TEACHER EDUCATORS' EXPERIENCES OF DESIGNING AND
CONDUCTING TRAINING TO SECONDARY LEVEL ENGLISH LANGUAGE
TEACHERS: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Praveen Darai* for the degree of *Master of Philosophy in English Language Education* presented on 24 January 2025, entitled *Teacher Educators' Experiences of Designing and Conducting Training to Secondary Level English Language Teachers: A Narrative Inquiry.*

APPROVED BY

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Asst. Prof. Siddhartha Dhungana, PhD   Surendra Prasad Bhatt

Dissertation Supervisor   Dissertation Supervisor

Teacher Professional Development Training is widely provided to all teachers in Nepal's community schools. This study was conducted after I completed secondary-level English language Teacher Professional Development training from Education Training Center (ETC), Dhulikhel. There are teacher trainers from different districts who conduct the training. This dissertation is purely an intensive study to find how training is designed and delivered and to explore the challenges and ways to overcome those challenges teacher educators face. The participants were five teacher educators from two provinces: Bagmati and Madhesh. I used narrative inquiry as a research method to achieve the objectives, and interviews were used to collect the information. I employed Vygotsky's sociocultural theory as a research theory as there is always interaction among teachers and teacher educators. Similarly, I used Whitehead's living education theory, too. Professional development is possible through reflexive practice and self-evaluation.

The study has some important findings. Some of the trainers were involved in designing the module, too. However, they said there is no need for a collection system before the training begins. The training curriculum is prepared at Center for Education and Human Resource Development (CEHRD), and trainers prepare the modules. During the delivery of training, the trainers face many challenges. Some teachers at the retirement stage are not interested in taking the training. Training is facilitated using ICT. However, teachers lack knowledge of technology.

To sum up, teacher educators can prepare packages that can address the teachers' needs as the trainers are also the teachers, and they know what the teachers want. The teacher educators' stories prove that they partially prepare and deliver packages. Though they face challenges during the training, they overcome them on the spot. This study suggests that policymakers, curriculum planners, and teacher educators should make the training curriculum after need analysis to minimize the challenges and make training effective. This study also provides some insights into involving teacher educators in preparing the training curriculum, making it easy to prepare the training modules.

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शोध सार

अंग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि प्रवीण दराईको सोध प्रबन्धको शिर्षक " माध्यमिक स्तरका अंग्रेजी भाषा शिक्षकहरूलाई प्रशिक्षण डिजाइन र सञ्चालन गर्ने प्रशिक्षकहरूको अनुभवहरू : एक संकथन " ११ माघ २०८१ मा प्रस्तुत गरिएको थियो ।

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उप प्रा. सिद्धार्थ ढुंगाना, पीएचडी   सुरेन्द्रप्रसाद भट्ट

शोध निर्देशक   शोध निर्देशक

नेपालका सामुदायिक विद्यालयका सबै शिक्षकहरूलाई शिक्षकको पेशागत विकास तालिम व्यापक रूपमा उपलब्ध गराइन्छ। मैले शैक्षिक तालिम केन्द्र, धुलिखेलबाट माध्यमिक तहको अंग्रेजी भाषा शिक्षकको पेशागत विकास तालिम पूरा गरेपछि यो अध्ययन गरिएको हो। तालिम सञ्चालन गर्ने विभिन्न जिल्लाका प्रशिक्षक हुन्छन्। यो शोध प्रबंध विशुद्ध रूपमा कसरी प्रशिक्षण डिजाइन र सञ्चालन गरिन्छ र प्रशिक्षकहरूले सामना गर्ने चुनौतीहरू र ती चुनौतीहरूलाई पार गर्ने तरिकाहरू अन्वेषण गर्न गरिएको एक गहन अध्ययन हो। सहभागीहरूमा बागमती र मधेश गरी दुई प्रदेशका पाँच प्रशिक्षक थिए। मैले उद्देश्यहरू प्राप्त गर्न अनुसन्धान विधिको रूपमा संकथन प्रयोग गरें र जानकारी सङ्कलन गर्न अन्तर्वार्ताहरु प्रयोग गरियो। शिक्षक र प्रशिक्षकहरूबीच सधैं अन्तरक्रिया हुने भएकाले मैले Vygotsky को सामाजिक-सांस्कृतिक सिद्धान्त लाई अनुसन्धान सिद्धान्तको रूपमा प्रयोग गरें। त्यसैगरी, मैले Whitehead को जीवन्त शिक्षा सिद्धान्त पनि प्रयोग गरें। रिफ्लेक्सिभ अभ्यास र आत्म-मूल्याङ्कन मार्फत प्रशिक्षकहरुको पेशागत विकास सम्भव छ।

अध्ययनमा केही महत्त्वपूर्ण निष्कर्षहरू छन्। केही प्रशिक्षकहरू मोड्युल डिजाइनमा पनि संलग्न थिए। तर, तालिम सुरु हुनुअघि आवश्यकता सङ्कलन गर्ने प्रणाली नरहेको उनीहरुले बताए। प्रशिक्षण पाठ्यक्रम शिक्षा तथा मानव स्रोत विकास केन्द्रमा तयार गरिएको हुन्छ, र प्रशिक्षकहरूले मोड्युलहरू तयार गर्छन्। तालिम सञ्चालनका क्रममा प्रशिक्षकहरूले धेरै चुनौतीहरूको सामना गर्छन्। अवकाश चरणमा रहेका कतिपय शिक्षकले तालिम लिन चाहँदैनन्। आईसीटी प्रयोग गरेर तालिम सहज हुन्छ। तर, शिक्षकलाई प्रविधिको ज्ञान छैन।

संक्षेपमा, प्रशिक्षकहरूले प्याकेजहरू तयार गर्न सक्छन् जसले शिक्षकहरूको आवश्यकतालाई सम्बोधन गर्न सक्छ किनभने प्रशिक्षकहरू पनि शिक्षक हुन्, र उनीहरूलाई शिक्षकहरू के चाहन्छन् थाहा छ। प्रशिक्षकहरूको कथाहरूले उनीहरूले आंशिक रूपमा प्याकेजहरू तयार गर्छन् र सञ्चालन गर्छन् भन्ने

प्रमाणित गर्दछ। तालिमको क्रममा उनीहरुले चुनौती सामना गरे पनि तालिमस्थलमै समाधान गर्छन्। यस अध्ययनले नीति निर्माता, पाठ्यक्रम योजनाकार र प्रशिक्षकहरूले चुनौतीहरूलाई न्यूनीकरण गर्न र तालिमलाई प्रभावकारी बनाउन आवश्यक विश्लेषण गरी तालिम पाठ्यक्रम बनाउनु पर्ने सुझाव दिन्छ। यस अध्ययनले प्रशिक्षण मोड्युलहरू तयार गर्न सजिलो बनाउँदै, प्रशिक्षण पाठ्यक्रम तयार गर्न प्रशिक्षकहरूलाई समावेश गर्ने बारे केही अन्तर्दृष्टिहरू पनि प्रदान गर्दछ।

११ माघ २०८१

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प्रवीण दराई

उपाधि उम्मेदवार
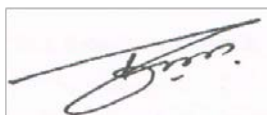
This dissertation entitled *Teacher Educators' Experiences of Designing and Conducting Training to Secondary Level English Language Teachers: A Narrative Inquiry,* presented by *Praveen Darai* on 24 January 2025

APPROVED BY

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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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<div align="center">DECLARATION</div>

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

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DEDICATION

This dissertation is dedicated to my beloved wife and adorable daughter

From the bottom of my heart.

And all the English language teachers and teacher educators.

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ABBREVIATIONS

BS	Bikram Sambat
CEHRD	Center for Education and Human resource Development
EFA	Education for All
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English Medium Instruction
ESA	Education Sector Analysis
ETC	Education Training Centre
HT	Head Teacher
ICT	Information and Communication Technology
INGO	International Non-Governmental Organization
INSET	In-Service Training
KU	Kathmandu University
LRC	Lead Resource Center
MKO	More Knowledgeable Others
MoEST	Ministry of Education, Science and Technology
NCED	National Center for Education Development
NELTA	Nepal English Language Teachers' Association
NEP	National Education Policy
NESP	National Education System Plan
NGO	Non-Governmental Organization
PETCs	Provincial Education Training Centres
PTA	Parent Teacher Association
RC	Resource Centre
RP	Resource Person
SEE	Secondary Education Examination
SEP	School Education Plan
SESP	School Education Sector Plan
SLC	School Leaving Certificate
SMC	School Management Committee

SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TIP	Teaching Improvement Plan
TPD	Teachers' Professional Development
TTS	Teacher Training Section
TU	Tribhuvan University
ZPD	Zone of Proximal Development

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CHAPTER I

INTRODUCTION

Chapter Overview

This chapter briefly describes my research journey and personal experience working as a teacher in various private and government schools. It is also about my experience as a trainee in ETC, Bharatpur, and Dhulikhel. This section further covers the study's rationale, where I discuss why this study is essential and how it contributes to the professional development of trainers and teachers. Next, I dealt with the problem statement. The purpose of the study discussed the objectives that this study wants to achieve.

Furthermore, the research questions section talked about the questions that helped to achieve the set purposes. The delimitation part has made this study more precise and comprehensive, and the organization of the study has made the readers understand the whole picture of the research. The chapter concluded with a summary.

My Journey as a Trainee

Teaching is considered a noble profession, and my parents and schoolteachers also encouraged me to be an English teacher. Following my teachers' suggestions and fulfilling my parents' desires, I chose education in grades 11 and 12 as my specialization area with a major in English. As soon as I completed grade 12, I got an opportunity to teach in a private school for primary children. It was going well at the beginning, but as time passed, I realized that teachers had to know some methods to deliver the contents in the class. After I moved to the next school, I attended a small seminar organized by the school for effective teaching. I also presented a paper on Assessment Practice in Private Schools in Chitwan. I realized the seminar was fruitful because there were about thirty teachers, and it was about the existing evaluation system and how it is done.

Teachers need various knowledge, such as content, pedagogical knowledge, and knowledge about learners. We get the theoretical parts from colleges and universities. However, we need some practical guidelines to help solve classroom problems and challenges. So, campuses, colleges, or universities prepare teachers, also called pre-service training. While teaching, teachers may face challenges, and they need continuous support through teacher professional development training. The

training may be in-service or pre-service. As I am from an education background from grade 11, I received pre-service training from my campus education, which provided me with more theoretical and less practical information about classroom pedagogy. It did not provide me with ways to overcome the obstacles encountered in the classroom, like curriculum, children's level, explosion of knowledge, etc.

I am an English language teacher in a community school. But in the community school, I heard the teachers talking about TPD, refreshment training, customized training, leadership, and so many other training. Though the teachers were trained, the school's rank in the SEE exam was in the last position in our municipality. Private schools were at the top rank and now, too. After 4 years in that school, I was transferred to another school in 2076 BS. There were 43 teachers. The head teacher used to send them to take training in Bharatpur and Dhulikhel. But the result was not satisfactory. Though I had not taken such training at that time, the result of my subject was outstanding among community schools in our municipality. I remember private schools where teachers were not trained; they had a heavy workload, but their results were outstanding. This made me think about the effectiveness of training primarily conducted by ETCs. I want to research trainers' experience conducting training for secondary-level English language teachers to learn how the teacher educators plan and conduct the training from their perspectives.

After I joined a community school as a secondary-level English teacher, I encountered various problems there. Some were similar to the private schools, but most were completely different. I attended the customized training organized by ETC at Bharatpur for five days. The training was on ICT and designing the test. It was just like the refresher training. The trainers asked about our needs, but the schedule was already prepared. During COVID-19, I took part in TPD Phase-I training online. It was also the same; to formalize the training, trainers asked about our expectations. But they were not addressed. It was like one-way traffic. I also attended the TPD training organized by ETC Dhulikhel. The same knowledge and skills were provided from the pre-determined schedule. There was interaction and discussion, but the teachers had different problems. The problems faced by teachers in Chitwan and Kathmandu are different. Training is the same for all the teachers. However, training should provide practical guidelines to handle those problems that teachers may encounter in classroom practice.

There are certain issues that the teachers have to deal with, e.g., remote areas, low-resourced classrooms, large classrooms, opportunities for training, and many more. Although there are trained teachers, classes are not effective, and thus, there is a low average achievement. This situation made me think about the effectiveness of teacher training in Nepal. Hence, my professional journey as a teacher led me to think about this research agenda.

Teachers' training is ongoing professional development, which is essential to update the teachers' content and pedagogic knowledge as well as addressing classroom criticalities. Training can be pre-service and in-service. However, my concern is with in-service training, commonly known as TPD training. With this research, I have discovered the teacher educators' stories in designing and conducting the training sessions.

Research Insights

Good teachers support quality education, and good and quality teachers are the product of teacher training. Quality education depends on various factors, such as training, teachers' competence, and career paths. Through training, teacher professional development is possible. Mandal (2017) agreed that teacher training is "teachers' professional development preparations" (p. 50) with which they can contribute to quality education. Professional development is an ongoing process, and so is training. Training focuses on the teacher's present responsibilities and typically aims at short-term and immediate goals (Richards & Farrell, 2005). Teacher training is often taken as a process of professional development of teachers. It is a teacher education program that updates teachers with new teaching techniques, methods, and skills. Adhikari (2023) defines, "Training refers to the activities that are specifically targeted towards a teacher's current duties and are often planned to achieve short-term and immediate objectives" (p. 100). Training fulfills the current needs of teachers. These needs can be short-term but can have long-term effects and help professional development. It makes teachers competent and up-to-date in terms of content and pedagogic knowledge. Bista (2019) identified training as a "learning process that involves the acquisition of knowledge, developing the skills, concepts, changing of attitude, and behaviors to enhance the performance of teachers" (p. 2). It has many contributions to teaching-learning activities. Hence, training is regarded as a crucial part of professional development. After training, the teachers are believed to perform better in the classroom.

Teacher education in Nepal started after the establishment of the Basic Education Teacher Training Centre in Kathmandu in 1948 (Awasthi, 2003). The prime focus of this center was to provide training to primary school teachers. Before being renamed this center, it was known as the Basic Education Program, introduced by India in 1947 (Wood, 1965). Teachers were sent to India for training as institution staff members. After eight years, the College of Education was established in 1956 with the recommendation of the Nepal National Planning Commission (Awasthi, 2003) to provide education to the future lower secondary and secondary-level teachers of Nepal. Normal School Teams were also given professional education to send them to the different districts of the country for 9-month training courses for youth (Wood, 1965). Awasthi (2003) writes, "The National Education System Plan (NESP, 1971-76) brought a new impetus in teacher education, making teacher training mandatory to obtain tenure in schools" (p. 17). This policy was so fertile that training centers were established throughout the country.

Rationale of the Study

Teacher training equips teachers with the required practical knowledge, skills, and attitudes that the teachers may encounter with the problem in the classroom activities. Teacher training is an activity that is related to teaching-learning activity and is normally aimed at achieving short-term and immediate goals. This training is an integral part of teachers' career development. The teacher educators demonstrate the knowledge, skills, and dispositions necessary to become effective teachers and share those with novices (Fisher, 2009). During the training, learning becomes more intensive as a wide range of training activities are organized to promote the desired skills in the participants, stimulate them, and arouse their interest in the activities for the program's success (Agochiya, 2009). The teacher educators are also important components as they are the medium of transferring skills to the teachers.

English language teachers face several challenges in the class. Kuchah (2016) explored the difficulties teachers face in their daily work lives. Some factors can influence classroom practices, especially "teaching in large classes" but also "teaching in low resource contexts" and "teaching in low-income/developing countries" (Anderson et al., 2021, p. 111). Thus, it is the teacher trainer who has to help teachers to overcome these challenges. To address the challenges, teachers need to update their content, pedagogical knowledge, and skills, and one of the ways to do this is through TPD training. Bhujel (2019) defines TPD as "the body of systematic activities to

prepare teachers for their job, including initial training, induction courses, in-service training, and continuous professional development within school settings" (p. 39). TPD training is a process that prepares teachers and enables them to implement learned knowledge and skills in the classroom (Bhujel, 2019 & Hafeez, 2021). It is an important aspect of teaching-learning to enhance teachers' teaching skills and professional development.

In the Nepalese context, there are two types of training, viz. pre-service and in-service teacher training, provided by the different universities, CEHRD, ETC, NGOs, and INGOs. In-service training is one of the essential training models as it is directly concerned with the school. Hence, training provided to practicing teachers is believed to provide a concrete idea for implementing the skills in the real classroom. My study would have provided practical and ground-level practices to prepare the proper and context-sensitive modules in this context.

Teacher Professional Development Training is compulsorily provided to all government-funded schoolteachers. However, the result is not satisfactory. Ministry of Education, Science and Technology (MoEST) (2016) stated, "The teachers with required qualification and training decreased from 98.8% to 54.3% between 2012 and 2014/15" (p. 25). It proved that the number of trained teachers increased drastically within 2 to 3 years. MoEST (2016) further said, "Teacher training alone does not lead to improved quality in the teaching-learning process if it is not followed by ongoing support, encouragement, and revision and deepening of the content" (p. 44). Teachers can develop their professional growth in two ways. They are through the training and their reflective practice. TPD training builds up confidence and helps to improve the learning achievement of students (Shrestha et al., 2023). After the training, the teachers must also be responsible for changing the class. "People strive for betterment in their professions through self-training and institutional support for development" (Yilmaz & Sever, 2021, p. 89). In the in-service teacher training programs, teachers gain sufficient theoretical inputs but have difficulties implementing them. Similarly, the teachers learn many teaching skills and methodologies from the training but cannot implement them, and only a few skills work on it. They need regular guidance and feedback. Mostly, the training provided by training centers should be designed in such a way that it can address real classroom problems of a particular region.

Asian Development Bank (ADB) (2011) highlighted the training program under the Second Basic Primary Education Program, and the EFA Program claimed

that 99% of primary teachers were trained. However, this project also accepted that it was not effective, although it was claimed to be effective in determining the objectives and outputs based on an economic analysis. ADB (2011) claimed that 114,406 teachers were trained; the target was 115,700. The report further stated, "However, there is no available research and data which shows the impact of teacher training on student learning achievements" (ADB, 2011, p. 11).

Teacher training is an ongoing process and provides the necessary preparation for better classroom performance. The curriculum needs to be changed with time and the explosion of new knowledge. Consequently, teachers' content and pedagogical knowledge must be revised because they may not be updated with the existing knowledge and the social demand. Teachers' present qualifications also become outdated if they cannot go with the pace of time. Thus, in-service training can enhance the performance of teachers. Evaluation of training effectiveness is also an important part of the training. Kirkpatrick (1998), as cited in Richards and Farrell (2015), suggests the following four levels to evaluate the training and development of an organization: "Reaction: How do people feel during and immediately after the experience? Learning: How much have they learned about knowledge, skills, and attitudes? Performance: What are they doing differently now due to the learning experience? Organizational results: What additional benefits have the organization gained?" (p. 20).

Regarding teacher educators and education, Lunenberg et al. (2014) mention, "Teacher educators also develop curricula, are responsible for the induction into the profession of teacher, carry out research, and keep in contact with relevant persons and organizations and in and outside" (p. 19). The effectiveness of in-service training will be influenced by the capacity of the trainers (Borg & Poudel, 2023). It focuses on the involvement of different persons, including the teachers. But the results after the training are not satisfactory.

As a researcher, I hope this study has uncovered the teacher educators' perspectives on training, challenges, and possible solutions to the problems. In this sense, this study is important. This study distinctly presents the training design and trainers' professional story in designing training for the TPD programs for secondary level English language teachers as the training design is important "in terms of obtaining desired outcomes for professional development of teachers" (Öztürk, 2019, p. 24) and proposes a new model of teacher training and education program and

excludes the traditional model one-size fits all. This study is quite important for the teacher educators to whom it is blamed for not being able to change radically in classroom performance. This study is significant to those interested in teacher training in Nepal. Furthermore, this research is expected to be significant for teachers, academicians, curriculum designers, material producers, teacher educators, and policymakers.

Problem Statement

Teacher educators are professional teacher trainers who serve as the training arms of the teaching profession. Teacher training delivers codified knowledge and specific practices to teachers (Pinnegar & Hamilton, 2015). Lunenberg et al. (2014) viewed teacher educators as a "heterogeneous group" (p. 5) and defined teacher educators as "all those who teach or coach (student) teachers intending to support their professional development" (p. 5). In this study, teacher training is provided to the in-service teacher. Teacher educators are referred to locally as teacher trainers (Borg & Poudel, 2023). Teacher educators are responsible individuals who support teachers in raising awareness of the decisions related to long-term problematic pedagogical situations (Orgoványi-Gajdos, 2016). Fehring and Rodrigues (2014) believe that teacher educators' implicit theories about their work play an important role in the judgments, behaviors, and interpretations that they make in their engagement with teachers. Shrestha et al. (2023) explored that trainers can change the teachers' mindsets during training through their active involvement in the training. Therefore, teacher training is the platform where teachers can collaborate with their peers and trainers.

Teacher training can help teachers gain knowledge that can be useful while facilitating the classroom. It is supposed to provide practical knowledge and skills so that the teachers can improve his/her classroom activities. "One of the indicators of quality teacher training is that the student's success rate in the examination is increased due to the better classroom teaching after training" (Gautam, 2016, p. 44). Jacob and Lefgren (2004), as cited in Gautam (2016, p. 44), write the example of the US, "Despite the importance of teacher training in most school districts, there is surprisingly little evidence on the effect of teacher training on student achievement" (p. 52). The same thing was explored regarding the effectiveness of teacher training in improving students' performance in Nepal. Gautam (2016) further states that 90 percent of community school teachers have been trained, but the average marks in

English are around 31 percent. The statement highlights no close connection between the training and students' performance. If the situation is this, the gap existing in the training must be explored. Kshetree (2021) says, "The teachers blame all the system and say that trainers are not capable of training them successfully and the trainings are rituals only as they do not bring change in the classroom practices" (p. 52). It says there is a conflict between trainers and teachers as the trainers are accused of not being capable of training teachers effectively. "Teachers also blame the policymakers as they develop the ambitious programs thinking that trainers could bring positive changes in Nepali teachers" (Kshetree, 2021, p. 52). Teacher training is challenging, although it aims to make positive changes.

MoEST (2022) sought that there is a need for improved teacher development and preparation for the quality and relevance of school education. The most serious challenge posed by MoEST (2022) is that existing in-service training and professional development programs cannot fill the gaps in knowledge and skills among the serving teachers. This plan has further discovered the issues and stated, "The lack of provision of local level teacher support systems, following the country's federalization, and subsequent drop in the number of teacher training centers by one-fourth as well as the inadequate capacity of these training centers have also posed challenges" (p. 67). Borg and Poudel (2023) explored the issue of a lack of teacher specialization. The plan expects professionally trained and competent teachers, while the policy also lays out the issues in the professional development of teachers. The above studies highlighted the importance of TPD training. Thus, this study explored how training is designed and conducted after hearing about teacher training experiences.

Research Purpose

The study aimed to explore teacher educators' experiences of conducting TPD training in Nepal. Particularly, the study aimed to analyze their experiences while involved in the training design and implementation.

Research Questions

The following are the research questions of this study:

1. How do teacher educators narrate their experiences in designing and conducting TPD training sessions?
2. What challenges do they face during the training session?
3. How do they overcome those challenges?

Delimitation of the Study

This study mainly focused on training design and the delivery through the teacher educators' lived stories. It also researched the challenges the teacher educators face while conducting training. Teacher training is a part of teacher professional development and has a wide scope of research. This study is delimited to the teacher training provided by ETC, an apex body of the Ministry of Social Development at the province level. The findings of the study are purely derived from the narration of the teacher educators. They are typically their stories.

Organization of the Study

The research study contains seven chapters. The first chapter deals with the background of the study. Similarly, the second chapter introduces a review of the related literature. I have included why teacher training is significant and, the research gaps after the empirical studies and how sociocultural and living education theories are connected in my research study. The third chapter discusses the narrative research method that I adopted in the study to find the real and lived experiences of teacher educators. The fourth chapter unfolds research question one with the participants' voices focusing on teacher educators' experiences with training design and implementation. Similarly, chapter five is about research question two, which focuses on the challenges that teacher educators faced during the implementation. Chapter six is about research question three, which explores the possible strategies that educators can adopt to overcome the challenges. Finally, chapter seven presents key insights, conclusions, implications, pedagogical implications, and my reflection.

Chapter Summary

This chapter began with the introduction, where I dealt with my teaching experience in different private and government schools. The chapter also involves the rationale of the study. I read different journals, books, and dissertations to identify the gaps. The problem statement poses teacher training issues and its effectiveness on the part of teachers' performance and students' achievements. Next are the research purpose and question sections, which make me clearer and direct me to fruitful findings. The delimitation section makes this study precise. It delimitates my research agenda. The structure of the report over-views a complete proposal. Different literature on teacher education, the professional development of English teachers, and my journey laid the foundations for this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter Overview

This chapter presents a review of the literature related to this topic. This chapter contains three major sections: the thematic review, the empirical review, and the theoretical review. The thematic review presents the themes related to this study. Review of articles, thematic papers, and books come under it. Similarly, the empirical review informs the researcher about knowledge gaps in previous studies by other scholars and the limitations of prior work. A review of previously done dissertations comes under it. Likewise, theoretical review helps to establish existing theories, their relationship, the degree of investigation of existing theories, and to develop new hypotheses to be tested. Experts' articles, theoretical papers, and books can come under the theoretical review of the literature. This chapter concludes with the research gap.

Teacher Education and Training Practices

Teacher training supports the teachers in capacity building, which enables teachers and other education personnel to effectively run the classes and assess learners' needs for the curricula. Training is acquiring a particular subject's required skills and knowledge (Hafeez, 2021). It is the preparation process for a job or for handling some specific or new responsibility in a professional career. It addresses the practical aspect of knowledge or developing specific skills, though it is found in a quite broader sense, which is interchangeable with the term professional development. Regarding teacher training, Askoy (2019) drew the worldwide recognition of the importance of INSET to a dynamic and effective education system in a globalized world. Teacher training equips teachers with skills and techniques to enhance students' academic achievements. K.C. (2021) highlighted the importance of teacher training and said, "In this dynamic society, training development helps a significant function in their profession rather than other aspects" (p. 1). So, training makes an individual perfect for adjusting to the real environment.

Ulla (2018) focused on the opinions of eight university lecturers in Yangon regarding teacher capacity building and language enhancement training. Ulla (2018)

pointed out two themes after the interview with the participants. Ulla (2018) stated the positive view of the teachers who attended the teacher training program. This is what he termed 'appreciation'. This line highlights that teacher training has allowed the trainee to use English and build up English-speaking confidence. On the other hand, Ulla (2018) also explored the issue of teacher trainees being unable to adapt to the kind of teaching methodologies that their trainees use in their training sessions. He used the term 'hardship' to describe this sentence.

There are two types of training: pre-service and in-service teacher training. Different universities provide pre-service teacher training, whereas ETCs provide in-service teacher training. There are different centers in Nepal that provide training to teachers, such as CEHRD, ETCs, universities, and different NGOs and INGOs.

Murray et al. (2009) discussed the work and identities of teacher educators in three national contexts: England, Israel, and the Netherlands. In England, most teacher education programs are funded and monitored by a quango, a quasi-autonomous non-governmental organization where the government funds pre-service teacher education. Likewise, teacher education is provided by the universities in Israel. On the contrary, the teacher educator's work is influenced by the Nordic tradition in the Netherlands. According to Murray et al. (2009), "The current context for teacher education in England is the result of radical 'reform' process, driven by repeated and intensive state intervention" (p. 7). The writers concluded that teacher educators are unique but often overlooked and devalued.

Teachers' quality of education has always been a policy of concern. There is a close connection between the quality of teaching and learning and teacher training. Competent teachers are required for quality teaching; thus, training makes them qualified and skillful. Training tries to keep them up-to-date. Malik et al. (2022) stressed that in-service teacher training catalyzes teachers' effectiveness, improves work performance, and updates teachers' skills and knowledge. The teachers' skills and knowledge are assessed with the students' achievement. It is believed that trained teachers provide quality education. "Students benefit from teacher development initiatives because they improve their learning outcomes" (Malik et al., 2022, p. 207). Malik et al. (2022) focus on teacher professional development through teacher training. Malik et al. (2022) said that training is "designed to meet the needs of instructors at various stages of their career" (p. 208). For that, an analysis of an

individual and institution must be done. They discussed the importance of training for quality education, but they did not talk about the effectiveness of training.

Richards and Farrell (2005) highlighted the contents for the teachers. The teacher training is conducted to address the teachers' needs. The training content is determined by the experts in standard training formats or through prescriptions in methodology books (Richards & Farrell, 2005), and the "result is that they receive mentoring on aspects they do not necessarily need" (Tso Te Tsi & Mahlomaholo, 2013, p. 90). Thus, the trainers' content cannot fulfill an individual's and institution's needs.

Sykes et al. (2010) discussed the problems faced in teacher education and the dominant reforms in the policy discourse of teacher education. This study is an analysis of the professional competence of teacher education. Sykes et al. (2010) put their view on teacher education, "A more familiar perspective in the teacher education field seeks to explore the merits of particular programs and practices, which is surely a valuable undertaking" (p. 465). Thus, the training should address the teacher's needs to overcome the problems. "The government's policy on teacher development has not remained consistent" (Shrestha, 2008, p. 1). He talks about how Nepal's teacher development process is managed. He posed the conflict between the government and the universities. He said, "When the government removed the training allowance, serving teachers lost the incentive to under-grow the training program, and when the government started its institutions to provide in-service teachers training, universities started losing the government support to improve its professional program" (p. 1). Shrestha (2008) has presented many teacher development and management issues in the paper with the solution.

Mandal (2017) investigates the challenges while implementing the knowledge and skills of teacher training for classroom management. He explores that lack of infrastructure, administrative support, collaboration and support, access to basic resources, and effective management skills are the factors that affect the implementation of teacher training in the classroom. So, regarding effectiveness, there are many factors hindering teacher training. Negi (2019) added that teachers are responsible for growing as professional experts and adopting innovative practices. Professional development is not confined only to formal settings but even to informal settings. To be a professional, one can also learn by 'discussing among teachers, independent readings, conducting action research, reviewing colleague's work or other

learning from the teaching staffs and student including reflecting on their classroom teaching' (Negi, 2019, p. 41). A teacher can be a colleague or a collaborator. As Eksi and Aydin (2012) said, teachers should follow innovations, share ideas and experiences with their co-workers, and reflect on their performance. So, teacher professional development is the preparation of teachers through teacher training.

Teacher professional development program is designed to 'generate positive change in beliefs, skills, and behaviors' of teachers (Lauer et al. , 2014, p. 207 as cited in Hiew & Murray, 2018, p. 52). Teacher educators must take over all these responsibilities. The teacher educators come from various social backgrounds and have a variety of duties to complete. Lunnenberg et al. (2014) view teacher educators as heterogeneous. They teach and support teachers and students and develop and carry out courses (Lunnenberg et al., 2014). Teacher educators are particularly involved in teacher education and training. They support teachers when they face problems. This is possible through the interaction between teacher and teacher educator.

Teacher training is always a part of the professional development of teachers, which makes them responsible teachers. The training positively impacts teaching activities by making the teachers proficient, skilled, and professional (Malik et al., 2022; Ulla, 2018). They found out that training is essential. They have not dealt with how the trainers design and conduct training. Similarly, Richards and Farrell (2005), Tsotetsi and Mahlomaholo (2013), and Malik et al. (2022) discussed the contents to be provided, which are (not) based on the teachers' needs. Shrestha (2008), Sykes et al. (2010), and Mandal (2017) are concerned with the problems and challenges of teacher training. All these papers do not touch on how training is scheduled and conducted. However, these papers dealt with the importance of teacher training.

Teacher Education and Training Policy of Nepal

The School Sector Development Plan (SSDP) has been developed to ensure equitable access to quality education for all (MoEST, 2016). This plan is an important means to achieve sustainable development goals by 2023. This plan focuses on teacher professional development and management to ensure quality and need-based teacher professional development and performance-based teacher management. The development of managerial knowledge, education planning, monitoring and evaluation skills, and technology use are some goals. However, the implementation part is weak.

MoEST(2016) stated that in-service teacher professional development includes induction training for all the new recruitments for 10 days and during their tenure, teachers will return to the ETCs for in-service and refresher training at set times and are linked with senior teachers to mentor and guide them in translating the obtained skills into practices in the classrooms. MoEST (2016) presents twelve strategies for improving teacher professional development. They are based on in-service teacher training. Centrally designed modules for different subjects are suggested. There is also a little space for both need-based and demand-based short and medium-term training programs. The result says there is an increased quality of professional development modalities, TPD packages are revised and developed, and the number of trained teachers is also increased.

The School Education Sector Plan (2022/23-2031/32) has dealt much more with teacher training. MoEST (2022) writes, "The 2019 National Education Policy has made provision for Local Levels taking the lead in conducting various continuous professional development programs for teachers such as customized training, workshops, seminars, observation visits, reflections, teacher networks, collaborative research, mentoring, coaching, etc." (p. 65). This policy aims to provide different types of training for teachers' professional development. This ten-year plan opens for face-to-face, school-based, blended, online, and virtual training by modifying the existing training approach and the rapid developments and availability of ICTs in teachers' training.

After the country transitioned into a federal structure, 22 ETCs were closed down, and seven provincial-level ETCs were responsible for providing TPD training. MoEST(2022) mentions that during the SSDP period, priority has been given to conducting the TPD training for developing English, Science, and Mathematics teachers at the basic and secondary levels. However, the seven ETCs currently in place are insufficient to provide large numbers of certification training to teachers. Likewise, the 2021 ESA emphasized the need for targeted strategies and programs to provide need-based teacher training of teachers and seek ways of applying the knowledge and skills acquired in training in the classroom.

MoEST (2021) discovers the problem of not transferring the training knowledge and skills in classroom practices. This report also highlights pre-service teacher training programs must equip teachers with pedagogic and content knowledge. In the report, MoEST (2021) says, "These programs should be

supplemented by in-service training on pedagogical issues specific to the problems that teachers encounter in classrooms, i.e., in-service training should derive from assessments of educational outcomes." (p. 78). This report has explored many problems regarding pre-service and in-service teacher training, trainers' content knowledge, and teachers' inability to transfer training knowledge into the teaching-learning process. The effectiveness of school-level teachers relies on pre-service training. Pre-service teacher training provided by the universities cannot connect with the pedagogical needs of the classroom.

In contrast, in-service training does not follow up on the application of training knowledge. MoEST (2021), as cited from the British Council (2020), stated, "The second building block in teacher quality relates to overcoming the inadequate in-service training where the current system does not regularly follow-up on the application of training in the classroom, its effectiveness, or even its impact, on teacher content knowledge and pedagogical knowledge" (p. 80). The study points out that teacher training does not have a positive impact.

MoEST (2021) puts forward, "CEHRD's Teacher Training Section (TTS) has developed in-service training packages that cover a range of topics, including subject-matter knowledge, the use of information and communication technology (ICT) in education, reaching learning with disabilities, early grade reading, and leadership training for head teachers" (p. 80). So, this analysis focuses on pre-service training as the foundation for in-service training.

Although the implementation part is weak, there is strong policy for teachers' professional development through teacher training. Teachers must take teacher training because the TPD training certificate is essential for promotion. There is capacity development in Education for All (2004-09), an important aspect of educational reform. Education for All (2004-09) encourages ongoing training and adaptation. Also, it identifies the function and responsibility of HT, SMC, and PTA to implement programs to enhance quality, efficiency, relevancy, and equity in school education. To enhance the quality of education and encourage ongoing learning, SMC, PTA, and HT are responsible and should manage or send the teachers for training and assess their performance. However, we don't see any relationship between this policy and practice, as the achievement is unsatisfactory.

Currently, ETC, an apex body of the provincial government, conducts training sessions. But the sad thing is that it provides training to only in-service government

school teachers, primarily basic (1-8) and secondary (9-10) teachers. Educational plans and policies guide the nation's education system. The training policies of Nepal seem similar. Need-based teacher training is emphasized (MoEST, 2016 ; MoEST, 2021), stating the problems of teacher training. MoEST (2022) has planned to provide various types of training, making local levels responsible for training. The policies made are not sufficient to address the demand of time. There is a huge gap between policy and practice as the practitioners question policy implementation.
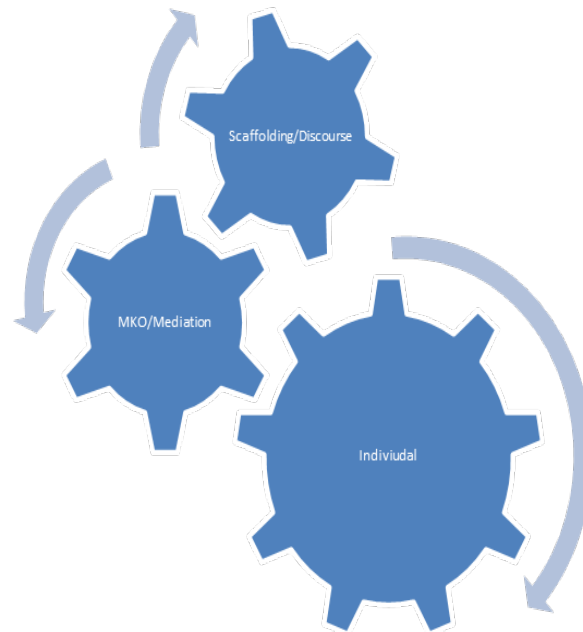
Sociocultural Theory

Teacher training is not only transferring trainers' knowledge and skills to the teachers. It also co-creates new knowledge through engagement and interaction among trainers and teachers. Therefore, teachers meet many other teachers who come from different schools. They have different experiences. Teacher educators are also invited from different institutions. They have their own experiences after many years of teacher training. The sociocultural theory by Vygotsky is relevant as training is a social process. There is interaction and sharing from the trainers, as well as space for the trainees. Hence, this theory is appropriate for this thesis.

Lev S. Vygotsky (1896-1934) was a Russian psychologist who was famous for his popular theory known as sociocultural theory. This theory believes that language is a social phenomenon. It is not an individual activity. Language is developed through social interaction, which carries learners' cultural practices. It is mediated and integrated into the activity. Vygotsky focuses on individual interaction with society, the language and the learning culture, and the impact of social interaction (Topicu & Myftiu, 2015). Lantolf (2000) claims that the human mind is mediated, and knowledge is formed through interaction between the individual and the society. We can claim that teaching and learning are not possible in a vacuum. First, it is social; then, it becomes individual. Education has a paradigm shift, and teacher training is socially constructed and grounded in critical sociocultural theories (Ali, 2010). Sociocultural realities influence teacher training. This sociocultural background provides ample opportunities for the trainers and the trainees to create knowledge. It is possible through a collaborative process, i.e., fruitful interaction between them. This is also called support from those who are one step ahead. There was healthy negotiation among the participants for knowledge-creation purposes. This collaboration among all parties is necessary as pre-service teachers cannot practice teaching in isolation. Ali (2010) said, "Teaching and learning do not happen in

isolation; rather, they are highly integrated and grounded on multiple perspectives" (p. 28). For continuous development, there is continuous support from the faculties and friends. They need community. Wenger (2004) used the term "communities of practice" (p. 1). Language development is possible if the learners are engaged in talking. Talking is not an individual phenomenon. It is social. Hence, sociocultural practices shape the teachers' perceptions. This theory holds a dynamic view of social interaction between teacher and student (Allahyar & Nazari, 2012). There is a community of teachers who support professional growth.

　　We can also make the understanding of how knowledge is constructed in sociocultural theory from the diagram given in Figure 1:

Figure 1 *Knowledge Construction in Sociocultural Theory*

One of the theoretical stances of the dissertation was Vygotsky's sociocultural theory. Teacher training is a social process and is connected with social interaction with more knowledgeable others. This theory has focused on the interaction of individuals and groups of individuals. Lantolf (2000) said that the basic concept of this theory is that the human mind is mediated. Cole and Scribner (1978) clarified, "It is important to remember that Vygotsky was not a stimulus-response learning theorist and did not intend his idea of mediated behavior to be thought of in this context"(p. 14). Our mind is the outcome of social interaction, and knowledge is formed through negotiation among social agents.

Sociocultural theory is used as a foundation for second language learner development in the context of teacher training. Scott and Palincsar (2013) believe that participation in a broad range of activities helps teachers acquire new knowledge of the community and culture. This is possible after the interaction between teachers and trainers or teachers and teachers.

My research study is about teacher professional development training, and of course, training is conducted in groups in Nepal. Teacher educators play the role of facilitators and collaborators in the training. The active collaboration with the educators and teachers generates new ideas. During the training, teacher educators act

as MKOs responsible for scaffolding teachers. They also find a lack of what teachers need to learn. In this process, they interact with teachers, observe their classes, provide feedback, and share their successful stories.

<div align="center">**Living Education Theory**</div>

Learning can be viewed in two ways. It is socially constructed where an individual gets mediated with the other. Another is that learning can be seen as an individually constructed process where knowledge is created within individuals. The Living Education Theory that Jack Whitehead (1985) developed belongs to the latter category. Hymer et al. (2009) define living education theory as "a story we create for ourselves and share with other people to account for our contribution to creating a more peaceful, just, and productive world" (p. 69). So, this theory highlights the significance of the self-being responsible for our learning. We can develop our understanding by self-studying and interrogating, asking ourselves, 'How can I do better than this?' Hymer et al. (2009) believe that by sharing trainers' experiences, the teachers can improve their learning and contribute to that of other people, schools, and the community. This theory is the outcome of the narrative stories of the professionals. Winslade (20007, p. 53), as cited in Hymer et al. (2009), says, "Stories should not be dismissed as either neutral mirrors or biased perspectives. Narratives play a part in producing a reality. Stories affect people's lives. They are not just reports of life" (p. 69). This theory is our living practices and experiences, which hold past, present, and future.

'How do I improve what I am doing?' is the question this theory seeks to answer (Whitehead, 2008). It is an individual learning in which a teacher or educator thinks a lot, critically analyzes the practices, sometimes falls, and finally comes up with a new idea. A living education theory is an individual learning theory. Whitehead (2008) defines, "A living theory is an explanation produced by an individual for their educational influence in their learning of others and in the learning of social formation in which they live and work" (p. 104). It is an individual inquiry that makes us responsible for our learning. In this sense, this theory is somehow related to self-study. However, Delong and Whitehead (2024) make a clear difference between these two and say, "All living theories are self-studies, but not all self-studies are living educational theories" (p. 2). Living theories move around the pronoun 'I,' but self-studies do not cover the values of educational influences in our learning and

the learning of students (Delong & Whitehead, 2024). This theory is a reflective practice.

The teachers learn by themselves by conducting action research. Dewey (1910) said reflective thinking is essential to teacher (student) learning. Branch (2022) also highlighted that continuous professional development requires reflective practice. Whitehead and Huxtable (2021) stated, "A living education theory is the valid, value-laden explanation of the practitioner for their educational influence in their learning, in the learning of others, and the learning of social formations" (p. 3). It is creative because the teacher educator's role is active in professional development. Whitehead and Huxtable (2021) viewed it as focusing on the significance of individual creativity in improving teaching practice and knowledge.

The teacher educators provide pedagogical, content, and sociocultural knowledge to the teachers. The issue is that sometimes, they cannot address the teachers' demands, and professional educators have to cope with this issue during the training session. This theory helps learners reflect upon and understand their unique learning process by maximizing opportunities for the intended learning outcomes (Lockey et al., 2021). Professional educators reflect on their practices, critically analyze them, and conduct research to improve teaching and learning.

I collected the information using the narrative inquiry method: the trainers' lived stories. Similarly, I used living education theory, which is the lived practice of trainers in designing and conducting training. Hence, the teacher educators themselves are responsible for the professional development. After meaningful discussions with the teacher, educators and teachers employ the knowledge and skills they have learned in the classroom. But it is possible only when they realize that this is important. Therefore, individual teachers are responsible for their professional growth. For this, teachers reflect on their class, which is also called reflective practice. They think of making their classroom effective and learn how to make a better classroom for better learning. So, professional development is personal, too. Teacher educators also do self-study to improve training. Therefore, I selected this theory in my study.

Connection of Theories

The essence of the two theories was to develop the professional life of the trainer. Thus, these two theories were interrelated. I first connected Vygotsky's theory with my study because training teachers involve collaboration and interaction.

Scaffolding and ZPD of socio-cultural theory were believed to enhance the teachers' participation in training. Then, I imagined teacher trainers sharing their best practices and thinking about improving the training before sharing. So, I thought of living education theory. The lived experiences of training, reflective practice, and self-study helped teacher trainers to grow as professional trainers.

Previous Research Studies on Teacher Training

K.C. (2021) aims to explore the situation, views, and factors that affect the transfer of knowledge and skills to lower and basic-level trained teachers. He argued that teachers were not interested in transferring the skills in the classroom practice because of different hindering factors. K.C. (2021) viewed that the trainee learns the skills in one situation and has to implement them in another where they have to transfer their skills and knowledge. The learned skills are not implemented in the classroom; thus, students' performance is also unsatisfactory. This study has also said that teacher training is not practical in Nepal.

Mahara (2012) investigated how teachers perceive ELT training and its impact on their professional growth. The findings were that the training is essential and it encourages teachers' role to encourage the students. He highlighted the local materials, the most beneficial teaching method, and the professional development of teachers. He also said there is weak supervision and monitoring in education.

Bista (2019) discussed the importance of teacher training in his study. He also talked about the application of training knowledge in the classroom and the difficulties of applying it in the classroom. The study found that teacher training significantly impacts classroom management, with teachers reporting improvements in their ability to manage the classroom after training. The researchers focused on teachers' struggles before training and the ease they experienced in classroom management after completing the training. He mentioned the positive aspects of training in one part, discussing how training made the classroom effective. On the other hand, he outlined some challenges in implementing training, stating the availability of infrastructures and teaching materials. He doubted that if one teacher takes training, they can successfully apply it.

Sapkota (2017) tries to uncover such opportunities for professional development that EFL teachers utilize and, in some instances, influence students' learning, especially for disadvantaged learners. So, teachers should develop their professional growth for better learning achievements. This study raises the issue

regarding the results of the SEE 2017, which shows that the results for English subjects are low. This study concludes with various impediments to teacher professional development.

The above studies are conducted from the teacher's point of view. Mahara (2012) and Bista (2019) agreed that training is essential and has positive effects in the classroom. However, the studies have not dealt with the training design from the teachers' side. Sapkota (2017) and K.C. (2021) have disclosed the weakness of training. This study differs from other studies as it is the story of teacher educators regarding training design and delivery.

Research Gap Analysis

Kshetree (2021) aims to study and analyze the implementation situation of the TPD program. He asserted that although the TPD program is nice and perfectly designed, there are many weaknesses at the implementation level. Similarly, Gnawali (2013) highlighted the importance of reciprocity for teachers to learn and grow. Likewise, AL-Issa (2020) focused on how teaching practices and teachers' professional development have been affected and explored how teachers can be assisted in enhancing their in-service professional development during conflict times.

Many educational research studies have been conducted on teacher training and professional development. This training is very beneficial to ELT practitioners because of its multiple advantages. However, the teacher educators' experience designing TPD training for the secondary level English teacher has not been studied. My keen interest was to explore how teacher educators design and implement the training using narrative inquiry.

Conceptual Framework

This part guided me for my entire research. It illustrated what I had expected to find in my research. It is a diagram representing the relationship of data or variables. This conceptual framework relates different components of teacher educators' experiences.

Figure 2 Conceptual Framework

Teacher Educators' Experience	→	Methodology
Living Education Theory / Socio-cultural Theory	→ Reflexive Practice of Teacher Training / Need-based Training / Perception of Teacher Educators	↓ Qualitative ↓ Interpretive ↓ Narrative Inquiry ↓ Information collection Interview Observation Data analysis Meaning making
Teacher Educators' Experience of Conducting Training to Secondary level English Language Teachers	←	

Chapter Summary

      I reviewed available literature thematically, theoretically, and empirically. First, I reviewed thematic papers to explore teacher educators' experiences designing and conducting training and how English language teacher professional development goes. Second, I reviewed empirical works on teacher training, teacher's views on teacher training, and the importance of teacher training. Third, I studied socio-cultural theory and living education theory to connect the theoretical issues of research. Fourth, I presented the gaps in previous dissertations and finally presented the conceptual framework of my research study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is about the methodology I used while conducting this research. This chapter starts with philosophical considerations, where I have talked about ontological, epistemological, and axiological assumptions and how these assumptions relate to my research. After this, I have presented an interpretive research paradigm to examine social reality and narrative inquiry as methodological considerations. This was followed by a research design, in which I talked about sites and the selection of participants. Furthermore, I have presented data collection and analysis, quality standards, and ethical considerations. Lastly, I have presented the summary of the chapter.

Philosophical Considerations

This mini-part discusses the researcher's ontological, epistemological, and axiological assumptions concerning the teacher educators' experiences designing and conducting training. As a qualitative researcher, I feel like I am "walking swampy lowland" (Kim, 2016). Hence, we need philosophical outlooks to challenge what they have already known as truth. This philosophical outlook provides a way to look for research theories based on social reality. Crotty (1998) said, "To ask about these assumptions is to ask about our theoretical perspective" (p. 2). It helps us understand human knowledge. Regarding the significance of philosophical assumptions, Nguyen (2019) put, "Together, these three paradigmatic aspects (ontology, epistemology, and axiology) help to determine the assumptions and beliefs that frame researchers' view of a research problem, how they go about investigating it, and the methods they use to answer the research questions (known as methodology)" (p. 3). These philosophical assumptions help me find the method I have chosen in my research.

Ontological Assumptions

An ontological assumption of my study is that individuals socially construct multiple realities. Ontology is defined as the study of being (Crotty, 1998). My study has subjective ontology. That is to say, there are always many realities. I will use an interpretive research paradigm in my study, and the ontological assumption is relativism. Guba and Lincoln (1994) viewed relativism as reality is subjective and

differs from person to person. Relativism is something that is not fixed, and reality can be various. Cohen et al. (2018) state, "Assumptions which concern the very nature or essence of the social phenomena being investigated are ontological kind" (p. 5). This study has investigated knowledge from the participants' interviews and observations.

The people in the world have their thoughts, experiences, interpretations, and feelings. Glesne (2016) wrote, "The ontological belief that tends to accompany interpretive traditions, therefore, portrays a world in which reality is socially constructed, complex, and ever-changing" (p. 9). The participants' stories and thoughts were brought out using interviews, and themes were used to analyze these lived stories. The realities can be many. I have employed an interpretive paradigm; in this paradigm, the reality is subjective. Neuman (2016) says ontology is realist and nominalist, and social reality is relative. My ontological stance is nominalist, i.e., relativist, as there are multiple realities and no absolute truth. In my study, teacher educators had their own experiences and opinions towards teacher training, especially in the TPD program. There can be multiple realities.

Epistemological Assumptions

This assumption is about what can be known. Here, in this study, the epistemological stance is subjective. Epistemology is an area of philosophy concerned with creating new knowledge (Neuman, 2016). Epistemology is related to the nature and forms of reality. We know the truth or reality through epistemology (Nguyen, 2019). So, it is a way of discovering the reality, too. Nguyen (2019) further clarified the term epistemology as "how we know what we know" (p. 3). Epistemology is grounded in my participants' narratives.

The philosophical standpoint of my study was anti-positivism, which rejected the objective nature of reality. Burrell and Morgan (1979) stated, "The epistemology of anti-positivism may take various forms but is firmly set against the utility of a search for laws or underlying regularities in the world of social affairs" (p. 5). For the anti-positivist, the social world is relative and can be understood from various points of view of the individuals. Cohen et al. (2018) concluded that epistemology is anti-positivist.

I have used narrative inquiry based on the interpretive paradigm as my research method. Thus, the epistemological assumption is that knowledge can be obtained through participants' lived social realities, i.e., stories, experiences, and

understandings. Nguyen (2019) connects subjective reality with the interpretive research paradigm and says that reality needs to be interpreted. The study aimed to describe people's subjective lived experience stories and understandings. In the epistemological assumption, knowledge is gained after discovering the meaning from the stories and experiences of teacher educators through understanding the meaning of the process or experience. I have made meanings analyzing the data obtained from interacting with the participants.

Axiological Assumptions

Axiology is primarily concerned with two kinds of values: ethics and aesthetics. It refers to the ethical issues of the research proposal. It also gives the value of findings. Nguyen (2019) defines, "Axiology refers to the ethical issues that need considering when planning a research proposal" (p. 3). The axiological assumption is about what is important and valuable in research. Researchers' subjective values, intuition, and biases are important. The research outcome reflects the researcher's values, trying to present a balanced report of the findings in a balanced axiology (Kivunja & Kuyini, 2017). The individual perceptions of things and the world greatly influence the reality. There were different participants with various thoughts and feelings, and these were explored in the research. Thus, I chose at least four participants to know their experiences, which can be important for me to make sense of the study. With research tools like interviews and observation, narratives are explored. Their stories can be different, and I recorded, transcribed, verified, and interpreted them with supportive literature.

Interpretive Research Paradigm

The social world is not an absolute concept; instead, it is a relative one. The ontological assumption of the study was relativism. The social world is dependent on individual perceptions but is created through social interactions of the individuals with the world around them (Hesse & Sharlene, 2010). This approach believes in multiple views of social reality. In the same way, the subjectivist epistemology interprets the data. It makes meaning out of the data, and the balanced axiology believes that the researcher's values are reflected in the findings. In the interpretive research paradigm, "What is important to know is how people interpret and make meaning of some object, event, action, perception, and so on" (Glesne, 2016, p. 9). As I decided to adopt narrative inquiry as a method, and it is a qualitative type of research, I chose the interpretive research paradigm as it is a humanistic approach that

tries to understand other cultures from the inside. Willis (2007) said, "A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in a field" (p. 8). Guba and Lincoln (2005) termed the interpretive paradigm social constructivism or qualitative research paradigm. Regarding the interpretive paradigm, Cohen et al. (2018) say, "They begin with individuals and set out to understand their interpretations of the world around them. Indeed, they use approaches such as 'verstehen' ('understanding') and hermeneutic (uncovering and interpreting meanings) to try to see the social world through the eyes of the participants rather than as an outsider" (p. 20). In this paradigm, the data collected from the participants had already been interpreted, and my duty was to analyze and make themes out of the interpreted data. It views these multiple realities as rich sources for the issues. Taylor and Medina (2011) exemplified, "The interpretive fisherman enters the water, establishes rapport with the fish, and swims with them, striving to understand their experience of being in the water" (p. 4). It is non-statistical and emphasizes personal constructs, experiences, and negotiation. Taylor et al. (2012) wrote, "Its social constructivist epistemology foregrounds the researcher's unfolding subjectivity in shaping the processes of the inquiry, especially the act of interpretation of the other's meaning perspective" (p. 5). Thus, the interpretive paradigm establishes rapport with the factors involved in acquiring new knowledge. In my research, I explored the lived stories of teacher educators using an interpretive paradigm.

<div align="center">**Narrative Inquiry as my Research Method**</div>

Narrating the stories and making them sense is a way of generating knowledge. The stories that people live and narrate are the sources of knowing and meaning-making (Dawyer & Emerald, 2017). Narrating personal experiences in the form of a story is a way of making meaning out of the experiences told in narrative research. Carless and Douglas (2017) opined, "Working narratively allows researchers to learn from each participant's position as an expert on her/his own life, understanding and co-constructing meaning through a reciprocal, dialogical interaction" (p. 1). From the teacher educators ' view, studying the design and delivery of TPD training means listening to their experiences and observing their present class. Thus, I have adopted narrative inquiry as a research method. The study adopted narrative inquiry as narrative research. This research helps find the real experiences of

teacher educators. With a deeper analysis of the told story, the truth is discovered. Hence, this study is useful for my study.

Narrative inquiry comes from the view of an individual's lived stories and experiences. It is a research method of data collection where the records of the experience of an individual or small group are collected chronologically. A narrative is regarded as a story, a process of recognizing and creating meaning, and presently, an inquiry approach (Barrett & Stauffer, 2009). It is a story-telling approach where meaning is deduced from the participant's lived experiences and stories. The narrative researcher believes the story is the fundamental unit for human experience (Pinnegar & Daynes, 2007). Barkhuizen et al. (2014) define, "Narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings" (p. 3). Every teacher trainer has stories of training, experiences, feelings, and emotions about the teacher training. In my study, I used narrative inquiry as a research methodology to collect those experiences from participants. Narrative researchers study the stories and experiences of the participants.

Narrative inquiry reconstructs participants' experiences in relationships to the other and to a social milieu (Cladinin & Cannelly, 2000). Keeping this research design in mind, I reconstructed the new knowledge from my participants' experiences in scheduling teacher training sessions.

The research design of my study can be collecting information from stories, interviews, and observations since I have used narrative inquiry as a research method. Cresswell (2013) argues, "Narrative research design focuses on interviewing a person, collecting information from stories, reporting experiences and drawing the meaning of those experiences for the individual" (p. 56). There are different forms of narrative research, such as interviews, biographies, autobiographies, personal accounts, life stories, history, etc. Interviews elicit information from the participants in narrative inquiry (Barkhuizen et al., 2014). There are different types of interviews, which are structured, semi-structured, unstructured, or open. I have used semi-structured interviews as they are flexible, and the set interview questions lead to other follow-up questions across the interviews. In my research study, I interviewed my participants to learn about their experiences and observe the training design and delivery of TPD training for secondary-level English teachers.

Participants Selection

I used purposeful sampling strategies to select the participants, which helped me to gather rich data. Creswell (2012) said, "The qualitative researcher purposefully or intentionally selects individuals and sites" (p. 206). The site is the location where participants belong to. These two entities are very important as the researchers have found everything they need from them. For this purpose, I selected two participants who gave me TPD training and have more than ten years of experience. Two were from Madhesh Province and had five years of experience, and one was selected as he started giving training after COVID-19. I explored the way they design and conduct the training from their stories. For this, I took permission from them before collecting data. So, the trainers were from the hills of Terai of Bagmati and Madhesh Province, which could be varied in the research study. The short profiles of the participants are given below:

Dil

Dil is from Bagmati Province. He does not like to be called a teacher trainer as he has just shared his experience as a teacher. As he said, he started training as a roster trainer in Panchthar in 2009 AD. He was also a past roster of NCED and conducted NIITE, the National Initiative to Improve Teaching in English project. But he started supporting teachers as early as 2002 AD. He is a teacher and also a roster trainer of ETC. I chose him as my research participant because he has experience training teachers for over ten years. He is an Assistant Head teacher, too. As a school leader and an experienced trainer, he has lots of knowledge to share. That's why he was selected for my study. Their humble nature and his attractive way of presentation also made me think about him for my research.

Deepak

Deepak is also from Bagmati Province. He is a novice teacher trainer who started conducting training sessions for teachers after COVID-19. He is also a teacher and a roster trainer. He has experience in teaching in private and community schools from the basic to the secondary level. He also authorizes the reference books for classes six to twelve. His field of interest is ICT in ELT. He became a trainer after his contact in ETC, Bharatpur, one of the branches of ETC, Dhulikhel. The trainer of Bharatpur provided him with a chance to conduct training. Deepak felt suitable for my study because he was new, and I wanted to know how he designed and conducted the training sessions.

Arun

Arun is from Madhesh Province and is currently teaching in Janakpur. He has also been a roster trainer for ETC Kalaiya for over ten years. He started his training career in 2067 BS. The RP of the resource center selected him to collect and verify the needs and design the module. RP also gave him a chance to work as a trainer. From the beginning, he was involved in session planning, designing, and conducting training. Therefore, I interviewed him for my study.

Suraj

Suraj is from Madhesh Province. He is a roster trainer of ETC, Bara. He is also an English teacher. His teaching career started at a private school in Kathmandu. Then he moved to his birthplace, where he has been teaching till now. He said that he did not want to become a trainer. However, after completing TPD training, his friends encouraged him to be a trainer, and he took MToT from CEHRD. He is very interested in ICT and has also conducted training virtually during COVID-19. Suraj was selected as a research participant because of his move from the valley to the village.

Ramesh

Ramesh is from Bagmati Province. He started his teaching career in 2042, BS, after passing SLC. He has taught at different schools and colleges. He has also spent more than ten years in teaching in community schools. He was selected as a trainer after his performance in TPD training. Before 2070, he worked as a roster trainer. Then, he became a full-time trainer. So, his training experience is also more than ten years. Now, he is in ETC, Bharatpur, one of the branches of ETC, Kavre; I chose him as he was in the lead role in Chitwan as a trainer. He also has both teaching and training experience.

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Information Generation

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One of the main characteristics of the narrative approach is an anthology of stories from the individual through interviews, observations, and documents. I have used English teacher educators' narratives as the data for my research. I took interviews concerning my research questions. I established rapport with them. I contacted them through WhatsApp and phone. I met them and discussed my research topic and how they could contribute. Then, I emailed them for the consent. I asked them to give me time at their convenience. To manage time, I requested them on holidays. Before taking interviews, I asked them to give sufficient time and place to

tell their stories and recall their experience. I also told them that I had followed the research ethics. Then, I took their consent to record on my device. Before the interview, I clarified my research topic and questions so they could concentrate. To record, I used my cell phone. Those recordings were transcribed using an online translator, and I edited them. I showed them the transcribed conversation in a soft copy for further verification. I also observed their practices engaging with them. I mainly observed how they designed and conducted the training.

Reflective journals can also be a source of data for the study. After the interview, I wrote a reflective journal of how I felt, what they missed, and what I expected to know from my research participants. I incorporated the gaps between me and the research participants through a reflective journal. Lastly, I expressed my gratitude for their valuable time and support.

Meaning Making Process

Data analysis is a meaningful process that uses qualitative data. It is not a step-by-step procedure, as initial analysis begins during the first interview and observation. Once data is collected, a more intensive analysis begins (Butina, 2015). Creswell (2014) states that there are five stages for data analysis: organization and preparation, obtaining a general sense of information, the coding process, categories or themes, and interpretation of the data. Barkhuizen et al. (2014) stated, "It involves the repeated reading of the data, coding, and categorization of data extracts, and their reorganization under thematic headings" (p. 17). So, I coded the data from the transcribed hard copy for the data analysis. Then after, I edited and coded with pseudo names for the participants. I started reading conversations closely and changed into their narratives. After this, I started writing up codes and made various themes from the codes. I also analyzed the themes and caught up with the real stories. From the thematic analysis, I analyzed the data to draw the findings.

Quality Standards

The findings of narrative inquiry were subjective and interpretive. So, there was much difficulty in analyzing the data. The findings in qualitative research must be of standard quality. Quality standards maintain the quality of the data gathered in research. Pearson et al. (2015) said, "Standards or criteria for assessing qualitative research reporting should recognize methodological diversity in qualitative research and accept that a wide variety of types, genres and forms of qualitative research exists" (p. 3 & 4). Sometimes, the researchers leave the pit hole to criticize due to the

lack of these standards. Lincoln and Guba (1989) posit four quality standards for research. They are credibility, transferability, dependability, and conformability. These quality standards maintain trustworthiness in the research. So, I followed the following quality standards in my research.

Trustworthiness

The research should be true. Barkhuizen et al. (2014) put, "Narratives impose structure and meaning upon the flow of experiences, and they cannot, therefore, be interpreted as transparent windows onto the events and processes they represent" (p. 90). The researcher should keep the participants' stories real so that whoever will read this story thinks that the story has trustworthy features. Glesne (2016) defines "Trustworthiness as alertness to the quality and rigor of a study, about what sorts of criteria can be used to assess how well the research was carried out" (p. 53). Hence, my study is based on the participants' narratives, and the findings are highly trustworthy.

Authenticity

Authenticity means real, genuine, or true. Authenticity is not a property of units but, instead, "a claim that is made by or for [them] . . . and either accepted or rejected by relevant others" (Peterson, 2005, p. 1086). The stories of the participants must be believable. I maintained this by exploring the participants' voices into narratives. I built rapport among participants. It helped me to solve any misunderstandings concerning my study.

Transferability

Transferability means transferring the findings to other contexts, situations, times, and populations. The findings of the study should be applicable. Transferability is synonymous with generalizability. Wang et al. (2006) define "Transferability as the likelihood that the study's findings could be replicated in a new, specific setting (i.e., that its effectiveness would remain the same)" (p. 2). Regarding transferability, Grenier and Merriam (2019) said that the study's findings could be applied to other situations. The findings of this study were generalized and transferred in other contexts, too.

Temporality, Sociality, and Place

One cannot deny that the narratives have temporality, sociality, and place, which Connelly and Clandinin (2006) call three commonplaces of narrative inquiry. In narrative inquiry, the narrative is context-specific. The given time and space cannot

separate the narratives of teacher educators. Connelly and Clandinin (2006) said the events under study are in temporal transition. Temporality in narrative inquiry is an unfolding process in which a person unfolds his/her stories concerning time and place, which are changed over time. Cunliffe et al. (2004) pointed out, "Stories are seen to have an internal temporality and coherence" (p. 263). The participants' narration is closely related to three dimensions of time because they might have a particular anecdote, history, journal, diary, or any experience and may project it to the future. Narratives are affected by the inquirers' personal and social conditions. "By personal conditions, we mean the feelings, hopes, desires, aesthetic reactions, and moral dispositions of the person, whether inquirer or participant" (Connelly & Clandinin, 2006, p. 480). "By social conditions, we mean the factors and forces, people and otherwise, that form the individual's context" (Connelly & Clandinin, 2006, p. 480). So, I distinguished my study from highly personal and social conditions. There won't be any hegemony of individual and social conditions. I maintained the place as a researcher because "all the events take place someplace" (Connelly & Clandinin, 2006, p. 481). Therefore, these three entities are explored together in my study. Clandinin and Connelly (2000) define "It is a collaboration between researcher and participants over time, in a place or series of places and social interaction with milieus" (p. 20). While analyzing the narrative stories of the participants, I tried to explore how their past stories are related to their present experiences and how the participants have been visualizing the future. The lived experiences of teacher educators of a certain temporality, sociality, and place made meaningful interpretations that were socially justified.

Pedagogical Thoughtfulness

Pedagogical thoughtfulness implies engaging the readers in critically reflecting on their practices when they read. Regarding pedagogical thoughtfulness, Manen (1991) said, "In my ongoing conversations with teachers and young people, I have been intrigued by the fact that when teachers and children talk of meaningful educational experiences, these experiences often seem to occur on the margin or the outside of the daily curriculum experiences of the classroom" (p. 4). It is about making the readers get into the study along with their understanding and experience. My research study will make other readers create their reflections and make their understanding regarding the study. This research provides a reflexive space for teacher trainers to improve their training practice.

Ethical Considerations

Ethical considerations constitute an integral collection of principles that govern the design and conduct of our research. For this, I developed the consent form after my supervisors gave me the green signal to collect the information. I sent the form to all the participants to maintain the ethics. After they were ready, I met them and took their interview. Certain ethical considerations encompass voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and the dissemination of results. Cohen et al. (2018) define "Ethical consideration in research concerns what researchers ought and ought not to do in their research and research behavior" (p. 111). Being aware of this issue, I was guided by the following ethical issues:

Privacy, Confidentiality, and Anonymity

I have respected the ethical issue of respecting autonomy. Josselson (2007) puts the potential risk of not keeping anonymity ethics in research and said, "Sometimes the dangers of publication outweigh the potential benefits precisely because when we study people who know one another, people could be harmed by what others have said about them" (p. 554). The participants are free to put their viewpoints and choices and act voluntarily. Glesne (2016) stated, "You respect privacy and confidentiality throughout data collection by not discussing with anyone the specifics of what you see or hear" (p. 162). I recognized their rights, too. I gave pseudonyms to all the participants to prevent the data from being linked with other data by anyone else. I have kept the information of the participants hidden from everyone.

Informed Consent

Informed consent concerns participants' autonomy and rights. According to Cohen et al. (2018), "Informed consent protects and respects the right of self-determination and places some of the responsibility on the participants should anything go wrong in the research" (p. 122). Before taking their interview, I informed them about the purpose of my research and the questions to make them a part of my research study. Glesne (2016) further said, "Voluntary, informed consent neither precludes the abuse of research findings nor creates a symmetrical relationship between researchers and researched, but it does invest research participants with control over their involvement in the inquiry" (p. 159). Thus, I respected the rights of

the participants and took consent before taking their interview and observation. The participants also voluntarily took part and left if they did not want.

No Harm/Non-maleficence

I have not harmed the participants physically, mentally, professionally, and personally. Cohen et al. (2018) say, "Non-maleficence considers the need to avoid harming participants" (p. 127). The participants are free to be involved in the research study. According to Glesne (2016), "When applied to qualitative inquiry, the beneficence principle tends to focus on ensuring that interviewers do not ask questions of such a sensitive nature that they could cause emotional distress and on protecting participants' rights to privacy so that what they do and say, as recorded by the researcher, does not bring about harm" (p. 159). So, I ensured the participants were safe and comfortable while collecting the data.

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Chapter Summary

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In this chapter, I dealt with an overview of research methodology. I talked about the philosophical considerations of the study. Then, I discussed the interpretive research paradigm. In the same way, I talked of the narrative inquiry as my research method. I will use interviews and observation as my research design to collect the data. Similarly, I dealt with the chapter's sites and participant selection, data collection techniques and processes, and data analysis. I also stated quality standards and ethical considerations of research in the third chapter.

CHAPTER IV

TEACHER EDUCATORS' EXPERIENCES OF TPD TRAINING

Chapter Overview

This chapter mainly addresses the first research question: How do teacher educators narrate their experiences in designing and conducting TPD training sessions? So, it is about the detailed analysis of the teacher educators' experiences of collecting teachers' needs and conducting secondary-level English TPD training in the different ETCs from the southern belts of Bagmati and Madhesh provinces. So, my full attention was to explore training design through the lived experiences of the teacher educators.

This research is based on designing and conducting teacher professional development training for secondary-level English teachers. It talks about how the teacher educators design and conduct the TPD training for the Secondary level English teachers. Professional development is synonymously used with continuous professional development. A person passes through different stages, from a novice teacher to an expert one. Professional development is the development of a person in his/her professional career. The experiences of each participant were analyzed critically, and five themes were described below.

Initiation as Trainer and Professional Engagement

Suraj shared his experience and said that he happened to take MToT, although he was not interested. He said, *"If we talk about trainers, I was not so interested in being a trainer at first."* He added that during the pandemic, he conducted much training under the British Council using ICT. He completed TPD training, and some of the teachers were interested in him, so he became a trainer. He said, *"I also took my TPD as a secondary level teacher, and because of that, you know, I secured my TPD certificate also, and then some of the teachers were very interested."* He was also asked to give training at the local level.

Arun added that RP selected him to write the training module. He was involved in need collection and verification. He said:

> *RP involved me in collecting the needs of the teachers around the areas, and I*
> *was also involved in the verification of the needs; then, I designed the module*

and was very impressed by the module and the presentation. This module was also distributed throughout the district and at the time the training was conducted, it was nice and trustworthy, so I was nominated to get the training at the roster training in 2067.

I asked the same question to Ramesh. He replied, *"Only a teacher can be a trainer."* He took training and attended different seminars and interactions regarding his training career. These helped him become a trainer, but he became a full-time trainer only after 2017. He said, *"When there was a vacancy in 2017, I applied here. And then, I started working as the trainer or the facilitator regularly from then onwards."* He is in that position after serving more than two decades. After completing training and participating in the discussions, ETC invited him to take training. He used to take two sessions. He said, *"And then, the training center, the education training center, used to invite me as the facilitator here initially. I used to take one or two sessions."*

Similarly, Deepak shared his story very shortly. He said that he became a trainer after the global pandemic. He was given online ICT training, and the ETC trainer gave him a platform to provide training on ICT. Slowly, he also gave training to English language teachers. He said, *"I gave training in ICT. Later, I started to give training to English teachers. I was in contact with another trainer.*

Dil shared his experience not as a trainer but as a teacher. He opined that when they support teachers, innovate something, and share among teachers, s/he is a trainer. He said:

> *This idea is when you want to change something and do better in the sense that you go as per the need of the time to enhance your capabilities. If you are alone, you cannot do so much. And if you work in a group, that can have a better impact. That may be the reason why I started training.*

His idea is more realistic as the training means to change something. He added more about his training journey, telling me how he started training.

> *I used to invite the primary, lower secondary, and secondary schools to tell them about the importance of better handwriting for children. Also, I used to offer them a cup of tea and then tell them as a principal of the head of the central school. I used to invite them to discuss the importance of reading. That is how I started giving training.*

His main concern in being a trainer was to change the field of education. Again, I asked him what his motivation was to be a trainer. His reply was similar. He said, *"Change is the paradigm, and to gain what other friends are doing, what is happening around and what could be a better option. That may be the motivation to work as a trainer."*

Professional development is focused on training through which learning can be improved on the part of the students. The participants viewed professional development as an automatic process. It comes on the way during training. A professional journey is a continuous practice. Richards and Farrell (2005) highlighted professional development as it serves a longer-term goal and seeks to facilitate the growth of teachers' understanding of teaching and themselves as teachers. For this, teachers can make plans for professional development. In the beginning, I asked about their journey of becoming trainers.

The teachers prepare teacher educators. But it does not happen abruptly. It takes time. Czerniawski et al. (2021) opined that schoolteachers who have gained experience can become teacher educators when mentoring students and teachers. Teacher educators are qualified and equipped with professional expertise. All the teacher educators have experience teaching in school for many years. Kosnik (2007) experienced being a teacher before becoming a teacher educator. He expressed that his pedagogy of teacher education moved on as he continued to study through his reflective practice. Vanassche et al. (2021) said that the starting point for the professional development of teacher educators is their practice. From there, they receive positive feedback on their practice. They added that individual practices are in teacher education institutes, universities, and training schools. This includes partnerships with their institutions. A teacher educator has to pass through different stages. Kane (2007) stated his journey from 20 years of teaching experience to becoming a teacher educator by exploring three stages: the naïve practitioner, the novice (naïve) teacher educator, and the teacher educator and researcher.

The teacher educators have a wealth of professional knowledge and expertise, and they bring it with them to the training hall Murray et al. (2018). They are always qualified schoolteachers and have experience teaching schools and colleges (Murray et al., 2018). Above all, the trainers are also teachers with many years of experience. Kuijpers et al. (2010) examined the lack of effects on students' achievement by focusing on professional development programs on teaching quality with little

attention to the conditions needed to support teachers' performance at the school level. So, teacher professional development is essential and 'focuses on improving teaching quality' (Kuijpers et al., 2010, p. 1687). Teacher training is meant to bring changes to teacher performance. Teacher educators share the professional expertise they gained after years of experience in classroom teaching.

Researcher's Reflection

The journey to becoming a trainer has variations. From the above discussion, I found that the trainers had teaching backgrounds. One of the trainers had an unplanned beginning, but he slowly increased his interest and became a trainer. This led me to think how a person who was not very interested in training and later became a trainer could do better while conducting training because training is to change the teachers' behaviors. It won't be effective if you are not interested in doing that. Everything relies on training. Arun's journey started when he was assigned to collect needs, categorize them, and design the modules. This is one of the best practices as it gives platforms to start from the need collection to training design. A person passes through different stages and can experience the ground reality of teachers. The support system from the experts and senior trainers plays a key role if you want to be a trainer. The experts and senior trainers give space to the teachers, engage in the activity, and make the coordinator or mediator. Later, they assign them to conduct one or two sessions. This is one of the ways to be a trainer.

Giving training in ICT or another area also supports being a trainer. ICT is also one of the areas that are dealt with in ELT. The journey of Deepak also proved that. Although he is a novice trainer for ELT, he has provided much training in ICT. The trainers from the center and province also supported him. Because of his active engagement in ICT, he is now known as an English language trainer.

Some trainers were passionate about changing something because of the present situation. The problems that the teachers were surrounded by made Dil a trainer. His teaching reflection motivated him to change in education. Although he did not like to be called a trainer, his invitation to teachers, collaboration, discussion, and conclusions made him a trainer.

Ramesh's viewpoint, "Only a teacher can be a trainer," is why only teachers, not others, were the trainers. His journey was long. His engagement and discussion in different seminars and workshops and his deep interest led him to be a trainer.

Overall, the trainers' experiences tell us those teachers who got support from the experts and senior trainers. The collaborative and reflective nature of teachers helped them to be trainers.

Professional Supports for Training Capabilities

I discovered that professional support is a theme of professional development and journey. A teacher educator can do better if s/he interrogates himself or herself, "How do I improve what I am doing in my professional practice?" (Whitehead & Huxtable, 2021, p. 3). Farrell and Oliveira (1993) also supported the idea that self-initiation makes professional development possible. They said, "Teachers who learn to be actively in control of their learning become empowered, self-confident, self-reliant: more active agents of change" (p. 157). This is a kind of self-inquiry. With the interaction of the material and symbolic (Swain et al., 2015), we make meanings. Johnson and Golombek (2011) said, "Human cognition is mediated by being situated in a cultural environment, and it is from this cultural environment that we acquire the representational systems, most notably language. They ultimately become the medium, mediator, and tools of thought" (p. 1). So, teacher educators play the role of mediators. There are potential mediating tools that the trainers use. I minutely analyzed the professional development in the above paragraph.

Dil shared his experience not as a trainer but as a teacher. He opined that when they support teachers, innovate something, and share among teachers, s/he is a trainer. He said:

> *I have a bit of a long twist and turn to become a teacher trainer and educator. I was working as a roster trainer. I was the Principal. I used to invite the primary, lower secondary, and secondary schools to tell them about the importance of better handwriting for children. Also, I used to offer them a cup of tea and then tell them as a principal of the head of the central school. I used to invite them to discuss the importance of reading. That is how I started giving training.*

Engaging with the professional teachers about the issues faced in the classroom was a turning point for him. His support of the teachers in solving the problems was remarkable in his professional career. He also developed a package, served as a past NCED roster member, and conducted training for teaching English effectively. He said, *"And then we developed a package. It has modules ranging from the need analysis module to the impact study module. Yes, It is a parody rather than*

to be a full-time trainer." He also conducted master training for future trainers who were responsible for teacher training at different training centers. He remembered his teaching as back as 2002. His active role as a school leader had profound importance. He further clarified:

> *When I worked there as a principal, there were pathetic conditions for reading and writing, a lack of spoken ability children, and wasteful moments in the villages. I used to talk to the teachers to find out the ways out. I talked to the parents and even the children, and then we developed a small-scale model. That model was turned into establishing community childcare centers at that time. Later, the government supported that and turned it into a community learning center.*

The trainers get professional support from stakeholders like experts, senior trainers, and teachers. Here, Dil added, *"Training is not an isolated activity."* It is a collaborative practice, and other trainers, as well as teachers, support trainers. Before becoming a trainer, s/he has to pass through certain training sessions, and then s/he gets further support. Here, Dil said, *"You have to go through certain training sessions, and then when the new thing came into you, you have to talk to the facilitators, and you can start giving micro training, and slowly, you can expand it to better programs."*

Initially, Ramesh seemed to develop his capabilities without anyone's support. He thought the teachers were adults and found it challenging to deal with them. He said, *"In the beginning, it was a bit troublesome. I used to think that all the teachers were adults. And then, I found it challenging. In front of them, it wasn't easy how to do. I thought about how to deal with them."* However, he overcame this problem after he learned how to deal with them, engaging in need collection and organizing training using a participatory and learner-centered approach. He said:

> *Gradually, I learned how to deal with them and how to deal with adult teachers. And then, I also thought about the collection of needs. Then, I learned I should collect these teachers' needs, organize training, and facilitate the training. All these things became habitual later on. It was easy for me later, although it is always challenging because we should try to make it more learner-centered and participatory-based.*

Suraj narrated that his sharing and collaborative nature had benefited teachers as he said, *"I was very much excited to give something to the teachers. Whatever was*

there with me, I wanted to share; I wanted to collaborate with others so that they will benefit from different types of technology and new trends introduced in the language sector or teaching sector."

Deepak had the experience of ICT training. When he first attended the training, he facilitated language skills. Then he felt confident. He said, *"At first, I started to take training related to language skills. Then, at that time, I was somehow a little bit confident. Then later on, I feel better now."* Deepak developed his professional with self-study.

Arun got help from the RP. With the support of the RP, he was involved in the need collection to conduct the training. He said, *"We sat together, and then we talked and discussed and tracked it a lot, and then we designed the module."*

Knowledge is constructed after discussing it with the participants. Trainers and trainees interact and co-construct the meaning in the hall. Mahn (1999) added that a child co-constructs meaning through social interaction and that word meaning plays a role in the development of thinking. The teacher invited the other teachers and discussed with them the importance of reading and emphasized group work and "it takes prolonged and sustained participation in social activities that have a clear purpose (goal-directed activities) within specific social contexts" (Johnson & Golombek, 2011, p. 3). The teachers' participation is a key to change in classrooms. The interaction among teachers and teacher educators produces innovations in the hall that can solve classroom issues, too.

Researcher's Reflection

I viewed these experiences from two perspectives. First, the trainers' training capabilities were developed with professional support, like RP or experts; second, self-study is a realization from their living practices and/or learning. They are how to address the teachers' needs, how to conduct the session, and what can be the best practices. A trainer can get professional support from teachers, educational leaders, trainers, and more knowledge others. If we look at the above experiences, we see that they have support from the RP, training administration, and teachers. Some trainers develop their professional growth through their realization and their practice. A trainer promotes his/her professional growth through collaboration. A meaningful discussion among trainers on the training design and delivery can help a trainer be a good trainer.

Dil's story of collaborating with teachers and discussing their students' problems had become a turning point to being known as a trainer. Similarly, Ramesh struggled to adapt in the training hall because the adult teachers led him in solving the issues. He learns how to cope with the problem. Suraj believed more in collaboration.

Planning of Training Sessions and Co-ordination

The effectiveness of training is seen in students' learning as the teachers acquire 'the skills for a knowledge society' (Alexandre & Oliver-Trobat, 2014, p. 117). Before training, a trainer plans the curriculum and coordinates with other training institutions, trainers, and teachers. This planning can be called module design. The module provides the trainers with the ideas and content to deliver. Aisyah et al. (2020) added, "The application of the use of modules can codify learning activities that are better planned, independent, complete, and the outputs are clear" (p. 107). The course run during the training period gives language educators the confidence to deliver and evaluate the content.

My question to Suraj was how training was conducted. He responded that the section officers did all the planning, and they called him to facilitate the prepared packages only. He said, *"First of all, the section officer planned to call all the teachers, especially the basic level one, not the secondary level."*

According to Suraj, trainers were called to deliver the contents prepared by the centers. He said, *"He informed all the schools just to give certain time. And during that time, they had to come to the training center."* In the past, it was different. Suraj narrated:

> *That was about TIP. So, with the help of that TIP, they collected some ideas about what the teachers need. We used the plan of ETC. ETC gave us the idea that these things are needed by the teacher, and we were there in the training center and on the spot. We also did what the teacher needed.*

In my question, "Do you prepare training packages? And does your package address the teacher's demand?" Suraj replied, *"Yes."* Regarding the modality of training, he used both face-to-face and online modes. He said, *"So face-to-face and online, both the modes we are using, online, offline, synchronous and synchronous."* Suraj also said that he did not change the module during the delivery as the top level prepared it. He said, *"Actually, we are not changing during the time. We certainly called it needed at the very beginning of the session, but the format given to us has*

already been drafted from ETC. According to that, we have to go, and we probably won't send that."

Arun also had a similar view. He said:

It means the RP designed the session, which was three sessions for each day, and then all experts were called there. Then, we discussed the topic and who could deliver it well and facilitate it. We selected the topic according to the needs, their choices, and their subject expertise, and then four or five experts sat together. Then, we divided the session into one and a half hours for one session.

Arun said they designed and used the training materials in the training hall. He said:

We designed different types of teaching material, including facilitation material. We laid them in part, in group work, activity-based, okay, and we divided the teachers into different groups, and we gave them tasks, and there we did in such a way so that they thought that we learned something.

Arun shared his experience of conducting training. He said, *"The package was given to each day by each facilitator and then and face to face, we called the teachers according to our routine."*

I asked him if the trainers designed the training schedule. He answered, *"Yes, we, trainers in coordination with our RP, prepared the training schedule. Yeah, in LRC and RC because there was a resource and lead resource center, and there was only one in district headquarters."*

When I connected his experience with the present, his voice sounded like he had ignored the training. He commented:

I'm not preparing any packages, but a few months ago, I was involved in preparing the packages, especially a module for the training session for TPD secondary and lower secondary level. I was deputed for the work. At present, I am not given the responsibility to prepare such packages.

However, he was confident that if given the task of designing the training module, he would make it a good one. He said:

We facilitators and experts interact a lot, not for a single day. We interact and talk a lot about the course, curriculum, content, pedagogy, and new content; then, we can only design a good module that will be fruitful for the new

trainees. So, if you really design and work very intensively, and we can develop a very good module, that will be fruitful for the trainees.

Arun also shared his training experience 'Training on the Train". This experience was extra as the training was mainly conducted in the hall, but it was on the train. He said:

He encouraged all the teachers to visit. We bought the tickets. There were participants. Some games and activities were played on the train. When we got off the train, we went to the hall and discussed. We took the teachers inside the classroom, too. This was another new training that we did in the training session.

He shared his new experience. The teachers were sent to the class to teach, and the trainers observed their classes and gave them feedback. He said, "*We took the teachers in the real classroom and let them teach. After the training was completed, some teachers were given the task of coordinator, and every day, their report was delivered by each participant.*"

The participants were given responsibility. They again met online at night and discussed what they did in the afternoon. This can be called reflection of the day. He said, "*When the training session was completed, at night, we requested all teachers to join via Zoom app and discussed what we did in the afternoon for half an hour. ETC monitored it.*"

Deepak said that he conducted the training virtually. He said, "*I took training by using ICT tools. It was virtual training. I started taking training by using virtual classes.*" He also said that he gave training in the physical mode after COVID. He said, "*Now I deliver the training in physical mode. In the past, I took training virtually. Nowadays, I take training physically too.*"

If he had any prepared packages, he replied that ETCs prepared everything. He said, "*ETC prepares packages, and then we use those packages too, and then we address the needs of the participants, too.*"

Ramesh, in my same question, answered that they used to give the trainees papers to work in pairs or groups. He said, "*We used to give them some pieces of paper to work. Sometimes, they were asked to work in groups. Sometimes, they were asked to work in pairs and sometimes, individual tasks, depending on their needs and the content's complexity.*"

He shared his experience of designing the training session. He shared:

In the beginning, we would start with warm-up activities to motivate people. After that, we would enter the activities and prepare for the delivery of the session. Teaching materials will be provided during the training. We would organize the activities for training one: training activity one and activity two. Finally, we would reflect. We would ask them to reflect on what happens because the reflective teacher is the best teacher. Finally, we would summarize the whole session as a reflection of the training. This is how we used to organize the training.

Ramesh stated that ETC developed the training curriculum. *He said, "Nowadays, the training curriculum is developed by Education Training Centers."* And the trainers were called to deliver the training. He said:

When the training curriculum is developed, we are sent only the contents. Before we enter the training, we should prepare the package to make it more effective and implementable. That's why we should always prepare some packages. Although sometimes we do not send it elsewhere, we prepare packages and work as the facilitator accordingly.

He again said, *"In the beginning, we send letters to the local level. Local levels select the teachers and send them, and then they attend the training. And this is how the training happens."*

Again, I asked him if he had changed the training schedule during the delivery, and he replied, *"It depends. Sometimes, depending on the situation, some modifications will occur. Otherwise, it's the same."*

Dil looked confident. He replied that the training went as usual as any classroom activities. He argued:

It goes normal like we do in the classroom. I do not have the things. Generally, I do not want to give my participants the feeling of something aligned or different. I cannot do miracles. I have seen many trainers doing fancy things that remained in the training session. But after that, it does not have much value. Training should not be so different.

His opinion was different as he took the training as sharing ideas, and it always went in a compatible way. He further said:

It is just like the sharing of practices that help minimize the gaps. Suppose you conduct a good session on teaching a poem; you can share the things among

the teachers. That could be good training. So, my sharing always goes in a very compatible way. That eases the classroom.

He also said that it would not have value if it were artificial.

The above experiences highlighted two things in particular. They are: training curriculum is designed by others, and training is sharing and exchanging ideas. In the first case, "Teacher induction programs aim to help new teachers with the necessary skill set to handle the diverse student populations they serve" (Tenore et al., 2010, p. 109) where the teacher includes three components: "a) mentoring, general orientation to both the district and/or school; b).training on curriculum; and c) effective practices" (p. 109). Shaeffer (1993) criticized the training design for producing 'technicians' rather than "professionals'. Thus, the training module is designed to cover these three elements by including teachers. As Farrell and Oliveira (1993) stated, "Teachers should be the originators of and active participants in the design and implementation of teacher training activities" (p. 157). The teacher trainer has to design programs that help future teachers deeply understand learning and social and cultural settings (Darling-Hammond, 2010). Borg and Poudel (2023) mentioned, "The MoEST formulates the policies, while CEHRD certifies and prepares customized curricula, and the PETCs run teacher development courses" (p. 11). Therefore, teacher educators, as a professional collective, need to work more intently to build on what has been learned about developing stronger models of teacher preparation.

During training, there is excessive sharing of ideas between trainers and trainees. In Vygotksy's (1978) term MKO, there are professional support groups as trainers. They scaffold the teachers in their problems, and scaffolding enables the teachers to reach a higher level than they can attain (Allahyar & Nazari, 2012). The more you share, the more you know that sharing is keeping social relations. These social relations are "central to understanding how the network of our external social interactions mediates the transformative internalization process" (Johnson & Golombek, 2011, p. 5). While designing the training, experts were called, discussed, and decided who facilitated what. The trainers get "learning assistance" (Verenikina, 2003, p. 2) from the experts after meaningful interaction. Although experts design the module, it focuses on teacher interaction and sharing culture.

Researcher's Reflection

From the participants' experiences above, I concluded that the ETC offices design training curricula and schedules. The roster trainers are called to deliver the

session. During the session, the trainers collect teachers' needs, which gives them an idea of how to deliver the training effectively. The trainers study the training curriculum prepared by CEHRD and prepare modules based on it. TPD training aims to update knowledge and address content and pedagogy issues. The module has not been designed locally, although they are responsible for selecting and sending the trainees to training.

Reflective and Collaborative Practice in Training

As Dil said above, training is shared, and there may be reflection after each session. So, to draw out the reflective practice in training, I asked Suraj if he got feedback from trainees and senior trainers. His answer was positive. He also praised the present teachers as being very competent. He said, *"Not all the teachers, but some are very competent. They wanted to upgrade and update themselves. And that is a very nice thing. "*He added that he collected feedback from teachers, and it was informal. He said, *"So at the end of the session, we try to collect feedback from the teachers/participants. This is just an informal but not formal plan.*" I also asked Arun the same question. He also said that he asked the trainees to give him feedback after the training. He received both positive and negative comments in the paper. He said:

> *Yes, and what I did at last was that when my training was over, I asked them to write so that I could read it later and improve my training in the next session. They did so, and they wrote positive and negative comments, but one thing that was very challenging at the time was that I remembered the last part of the training was not good because the face-to-face training was completed.*

Dil said there was no such thing in the facilitation culture, and he seemed quite critical when I asked him the same question. He argued:

> *We are an imposition culture. Whenever an expert goes there, you will lose your voice. That may be the reason. However, taking comments and improving things successively has not been the mainstream culture.*

But he also used to ask not at the end but in the middle. He received positive comments from them. He said, *"I often ask them in the middle. Is it worth it? Do you think it gives some value? And so on. People comment it is going well."*

Ramesh used to receive feedback and address those missing things. He has also observed his micro-teaching sessions. He said:

> *Of course, teachers used to say we are missing these things, so please address this. That's what the teacher would say, and then we would address that in the*

training. And then senior trainers would also observe. For example, I was called to the British Council training several times. Then, they observed our micro-teaching sessions.

Reflection after training is also done in the hall. Ramesh said that reflection after training leads the trainers on the right track, and it is included in the training sessions. Ramesh said:

Finally, we would reflect. We would ask them to reflect on what happens because the reflective teacher is the best teacher. Finally, we summarize the whole session as a reflection of the training. This is how we used to organize the training.

Although there is no formal plan for feedback, trainers used to ask the teachers about the training. This helps the trainers improve their training skills. It is a reflective practice where trainers internalize the mistakes and improve in the next session. The meetings with the teachers result in friendship and professional contacts, which support and motivate the trainers for their pedagogical careers (Bognar, 2009). By sharing and getting teacher feedback, teacher educators can improve their practice. Farrell and Oliveira (1993) also said, "Supervised reflective practice is one way to encourage teacher education" (p. 157). They can answer, "How can I live my values more fully in my practice?" (Hymer et al., 2009, p. 69). Swennen et al. (2009) call it "the self-study teacher educators" (p. 91). Teacher educators have to look back from a distance, which gives them a new perspective on the challenges and problems they encounter (Swennen et al., 2009). When teacher educators interrogate such questions to teachers, their replies will help them improve their training practice, which Vygotsky (1978) calls mediation. Vygotsky (1978) said, "The true development of thinking is not from the individual to the social, but from the social to the individual" (p. 36). Action research, observation, and data collection are the means for reflective practice. Kosnik (2007) sought the importance of action research, which empowers teachers and provides insights into one's teaching through observation, reading, curriculum modification, data gathering, assessment, and reflection. So, receiving feedback or reflective practice is interpersonal and intrapersonal or vice-versa.

Researcher's Reflection

Teacher training is conducted at ETCs, where teachers from different cultural backgrounds meet. They have varied experiences, and so do the teacher trainers. The diverse groups of people in the hall produce meaning (Stein, 2004). The teacher

education program is grounded in collaborative inquiry where teacher educators share their stories, and in the telling moments, they reveal and examine their reflective practices (Schnellert et al., 2014). Loughran (2007) clarified that understanding teaching or training as a relationship hinges on responsiveness to the dynamic nature of the teaching and learning environment and sensitivity to its participants.

The trainers often ask if they are paying attention and if there are any spaces for modification. This is reflective practice. The trainers collect feedback from the teachers and their senior trainers. With this feedback, they change their delivery approach in the next session. The provision of reflection and report writing after every session is a good practice. But the question is, 'Do they adopt the suggestions they get from the teachers?' The trainers can also record their training sessions and watch so that it can be their reflection for them.

Training is a socially mediated process. Hence, the trainers engage the teachers in pair activities, group activities, or discussions. Discussing a certain issue leads the teachers to think critically and discover solutions. The teachers' minds are not blank sheets of paper. They are equipped with certain knowledge they gained in college or university. That's why meaningful interaction with the other teachers and/or MKO is essential. Not only this, but the trainers also scaffold the teachers.

Need-based Training

Training is conducted to fulfill the needs of teachers. Gürler and Konca (2023) have presented five teachers' needs: perceived and felt needs, objective and subjective needs, learning and target needs, situational and communicative needs, and needs from the insider and outsider view. Similarly, Negi (2016) has also pointed out eight teachers' needs, which are ICT and its integration in ELT, classroom management skills and designing multilevel teaching-learning activities, developing techniques and skills to motivate students in learning, training on how to put their professional skills to practice, needs to develop their skills to use simple classroom language, strengthening teachers' skills in designing lesson plan practically in real context, training on how to conduct action research and reflective practice, and need to raise the confidence level of the teachers through mentoring and training. In the same way, AL-Qahtani (2015) stated that teachers need professional development training to improve and maintain their' English proficiency, gain knowledge and skills for language teaching quality, and provide curricular guidance and training on classroom discipline and management. Hence, need collection and then, after need analysis, are

essential steps in designing the training. While designing the training program, various data collection sources will be used during the need assessment (Arslan et al. , 2019). The trainers design the training to incorporate the needs. With the need assessment, teacher educators frame training design. They or roster trainers implement the design. Finally, an evaluation of the whole program is conducted. There are rapid changes in education. "Rapid changes in the world are altering students' needs and expectations," said Aksoy (2019, p. 141). These changes in educational activities have brought new demands in classroom instruction, and teachers have to be aware of them and keep up with them (Eksi & Aydin, 2012). Swennen et al. (2009) stressed that teacher educators need knowledge and skills to teach their subjects and to educate teachers. Shabani (2016) expected that teacher educators or program designers should identify the needs and objectives of teachers so that less knowledgeable teachers can benefit and move up through the collaboration of more knowledgeable teachers and teacher educators.

Teacher educators shared what they got from training centers. Dunn (2011) believes that teachers bring with them their histories as language learners and shape their views of language and language teaching. Their stories also discovered that teachers could be trainers. Keeping this in mind, I asked my participants if there was any need for collection mechanisms in TPD training.

Deepak replied that they sent the Google forms to the teachers and sent them back. He said, *"The needs are collected with the help of forms. The forms are distributed to the teachers. They fill out the form and write about their needs there, and then they are collected. Sometimes we use Google Forms also."*

I asked another participant, Suraj. He posed the problem of the need for collection of TPD training and said that they gave training based on demand and the perspective of NELTA. He said:

> *You can say that's like we are nations and according to the perspective of NELTA. We just wanted to give something in English. So, we started from EMI. And the second thing, if you talk about TPD, there is a certain module there, just like action research and subject matter, and then they are assimilated, you can say curriculum.*

Ramesh said he visited different schools to consult the teachers about their needs. He said:

We used to visit different schools. And we used to consult the teachers. They were given a document to fill the needs. And then they used to fill their needs. Sometimes, they filled the needs concerning teaching pedagogy, teaching materials, and classroom interaction patterns. All these things were collected from them. And then, based on these things, we clustered. We clustered the themes. Similar themes came together. This is how we prepare the content for the training. Training material was developed later based on these needs.

Ramesh said that the local level collects the needs of the trainees and selects them based on their seniority. So, they don't have a role. He said, *"So far as the selection of the training is concerned, it is selected by the municipalities, local level."*

Dil remembered his days when the British Council gave him master's training. He said that he used to collect the needs and tried to address them. He said:

Then, I prioritized the need; they needed communicative skills. If most of the teachers demanded that, then I used to design the session on communicative skills and so on. So, this is how I think it goes.

Regarding present need collection, Dil said that he used to ask what they needed and what his limitations were. He said, *"If some group of teachers asks me to deliver a session, I ask them what they need. I also tell them I can do this because I also have limitations. I cannot go beyond this."*

Arun had seen some needs that were irrelevant and that were not addressed in the training. Regarding needs, head teachers were oriented and were given a paper to write their school needs. He said:

So, those needs were relevant; they were properly addressed and just put in the schedule, put in the package and really it was and their needs were fulfilled after facilitation, but some needs that were not relevant means they didn't have an idea and before that one thing was done one-day head teacher orientation was done, one day before the teachers were given papers to write the needs. So, head teacher orientation was done. This was only conducted for a single day, and I think there was no communication between the head teacher, the TIP, and the teacher.

Arun said that this time, it is a top-down approach, and no formal need collection mechanism is there. He said:

The training does not focus on the teachers' needs because a top-down approach is applied here. So, in a top-down approach, what we do is that we

simply think it becomes the teacher's need, it becomes the classroom needs, it becomes the pedagogical needs, it becomes the psychological needs of the teacher, and accordingly, we have the schedule, we have the module, we have the training schedule.

Although the needs are not selected from the participants formally, teacher educators can be chosen from various parts to address the teacher needs. Tenore et al. (2010) present three areas of teacher educators' selection. The first represents a range of experience as a teacher educator, the next is a range of specialization, and the third is his/her second year as an assistant professor. Arslan et al. (2019) concluded that it is necessary to develop insight into the training components the teachers would like to have. To address the teachers' needs, "mentors are supposed to provide protégé with guidance pertaining to content-specific, pedagogical techniques and classroom management skills" Tenore et al., (2010, p. 110). Teachers' needs always vary, and this is necessary for teacher education (Aksoy, 2019). In this present world, it is necessary not only to see what kinds of training there are but also to see what conditions our teachers get benefits from training. The job of a teacher trainer is very crucial. Dewey (1938) said, "The educator is responsible for a knowledge of individuals and for a knowledge of the subject matter that will enable activities to be selected which lend themselves to social organization, and an organization in which all individuals have an opportunity to contribute something, and in which the activities in which all participate are the chief carrier of control" (p. 56). But Shaeffer (1993), being too upset with the top-down system, criticized that the systems are unable to provide the necessary skills that are needed to master new content and subject matter, learn appropriate pedagogy, and face the challenges that confront them both inside and outside the school. Borg and Consult (2023) explored that centrally developing courses, to some extent, work against locally defined need-based training. They also stated that this course may not cater to varying teacher needs around the country. Hence, the role of teacher educators is to select activities that can address teachers' needs.

Researcher's Reflection

Teachers are provided training according to their demands. The local levels send the teachers for the training. It is beneficial to the teachers as they can develop their professional careers. Although teacher trainers train them, it does not solve their classroom problems. The need collection provision is not there. At the beginning of

the session, the trainers ask about their expectations. The teachers also tell them, but they are just formality. There is no formal provision for need collection in TPD training. Next, teachers' expectations have no place in the training because there is already a schedule with the contents. The trainers enter with that, and they do not have the right to change the schedule.

Theoretical Connection to Insights for Training Practices

As a researcher, I fully tried to explore how TPD is designed and conducted in the first research question concerning two theories. Although their professional engagement began with their trainers, later, their self-probing nature made them professional teachers and teacher educators.

Sociocultural Theory

Teaching is an art, and training provides such art in the training hall. The main objective of training is to change the teaching field. Training is conducted in the group, and it is a kind of teaching and learning. Cross (2023) likes to call teaching a "sociocultural activity." Therefore, sociocultural theory was employed in the study. I have connected terms like MKO, scaffolding, and mediation from this theory. ZPD is also the term frequently used in the study. Zone of Proximal Development or ZPD, as defined by Vygotsky (1978), is "the distance between the actual developmental level, as determined by independent problem solving, and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86).

The actual development level is the teachers' level without support, and the potential development level is the level gained with the support of other teachers and trainers (Aimin, 2013). To see the level of the teachers, teacher educators can test the teachers. It helps them see their aptitude and find their needs. In the training session, teacher educators are MKOs who provide scaffolding to the teachers. Scaffolding enables learners to reach the potential level that they can attain without support (Allahyar & Nazari, 2012). Scaffolding is a context that an expert and peers create. In my study, teacher educators support teachers. In this regard, teacher educators are MKO and they scaffold teachers. Teacher educators make them refresh and update with pedagogical and content knowledge. Trainers are mediators. They mediate with the teachers about the problems they face in the classroom. In this way, knowledge is constructed. The group work and pair work during the training provide them with new information on how to facilitate class effectively. Similarly, teachers also discuss the

problems they face with their colleagues. All of these people are interrelated. Rogoff (2008) said, "None exists separately" (p. 2). So, they support each other. They participate in social activities, educational forums, and podcasts. Gee (2004) claimed that teaching and learning language and literacy are not about specific languages but specific social languages. The sociocultural belief in knowledge is germinated when at least two heads are together discussing the topic. The best way to think is interaction and socialization. Sociocultural theory believes that new skills and knowledge are acquired by letting the teachers interact with the teachers and teacher educators (Rahmatirad, 2020). While planning and designing training, officers are in the roles. The roster trainers are invited to conduct the training. The trainers sometimes also prepare the module but mostly follow what they get on the training day. On the very first day, they discuss their expectations from the training with the teachers, and nothing else is done.

Living Education Theory

Planning and designing training sessions is an individual task as it does not require other people. It can be done sitting in the room. Our training packages, as the participants revealed, are similar. While designing, teacher educators think about how they can best design the modules. As emphasized by Whitehead and Huxtable (2021), self plays an important role in teacher education. Artino Jr and Konopasky (2018) believe that any motivated teacher educator can build up effective instruction. They get feedback from the teachers. In my study, the participants get involved in training to change. In a living education theory, teacher educators engage in inquiry to improve their own practice (Whitehead & Huxtable, 2021). During the training, teachers and teacher educators share their teaching experiences. They have a successful story. Living education theory is also a story we create ourselves and share with other people for a just and productive world (Hymer et al., 2009). Similarly, teacher educators observe their classes, listen to them attentively, find their capabilities, and try to find the methods that can be useful for them. Schon (2010) used the term 'reflective practitioner' for this. Reflection on their module helps them make better modules in the next session. Bognar (2013) said, "A reflective teacher permits her/himself to be surprised with what the child says or does and manages with these unplanned situations in creative ways by using professional artistry, not one of the prescribed methods" (p. 5). Reflective practice makes trainers creative to produce new methods so that the training becomes effective. Lunnenberg et al. (2011) focused

on self-study of teacher educators. This self-study is productive for both teacher educators themselves and the creation of formal knowledge on teacher education. The one and only person who can bring change to the training hall is the teacher educator. Shrestha (2021) has talked about the role of teacher educators as significant in bringing dominant practices and facilitating change through learning inside the classroom and beyond.

Chapter Summary

This chapter covered the answer to research question one only. This question mainly uncovered the training design and delivery part. I explored the trainers' experiences in planning and designing training, feedback culture, and need collection mechanisms in this chapter. I described five themes. These themes basically dealt with the training initiation of teachers and how they were engaged. Almost all their stories were the same. They started their training career as teachers. The experts and senior trainers supported them in designing the session. There was active participation, and all the participants were open to sharing their experiences. I had to maintain quality standards and ethical considerations while collecting their stories. So, their real voices are included. Their further experiences are mentioned in the next chapter.

CHAPTER V

CHALLENGES FACED BY TEACHER EDUCATORS

Chapter Overview

This chapter concentrates on research question two: "What challenges do they face during the training session?" This question attempted to answer the issues or challenges seen in teacher training and problems faced by teacher trainers during designing and conducting training. This also answered the attempts made by teacher educators to resolve those issues, challenges, and problems. These were discovered after analyzing the teacher educators' narratives.

Integrating Teachers' Needs and ICT

Different changes have occurred in the subject matter, methods, materials, and overall human life skills and lifestyles (Kunwar et al., 2022). Thus, the education system has also been changed. There is an urgent need for ICT integration in teacher training. All the participants had faced the obstacles during the training. Their problems were somehow similar, too.

Arun opined that teachers' needs were irrelevant and not addressed properly due to the lack of communication between the head teacher and the teacher. He said, *"I think there was no communication between the head teacher and the teacher. That's why some needs were irrelevant and not addressed. We had not imagined as we had thought that at the time that was the problem."* The needs of teachers also make the training effective, and it becomes demand-based. He said, *"In the training, needs are not collected now."* He said that there were slight differences between past and present training, and he preferred the past one, which was a bottom-up approach and involvement of teachers in module designing. He shared:

> The difference was pointed out that needs were addressed and that the model was developed based on teachers' needs, but now it is expert-based. Experts think, and then they interact together, thinking about these as new items and disseminating new content to them. They discuss, and then simply just give them, provide the module, and based on the module based on expert; they just handle the training in the training hall.

Arun also outlined the issues related to the use of ICT in the classroom and said that there were present issues. He stated:

Now, the teachers have needs such as how to use ICT properly, how to use PowerPoint in the classroom, how to get our students involved in synchronous and asynchronous learning in a flat classroom, and how to use the smart board. These are the issues teachers are facing at present. Similarly, students also need to know how to use different types of websites on mobile tabs and laptops.

These teacher-related issues have to be addressed by teacher educators. Therefore, they are their problems, too. He also discussed the issues and challenges of integrating ICT into the ELT curriculum. He said:

The needs are based on some topics that are new to the new course in English. The present English curriculum is theme-based; before, it is function-based. Now, language functions are inside the themes. Based on that, the teachers' problems were different. At that time, the problem was regarding pedagogy, which involved teaching stories, drama, and poems. Such needs were collected. But nowadays, technology is involved.

Ramesh opined that he faced problems while conducting training as he had to plan the session to address teachers' needs. He said, *"However when the teacher came to the training, we would organize all these things based on the needs. And then, the teacher educators played a vital role in asserting how it should be carried out."*

He also agreed with Arun regarding the need for collection. To design the training session, teacher educators need teachers' needs, and they are important, but nowadays, they are not collected. Therefore, teacher educators face challenges to make the training effective. He said:

In fact, teachers' needs are collected and only then is the training curriculum developed. That's why they are very helpful, I think. So, earlier, the teachers' needs were collected and developed. That's why they are very useful for the teachers. So, I think nowadays, the teachers' needs are not collected during the TPD training. They just ask that they fill out the forms electronically.

Suraj's experience was not different from that of other teacher educators. He found a problem in need collection because it was done after he entered the hall. So, he asked the participants what they wanted, but the ready-made schedule was already there. He said:

Yes, a problem is there. So, the collection of needs just started when we entered our session. When we started at the very beginning, we asked our teachers who were the participants there. We just try to collect the needs, but actually, that is not a need collection, I think, because the curriculum is already there. Trainers are ready for their subject matter and that is a kind of informal, we can say, informal need collection. So, at the very beginning of the session, we did that.

He thought that training sessions without addressing teachers' needs affected the quality of education. He argued:

We are just trying to impose these things on the teachers without collecting any needs. I think there is a problem. First, we should collect needs, whatever they need. Suppose they are teaching, and school is a kind of practical lab. School is a kind of lab. And they are practicing. So what type of problems are they facing? Then, if we try to address their need, certainly that will be far better. I think quality education will also be available.

He also said that they developed the forms to collect the names of the participants but not the needs. He said, *"They develop a form, and after that, they try to collect, and whatever they do, we don't know."* He again said, *"Needs are not mentioned. Because of that, there are problems."*

Dil's issues were about the teachers' English language proficiency and delivery of content in English. He said, *"They did not have the ability, even if they did not have the language required, to deliver the lessons in English."*

From the above discussion, it was identified that teacher educators were struggling to address teachers' needs in the training session. The needs were collected informally, but these needs were not included in the sessions as the modules had already been designed. The top-down approach is prevalent. It has been criticized that the needs are expert-based. CEHRD designs the curriculum, and modules are prepared by the trainers in the ETCs. Another issue is integrating ICT in training and implementation of it. The infrastructure of technology, connectivity, devices, and skills of teacher educators and teachers to use ICT is a burning issue. Gautam (2020) found that some teachers lack the technological competence to run online applications, have connectivity issues, have non-scheduled power cuts, have heavy online schedules, and lack the compatibility of their equipment with the latest technology.Researcher's Reflection

Training teachers in Nepal is still traditional, as new innovations in the field of teaching are not properly addressed. Teacher's needs during the curriculum change are quite new. The teachers are from different social and cultural backgrounds. They certainly have different demands. These demands are their needs. But asking them what they expect on the very first day is a formality. The modules are already prepared and trainers are ready to facilitate the contents. It has very little impact on the classroom.

Teachers' Interest and Seriousness in Training

In my question if he had faced any challenges in designing and conducting the sessions, Arun outlined the teachers and their punctuality as the challenge. He said:

> *I faced some challenges because the teachers, especially the old teachers, were about to retire, and they thought, "Oh sir, why do we need training? Now we are going to get retirement very soon." So, sometimes they came at the time, and sometimes they came late, sometimes half an hour late, and then we had to wait for them. It is very difficult to manage the old teachers, especially those who were not so willing to take the training and get the training as well.*

This problem of not paying attention to training and not being serious has become an issue while conducting training. Because of this, teachers are not completing their TPD training. The problems are raised not only by the participants but also by the institution.

Ramesh faced the problem of the local level not sending the names of participants on time. Thus, teachers came late to the hall. He said, *"The problem is, sometimes, all local levels do not respond instantly. And then, sometimes, the teacher selection, on the basis of the teacher selection, they may be late."* The local levels face challenges in selecting the names of the teachers, and thus, they miss the course. The teachers are also unwilling to attend the training because *"Sometimes the teachers were not paying much attention because they didn't know whether they would be sent to the training or not,"* said Ramesh. He also pointed out some issues like *"Sometimes, number of teachers, sometimes, electricity, sometimes less punctuality of the teachers,"* which also affect the training.

Suraj highlighted the problem of teacher educators having incomplete TPD training. He said:

> *So, there was a little bit of a problem there, and later, what happened when phase one was completed, another teacher was there, and because of that,*

there was also a problem. One teacher hadn't completed and another initiated it. So there was still that problem in TPD.

Teachers' unwillingness to learn in the training hall could be reflected when they imposed everything on the administration. He said, *"But teachers always want to impose everything on school, on the head teacher. The headteacher did not give us this, and the school did not have this, and because of that, we couldn't."*

Teachers are reluctant to use the knowledge and skills in the classroom. Their unwillingness nature becomes a big problem for teacher educators. He stated:

I just want to share my experience. One of the teachers just raised the question, "Sir, you taught us a lot of things. That is very important. So, can we give this to the student? Our students are ready to take this." So, I was surprised at the time. So, some problem is there with the teacher. As I think so, some problem is there with the teacher also.

Dil accused teacher educators of preaching content that cannot raise teachers' interest in training. This sort of training failed the trainers. He stated:

Exactly preaching. That was the beginning, high-sounding ideas. That could be weary in the training session. Afterward, teachers would go back to their schools. Nothing would happen. It was the idea that failed the trainer. How can you become a failed trainer? Giving training is not different from teaching in class and should not be, I think.

Misconception about training is another problem. Teachers think that training is about listening to the trainers, passing the time, and drawing the allowance. Teachers are not serious about learning. Teacher educators have to overcome such issues. Dil said:

There is a mushrooming growth of people who have no classroom experience, and these people are training. Now, the clients feel that training is just listening to people, attending, passing the time, and drawing the allowance. This has been the mainstream concept. This is really a bad thing.

Teachers and teacher educators are important stakeholders in teacher training. They are the key change agents. So, they have to be active participants as well as collaborators in training. Both stakeholders play active roles, but Loughran (2007) said that there are some teacher educators who show a reluctance to challenge their own teaching expertise. There are many causes why they are reluctant to learn or implement in the class. Guskey (2002) agreed teachers are not willing to try new ideas

or innovations that require them to change the way they teach. Experienced teachers believe that they have learned everything and do not want to learn as they are soon getting retired. Reticence is one cause that Carter and Henrichsen (2015) stated; this is why the learners feel uneasy about using. Teachers are also reluctant to cope with the new changes in education. Despite the sufficient expenditure and increased access to ICT, teachers rarely use it in class. Tallvid (2014) discovered that a lack of technical competence in ICT causes one to show reluctance behavior. Although teachers have learned theories and strategies in training, when they go back to their classrooms, the classrooms remain the same. The reasons are that they either do not have time to implement new ideas or do not know how the new ideas work, and/or the teachers feel comfortable using the methods they have used for years (Erickson, 2010). The teachers put up a show for the educators when they are observing the class, and they seem "lost" when they are teaching (Mohamed et al., 2006). The unwilling nature of some teachers is a challenge for teacher trainers to address.

Researcher's Reflection

Teachers are found reluctant to get training, especially those who are in the last quarter of their retirement phase. Some teachers think that training is passing time and earning allowances. Therefore, teacher educators have experienced this issue, and they have challenges in designing and conducting the sessions in an interesting way by addressing their needs and dealing with their practical issues. Thus, teacher educators are facing challenges. Similarly, teachers are not interested in implementing the knowledge and skills in the classroom. The method of delivery skills in the classroom is another issue. Teacher educators are also using high-sounding preaching. These issues and challenges are overtly seen in teacher training.

Teachers are at the heart of training. However, some teachers take the training again and again as they have not completed the training within two phases. The expectations of teacher educators from the teachers cannot be achieved. It leads to the path of failure for both teacher educators and the training curriculum.

<center>**Training Approach and Budget**</center>

Arun also expressed that the training module in the past was bottom-up, but now it is top-down. He said, *"So, it is a top-down approach, not bottom-up here. So, in the past, it was a bottom-up approach. Now, it is a top-down approach."* There were resource centers and lead resource centers. They used to conduct demand-based training. They used to go to schools and ask what they wanted, and then training

modules were developed. So, it was bottom-up. Nowadays, the curriculum is developed at the center, and roster trainers are invited to train. Teachers are also selected at the local levels. Google form is sent to the teachers. They collect the teachers' data, but there is no space to put teachers' expectations. So, it is top-down.

Teacher educators have encountered problems with expenses in online training. Insufficient allowance, problems with Wi-Fi and data purchases, and laptops or mobiles were highlighted when I asked him to describe the problems he faced. He said:

> *The problem we are facing is when the teachers have training online; sometimes, we have the problem regarding their expenses. The norms were fixed by CEHRD, and an online training session was conducted, but trainees were given only Rs. 150/- per day to make up the Wi-Fi or buy data. Another thing is that most teachers use mobile phones when joining through Zoom. They must have laptops or computers.*

Ramesh said that there were various challenges that teacher educators are facing. Among them, he said, *"Budget system is also one problem for preparing materials for material development."* A sufficient budget for material production is important. Due to the lack of this training, it cannot run effectively.

Suraj reported that teachers were not equipped with devices, like laptops and Android mobiles, and even schools could not provide them. Thus, it is difficult to conduct TPD training using blended mode. He stated:

> *I feel it's a little bit difficult in the sense that these days, what happened in TPD, we are blending not only subject matter, curriculum, and action research, but these days we blend it with ICT. So, we will talk about ICT and the paperless world. But what happened here? So many teachers are not equipped with the different types of devices that are needed to conduct all those things. Just like if you talk about laptops, they are not buying. And the school did not provide them with devices. So, the problem is there.*

He had faced connectivity problems when he was giving training in Lahan, although participants had laptops, tabs, and mobile phones. He remembered:

> *Most of the subjects were connected with ICT. So teachers were also ready. They had laptops and different types of devices. Some of them were there with their tab also, and some of the teachers were with their mobile also, but because of lack of connectivity, it was not effective.*

I remembered the time when I was interviewing him; there was a power cut-off. He reported that it was a problem with online-based training. He shared:

> *I think in the context of our country, Nepal, if you think about the mode, then certainly face-to-face is more effective than online one because online different types of problems, just like we started here and then what happened here just power cut off and because of that, so many participants are facing different types of problems and because of that there is a problem even if you want to give something through online at that time.*

Teachers' perception of allowance was another issue. He said, *"They also tried to see this as the only way of earning money, allowance, so that is also a kind of bad thing."*

Dil said that teachers needed ICT training, but after talking to them, he found that they had no laptops. He said, *"I was going to give the session on how to use laptops in language teaching, whether they have laptops or not, and the reply was 'no'."*

Dil highlighted the importance of budgeting, and due to a lack of it, we cannot go ahead. He said, *"If you have money and time, if the government can afford it, it goes that way."*

These several issues found in teacher training certainly hamper training. Teacher educators are in a key position to implement it and work with teachers who raise their voices. Teacher educators have to collaborate with the teachers in order to solve them. Teacher educators can also make plans and design the module in such a way that the challenges will be minimized. The allowance provided to the trainers and trainees is the motivational factor in teacher training. Borg and Poudel (2023) identified that the trainers get modest allowances for their work. They also explored that the funding the teachers receive is not adequate as they travel long to attend the training. Mandal (2024) also found that the cause of low engagement in teacher training is a lack of incentives for teachers to participate. The constant change of training policy without proper analysis and evaluation is one of the issues that causes teacher training to be ineffective (Awasthi, 2003 & Kshetree, 2021). Awasthi (2003) admits that teacher education institutions lack adequate funds to carry out research on ELT and classroom practices. During the COVID pandemic, teacher educators had to design an online mode of training. As Gautam (2020) stated, teachers were pressured to shift to an alternative mode of teaching, and there was no organized support in

place for teachers to learn new ways of doing things. It is ETC that has to support teachers to learn this.

Researcher's Reflection

The training approach here means training modality on the basis of its design and process. We have a top-down approach now, although there was a bottom-up in the past. This is expertly prepared, and thus, the content prepared by the upper level without understanding ground reality is another issue that teacher educators face while implementing. Another approach based on process/mode is online, blended, or face-to-face. Though online education is popular nowadays, face-to-face education is effective because teacher educators have faced many problems in online training, whether with electricity, data purchase, or teachers' roles. The budget for teacher training was also reported to be very low, which is not adequate for preparing teaching and buying training materials. Teachers' allowance for online training is not sufficient to purchase data.

Assessment, Documentation, and Observation of Class

Dil criticized teacher educators for not being able to look at the school's context and teachers' lives, which resulted in no changes. He said,

Now, the problem is things have not changed. The context of classroom teaching has not been changed. We trainers have not been able to look at the school's context and teachers' lives, which you can call."

Dil highlighted some teacher-related issues and said:

The same issues go in the classroom. There are exams to complete. Teachers are excellent, they comment. Things are good. However, we cannot implement it because they say they have the same time limitations.

Dil focused on the importance of understanding the classroom environment. This can be done by observing schools and classes. He saw it as a true challenge. He stated:

However, in education, your school needs a different model from my school because the children in my school are different linguistically, socially, economically, and educationally. This is a true challenge of teacher education. And we have not been able to go to that level yet. Very honestly, I say that we have not developed to that level of training, which is the outcome of the classroom practices, and it becomes rather implementable, so that is the confusion of training or development.

Dil looked frustrated with Nepal's training culture. He commented:

In Nepal, therefore, I feel good about stopping teacher training because you do not have any mechanism to look over how things are going. None is there. No system is there; no process is there. And you are doing the same thing again and again. Maybe the same content is being delivered, and the same activities are being performed several times.

Traditional systems of assessment and observation have become a problem in teacher education. Teacher educators are facing such challenges in conducting the assessment and classroom observation. He was challenged by the teachers when he went to observe their classes. He said:

The challenge is that there is no use in observing the classes because he knows me personally, and it is telling a short of research work or something individual thing you are doing, and it does not have any systemic impact on me and on my classroom delivery. So he challenged me. Another teacher did not like to cooperate.

There is a change in the real class and observed class. The practice has been isolated with the observation. He said, *"Classrooms go in one way and training goes in another way."*

Dil again shared his story when he was assigned to observe the class of a teacher who had completed TPD training. It was class six. He stated:

I have to observe the class 6. It was dirty, dusty, unmanaged, and had inadequate furniture; students were standing. He drew a picture of a bus on a sheet of paper. He posted something on the adjacent side of the board and wrote something. He read 2/3 sentences and asked the students to repeat. He ended the lesson in 12/13 minutes. And he asked me when the class was over. I was surprised. He came up and said, "Sir, during the training, you taught us to read. Therefore, I read and allowed them to read after me. I think I have implemented your training."

Suraj raised a genuine issue of teachers' evaluation. No one is evaluating teachers. There are teachers, but they are also not doing so. He said:

There is nothing to assess them. The problem is there. So, no one is there to evaluate whether that was carried out or implemented or not. In the real field, there are problems as well. I think it is given to the local body, and the local body also never takes care of you.

He blamed teachers who took training but never submitted the documents for assessment purposes. Teacher educators face problems in documentation and result publication. He said:

> *What I want to say here in this context is that there are so many teachers who completed their first phase and second phases, but what happened during the course time? They never submitted that, and because of that, so many teachers have not received any certificate and that is a kind of bad luck to the teachers, so the trainees again come and come to take the training. ETC is in Bara, and it is just collecting those who have not completed it.*

Suraj said teachers were not implementing the knowledge they learned in the training hall. He said, *"I think they are not passing the updated thing that was given to the teacher; they cannot transfer it to the classroom. Problem is there."* The role of local levels in monitoring and observing classrooms is essential, and he raised the issue that they are not doing so. He said, *"Those in a training center or trainer, local body, and then education offices are responsible for that. They must go visit the school and assess the teacher. But in the real field, nothing that happened, and the problem is there."* He also said no one could observe the teachers' performance and TIP. He said:

> *What happens when we give the teacher action research case studies, TIP, or different types of things? There is no one to observe them, and the problem is there. When a teacher goes to school, they forget everything given there in the training center and can't complete their work.*

Ramesh blamed the training center for not organizing supervision and observation of classes. He said, *"Regular supervision of the classroom is not organized by the training center."*

Assessment makes teachers and teacher educators responsible for the effective training program because the goal of any program is seen in valid and reliable assessments (Lederman & Lederman, 2017). There are various evaluation tools. Borg and Poudel (2023) explored that trainees have to carry out four pieces of project work and attend a written examination at the end of the TPD course that carries 50 percent of the total course. McGee and Lawrence (2009) found a variety of evaluation processes, and feedback is one of them. Feedback is collected in various forms: discussions, recorded reflective conversations, co-constructed notes, and a written questionnaire given to the participants, as well as written reports. Shrestha et al.

(2023) also found out that the TPD program has very poor monitoring of classroom work, providing feedback, and inspiring teachers.

Researcher's Reflection

The participants encountered the issues of teachers' documentation after training. After completing all the phases of TPD training, the result was not published. This situation saddened the students, and teacher educators were blamed for not documenting the teachers' data. Observation of class is very important because whatever is learned in the hall can be seen in the class. However, teacher educators are not able to observe the class. Observation of class has no value as the teachers challenge teacher educators. The evaluation part is also weak. There is no one to see how teachers are doing, conducting action research, how they are planning lesson plans, and how they are doing in the class.

Teacher educators seem fatigued as teachers do not submit their documents on time. Therefore, the same teachers repeatedly come to take the same training. It affects assessment. It also impacts the new teachers who come for the training as some teachers are still not completing training. Without completing training, documentation is also not possible. There are different aspects to the assessment and documentation part. Teachers' participation, assignments, tests, and class observation are common aspects that are considered as assessment tools. These parts are also weak. The role of the local level is to observe the class for an evaluation purpose, or regular observation and supervision of the class is not being done by training centers.

<center>**Content and Pedagogical Issues**</center>

There are some challenges in training content and pedagogy. Suraj sought the problem in the training curriculum. He said, *"We have to collect the needs from there. In order to do this, we have to change our curriculum. And then we have to train our teachers."* In my question, "What do you want to say about the secondary level English TPD training?" he replied:

> *Our methods of teaching-learning activities, you know, are still traditional. Book change and curriculum change, but our minds are still changing. So, whatever we did at our age, we remember the same thing. And we try to give our students the same thing. So I think that is the problem.*

He said that there were some gaps in the training curriculum as it was prepared in CEHRD. He stated, *"Subject matter, or you can say the training curriculum, is prepared there in CEHRD. So you cannot say great."*

Suraj discovered the issue of only the headmasters participating in the training, who were not English teachers. He said:

> *In the beginning, it was only the head teacher who was coming to the TPD, not the teachers who were teaching there in the school; they were not there. Because head teachers were connected with the education office, training was going on, and they participated there. Suppose they are social teachers; they become social teachers, and if they are Nepali teachers, they become Nepali teachers. Then, there were no differences. Those who were in power and got the information started taking their TPD.*

Dil, being critical, found that teacher educators were including foreign ideas in teacher training rather than local ones. He asserted:

> *We copy information, and we visit seminars, which are international so-called seminars. I don't know what international means. We used to go to Europe, American countries, even the Middle East or even China, and Korea, and then there was sharing, and someone gave some ideas, and we used to bring them and preach to the teacher. It's a preaching.*

He stressed that some trainers were doing fancy things while conducting training. He said, *"I have seen many trainers doing many fancy things which remained in the training session. But after that, it does not have much value."*

Dil questioned the Nepal Government for employing trainers without classroom experience who had not taught similar courses. He said:

> *Nepal's government started developing trainers who never had classroom experience. Some trainers teach linguistics in the university courses or that are poetry and fiction in the university course. But they have never delivered a session in the real classroom.*

He said, *"It is because of the faulty training. People have been training in a very wrong way from the very beginning. So, our training has not been different from teacher education that we do in colleges or universities."*

Deepak raised the issue of the number of participants in the training hall. He said, *"Sometimes the number of participants is somehow high. I think so because nearly 30 participants are engaged in the training, or they participate."*

The practice of teacher training in Nepal is like pre-service teacher education at a college or university. Bhandari (2020) opined that English teacher educators have not changed their teaching mode. They have adopted traditional methods. Teacher

educators attempt to change the methods and techniques to deliver the content. "However, they do not have the proper individual and social skills and knowledge for designing learner-centered tasks, making the classroom interactive and able to handle the class effectively" (Bhandari, 2020, p. 13). Goh (2011) explored that challenges for the professional development of all teachers are the efforts to change and improve teaching. Teachers' knowledge gained through their classroom practices is equally important as a source for teacher training. However, they provide little place in the training. Hiew and Murray (2019) viewed the skills and knowledge-based approach training models favored by training centers as being criticized for giving little attention to teachers' knowledge and experience in classroom development skills. Adhikari (2023) has discovered that the training system of Nepal has been criticized as 'centralized' and 'supply-driven.' Therefore, teacher training seems like one-way traffic, as teachers' voices are not included. This may be because it is a centralized model of professional development for teachers.

Teaching or training teachers means the teaching of teaching. Hence, teacher education or training moves around a) the problematic nature of teaching, b) making the tacit explicit, c) teaching as a relationship, and d) challenging the tyranny of talk (Loughran, 2007). These are the challenges to enacting the pedagogy of teacher education. Kshetree (2021) said that research on teacher training is not successful in changing teachers' attitudes toward their profession, institute, society, and nation. Awasthi (2003) pointed out the issues in ELT teacher education in Nepal. He said there is a lack of adequate English proficiency among the English teachers, a large class size of training classrooms, and infrequent refresher training for the teacher educators and trainers.

Researcher's Reflection

The content and pedagogy are the genuine issues. The needs are the fundamental thing that gives content for the training. Training can be fruitful in making content and pedagogy successful. The number of participants also becomes an issue in teacher education. Sometimes, the numbers are more and sometimes less. The faulty training is another challenge. The content is delivered using traditional methods like lectures. Interference between head teachers in training, and they do not allow the teachers to participate in the training, is still prevalent. There is also the inclusion of foreign ideas, which neglect our ideas. There is a problem with implementing such ideas without a Nepali cultural background. There are teacher educators who do not

have any classroom practice. Such trainers lack real classroom experience and problems they get in the contents. Some teachers do not complete the training but visit ETC repeatedly to complete it. Regular observation of teachers' classes is another issue. There is no supervision of class after teachers return from the training. The assessment and documentation part is also weak.

Most of the problems that teacher educators face are similar. The participants shared common problems in the interview. I explored the issues that teacher educators face before, during, and after the training. Before training, the integration of ICT in the training content is not an old issue. Addressing teachers' needs without collecting from them is also an issue. The next issue is experienced during training. Teachers were found to be less interested in training. The training was taken as a time-pass activity. Some teachers are retiring soon. They believe that there is no worth in providing training. Our training is handed down to the lower levels. Training is not need-based. The training provided in one situation is applied in another situation. The training budget is also not sufficient.

Another problem is seen after training. There is a problem with the training documentation, and there is no regular observation and feedback from the teachers. Once training is over from ETCs, no one comes to observe the class.

These challenges can be viewed in two ways: individual and group, although some are mixed. Reluctance to train can be taken as an individual problem. A teacher educator or teacher can develop positive mindsets towards training. Integration of training content is also an individual one. On the other hand, making training interesting is the responsibility of both teachers and teacher educators. Observation and feedback are social activities.

Chapter Summary

This chapter deals with the challenges of teacher training. Teacher educators have to cope with many things. These are explored in the chapter. I described five themes with the narratives of teacher educators. These are from the integration of ICT to content and pedagogical issues. This chapter is mainly about the challenges. So, it did not discuss the solutions directly but laid out possible hands. To maintain the quality standards, real transcribed voices were presented. Further narratives and possible alternatives are discussed in the next chapter.

CHAPTER VI

EXPLORING ALTERNATIVES FROM INSIGHTS

Chapter Overview

This chapter talks about the measures of those challenges that teacher educators adopted while designing and conducting TPD training. These alternatives are based on the experiences of teacher educators, which is an extended part of Chapter V. The challenges and issues presented in Chapter V provided suitable alternatives to make teacher training better and teacher educators' training careers easier. These were the alternatives they used when they encountered issues in the training session. Three themes are discovered from the interview of teacher educators, which are given below:

Bridging the Gaps in Training

After the interview with teacher educators, it was found that there was a huge gap in teachers' expectations and practice. Therefore, it is necessary to bridge the gaps that exist in the TPD training. Arun said:

> *What we do is that at the beginning of the training session, we have a one-and-half hour session asking about their expectation. When some expectations are collected during the interaction, they are copied, documented, and addressed. Based on their needs, something will be modified in the training, which will be conducted for 10 days. Some of their needs will not be mentioned.*

Although he suggested collecting the needs at the beginning of the training, it should be done before the trainers or rosters design the session. He said, *"If we can visit and ask about their condition after training, it will be better."* Observation and interaction with the teachers about classroom practice ease them in running the class, and training becomes impactful.

Deepak also suggested collecting the needs of all the teachers to fill the gaps between the teacher training and teachers. He said, *"The needs should be collected not only from limited participants but also from all the participants so that all the needs can be addressed with the help of such training."*

If teachers are being trained without addressing teachers' expectations, then teacher educators are imposing their ideas. It has no use in the classroom. In this regard, Suraj said, *"Actually, whatever they want to give to the teacher, first of all, that should be collected from the teachers."* Suraj also said that teachers should have a strong determination to change. He stated, *"It is a teacher who is responsible for teaching and learning activities, and if the teacher has a strong determination, certainly they can do one thing though there is a lack of different types of resources."*

Ramesh was given a continuous training program, and all the necessary things should be merged and organized. He said:

> *This sort of training should be organized regularly. All the teachers who have not attended so far should be given a chance, and then a name collection should happen earlier so that this sort of training can be organized for them. Then, there should be one training on a content level, another on a material level, and another on the pedagogical level. I think all these things should be merged and organized accordingly.*

Dil questioned the role of universities as they do not have teachers' profiles. He said, *"We also need to do a lot in this respect at the university. Teacher education colleges also do not have a profile of teacher needs in Nepal. We can have a project on this area, too."*

Dil opined that teachers demand more integrated training than particular English teacher training. He said:

> *Now, teachers are demanding more integrated training rather than teaching English to all teachers. Teachers are thinking about how to make it more integrated, useful, and practicable. In terms of the domains, the needs are similar, but manifestations are different. For example, they are looking to learn how to run a smart board, use ICT, and use videos. Now needs have been changed.*

To bridge the gaps, the identification of teachers' needs is important. Craft (2002) used the terms 'identification of specific priority areas and identification of practice-related standards'. For this, teacher educators can observe and interact with the teachers and document their expectations. Joshi et al. (2022) agreed that understanding the needs and interests of teachers helps in designing and implementing need-based TPD programs. This would help to explore their priorities. Continuous development programs for teachers are necessary to address their needs and priorities.

Researcher's Reflection

Teacher educators had dealt with them at their best. Their main opinion was to collect the needs of the teachers before designing training so that training would become practical. Similarly, training can be continuously provided. Teacher educators are responsible for all the changes, and so are the teachers. Hence, the role of teacher educators is to make teachers accountable for their activities. There is a centralized system of training design. A bottom-up approach must replace that. Teachers are in the center, and teacher educators are the teachers of teachers. They can play a meaningful role in training design. The training designed by the trainers might feel that training is theirs. Therefore, gaps can be minimized.

Strategies for Better English Teachers' TPD Program

Chapter V identified the challenges and issues in TPD training. Here are some alternatives to make TPD training better. In my question of how to make TPD better, Arun said, *"We have to work very hard for that."* He said that they followed andragogy in training. He said:

We follow andragogy. Trainers try to focus on the teachers if they have some new ideas, and these new ideas are also highlighted there. We give opportunities for those who want to share something and facilitate them. And we also give them tasks to facilitate. So, all the trainees will be benefitted."

Ramesh emphasized implementing knowledge and skills in the class. He stated:

Maybe, sometimes, if the teachers implement the skills inside the classroom, it may be more fruitful depending on the interest and activity of the teacher. That's why we hope teachers might have implemented the ideas in the classroom to some extent. However, for this real implementation, the head teacher is asked to implement it.

The intention of providing TPD training would be proved with the proper implementation of learned knowledge and skills inside the classroom. There are head teachers in every school. They are responsible for implementing this by observing their class and providing physical and psychological support.

Suraj also wanted to make teachers accountable for teaching and learning activities. He laid two things. He said:

Maybe you can say teaching material, maybe other things also, but if teachers want, I think they can do it because they are the first people responsible for teaching and learning activities. Secondly, what happened here? Just like we are giving training, but that training is not sufficient? These days, a little bit of the method has changed.

Teacher educators also have to change their methods to deliver their content. They have to devise the new techniques to make the teacher responsible for the classroom learning.

Dil seemed frustrated with the teacher training culture in Nepal. However, he tried to say that English teacher trainers were insufficient compared to the number of secondary schools in the province. He said:

I do not have more suggestions because the existing structure is doing its best. If you have limited things in your mug, I cannot expect you to give me more than this because at the province level, for example, in Bagmati province, there are 649

secondary schools, and there is only one trainer of English subjects. Imagine what you can get. 649 schools are where English is taught as a compulsory subject and there is one trainer.

He further commented on the communicativeness feature of the curriculum. He said:

English has been difficult. We improve the curriculum again. You cannot claim that the curriculum is more practicable. Communicativeness is what we call communicative; we have to delete communicative from the curricular documents and policies. If it is communicative, we should not abolish communicativeness from the assessment practices. You have a 3–4-hour paper-pencil test, and you test reading and writing skills. How can you say it is communicative? The course demands a higher degree of engagement from students, and the exam is conducted on reading and writing proficiency levels.

He questioned me if the training had given me practical hands-on experience. He differentiated between cascading and teacher training and said that some teacher educators did not have classroom experiences. He stated:

Now I can ask you a question: How many courses and contents did you study that demanded you to go to the class and deliver how to improve handwriting and listening? Did you ever learn in that way at the university? And these very people have never taught Grades 5 or 6; they are teacher educators. If you are

not a teacher, how can you become an educator? You can call them teacher researchers. This has been a fundamental policy gap nowhere in the world. You can become a trainer without having 10 to 15 years of teaching experience. It is not cascading. Cascading does not work. It is not like I am telling the police personnel how to shoot a gun. Education does not work in that way. This is a fundamental issue.

Though his answers stated the problems of teacher training, I have seen the solutions, too. The teacher training has to answer all the aforementioned questions. Some teacher educators do not have experience teaching at that level. Now, it has to be mandatory that one has experience at that particular level of at least five years and should have carried out action research and research in the teacher education field.

Researcher's Reflection

Teachers should not fully depend on teacher educators and should not think that teachers do not know anything. Rather, they can learn from teachers' experiences. That's why andragogy was used by one of the participants. Similarly, teacher educators can also infuse their ideas. The number of teacher educators compared to the number of teachers is also insufficient. Hence, roster trainers should be added more. From the above discussion, it was discovered that teacher educators must be the teachers. Those who do not have the experience of classroom teachers cannot train the teachers.

Collaboration and Resourcefulness

Teacher training is not an isolated activity. It is a collaborative process. Hence, to overcome the challenges given in Chapter V, teachers and educators have to collaborate and be resourceful individually.

Arun wanted to be a role model to the teachers. He also emphasized individual learning to sharpen one's knowledge. He said, *"I want to inspire and motivate all the teachers who have already completed their training session and who are going to get the training. It is really good. We sharpen ourselves."* He also gave the platform to share. He said, *"We sometimes prioritize them to those who want to share something."*

He wanted to say that teacher educators should play the role model before asking others to adopt the skills. A very important thing is that educators should be inspirers, motivators, and examples. They should show their abilities, but with the sharing culture, the internal talents and abilities of teachers should be carried out, and those can be applied in the classroom.

Ramesh used to get help from teachers. Through group discussion, they concluded and acted accordingly. He said:

Sometimes, the teachers themselves helped me. I used to throw the question in the group, and the group discussion would help us about how to move ahead. That's why group discussion is vital to interaction. It's important because some of the teachers can give very good ideas.

This is how training can be delivered. Training is like micro-teaching. A trainer or teacher educator can minimize the session to small classes, and with group or pair discussions on the topic, teachers can find the solution.

Deepak saw two things in training when he encountered the problems. He stated that a senior and expert trainer could help him when he faced problems, and the second was resourcefulness. He said, *"By asking other trainers, by searching the internet, I try to solve those problems."* Collaboration can be done with the expert trainers. They can suggest making it better even if they face problems while designing, conducting, and assessing training. He equally focused on the role of self in the training. A trainer can also search for different theories, training modalities, and content to deliver. Therefore, a teacher educator has to be resourceful.

Dil stressed that to be a trainer, s/he should be collaborative. He said, *"If you think when someone supports a teacher and provides innovative ideas, that person could be a teacher trainer."* Imposing only the designed course rather than sharing innovative ideas is irrelevant in training. He further said:

Many people helped and offered me the opportunities to observe and comment and improve. This is how we work. You cannot design the session just on the table and think it is a highly collaborative professional activity.

Dil shared that there should be collaboration among the trainers to design the training as training is a collaborative activity.

Dil again said sharing is to give the worth of doing something. He said:
It gives a sense of fraternity, a value of their work at least; teachers feel that they are worthy of doing things they remain in the community when we collaborate. It multiplies the capital and value of sense.

Sharing culture synergizes the better result. A trainer can share his/her practices with the teachers, and so can the teachers.

Suraj highlighted the importance of collaboration in teacher training. He said, *"So we want to give it to the teacher, and teachers should pass it on to the student. So,*

there should be collaboration, but collaboration is not taking place, so even if we give training, what happened is limited." He equally gave importance to self-study. So, teachers follow what teacher educators taught them and internalize them. He said, *"They wanted to show us we are doing like this. We try to improve in this way. So many teachers are there, and they are very much interested in innovating and updating themselves."*

Like teaching, training is nestled in the complex ecology of people, policies, systems, social practices, and norms (Aik-Ling Tan et al., 2015). Addressing and adapting these features, teacher educators make plans, design training curricula, and employ rosters to train the teachers. They also discovered teachers' ideas of TPD make some reference to improving themselves. Those improvements are: 'a) content knowledge in the discipline that they teach, b) pedagogical skills, c) teaching to enable them to engage better and motivate their pupils, and less commonly, d) different ways of doing things' (p. 1587). To solve the problems, teacher educators should develop an inquiry-based approach (Kosnik, 2007) to modify the training practice. Reflective practice for teacher educators provides them with information to better their classroom practice. Senese (2007) viewed that teacher reflects their practice deeply and know why they do what they do. Teacher educators should engage in ways to support teachers best so that they can support their students. Thus, professional friendship (Bullock, 2007) is essential to help teacher educators reflect, take risks, trust, and do independent practice. Bullock (2007) also highlighted the importance of supporting teachers in their subject areas as critical friends. A friend means teachers are comfortable sharing their problems. This situation creates discussions about how to improve the quality of their students' learning.

Researcher's Reflection

Teacher educators have faced a variety of challenges, from designing to conducting training in Nepal. Due to globalization, teachers have multiple needs, and teacher educators must address these challenges, but because of the structured TPD module, they are unable and are being criticized. Hence, the role of teacher educators is to make teachers professionals and successful in their academic careers. Both collaboration and self-awareness are necessary things in teacher training. The training hall is a miniature of a classroom and society. Teachers have various experiences and have been practicing for a long time. These stories would provide a solution to other teachers. So, sharing experiences and collaborating with others would certainly

benefit them. Teachers' realization by heart is also important. A trainer can study research, develop new modules, and implement them in the hall. Likewise, teachers can also read and think again and again to make the classroom effective. They experiment with them in class, and finally, perfection will be there.

Theoretical Connection to Insights for Training Practices
Sociocultural Theory

There are three main alternatives to the problems discussed in Chapter V. The alternatives are the outcome of those challenges. The participants were open to sharing their experiences during the interview. A sociocultural perspective recognizes the relationship between teachers and teacher educators, what they are engaged in together, the resources they are using to engage in the activities and what is being accomplished by engaging in those activities (Johnson, 2009). The interaction between teachers and teacher educators has a dynamic nature, and learning is possible due to the interaction (Topçiu & Myftiu, 2015). Their collaboration with the researcher was truly a sociocultural aspect. Participants realized that they had benefitted by working in pairs and groups, asking questions to each other, empathizing with others, and trying to reach a consensus in the group (Pani, 2015). Hence, social interaction is very important for making meaning. Verenikina (2003) pointed out the social and cultural nature of development. Training is a social gathering and sharing of ideas where new meaning is formed through purposeful collaboration.

There is mediation between teacher educators and teachers, teachers and teachers, or materials and teachers or teacher educators. This interaction happens to accomplish the lack of teachers' understanding (Daneshfar & Moharami, 2018). The participants suggested andragogy as a strategy for better English teachers' training. The most suitable practices teachers feel are shared in the training, and other teachers can learn from their fellow teachers. Teacher educators are resourceful persons for the teachers. Therefore, teachers get scaffolded from teacher educators. Topçiu and Myftiu (2015) describe scaffolding as a transition process from teacher assistance to independence. This scaffolding supports, facilitates, and accelerates teachers' learning. They share innovative ideas among themselves. In this way, teachers learn new knowledge and skills. The collaborative practice supports learning. Communication and coordination were maintained among the participants. Communication and coordination occurred during participation in shared endeavors (Rogoff, 2008).

Collaboration to design and deliver the content can become a suitable way to make the training purposeful. Designing the courses involves the course developers' beliefs, assumptions, and languages (Lai, 2023). Therefore, teacher training cannot be detached from the social and cultural aspects of both teacher educators and teachers. Teacher educators create a suitable environment for the teachers to receive and provide support from superior peers and trainers (Luong, 2022). With support from them, professional development of teachers and trainers is possible. TPD training is a socially constructed activity conducted in the group. Learned skills and knowledge are testified in the group or class.

Living Education Theory

Teacher educators also question themselves whether it is OK or not. They think about the best skills. They also reflect on their class, observe teachers' classes, and make assumptions. NG et al. (2014) opined on the significance of reflective practice and said, "Good teacher educators are reflective practitioners. Teacher educators demonstrating reflective practice can evaluate and identify their own capabilities and competence level, and act on weaknesses while building on strengths to grow as professionals" (p. 35). It creates self-awareness in teachers and trainers. Branch (2022) asserts that professionalization requires development in reflective practice. Lunnenberg et al. (2011) developed the new term 'personal pedagogy,' a journey of student teachers from offering tips and tricks to learning to teach. This 'personal pedagogy' is a self-study. Teacher educators are always active in making their training lively. They think, rethink, do, and redo by reflecting on their practices. Delong and Whitehead (2023) assert that reflection on practice with writing gives them the evaluative criteria they use to judge improvements in their work. Therefore, teacher educators must reflect and receive feedback from the teachers and experts. They can also record and watch the video to improve it.

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Chapter Summary

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The answer to research question two was discussed in Chapter VI, which was the associated part of Chapter V. This chapter presented three alternative solutions: the existing gaps should be bridged, new strategies must be developed for better TPD training, and collaboration among teachers and trainers must be strengthened. These solutions were further presented with the participants' narratives to maintain the standards. Similarly, the researcher's own reflection after analyzing the themes was stated. These reflections were the researcher's observation. Finally, the themes were

connected with the theories.

CHAPTER VII

KEY INSIGHTS, CONCLUSIONS, IMPLICATIONS AND REFLECTIONS

Chapter Overview

This chapter incorporates my journey from finding the research problem to finding a conclusion. This chapter begins with the key insights I experienced during the research process. The key insights are based on my two research questions. It also presents conclusions drawn from the research with a model of English Teachers' Professional Development training. Finally, the chapter concludes with a reflection on my entire research journey of this research project.

Key Insights

There is a gap in training design and delivery. The trainers face challenges. CEHRD designs the training curriculum, and trainers design the training module and deliver it to the teachers. Hence, I decided to research the existing gaps in how training is designed and conducted from the perspective of teachers and educators. This research has three research questions. The first question is- how do teacher educators narrate their experiences in designing and conducting TPD training sessions? This question aimed to examine the training design and delivery of TPD training for English teachers. To draw out the answers, I interviewed five different participants who were teacher educators of ELT. Their experiences showed that training centers had adopted a top-down approach to selecting the content and designing the module and selected the trainers to deliver that content. So, training was designed at the center, which is CEHRD. Since the training was prepared at the center, participants accepted the truth that this training could not address teachers' needs. A person with no classroom teaching experience cannot become a trainer. One of the participants said, *"Only teachers can be trainers."* Such trainers could understand teachers' lives and make training effective.

In the same way, the second research question was- what challenges do they face during the training session? I tried to explore the issues and challenges that teacher educators encountered during the training delivery and some of the solutions they adopted to solve them. The participants shared the challenges of teacher training. They faced similar challenges, such as the collection of needs and their integration

into the training module. Due to the explosion of new knowledge, ICT can be an effective means to deliver content. Therefore, they also faced ICT-related challenges. Teachers are at the center of training. But what happens if teachers are not interested in TPD training? The stories of TPD training revealed that some teachers were not interested in TPD training. Teacher educators must draw their attention and train them in full engagement. Every training course needs a budget to run it. The budget was not as much as required, which also affected the training. Our training was a top-down approach, although it was bottom-up in the past. Due to the training approach, teachers were not serious as the contents were expert-made. The documentation part of the training was weak. Teachers had not completed the training, so they visited the center repeatedly to complete it. Observation of class was another challenge. There was no regular observation of class by trainers and local bodies. The teachers are not getting feedback from them. Regular guidance and support are necessary for the teachers. ELT teachers can face problems like content and pedagogy. Experts, teacher educators, and local bodies are responsible for providing them with the necessary skills, knowledge, and practices.

The third research question was: how do they overcome those challenges? The teacher educators had shared many solutions to the challenges. They stressed the interaction between the teachers and trainers. Meaningful interaction helps to solve some challenges. More knowledgeable others, like experts and experienced ones, are the resources for the teachers from whom they get support and make their classrooms effective. Training is not done in isolation. It is a group work and pair work. That's why they collaborate, interact, and make an impactful outcome. TPD training is for the professional development of teachers. Professional development is possible with sociocultural practice. The stories from their narration also discovered that an individual can mediate to improve their profession. Teacher educator's self-inquiry and self-evaluation of their training facilitation force them to rethink the delivery of the content. Whitehead (2008) said teachers should ask, 'How do I improve what I am doing?' This question encourages teacher educators to rethink our facilitation process. As a result, teacher educators re-plan the schedule and method of delivery. From these three research questions, I prepared several questions and tried to extract the reality of training design and delivery.

Conclusions

The role of teacher educators in training is always crucial. They are collaborators, experience sharers, facilitators, and guides for English language teacher educators. They present not only the designed content but also share their experiences. These experiences are the motivation for their professional development. Teacher educators are the change agents in classroom practice. They design and train the teachers to improve their classroom practice. It is a continuous professional development program that is provided in the name of TPD training. The changes occur at regular intervals in the education sector. To include those changes seen in social and technological aspects, teacher training centers should work with the teachers, planners, curriculum developers, linguists, and other stakeholders who are part of the education. Collaboration rather than competition should be the motto of the training. It is not only a one-sided phenomenon. There is giving and taking of knowledge. Therefore, it is like a small society. Both teacher and teacher educators are experience sharers. They get scaffolded by the more knowledgeable others and furnish their teaching career.

The study concludes that this research has brought out three main things. They are a collection of teachers' needs, teacher educators' involvement in designing the training, and observation and feedback after training. These three factors are genuine. Without this training, we cannot become successful. Before planning for training, needs are important to address. Needs are to be collected, separated, and mentioned in the training package. Only then can training be effective. Teachers feel secure as their classroom problems can be solved. Teacher educators face several challenges in the implementation of training courses. They are teachers' willing nature, technological challenges, addressing teachers' needs, training delivery approach, etc. These challenges can be solved by minimizing the gaps between the training module and teachers' needs and trainers' collaborative and reflective practice. The rapport among teachers and teacher educators is strengthened. Teacher educators' involvement in designing training is the next crucial thing in training. There used to be so when there were resource centers. Now, everything is designed from the center. Involving them to design the session makes training impactful. Third is observation and feedback. After the training is over, the teachers must be observed by the trainers, head teachers, and local body. They observe their classes and provide them with corrective feedback to improve their practices.

Implications

Teacher professional development training is not the topic that is less researched, but the area I touched on is less discussed as it is the voice of teacher trainers. Hence, this study has many implications. This study contributes to all the professional trainers. Professional development training is well-known among teachers. Teacher educators are directly involved in the delivery of training. They can also design the training. So, their implications are also laid out here. There may be some parts that I could not touch on in the study. That can be the area of research for the researchers. Similarly, training policymakers can also get some insights from this study.

Trainers/Teacher Educators

Teacher educators are the designers and implementers of the TPD program. Hence, they were at the heart of my study. They must plan a TPD program to address teachers' needs. For that, they have to collect the needs. It is necessary to incorporate the contents as per the time and context. Teachers' indigenous practices have to be promoted. Observation of teachers before conducting training can also be one way to modify some parts of training. The challenges they face must come to the floor for discussion. Similarly, they can also reflect their practices. Provision of getting feedback and addressing them in the next module should be arranged. Class observation and monitoring have to be strengthened. Teacher educators are all in all TPD training, although CEHRD designs it. They implement it and assess it. Teacher educators should be teachers but not persons who do not have any experience in classroom teaching. When rosters are selected, teachers of the same level must be given priority.

Pedagogical Implications

This research has added one brick to the professional development of trainers. This study could be useful for PETCs in addressing the teachers' needs. This study could also give an impetus to trainers to engage in interaction and become reflective trainers to design further training modules. Teacher training is always a challenging task. So, this study could provide strategies to tackle the challenges since the participants used those strategies during the training delivery. This study is carried out from the trainers' perspectives. So, teacher trainers could get insights from this study and make changes in their module design and training delivery. The teacher trainers could be more interactive and self-reflective in order to make a better TPD program. As a result, teachers could benefit from the training, and the knowledge and skills they learned could be implemented in the real classroom. This endeavor could find another height and establish me as a teacher trainer. Similarly, I gained knowledge and skills while conducting this qualitative research study. I can carry out qualitative research using this practical skill in the days to come.

Researchers

The issues of professional development could be related to teachers, teacher educators, and training policymakers. Likewise, there are different areas like

monitoring and observation of training, roles of institutions in professional development, teachers' self-initiation, and the impact of socio-economic factors, gender, and castes in professional development. These were not included in this study, which could be the topic of study for further studies. This research also opens a way to study the impact of TPD training.

Policy Makers

The module of TPD training is prepared at a higher level. It will be better if it is prepared from the local levels to be contextual, which helps to make our training effective. The roles of rosters are less prioritized. They are responsible only for conducting and assessing the training. So, clear roles should be given to them, making them more accountable. ICT in education is essential. It should be included within the contents, and ICT should be the means of delivering the contents. Policymakers must make the roles of local levels strong. The monitoring and observation of teachers' classes should be done by head teachers and at the local level. They have to report it to ETC. Some teachers have not completed their TPD, but they frequently visit ETCs. Our training policy must be strict for these teachers. Our policies are not stable. There should be stability in the training policy. A lot of research is being carried out on the professional development of teachers. Policymakers must study this research and include the findings.

My Reflection

I remember the day when I was in Dhulikhel for my TPD training. On the very first day, the trainer came, introduced me, assigned jobs for ten different days, and started training. During the delivery, I questioned myself if my needs were addressed. However, the idea of conducting research came to mind when I was asked to choose the area and topic for the research. I described my experience with TPD training and framed the topic. Many studies have been done on the teachers' side. So, I liked to work with teacher educators, also known as teacher trainers. I wanted to see how training is designed and conducted, what challenges they face, and how they are solved not from the teachers' sides but from teacher educators' viewpoints.

I never forget the moment how I framed the research questions. After a long interaction with my professor, I could be able to frame the questions. The topic is about TPD training from the trainers' perspectives. So, I framed only two questions based on the topic. However, it seemed incomplete if I had not touched on the challenges faced by the trainers and the possible ways to overcome them. So, the

professors asked me to add two questions. Later, it was reframed into three research questions with the support of my supervisors. Then, I collected the previous research papers, theses, books, and policies related to teacher education and training. I made different folders to find it easily. I studied them and copied them down. This literature review expanded the area of knowledge. It broadens our wisdom. The literature study provided rich information, as well as the gaps in teacher training. This literature was categorized into empirical, thematic, policy, and theoretical reviews.

In the theoretical review, I studied sociocultural theory and tried to connect it to my research study. I also studied transformative learning theory. However, I was not satisfied with this theory as I could not understand it well. So, I left it and, as suggested by the supervisor, I started reading about living education theory. I found it relevant to my research. The sociocultural theory by Vygotsky (1978) is about social interaction, collaboration, and support by the experts. In teacher training, this happens. Hence, I adopted it. Similarly, a teacher educator can also mediate himself/herself to better his/her training practice. Likewise, teachers also self-evaluate their teaching practice and improve teaching behavior. This is the essence of living education theory. Hence, both the teacher and the educator learn through interaction and self-inquiry.

For the policy review, I visited the government sites and downloaded the documents related to TPD training, especially for English language teachers. I read SSDP, SEP, NEP, evaluation of SSRP, 15th National Plan, and teacher training curriculum for English teachers. The study of policies helped me to find the gaps in policy sectors.

I used narrative inquiry as a research method and adopted an interpretive research paradigm. So, with the teacher educators' stories, I planned to explore the training design and delivery practice. I chose semi-structured interviews to collect the data. The participants were chosen from the Bagmati and Madhesh provinces of the valley to the lower belt of the two provinces. I made some interview guideline plans to direct my questions for the interview and took their interviews. The trainers were novice to experienced ones. After collecting their stories in the question-answer format, I transcribed them in the orthographic form and presented them systematically.

The narratives of teacher educators are the data for this study. With the analysis of their narratives, three broad themes were brought out. They were presented

in Chapters IV, V, and VI. These themes were further analyzed with the help of sociocultural and living education theory. Going through all these processes, I spent tireless hours thinking repeatedly in a single chapter. It was difficult to take out the themes from the participants' stories and explain them in my own words. It was tough to connect the references with the themes, too.

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ANNEXES

Annex A

An Interview guiding questions/guidelines

1. Could you please share how you became a teacher educator?
2. What motivated you to be a teacher trainer?
3. When did you start to take the training?
4. How did you feel when you gave your first training?
5. How did you use to collect the needs of the teacher?
6. Who helped you at the initial phase of training?
7. How did you use to conduct the trainings?
8. After giving rounds of trainings, how do you feel now?
9. Did you get any feedback from the senior trainers and the trainees?
10. How are the needs collected now?
11. Are there any similarities in teachers' need before pandemic and after pandemic?
12. Do you or does your institutions have pre-determined packages?
13. Do these packages address the needs of our teachers?
14. So is it a professional development?
15. What are the problems you faced while conducting the training session?
16. How do you assess trainees?
17. Are the knowledge and skills of training imparted in the classroom?
18. Have you found any gaps between their activities before delivery and after delivery the training?
19. The SEE result is not satisfactory. Do you think that teacher training has an impact on it?

20. What are your suggestions to make TPD training better?

Annex B

Research Interview Consent Form

Purpose of Interview

This interview is a part of research for the award of MPhil Degree at Kathmandu University.

Certificate of Consent

I have been asked to give consent to participate in this research study, which involves completing one to several interviews. I have been informed that there is no risk in participating, and the identity of the participants will remain confidential. They are available to the research committee on the MPhil program at Kathmandu University only. I fully understand the interviews may be included as a part of the final dissertation or written paper but only with the pseudonyms of the research participants. The researcher will uphold research ethics, as mentioned.

Please sign this form to show that we have agreed to its content.

Signed with name (Interviewee) …………………………

Signed with name (Interviewer) …………………………

Annex C

Sample Transcript of Interview Data

R: Could you please give me a brief introduction, along with your educational background and schooling?

P: I'm Ramesh. I started teaching from 2042 onwards after passing the SLC and then after that I became an English teacher. I taught in different schools; for example, I taught in Janajagirti Secondary School for 10 years. At the same time, I was teaching English at Saheed Smriti campus. I taught there for about five years and then after, I also taught in CCRC Kathmandu and then Kanthipur Engineering College. At the same time, I taught in New Capital College, Budha Jyoti secondary school, Birendra Multiple Campus and then I also taught in Buddha Shanti, Piple. That's why I taught in different schools and then as a teacher I used to work here as a roster in the beginning and then when I was here about 20 years back, I was called here for training and then I worked here as a roster trainer. Then later in 2070, I became an instructor/trainer here, uh, it's on a full-time basis. It means I've been here for the last 11 years. So far as training is concerned, there are different types, some may be customized and some may be a cascade. In cascade sort of training, the training is organized by the center is the same, which is a transfer in the lower level and then but if the training is organized, it is customized according to the needs of the teachers then it is customized training. In the beginning in 2066 when SSRP was implemented, at that time there were three phases, three modules of the training, the first model, five days training and then another five days and the last five days. They were followed by uh SSE (self-study exercise). At the time in each module, the teacher had to go back to the school and then planned accordingly and then they were observed by the instructor, by the trainer or the facilitator at the school. This is how five-day face-to-face training and then five-day self-study exercises or school-based project work were conducted. And then, there were three modules. That's why this is how it used to become 30-day training for TPD. Later, when SSRP was complete and the SSDP was implemented, it became a 10-day face-to-face training. And then, the needs were collected by the Education Training Center, Kavre. On the basis of the needs, they prepared a training curriculum. And all the subjects had training curriculums. Then, on the basis of the training curriculum, training was organized. On the basis of that training, 10-day face-to-face training used to be organized. After that, the teacher had

to go back to the school. Then, they were asked to prepare 10-day lesson plans and teach accordingly. And they were asked to prepare four kinds of project works: one was 10-day lesson plans, another was action research, and two more on the basis of reading, writing, listening, speaking, or vocabulary. Without repeating the project works, they were asked to prepare within 45 days after the training was over. If the students submit their task within 45 days, the result will be out. Otherwise, if they do not submit their project work in time, then their result is withheld. And then division is also certain there: 50% is the minimum to pass, 50 to 65 is the pass division, 65 to 80 is the second division and 80 and above first division. This is how the result is published. Nowadays, if teachers complete one phase, they are called to another phase. For the first phase of the training, TPD training, we just send the letters to the municipalities or rural municipalities. And they send, they select their names, they have their own names those who have not attended the training and they select and send according to their appointment date and they are sent here and this is how they are selected and then the teachers who are teaching about five years are selected for the roster trainer here and then for roster trainer they have to apply online in the education training center, Kavre. This is how they are selected and when they are selected, they are given the sessions according to their interest and one session has one hour and thirty minutes and in one day. They are selected and then they are sent here and then they are sent to there for three sessions altogether that's why four hours and thirty minutes. Session time happens every day for ten days and then the participants are involved in interaction in their workshop or in plenary session depending on their needs, depending on the topic of the session. Then, they are sent to their school to do further project work, and all these things are observed by the head teacher. And then they are asked to submit the work within 45 days, as I've already told you. Only when all the teachers submit do the results come out after 45 days. This is how the training is happening.

R: Could you please share how you became a teacher trainer?

P: In fact, only a teacher can be a teacher trainer because the teacher knows what sort of text it is. Then, the teacher knows how to teach in the classroom. The teacher knows how to deal with the students in the classroom. The teacher knows how to make things easier for students to understand in the classroom. That's why all these things I've taught for so many years. As I've told you, I started teaching in 2042 almost 40 years. 38 years ago, I started teaching. And then, I learned different things

from the training that I attended from the seminars from interactions with other volunteer teachers from different countries. I also learned from my friends, seniors and juniors. I learned that the learner-centered teaching method is preferable for students. And all these things I learned during my teaching period. And then, the training center, the education training center, used to invite me as the facilitator here in the beginning. I used to take one or two sessions. When there was a vacancy here in 2017, I applied for a position here. I started working as a trainer or a facilitator on a regular basis from then onwards. Actually, almost 18 years ago, I started this, taking sessions in the training, working as the facilitator.

R: How did you feel when you gave your first training? Please share your personal experience.

P: Okay. In the beginning, it was a bit troublesome. I used to think that all the teachers were adult teachers. And then, I found it challenging. In front of them, it was very difficult how to do. I thought how to deal with them. And gradually, I learned how to deal with them, how to deal with adult teachers. And then, I also thought about the collection of needs. I collected the needs of the teachers. Then, I came to know I should collect the needs of these teachers, and organized training and facilitated in the training. All these things became a bit habitual later on. And it was easy for me later although, it is always challenging because we should try to make it more learner-centered, participatory-based.

R: Was there any system of need collection at that time? If yes, how were the needs collected?

P: Okay. We used to visit schools, different schools. And we used to consult the teachers. They were given a document to fill the needs. And then, they used to fill their needs. Sometimes, they filled the needs concerning teaching pedagogy, concerning teaching materials and concerning their classroom interaction pattern. All these things were collected from them. And then, on the basis of them, on the basis of these things, we clustered. We clustered the themes. Similar themes came together. This is how we prepare the content for the training. Training material was developed later on based on these needs.

R: How was the training session conducted at that time?

P: Generally, in the beginning, training sessions were organized by using paper, print paper. We used to give them some pieces of paper to work. Sometimes, they were asked to work in groups. Sometimes, they were asked to work in pairs and sometimes,

individual tasks, depending on their needs and the complexity of the content. We used to organize all these trainings on the basis of the content. The needs are also affected the style of the training.

R:How did you address the needs of teachers?

First of all, we collected the needs. After that, we clustered the contents. And after that, we used to prepare the reading materials, we would prepare that and we would attend and we would take the session only after that.

R: After giving rounds of training, how do you feel now?

P: Working as a facilitator is always challenging. Most of the teachers have master's degree nowadays. That's why we have to think how we can make things different, the same thing in a different way. We have to think about teaching the same thing in different ways. That's why it is found to be challenging. We have to rule over things several times if we enter the class.

R: What challenges did you face while giving trainings?

P: Sometimes, number of teachers, sometimes, electricity, sometimes less punctuality of the teachers, and then, budget system is also one problem for preparing materials for material development. And then, sometimes the teachers did not pay much attention because they didn't know whether they would be sent to the training or not. However, when the teacher came to the training, we organized all these things based on the needs. And then, the teacher played a vital role in asserting how it should be carried out.

R: How did you design the training session at that time?

P: In the training session, designing training session is also challenging because it is based on the needs. In the beginning, we would start with warm-up activities to motivate people. And after that, we would enter the activities, would prepare for the delivery of the session. Teaching materials would be provided for the training. And we would organize the activities for the training one: training activity one, activity two. Finally, we would reflect. We would ask them to reflect what the things that happen because the reflective teacher is the best teacher. Finally, we would summarize the whole session as the reflection of the training. This is how we used to organize the training.

R: Who helped you when you faced the problems?

P: Sometimes the teachers themselves helped me. I used to throw the question in the group and the group discussion would help us about how to move ahead. That's why,

group discussion plays vital interaction. It's really important because some of the teachers can give very good ideas.

R: Did you get feedback from teachers and senior trainers?

P: Of course, teachers used to say we are missing these things, so please address this. That's how the teacher would say and then we would address that in the training. And then senior trainers would also observe. For example, I was called in the British Council training several times. Then, they observed our micro-teaching sessions.

R: Now you are also one of the senior trainers. Did you also use to observe others?

P: I'm also observed by seniors as well. This also happens in the training. We also remember the style of learning because if we do not understand the style of learning, then students would not be able to understand that. That's why we should also think about the style of learning. So if we address these things, they would be easy for the teachers to apply in their class.

R: Now how do you select the teachers for training and collect their needs?

P: So far as the selection of the training is concerned, it is selected by the municipalities at the local level. And then they have the names. If the teachers have not attended the TPD training, they are sent on the basis of their senior based on training appointment dates. For example, if the senior teachers have attended the TPD, then junior ones would be sent.

R: Are there any differences between the previous and present need collection modalities?

P: Earlier, we would collect the needs from any school; resource centre also. Training centre would collect. But nowadays, because of the federalism, the selection happens through the municipalities in the local level. We visit that place and then we go to the schools and then needs are collected.

R: Do you also prepare packages now?

P: Now, when the training curriculum is developed, we will only send the contents. Before we enter the training, we should prepare the package to make it more effective and implementable. That's why we should always prepare some packages. Although sometimes we do not send it somewhere else, we prepare packages and then work as the facilitator accordingly.

R: So, are there any similarities in teachers' needs?

P: Because of the modification of the curriculum, there are some changes. Most of the teachers have selected sometimes grammar, sometimes the language skills in English. Otherwise, it's almost identical.

R: Do your packages address the teachers' needs?

P: If the teachers collect the needs, we address them. If their needs are analyzed and then we plan, we do everything and then make it easier for the teachers.

R: Do you change your training schedule during the delivery?

P: It depends. Sometimes, depending on the situation, some modifications will occur. Otherwise, it's the same.

R: How do you deliver the training now?

P: Nowadays, training curriculum is developed by Education Training Center, Kavre, in Bagmati province. And then, training is organized here. It's mainly for Chitwan, Dhading, and Makawanpur. Yeah, three districts. In the beginning, we send letters to the local level. And local select the teachers and they send, and then they attend the training. And this is how the training happens.

R: What are the problems you are facing now?

P: The problem is, sometimes, not all local levels respond instantly. And then, sometimes, the teacher selection, on the basis of the teacher selection, may be late. And then, next is, they do not have sufficient data, okay, for their...regarding their participation of the training. That's why only some of the teachers may miss the opportunity to attend the training. That's it.

R: After training, how do you assess your training?

P: Okay. For the 10-day TPD training, on the last day of the last session, an exam carrying 25 marks is organized. Then, they are given 10 MCQs carrying five marks, and 20 marks short answer and one long answer question having five marks and then, short answer questions of 15 marks. The participants should attend and appear for the exam. This is how we analyze and assess the level of the teachers.

R: Are the knowledge and the skills imparted in the classroom after training? What was your observation?

P: We emphasize the teachers to implement in their classroom. And then, regular supervision of the classroom is not organized by training center. It is hoped that the head teacher or the local government would supervise, would observe, and give feedback to them. That's why, after that, we just send them to their school to implement it.

R: Have you found out any gaps between the training modules and teachers' needs?

P: In fact, teachers' needs are collected, and only then is the training curriculum developed. That's why; they are very helpful, I think. So, earlier, the teachers' needs were collected and developed. That's why; they are very useful for the teachers. So, I think nowadays, the teachers' needs are not collected during the TPD training. They just ask that they fill out the forms electronically.

R: So, is it the way to collect the needs? Or, is there any other way? Is there any other also, sir?

P: Needs are already collected. This training curriculum is already developed. That's why only the names are collected these days for the training. Then, some modifications happen inside the training hall when the teachers demand these things during their training period.

R: The SEE result for Nepal is not satisfactory. Do you think that TPD training contributes to this?

P: Maybe, sometimes if the teachers implement the skills inside the classroom, it may be more fruitful depending on the interest, activity of the teacher. That's why; we hope that teachers might have implemented the ideas in the classroom to some extent. But for this real implementation, head teacher is asked to implement.

R: What do you want to say about secondary level English TPD training?

P: This sort of training should be organized regularly. All the teachers who have not attended so far should be given a chance and then a sort of name collection should happen earlier so that this sort of training can happen and organize for them. And then, there should be one training about content level, another training material level, and training should be pedagogical level. That's why I think all these things should be merged and organized accordingly.

R: After completing TPD training, what is the next?

P: Refresher training and customized training will be there.

R: Thank you Sir, for cooperating and spending your valuable time with me.

P: Welcome Sir.

Annex D

Sample of Coding

Q. No.1 Could you please share how you became a teacher educator?

S. No.	Name	Response	Codes	Categories	Themes
1.	Dil	Yeah, interesting question. This is difficult actually. Teacher training we have is a short of profession in the system of government. They have dedicated teacher trainers. Actually, in that sense I am not a teacher trainer, but when we support teachers when we innovate something, share among the teacher communities, in that sense you can call me teacher trainer. If you think when someone supports teacher, provides innovative ideas, that person could be a teacher trainer. Now a question how I became a teacher trainer is very difficult. This idea is when you want to change something, when you want to do better; better in the sense that you go as per the need of the time to enhance the capabilities. If you are alone you cannot do so much. And if you work in group, that can have a better impact. Maybe that was	training, support, innovative ideas	Career development	Personal experience as a teacher educator

		the reason why I started training. It's not cascade other ideas rather it expresses my personal experiences and challenges and opportunities.			

Q. No.2. What motivated you to be a teacher trainer?

S. No.	Name	Response	Code	Categories	Themes
1.	Dil	Change is the paradigm and in order to gain what other friends are doing, what is happening around and what could be better option. That may be the motivation to work as a trainer.	Motivation, change paradigm	motivation	Driving force behind teacher training

Q. No. 3 When did you start to take the training? When did you give your first training?

S. No.	Name	Response	Code	Categories	Themes
1.	Dil	Actually, I have a bit a long twist and turn to become a teacher trainer and teacher educator. I was working as a roster trainer in Pancthar I was the Principal. I used to invite the primary, lower secondary and secondary schools to tell them about the importance of better handwriting on the children and also I used to offer them a cup of tea and then tell them as a principal of the head of the central school. I used to invite them for discussion on the importance of reading. That is how	roster trainer, importance of reading, package, need analysis, master training, teacher community	personal journey	Journey from teacher to Teacher trainer

		I actually started giving training. But while talking about my formal teacher training, I think I started from 2009 or 2010. And then we developed a package. It has a module starting form the need analysis to the module of impact study. Yes, It is a parody actually rather than to be a full time trainer. I am a teacher overseeing Grade X, XI and XII and working as an assistant head teacher. I served as past NCED as roster and we conducted pioneer project. That was teaching English effectively for higher secondary of those time. We conducted Master training for the future trainers and they conducted teacher training at different education training centres across the country. So, I cannot tell you exactly. But this is how I started training. But I recall I was supporting teacher community from as back as 2002. When I was working there as a principal, there was the pathetic condition of reading, writing, lack of spoken ability on children, wasteful moments of the villages. I used to talk to the teachers to find out the ways out. I talked to the parents and even to			

		the children and then we used to develop a small scale model. That model was turned into establishment of a community child care centres that time. Later the government supported that and turned into community learning centre.			