

CHAPTER - ONE

INTRODUCTION

1. Introduction

This study is on the 'In-service Teacher Training for Professional Development: Teachers' perception' this chapter consists of general background on teachers' professional development and in-service teacher training, literature review, objectives of the study and significance of the study.

1.1. General Background

Professional development is a continuous and ongoing process. It is a process that never gets finished. Trainings (both pre-service and in –service) count a lot in the professional development of teachers. To acquaint the novice teachers with the general knowledge and to develop skills in them, teachers are given pre-service training before they enter the real field of teaching. However, this sort of pre-service training which is fairly theoretical in nature does not suffice. Therefore, in service teacher training which is concerned with the contents to be taught and the methodology for teaching is essential for the professional development of teachers.

Bolam (1986) defines INSET as:

education and training activities engaged in by ... teachers and principles, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children... and learners of all other ages ...more effectively, (as cited in Robert, 1998, p. 221).

United Kingdom, the Department of Education and Science (1970) has defined in-service training as "Any activity which a teacher undertakes, after he has

begun to teach, which is concerned with this professional work" (as cited in Euan S. Henderson 1978, p.1)

1.1.1. Teachers' Professional Development

This heading is divided into different sub headings and described for the formulation of clear concept.

1.1.1.1. Concept

Teacher development, needless to say, is an ongoing process. It is not like something that gets stagnated after a fixed tenure. It means, it is a never ending process. The journey of teacher development starts before the teachers enter the real field and continues upto their retirement. Teachers take a lot of trainings while at the field. Such trainings have remarkable contribution in one's profession. Teachers' philosophy, beliefs, underlying principles, maxims, etc are more or less modeled by the trainings. Their beliefs and maxims are revealed in their teaching behavior. Their behavior shows how much they have developed themselves in teaching profession.

A teacher always thinks, and analyzes his/her own class after he/she is finished she/he asks herself/himself why her/his class was so good and why her/his class was so bad. That is to say, s/he reflects herself/himself. Thus, reflection in action and reflection on action lead the teachers towards their professional development. In this regard Underhill (1996) says, "Teacher development is the process of becoming the best kind of teacher that I personally can be" (cited in Head and Taylor, 1997, p.1).

Similarly, Head and Taylor (1997,p .1) mention:

Teacher development, as we understand it, draws on the Teachers' own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influence the change process. It

builds on the past, because recognizing how past experiences have or have not been development helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Likewise, Underhill (1988) states:

Development meanskeeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my carrier, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and unsparing (as cited in Head and Taylor, 1997, p.7).

Therefore, development, particularly teacher development means the positive change in the teachers so that the past weaknesses are overcome and some new insights are developed in the teachers. It is a self-reflective process not the process that takes place by some external agenda, for Example, stakeholders, trainers, etc.

1.1.1.2. Characteristics of Teacher Development

Teacher development is a continuous and ongoing process. It is a process that never gets finished. It brings noticeable and reformative change in Teachers' professional and personal life.

Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some key characteristics of teacher development which are as follows:

A. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or teaching expertise.

B. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.

C. TD is not just to do with language teaching or even teaching: It's also about language development (particularly for teachers whose native language isn't English). Counselingskills, assertiveness training, confidence building, computing, meditation, cultural broadening, -almost anything, in fact.

D. TD, in most teachers' opinions, has to be "bottom-up: not dished out by managers need. This doesn't mean to say that managers have no role in it.....Nor does it mean that managers should stop organizing in-service or other training courses.

1.1.1.3 Importance of Teachers' Professional Development

Professional development helps teachers develop the content knowledge and skills; they need to succeed in their classroom. By improving their skills and knowledge teachers become better prepared to make right curriculum and instructional decision as content areas, teaching approaches, and pedagogies change and develop teachers must grow and develop over the course of their carriers.

Adhikari (2009, p.10) mentions:

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the

theories of language learning and emergence of new approaches and methods. So there is a need of regular opportunities for the teachers to update their knowledge and skills in this field.

Likewise, Richards and Farrell (2005) mention:

In most schools and institution 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).

Teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. Teachers' professional development is a key factor to bring the positive effect on the educational products so, a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal course or external input alone. Personal experience, self reflection and interaction with colleagues in the institution are very important tools for personal progress.

1.1.1.4 Teacher Training and Teacher Development

Teacher training and teacher development both denote to teacher improvement, however they are not the same in many respect. According to Richards and Farrell (2005, p.3) state:

Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility.

Training is a task oriented activity which always in erases knowledge, skill and attitude of an employee for improving his/her performance on the job.

On the other hand, Richards and Farrell (2005, p.5) say:

Training refers to general growth not focused on a specific job. It serves a longer term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a Teachers' practice as a basis for reflective review and can hence be seen as "bottom-up".

Head and Taylor (1997, p.9) have compared teacher training and teacher development as follows.

<u>Teacher training</u>	<u>Teacher development</u>
Compulsory	voluntary
Competency based	holistic
Short term	long term
One-off	ongoing
Temporary	continual
External agenda	internal agenda
Skill/technique of knowledge based	awareness based, angled towards personal growth of the development of attitudes/insights.
Compulsory for entry to the profession	non-compulsory
Top down	bottom-up
Product/certificate weighted	process weighted
Means you can get a job	means you can stay interested in your job.
Done with experts	done with peers

From the differences mentioned above, teacher development seems to be a macro process and teacher training, a micro one.

1.1.2 In- service Teacher Training

This heading is also divided into different sub headings and described for the formulation of clear concept.

1.1.2.1 Concept

In service training is not seen as a remedy for deficiencies in initial training, but as a long term process and a part of continuing education that makes possible the acquired knowledge in the initial training. It is a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and developed their professional approach. That is why, in service training as a tool to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological systems and promote the scientific and technological advances and innovations. As Markee (1997) states that, innovation is a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical value that are perceived as newly potential adopters.

By comparing with innovation, we can say that in-service teacher training is also the managed process of development which always brings newness in teaching materials, methodological skill and pedagogical value. So, in-service teacher training is always an innovation in nature.

Likewise, Henderson (1978, p.1) states that:

For the good teacher every facet of his knowledge, skills, personality, and interests are of potential professional value. Hence, every experience undergoes during his career however irrelevant it appear may

be described as in-service training. In-service training may therefore, in the most general sense, be taken to include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he executes his professional duties.

To understand the significance of in-service training for teachers, we need to know how teachers can develop continuously in their profession. Wallace (1992, p.6) presents three models of professional education: the craft model, the applied science model and the reflective model. In the craft model, the wisdom of the profession resides in an experienced professional practitioner: someone who is expert in the practice of the 'craft'. The young trainee learns by imitating the expert's techniques and by following the expert's instruction and advice, trainees developed their professional competence.

In the applied science model, the professional learns and applies the scientific knowledge and techniques developed by academics and researchers and solve his day to day problems. Professionals undergo in service training to refresh their existing knowledge and also to gain newly developed concept. In the case of model, Wallace (2001, 24) first distinguishes and later brings together two types of knowledge: received knowledge and experiential knowledge. Teachers receive different types of knowledge research proven, speculative and anecdotal. They also gain knowledge from their own experience while applying received knowledge in the profession. The second type of knowledge is an unconscious. It becomes explicit and conscious when the professional reflects and tries to derive meaning. With the help of both received and experimental of training, teachers are given opportunities to reflect upon their past experiences and create meaning.

1.1.2.2 INSET Design

Design decisions derive from assumptions about teacher' learning. Robert (1998, p.236) lists some assumptions about teachers' learning, which are as follows:

- Teacher learning is essentially evolutionary, with the development of new ideas and practices built from preceding systems of perception and thinking.
- It arises from the synthesis of opportunities for experiential learning (determined by classroom context), access to public theory, private reflection, and discussion with others.
- Teacher learning is characterized by a rhythm of successive phases of certainty (stability and uncertainty/instability).
- In coping with deep role changes, experienced teachers will have to 'unlearn', a difficult process causing uncertainty and confusion. Professional change and personal changes are interdependent, at least in cases where teachers' work is central to their sense of self.
- Personal change demands practical and personal support, talk, and trial and error implementation.
- A conducive group/school climate is highly important for teacher development.
- Big systems plan for big changes, whereas teachers typically introduced changes in practice gradually, by trial and error. It would be wrong to dismiss such changes as insignificant. Adjustment to the running of a class within the rules of a school has to be done with care, with small steps. If you want to overhaul an engine, you stop it. If you have to change it while it is running, you can only fine tune it.
- Learner teachers' personal theories mediate development in their perceptions and constructions of the world, their personal theories may not match those of providers. Therefore establishing sociality, arriving at

an understanding of the other person's perceptions, is an essential first step in any attempted intervention.

- What is of core concern to one person might seem significant to someone else. If a person reacts strongly to change, then an issue central to their self must be in play: we should accept its importance for the other person, even if it may seem to be a side issue to us.

1.1.2.3 Teacher Training in Nepal

The history of teacher education and training in Nepal dates back to the early 1950s with the establishment of the Basic Education Teachers Training Programme (BETTP) in the country. Training programme to ensure qualitative growth of education system has been continuously emphasized over the years. Teacher training was placed in the centre during the inception of NESP in the country in 1971.

Thus, the practices of Teachers' education and teacher training in Nepal have almost a six decade history. Luitel (2004) states that the first effort of formal teacher training programme in Nepal dates back to 1947A.D. It initiated by the Basic Education Teachers Training Programme (BETTP) which was based on the Gandhian philosophy of self support. The same programme continued till it was replaced by National Teacher Training Centre. On the recommendation of the National Educational Planning Commission, the centre was established in 1954 for giving some basic training to the primary school teachers as in-service course. After the establishment of the College of Education in 1956, the trend of teacher training was started.

Regarding the history of English education and English teacher training in Nepal, Awasthi (2003) states:

Formally English entered in Nepalese Education in 1854 when the Prime Minister Jang Bahadur Rana opened Darbar High School in Kathmandu. However, it was not introduced in the higher education

until 1918 when Tri-Chandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National of Education System Plan (NESP). Until then the English language teachers were not trained. It started only in 1971 when FOE of T.U. initiated B.Ed. programme in English Education (p. 22).

However, there is no mention above the English language in the constitution of Nepal and the numbers of speakers as in the latest census are 1037 persons (Bhattarai, 2006, p. 11-12). In Nepal, English was introduced formally in the school level education system in 1854. Teaching English in Nepal had never been politically under the British colony it psychologically shared with the Indian experience of being colonized through the English language. In this language teaching has occupied a prominent place in Nepalese syllabus. From 1854 AD to 1947 AD only 13 secondary schools were opened. There were no university and college until Tri-Chandra College opened in 1918. However, there was no provision of teacher training. Training in the English language teaching only started in 1971 with the implementation of NESP and the same year Tribhuvan University started B.Ed. programme in the English language teaching.

Regarded the training institution, there are mainly three existing training institution in Nepal. They are:

- a. National Center for Educational Development (NCED)
- b. Different universities
- c. Higher Secondary Education Board (HSEB)

NCED came into existence in 1953 as a part of the primary education development project (PEDP, 1992-98). Since then it has been in involved in designing and implementing training programmes for school teachers and

educational managers. NCED is considered as an umbrella institution with the mandate of delivering teacher training, formulating teacher trainings, policies and developing and disseminating in-service training curriculum and training materials by active involvement of different institution. It lunches training to both in-service and pre-service teachers. In the same way different universities run degree programme as pre-service teacher training and HSEB runs training to both in-service and pre-service teachers in Nepal.

In addition to NCED, HSEB and different university run teacher training programme from the both sectors non-governmental organizations (NGOs) and international non-governmental organizations (INGOs) like: Nepal English Language Teachers' Association (NELTA) British Council, etc. The different NGOs, INGOs run mainly in-service teacher training programmes which run to give training to the working teachers.

From the existing training institution as mentioned above, there are mainly two types of trend in teacher training: In-service teacher training programmes and pre service teacher training programmes. From the very beginnings, in-service teacher training has been conducted by the different universities for both primary and secondary level teachers. In regard to in-service teacher training, it has been conducted through faculty of education under TU and the NCED under the ministry of education for both primary and secondary school teachers. In the part of HESB, both pre-service and in-service teacher training have been conducted for primary, secondary and higher secondary school teachers.

Thus, teacher training constitutes one of the several strategies adapted by the government of Nepal to impart the quality of education in public school.

Teacher training is considered as one of the most crucial component in ensuring effective classroom teaching, but the impact of teacher training has not so far been found to be up to the desired level in classroom practices in Nepal. On one hand, majority of teachers lack professional knowledge and

skills and those who are trained and assumed to have required professional knowledge and competencies too, often do not skills and knowledge acquired from training on the other.

1.1.2.4. NCED and Ten Month In-service Teacher Training Programme

At present National Centre for Educational Development (NCED) functions as a leading institution under MOES with the responsibilities of capacities building of all level human resource as well as determining training policy in the education sectors. NCED design various types training as required, develops training materials and implements the training programmes.

Among several training programmes conducted by NECD, ten month in-service teacher training programme is one of them. This ten month training is also known as competency based training. Defining competency based training Docking (1994) states:

Competency based approaches to teaching and assessment offer a teachers an opportunity to revitalized their education and training programme. Not only in the quality of assessment improve but the quality teaching and learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency based assessment after (as cited in Richards and Rodgers, 2001 p,142).

The ten month certification (competency based) training programme according to Madhyamik Tatha Nimnamadhyamik Sikshak Talim Mulyangkan Nir-desika (2063) is presented in the diagrammed below:

Module	Training	Duration (in months)	Full Marks		Pass Marks	
			External	Internal	External	Internal
1	a. Training Centre Based	1	50	50	30	30
	b. School Based	1.5	-	100	-	60
2	Distance Learning	5	50	50	30	30
3	c. Training Centre Based	1	50	50	30	30
	d. School Based	1.5	-	100	-	60
Total		10	150	350	90	200
			500		290	

Thus, this ten month certification training programme has been divided into three modules. The first and last modules are face to face mode and training centre plus school based whereas the second module is entirely distance mode based. The duration of the first, second and third module is two and half month respectively. So, altogether, the duration of training is ten months. The first and third modules are further divided into two halves-one month and one and half months. The first half is training centre based and the second half is school based.

In the school based part of the training, the trainee teacher have to involve in the practice teaching in the real classroom. In the second module of five months, the trainee teachers have to study self-instructional materials developed on the basis of the training curriculum prepared by the NCED. For assessing the trainees, two separate test- internal and external are conducted with the full marks 150 and 350 respectively. The examinees should score at least 60 percent marks in each test in order to pass.

In the competency based training, the trainees have to obtain marks in the both internal and external test separately. The trainees who have passed in the training centre based internal test will only be involved in the external test.

The assessment system of the training is presented below: (as mentioned in the *Madhyamik Tatha Nimna Madhyamik Sikshak Talim Mulyangkan Nirdesika, 2063*)

Percentage of Marks	Division
90 percent above	Distinction
80 percent above and 90 percent below	First
70 percent above and 80 percent below	Second
60 percent and 70 percent below	Third
60 percent below	Failed

Thus the trainees who score, at least 60 percent ,marks separately in the both types of test will be declared a “pass”. In this way , the training course of ten months will be complete and they will be trained. They will get the certificate of being trained after completing the training.

1.1.2.5 Important of In-service Teacher Training

In-service teacher training is a training which is given to the in-service teachers. Pre-service training doesn't feed teachers with everything they need. Thus, teachers are given in-service trainings time and again to keep their

knowledge fresh and lively. It is necessary for the implementation of effective teaching techniques in the classroom. It makes the teachers aware about child psychology instructional tools, evaluation tools, and so on. It includes variety of activities and practices in which teachers becomes involved in order to broaden their knowledge, improve their skills and access and develop their professional approach. So that in-service training as a tool to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovation.

1.1.2.6 Needs of TPD Programme

Discussing on needs of TPD, TPD Handbook (2066) mentions: Bringing factual change in classroom teaching to improve students level by updating and empowering teachers ability is a compulsory condition for good education system. Making self-evaluation, making access to the knowledge and skills which help in classroom teaching, involving in meaningful exercise and developing study culture are taken as worldwide methods in tradition of continuous professional development. By looking this fact in mind, TPD (Teacher Professional Development) programme has been developed under school sector Reform Programme (SSRP) to make progressive implement in education sector.

The modules under TPD programme has been formed to practically prove to be responsive intervention for solving immediate pedagogical problems of teachers and for empowering them to optimally apply the existing professional capacities into the teaching performance. The structure of the TPD module is as follows:

Part - I: Training cum Workshop (Face to face events to be conducted at the training hub - 5 days.

Part - II: Self study expertise (School based event upon completion of the Part I. Course runs for 30 days' gross period by engaging the

participants independently in the structured sets of assignment and counted towards credits of 3 days equivalent).

Part - III: Instructional counseling (School based upon completion of the part II. Course runs for two days under complete guidance of the same set of trainers. In variably mobilized to check and collect the assignment and to provide on-site professional support)

As its design it includes three independent modules of ten days each that constitute thirty days TPD course. Formation of the TPD design has followed field based training model. The module is developed on the basis of completely demand and professional needs of teachers reported by themselves. The needs and documented on the form of "Need Profile".

1.2 Review of the Related Literature

A number of research works have been carried out in the field of in-service teacher training and professional development. Some of the related major research works and articles reviewed have been given below:

Khanal (2001) explained about teacher training in his article entitled "Trained Teachers and Teacher Training". His article is based on his research of Master's thesis in English Language Teaching (ELT). The main purpose of his study was to find out the perception of trained teachers about teachers training. He found out that there were positive perceptions towards training. He also found out that the teachers of both private and government schools had similar perception towards teacher training as a part of professional development.

Similarly, Samadarsi (1988) carried out a research entitled "A study on the Expected Classroom behavior of the Trained English Teachers". The main objective of his study was to examine the classroom behavior of trained teachers in the English classroom. The research tools used by him were classroom observation from the questionnaire for teacher and head teacher. He found out that majority of the trained teachers seemed to have performed better in the schools where the environment is favourable and where teaching is

challenges. Some of the good classroom behaviours of English teachers found by hi were command of the target language (English) and control of the class.

In the same way, Giri (2007) carried out a study on "Transfer of training skill: A course of B.Ed. English Graduates". He found out that trained teachers were found successful in transferring a number of training skills to the classroom delivery and he pointed out the barrier to transfer the training skills were lack of physical facilities, inability to give up old habits, heterogeneous class and some inherent problems. Trained teachers were found to have good command over subject matter and confident in their subject.

Basnet (2009) carried out a research work entitled "Transfer of Teacher Training in Teaching Vocabulary". The main objective of the study was to examine the transfer of training in teaching vocabulary by the trained teachers. She used two research tools: observation and questionnaire for data collection. It was found that majority of the teachers were found using explanation, translation and dictionary techniques while teaching vocabulary.

Bhatta (2009) carried out research on "Classroom Observation and Feedback for Teacher Professional Development" with the main purpose to find out whether secondary level English language teacher in Nepal are involved in classroom observation and feedback to development professionalism. The finding showed, verified of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weakness exposed.

It seems that the above mentioned research studies have been carried out in the field of teacher training and professional development for various purposes. The purpose of the present study is different from the various studies in the sense that it is an attempt to present how for the theoretical aspects of in-service teacher training helps to professional development of English language teachers. Thus, this study is different from the rest of studies carried out in the development till present date and the researcher helps that this research will be fresh research in the department.

1.3 The Objectives of the Study

The objectives of the study were as follows:

- To find out the perceptions of English language teachers towards INSET for their professional development,
- To find out the role of stakeholders in the professional development of teacher trainees, and
- To list some pedagogical implementations.

1.4 Significance of the Study

This study provides the information about the in-service teacher training for professional development. In-service teacher training plays significant role in teachers' professional development particular, this research would be significant and helpful for the English teachers, educational administrations, policy makers, the district education office (DEO) of Khotang District, Educational institutions and the students of the English language. The research work would be equally significant for those who want to do further study in this field in the future. The researcher hopes that his study would have significant contribution to the area of in-service teacher training for professional development.

CHAPTER - TWO

METHODOLOGY

I adopted the following methodological strategies to carry out this study.

2.1 Sources of Data

I used both primary and secondary sources of data for the completion of this research.

2.1.1 Primary Sources of Data

The primary sources of data of this study were secondary level English language teachers from the selected schools and the stakeholders of Khotang District.

2.1.2 Secondary Sources of Data

The secondary sources of data of this study were the related , thesis, NELTA journals, dictionaries and books which were related to my study such as Head and Tailor (1997), Markee (1997), Robert (1998), Kumar (2005), Richards and Farrell (2005).

2.2 Population of the Study

The secondary level English language teachers and stakeholders were my study population.

2.3 Sampling Procedures

I selected Khotang district as the research area of my study. The total sample size consisted of 15 secondary level English language teachers and 5 stakeholders. I used non-random judgmental sampling procedure to select the secondary schools from Khotang district. Then I selected one English language teacher from each school.

2.4 Tools for Data Collection

The questionnaire was the research tool adopted for data collection. The questionnaire consisted of both close- ended and open- ended where the respondents were free to express their ideas in short. (See appendix I)

2.5 Process of Data Collection

To collect the primary data, I followed the following procedures:

- a. I collected the data from Khotang district.
- b. For this I went to the selected schools and got permission from the authority to consult with the English language teachers.
- c. I built a rapport with the concerned teachers and explained the purpose to them about my study.
- d. Then I requested them to help me by filling up the questionnaire.
- e. After this I distributed the questionnaire which I collected within 7 days from the date of distribution.

2.6 Limitations of the Study

The study had the following limitations:

- a. There were 15 secondary level English teachers for this study.
- b. It was limited to the questionnaire only as a tool to elicit the data.
- c. It was limited to the in-service teacher training among the tools for teacher's professional development.
- d. The area of the study was limited to Khotang district only.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

In this chapter I have analyzed and interpreted data collected with the help of the questionnaire (see appendix I) which consisted of both closed ended and open-ended questions. The appendix I concerned with teachers and the appendix II with stakeholders.

I have analyzed the data under following headings:

- a) Teachers' perceptions
- b) Role of stakeholders in the professional development of teacher trainees.

The participants were asked to respond 15 likert type statements and 12 open ended questions requiring the answers in their own words. The analysis of the collected data has been carried out using simple statistical tools.

3.1 Teachers' perceptions

The first objective of the study was to find out the English language Teachers' perception towards the contribution of in-service teacher training for their professional development. With the help of fifteen closed ended questions and seven open-ended questions, I tried to extract the attitudes of the participants towards In-service teacher training which are analyzed under different headings.

3.1.1 Teachers' Perception towards Effectiveness of Training

Teachers were provided a statement, "Teachers training is an effective means of Teachers' professional development" followed by five alternatives: strongly agree, agree, not sure, disagree and strongly disagree. There responses are presented in the following Table No.1

Table No.1

Teachers' Perception towards Effectiveness of Training

S.N	Responses	No. of teachers	percentage
1	Strongly agree	11	73.33
2	Agree	4	26.6
3	Not sure	-	-
4	Disagree	-	-
5	Strongly disagree	-	-

Among the 15 respondents the collect data revealed that 73.33% teachers strongly agreed and 26.66% of them agreed that training is an effective means for Teachers' professional development .It means all the Teachers' have positive effect on Teachers' professional development.

3.1.2 Training as a Sort of Activity

Teachers were provided a statement, "Training is an activity which always increased knowledge skills and attitude of an employee for improving his/her performance on the job" followed by five alternatives: strongly agree, agree, not sure, disagree and strongly disagree. There responses are presented in the following Table No.2

Table No.2

Training as a Sort of Activity

S.N	Responses	No. of teachers	percentage
1	Strongly agree	2	13.33
2	Agree	12	80
3	Not sure	1	6.66
4	Disagree	-	-
5	Strongly disagree	-	-

While analyzing the responses to statement in No.2, it was found out that 13.33% of the teacher strongly agreed and 80% of them agreed that training always increased knowledge, skills and attitude of an employee for his/her performance of the job. One of the respondent was found not sure about the statement.

3.1.3 INSET as a Long-term Process

Teachers were provided a closed-ended question, "In service training is not seen as a remedy for deficiencies in initial training but as a long term process" followed by five alternatives: strongly agree, agree, not sure, disagree and strongly disagree. Their responses are presented in the following Table No.3.

Table No.3
INSET as a Long-term Process

S.N	Responses	No. of teachers	percentage
1	Strongly agree	1	6.66
2	Agree	8	53.33
3	Not sure	6	40
4	Disagree	-	-
5	Strongly disagree	-	-

The data presented in Table No 3 shows that 6.66% teacher's strongly agreed and 53.33% of them agreed that in serve teacher training is not seen as a remedy for deficiencies in initial training but as a long term process, where as 40% were not sure about it. This data shows that most of the teachers have positive attitude towards INSET as a long-term Process.

3.1.4 INSET is an Innovation in Nature

The information obtained on teachers' perception on INSET is an Innovation in Nature is presented in the following table.

Table No 4

INSET is an Innovation in Nature

S.N	Responses	No. of teachers	percentage
1	Strongly agree	1	6.66
2	Agree	7	46.66
3	Not sure	6	40
4	Disagree	1	6.66
5	Strongly disagree	-	-

The data presented in Table No. 4 displays that, 6.66% of the teachers strongly agreed and 46.66% agreed that in service teacher training is an innovation in nature whereas 40% of the teachers were not sure about it and one of the teacher disagreed about it. From this it can be said that teachers' perceptions on INSET is an Innovation in Nature is very much positive and it has positive effect in teacher professional development.

3.1.5 Frequency of Organization of INSET

According to the responses provided by the teachers, the information on the frequency of the organization of INSET in their institutions is presented in Table No 5.

Table No 5.

Frequency of Organization of INSET

S.N	Responses	No. of teachers	Percentage
1	Frequently	-	-
2	occasionally	-	-
3	Rarely	5	33.33
4	Never	10	66.66

The teachers differed markedly on their responses regarding the frequency of the organization of INSET in their institutions. A few (33.33%) teachers responded that INSET is rarely held in their institutions and 66.66 % of them responded that INSET IS never held in their institutions. From this data, it seems that most of the institutions do not organize the INSET frequently.

3.1.6 Role of Students

After participating in INSET, teacher realized the students different roles. The frequency of realization by the teachers are presented in Table No. 6

Table No. 6
Role of Students

S.N	Responses	No. of teacher	Percentage
1	Friends	4	26.66
2	Passive listener	-	-
3	Active participators	11	73.33
4	Agents	-	-
5	Actors	-	-

According to the data presented in Table No. 6, 26.33% of the teachers have replied that the role of students as a friend in the classroom and most of them (73.33%) replied that student as a active participators. None of them replied that as a passive listeners, agents of actors. This data shows that the realization of teachers towards student as a active participators.

3.1.7 Role of Teachers

Teachers were provided a closed ended question “After getting in service teacher training, I realized that the teacher should be in the role of” followed by five alternatives: facilitator, prompter, helper, guide and director. Their

responses to the question, tabulation and its interpretation are presented in the table below

Table No. 7
Frequency of Role of Teacher

S.N.	Responses	No. of teachers	Percentage
1	Facilitator	12	80
2	Prompter	2	13.33
3	Helper	-	-
4	Guide	1	6.66
5	Director	-	-

According to the data presented in Table No. 7 shows that most of the teachers (80%) opined that the role of teachers as a facilitator in the classroom.

Likewise, 13.33% of them opined that as a prompter. Similarly, two of the teachers mentioned as a guide and none of them replied that as a helper and director. This data shows that after getting INSET, trainees realization towards teacher as a facilitator.

3.1.8 INSET Provides

INSET is a means of teachers' professional development. It provides different types of knowledge to the trainee. The teachers response, tabulation and its interpretation are presented in the table below.

Table No. 8
INSET Provides

S.N.	Responses	No. of Teachers	Percentage
1.	Practical knowledge	-	-
2.	Theoretical knowledge	-	-
3.	Moral knowledge	-	-
4.	Social knowledge	5	33.33
5.	All of the above	10	66.66

According to data presented in Table No. 11, 33.33% of teachers' mentioned that INSET provides social knowledge. Similarly, most of the teacher's 66.66% of them opined as a practical, theoretical, moral and social knowledge

3.1.9 Teachers' View towards School

Teachers were provided a statement, "After the participation of the training, I realized that school as a" followed by five alternatives: Family, Society, Political Institute, Organization and Temple. Their responses are presented in the following Table No. 9

Table No. 9
Teachers View towards School

S.N.	Reponses	No. of teacher	Percentage
1	Family	2	13.33
2	Society	13	86.66
3	Political institute	-	-
4	Organization	-	-
5.	Temple	-	-

According to the data presented Table No. 9, 13.33% of teachers opined that school as a family. Similarly most of the teachers 86.66% of them mentioned as a society. But none has replied that as a political institute, organization and temple. This data shows that the majority of teachers towards school as a society in Khotang.

3.1.10 Use of Teaching Materials after Training

Teaches were provided fill in the blank type question, 'After getting in service teacher training, I use teaching materials in the classroom' followed by five alternatives : Always, frequently, occasionally, rarely and never. Their responses to the question, tabulation and its interpretation are presented below.

Table No. 10

Use of Teaching Materials after Training

S.N.	Responses	No. of teacher	Percentage
1	Always	4	26.66
2.	Frequently	6	40
3.	Occasionally	4	26.33
4	Rarely	1	6.66
5	Never	-	-

The data presented Table No. 10 shows that 26.66% of the teacher's always use teaching materials while teaching the classroom. Likewise, 40% of them opined that they frequently use. Similarly, 26.66% of them occasionally used teaching materials in the classroom and one of the teachers opined that he rarely use teaching materials in the classroom but none of them replied never. This data shows that to some extent, all the teachers are curious to use teaching materials while teaching in the classroom.

1.1.11 Training Provides

To elicit the further information on training provides, the statement, "I got the knowledge of after I got the training" was asked with five alternative: Teaching method, use of teaching materials, classroom management , evaluation of student and all of the above, to the teacher. Their responses to the statement, tabulation and its interpretation are presented in the table below.

Table No. 11
Training Provides

S.N.	Responses	No. of teacher	Percentage
1	Teaching Method	2	13.33
2.	Use of teaching materials	-	-
3.	Classroom management	3	20
4	Evaluation of students	-	-
5	All of the above	10-	66.66

The data presented in the Table No.11 shows that 13.33% of teachers opined that Training provides teaching method for professional development. Likewise 20% of them opined as classroom management. Similarly, most of the teachers (66.66%) have realized that training provides teaching method, use of teaching Materials, classroom management and evaluation of students.

3.1.12 Books as Supplementary Materials

To elicit the further information on book as supplementary materials, the statement, " After getting in service teacher training, I realized that books as a "was asked with five alternatives: primary source, secondary source, visual materials, all of them, and none of them, to the teachers. Their responses to the statement, tabulation and its interpretation are presented in the table below.

Table No. 12

Books as a Supplementary Material

S.N	Responses	No. of Teachers	Percentage
1.	Primary source	-	-
2.	Secondary source	3	20
3.	Visual materials	8	53.33
4.	All of them	3	20
5.	None of them	1	6.66

According to the data presented Table No. 12 none was responded books as a primary source. Likewise, according to 20% of them opined as a secondary source. Similarly 53.33% of them mentioned as a visual materials whereas 20% of them, opined primary, secondary and visual materials. But, one of the teachers raised voice against other teacher's view, he has replied no one of them

3.1.13 Informal Sharing and Interaction with the Colleagues

Teachers were provided with the fill in the blanks, "In course of informal interaction, I..... share my professional problems with the colleagues in my institution." followed by five alternatives: always, frequently, occasionally, rarely and never. Their responses to this question, tabulation and its interpretation is presented below:

Table No 13

Informal Sharing and Interaction with the Colleagues in the Institution

S.N.	Responses	No. of Teachers	Percentage
1	Always	-	-
2	Frequently	4	26.66
3	Occasionally	6	40
4	Rarely	5	33.33
5	Never	-	-

Among the 15 teachers, 26.66% of them frequently, 40% of them occasionally and 33.33% of them rarely shared their professional problems with the colleagues in the leisure hours. This data shows that most of the teachers intend to interact and learn from each others in the leisure hours within their institution.

3.1.14 Training as a Sort of Skill

After getting INSET, the teacher realized training differently. Their responses, tabulation and its interpretation are presented below.

Table No. 14
Training as a Sort of Skill

S.N.	Responses	No. of teacher	Percentage
1	Problem solving skill	8	93.33
2	Managing skill	4	26.66
3	Communication	2	23.33
4	Planning	1	6.66
4	Income	-	-

According to the data presented in Table No. 14, 53.33% of teachers' mentioned that training as a problem solving skills. Likewise, 26.66% of them opined as a managing skill. Similarly according to 13.33% of them realized as a communication skill and one of the teacher has realized that as a planning skill. But, none has replied as a income skill. This data shows that majority of teachers towards training as a problem solving skill.

3.1.15 Teachers' opinion towards INSET

To elicit the further information on Teachers' opinion towards INSET, the statement, "In-service teacher training, in my opinion is" was asked with four alternatives: very useful, useful, somehow useful and useless to the teachers. Their responses to the statement, tabulation and its interpretation are presented in the table below.

Table No. 15
Teachers' opinion towards INSET

S.N.	Responses	No. of teacher	Percentage
1	Very useful	12	80
2	Useful	3	20
3	somehow useful	-	-
4	Useless	-	-

The data presented in Table No. 15 shows that most of the teachers (80%) opined that INSET is very useful for teacher professional development. Like wise, 20 % of them replied that INSET is useful for teacher professional development. It means all the teachers' have positive perception toward INSET for their professional development.

3.1.16 Needs of INSET

To get the idea about the needs of INSET, the question, “Why does a teacher need in-service teacher training?” was asked to them. In response to this question they came up with different views. Their views are summarized and presented in the following manners, in Table No. 16

Table No. 16
Needs of INSET

S.N	Response	Numbers of teachers	Percentages
1.	To develop their knowledge, skills and ability.	4	26.66
2.	To know new approaches and technique.	6	40
3.	To share experiences and information.	2	13.33
4.	To develop professional unity, mutuality, positive attitude and co-operation.	3	20

The data presented in Table No. 16 shows that 26.66% opined that to develop their knowledge and skills in-service training is needed. According to 40% opined that to know the new approaches or techniques it is needed. Similarly, 13.33% of them opined that to share experiences and information INSET is necessary. As mentioned by 20% of them INSET is necessary to develop professional unity, mutuality, positive attitude and co-operation. One of the teacher mentioned, “INSET can help to search and find out wide variety of learning references and sources required for teaches’ professional development.”

To conclude, teachers provided various reasons and opinion on why INSET is needed. The reason includes that to develop knowledge, skills as well as to know the new techniques and to share information or experiences it is needed.

3.1.17 Types of INSET

Regarding types of INSET, the teachers were asked the question, "What kind of in-service teacher training have you taken?" to collect the responses. All of their responses are summarized and presented in the following table:

Table No. 17

Types of INSET

S.N.	Responses	No. of Teachers	Percentage
1.	Ten months in-service teacher training	6	40
2.	T.P.D. + Ten months training	9	60

Majority of the teachers (60%) replied that they have taken both (ten months and T.P.D.) training. But, 40% of them replied that they have only taken 10 months in-service teacher training. This data shows that, teachers of Khotang

district have taken T.P.D. (Teacher Professional Development) and 10 months training under INSET.

3.1.18 Effectiveness of INSET

To elicit the more information in order to evaluate the effectiveness of INSET in Khotang district, the question, "How can in-service teacher training be made more effective?" was asked to them. In response to this question they came up with different views. The responses made by them are summarized and presented in Table No. 18.

Table No. 18

Effectiveness of INSET

S.N.	Responses	No. of Teachers	Percentage
1.	Conducting training frequently	4	26.66
2.	By applying it in daily teaching	6	40
3.	Through perfect subject trainers	2	13.33
4.	Should be based on real need of teachers	3	20

The data presented in Table No. 12 shows that 26.66% of teachers' opined that by conducting training frequently INSET be made more effective. According to 40% of them realised that by applying different techniques and methods in the real classroom, it can be made more effective. Likewise, 13.33% of them opined that the help of perfect subject trainers it should be made more effective and 20% of them mentioned that to make more effective, it should be based on real needs of teachers.

In conclusion, by conducting training frequently and applying it in daily teaching INSET can be made more effective.

3.1.19 Implementation of INSET

The teachers were asked the question, "What can be done for better implementation of in-service teacher training in the language classroom? to collect the responses. All of their responses are summarized and presented in Table No. 19.

Table No. 19
Implementation of INSET

S.N.	Responses	No. of Teachers	Percentage
1.	Authentic materials should be used	2	13.33
2.	Should implement training what they have taken	10	66.66
3.	Should be made plan before its implementation	3	20

The data presented in Table No. 19 shows that 13.33% of teachers' opined that authentic materials should be used for better implementation of INSET.

According to 66.66% of them replied that what they have taken through training that should be implemented in the language classroom. Likewise, 20% of them answered that before entering in the classroom, they have to make plan for better implementation of INSET.

The data presented in Table No. 19 reveals that majority of the teachers are aware about the implementation of INSET in the language classroom

3.1.20 Language Skills

To elicit the further information on language skills, the question, "Which activity of in-service teacher training helped you for your professional development?" was asked to them.

In response to this question, most of the teachers replied that, reading and writing. The responses made by them are summarized and presented in the following manner in Table No. 20

Table No. 20

Language Skills

S.N.	Responses	No. of Teachers	Percentage
1.	Vocabulary	4	26.66
2.	Listening and speaking	2	13.33
3.	Reading and writing	9	60

Above table shows that (26.66%) of teachers' opined vocabulary skill helped them for their professional development. Likewise, 60% of them answered that reading and writing skills and two teachers mentioned that listening and speaking skills helped them to develop professionally.

In nut shell, teachers of Khotang district have positive attitudes towards different skills which helped to develop professionally.

3.1.21 INSET can Enhance

To elicit the further information on INSET can enhance, the question "How can in-service Teacher Training can enhance Teachers' professional Development?" was asked to them. In response to this they came up with different responses. All of these responses are summarized in Table No 21.

Table No 21.
INSET can Enhance

S.N	Responses	No. of teachers	Percentages
1	Providing different new methods, approaches, and techniques for developing personality.	9	60
2	Enhancing quality of teaching and makes teaching interesting	2	13.33
3	Sharing of important ideas, experiences, information of different issues on teaching takes place.	4	26.66

The data presented in Table No. 21 shows that most of the teachers (60%) opined that providing different types of new approaches, methods, and technique teacher' professional development can be enhanced with the help of INSET. According to 13.33% of them opined that INSET can enhance quality of teaching and makes teaching interesting to develop professionally. Similarly, 26.66% of them opined that sharing important ideas, experiences, and information of different issues the teacher can develop professionally with the help of INSET.

To conclude, teachers provided various reasons and opinion on how in-service teacher training can enhance teachers' professional development. The reason include, it provides different new methods, approaches, techniques, experiences and teaching ideas.

3.2 Role of Stakeholders

In this section I, with the help of five open-ended question, have tried to extract the opinions of the stakeholders. Their responses are analyzed in the following different heading.

3.2.1 Changes Brought by INSET

I provided the question ‘What change have you noticed that is brought by in services Teacher Training in your district?’ All of their responses are summarized and presented in Table No.22

Table No. 22

Changes Brought by INSET

S.N	Responses	Number of Stakeholders	Percentage
1	Teacher confidence has been increased	3	60
2	Classroom management and Teaching learning activities has only slightly been changed	1	20
3	Try to apply the new method and technique while teaching in the classroom	1	20

The data presented in Table No. 22 shows that most of the stakeholders (60%) believed on the confidence of the teachers increased by INSET. According to 20% of them classroom management and teaching learning activities have been slightly able to change by INSET. One of the respondent mentioned that only few teachers try to apply the new methods and techniques while teaching in the classroom.

To sum up, Teachers' confidence during the classroom the activities has been increased through INSET.

3.2.2 Evaluation of the Effect of INSET

To elicit the more information in order to evaluation the effect of INSET in Khotang district, the question “How have you evaluated the effect of in service teacher training in your district?” was asked to them. In response to this

question, they came-up with different responses. The responses made by them are summarized and presented in Table No. 23.

Table No. 23
Evaluation of the Effect of INSET

S.N	Responses	No. of Stakeholders	Percentage
1	It is seen that INSET is not properly lunched in this district only 5 schools are aware about the training.	2	14
2	The short term training now being conducted through NCED is not so effective them the 10 months training	2	40
3	Teachers are not so much interested to have the training whereas it is the medium of promotion	1	20

The data presented in the table No.23 shows that 40% of stakeholders were of satisfied with the proper launching of INSET in this district. According to 2 of them the short term training being conducted through NCED is not effective then 10 months training. Likewise one of the stakeholders opined that teachers are not so much interested to have the training whereas it the medium of promotion.

In conclusion, INSET is not properly lunched where as teachers' are also not so much interested to have the training in Khotang.

3.2.3 Focused Areas by INSET

To elicit the further information on focused areas by INSET, the question “Which area do you focus the most for In-service teacher training?” was asked to them. In response to this question most of the stakeholders replied that, practical knowledge is focused most then theoretical knowledge .The responses made by them are summarized and presented in Table No.24

Table No. 24

Focused areas by INSET

S.N	Responses	Number of stakeholders	Percentage
1	Practical knowledge like application of approach, methods of technique is focused most then the theoretical one.	4	80
2	Classroom management preparation and use of material is focused	1	20

According to the responses presented in Table No. 24, majority of the stakeholders (80%) mentioned that practical knowledge like application of approach, methods and technique is focused most then the theoretical one. Likewise, one of the respondents focused on the need of classroom management, application, preparation and use of materials.

In nut shell, most of the stakeholders focused on the practical area only.

3.2.4 New Programs Brought by INSET

In order to elicit the further information about the new programs that were introduced by INSET, the question “What are the new programs that you have introduced in service teacher training in your district?”was asked to them

In response to this they came up with different responses. All of their responses are summarized in table No.25

Table No. 25

New Program Bought by INSET

S.N	Responses	No. of stakeholder	Percentage
1	10 month In-service teacher training and TPD(30 days)training	4	80
2	TPD(30 days)training	1	20

The data presented in Table No. 25 shows that most of the respondents (80%) replied that the new programs brought by INSET were 10 months in service teacher training and TPD training. Likewise, only one respondent claimed that the new program brought by INSET is only the TPD (30 days) training.

It seemed that, as the new programmes 10 months in-service teacher training & 30 days TPD training are launched in Khotang.

3.2.5 INSET in Past and Now

To get the idea about the INSET of 5 years ago and now, the question “What is the difference between in-service teacher training five years ago and the one taking place presently?” was asked to them. In response to this question they came up with different views. Their views are summarized and presented in Table No.26 below:

Table No. 26

INSET in Past and Now

S.N.	Responses	No. of stakeholders	Percentage
1	Five years ago, trainers were not aware themselves about the training themselves about the training, they only provide the theoretical knowledge but not its application part i.e. they only give emphasize to rote learning but now they give more emphasize to practical aspect	3	60
2	Five years ago, teacher training was given more emphasize on 30 days TPD training but now 10 days per year training is seen more important	2	40

According to the above table majority of the stakeholders (60%) mentioned that five years ago, trainers were not aware of themselves about the training, only provide the theoretical knowledge but not its application part i.e. they only gave emphasis to rote learning but now they give more emphasis to practical aspect . Likewise 40% of them opined that five years ago teacher training was given more emphasis on 30 days TPD training but now 10 days per year training is seen more important.

In totality, there is vast difference between teacher training provided in five years ago now i.e. in past where only theoretical aspect was focused on but now both theoretical and practical aspects were highly focused on.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of data, the major findings of the study have been summarized and presented below:

1. The Findings Related to the Perception of Teachers

- (a) Almost all (95%) of the secondary level English language teachers have positive perception towards INSET for their professional development.
- (b) Most of the teachers believe that training is an activity which always increased knowledge, skills, and attitude of an employee for improving his/her performance on the job only a few teachers are not sure about it.
- (c) Teachers gave various responses on 'How INSET can enhance their professional development'. They say that it provides different new approaches, methods, techniques, experiences and teaching ideas.
- (d) Majority of the teachers (80%) opined that their role should be of facilitators and students' role as a active participator for their professional development.
- (e) Majority of teachers (53.33%) say that training is a problem solving skill. The others also say that training develops managing skill, communication skill and planning skill for their professional development.
- (f) All the teachers agreed that INSET provides practical, theoretical, moral and social knowledge for their professional development.

- (g) Though there are various ways of making INSET effective maximum teachers viewed that it can be made effective by applying it in daily teaching (classroom teaching activities).
- (h) Reading and writing activities of INSET helped most of the teachers for their professional development.

2. Findings Related to Role of Stakeholder

- (a) The most focused areas by stakeholders for teacher's professional development are practical knowledge like application of approaches, methods and techniques.
- (b) 60% of the stakeholders believed that five years ago trainers were not aware themselves about the training, they only provide the theoretical knowledge but not its application part i.e. they only give emphasis to role learning but now they give more emphasis to practical aspect.
- (c) To develop confidence of the teachers, the stakeholders have conducted T.P.D. and in-service teachers training (10 months) which is beneficial for teacher professional development.
- (d) INSET which is provided by stakeholders has brought confidence in the teachers' for their professional development.

4.2 Recommendations

The following recommendations have been made on the basis of the findings of the study:

1. Teachers should be made aware of the importance of INSET in course of teaching learning activities.
2. Qualities like positive attitude towards INSET is not enough for teachers' professional development, instead the teachers should voluntarily and enthusiastically get involved in those sorts of training.

3. Teacher training programme organizers and teacher educators like NELTA, NCED and MOE should include and focus on INSET as one of the most effective means for teachers' professional development.
4. Not only reading and writing but all four types of language skills i.e. listening, speaking, reading and writing should be equally focused.
5. Good perception only does not work. Until and unless the teachers are motivated and committed themselves towards profession, they cannot learn and utilize better from the INSET. Therefore, every teacher should be committed to and aware of their profession and their responsibilities to bring change and improvement in the field (profession).
6. Teacher's role should not only be facilitators but he/she also should be prompter, helper, guide and director while teaching in the classroom.
7. Teaching can not be made effective by applying the techniques and activities from once taken INSET. For effective teaching teacher's should get periodic trainings.
8. Their should be provisions of reward and punishment so that teachers can work towards implementation of training skills in classroom.
9. All the academic institutions have grand responsibility for their teachers' professional development and growth. Therefore, they should highly encourage their teachers to attend different teachers professional development event like T.P.D. and in-service training (10 months) provided by the INSET. They should also take initiations to conduct such programmes.
10. Stakeholders should provide the teachers with theoretical input, so that teachers can apply the knowledge practically in the classroom, resulting the professional development of teachers.

In conclusion, a teacher himself/herself should be motivated and committed to the profession. No improvement can be made unless a teacher wants to change himself/herself. Attending teacher professional development activities is very fruitful to increase professional skills and competences on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

References

- Adhikari, K. (2009). *Attitude of english language teachers towards collaborative learning for their professional development*. An unpublished M.Ed. Thesis, T.U. : Kirtipur.
- Awasthi, J.R. (2003). *Teacher education with special reference to english language teaching in Nepal*. Journal of NELTA, Vol.-8, 17-28
- Basnet,B.(2009). *Transfer of teacher training in teaching vocabulary*. An unpublished M.Ed. Thesis, T.U.: Kirtipur.
- Bhatta, T.R. (2009). *Observation and feedback for teachers' professional development*. An unpublished M.Ed. Thesis, Kathmandu University, Lalitpur.
- Bhattarai, G.R. (2006). *English teaching situation of Nepal*. Journal of NELTA, Vol.-11, 11-12
- Cohen, L., Maniol, L. & Morrison, K. (2010). *Research methods in education* (6th Edition). London: Routledge.
- Giri,R.(2007). *Transfer of teacher training skills. A case of B.Ed. english graduates*. An unpublished M.Ed. Thesis, T.U: Kirtipur.
- Head, K. & Taylor, P. (1997). *Reading in teacher development*. Oxford : Heineman ELT.
- Henderson, E.S. (1978). *The evaluation of In-service teacher training*. Croom Helm Ltd. London
- Khanal, J.R.(2001). *Trained teachers and teacher training: A research study*. Journal of NELTA, Vol.-ii, 120-129.
- Kumar, R. (2005). *Research methodology*. India : Porling Kindersley.

- Markee, N. (1997). *Managing curricular innovation*. Cambridge: CUP.
- National Center for Education Development (2063). *Nimanamadhyamik tatha madhyamik sikshak talim mulyankan nirdeshika*: NCED.
- NCED (2066). *Teacher professional development (TPD) hand book*. Sanothimi : Author
- Richards, J.C. & Radgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge: CUP.
- Richards, J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge: CUP.
- Robert, J. (1998). *Language teacher education*. London: Arnold.
- Samadarshi, S.D. (1988). *A study on the expected classroom behaviours of trained english teachers*. An unpublished M.Ed. Thesis, T.U.: Kirtipur.
- Wallace, M.J. (2001). *Training foreign language teachers*. Cambridge: CUP.

Appendix - I

Dear sir/madam

This questionnaire is a research tool for gathering information for my research entitled "In-service Teacher Training for Professional Development" under the guidance of Mr. Bhesh Raj Pokhrel, lecturer. Department of English Education, T.U. The correct information provided by you will be of great help for completion my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your response will be completely anonymous.

Name :	Qualification :
Name of the Institution :	Experience :
Address :	

Set 'A'

Put a tick (✓) on the box next to the alternative that best indicates your response.

1. Teacher's training is an effective means of teachers' professional development.
 - a. Strongly agree ()
 - b. Agree ()
 - c. Not sure ()
 - d. Disagree ()
 - e. Strongly disagree ()
2. Training is an activity which always increased knowledge, skills and attitude of an employee for improving his/her performance on the job.
 - a. Strongly agree ()
 - b. Agree ()
 - c. Not sure ()
 - d. Disagree ()
 - e. Strongly disagree ()

3. In service training is not seen as a remedy for deficiencies in initial training, but as a long term process.
 - a. Strongly agree ()
 - b. Agree ()
 - c. Not sure ()
 - d. Disagree ()
 - e. Strongly disagree ()
4. In service teacher training is an innovation in nature.
 - a. Strongly agree ()
 - b. Agree ()
 - c. Not sure ()
 - d. Disagree ()
 - e. Strongly disagree ()
5. In my institution, in service training is held.
 - a. Frequently ()
 - b. Occasionally ()
 - c. Rarely ()
 - d. Never ()
6. After getting in service teacher training, I realized that students should be in the role of:
 - a. Friends ()
 - b. Passive Listener ()
 - c. Active participators ()
 - d. Agents ()
 - e. Actors ()

7. After getting in-service teacher training, I realized that the teacher should be in the role of:
- a. Facilitator ()
 - b. Prompter ()
 - c. Helper ()
 - d. Guide ()
 - e. Director ()
8. In-service training provides me:
- a. Practical knowledge ()
 - b. Theoretical knowledge ()
 - c. Moral knowledge ()
 - d. Social Knowledge ()
 - e. All of the above ()
9. After the participation of the training I realized that school as a:
- a. Family ()
 - b. Society ()
 - c. Political Institute ()
 - d. Organization ()
 - e. Temple ()
10. After getting in-service teacher training, I use teaching materials in the classroom.
- a. Always ()
 - b. Frequently ()
 - c. Occasionally ()
 - d. Rarely ()
 - e. Never ()
11. I got the knowledge of after I got the training.
- a. Teaching method ()
 - b. Use of teaching materials ()
 - c. Classroom management ()
 - d. Evaluation of students ()
 - e. All of the above ()

12. When I got the in-service training I realized that book as a
- a. Primary source ()
 - b. Secondary source ()
 - c. Visual materials ()
 - d. All of them ()
 - e. None of them ()
13. In course of informal interaction, I share my professional problems with the colleagues in my institution.
- a. Always ()
 - b. Frequently ()
 - c. Occasionally ()
 - d. Rarely ()
 - e. Never ()
14. After getting the training, I realized that training as a
- a. Problems solving skill ()
 - b. Managing skill ()
 - c. Communication skill ()
 - d. Planning skill ()
 - e. Income skill ()
15. In-service teacher training, in my opinion is:
- a. Very useful ()
 - b. Useful ()
 - c. Some how useful ()
 - d. Useless ()

Set 'B'

Please provide the response in your own words for these questions :

1. Why does a teacher need in-service teacher training?

.....
.....
.....
.....

2. What kind of in-service teacher training have you taken?

.....
.....
.....
.....

3. How can in-service teacher training be made more effective?

.....
.....
.....
.....

4. What can be done for the better implementation of in-service teacher training in the language class room?

.....
.....
.....
.....

5. Which activity of in-service teacher training helped you for your professional development?

.....
.....
.....
.....

6. Do you think in-service teacher training can enhance teachers' professional development? If yes, in what ways?

.....
.....
.....
.....

7. Give your comments on the present type of in-service teacher training.

.....
.....
.....
.....

Thank you for your participation.

Surendra Khanal

Department of English Education, T.U.

E-mail : sur_khanal@yahoo.com

Appendix -II
Questionnaire for Stakeholders

Dear sir/madam

This questionnaire is research tool for gathering information for my research entitled "In-service Teacher Training for Professional Development" under the guidance of Mr. Bhesh Raj Pokhrel, Lecturer, Department of English Education, T.U. the correct information provided by you will be of great help for complication my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your response will be completely anonymous.

Name :	Qualification :
Name of the Institution :	Experience :
Address :	

Please provide the response in your own words for these questions:

1. What change have you noticed that is brought by In-service Teacher Training in your district?

.....
.....
.....
.....

2. How have you evaluated the effect of In-service Teacher Training in your district?

.....
.....
.....
.....

3. Which areas do you focus the most for service Teacher Training?

.....
.....
.....
.....

4. What are the new programmes that you have introduced In-service Teacher Training in your District?

.....
.....
.....
.....

5. What is the difference between In-service Teacher Training five years ago and the one taking place presently?

.....
.....
.....
.....

Thank you for your participation.

Surendra Khanal

Department of English Education, T.U.

E-mail : sur_khanakl@yahoo.com

Appendix – III

List of the Schools Selected for Data Collection

1. Shree Champawatee Secondary School, Vijayakharka
2. Shree Khadada Secondary School, Khartamchha
3. Shree Suikrajit Secondary School, Khartamchha
4. Shree Panchakanya Secondary School, Vijayakharka
5. Shree Saraswatee Higher Secondary School, Diktel
6. Shree Sakela higher Secondary School, Ratanchha
7. Shree Prithivi Higher Secondary School, Baksila
8. Shree Radha Krihna Higher Secondary School, Diktel
9. Shree Pancha Secondary School, Diktel
10. Shree Kalika Secondary School, Nerpa
11. Shree Sitala Secondary School, Khalle
12. Shree Sarawatee Higher Secondary School, Matim
13. Shree Jyotee Secondary School, Rajapani
14. Shree Champawatee Higher Secondary School, Buipa
15. Shree Secondary Shool, Laphyang