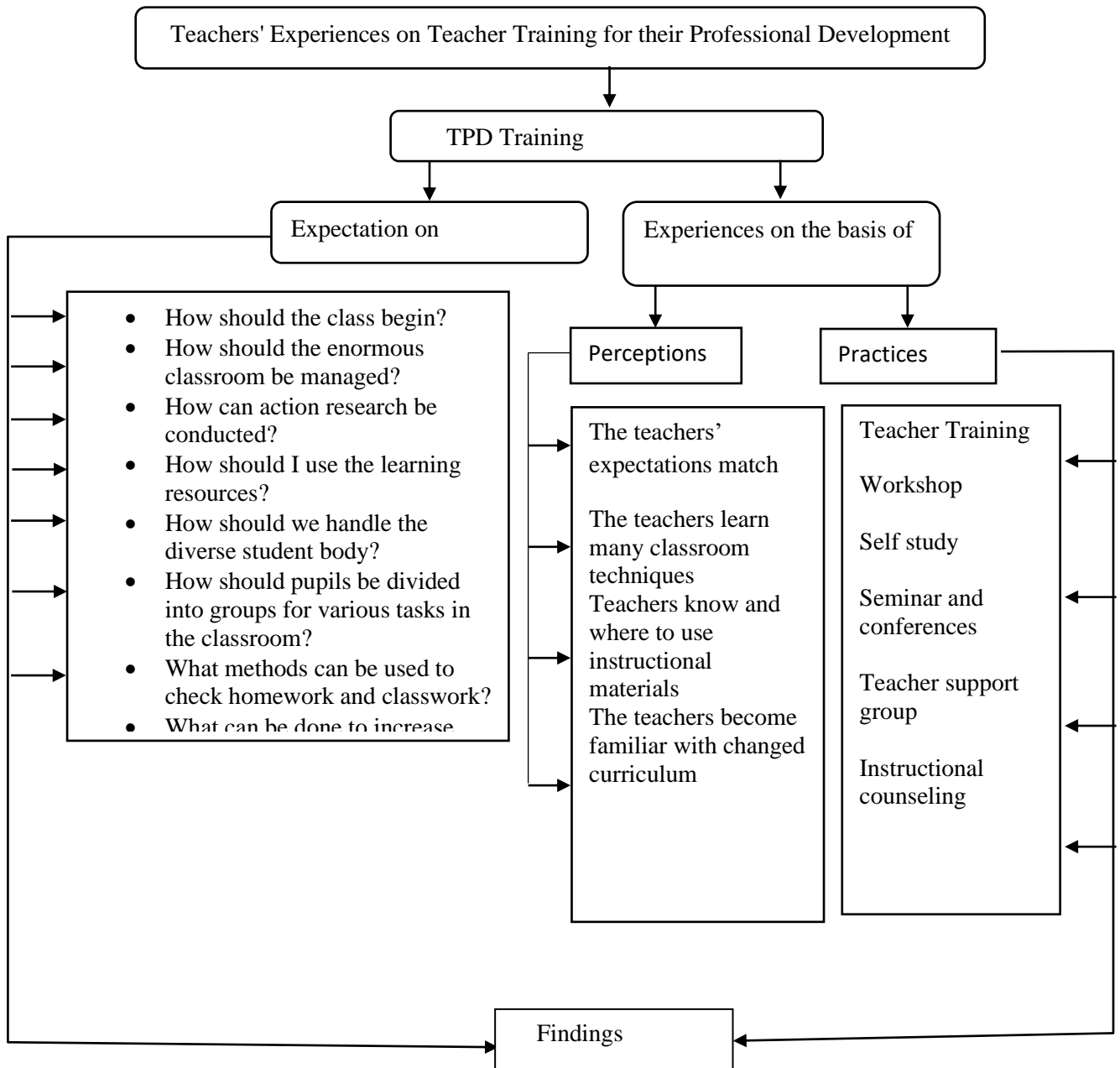
literature review's primary goal is to increase the researchers' expertise in the field of the subject they are studying. This is why Kumar (2005, p. 36) says that while reviewing literature can be time-consuming, difficult, and irritating, it can also be gratifying.

I looked over some of the theoretical writings that are relevant to this study while taking these factors into consideration. In addition to academic purposes, it is also for future research. Teachers, researchers, and administrators can all benefit from it. I was able to comprehend the subject more clearly thanks to the material cited above. Additionally, it assisted me in creating a connection between relevant disciplines and sharpening my analytical skills regarding the study. In a same vein, I looked into some of the earlier empirical studies done by the English Education department at TU Kirtipur's Central Campus.

First of all, those research papers aid in my having a clear understanding of my topic, context, and study goals. Second, it provides me with the citation and reference guidelines. Finally, it gives me the idea of ethical consideration and a conceptual framework for my study. It also teaches me how to choose the populations, sample populations, and data gathering techniques for the data collection. As a result, these works assisted me in practically designing the current study. These earlier studies also aided in the development of my objectives, research topics, and methods. They also gave me instructions on how to collect data and choose a sample technique. The examined empirical investigations have also allowed me to consistently uphold scientific validity, relevance, and consistency.

Conceptual Framework

A mental diagram or framework is a conceptual framework. It is the demonstration of one's conceptualization of theories and the connections between various factors. The following describes my study's conceptual framework:



Chapter Three

Methods and Procedures of the Study

This section covers the techniques and processes used by the researchers to accomplish the study's goals. To be specific, the population, sample, sampling technique, research area, equipment and techniques for collecting data, data collection procedures, and steps for data processing and interpretation have all been mentioned in this section of the study.

Design and Method of the Study

A systematic inquiry carried out with the goal of providing answers is called research. Kumar (2005) asserts that "Research is a way of thinking. It is the process of outlining a number of sequential processes starting with the identification of a research problem, followed by the formulation of a conceptual model, the gathering of data, and lastly analysis and a conclusion. Similar to this, according to Kerlinger (2009), research is an empirical, critical analysis of a natural phenomenon that is based on theory and hypothesis. Furthermore, according to Best and Khan (2010), research is a methodical and impartial examination of the documentation of controlled observation that may result in the formation of generalizations, principles, or theories, leading to the prediction or ultimate control of events.

Based on the foregoing explanation, it can be said that research is a careful, scientific, well-controlled, reliable, and empirical examination intended to unearth new information or evaluate previously studied works. There are numerous research methodologies that can be used to examine a phenomenon. To achieve the goals of this study, I used a narrative research design among other methods.

A type of qualitative research is narrative research design. It investigates and comprehends how people construct meaning and generalize truth in their lives using field texts as the units of analysis, including stories, autobiographies, notebooks, field notes, letters, discussions, interviews, and life experiences. Instead of only collecting and processing data, it places more of an emphasis on the structuring of human knowledge.

The participants are free to choose their own words and categories to express their own life events, and the personal testimonies are treated as stories. This study places a strong emphasis on the value of human experience and different viewpoints, the reality of social realities that are produced and bound by context, and the contribution of the researchers to the research process. According to Schwandt (2007), "Narrative inquiry is the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e.g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research" (as cited in Ojha, 2013).

A relatively new qualitative methodology is narrative inquiry. It is a method for contemplating and researching experience. Narrative researchers consider their experiences as they conduct research. The process of transitioning from field-to-field texts, data, and final study offers a conceptual framework that may be employed with various types of field texts and analyses. Similar to what is stated above, Creswell (2013, p. 502) states that "In narrative research design, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individuals experiences." He goes on to add that narrative inquiry is a particular kind of qualitative research that focuses on studying one or more people and gathers data through collecting tales, outlining individual experiences, and talking about what those experiences mean to the individuals. While acknowledging context and attempting to explain events by the meanings that people give to them, narrative inquiry does not attempt to predefine independent and dependent variables.

The qualitative research methodology is a recent development. Only a small number of respondents are required, and data can be gathered via reading their autobiographies, diaries, and personal tales, as well as conducting in-depth interviews. Additionally, a narrative analysis of the data is done, concentrating on the experiences of the individual. The approach of doing research using this method is referred to as the narrative research design process. The steps of conducting narrative research, according to Creswell (2013, pp. 513-516), are to identify a phenomenon, collect the story from the subject, restore and retell the subject's experience, work with the participant-storyteller, write a story about the participant's experiences, and validate the report's accuracy.

It starts with the experiences as they are expressed in people's lived and shared stories as a strategy. It also offers approaches for examining and comprehending the tales experienced and spoken. For the purpose of this definition, "narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected" (Czarniawska, 2004, p. 17) is the precise qualitative research design that I had in mind. Knowledge transfer is a notion that narrative inquiry shares. This theory aims to communicate knowledge that cannot be quantified, such as experience. The emotion of the moments is captured by the storytelling method. It makes the incident alive rather than passive and imbues it with the teller's underlying meaning. Thus, two concepts are tied to narrative story telling: memory and notion of time, both as time found in the past and time as re-lived in the present.

The methods used to carry out this research entail concentrating on one or two individuals, collecting their tales as data, documenting their unique experiences, and chronologically arranging (or utilizing life course phases) the significance of those experiences. It uses story to give a perspective on phenomena while also investigating narrative as a methodological approach. One objective is to persuade the readers or "jolt" them out of their complacency (Chase 2005, p. 671) regarding the experience in issue by convincingly reenacting or playing that experience so as to put the reader in the study participant's shoes. The literary method of qualitative research known as narrative inquiry (Creswell, 2008) gives writing a lot of attention. The goal of many narrative researchers, for instance, is to persuade their readers through their writing. A single meeting or interview is insufficient to gather the precise data that the researcher is seeking in a narrative research design, unlike other designs. The researcher should routinely visit the respondents for this. In order to generalize the findings from the study, the researcher needs to establish a strong relationship with the participants. Otherwise, the data could be missing important information.

Additionally, according to Creswell (2012, p. 502), "In narrative inquiry research design, researcher describes the lives of individual experiences." Therefore, the primary research topics in narrative inquiry are life, stories, and people's biographies. Researchers build a close bond with the participants through the use of narrative research design. This might lessen the widespread belief among industry

professionals that research is separate from practice and has few practical applications. A type of examination into human experience or a tale is known as narrative inquiry. It is the ideal research strategy to uncover comprehensive study data. The narrative inquiry is used to. I explored role of in-service teacher training for basic level English teachers; professional development who are taking in service training for their professional development. I selected five basic level teachers who have received in-service training for their professional development.

Population, Sample and Sampling Strategy

All of the Basic Level English language teachers in the Darchula district made up the study's population. Five English instructors who had completed TPD training and had a minimum of five years of teaching experience were chosen as the sample population for this study. It is highly challenging to use the entire population in any research investigation. Five elementary school English teachers made up the sample population for this study. Non-random purposive sampling was the method I chose to choose the sample for my study because it enabled me to find more accurate data. Similar to this, non-random sampling typically yields results more quickly and at a lower cost. Additionally, it assisted me in choosing the sample based on my ability to do the task.

Research Tools

To accomplish the objectives of the study, I used in depth semi-structured interviews and informal conversations as the research tools to collect the data.

Sources of Data

Data are the informational building blocks from which more measurement or analysis can be derived. It aids in the researcher's justification and analysis of the findings. To achieve the goals of the study, both primary and secondary sources of data were utilized.

Primary source of data. The primary source of data was collected from five Basic level English teachers of five community schools of Darchula district.

Secondary source of data. The secondary data were collected by consulting and reviewing different books, articles, journals, media and web sides which are related to the topic as we well as some previous thesis.

Data Collection Procedures

I used the stepwise methodological methods to complete the study's goals. I first wrote the consent letter, the interview schedule, and the participation information form. Second, I went to a particular school, requested permission from the relevant parties, and struck up a friendly connection with the teachers through casual chat before explaining my research's goal and requesting their cooperation. Thirdly, I gave the selected responders the materials indicated above during my subsequent visit, and with their consent, I conducted in-depth interviews based on the questions and recorded the results. Fourth, to ensure authenticity and correctness, I transcribed the recorded data and went back to the field. I concluded by thanking everyone for their help.

Data Analysis Procedures

The process of data analysis began after the interview's data collection was complete, and the collected information was then examined and evaluated using theme analysis.

Thematic Analysis

Thematic analysis is a method for analyzing qualitative data that requires the researchers to create a central theme from their findings. In this process, data was gathered, coding was completed, similar coding was to be preserved in the same column, and one title was to be supplied. These steps make up the theme-creation process. Thematic approach, then, is a technique that clarifies, examines, and interprets the theme of the qualitative data that has been gathered.

Ethical Considerations

After receiving a letter of approval from the university, I visited the chosen respondents and gained approval from the relevant parties. Then, the participants were given participation information statement to inform them about the purpose of my study and consent form prior to take interview and I used a device. The recorded material was then accurately transcriptional. While analyzing the data, pseudonyms were utilized to mask the identities of the participants and the institution. Last but not least, I assured the participant that all identifiable personal information would be strictly kept confidential and that no names would be mentioned in the thesis or in any publications after the successful completion of this research study. I also promised that all recorded data would be deleted.

Chapter Four

Analysis and Interpretation of Data

Analysis and interpretation of the data is a core part of the research. I analyzed the data thematically under different headings and sub-headings. This Chapter contains analysis and interpretation of the collected qualitative data. The data carried out through the narratives were coded with the themes and sub themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of Results

Thematic analysis was used to transcribe and evaluate the data from semi-structured interviews and casual conversations. Based on the research objectives, the following themes emerged from the personal interviews: teachers' perceptions of and practical experiences with TPD training; expectations for TPD training; usage of various strategies/materials; and TPD as an opportunity or challenge. Pseudonyms were utilized in this study to protect the participants' and schools' identities. The participant teachers were denoted by the numbers 1, 2, 3, and 4, while the schools/institutions where the teachers had previously worked were denoted by the letters A, B, C, D, and E. By conducting in-depth interviews with my responding instructors and asking them about their experiences, I have gathered information from them.

I have built a strong rapport with the chosen teachers as I collect data from respondents. I used to regularly meet and chat informally with teachers because everyone I chose was already familiar with me. Consequently, because individuals felt free to share their experiences, it was simpler for me to gather detailed information. In this chapter, I have provided specifics about the tactics instructors have used, as well as the opportunities and obstacles they have encountered in ELT classrooms. I chose five teachers for in-depth interviews using a purposive sampling technique in order to gather the data for this project.

I collected the data using interview standards and a few extra questions. They included topics such as the components of teacher professional development, the

distinctions between TPD and teacher training, the expectations and fulfillment of TPD training, instructional techniques, and the challenge or opportunity that TPD training presents. I evaluated the data thematically under the following topics and a few subheadings based on the research questions and those guidance questions:

Perception of TPD training. In order to encourage instructors with original and thought-provoking ideas and the ability to make changes in their teaching, a teacher professional development program has been created in teacher education programs. According to Richards and Farrell (2005, p. 7), "Professional development is an ongoing self-directed and autonomous effort of teachers to acquire new knowledge and skills and continually improve them after initial training in their careers". It implies that TPD is an ongoing, self-directed endeavor by instructors to learn new information and abilities. The teachers take an active role and work hard to improve themselves. The teachers have received TPD training to help them feel comfortable in the classroom.

In this regard, participant 2 asserts: TPD training is a training that is provided to the permanent teachers of government schools to enhance their professional qualifications and give them greater confidence in their classroom pedagogy and subject matter, which is very distinct from other trainings.

Similarly, the participant 4 said, *"TPD training is a special type of training that is given to the teachers to make them qualified, skillful, and confident. Therefore, TPD training is very essential for teachers to be skilled, qualified and confident in both subject matter as well as techniques"*. To be more specific, perception of TPD training are categorized thematically as follows:

Nature of TPD training. Teachers' professional development concerns the growth and development of teachers in their professional roles so that they can perform at their best. Pokhrel (2016, p. 190), states "The process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development (TPD)". *"A professionally competent teacher is an outcome of different processes and factors. For example, a teacher's knowledge and practice have to be integrated for effective teaching"*. In addition to this, a teacher needs to be motivated to advance professionally. Teachers receive TPD

training for 30 days, and this training is very beneficial for advancing their professional careers. This program is organized into three phases and lasts a total of 30 days, according to participant 1. It offers teachers a variety of tactics and instructs them on how to employ instructional supplies in the classroom. Three sections make up TPD training: a five-day training workshop, a three-day self-study exercise, and a two-day instructional counseling session.

According to participant 2:

TPD training is a special training that is organized by the government training center which strictly determine the credit hour, certain package, and fixed time for the permanent teachers of government schools. Similarly, participant 3 argues, "It is a demand based training which collects the problems of the teachers first and provides the training on the basis of it". Furthermore, the participant 5 said, "We can also have called TPD training as demand based training which collects the demand of the teachers and tries to solve the problems with discussion within the training.

Expectations of TPD training. It has been discovered that teacher professional development is a potent strategy for implementing kid-friendly activity-based education for education in the twenty-first century. In order to make the TPD program a motivation for the teachers, it has been understood how crucial it is to have high expectations for them. The key demands placed on instructors are delivery strategies, application of learned skills and information, and TPD's participatory approach. Pokhrel (2016, pp. 190-194) defines teacher professional development as a process of raising the teacher's academic standing as well as acquiring better skill and efficiency in carrying out her/his professional tasks both inside and outside the classroom.

TPD is a collection of organized activities that include initial training, induction programs, in-service training, and ongoing professional development in educational environments to prepare teachers for their jobs. Teachers continue to develop through a continuous process of self-driven voluntary effort. Although the teachers had received various sorts of training, each teacher had their own expectations before to participating. Regarding this, participant 5 claimed that despite

the instructors' varied expectations for TPD training being met in some way during the training. Throughout the training, they received a lot of exposure as well, which really helped them run the class efficiently.

The expectations of all the participants were similar and somehow their expectations were matched and they were satisfied from the training but only one teacher's expectations didn't match so he was not satisfied with TPD training.

Practicality of TPD training. As we all know, creating a theory is a fairly simple task, but putting that theory into practice is really difficult. Teachers get TPD training, and while they are trained to include a variety of teaching styles into the classroom, it is not always easy to do so. In this regards, the participant 2 states:

“As we know that there is vast difference between theory and practice. I have learnt various strategies and skills in TPD training and I am applying some of them in my class also but to be frank, we cannot apply each and every strategy inside the classroom due to the lack of time, large class size, and the heterogeneous students”.

Similar to participant 2, participant 3 asserts, "I have to answer "No" because the first reason is a lack of time, the second is a shortage of instructional resources, the third is that the teachers are not technically certified, and the fourth is that there are many students. TPD training is a one-month (30-day) capacity-building program that is spread out across five years in three stints of 10/10 days for each instructor. The ten-day stints have been further divided into three parts, according to NECD (2067, p. 7), including a five-day training workshop, a three-day self-study exercise, and a two-day instructional counseling session. To be more precise, the following categories are used to group the practicality of TPD training:

Challenges of TPD training. Government school teachers receive TPD training to help them become knowledgeable, self-assured, and current. NCED has organized this program for 30 days. Demand-based and problem-solving TPD training is beneficial to all instructors because it speaks to their needs. Teachers adore taking TPD courses because they actually do give them new teaching strategies to raise

students' success levels. Nevertheless, each teacher's duty of putting each strategy into practice in the classroom is incredibly difficult. In this regards, participant 3 shared:

In my opinion, TPD training is a challenge. Challenge in this sense that we have learnt various strategies, methods, and skills in training but how much the teachers are going to use it in their daily teaching is the main challenge of TPD training.

Both in the classroom and in the area of their professional development, Nepalese educators face difficulties. Participant 3 claims that the teachers are happy with the training and that it has given them a lot of encouragement. Although they had planned to use all of the classroom tactics they had learned in training, when they actually entered the class, they were unable to follow what their instructors had instructed. Applying everything that teachers learn during their training is therefore quite difficult.

TPD training at practice and perception level. All teachers can become professional teachers with the help of TPD training. The process of learning that results from meaningful interaction between teachers and the professional setting is known as teacher professional development. According to Richards and Farrell (2005), teacher professional development is an ongoing, never-ending process through which teachers mature through time. Out of the five participants in the interview, four said that TPD training is a chance for the teachers.

In this regards, participant 1 said:

TPD training is an opportunity for all the teachers because we are given training by the expert and s/he really have better knowledge about teaching strategies, using materials, and dealing with problems than us which we can easily implement in the classroom.

Similarly, participant 2 explained: *“As I perceive, I must say TPD training as an opportunity because it makes the teachers updated in this changing world. TPD training provides us different strategies, methods, and it also develops our skills to identify our students on the basis of their levels, interests and needs.”*

Additionally, participant 4 argued, "TPD training is an opportunity for all the government teachers because the private teachers didn't get the opportunity to take part in it whether they wanted to take so it is an opportunity". "Four of the respondent state that TPD training is always be an opportunity for the teachers because through that training, teachers become up-to-date with the changed curriculum. They get various techniques related to what, how and why, to use materials and different strategies in particular lesson".

Role of TPD training in teachers' career. To advance professionally, a teacher should constantly attend seminars, conferences, teacher trainings, TPD trainings, etc. Our teacher education programmes have implemented a teacher professional development programme to encourage teachers with original and insightful thoughts and abilities to implement changes in their instruction. Additionally, every teacher begins their profession as a new teacher, and they continue to discover new ways to interact with kids throughout time. They participate in numerous training programmes, such as subject-specific training, one-day training, teacher training, ten-month training, TPD training, and others, through which they gain knowledge of diverse teaching strategies.

They are instructed to use appropriate instructional resources in the classroom to increase interaction and activity so that the teachers can participate in some way. Teachers are receiving various types of training and putting those methods to use in the classroom, which helps them develop into professionals who take responsibility for their work. When teachers use the best teaching techniques in the classroom, the students want those same teachers and their careers are safe. Conversely, when teachers don't receive any training and continue to teach in the manner in which their own teachers taught them, their careers are put in jeopardy. For these reasons, TPD training is crucial to teachers' careers. It safeguards the employment, standing, and respect of teachers in schools. To be more specific, role of TPD is categorized thematically as follows:

TPD training as a motivator. Teachers are the intermediaries who disseminate knowledge to pupils based on their training, expertise, and education. They are the ones that make the learner go from being weak to becoming brilliant. TPD training is a potent tool that motivates almost all teachers. Teachers are not

professionals when they first enter the teaching profession, and earning the title of "professional" is very difficult. However, when teachers become true professionals, they will become positive teachers. TPD training encourages teachers to impart knowledge honestly and to use appropriate resources in the classroom. Teachers' promotion is greatly aided by the credentials they receive after completing TPD training.

In this regard, participant 1 argues, "If the teacher got this TPD training, s/he can get the certificate which really helps to get promotion in our career". Similarly, participant 4 said, "TPD training also has certain score that is very useful for the teachers at the time of getting promotion". Furthermore, Participant 4 added:

TPD training really helped me to make my class more effective than before. I used to use lecture method but now I have been using child centered method and interaction method which is very effective to increase the learning achievement of the learners. The students are also enjoying my teaching strategies.

Similarly, according to participant 5, TPD training inspires instructors by providing them with a variety of teaching methods. Throughout the training, the teachers learn diverse abilities, tactics, and teaching methods. The instructors encourage the use of various teaching aids and advise teachers to employ a certain approach for a given class.

TPD training as an exposure. Depending on the situation, the definition of the word "exposure" can vary. Exposure in this context refers to the various methods and abilities that instructors learned during TPD training and can use to instruct a specific subject. Teachers will only do what they know if they do not have any sort of publicity for what they are teaching. The government is giving TPD training to the teachers so they can talk to each other and solve each other's problems through discussion. The trainers also assist them in dealing with various issues that arise in the classroom. They may only use the lecture method and they may not use any teaching materials in their classes. In this regards, participant 2 states, "TPD training really helps them to be knowledgeable, refresh and to be fitted in such a competitive world". Similarly, participant 3 mentioned:

“In TPD training, teachers are taught how to use different technology i.e. e-mail and internet very easily. Therefore, TPD training provides many exposures to every teacher to use teaching materials, different techniques, and strategies in the classroom to enhance the learning achievement of the learners”.

If the teachers participate in such training, then they definitely can use different teaching strategies which focus on child-centered method, learner-participation method and so on. Similarly, participant 5 shares, "TPD training makes the teachers up-to-date in terms of techniques, knowledge, and curriculum".

Chapter Five

Findings, Conclusions and Implications

This is the final chapter of this research study which deals with findings, conclusion, and implications on the basis of analysis and interpretation of the data.

Findings

I was able to depict the participants' trips and experiences from a comprehensive standpoint that encapsulated the current context thanks to narrative inquiry. Three themes perception of TPD training, usefulness of TPD training, and role of TPD training were used in the analysis and interpretation of the data. Four research questions were inductively answered by using the facts to support them.

- What sort of experiences do the teachers have from their participation in TPD training in terms of perception and practicality?
- Whether or not the teachers' expectations will be fulfilled after getting TPD training?
- Is there equal possibility to apply what the teachers have learnt in TPD training in each and every school?
- Is TPD training an opportunity or challenge for the teachers?

To answer these research questions, I collected information from instructors who had completed TPD training and had at least five to ten years of teaching experience using semi-structured interviews and casual talks. The primary conclusions were reached after the data had been elicited, transcription, analysis, and interpretation. On the subjects of perception of TPD training, applicability of TPD training, and role of TPD training, the main findings of this study are described below:

Perception of TPD training. In this study, perception of teachers about TPD training is identified with the nature and expectations of TPD training. They can be pinpointed as follows:

- It was discovered that all teachers see TPD training in broadly similar ways. For instructors to improve their ability to teach utilizing various tactics and materials, TPD training is crucial. The participants unanimously agreed that TPD training is crucial for advancing teachers' careers.
- Four of the participants shared a similar type of TPD training, it was discovered. It is given to the government's permanent instructors for 30 days in order to strengthen their immunity and bring them up to speed with the updated curriculum.
- Four of the participant said that TPD training is a '*demand based*' training which addresses the problem of the teachers and tries to find out the solution through discussion.
- Teachers receive specialized training called TPD to help them become certified, competent, and self-assured. It is offered to the teachers in order to help them adapt to this competitive world and keep up with the revised curriculum.
- It was discovered that while each instructor did have their own expectations prior to participating in TPD training, none of those expectations were met. Four of the participants are happy with the TPD training despite the fact that their expectations were not met because they also received more skills and techniques than they had anticipated.

Practicality of TPD training. The theory and how it is put into practice are two distinct things. Some theories still exist only in writing, but others may be implemented and used in practice. Here, opportunities and challenges of TPD training are evaluated to determine practicality. They can be pinpointed as follows:

- Out of the five participants, four agreed that TPD training is a chance for instructors since it keeps them current in this ever-changing environment. Teachers that participate in TPD training receive a variety of ideas and methodologies as well as the ability to recognize their pupils according to their abilities, interests, and needs.
- Participants 2, 4, and 5 stated that instructors who apply what they have learned from TPD training in the actual classroom and adhere to the instructions that they have provided would undoubtedly develop into

professional educators and will enthusiastically embrace TPD training as an opportunity.

- Out of the five, participant 3 stated that putting TPD instruction into practice is difficult. The main challenge of TPD training is that teachers have learned a variety of strategies, methods, and skills during training, but how much they will use them in their daily instruction, how the school's infrastructure will support that practice, and how the number of students and other facilities will affect that practice will all be challenges.

Role of TPD training in teachers' career. TPD plays a big part in teachers' careers. It actually inspires teachers to employ a variety of tactics, approaches, teaching aids, and child-centered approaches in the classroom. Similar to this, TPD training exposes instructors to a lot of information about "how to teach" through training. The following are examples of the motivation and exposure functions of TPD training:

- All of the participants agreed that TPD training motivates teachers because it actually assisted them in improving the effectiveness of their classes. They previously employed the lecture approach, but now they use the child-centered method and the interaction method, which is very effective in raising the learning achievement of the students.
- Teachers are inspired by TPD training to impart knowledge honestly and to employ appropriate resources in the classroom. The TPD training certificates that the instructors receive are also very beneficial for their promotion.
- Four of the participants said that the trainers also motivate them for the use of different teaching materials and suggest teachers to apply certain methods for the particular lesson.

During TPD training, instructors learn how to use various technologies, like as email and the internet, with ease. As a result, TPD training exposes every teacher to a variety of teaching methods, strategies, and materials that can be used in the classroom to improve students' academic progress. A teacher becomes professional through TPD training.

Conclusions

The ultimate finding or topic reached following the satisfactory completion of the study is the conclusion. I chose five basic level English teachers with five years of experience in the classroom who had participated in TPD training for their professional development to learn about their perceptions and practical experiences of the training. Interviews were used to gather the data, which were then thematically examined. The acquired data were analyzed, discussed, and conclusions were drawn based on them.

The main conclusions are divided into three themes: how TPD training is seen, how useful it is, and how it affects teachers' careers. I discovered that TPD training is a unique kind of training that is only provided to the teachers of community schools for their professional development over a period of 30 days. NCED created this initiative to strengthen teachers' defenses and keep them abreast of curriculum changes. TPD training is particularly beneficial for teachers to improve their teaching abilities, including employing resources, implementing different ways to maximize the learners' learning achievement, and utilizing child-centered and interactive teaching strategies in the classroom. Similar to this, TPD training is a demand-based programme that assists instructors in finding creative solutions to a variety of classroom issues.

Before participating, each instructor had a different anticipation of TPD, but none of those assumptions matched what was experienced during the training. Despite the fact that their expectations are not met, they are nonetheless happy with the TPD training since they also get other knowledge and abilities that they had not anticipated before enrolling in the course. Teachers benefit from TPD training because it provides them with a variety of skills, methods, techniques, and information for classroom instruction. The trainers also give them advice on how to use instructional materials to motivate students to learn.

Additionally, TPD training serves as a motivation for teachers, encouraging them to participate and teaching them various skills. The TPD certificate also has a specific score that aids teachers in getting professional advancement. Similar to this, TPD training exposes all instructors to various abilities that they can utilize in the

classroom to improve students' learning outcomes through the use of instructional materials, various tactics, and strategies. In order to make the findings of this research understandable for the interested readers, recommendations for further research, policy changes, and practical changes were made under various topics.

Recommendations

The findings of the study recommend some of the major guidelines to be followed for the betterment of the ELT practice. On the basis of the findings and the conclusions, the following recommendations have been made.

Policy level. Plans, instructions, or justifications for a specific course of action or the activities of a specific individual, institution, or country are referred to as policies. The following policy level recommendations can be made based on the study's findings.

- Although TPD training is demand-based and aims to address teachers' difficulties, some teachers' expectations are not met, despite the fact that they were satisfied with the training. Consequently, NCED can use this study to improve TPD training.
- Similarly, the majority of teachers saw TPD training as an opportunity, but they claim that they are unable to utilize every tactic in the classroom owing to a lack of resources, a lack of time, the size of their classes, and a lack of teaching materials. Therefore, it is the administration's duty to ensure that the teaching staff has a supportive atmosphere in which to impart the knowledge they have acquired via training.
- The instructors are highly motivated, at ease, and self-assured in the classroom, and they get a great deal from TPD training. Additionally, the TPD training certificate aids in their promotion. As a result, it is important to create policies that reward instructors for their excellent performance in order to raise students' levels of academic accomplishment.

Practice level. All the tactics that the teachers learned during TPD training are practiced in the classroom. Using those methods in the classroom can raise the caliber of education. For each lesson, the teachers should choose the best approach. The

teachers should be allowed to select a specific approach for the session because all tactics cannot be matched for all subject matter. Some ideas for practice levels have been offered in order to improve the learners' performance.

- The classroom is one such setting where several languages and cultures collide. As a result, by examining the learners' interests, needs, and learning goals, teachers can advance their professional careers. In order to determine the needs and interests of the students in the classroom, instructors should use the various strategies they have learned during TPD training.
- Being a professional entails acquiring thorough knowledge of ELT pedagogy in the areas of language, pedagogy, culture, and extracurricular activities. The teachers have also completed TPD training in order to conduct self as professional. As a result, teachers should employ a variety of instructional techniques and teaching aids to ensure that students fully grasp the lesson.
- There are numerous methods for improving student performance in the classroom. One of these is particularly effective for TPD is self-reflection. In order to conduct action research for the growth of their careers, instructors should reflect on their actions, demeanor, and classroom presentation.

Further research. In fact, no work is final and no research is complete in itself. This study was limited in exploring the teachers' experiences of TPD training in terms of perception and practicality. This research, as a narrative design, could not include large-scale sample. Therefore, here are limitations in this study in terms of its area as only on a district (Darchula) was included. Further research may focus on the following areas.

- Further researcher can investigate the attitudes of English language teachers towards TPD training in terms of implementation the theories into practice.
- Similarly, they can research on the role of TPD training for guiding the teachers to make classroom interactive and creative.
- Last but not the least, future researcher can investigate on expectations and challenges of TPD training in the context of Nepal.

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Appendices
Appendix I
Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research.

Title: Teachers' Experiences on Teacher Training for their Professional Development

Supervisor: Dr. Renu Singh

I agree to take part in this research study. I have had the project explained to me and I understand the Information Sheet. I agree to:

Be interviewed by the researcher

Allow the interview to be audio recorded

Make myself available for a further interview should that be required I understand that any information I provide is confidential, and that no information that I use will lead to the identification of any individual in the reports.

I understand that my participation is voluntary, and that I can withdraw at any stage.

Signature :

Name :

Date :

Appendix II

Semi-structured Interview Schedule (Guide)

Interview schedule is one of the important means of collecting primary data. According to Kerlinger (1978), "Interview is a face to face interpersonal role situation in which one person (the interviewer) ask a person being interviewed (the respondents) questions designed to obtain answers pertinent to the purpose of research problem." The main purpose of taking interview is to find out personal feelings, experiences, attitudes, opinions, and perception about certain events or issues.

A good interview can be conducted by the researcher, preparing guidelines of how to ask and what to ask to obtain required data and information. Good interview consists of various qualities such as: systematically, selective, purposeful, comprehensible, and comfortable. On the basis of formality and flexibility, an interview can be categorized as; structured semi-structured and unstructured interview. Structured interview is an interview in which the interviewer asks the pre-determined questions in a fixed order. Unstructured interview on the other hand refers to a type of interview in which the researcher asks the questions without pre-determined questions. It is more informal, less systematic and flexible o comparison to the structured and unstructured interview. Semi-structured interview is a combination of both structured and unstructured interview. In this interview, the researcher is free to change the order of the questions or rephrase the questions during the interview. Similarly, s/he is free to ask probing questions.

To accomplish the objectives of the study, the researcher used semi- structured interview. It is selected in the sense that semi-structured interview is regarded as more convenient and better than structured and unstructured interview. In this type of interview, the researcher used interview guide.

Interview guide, here, refers to a list of possible areas and topics to be discussed with the interviewee. Moreover, the researcher constructed few structured questions. On the basis of those questions, other probing questions were asked to obtain required information.

The topic of this investigation is "Teachers' Experiences on Teacher Training for their Professional Development". Through this study the researcher tries to explore the teachers' experience of TPD training. All the teachers do not have same experience of TPD training. Teacher training may vary in terms of cultures, academic subjects, and other field but it includes instructions, roles, and skills. TPD training is such type of training that is given to the permanent teachers of government schools to enhance their ability of teaching in the classroom and to develop professionally. TPD training is taken and given to the teachers for their professional development but each and every teacher is not satisfied with it. Some teachers take it as an opportunity and some other take it as a challenge. Therefore, this research is carried out to explore the teachers' experience of TPD training.

Appendix III

Interview Schedule

Introduction statement

Thank you for agreeing to take part in this research project.

The interview questionnaire has been prepared to collect information for the research work entitled, **Teachers' Experiences on Teacher Training for their Professional Development**, under the supervision of Dr. Renu Singh, Lecturer, Department of English Education. The purpose of this study is to understand the experiences of teachers in teacher professional development (TPD) training in terms of its perception and practicality. This study is in collaboration with the permanent teachers of government schools of Darchula district having minimum five and maximum ten years of teaching experiences and who have taken part in TPD training. It is part of my research project at the Tribhuvan University. The results of the study used in my dissertation project. The interview took between 30-40 minutes, but you have the right to withdraw at any moment. All information collected about you are kept confidential, private and anonymized. The interview was recorded using an audio device. That allowed me to go over the recoding to ensure no information is missing. The interview commenced through asking a series of questions. Please feel free to add as much information as possible or any additional information not covered by the questions.

Field notes

District

Urban/rural

School name

Questions

Section A: General information about teacher

Name

Qualification

Permanent and temporary address

Family

Years of professional experience:

Number of years of teaching?

Any previous experience in another school?

Teacher professional development (TPD) training:

Where did you take?

Was it useful/ satisfactory?

Class size:

How many students are there in your classroom?

How do you control them?

Section B: Interview questions

1. How often have you observe the classes of your peers?
2. Could you please share your ideas on TPD training?
3. How do you transferring your in-service teacher training on promoting students educational achievement?
4. What do you think, what are the basic elements for teacher professional development?
5. If we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?
6. What is TPD training? Why does it provide to the teachers?
7. It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?
8. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?
9. What are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that TPD training certainly help to increase the learning achievement of the learners?
10. TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?
11. There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

12. If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?
13. In your opinion, to whom do you think TPD training might be an opportunity and for whom it will be a challenge?
14. How are teachers' expectations fulfilled after getting TPD training?
15. How do teachers apply what they have learnt in TPD training in each and every school?
16. Is TPD training an opportunity or challenge for the teachers?

Closing Statement

Do you have any further information you wish to share?

Thank you for answering the questions and giving up your time to participate in this project. The next step of this project is to transcribe the interviews, and the information gathered will be used to write up the results. Again, I assure confidentiality and anonymity of all data, for example schools will be coded by alphabets and participants identified by numbers.

If you have any further questions or issues regarding the project, you can contact me at: joshisagar474@gmail.com

Appendix IV

Interview with Participants

The interview has been conducted to collect the viable insight for the research work entitled, **Teachers' Experiences of Teacher Training for their Professional Development**, under the supervision of **Dr. Renu Singh**, Lecturer, Department of English Education, T. U. Kirtipur. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Sample Interview Transcript

Name: Participant 4

School: B

Qualification: M. Ed.

Experience: 5 Years

Researcher: Namaste. May I know Your good name, please?

Respondent: Namaste. My name is participant 4 (pseudo name).

Researcher: How are you?

Respondent: I'm fine.

Researcher: Let me introduce myself. I am Ganga Datt Joshi from Tribhuvan University, Kirtipur, Kathmandu. I am here to take your interview for research purpose.

Respondent: Ok.

Researcher: Could you tell me your qualification, please?

Respondent: I have completed M. Ed. in English.

Researcher: Ok! Then where do you from? I mean your permanent and temporary address.

Respondent: Actually, I am from Khalanga, Daechula. But now I am living nearby school.

Researcher: If you don't mind, may I ask few questions about your family?

Respondent: Yes, of course.

Researcher: Are you married?

Respondent: Yah, I am married and I also have three children. two were daughter and one is son.

Researcher: Oh! You are lucky father who have two daughters and a son. Am I right?

Respondent: Absolutely, I am really blessed (smile).

Researcher: Are you living with your family here or they are in Khalanga?

Respondent: No, they are with me. Actually I can not stay here without them (being emotional).

Researcher: What about your mom-dad?

Respondent: They are in khalanga. They don't like to come here.

Researcher: Can you tell me your years of teaching experiences?

Respondent: Sure! It's been five years.

Researcher: Do you teach any other schools before this?

Respondent: No, I have started my teaching career from this school and I am still here since five years.

Researcher: How many students are there in your classroom?

Respondent: Hmm..... Yah, 56 students.

Researcher: Have you taken TPD training?

Respondent: Yes, I do.

Researcher: Where did you take it?

Respondent: I took TPD training in Doti, Dipayal (headquarters).

Researcher: Are you satisfied with it?

Respondent: Actually, before going to the training I have listed a lot of problems. All those problems are not addressed however I am satisfied with TPD training because it provides other new teaching techniques that I have not expected.

Researcher: What are new techniques did you learn from the training?

Respondent: Well, I learnt the different ways of classroom management, ways of content delivery, related how, why and what aspects and other pedagogical insights with techniques.

Researcher: What is TPD for you?

Respondent: For me, TPD is a training given to the teachers for their professional development.

Researcher: What do you think, what are the basic elements for teacher professional development?

Respondent: Hmm.....There might be different elements depending upon the teachers, students as well as school. Generally, it is related to profession, how we can be good in our profession. While talking about elements, our knowledge is one of the elements of professional

development. Similarly, proper use of materials and the different strategies also can be the elements of TPD. Furthermore, different kinds of trainings like TPD training, teacher training, Seminars, and conferences are also very important elements for teacher development.

Researcher: Ok! Then you took TPD training?

Respondent: Yes, I did.

Researcher: Nice. What is TPD training then? Why does it provide to the teachers?

Respondent: Um.....TPD training is a kind of training that is given to the permanent teachers of government school to develop their professional qualification and make them more knowledgeable, skillful and confident in their classroom and subject matter. Uh... This is really different from others trainings because it runs for 30 days in total and is divided into three phases. It provides the teachers with different strategies and also guides them how to use teaching materials in the classroom. TPD training should be given to the teachers to make them update on the subject matter. The teachers do have certificate of their qualification but this changing world demands an updated and qualified teachers therefore this TPD training really helps them to be knowledgeable, refresh and to be fitted in such a competitive world.

Researcher: You said that TPD training runs for 30 days. So the teachers should stay at the training for whole 30 days?

Respondent: No, no..... (Pauses) The training is divided into three phases. First five days, we should stay at the training but the rest of days, the teachers have to do various activities according to the TPD trainer in our own school.

Researcher: Ok, then if we talk about teacher professional development, most of the teachers share their idea about teacher training and TPD training that are the most important factors of TPD. In this regard, you are requested to tell the differences between TPD training and teacher training?

Respondent: Mm-hmm.....all trainings are different in terms of their nature. Among them TPD training is a special training that is organized by the government training center which strictly determined the credit hour, certain package, and fixed time for the permanent teachers of

government schools. It is a nice training that tries to help the teachers in solving the various problems that they are facing in the classroom. The participant teachers are asked to list out the problems and tries to find out the solutions through discussion in TPD training but in the case of other training, the teachers hardly get chance to speak and have discussion on certain subject matter and in some training the trainer only talk. The subject matter is discussed in detail in TPD training but only the general knowledge is provided in other training.

Researcher: It's all right (paused sometimes). It is saying that TPD training really help the teachers to develop professionally. Do you agree with this remark?

Respondent: Yes, of course TPD training definitely helps the teachers to develop professionally if the training is run within its planning, nature, rules and regulations. Sometimes the participant teachers also neglect the training and they don't participate in full phase training. If the training contains 5 days then the teachers participate only for 3 days so such teachers definitely cannot be developed professionally.

Researcher: Fine, let's talk about your expectations. If you are asked to share your expectations of TPD training before you have got it then how do you explain in your own opinion?

Respondent: Mmm.....we can also called TPD training as demand based training (pauses) which collects the demand of the teachers and tries to solve the problems with discussion within the training. I have different expectations regarding TPD training which were matched during the training and I also get lots of exposure throughout the training that really helping me to run my class smoothly. I have the following expectations:

- How to start the class
- How to manage the large classroom
- How to carry action research
- How to use instructional materials

Researcher: Okay, now what are the differences did you get in your teaching strategies before and after having TPD training? Do you believe that

TPD training certainly help to increase the learning achievement of the learners?

Respondent: Certainly, TPD training provides me different guidelines how I can began my class, use teaching materials, and apply different teaching strategies to make my classroom more effective. My teaching strategy is a little bit different than before which the learners are enjoying with. For example, uh... I used to use lecture method but now I have been using child centered and interaction method that makes my students more interactive and creative so TPD training certainly help to increase the learning achievement of the learners.

Researcher: Well..... TPD training is taken by most of the teachers these days. Are they really satisfied with that training and what about you?

Respondent: I really don't know about other people but I am satisfied with it because it developed my skills to identify the need and interest of the learners.

Researcher: Why do you satisfied with training?

Respondent: I am satisfied with TPD training because it fulfills almost all the expectations and provides me many guidelines to run a perfect class. TPD training taught me how to begin the class, how to carry action research, how to manage the class, how to use teaching materials, how to use various teaching techniques for the particular topic and so on so I am very satisfied with it.

Researcher: Now few questions are remaining (laugh). There are lots of strategies, approaches, and methods you may learn through your own teaching experiences, class observations and different kinds of trainings especially TPD training. In this reference, let me know can you apply each and every strategy in the classroom that you have learnt in TPD training?

Respondent: As we know that there is vast difference between theory and practice. I have learnt various strategies and skills in TPD training and I am applying some of them in my class also but to be frank, we cannot apply each and every strategy inside the classroom due to the lack of time, large class size, and the heterogeneous students.

Researcher: It might be the second last (laugh). If you are asked to explain TPD training as an opportunity or a challenge then what will be your opinion?

Respondent: In my opinion, I must say TPD training as an opportunity because it makes the teachers updated in this changing world. TPD training provides us different strategies, methods, and it also develops our skills to identify our students on the basis of their level, interest and need.

Researcher: The final one. In your opinion, to whom do you think TPD training Might be an opportunity and for whom it will be a challenge?

Respondent: Those who really wanted to be updated and want to learn different strategies, methods, and skill to make them as a confident and professional teacher in future definitely take it as an opportunity and those who are rigid, lazy and satisfied whatever s/he have in present day might be taken TPD training as a challenge.

Researcher: Ummm..... Now done! I asked all the questions but if you want to add something that I have missed then you can say without hesitation.

Respondent: Uh-umm..... no, I do not have any question.

Researcher: Thank you so much to co-operate with me. I am grateful to you but I will again meet you if I need any more information to accomplish my research.

Respondent: Sure. Call me before you came.

Researcher: Ok! Thank you.

Respondent: Welcome.

Thank you for your cooperation