

# CHAPTER ONE

## INTRODUCTION

This study entitled **Role of TPD Training in Language Teaching** concerned with the training program which has been under practiced by the teachers from public schools of Nepal since 2066 BS. This study specially focused on the practice of Teachers' Professional Development (TPD) training, its role in teaching learning practice of English and teachers' professional development. This introductory unit included background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Second language learning and language teaching is emerging as a global issue at the present time. The term 'second language' specially refers to the 'English language' which is also recognized as an international language. English has speared its' natives as well as non-native speakers day by day.

According to Manivannan (2006), "English is becoming the most prestigious language in the world without which no communication can be taken place among the different language speakers of the world". At the present time, English language is widely accepted as an 'instrumental language' in the field of education. In this regard Graddol (2006, p. 122, as cited in Harmer, 2005, p. 23) views, "Good English is an entry requirement for much tertiary education in the global market where English gives the user a competitive advantage". We must make the best use of English language to develop ourselves culturally and materially so that we can compete with the best human resources in the world. It is one of the most powerful tools to establish existence among the national and international fellows.

If we talk about the history of language teaching, it was limited to make the learners able to read and write in that particular language. The two language skills, i.e. speaking and listening, were ignored. But today language teaching means teaching all language skills: listening, speaking, reading and writing. So, none of the skills and aspects of language will be ignored.

In the context of Nepal, history of English language teaching was begun with the establishment of Darbhar High School. The first credit goes to Janga Bahadur Rana, the founder of Rana regime in Nepal, who established modern school for the first time in 1910 BS where English was taught as a subject. It was an appreciable initiation from the side of the first Rana prime minister though the door of English education was opened only for the member of Rana family. Since then, English language has been taught and learned as a foreign language in schools and colleges of Nepal.

Today, English is not only a subject to be taught in an academic institution but it is also a medium of instruction, means of communication between students and teachers and the language of trainings and conferences. English medium schools have treated their territory as 'English Speaking Zones' which has transformed the role of every teacher to be an English teacher first.

Government of Nepal had also decided to teach English from grade-1 since 2060 BS. This spreaded phenomenon of English demands appropriate teacher training program and qualified language teacher. Generally, the term 'training' can be defined as a process to impart special skill to a person through practice. Teacher training is a program in which they are trained to teach their student using scientific methods and techniques. It is a process of preparing qualified and technical language teaching man power.

## **1.2 Statement of the Problem**

The main concern of this study was to find out the role of the TPD program in teaching learning practice of English language in public school. Government of

Nepal has been launched different types of training program for more than six decades before. But, it is said that the teachers from public school are not developed as a professional language teacher and result of students are also poor. Along with the governmental agencies, some non-governmental agencies and professional associations had also attempted to share the responsibility of preparing the qualified language teacher and providing quality education for all the students.

National Center for Educational Development (NCED), an apex organization of the government of Nepal for teacher training, has launched the TPD program since 2066 BS under the School Sector Reform Plan (SSRP). It is a continuous teacher development program which replaced the teacher preparation program practiced in the past by declaring that all the in-service teachers from the public schools were trained. According to NCED (2069, p. 75), Ministry of Education (MOE) and NCED have planned to cover approximately fifty thousand teachers under this program and expected that the teachers' participation in such types of professional development program will bring observable positive change in classroom teaching and improvement in the performance level of student. Thus, it was necessary to study whether the TPD program had any significant role in improving teaching learning practice of English language at public schools of Nepal or not.

### **1.3 Objectives of the Study**

The study had the following objectives:

- i) To find out the role of TPD training program in teaching language skills, classroom management, use of teaching materials and teachers' professional development.
- ii) To find out some strength and weaknesses of the TPD program and suggest some pedagogical implications.

## **1.4 Research Questions**

The study sought the answer of the following questions:

- i) Is the training addressing teachers' needs and expectations for teaching different language skills?
- ii) Is the training supporting teachers to address/ solve the language and culture related problems in language classroom?
- iii) Is the training helping teachers to use different methods and techniques in language teaching?
- iv) What are the strength and weaknesses of the training program?
- v) Is the training program supporting teachers' professional development?

## **1.5 Significance of the Study**

This study provided information about the teachers' judgments regarding the role of the TPD training designed by NCED on their daily practice of classroom teaching and professional development. To be specific, the finding of this study was presented through the interpretation and analysis of the teachers' perception regarding the role of the TPD training in teaching English language and contribution on teachers' professional development. So, the result of this research will be beneficial to all of those who are involving in the field of teacher training and language teaching activities such as training designer, teacher trainer, language planner, researcher, curriculum designer, text book writer, language teacher, learner, etc.

In the same way, this research explored the strengths and weaknesses of the program and recommended for future direction. It will be beneficial for the NCED as well as the government of Nepal to make the training program more effective, efficient and contextually appropriate. Similarly, school head teacher, school supervisor, resource person, roster trainer and all the educational personnel's will also be benefited by the research.

## 1.6 Delimitations of the Study

This study was limited to the following points:

- i) The study was limited to the role of the TPD training program only.
- ii) The study was limited to 40 respondents from 20 public schools only.
- iii) The study was limited to lower secondary and secondary level English teachers and who was participated in the TPD training program only.
- iv) The study was limited to Palpa, Syanja and Tanahung districts only.
- v) The study was limited to questionnaire as a research tool only.

## 1.7 Operational Definitions of the Key Terms

**TPD Training:** Subject specific teacher training program practiced by the teacher from public school of Nepal.

**Roster Trainer:** Teacher trainer for TPD program /co-opted high school teacher whenever the program is to be implemented.

**Resource center:** Cluster-level wings of MOE/ NCED and are responsible for teacher training and school reform.

**TPD-hub:** Training center where all the activities of the TPD training are held e.g. RCs for basic and LRCs and ETCs for secondary level training.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Both the theoretical and empirical literature related to the present study reviewed in this chapter. This review was expected to support for developing conceptual framework of the study and declare about the research design, sampling procedure and research tools.

#### **2.1 Review of Related Theoretical Literature**

This section included the review of theoretical literature related to the TPD training. Similarly, theoretical literature about teacher training and teachers professional development was also included here. All of these reviews were expected to provide clear vision about the TPD training and training policy of the government of Nepal.

##### **2.1.1 Introduction to Training**

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviors to enhance the performance of an employee. It is a process of preparation for a job or for handling some specific or new responsibility in professional career. In order to clarify the need and meaning of training Broad and Newstorm (1992, p. 34) present following three quotations as:

- Training is not what we want in life but knowing how to reach it.
- It is not where we want to go but knowing how to get there.
- It is not how high we want to rise but knowing how to take off.

The term 'training' basically address to the practical aspects of knowledge or developing specific skills though it is found using in a quite broader sense

which is interchangeable with the term 'professional development'. Training is a process or parts of professional development which helps the trainees to grow professionally strong in the sense of effective preparation. It is not only for sake of knowledge and certification but it also tries to solve the real problems of working fields like language teaching.

### **2.1.2 Training and Professional Development**

Professional development is an umbrella term which includes training, workshop, field-trip, academic study, networking, self study and so on. According to ETF (2013, p. 7), "The professional development of teachers is a lifelong, career-wide process that starts at university and ends at retirement". It is an ongoing process of learning and the result of combined effort of those learning process. According to Dhimi (2069, p. 142), "Training is a passive experience" while professional development is an active and personal awareness activities that helps to develop the best kind of manpower.

Talking about the field of language teaching, teacher training refers those activities which directly focused on teachers present responsibilities and is typically aimed a short term or immediate goals. Similarly, professional development is a lifelong ongoing process and focus on personal or professional refinement of a teacher. In this regard, Craig, Kraft, and Plessis (1998, p. 3) says, "Professional development is a process not an event. It involves change over time and is achieved in stages". So, it is a process of preparing a qualified teaching expert. In this instance Shrestha (2068, p. 77-78) has listed the following four qualifications for the best teaching expert:

- Academic degree
- Professional qualification
- Work place internship
- Professional development

According to Glatthorn (1995. p. 41, as cited in UNESCO, 2003, p. 11), "Teacher professional development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her

teaching systematically". So, training is one of the strategy and pre-requisite to professional development. To be clear about the concept of teacher training and professional development, Woodward (1991, as cited in Head and Taylor, 1997, p. 9) has made the following distinction between them:

<b>Teacher Training</b>	<b>Professional Development</b>
Compulsory	- Voluntary
Competency base	- Holistic
Short-term	- Long-term
One off	- Ongoing
Temporary	- Continual
External agenda	- Internal agenda
Skill/technique and knowledge based	- Awareness based, angled towards personal growth and 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

In a nutshell, both of them are the complementary components of teacher education and always go ahead together. So, it is better to see both of them as the inseparable aspects of teachers' professional life though scholars are often distinguish between these two terms.

### **2.1.3 Models of Professional Development**

Professional development is a process of becoming the best teacher as far as possible that involves personal, professional and social development of the



teacher. Different researchers and scholars have explained different models and approaches for such development. In this regard, Sparks and Loucks-Horsley (1989, as cited in NCED 2068, p. 14) has suggested following five models for accomplishing the goals of teacher development:

- i) **Individually Guided Model:** The teacher individually motivated to select their own learning goals and means for accomplishing those goals.
- ii) **Observation and Assessment Model:** Developing the skills through observation of colleague or a person and his/her feedback and reflection.
- iii) **Involvement in Developing Process:** Gaining new skills and knowledge by involving different activities like, curriculum development, designing different programs, analysis of pedagogical problems and challenges, etc.
- iv) **Training:** Modifying the attitude and behaviour as an expert determined.
- v) **Inquiry:** Teacher formulates questions about their own practice and pursues answers to those questions.

Similarly, Villegas and Reminer (2003, as cited in Dhimi, 2069, p. 142) mentioned the following three models for effective professional development of teacher:

- Organizational partnership model
- Small group or individual model
- Skill development model

Furthermore, Cochran- Smith and Lytle (2001, p. 47, as cited in UNESCO, 2003, p. 16) described following three co-related approaches of professional development:

- i) **Knowledge for Practice:** Assumed that university based researches generate formal knowledge and theory for teachers to use in order to improve practice.
- ii) **Knowledge in Practice:** The most essential knowledge for teaching is perceived as practical knowledge or embedded in practice.

- iii) **Knowledge of Practice:** Teacher gain knowledge for teaching when they have the opportunity to reflect on their practice and use a process of inquiry in their own environments to learn more about effective teaching.

These models are interconnected to develop capacity of teacher in skills, knowledge and attitude. According to Gaible and Burns (2005, p. 25), teacher's professional development can be divided into three broad models as follows:

- i) **Standardized TPD:** It is the most centralized approach best used to disseminate information and skills among large teacher populations. In this model training providers are made responsible to ensure the quality of training program.
- ii) **Site-based TPD:** It focuses on intensive learning by group of teachers in a school or region promoting profound and long-term changes in instructional methods. It is demand driven training approach to develop skills in trainees.
- iii) **Self-directed TPD:** It is an independent learning model initiated at the learner's direction using available resources including computer and internet. It provides an opportunity to share and implement knowledge and theory to develop knowledge, skills and attitude of teachers towards their profession.

The TPD training program which has been under practiced by the teachers from public schools of Nepal is based on sit-based model of professional development. According to NCED (2067, p. 4), "The TPD program is designed in coordinated approach by which teachers will get school based and cluster/field based professional support".

#### **2.1.4 Classification of Teacher Training Program**

Teacher training program can be categorized into different groups in terms of training structure, propose or aims of training, level of participants and so on.

According to Banzhaf and Nardin (1998, p. 165), Training packages is designed to meet the requirements of divers group of audience and it is classified into following categories:

- policy awareness workshops
- Professional level training
- Specialized training workshops
- On the job training
- Exchange and exposure visits

Similarly, NCED (2067, p. 4) has classified the teacher education in following categories:

- i) **Apprenticeship of observation:** reflecting own experience of students' life.
- ii) **Teacher preparation:** pre-service training, academic degrees in education (B. Ed, M. Ed, etc.)
- iii) **Job induction:** job orientation
- iv) **Professional development:** all the in-service training and activities.

Teacher training mainly aims to prepare the teacher for teaching profession, to retain them in the profession and to help them in developing professionally. In this sense, teacher training has two main systems: pre-service and in-service.

- i) **Pre-service Training:** It is the training that occurs before the teacher enters the profession or takes up employment in a range of different education institutions. It includes all the academic degrees provided by different school, high-school or university and job preparation training. According to UNESCO (2011, p. 10), "It is a golden opportunity to address both the personal and professional needs of trainee teachers".
- ii) **In-service Training:** It takes place in a normal working situation using actual tools, equipments, documents or materials that trainees will be used when fully trained. According to UNESCO (2011, P. 13), "It is the training of practicing teachers as part of a process of professional development or for the purpose of updating their curriculum knowledge, improving their

pedagogical skills and/or implementing a new programme at institutional level".

Pre- service and in-service training are part of a continuum of teachers' professional development in which teachers engage throughout their professional careers. In this regard UNESCO (2011, p. 11) states, "Pre-service and in-service teacher training form a continuum of professional development and may take place over a number of years, in a range of different settings and with differing purposes". As a set of linked processes of these two approaches, it is helpful to address teachers' pedagogical and personal needs for quality education.

### **2.1.5 Teacher Training and Language Teaching**

Teacher training is a way to introduce educational innovation in language classroom by enabling the teacher. Every teacher gets theoretical knowledge from different sources like academic institutions, but utilization of such knowledge is not possible from theoretical prospective only. It is only possible by the practical aspects of knowledge that is maintained by 'training'. According to Richard and Farrel (2005, as cited in Khanal, 2006, p. 21), "Training involves understanding basic concepts and principle as a prerequisite for applying them to teaching and the ability to demonstrate principle and practice in the classroom". Actually, training should address the both theoretical and practical aspects of teaching.

Unless and until teachers are not trained, it is believed that no quality of education is imparted. So, teachers training programme have been lunched worldwide. Training provides awareness of language. It helps to develop new teaching style and confidence on teacher. According to Gower and Walters (1983, p. 4), "Trainees can give ideas and information about language materials and students from training".

The teacher shapes children as desired by the broader curriculum goals. To fulfill this job, the teacher needs to be academically qualified and competent enough to deliver the knowledge and skills in the actual field of their professional practice. For the sake of this ends, teachers need professional training along with continuous support and motivation to help them to develop positive attitude towards their profession. Therefore, it is said that teaching and training are two closely related phenomena of an academic programme. According to Shorock (1997), "Teacher training basically intended to develop the quality and effectiveness of teaching through the provision of academic orientation, practical orientation, technical orientation, personal orientation and critical orientation". Teachers are prepared in the training institute with the aim of drawing out various potentialities from them in fact.

In the context of Nepal, different teacher training programmes have been lunched in different time for different levels to produce skilled manpower to teach English language effectively. MOE (2010, as cited in Dhimi, 2069, p. 149) has mentioned the following areas that teachers are supposed to develop during the training:

**i) Knowledge**

- Mastery of academic subjects
- Expertise with diverse populations and learning styles and methods
- Expertise in student centered active learning instructional methods
- Expertise in curriculum development
- Expertise effective classroom management
- Expertise in continuous assessment system methods

**ii) Skills**

- Skills in promoting active learning
- Making and using instructional aides and supplemental materials
- Use of continuous assessment remedial instruction

### **iii) Attitude**

- Arrive on time and be present in class during the full teaching hours
- Give importance to all children in each class
- Teach in a non discriminative way
- Support other teachers
- Serve as example in following professional ethics and code of conduct

A trained teacher can only understand the needs of the learners, their understanding ability, age level, memory power and their gesture. According to Hada (2070, p. 199), "A devoted and trained teacher is one who has achieved higher degree and command in knowledge of his or her subject and who can study and understand the attitudes and psychology of the learner". Such a teacher only can play a pivotal role to improve the classroom teaching.

### **2.1.6 Quality of Teacher Training Program**

Teacher training program is only fruitful if it can contribute in improving the teaching learning environment of school or classroom properly and the teachers. Similarly, the training program should convince the participants that the skills and techniques which they acquired during the training are supposed to be applicable and helpful in the classroom delivery. In this regard Hada (2068, p. 288) says, "Training should be able to convince the trainees that the skills covered in the training can make a change in the classroom teaching learning practice". Furthermore, Pandey (2012, p. 43) says, "To equip teachers with the knowledge, attitudes, behaviors and skills they require performing their tasks effectively in the classroom and school".

Training providers needed to identify the potential weaknesses of the participants first and then only the training strategies and instructional program should be developed. Training program should illuminate their potentiality and improve their classroom performance. According to Dhama (2069, p. 144-146),

an effective training package for the language teacher should have the following features:

- Involve teachers in design and develop the program
- Align with curriculum
- Broaden content knowledge and enhanced with pedagogic skills
- Focused on job-embedded learning
- Provide sufficient time and pay attention to individual needs
- Promote collegiality and collaborative exchange
- Reflect the best available research and practices
- Focused on Implementation / school environment
- Continuity and technical supports
- Actively participating in teachers learning experiences

Similarly, Perration (2010, p. 4) presents the following four issues that are generally need to address by each teacher training package or program.

- Improving the general educational background of the trainee teacher.
- Increasing their knowledge and understanding of the subject they teach.
- Understanding of children and learning process.
- Development of practical skills and competence.

Training program should provide a platform to explore the inherent potentiality of the participants and serve as a tool for their professional development.

Focusing on the needs of self-exploration Sowden (2010, p. 309) says, "Self – exploration needs to be a central elements of teacher development program, helping participants to progressively unpeel the various personal and cultural layers that they have accumulated".

### **2.1.7 History of Teacher Training in Nepal**

Nepal has made nearly seven decades of long history in teacher training and professional development. The concept of teacher training in the modern sense

was developed around let 1940s. According to Kafle and Aryal (2000, p. 144, as cited in Hada, 2070, p. 200), "The first teacher training institution was established in 1947 to train teacher for Basic School the program was discontinued in 1953, however". In the context Nepal, educational system is found directly affected by the contemporary political system. Every political change has brought some changes in educational system which is reflected in the field teacher training too. So, it is better to review the history of teacher training in Nepal according to the major political events or change as follows:

### **i) Teacher Training in Rana Regime ( Before 2007 BS)**

The history of teacher training in Nepal was begins with the teacher preparation and pre-service training than in-service and professional development programs. It was the Basic Teacher Training Center (BTTC) established in 2004 BS (1947AD) and took the first initiation to prepare the train teacher for the Basic School. In this regard Phuyal (1999, p. 1) says, "Organized teacher training program was started in Nepal with the establishment of BTTC in the let 1940s. This institution provided training to primary school teachers". The concept of training program designed by BTTC was based on the Gandhian philosophy of self-support. According to NCED (2010, p. 17), "BTTC was established to train primary teacher in the wake of the implementation of Basic Education in the country". However, the centre was short lived and was discontinued because the program could not sustain longer as the Rana regime. It came to an end with the political change of 1951.

### **ii) Teacher Training in Democratic System ( 2007-2017 BS )**

After the advent of the democracy in 2007 BS the expansion and establishment of school took speed across the country. The need for teacher training was also realized immediately after the political change. It was clearly enunciated in the report of the Nepal National Education Planning Commission (NNEPC) of 1954. On the recommendation of the commission report National Teacher



Training Center was established for providing basic training to the primary school teacher as in-service course. According to NNEPC (1956, p. 163-164, as cited in NCED, 2010, p. 17), "The major purposes of teacher training were to provide competent teacher and develop common curriculum and common methods for schools, and to contribute to the continuous improvement of education". Furthermore, NCED (2010, p. 18) has mentioned the following four types of program to meet the goals of suggested by the commission:

- a) Short term training courses for large number of primary teachers
- b) Courses for training staffs of the teacher training centre
- c) Courses for the upgrading of the present teacher
- d) Establishment of a degree granting college of education.

As suggested by the NNEPC, the curricula of teacher training were included general education, craft education, professional education and personal development of the teachers as per need. According to NCED (2010, P. 19), "Collage of Education was established in 2013 BS with the substantial financial assistance of the USA, Normal School Program was launched and Mobile Normal School Network was setup in different part of country in the same date with the prime purpose of producing trained teachers".

### **iii) Teacher Training in Panchayat Polity (2017-2046 BS)**

All Round National Education Committee (ARNEC) was setup in 2018 BS to recommend reforms in education and make it suitable to the changed context of the Panchayat polity. According to NCED (2010, p. 19) "The Primary Teacher Training Centers were established in selected parts of country discontinuing the mobile normal school network after the adoption of ARNEC". Shortage of trained teachers posed a serious problem in the expansion of education facilities at that time. This shortage was identified mainly in the areas of Science, Mathematics and English teachers, female teachers and teachers especially in the primary schools of the remote area. According to NCED

(2010, p. 19), "A variety of training programs like Science Teaching Enrichment Program , Program for the Revision and Improvement of Mathematic Education , Teacher Educators Program, Equal Access of Women to Education Program etc. were also initiated apart from regular program of Collage of Education and Normal Schools to address the shortage of teachers".

Similarly, after the adoption of National Educational System Plan (NESP) in 2028 BS, opened a new prospects for teacher education. According to Hada (2070, p. 200),"The NESP made teacher training mandatory and differentiated between trained and untrained teacher". The new plan strongly put forward the logic that, whoever involved in teaching should be trained. Consequently, pre-service and in-service teacher training programmes were started to develop efficiency of the teacher and to make teaching attractive and effective.

According to Bhandari (2068, p. 209), some of the teacher training programs efforts in 1970s and 1980s were as follows:

- a) Women Teacher Education Program
- b) Four Year Remote Area Teacher Training Program
- c) A-Level 10 Months Primary Teacher Training Program
- d) B-Level 10 Months Non-Credit Campus Based Training Program
- e) On the Sport Teacher Training Program for Primary School Teacher
- f) Primary Teacher Training Program Through Distance Learning
- g) Field-Oriented Primary Teacher Education Program

NESP also posed a new challenge to manage teacher education institutions. According to NCED (2010, p. 19), "To meet this new challenge, all teacher training institutions were amalgamated into the single organization; Institute of Education (IOE) under the Tribhuvan University (T.U.)". Then the IOE became sole agency responsible for teacher training and related activities. After this historical event teacher training program was not confined in primary level only.

Apart from IOE, Radio Education Teacher Training Program and Seti Education and Rural Development Project (SERDP) were launched in 1970s. According to Pradhan (2012, p. 71), "Radio Education Teacher Training Program was implemented in 1978 with the help of USAID". Similarly Bhandari (2068, p. 210) says, "It was initiated to train primary schools teachers throughout the country and was institutionalized under the IOE in 1980. On the other hand, SERDP was launched in 1980. According to Bhandari (2068, p. 210), "SERDP launched short-term (21 days) and long-term (10 months) training for the primary school teacher from four district of Seti zone".

In 1986 Science Education Development Unit was established under the Science Education Development Center which provided short-term in-service training for secondary level Science, Mathematics and English Language teachers. Similarly, according to NCED (2067, p. 2), Primary Education Project, Basic and Primary Education Project, Science Education Project, were also launched 2.5 months to 10 months in-service teacher training programs in 1980s.

#### **iv) Teacher Training After Restoration of Democracy**

After the restoration of democracy in 2046 BS education system of Nepal was restructured according to the report of the National Education Commission (NEC) which was set up in 2049 BS. According to NCED (2010, p. 25), "It was set up to suggest appropriate education system in the changed political context of the country and reviewed the education system in which teacher training was included as an essential component". The NESP was replaced by the new education system recommended by NEC report and different projects and programs were launched to train in-service teachers. According to NCED (2067, p. 2), "A ten-month teacher training program was introduced in 1992 under the two project i.e. Primary Education Development Project and Secondary Education Development Project for untrained primary and secondary teachers respectively".

The NEC report recommended a need for a national level apex institute which is responsible for development of teachers, managers and all other types of educational human resources working in the public sector. This recommendation eventually resulted in the establishment of NCED in 2053 BS (1993 AD). In this regard NCED (2009, p. 8) states, "The commission recommended creating national training authority within the ministry system. Upon the recommendation, NCED was established in 1993". Currently, it is evolving as the apex body for all teacher training programs at all level.

According to NCED (2067, p. 3), "Education for All (EFA) national plan of action was launched in 2001 and targeted to make 99% primary teachers fully trained and NCED Training Policy was implemented in 2005 and aimed to provide 10 months in-service for all the teachers till 2009 AD". To meet the goal of EFA and Training Policy, NCED had established an Extensive Training Network all over the country and launched the training programs under Teacher Education Project in 2002 AD and Secondary Education Support Program in 2003 AD. According to NCED (2067, p. 3)," NCED was able to provide 10 months in-service training for 98.2% of total in-service teachers from the public schools of Nepal at the end of 2009 AD ".

Apart from NCED, different training programs have been launched by several non-governmental organizations, international non-governmental organizations as well as teachers' professional networks such as Nepal English Language Teachers' Association (NELTA). According to Gauttam (2002), NELTA is working effectively in the collaboration with British Council Nepal, American Embassy Nepal and other national and international agencies in the field of training and professional development of English teacher since 1992 AD.

### **2.1.8 Brief Description of NCED**

National Center for Educational Development (NCED) is a single national-level institution of the MOE for teacher training and other educational human

resources development established in 1993 AD. NCED was established allied with Primary Teacher Training Centers (PTTC) and made responsible for primary level teacher training first. But later in 2004, Secondary Education Development Center (SEDC) and Distance Education Center (DEC) were also integrated in NCED and made an apex organization. In this regard NCED (2009, p. 9) states, "Government again took a bold decision of merging training institutions-NCED, SEDC, and DEC into one unified institute that is NCED in 2004. Objective of the merger was to ensure coordinated and integrated institutional provision regarding policy formulation, planning and implementation of all forms of human resource development activities catering to needs of entire education system".

The organizational structure of NCED extends across the country consisting of central, regional and district level institutions. According to NCED (2067, p. 34), "It has 29 Educational Training Centers (ETCs) in Bhojpur, Khotan, Ilam, Jhapa, Moran, Sunshari, Shaptari, Dhanusha, Nuwakot, Kavre, Kathmandu, Chhitwan, Parsha, Bara, Gorkha, Tanahun, Kaski, Magdi, Palpa, Rupandehi, Dang, Rukum, Banke, Surkhet, Jumla, Doti, Kailali, Baitadi and Kanchanpur districts". ETCs are playing the dual roles. Basically they are responsible to provide training to secondary level teachers in respected district and perform as district level training center. Similarly, According to NCED (2067, p. 41), "ETCs are also responsible to provide on-site technical backstopping to Resource Persons (RPs) and Roster Trainers (RTs) to develop the training package in respected areas".

The Lead-Resource Centers (LRCs) are responsible to provide training to secondary level teachers in the districts where the ETCs are not located and the training to basic level teachers is offered by the Resource centers (RCs). According to NCED (2067, p. 2), "There are 46 LRCs and 1053 RCs all over the country and are working as the TPD training hub". So, there are altogether 1128 training hubs all over the country to provide the TPD training to basic and secondary level teachers.

### **2.1.9 The SSRP and the TPD Program**

Government of Nepal had formed an Education Policy Committee in 2007. Under the guidance of the committee, School Sector Reform policy was adopted by the government in 2008. Consequently, School Sector Reform Plan (SSRP) were developed and approved in 2009. It is the 7- year strategic plan of the Government of Nepal and started from the Fiscal Year (FY) 2009/10. According to MOES, (2008, p. 18-19), the SSRP has the following aims:

- Expand access and equity of school education system
- Improve quality and relevance
- Strengthen the institutional capacity of the entire school education system to improve system performance.

SSRP has made special Teacher Preparation Course compulsory as an independent professional qualification on top of the minimum academic qualification to enter the teaching profession. The strategy is to link teacher professional development with career development through both long and short term means. In this regard MOES (2008, p. 35) states, "Teacher professional development will be linked to career development and such an opportunity will be available through both long and short term means".

SSRP has envisioned four stages of teachers' professional career path for both basic and secondary level and some indicator such as time on task seniority, qualification, students' achievement and training will be used to promote for their respective career path. Regarding the teachers' professional career path MOES (2008, p. 35) states, "Two separate professional career paths will be offered to basic and secondary teachers. There will be four stages (beginner, experienced, master and expert) for both basic and secondary level teachers. Provisions will be made to upgrade teachers based on indicators such as time on task, seniority, qualification, training and students' achievement in their respective career path".

The goal of these policies and strategies are to ensure all teachers have the knowledge and skills required to effectively facilitate students learning processes. In this connection MOES (2008, p. 17) states the following goals of SSRP regarding the teacher training:

- A teacher enables a child to enjoy learning and engages him/her in creative work utilizing his/her full potentials.
- A teacher has a pursuit of learning, and updates his/her knowledge and skills.
- A teacher delivers lessons in creative and lively ways to ensure children's learning.
- A teacher demonstrates a role model for behavioral transformation.
- A teacher is regular in school and punctual in his/her class.
- A teacher never applies corporal punishment.
- A teacher respects children's integrity, identity and individuality.
- A teacher appreciates and applies children's culture and language.

Towards this end, SSRP has proposed L/RC- based demand-driven training and monitoring as well as post training support to teachers as strategic intervention.

The plan states:

- i) **L/RC-Based Demand-Driven Short Training:** L/RC-based demand driven and refresher teacher training will be developed and implemented for all teachers working at various levels over a five year period of time. In this regard MOES (2008, p. 35) states, "In order to keep abreast of new developments in teaching and learning practices, teacher must acquire one month in-service training in at least every five years". Under SSRP, school management committees will be provided with funding to buy training for teachers on a need basis. According to NCED (2069, P. 75), the tentative number of teachers that will be targeted during the plan period will be some 50,000 and approximately 750 trainers will be developed for this purpose.

**ii) Monitoring and Post-Training Support to the Teachers:** NCED will monitor the implementation of training programs at lower levels to ensure compliance of the professional standards. Regarding the training monitoring mechanism MOES (2008, p. 30) states, "A Review Office will be formed as an independent body. It will carry out functions like: setting standards in technical areas such as learning competencies under the curriculum development center framework, teacher qualifications and teacher competencies under the NCED framework, certification standards for basic and secondary cycles, etc". As recommended by the policy, Educational Review Office (ERO) is established in 2066 BS and supposed to conduct external periodic auditing targeting the documentation of results and aiming at making the system accountable.

Similarly, Teacher Support Mechanism (TSM) is also developed to provide the post training support to the trainee teacher in the local level. The teacher support schemes will be developed based on the findings of monitoring and reviews and will be delivered through teacher forum. In this connection, MOES (2008, p. 35) states, "Professional support and mentoring to teachers will be provided by head-teachers, supervisors, master teachers, resource persons, etc. Additional support for professional development will be made available through various schemes such as: in-service training, technical supervision, on-line courses, self-learning materials, etc". Similarly, NCED (2069, p. 19), define the concept of TSM as; "Teacher Support Mechanism (TSM) had envisioned teachers, head-teachers, RPs, District Education Office (DEO) and ETCs work together with ultimate goals of providing whole school support whereby teachers would perform effective teaching guided by a goal-based and time-based teaching plan, named Teaching Improvement Plan (TIP)".

According to these policies and strategies, the demand driven/need-based TPD training is developed and reaching out to teachers through different RCs for basic level teachers and LRCs and ETCs for secondary level teachers. The



program was first launched in Rashuwa, Kapilwastu, and Dadeldhura districts from FY 2066/67 BS and throughout the country from FY 2067/68 BS. The training in the RC level is offered by the RPs and Roster Trainers (RTs). According to NCED (2069, p. 5), "A 12 days capacity building training to RTs and RPs is also offered by NCED in ETCs or LRCs level to make and implement the training package". Regarding the TPD training, Bhandari (2068, p. 212) says, "It is a demand driven training module and tries to address the teachers day to day on the sport professional problems through the adoption of bottom-up approach".

### **2.1.9.1 Structure of TPD Program**

The need-based TPD is a one-month (30 days) capacity building program in three stints of 10/10 days and each over five years for every teacher. According to NCED (2067, p. 7), "The stints of ten days has been further segmented into three parts: Training cum workshops (TW) of 5-days, Self-study Exercise (SSE) of 3 days and Instructional Counseling (IC) of 2 days". These TPD phases go through a cycle of need collection, clustering, filtering and verification of the needs, prioritizing the needs, designing the course/training package being based on the prioritized needs, implementing/delivering the training and providing effective feedback to the teachers. Every teacher has to complete the cycle of the training every five year.

According to Aryal (2071, p.123-125), the TPD cycle has following phases:

- Collection of teachers' Professional needs/ demands
- Development of training package
- Workshop (first phase of training)
- Project work (second phase of training)
- Counseling (third phase of training)

In a boarder sense, the TPD training cycle can be divided into the following phases:

**i) Preparation Phase of TPD**

The preparation phase of TPD training is starts with collection of the teachers' professional needs or demand and ends with designing the course of training package. Different steps and aspects of preparation are as follows:

- a) Collection of Professional Needs:** The professional needs of the teachers are collected from school. The School head teacher should collect, categorize and submit the demands to Resource Person (RP). According to Aryal (2071, p. 123), "This is the first steps of TPD cycle where teachers have to suggest their demands based on their needs required for quality education". Theoretically, needs of teacher development are of teachers individual, organizational (of school) and whole educational system and these aspects should accept as the source of professional need. But, only the pedagogical needs or needs for classroom teaching are collected through this process. According to NCED (2067, p. 7-8), "Two-day orientation is provided to the head teachers at the TPD hub which is found to be helpful for understanding the requirement and process of demand collection". Similarly, each school should also organize a staff meeting through which Teacher professional needs are identified, analyzed, collected and classified in order to level and subject of teaching.
- b) Verification of TPD Needs:** The needs collected from teachers are verified by the TPD hub. According to NCED (2067, p. 24) "There will be a one day workshop at TPD hub where 15 to 20 percents of teachers are participated or 15 to 20 percents schools are visited by RP or the teacher tanner to verify the needs or demands of training".
- c) Preparing Need Profile:** The verified needs are then clustered under one common title to make a need profile. According to NCED (2069, p. 17), All the feedbacks collected from the workshop, school visit and needs at the system level are also included in the need profile along with the needs

collected by the head teacher". Furthermore, according to NCED (2067, p. 9), "Teachers' needs (generic and subject specific) are generally clustered into three different clusters to develop training package".

- d) Development of Training Package:** After verifying the needs and its prioritization the training package is developed in TPD hub. According to Aryal (2071, p. 123), "The package is send to the district TPD co-ordination committee which approves the package finally to deliver the training". The training package is develop according to the need profile (into three different parts for each phase of training) at the TPD hub. According to NCED (2067, p. 10-11), "The training course should address the subject specific, generic and methodological needs of the teachers".

**ii) Training phase of TPD**

This is the phase of the real action of the training. The training package is implemented in the following three different phase:

- a) Training-cum Workshop (First Phase):** The teachers who are enlisted in the need profile, are invited to the TPD hub for the training cum workshop (TW) part. This part of training is of 5 days. According to Aryal (2071, p. 124), The TW part of the training is also known as workshop module and the training package is delivered in a face to face mode". It is very important for the teacher for development of overall skills based on their demands made in school. It will provide the participants with sharing, interacting and approaching their problems among participants as per the demands made in the schools and also promotes collaborative learning environment in the center.
- b) Self-Study Exercise (Second Phase):** When the TW Part is over at the training hub, the trainee teachers are assigned to prepare and implement the Teaching Improvement Plan (TIP) and to carry out any two project works. According to NCED (2067, P. 13), "The trainee teachers have to carry out any two project works such as case study, action research, students result

analysis, book review etc. during the self-study exercise (SSE) Part". This part of training runs in the respective school of trainee teachers for 20 to 30 days and credited as 3 days. After attending the five days workshop the teachers go to their school to do their project work for a month. Within one month, they prepare the project work and try to implement the skills learnt in workshop. SSE is the practical phase and implementation of training. According to Aryal (2071, p. 124), "It has not only promoted the skills of developing the project work and working with their colleagues at school but also made them engage in consulting the textbook, materials and mental exercise for the development of project work".

- c) **Instructional Counseling (Third Phase):** When the SSE part is over, then there will be Instructional counseling (IC) Part of training. According to NCED (2067, p. 7), "The teacher trainer from the TPD hub visits the school of the trainee teachers and conduct two days' counseling seminar and meetings". The RT and RP provide the feedback for improving the teachers' performance. Furthermore, according to Aryal (2071, p. 125), "The counselors manage time to provide the counseling on the issues where the teacher experiences difficulty while transferring their learned knowledge to the classroom practices as per the developed project with this visit".

### **iii) Certification**

This is the final stage of the TPD cycle. When the IC Part is over, the trainer collects the project reports and minutes of the meeting and comes back to the TPD hub. The same process is followed three times to complete one month training program. According to NCED (2067 p. 15-16), "Central office of NCED or local TPD hub (ETCs or LRCs) provides the TPD completion certificate to the participants who complete the one month package". All the public school teachers are expected to complete the training course and gate the certificate within the five year.

Such process of course package is expected to continue time and again after each five years in the form of continuous professional development (CPD). According to Bhandari (2068, p. 207), "Through this new model, in-service teacher training modality like in the past has been replaced by continuous professional development programme. It is a take-off from teacher preparation to teacher development program." Furthermore, Aryal (2071, p. 125) has conclude the significant achievement of TPD training as, "The TPD program has developed a culture of learning and sharing in the schools. Teacher discusses their ideas with fellow teachers, share problems and at the times do some collaborative project works as a part of their TPD training".

### **2.1.9.2 Theoretical Foundation of TPD Program**

The field-based TPD training is basically directed by the adult learning theory. According to NCED (2067, p. 4), it has the following theoretical assumptions:

- Teachers are free and independent to establish professional norms and guided by those norms (individual supremacy).
- Good teacher should develop the habit of testing and updating their existing experiences /knowledge and attempt to improve performance continuously (reflective practice).
- Teacher should construct the knowledge which they needs and in the same way, they should also prepare their students for the same experience (constructivism).

### **2.1.9.3 Goals of TPD Training Program**

The demand driven/need-based system of TPD is expected to make the teachers accountable to their profession and there will be learners' supremacy in teaching learning activities. Similarly, According to NCED (2069, p. 19) "These strategies will be established an automatic flow of relation among the schools, RCs, LRCs and ETCs etc. and whole-school support mechanism will be resulted from their collaborative efforts". The program has focused on the

sustainable and client oriented investment system and expected that the teachers' participation in such program will bring observable positive changes in classroom activities and improve students' achievement. Along with these expectations, NCED (2067, p. 6) has defined following two major goals of TPD program.

- i) To solve the current pedagogical problems faced by the teachers.
- ii) To develop teachers professional ability continuously.

## **2.2 Review of Related Empirical Literature**

A number of research works have already been carried out in the field of teacher training in the Department of English Education TU. Same kinds of research studies have also been carried out in other universities of Nepal and other foreign universities as well. Some of them were reviewed for this study. They are as follows:

Joshi (2010) had conducted a research on 'Transfer of NCED ELT training. The objective of the study was to find out the impact and implementation of the ten-month ELT training conducted by NCED. The sample for the study was ten trained English teachers from government aided schools of Kailai district. Non-random judgmental and snowball sampling procedure was followed for the study. Diary and field note from unstructured interview and class observation were used as research tools for the thesis. The study had concluded that there was poor transfer of the training in language classroom.

Bhattarai (2011) carried out a research on 'Delivery of Training by NELTA Members'. This study aimed to find out the delivery of training in teaching activities by the NELTA members. Fifteen NELTA members who were teaching at secondary level school of Rupandehi district were selected as a sample for the study following non-random judgmental sampling procedure. Checklist and a set of questionnaire were used as the tools for data collection

and concluded that the teachers' perceptions towards training of NELTA were good and they accepted training as indispensable organ of language teachers.

Regmi (2011) conducted a thesis on 'Role of NELTA in Development of ELT Situation of Nepal'. The objective of the study was finding out the contribution of NELTA in the field of teachers' professional development and curriculum development. Forty NELTA life members who were teaching English Language at school and collage were selected as a sample for this study following the non-random judgmental sampling procedure. A set of questionnaire with the both open-ended and close-ended questions was used to elicit the required information for the thesis. The study concluded that the NELTA had an important role in the field of teacher professional development but there was some doubt or no any significant role in the field of ELT curriculum development and practice.

Subba (2014) had conducted a thesis entitled 'Application of Teachers' Professional Development Training in English Classroom'. The objective of the study was to find out the status of the application of TPD training by secondary level English teachers in classroom teaching. Ten Secondary level English teachers from government aided schools of Ilam districts were selected as a sample for this study following the random Sampling procedure. A set of questionnaire with the both open and close-ended questions and observation checklist were used to elicit require information for the thesis. The study had concluded that the teachers were good in subject matter, presentation was in sequence and teaching was based on the context along with the use of appropriate examples.

### **2.3 Implication of Review for the Study**

The literatures reviewed above were similar or related to my study to some extent. All of these researches reviewed here were followed survey research design to achieve the objectives. After reviewing these works, I have got lots of

ideas regarding the survey research. To be specific, it helped me to follow the process of survey research accurately such as identifying targeted population, determining sample, identifying tools, determining data collecting procedure, analyzing the data and presenting them systematically.

The research conducted by Bhattarai (2011) was found fruitful to get the ideas regarding the role of training on students' motivation, selection of teaching methods and techniques and so on. Similarly, it also guided me to determine the sampling procedure and apply non-random sampling procedure to meet the objectives of the study.

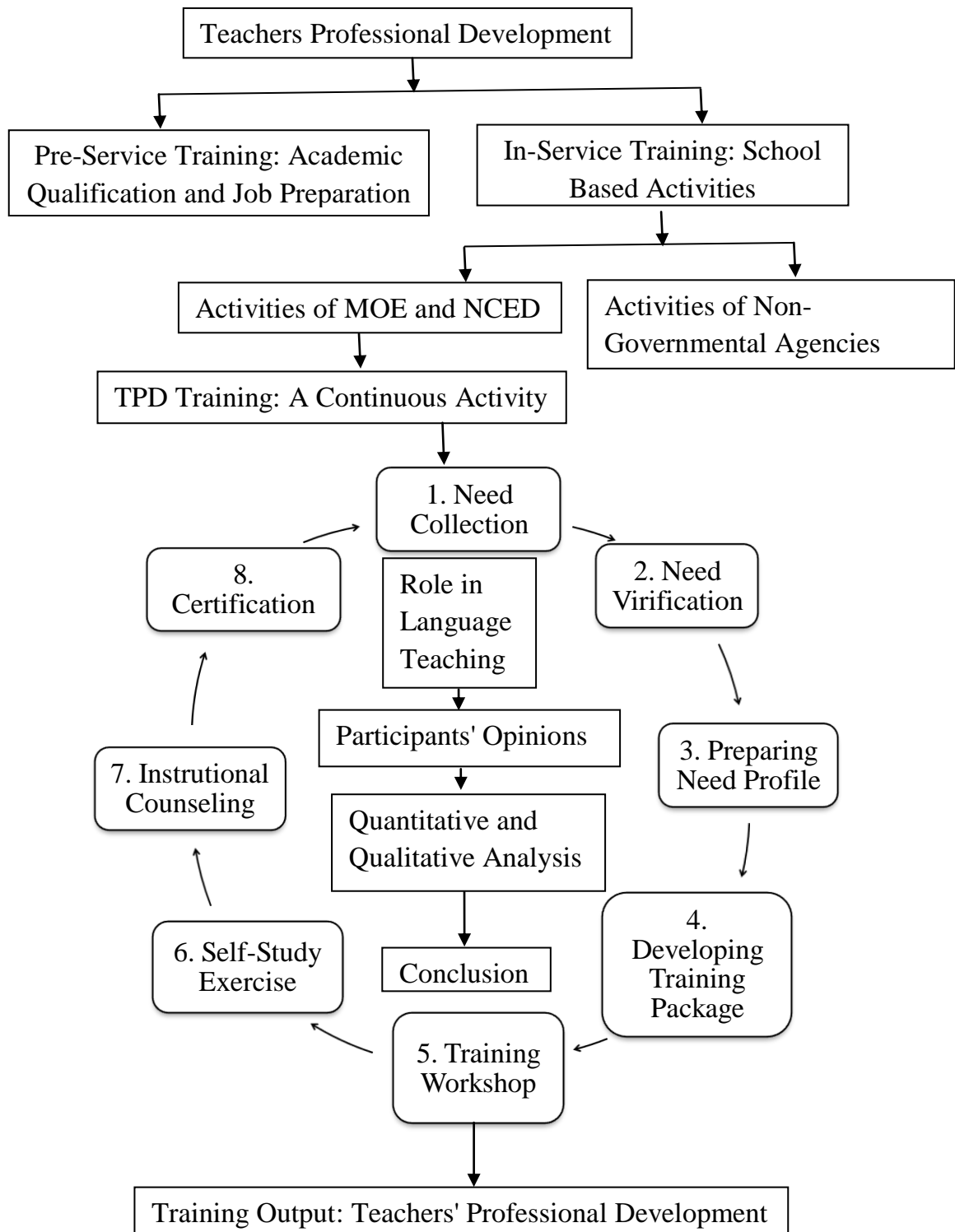
The research carried out by Regmi (2011) support me to develop the research tool, i.e. questionnaire, to gate the respondents' opinion. In the same way, it helped me to find-out the role of training in teachers' professional development and the rate of applying the ideas learnt from training programs in their professional life.

Similarly, the remaining two works i.e. conducted by Joshi (2010) and Subba (2014), was found fruitful and supportive to me to identify the baseline of teacher training in Nepal and activities of NCED. Furthermore, the research conducted by Subba (2014) was found fruitful for selecting the field or area for the research and determining data collection procedure.



## 2.4 Conceptual Framework for the Study

Following conceptual framework has been drawn to the present study as a conclusion of all the theoretical and empirical literature discussed above:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF STUDY**

To achieve the set of objectives of present study, the following methodology was adopted:

#### **3.1 Design and Methods of the Study**

To find out role of TPD training in language teaching, the mixed research design (i.e. qualitative and quantities) was followed in general and the survey research design in particular. Survey research studies a large population selecting sample population and findings are generalized to the whole population. In this regards Creswell (2012, p. 381) states, "Survey research is typically select and study a sample from a population and generalize results from the sample to the population". Furthermore, Kraemer (1991, as cited in Gonzalez, 2005, p. 1) has identified the following three distinguishing characteristics of survey research as:

- Survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables.
- The data required for survey research are collected from people and are, therefore, subjective.
- Survey research uses a selected portion of the population from which the findings can later be generalized back to the population.

Generally, Survey is carried out in large number of population in order to find the public opinion on certain event, issues or situation. According to Cohen and Monion (1985, as cited in Nunan, 1992, p.140), "The purpose of survey research is generally to obtain the snap-shot of condition, attitudes and or events at a single point of time. Survey is also carried out in educational sectors to obtain information of conditions, attitudes and events at a single point of

time". In this regard Nunan (1992, p. 140) state, "Survey are widely used for challenging data in most areas of social inquiry from politics to, sociology, from education to linguistics". Similarly, According to Guyette (1983, P. 48), Survey research can be useful for the following purposes:

- Determining the characteristics of a population or a community
- Defining existing conditions in a community or region
- Documenting community opinion
- Comparing groups of communities

According to Cohen, Manion, & Morrison (2000, p. 171, as cited in Griffee, 2012, p. 55), "Survey design can produce not only descriptive summary, but also generalized statements based on large databases". Similarly, Brown (1997, as cited in Griffee, 2012, p. 55) says, "Survey design is good for providing information for curriculum development, including needs analysis and program evaluation, as well as researching certain topics". To carry out a survey research Guyette (1983, P. 51-58) suggest the following procedure or operational steps:

Step 1: Defining the purpose of study

Step 2: Locating previously conducted survey on similar topic

Step 3: deciding on the type of survey design

Step 4: Selecting the sampling methods

Step 5: Deciding on a method of collecting the data

Step 6: Conducting a pretest with the questionnaire or interview schedule

Step 7: Collecting the data

Step 8: Follow-up

Step 9: Analyzing the data analysis

Step 10: Reporting or sharing the result of the study

All these above discussion entails that survey is one of the important research design used in educational investigations. It is mainly carried out to find out

people's attitudes, opinions and specified behavior on certain issues, phenomena, and events or situations. The finding of survey will generalize to the whole groups of population. This study also had to address the large number of population (study population) by selecting the sample population as the representative of study population. For this reason, the survey research design was selected to complete this study.

### **3.2 Population, Sample and Sampling Strategy**

Population of the study were all the teachers from government aided schools of Nepal who were teaching English language at secondary and lower-secondary level and participated in the TPD program. Sample of the study consisted of 40 teachers from 20 different schools of Palpa, Syanja and Tanahung districts. Non-random judgmental sampling procedure was followed for sampling in the study. To be specific, the respondents were selected purposively thinking that they could provide the best information to achieve the objectives of the study.

### **3.3 Study Area/ Field**

Palpa, Syanja and Tanahung districts were selected as the field or area for the study. These 3 districts were selected purposively because they are geographically accessible and are belongs under three different ETCs Palpa, Kaski and Tanahung respectively. So, the present study included the data from 3 ETCs out of the 29 ETCs all over the country. To be specific, north-eastern part of Palpa, south-eastern part of Syanja and south-western part of Tanahung districts were selected as the field or area for the research.

### **3.4 Data Collection Tool and Technique**

I developed a set of questionnaire as research tool in order to elicit the existing data. Both types of questions, i.e. open-ended and close-ended questions were included in the questionnaire. Questionnaires were distributed to the language teachers who were teaching English language at lower secondary and

secondary level of government aided school form Palpa, Syanja and Tanahung districts.

### **3.5 Data Collection Procedure**

To elicit the required information for the study, I followed the following process:

- First of all, I prepared a set of questionnaire according to the objectives of the study.
- I determined the field of study, selected the schools purposively and also determined the time for collecting data. I used the leisure period and the Tiffin time for this purpose.
- I visited the selected schools, established rapport relating to the school management authorities and the teachers (respondents).
- I explained them about the objectives of my study and provided questionnaire and requested them to respond to the questions.
- Finally, I collected the questionnaire, thanking them for their kind co-operation and help.

### **3.6 Data Analysis and Interpretation Procedure**

Systematically collected data were analyzed, interpreted and presented descriptively with the help of tables and illustration.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPERATION OF RESULTS**

It was the core part of research and deals with analysis and interpretation of the information /data obtained from the informants. All the information collected from the respondents had been analyzed and interpreted descriptively under the following headings and sub headings.

#### **4.1 Analysis of Data and Interpretation of Results**

In this research, both types of questions, closed-ended and open ended, were used as the tool for data collection. Distracters were competitive or similar or equally important in each question. The percentage was the main statistical tool for data analysis. The total number of responses for each question was changed into percentage while analyzing the data. The calculation had been done separately to the responses of questionnaire.

##### **4.1.1 Analysis of Close-Ended Questions**

Multiple choice questions were included as closed-ended questions in the questionnaire. All the responses made by the teachers about those questions were divided onto different sub-headings, presented in table with the frequency and percentage first. Then the responses made after each issues were analyzed and interpreted descriptively using the table.

##### **i) Teaching Language Skills**

The complexity of language has made the profession 'language teaching' more complex and technical task than the other field of teaching. While teaching language, teachers are expected to teach different language skills and communication strategies along with other subject matter. Teachers have to use some specific skills and techniques to teach different language skills i.e. listening, speaking, reading and writing. Though these skills may rarely exist in isolation, the teacher may have to focus individually to address the students

need. Regarding the role of TPD training on teaching different language skills, all the responses made by the teachers were tabulated and interpreted below:

**Table No. 1**  
**Responses to Teach Language Skills**

S.N.	Issues	Responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Teaching listening	8	20	23	57.5	9	22.5	-	-
2	Teaching speaking	6	15	27	67.5	7	17.5	-	-
3	Teaching reading	12	30	28	70	-	-	-	-
4	Teaching writing	5	12.5	29	72.5	6	15	-	-
5	Teaching new vocabulary	-	-	20	50	16	40	4	10

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, F =Frequency

The table present above asserts that the respondent accepted the training was supporting them to teach different language skills. Talking about the individual issues, 31respondents (77.5%) made an agreement on the first issue, i.e. teaching listening skill. It means the training helping them to use appropriate teaching methods and materials to develop students' listening comprehension level. Similarly, the next issue, i.e. teaching speaking skill, 33 respondents (82.2%) agreed that the training program was helping them to teach speaking skill in English effectively with appropriate methods and techniques.

Regarding the third issue, i.e. teaching reading skill, none of the respondent found disagreed. It means the training sufficiently helping them to increase their students' reading comprehension level. Similarly, the next issue, i.e. teaching writing skills, 34 respondents (85%) agreed that the training was supporting them to their students' writing skill in English. Finally, about teaching vocabulary, 20 respondents (50%) agreed that the training program was supporting them to teach new vocabulary items along with different

communicative strategies. It means, hardly a half percents of the total teachers found that the training program had a fruitful role in teaching vocabularies.

From the aforementioned discussion, it can be concluded that the TPD training had a fruitful role in teaching different language skills. Most of the teachers were found satisfied with the training and sows their positive responses towards the training program.

## ii) Preparation and Use of Materials

Teaching material played a vital role in language classroom. So, teacher training program should focus properly on preparation and use of teaching materials. Language teacher should be able to prepare and use different materials according to their student's comprehension level, nature of teaching items, availability of the resources and school or classroom environment. All the responses made by the teachers after the close-ended questions related to preparation and use of teaching materials were tabulated and interpreted below:

**Table No. 2**  
**Responses to Use of Teaching Materials**

SN	Issues	Responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Selecting the materials	11	27.5	23	57.5	6	15	-	-
2	Resource for teaching aids	-	-	32	80	8	20	-	-
3	Multiple use of materials	2	5	19	47.5	15	37.5	4	10
4	Students involvement	3	7.5	15	37.5	17	42.5	5	12.5
5	Reducing the cost	4	10	19	47.5	15	37.5	2	5
6	Support on managing the class	6	15	32	80	2	5	-	-

The aforementioned table asserts that, most of the teacher found the TPD training program had been supporting them to select and use appropriate



materials in their regular language classroom. Dealing with the individual issues, 34 respondents (85%) agreed that the training program had been helping them to select teaching materials according to their teaching items, objectives, context and students level. Similarly, the second issue, i.e. to find out the resources for teaching aids, 32 respondents (80 %) agreed that the training supported them to identify different resources for teaching materials. It shows the fact that the training program was fruitful and majority of the teachers were satisfied. Regarding multiple uses of teaching materials, 21 respondents (52.5 %) made an agreement that the training assisting them using the same materials for more than one classes/ level, teaching items and time.

The forth issue, i.e. whether the training had been helping them involving their students in preparation and presentation of teaching materials, 22 respondents (55 %) disagreed. It means the training package was not clear about the role of student in preparation and presentation of teaching materials. Regarding the skills to reduce the cost of teaching aids, 23 respondents (57.5 %) agreed that the training was found helping them to reduce the cost of teaching materials. It means the majorities of teachers were satisfied with the training package and viewed that the package had been providing clear instruction or techniques to reduce the cost of teaching materials and facilitated them to use locally available and low-cost or no-cost materials in language teaching. Finally, regarding the role of teaching materials in classroom management, 38 respondents (95 %) agreed that the teaching materials which they had been using were supporting them to manage the class. It means the training package sufficiently focused on using contextually appropriate teaching materials.

In conclusion, majority of the teachers showed their positive attitudes towards the training program in terms of preparation and use of contextually appropriate teaching materials. It means the teachers were provided some technical skills to use and develop contextually appropriate teaching materials for their regular language teaching classroom during the training session.

### iii) Classroom Management

Classroom management is one of the important issue for increasing productivity, effectiveness, and efficiency in teaching learning process. A training package for language teachers is generally expected to focus on the diversity of the language classroom. Teacher training program should address the learners' linguistic, cultural, economic and other social or individual differences and fulfill the learning needs. The teachers' responses regarding the role of TPD training in classroom management were presented below:

**Table No. 3**  
**Responses to Classroom Management**

S.N	Issues	Responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Students' native language	4	10	28	70	8	20	-	-
2	Students cultural background	10	25	28	70	2	5	-	-
3	Students economic status	-	-	22	55	12	30	6	15
4	Age variation in learners	-	-	19	47.5	17	42.5	4	10
5	Students need and interest	-	-	12	30	26	65	2	5
6	Comprehension level	-	-	18	45	13	32.5	9	22.5
7	Students participation	3	7.5	35	87.5	2	5	-	-
8	Teacher-students relation	5	12.5	19	47.5	13	32.5	5	12.5
9	Role of SIP in classroom	5	12.5	21	52.5	14	35	-	-

According to the table, most of the teachers realized that the training program had been assisting them to manage large and heterogeneous language classroom. Concerning on the individual issues, 32 respondents (80%) made agreement that the training properly addressed the language related issue. It means the training had been supporting them to manage the English language classroom with the students having different native language.

Regarding the second issue, i.e. role of the TPD training to address cultural variety in a language classroom, 38 respondents (95%) agreed that the training had been helping them to manage the multi-cultural classes. The data showed that teachers were highly benefited by the training to deal with the cultural variety of a classroom. Similarly, regarding the economic status of the learners, 22 respondents (55%) agreed that the training was helping them to manage the class with the students from different economic classes. The next issue, whether the training helping them to manage the language classes with the students form different age group, 21 respondents (52.5%) disagreed. It means the training package did not properly focused on learners' age variation.

Similarly, concerning the needs and interests of the learners, 28 respondents (70%) made disagreement. It means the majority of the teacher viewed that the training package hardly concerned addressing the needs and interests of language learner. The next issue i.e. students with different comprehension level in a language class, 22 respondents (55%) denied the issue. It means the majority of the respondents found the training package was not focusing properly on the role of students' prior knowledge and their comprehension level in language learning.

Regarding the students' participation in the classroom interaction, 38 respondents (95%) agreed that the training was helping them to increase the students' participation in classroom activities. It means most of the teachers found the program effectively assisting them to motivate their students for participating on different learning activities. Similarly, the next issue, i.e. role of the training establishing learning friendly relation with the students, 24 respondents (60%) made an agreement. According to the data, it can be concluded that the majority of the teachers were satisfied with the training in case of making good relation with their students in language classroom. Similarly, regarding the role of school improvement plan (SIP) on language classroom, 26 respondents (65%) agreed that the SIP prepared by their school brought some positive changes in teaching learning environment in school and

language classroom. It means majority of the respondents satisfied with the implementation of SIP in their school.

In a nut-shell, the majority of the respondents agreed that the TPD training program had a remarkable role in managing heterogeneous language classroom. They viewed that the training was addressing the learners' native language and culture related issues but they denied or expressed their doubt towards some issues like, learners age variation, comprehension level, etc.

#### iv) Teachers Professional Development

Training program is one of the most common strategy and pre-requisite for teachers' professional development. The training program is expected to make the teacher feel more comfortable in their profession. Regular efforts and opportunities for the exploration of teachers' inherent potentiality can only ensure their all-round development, success and satisfaction. Teachers' responses towards the role of TPD training in teachers' professional development were presented below:

**Table No. 4**  
**Responses to Professional Development**

SN	Issues	Responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Manage personal life	-	-	22	55	18	45	-	-
2	Making the job easy	-	-	32	80	4	10	4	10
3	Understanding child behaviour	2	5	17	42.5	19	47.5	2	5
4	Apply new methods technique	8	20	32	80	-	-	-	-
5	Supported by TSM	3	7.5	11	27.5	19	47.5	7	17.5
6	Implication of the TIP	2	5	17	42.5	18	45	3	7.5

The aforementioned table asserts that most of the teachers were satisfied that program was supporting to their professional development. Dealing with the

individual issues, 22 respondents (55 %) agreed that the TPD training was providing some skills for managing their personal daily life along with their professional responsibilities. Similarly, 32 respondents (80%) found their job more easy and interesting after the training. It means the majority of the teachers found remarkable changes on their duty and they were enjoying in teaching profession after the training.

The next issue i.e. understanding learners' psychology and their language learning process, 21 respondents (52.5 %) made disagreement. It means the majority of the teachers were not satisfied with the skills provided during the training session and also expected more technical skills and professional supports in this sector. Similarly, using new methods and techniques in language teaching, none of the respondent found disagreed. It means the participants were satisfied with the training package in case of using new techniques, methods and approaches of teaching.

About the role of teacher support mechanism (TSM) in teachers' professional development and teaching improvement, 26 respondents (65 %) disagreed. The data shows that the teachers were not satisfied with post training supports provided by the members of TSM on their professional development and improving teaching environment in school and language classroom. Similarly, regarding the implication of the TIP, 23 respondents (52.5 %) disagreed. It means the teachers were not adequately supported to prepare and implement the Teaching Improvement Plan (TIP) in their regular language classroom though the official documents of the TPD training claimed to focus on TIP as a tool for ensuring training delivery, reform school environment and classroom practice and strategy to ensure teachers' professional development.

To sum up the above discussion, the majority of the teachers showed their positive attitudes towards the role of the training in their personal and professional development. The training was helping them to apply new methods and techniques in language teaching and they found their job easy.

## v) Quality of Training

To get teachers opinion regarding the strength and weakness of the TPD training program six close- ended questions were included in the questionnaire. The responses made by the teachers after those questions were tabulated and interpreted below:

**Table No. 5**  
**Responses to Quality of Training**

S.N	Issues	Responses							
		SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Based on needs & demands	-	-	18	45	16	40	6	15
2	Role in training designing	3	7.5	16	40	15	37.5	6	15
3	Contextually appropriate	10	25	20	50	8	20	2	5
4	Based on school curriculum	7	17.5	19	47.5	11	27.5	3	7.5
5	Improving students result	18	45	22	55	-	-	-	-

Regarding the first issue presented in the aforementioned table, i.e. whether the training package was based on teachers' individual needs and demands, 22 respondents (55 %) disagreed. It means the majority of the participants denied the statements and showed their dissatisfied with the training package though it was claimed that the training was demand-driven and need-based. Similarly, regarding the teachers' participation in designing training course/package, 21 respondents (52.5 %) opposed on the issue. It means the majority of the respondents viewed that they were not involving in training package development process.

Regarding the next issues, whether the training package was contextually appropriate or not, 30 respondents (75 %) agreed that the training package was contextually appropriate. In the same way, 26 respondents (65 %) made an agreement that the training package was based on the school level curriculum. It means the majority of the teachers found that the training provided some

skills about what they have to do in their regular language classroom. The final issue included in the table, i.e. improving students' result, none of the respondent disagreed. It means the respondents viewed that the average marks or result of their students was improved and they were satisfied with the training delivery.

According to the data discussed above, it can be conclude that the training had a significant role in improving students' result. Similarly, the majority of the respondents opinioned that the training package was appropriate in their local context.

#### **4.1.2 Analysis of Open-Ended Questions**

Open-ended questions in the questionnaire were included to get subjective response or free opinions from the informants. The responses made after those open-ended questions (group 'B' from the questionnaire) have been analyzed and described individually under the following sub-headings.

##### **i) Language Teaching and Professional Development**

To get free opinion or judgment regarding the contributions of the TPD training in language teaching and teachers' professional development, one open-ended question (i.e. question No. 1), was included in the questionnaire. All the responses made after that question were summarized and presented below.

- The training developed collaborative learning culture among school staffs and also provided a platform for shearing their professional needs experiences.
- The training program attempted to address their pedagogical needs of daily classroom teaching.
- The training enhanced them to choose appropriate teaching methods, techniques, and materials in terms of teaching items, students' level and interest and classroom environment.

- The teachers were motivated to learn about the local/students native language and culture after the training.
- The teachers were supported to apply student centered and activity based teaching methods and techniques in language classroom.
- The training helped them to make the language teaching more interesting and fantastic with the help of songs, language games, etc.

Even the teachers were responding in various ways, majority of them accepted that the training program facilitated them for teaching English language in school and they were involving in different professional activities. So, it can be concluded that the TPD training had a positive role in language teaching and teachers professional development.

## **ii) Classroom Management**

In the questionnaire, there was an open-ended question (i.e. question No. 2) to obtain information about role of the training in classroom management. To be specific, the question aimed to get free opinion from the teacher about role of the training in classroom management and its reflection in students' and teachers' behaviour. The responses to the question were summarized and presented below:

- Students' participation was increased in different classroom activities.
- Students were regular in school and found more sincere about their homework and other learning activities.
- Students had got equal learning opportunity in the classroom.
- Teachers were able to put their students in discipline and built a good learning environment in language classroom.

According to the responses discussed above, it can be concluded that the TPD training had brought some remarkable changes in students and teachers behaviour and classroom environment.



### **iii) Strength of Training**

To obtain teachers' judgment regarding the strength of the TPD training, two open-ended questions were included in the questionnaire. All the responses made after those two questions i.e. question No. 3, and question No. 4, were discussed under this sub-heading. The first question of them, i.e. question No. 3, attempted to get teachers opinion on the issue in general. All the responses made after the question were summarized and presented in following points:

- The training encouraged the teachers to identify their problems through self-realization, explore their needs for the training and got support.
- The training attempted to address the teachers' real pedagogical needs because the needs and demands were collected from teachers and also verified and specified through the school visit and classroom observation.
- The training focused on participant (trainee) centered methods in designing and implementing the training package and role of teaching or subject experts were limited to manage and monitor the training activities.
- The TPD training package was developed at local level and school head teachers, teachers/trainees, RTs, RPs, and school supervisors were directly involved in preparation of training package and training materials. It helped to ensure the package was made appropriate to the local context.
- The training provided some technical skills and knowledge for conducting project works; case study, action research, book review, etc. and writing reports of different academic studies.

Similarly, the next question, i.e. question No. 4, aimed to get information about training delivery and student achievement. All the responses made after the question were summarized and presented below:

- Students' average scoring/result was improved after the TPD program.

- Students found ample opportunity to practice language because the teachers were able to provide authentic materials (downloaded and recorded texts as well) and real-like situation in classroom.
- Students were motivated to speak English and got fluency in English.

The demand-driven TPD training package was basically designed in local level and tries to address the Participants individual needs and demands continuously. So, the participants may benefited in different ways in terms of where and when they were participated in the training.

#### **iv) Weaknesses of Training Program**

To get free opinion about weakness of the program, two open-ended questions were included in the questionnaire. All the responses made by the language teacher after those questions were discussed under this heading. The first of them, i.e. question No. 5 attempted to get opinion about inhibiting factors to training delivery. All the responses made after the question were summarized, and the major factors identified by the respondents were listed below:

- Poor availability of teaching materials in their local context.
- Over-crowded language classroom and teaching overload.
- The teachers were not convinced with the new skills and techniques learned during the training.
- Lack of training supervision and monitoring.
- Lack of post training support and low motivation.
- Lack of regular class-observation and evaluation of training delivery.

The next issue raised on the question No. 6 was attempted to get opinion about weaknesses of the program in general. All the opinions were summarized and presented in following points:

- The training program was not conducted at appropriate time for the participants. Mostly, the training program was held in mid-time of

academic year and teachers felt difficult to allocate time to training program a part from their regular duty.

- The participants were not satisfied with the solution provided during the training on their needs and demands and viewed that the RP, RT or school supervisor were not enough to handle the training program.
- The participants hardly found training friendly environment in training center, school and language classroom and felt difficult to learning and using new teaching skills and techniques.
- The RTs were not selected experienced, capable and skillful teachers after free and transparent evaluation. It was also affected badly by the party politics, teacher unions, etc.
- Similar types of training module and package was provided to all teachers and it was failed to address the teacher hierarchy: beginner/novice, experienced, master and expert.
- The training was not based on new techniques, technology and recent practices of language teaching.
- All the steps of training were not followed strictly and training completion certificate was provided without completing <sup>2nd</sup> and <sup>3rd</sup> phase of training.
- The project works, e.g. action research, case study, book review etc. conducted in the second phase of training was limited to formality only.
- The training module was not completed in time because of poor management, negligence of its stake-holders and lack of monitoring mechanism in local level. Similarly, the program was failed to meet the national stander of the training because of poor budgeting in rural area.

#### **v) Suggestions for Training Reform**

There was an open-ended question included in the questionnaire (i.e. question No. 7), to obtain participations recommendation to make the training program more appropriate and effective for them. The majority of the respondents have viewed that the training tried to fulfill their needs and expectations to some extent but those were not sufficient. The theoretical concept of the training was

appreciated by the respondents but they questioned and expressed their dissatisfaction about implementation of the training and its practical aspects. The respondents have made following suggestions to fulfill their expectation and further improvement of the training program.

- The training package should attempt to fill up the gaps between training center and classroom environment.
- Salary and other facilities for trainer who has been working in rural area should be increased.
- Sufficient budget should be allocated for continuing the training in rural area. Most of the respondents had realized that the training was not completed in time and failed to meet the national stander of the training because of poor budgeting in rural area.
- Some alternative/ additional teachers should provide for those schools from where Roster Trainers (RTs) are selected.
- A training monitoring mechanism should establish at local level.
- The training package should be varied according to the teachers' hierarchy.
- Provide sufficient training and teaching materials for the Schools, RCs, LRCs and ETCs to insure the efficiency of training and training delivery.
- Focus on regular classroom observation and provide technical support continuously

#### **4.2 Summary/Discussion of findings**

From the above discussions about the data obtained from the respondent, it can be summarized that training programme had attempted to address different needs and expectation of language teachers but those were not sufficient for them. The major findings of the study were presented in following points:

- Most of the respondents accepted that the training had a fruitful role in teaching different language skills.

- Majority of the respondents agreed that the training program supporting them in classroom management and built a learning friendly relation with their students.
- Most of the respondents viewed that the training program was helping them to prepare different teaching aids and apply them appropriately in language classroom.
- Majority of the respondents expressed their positive response on the role of the TPD training on teachers' professional development.
- Most of the teachers agreed that the training program was supporting them to solve the language and culture related problems in language classroom.
- Most of the teachers viewed that the training program helped them to apply new methods and techniques in language teaching.
- Majority of the respondents viewed that the training was not delivered in the regular classroom properly due to the poor availability of teaching materials and lack of post training support.
- Majority of the respondents realized that the monitoring and supervision mechanism of the training was not effective. The existing training monitoring mechanism, i.e. ERO, was not found capable to monitor the training activities conducted at local level.
- Majority of the respondents were not satisfied with the solution provided during the training session to their pedagogical and professional needs.
- Majority of the respondents claimed that they hardly found training friendly environment in training center/resource center and school.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

It was the final chapter of thesis and deals with the major conclusion and some recommendations which were made on the basis of analysis and interpretation of collected data. They were presented as follows:

#### 5.1 Conclusion

From the research it was concluded that the training programme was fruitful for English language teacher in terms of teaching different language skills and sub-skills, managing language classroom, preparation and use of teaching materials and teachers' professional development. Focus on local pedagogical issues, and motivate to collaborative learning were the remarkable positive aspects of the training. Similarly, lack of training supervision and monitoring mechanism, poor budgeting in rural area, lack of post training support were some notable weakness in the training program. From the present study, the following conclusions had been drawn:

- Teachers were motivated to apply new methods and techniques in teaching language skills and sub-skills after the training.
- Teachers were inspired to learn local language and culture which was found highly supportive to solve the language and culture related problems in language classroom.
- The training brought some remarkable changes in preparation and use of teaching materials in language classroom, e.g. using locally available and low-cost material, authentic texts, etc.
- The training program contributed to improve teacher-student relations and students were actively participated in different learning activities.
- The training developed collaborative learning culture among school staffs and also provided a platform to shear their professional needs experiences.

- The training program helped to make the teachers more confident in their profession providing the knowledge and skills.

Therefore, the TPD training program was very useful and effective for teaching English language and teachers' professional development though there were several shortcomings.

## **5.2 Recommendations**

Some recommendations have been made on the basis of findings obtained through analysis of the data were presented in different levels as follows;

### **5.2.1 Policy Related Level**

- The training conducted by the NCED is basically semi-practical. So, it is suggested to focus on the practical aspects of the training.
- NCED is suggested to establish a language lab at least the ETC or LRC level to make the training as well as language teaching more effective, interesting, easy and practical.
- Mentoring program (at least 1 to 3 months) should be added along with the regular TPD program for the novice teacher.
- Training monitoring and supervision mechanism should be developed at local level.

### **5.2.2 Practice Related Level**

- Co-ordinate with the teachers' professional unions, Teacher- Parent union, School Management Committee, as well as other stake holders of the school to build up training friendly environment in school and classroom.
- Provide enough training as well as teaching materials to the training center and school of rural area.
- Focus on the second (SSE phase) and the third (IC phase) than the first (TW phase) because the training is found failed on those phases.

- Roster trainer selection criteria should be improved and consideration should be made on specific merit-based criteria in order to select qualified trainers.
- Training should be conducted during the summer or winter vacation, time of examination or end of the academic year in order to increase teachers' participation.

### **5.2.3 Further Research Related Level**

In future related level, this research study will be implemented for the following purposes:

- To carry out a similar research to find the status of transfer of training knowledge and skills onto the classroom and its effects on students achievement.
- To carry out a similar research to examine the relevance of training needs identified by the teachers and the problems seen in school visit and classroom observation.
- To carry out a similar research to identify the gaps between policy and the actual practice of the TPD program.
- To carry out a similar research on the role of Head Teacher Leadership Development training (conducted by NCED) on school management and classroom practice.



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## APPENDIX ONE

### Questionnaire

Dear informants,

This questionnaire is a part of my research study entitled **Role of TPD Training in Language Teaching** under the supervision of **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used only for present study.

Researcher

**Keshav Dhungana**

T.U. Kirtipur, Kathmandu

Name of the informants: .....

School's name and address: .....

Group 'A'

Please give a tick (✓) to the answer that you think is the best about the TPD training.

1. Training package is explicitly based on your needs and demand.  
a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
2. You are directly involved in designing /developing training package.  
a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree

3. Training package is appropriate for your context or school environment.
  - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
4. The training package is strictly based on the school level curriculum that you have to teach regularly.
  - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
5. You have successfully applied your Teaching Improvement Plan (TIP) in your regular language classes.
  - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
6. The TPD training helping you to improve students result.
  - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
7. The TPD training helping you to:
  - i) Teach speaking skills of English effectively with appropriate methods and techniques.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - ii) Develop writing skills of your students.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - iii) Increase the reading comprehension level of your students.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - iv) Select and use new and appropriate teaching methods and materials to develop your students listening comprehension level.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - v) Support your students to learn more new vocabularies along with different communication strategies.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
8. TPD training helping you to teach English language in a large class as:
  - i) Students with different native language
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - ii) Students from different cultural background
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
  - iii) Students from different economic classes.
    - a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree

- iv) Students with different comprehension level and prior knowledge.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- v) Students from different age group.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- vi) Students with different need and interest.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 9. Students' participation on classroom activities is increased after the training.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 10. The training helping you to establish a good and learning friendly relation with your students.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 11. After the training, the teaching materials that you used in your classroom has supporting you to manage and control the class.
  - b) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 12. The TPD training package is helping you to:
  - i) Select appropriate teaching materials for your teaching items and objectives.
    - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
  - ii) Identify different resources for preparing teaching materials from your context.
    - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
  - iii) Use the same materials for different teaching items in different time.
    - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
  - iv) Involve your students in preparation and presentation of teaching materials.
    - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 13. The TPD training is helping you to reduce the cost of teaching materials.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree
- 14. The TPD training is helping you understanding the students' behaviour and their learning process.
  - a) Strongly agree    b) Agree    c) Disagree    d) Strongly Disagree



15. The TPD training helping you to apply new techniques, methods and materials on language teaching.
- a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
16. Training made your job easy, interesting and fantastic.
- a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
17. The School Improvement plan (SIP) prepared in your school has brought some remarkable change in teaching learning environment of your class and school.
- c) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
18. The Teacher Support Mechanism (TSM) structured by the TPD program has continuously supporting you to solve the problems that you have to encounter in your regular language class.
- d) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree
19. The training is helping you to manage time and personal daily life.
- a) Strongly agree      b) Agree      c) Disagree      d) Strongly Disagree

Group 'B'

Give your response for the following questions regarding the TPD training.

1. What are the major contributions of this program in language teaching and your professional development? Please present your responses in points.

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2. Have you found any changes in your classroom environment, students' behaviour and yourself after the training? Please answer the question on the basis of how the training helping you managing the classroom.

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3. In your opinion what are those strong aspects of the training which has brought remarkable changes in language teaching and teachers professional development?

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4. What are those specific achievements which your students conceived from your teaching improvement plan (TIP) or training delivery?

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5. What are those striking problems which you frequently encounter during your delivery? Please answer in points.

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6. Are there any problem /weaknesses in training programme by which the appropriateness of the training package is decrease? Please confine your response in your context.

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7. What do you expect from the TPD program for your professional development? Please suggest some ideas to address those expectations also.

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## APPENDIX TWO

### टिपिडी मोड्युल सामग्री खाका

(क) मोड्युल शीर्षक : जस्तै: सिकाई सिद्धान्त र प्रयोग वा आधुनिक विज्ञान शिक्षण पद्धति वा अङ्ग्रेजी विषयगत अध्ययन आदि ।

(ख) मोड्युल परिचय : जस्तै भाग- १, २ र ३ मध्ये प्रत्येकको केन्द्रीय विषयवस्तु, मोड्युलको समग्र अपेक्षित उपलब्धि, लक्षित समूह/शिक्षक, मोड्युलका लागि सम्भावित सहभागी शिक्षकमा हुनुपर्ने पूर्व ज्ञान/तयारी तथा आवश्यक शैक्षिक सामग्री सूची ।

#### भाग- १: तालिम-कार्यशाला (पाँच कार्य दिन)

१. उद्देश्य : यस भागको अन्त्यमा सहभागीले हासिल गर्ने सिकाइ उपलब्धि विवरण
२. मुख्य विषयवस्तु : यस भागले समेट्ने मुख्य विषयवस्तु विवरण
३. विस्तृत कार्यकलाप : मुख्य विषयवस्तुगत रूपमा Activity Design, सिकाइ उपलब्धि लेखाजोखा गर्ने साधन र समय सीमा साथै यस खण्डमा आगामी भाग २ र ३ अन्तर्गत सञ्चालन हुने कार्यकलापहरूको परिचय गराई सबै सहभागीबाट कार्ययोजना तयार गर्न लगाउने र तोकेअनुसारको प्रोजेक्ट कार्य तोक्नेसम्मको प्रक्रिया पूरा गर्नुपर्ने,
४. मूल्याङ्कन : उद्देश्यगत रूपमा आवश्यकता प्रस्ताव र आवश्यकता प्रोफाइल समेतलाई ध्यानमा राखी मूल्याङ्कन । Reflection का लागि प्रश्नहरू वा अभ्यास निर्माण,

#### भाग- २: स्वाध्ययन अभ्यास (तीन दिन)

१. उद्देश्य : यस भागको अन्त्यमा सहभागीले हासिल गर्ने सिकाइ उपलब्धि विवरण
२. मुख्य विषयवस्तु : यस भागअन्तर्गत प्रशिक्षण गर्न खोजिएको मुख्य विषयवस्तु जस्तै- विषयगत ज्ञानको परिस्कार वा प्रभावकारी शिक्षण विधिको प्रयोग वा शैक्षिक सामग्री निर्माण र उपयोग वा विद्यार्थी मूल्याङ्कन आदि उल्लेख गर्ने ।

### ३. प्रोजेक्ट कार्य विवरण र कार्यविधि

- क) सबै सहभागी शिक्षकहरूले भाग-१ खण्ड पूरा गरी आफ्नो विद्यालय फर्कन साथ देहाय अनुसारको शिक्षण सुधार योजना (Teaching Improvement Plan-TIP) तयार गरी त्यसै अनुसार प्रभावकारी शिक्षण सम्पादन गर्नु पर्ने ( TIP को विस्तृत जानकारीका लागि शिक्षको पेशागत विकास कार्यक्रम कार्यान्वयन पुस्तिका-२०६६ को अनुसूची-४ हेर्नुहोस्) ।
- ख) सबै शिक्षकहरूले साभ्ना प्रोजेक्ट कार्यका रूपमा तयार गर्नुपर्ने यस योजनाका लागि लक्ष्य निर्धारण गर्दा ६/६ महिनामा प्राप्त गर्न सक्ने हुनुपर्ने ।
- ग) प्रत्येक सहभागी शिक्षकले यो योजना तयार गरिसकेपछि सबै विद्यार्थीले देख्ने गरी आफूले शिक्षण गर्ने कक्षाकोठाको भित्तामा र प्र.अ. कक्षमा टाँस्ने व्यवस्था मिलाउने ।
- घ) साथै, सबै सहभागी शिक्षकहरूले मोड्युल उद्देश्यसँग अनुकूल हुने गरी व्यक्तिगत रूपमा फरक-फरक वा सामूहिक रूपमा सम्पादन गर्नुपर्ने गरी भाग-१ खण्डमा तोकिएका प्रोजेक्ट कार्य सम्पादन गर्नुपर्ने । यस प्रयोजनका लागि Action Research गर्न वा Case Study गर्न वा Student Result Analysis गर्न वा तोकिएको पुस्तक/सन्दर्भ सामग्रीको Review Note तयार गर्न मध्ये कुनै दुईओटा प्रोजेक्ट कार्यहरू तोकिएको हुने छ ।
- ङ) सबै सहभागी शिक्षकहरूले यसरी तोकिएका कार्यहरू यस मोड्युलको भाग- १ पूरा गरी आफ्नो विद्यालय फर्कन साथ सुरु गरी आगामी २० देखि ३० दिन सम्ममा सम्पन्न गरी सक्नुपर्ने ।

**४. मूल्याङ्कन :** प्रत्येक शिक्षकले आफूलाई तोकिएको तीनै ओटा प्रोजेक्ट कार्य सम्पन्न गरेको प्रतिवेदन तयार गर्नुपर्ने र त्यसमा प्रअको लिखित सुझाव तथा पृष्ठपोषण राखी भाग- ३ अन्तर्गतको शैक्षणिक परामर्श खण्डमा प्रस्तुतीकरणका लागि तयार हुनुपर्ने ।

## शिक्षण सुधार योजना (TIP)

शिक्षकको नाम : ..... विद्यालयको नाम : ..... योजना अवधि:  
.....

क्र.सं.	सूचक	मौजूदा स्थिति (Baseline)	अपेक्षित लक्ष्य	लक्ष्य पूरागर्न सम्पादन गरिने मुख्य कार्यहरू
१	विद्यार्थीको औसत उपलब्धि/प्राप्ताङ्क (अध्यापन गर्ने मुख्य तीन विषयहरू)			
	क) कक्षा ..... /विषय .....			
	ख) कक्षा ..... /विषय .....			
	ग) कक्षा ..... /विषय .....			
२	स्वमूल्याङ्कनका आधारमा शिक्षणमा शैक्षणिक सामग्री प्रयोगका स्थिति (न्यूनबाट उच्च तहको दरमा १, २, ३, ४ मा मापन गर्ने)			
३	प्रतिदिन क्रियाकलाप विवरण तयारी सहितको शिक्षण गरेको पाठ सङ्ख्या			
४	स्व-मूल्याङ्कनका आधारमा प्रभावकारी शिक्षणका निमित्त विद्यालय प्र.अ.बाट प्राप्त सहयोगको स्थिति (न्यूनबाट उच्च तहको दरमा १, २, ३, ४ मा मापन गर्ने)			
५	स्रोतव्यक्ति/प्रशिक्षकबाट शिक्षक/ विद्यालयलाई अनुगमन सहायता एवम् शैक्षणिक परामर्श सम्पन्न हुने पटक (अर्धवार्षिक रूपमा)			

.....  
मिति                      शिक्षकको दस्तखत                      विद्यालयको छाप                      प्र.अ.को दस्तखत

## भाग- ३: शैक्षणिक परामर्श (दुई दिन)

१. उद्देश्य: यस भागको अन्त्यमा सहभागीले हासिल गर्ने सिकाइ उपलब्धि विवरण

२. सञ्चालन कार्य विवरण एवम् कार्यविधि

(क) प्रत्येक हबबाट चालु मोड्युलका सहभागीहरू कार्यरत विद्यालयहरूमा भ्रमण गर्न दुई दिनका लागि खटिई आउने सम्बन्धित प्रशिक्षक/स्रोतव्यक्तिले निम्नानुसारको क्रमबद्ध कार्यकलापहरू सञ्चालन गर्नुपर्ने ।

### पहिलो दिन

- १, प्रत्येक सहभागी शिक्षकले सम्पन्न गरेका स्वाध्ययन अभ्यास अन्तर्गतका तीनओटै प्रोजेक्ट कार्यहरूको प्रतिवेदन सङ्कलन गर्ने,
- २, विद्यालयको समग्र सञ्चालन प्रक्रिया एवम् शैक्षिक गतिविधि अवलोकन गरी सुधारका पक्षहरू नोट गर्ने,
- ३, सहभागी शिक्षकको कम्तीमा एउटा कक्षा अवलोकन गर्ने र सुधारका पक्षहरू नोट गर्ने ।

### दोस्रो दिन

- १, अन्य शिक्षकहरूको पनि कक्षा अवलोकन गरी सुधारका पक्षहरू नोट गर्ने,
- २, शिक्षक, प्र.अ. र वि.व्य.स.का पदाधिकारीहरूबीच देहायअनुसारको प्रस्तावमा आधारित औपचारिक बैठक गर्ने ।

### बैठकका प्रस्तावहरू

- १, मूलत सहभागी शिक्षक र अन्य शिक्षकहरूबाट समेत पेसागत समस्या प्रस्तुतीकरण,
- २, सहभागी शिक्षकहरूको प्रोजेक्ट कार्य प्रतिवेदन मूल्याङ्कन एवम् समीक्षा,
- ३, विव्यस एवम् प्रअबाट शिक्षण प्रक्रिया प्रभावकारी तुल्याउन भेल्लुपरेका कठिनाइ र प्रयासबारे प्रस्तुतीकरण,
- ४, प्रशिक्षक/स्रोतव्यक्तिद्वारा कक्षा अवलोकन समेतका आधारमा प्रस्तुत पेसागत समस्या समाधानका लागि शैक्षणिक परामर्श सञ्चालन,

३. अन्त्यमा प्रशिक्षक/स्रोतव्यक्तिबाट “प्रोजेक्ट कार्य प्रतिवेदन र यस बैठकको निर्णय प्रति” समेत सङ्कलन गरी फिर्ता भ्रमण ।

Source: TPD Implementation Handbook, (p. 11-14)