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Teacher training: A study on classroom transformation in establishing quality education in Nepal

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Abstract

The issues related to the transfer of skills of the trained teacher have still been a significant concern globally. This research aims to identify the situation, views, and factors affecting the transfer of the skills in the trained teachers of lower basic level in a real classroom to provide equitable and inclusive education in Nepal. This thesis will help to explore the significance of transforming skills related to teacher training for quality education globally.

Using the qualitative design with an ethnographic approach, the study tries to identify the actual status, views, and factors affecting teacher training transfer in real classroom situations. The data was collected through classroom observation forms and in-depth interviews, which helped to understand better the transfer of training skills in two primary schools of Nepal.

It was found that the situation of the trained teacher's transfer skills, their views towards the training design, and factors affecting the training in Nepal were not transformed as they were trained because this research shows that there was a lack of intention of the teachers to transfer the skills in the actual classroom due to the different hindering factors which degrade the level of desire of the teachers in the implementation process. Theoretical and practical implications were discussed.

Abbreviations

BPEP: Basic Primary Education Project

DEC: Distance Education Center

EFA: Education for All

ENT: Extensive Training

ESD: Education for Sustainable Development

HSEB: Higher Secondary Education Board

MDG: Millennium Development Goals

MOE: Ministry of Education

NCED: National Council for Educational Development

NSD: Norwegian Social Science Data Services

PEDP: Primary Education Development Projects

PTTC: Primary Teacher Training Center

PTTU: Primary Teacher Training Unit

SDG: Sustainable development Goals

SDG4: Sustainable Development Goal 4

SMC: School Management Committees

SSRP: School Sector Reform Program

SLM: Self Training Materials

UNESCO: United Nations Educational Social Cultural Organization

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1. Introduction

Since 2000, the world has been making significant effort to promote Education for all (EFA) and the (Millennium Development Goals) MDGs. The EFA and MDG have not been met by 2015, and the SDGs (Sustainable Development Goals) have been formed as United Nations initiatives to continue their efforts(UNESCO, 2015b). UNESCO states that the SDGs mobilize all sorts of actions, end all forms of poverty, fight inequality and combat climate change to ensure that no child is left behind(UNESCO, 2015b). The SDG number 4 can be quoted as "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*"(UNESCO, 2015b, p. 7), which is the agenda or a plan till 2030 AD for more than 15 years. Education is the crucial factor that helps to achieve SDG4. Only the quality education can break the cycle of illiteracy, injustice, inequality and the poverty of children and bring them into the mainstream of teaching with quality of life. Education to sustainable development (ESD) and the fulfillment of SDG4 is impossible without the action implementation by the trained teacher on these multiple challenges at the grassroots level i.e. the actual classroom. Therefore, we can say that the trained teachers and their implementation of the learned skills can determine the quality education of specific place. The Education framework 2030 of SDG4 can be the primary reference. This research will explore the situation of the transfer of training skills of the lower basic level teachers and the factors affecting them, which can provide an inclusive with equitable education for long life to the learner.

1.1. Background of the study

Sustainable development for education teaches us sustainable development, content, and training and aims to mainstream all educational institution's aspects. It also includes the rethinking of the curriculum, educational organization and student's participation etc. Every organization needs well trained and well experienced human resources to perform the activities they have to do. It is necessary to increase the basic skills of the employees to achieve the objectives of an organization. In this dynamic society, training and development help a significant function in their updated knowledge and skills in their profession rather than other aspects. In a general sense training can shapes an individual making the trainee perfect for adjusting to the actual environment.

Training is the planned development of skill, knowledge, attitude and behavioral patterns for an individual to do a job or work adequately(Rao, 2004, p. 8). Training is a short-term process that utilizes specific and systematic skills for an organization's definite purpose. The trainee's movement is compulsory and inseparable for developing the trainee's competency because today is the competition era and everyone wants to be updated with knowledges and technologies according to the need of time. Everyone wants the organization's results as soon as possible by implementing skillful and trained human resources. Hence, training can be the key factor to move an organization in a new direction with the help of well trained human resources than others related factors.

 A famous saying about the significance of the training from the Chinese is that *"If you wish to plan for a year sow seeds, if you wish to plan for ten years plant trees if you wish to plan for a lifetime develop men"*(Sangurde, 2019, p. 1). So, the nation can implement the planning for the long term. Planning, recruitment and preparation of human resources are essential to fulfill the objective of the government. Therefore, every organization needs to develop valuable human resources with excellent knowledge and skills to implement with to achieve specific goals. Training is a process in which it included the different actors on which a teacher is a major actor to transfer their skills to an organization's real environment. There is also an equal role and responsibility of other actors related to education which accurately implement the learned skills in the natural environment to achieve the specific goals.

Similarly, the field of education also needs skillful and experienced human resources to achieve quality education for its overall sustainability. Training helps to build up valuable human resources to show the good performance according to the institution's goals. Like other organizations, the education field also needs many skillful, knowledgeable and trained human resources to fulfill sustainable development. The transfer of skills in training consists of different actors in Nepal. Trainers, Teachers, Head teachers, School Management Committees (SMCs), Parents, and NCED are the major actors that play an essential role in delivering the teacher's skills to the classroom situation. The teacher can be the key actor to transfer the learned skills from the training situation to the real classroom to the learner. As we know that the teacher is not born; they are made. The teacher is the primary human resource to implement the specific skills and knowledges from the training and implement it in their working environment.

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Similarly, "The teacher plays an important role in the progress of an inclusive education system. It brings out the hidden abilities of the children and helps in their all-round development of personality"(L. Singh & Shakir, 2019). It indicates that the teacher play a significant role in the development of inclusive education, which helps to evoke the learners' unseen capacities for the learner's overall development. In the children overall development and educational institutions, the teacher is the central human resource who plays a significant role.

Teacher is the prime factor for the overall development of the student and the school in the present context. As an experienced teacher I can say that one of the creative and challenging works in education is teaching. The preparation of a good human being is possible only from the excellent performance of the teacher in the classroom and school system. Transmission of the knowledge, skills and attitudes is only possible from the instruction by the teacher in an effective way (Chakrabarti, 1998, p. 73). To provide meaningful teaching to the learners in the classroom, a trained teacher can play a dynamic and commendable role to learn and change behaviors towards the quality of life. A good trained teacher can only understand the learner's learning needs and psychological modes, understanding capabilities, age level, and memory power. This can be possible through a good transfer of skills from the training to authentic classroom teaching.

Nepalese government provides training programs from the NCED institute to the governmental teacher, and the trained teacher is transferring and implementing the learned skills in the classroom to achieve the SDG4. Therefore, this research will identify the transformation of qualified teachers' training skills in the Nepalese actual classroom situation. This research focuses only on how the lower basic-level trained teacher transfers fundamental classroom skills. It will be fruitful for all the teachers, students, and those engaged in teaching and professional development to achieve sustainable growth and quality education in educational field.

1.2. Definition of terms

Some of the definitions of the terms to clarify the readers related to this research are as follows.

Equity in education

UNESCO states that: "Equity in education is the means to achieve quality education. Equity involves a specific action taken to alter historical and social disadvantages. It helps to protect the children from getting and benefiting from education on equal grounds"(UNESCO, 2015a). SDG4

is connected to equity. UNESCO noted that equal access of education and vocational training to all people by removing the gender differences, differently able people, native people and the learner at the risk circumstances through the equity(UNESCO, 2021).

Inclusion education

 UNESCO defines the inclusion of education as an increasing involvement in learning and decreasing the rejection of all the learners by behaving and making in a procedure in education (UNESCO, 2021). Inclusiveness is defined as including all the peoples who are able and disable in the ordinary educational system. i.e. School, college and university are education for inclusion(ALLFIE, 2021).

Education for Sustainable development

Education for Sustainable Development (ESD) boosts the individual towards change their thinking and working style for a sustainable future. Highlighting the importance of people thinking in life with collaboration in this universe by an educational procedure is education to sustainable development (Drew, 2021).To the education for sustainable development, the 2030 Agenda for Sustainable Development is heart in the present context. To uplift the instructional activities in participative, student-centered, innovative pedagogy is used to acknowledge and interpose the dynamic world's problems(UNESCO, 2014).

Teacher training

The policies, methods, and provision formulated for the advancement of professional teachers with the expertise of knowledge, attitudes, and attributes are teacher education. Teacher education is deeply connected to the strategies of national education, which is helpful to the teacher to accomplish their works efficiently in the classroom and school. The training plays a vital role in effective instruction by setting good educational plans for the teacher and related stakeholders. It helps to aware the new technologies and methods in academic discipline to the teacher. Teacher can determine an appropriate manner to provide the learner's skills and knowledge in a learner-friendly environment. The teacher must know the objectives, content, methods, and evaluation in systematic ways.

Transfer of Training

In a general sense, transfer of training can be defined as transferring skills and knowledge from a learned situation to a practical situation. For the progress of the result of any institutions, transferring of knowledge and skill is not sufficient, but the delivery of performance is essential. Crow and Crow noted that "The carry-over of habits of thinking, feeling, or working of knowledge or skills, the transfer of training skills like knowledge, skills and attitudes of the person from one learning environment to another is considered as training" (Psychological discussion.net, n.d.).

1.3. Statement of the problem

Literature in the social science and development state that there will be the country's overall development with sustainability where there is quality education. Nepal is a country with poverty, illiteracy, political instability, economic crisis, lack of employment, and social inequalities. The reason behind it is the lack of equitable and inclusive education towards the country's sustainable development. There are many challenges in Nepalese education. They are as lack of educational resources, student dropout, infrastructures and poor academic results and can't afford personal expenses for education. As of (UNICEF 2013), nearly 44% of early childhood are not getting entrance in school enrollment.

According to (Education Research Center, 2014), the evaluation of the efficiency of teacher training, inequality in education within the classroom is the main problem in the Nepalese education system and teacher training. The critical factor affecting educational outcomes is the resources available in the local environment. Many different UNESCO reports have shown that lack of training opportunities to the developing countries, government have challenges in providing the resources. The training institutes are believed to fail to produce teachers' quality because of lacking uniformity in training design and modality of the training delivery (Education Research Center, 2014, pp. 30 & 31). Therefore, the above statement justifies the necessity of the study to identify the actual status of the teacher training transformation and to relate the results with different studies.

Despite the efforts made by NCED along with other teacher training organizations, the issues related to the classroom's delivery of skills has still been a significant concern among the stakeholder in the present context in Nepal. These teacher training programs have often been

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criticized; why do they not apply their learned skills in the classroom situation? What is the reason behind it? And what are the factors related to teacher training? It has become an excellent issue for all the training providers in the global context also. The research studies conducted by NCED and other research institutions have shown serious shortcomings in inclusive and equitable transfer skills by trained teachers in the sustainable development of education training. Such studies raise several questions such as the training design, qualification of the teachers, their weaknesses in the training delivery itself or other factors in the quality and inclusive trainers for quality education. There is a need to produce qualified teachers in Nepal for the sustainability of quality education with equitable and inclusive learning in the actual classroom situation.

1.4. Objectives and Research Questions

Teacher training is influenced by the quality education with inclusiveness and equal access to provide lifelong opportunities for the learner towards sustainable development. The research has a specific objective. This research aims to identify the situation, views, and factors affecting the transfer of the skills in the trained teachers of lower basic level in a real classroom to provide equitable and inclusive education in Nepal. The objectives of the research areas are given below:

1. To identify the lower basic level's trained teacher's situation to transfer the skills in real classroom situations to provide equitable and inclusive education in Nepal.
2. To identify the trained teacher's views towards the teacher training of the lower basic level in Nepal.
3. To identify the enabling/hindering factors that affects the transfer of training in Nepalese real classroom situations.

Similarly, this research's objectives are translated into the research questions, which help to guide the researcher in finding out the answers with specific. In this research, the following are the research questions:

A. What is the situation of trained teachers of the lower basic level to transfer the skills in real classroom situations to provide equitable and inclusive education in Nepal?
B. What views do the trained teachers hold towards the teacher training of lower basic level in Nepal?
C. Which are enabling/hindering factors which affect the transfer of training in the Nepal's real classroom situations?

1.5. Significance of the study

This research can help to reduce the gap of a literature relationship between the teacher training, skills of transfer of teachers and the problem in the equity and inclusion of education related to ESD. There is literature in this research that deals with inclusion and equity in schooling about training implementation. A few studies focus on what skills can be transferred and focus on the issues to solve in teacher training of Nepal for sustainable development education. The teacher's perceptions about the training, skills to communicate, and the implementation in the environment provides different insight to the teacher for reflecting their teaching profession experiences in the learner's actual classroom instruction.

Limited research are undertaken in Nepal has failed to demonstrate any association between teacher training and children's learning achievement related to sustainable development education. Often researchers tend to see teacher training as a discrete activity. Teacher training has to be aimed not only at imparting appropriate pedagogical skills; it also can strive to inculcate the right attitudes for teaching among the trainees to help sustainable development education, inclusiveness, and equal access towards quality education. For each individual's profession to show a particular job efficiently, training supports the organization for the fulfillments of present objective from national to international context connecting sustainable development to quality education. This study is more meaningful to the National Council for Educational Development (NCED) and other stakeholders to think about training. It can provide a specific direction to the researchers who are interested regarding the transfer of skills of trained teachers in upcoming future.

1.6. Structure of the thesis

This research comprises eight chapters; the first chapter introduced the study's subject, the definition of the terms, objectives of the research questions, significance of the study, statement of the problem, and structure of thesis. Chapter two includes the context of the research within it combined sustainable development of education, the main implication of ESD in education and pedagogy, teacher professional development, historical perspectives of teacher training in the world and Nepal. Furthermore, it includes the training institutions in Nepal, the needs of the training and transfer of the training. Chapter three presents the literature review of the related

studies with equity and inclusion in the education context, and the 2030 framework for action is explored, and SDG4 is discussed. Chapter four includes the study's theoretical framework, which introduces the theories and the framework for this research. Chapter five explains the methodology and its justification for the research method, data collection, methods analysis and limitation of research. Chapter six includes finding, and seven provides the discussion, whereas chapter eight contains conclusions and recommendations.

2. Context of the research

From the global, regional, to the local context, quality education is essential for the learner's overall development to that nation's sustainable future. The inclusiveness and equity can ensure the opportunity of learning to the learner in the learning environment. Hence, equity and inclusiveness uplift the learner towards quality education. The quality of the education determines by the implementation and the training provided to the teachers by the government. Therefore, the teachers and their transfer of skills to provide the learner's learning opportunity from the training program to the real environment can determine the quality educational level with inclusiveness and equity towards SDG4(UNESCO, 2021).

Government of Nepal is providing different training programs from NCED institute to governmental teacher. Still, we can only assume that they are not transferring and implementing the learned skills because Nepal's government school's academic results are not satisfactory which can be the major problem is in the present context. Therefore, till now there is no substantial research has been conducted to investigate the curricular failure to change the trained teacher's teaching behavior (Shrestha, 2004). This research will determine the transformation of trained teachers' training skills in an actual classroom situation. This research focuses only on how the lower basic-level trained teacher transfers fundamental classroom skills, views towards the current training design and the factors affecting the contemporary training design in the present context. It will be fruitful for all the teachers, students, and those engaged in the realm of teacher training and professional development.

2.1. Education for Sustainable development (ESD)

Education that motivates for the modification of the knowledge, skills, values, and attitudes of the students to allow more sustainability for making justice society for almost human in this world is education for sustainable development (ESD). Sustainable development with education is mainly concerned with improving people's quality of life by providing quality education. It leads towards the sustainability of the various aspects of the teacher for the preservation of the global earth to build up the knowledge, skills, understanding, values, and actions required to make a sustainable world that promotes environmental conservation supports social security and encourages economic growth of the nation. Similarly, education for

sustainable development motivates people to determine and take action without affecting the environment. Quality education is the composition of the different aspects of the learner's learning process and hidden capabilities of sustainable development. To any organization, sustainable development and education are the basis for quality education with inclusiveness and equality for long time learning.

The world is facing growing environmental challenges where only ESD is developed in education to address those issues(Leicht et al., 2018). The authors claim that sustainable development can be possible by the delivery of the knowledge, skills, values and attitudes that motivate pupils through education and activity that uplifts all of the activities, plan and policies of sustainable development to build up through education. Therefore, they can conclude that teaching combine into sustainable development, and sustainable development can be combined in the field of education where ESD is whole methods and life-changing education concerning with content of learning and outcomes, pedagogy and the learning atmosphere(Leicht et al., 2018). Hence, quality of education is possible through the education of the sustainable development to the learner who helps to solve the problems of the environment that lies in the present context at the grass-root level.

According to (Leicht et al., 2018), in the current situation, various problems related to global issues like poverty, climate change, and sustainable production can be seen on this earth. Education for sustainable development integrates these issues. Similarly, the authors suggest that the school curriculum in a local and global situation to make the learners be understandable and active in this dynamic world. Furthermore, they conclude that ESD applies various ways like innovative pedagogy, motivating interactive teaching and learning, student-centered through fact-finding, participatory-oriented and life-changing learning where to think critically and systematically to the learner is essential to develop values and attitudes for a sustainable future(Leicht et al., 2018). Therefore, the ESD utilize the different methods of instructional like student-centered, participatory, interactive and innovative pedagogy where the learner can think about the present issues critically and gets new insight about sustainable future to live a quality life.

Similarly, (World Education Forum, 2015) noted that the acquiring of the basic skills of education and number systems with the logical, solving of the problem and high-level mental, mutual and social skills by the quality education raises creativeness and learning. The forum also

claims that Education for Sustainable Development (ESD) and Global Citizenship Education Development (GCED) solves global and local problems by creating the skills, values and attitudes in an individual that fosters people to guide healthy, fulfilled aliveness to create sound decisions. Similarly, it significantly supports the UNESCO World Conference with ESD in Aichi-Nagoya in 2014 for the enactments of the Global Action Program with ESD. It also stress the significance of Human rights education and training has been significantly focused on in order to obtain the post-2015 sustainable development plan(World Education Forum, 2015). The ESD and GCED are the major components that help to solve the present issues and support the World Conference of UNESCO for the implementation of the Global Action Program, which support to implements of the Education for Sustainable Development in this global context which is essential in the present context.

Today, in this present situation the 2030 Agenda for Sustainable Development and SDG4 is the central foundation of education for sustainable development. The main areas: like human, earth, prosperity, peace and, cooperation identified by the SDGs of the nations to crack all these problems by the various ways, which is significant for the survival of humanity from grassroots to the worldwide context. To achieve the educational goals related to SDG4 learner's transformation, teacher's way of thinking, analyzing, and acting in the learning environment can be organized towards implementation. The trained teacher and their skills play a crucial role to solve the current issues of teaching in real classroom situations of the learners.

2.2. Implication of ESD into education and pedagogy

The implication of education for sustainable development in education and pedagogy is essential because education is the means that fulfill the goals of sustainable development. Education is that tools in which the goals of the education to the sustainable development included in the curriculum and pedagogy, and the learner are able to perceive the knowledge and skills about sustainable development in classroom instruction through the skillfully trained teacher. It can be differentiated into some general forms, which are given below.

2.2.1. Whole-institution approach

Education for sustainable development is not only teaching the content and practice. So, to make ESD more effective, the whole educational institutions can be transformed. All characteristics of

the educational organization are established long-lasting by the whole institution approach and also includes the reviewing of the syllabus, campus operations, organizational civilization, involvement of learner leadership and management, community relationships and exploration"(UNESCO, 2014). The institution (school) itself plays the role model to implement ESD for the learner. Therefore, whole approaches can be promoted at all levels and all settings. That means all the institutions like schools, colleges, public and private institutions are encouraged to implement the sustainable development plan and policies of strategies to achieve quality education for the learner's quality of life. In another sense, the reflection of the ESD can be seen in the whole school organization because the stakeholder related to education receive the knowledge, skills and attitude and implement them in real life situation and change their behaviors.

According to (UNESCO 2014), the segments of the whole-institution approaches is essential, which deals with the cooperative development of insight and design of almost the related people with an organization for the implementation of the ESD in the institution-wide process. Similarly, UNESCO state that organization for the specific direction, economic and scientific were given, including the training about leadership and management, guidelines and relevant research by this approach. Again the UNESCO claims that mobilizing and increasing the quality of the support with existing interrelated networks like peer learning in this approach and encourages the sample for adjustment by increasing the transparency of this approach.

To sum up, the whole institutional approach helps to develop the cooperative development of people's knowledge, skills and attitude related to the ESD and provide the direction and economic supports by peer learning and increase the transparency to an organization by NCED in Nepal also. The whole-approach is connected to the school organization as a whole with the knowledge and skills gain by the trained teacher during the training session to the practical situation in the classroom in this research.

2.2.2. Action-oriented transformative pedagogy
ESD helps to develop the competencies for empowering and motivating active and critical sustainability persons who can shape the future. This approach is related to student-centered, action-oriented, and life-changing in the education from global to local context.

The vital pedagogical approaches by (UNESCO, 2014) in ESD are a learner-centered method which views that students are self-governing and prioritizes the development of the learner than only transferring the magnificent learning experiences. Similarly, UNESCO indicates that the learner builds the base of the knowledge through the previous learning experiences and social context which as the initial points energizing the process of the learning. Again, UNESCO makes convince us that reflection of their own knowledge in learning is essential rather than managing and monitoring by these methods where supporting those reflections of the knowledge is essential by the educators. Therefore, the function of the educator in this approach is totally different than others because the learner is at the center parts of the learning and NCED also included this approach in training packages.

In this approach of action-oriented learning, the learner fully engages in the action and reflection of the learner's experiences relating to the individual development and intentional learning where the experience may come from the different project, workshop, interaction and implementation of the movement and along with others(UNESCO, 2014). Similarly, UNESCO states that all the individual incidents and the learner life, this method enhances the knowledge purse, competency development and values explanation of the learner connecting instead not realistic with the perception to individual experience and the learners' life. The educator role is to develop a good learning situation by the teacher is the major role that enhances learners' experiences to the learner and spontaneous thinking process of the learner. Basically, UNESCO states that the aims and principles of transformative learning are defined rather than the solid learning and teaching strategies where the teacher helps to the empowerments and the disputes of the learner to their perception about the world, not by concrete teaching or learning strategy.

From above, it indicates that the specific action of the person gives the reaction as responses in the environment. Therefore, all the actors mainly the teacher in the education system can also follow the learner-centered, action-oriented and transformative learning during the instruction in the natural environment so this approach is linked to this research regarding the basic skills implemented to transform the classroom of the learners. Educators are powerful person to change agents for the individual who can transfer the learned instructional skills in teaching by following these methods in the actual classroom situation. For restructuring the educational process with quality and sustainability, the knowledge and competencies of the educator play the crucial role

on which the teacher can develop all-round development of the basic skills like the knowledge, skills, attitudes etc. to solve the learner's problem and learn to solve the problem that encounters by the learner in their daily lives.

Again,(UNESCO, 2014) noted that to develop the teacher's favorable contents better and school organization, the education programs can have the integration with the ESD and essential stakeholders like students, teachers, local, NGOs and specialist list. UNESCO supports the required formation and circumstances with the freedom to grab institutional learning procedure to smoothly change for an organization. UNESCO indicates that most of the teachers in the present context have entry to dedicate in-service training on these current issues because pre-service training does not involve having a focal point on ESD. This will open chances to develop the necessary knowledge and skills to cooperate in the sustainable development process. For the reorganization of educational procedures and organizations, professional development is essential which open and develops the gate of crucial basic abilities to engage in the development process, which is sustainable development (UNESCO, 2014).

Many teachers in many classrooms cannot transfer the learned skills in the actual classroom due to the lack of knowledge about the different learning strategies like learner-centered, action-oriented, and transformative learning during the instruction in a natural environment. Teacher training institutes need to cooperate with all the sustainability competencies in all types of training like pre-service and in-service, making the teacher professionally sound in their teaching field. The teacher can be motivated to implement the learned skills or methods in the classroom with inclusive and equitable so that the learner think, analyze, and solve the problems and lead towards quality education to meet the SDG4.

To sum up, all these key elements are essential, interactive, and analytical forms of learning to the central activities of conveying ESD in the classroom. Instructional setting is created by this method as an action-oriented life-changing pedagogy that helps to provide the inclusive and transformative education for quality education of the learner toward quality life to the lifelong learning process. Hence, whole-intuition and action-oriented transformative pedagogical approaches are relevant to build up the concepts in education connecting to the teacher training.

2.3. Teacher Training

In the present context, the teacher systematically presents the learner's knowledge, skills, and attitudes in the actual classroom situation. Teaching is not only to tell and impart knowledge to subject matter to the learner but also have a broader perspective of its function. Education is the overall development of a child as we know that a teacher is a massive investment in the education sector for quality education. Training supports the teacher who can help increase education quality, achieving the SDG4 by transferring fundamental classroom teaching skills(Education Research Center, 2014).

Training is more practical aspects in teaching. Learning new skills or improving teachers' knowledge and attitude for implementing all elements is the essence of teacher training. Teacher training is related to the teacher's learning ability, skills, and attitudes in an educational setting. The policies, provisions and methods designed to develop knowledge, skills, attitudes, and behaviors of the teacher require the performance effectively in the classroom and school environment. Today, the teacher can be integrate and balance the educational system for quality education. The teacher helps to develop the internal capacity and power of the learner lying within the child. The teacher can relate the theoretical insight into practice and improves the instructional program's preparation for delivery in the classroom to the learner. Therefore, the teacher can be a practical planner and a good practitioner in the actual classroom in their professional life(Acharya, 2019).

Teacher training consists of two aspects- planning and preparing the teacher about the contents and methodologies. The teacher training can be pre-service on which the teacher is given sufficient basic skills in the training before entering the actual classroom situation. The teacher learns different theories, methods, and techniques that help to solve classroom problems during teaching. In classroom instructional activities, the teacher has an idea about the curriculum, psychology of the learner, development of child, objective and curriculum(NCED, 2020).

Similarly,(UNESCO, 2014) noted that three various stages are always compatible during the preparation of teacher training and development. It states that initial pre-service training programs can be taken in the campus and university before going the teachers in the classroom, whereas induction program which is developed for the new teacher of his/her first year to provide the learning opportunity during a teaching in the classroom developed by the college or the university. Furthermore, it can give the information about professional development or

continuing professional development to the teacher which is in-service courses/designs and given by the different sector related to education including private institutions, colleges and universities and education ministries. Training for the teacher is essential, and it is an ongoing process. In pre-service, training to the teacher can be given from the university and campuses, which is the starting phase where in-service training to the teacher is given by the different sector of the education to make them competent and updated about the new knowledge and technology. The percentages of trained teacher in Nepal are as follows:

Table 1: *Percentage of trained teacher in a governmental school of Nepal*

Teachers	Fully trained	Partially trained	Untrained
Primary level	78.9%	12.7%	8.4%
Nepal	70%	12.9%	8.1%

Source:(Open Data Nepal, 2018)

 The percentage of the full trained teacher in the primary is higher than the part and untrained teacher in Nepal from the above table. The table shows that the trained teacher's per cent in Nepal's primary level is higher than the other level school education. Therefore, this study means to identify the status of the transfer of the skills in the fully trained teacher to a lower level than the higher level of the school education relating to the quality of life.

 (Richards & Farrell, 2005) state that training is the activities directly related to the teacher's current responsibilities, aiming for a short time and recent goals. The authors also suggest that teacher training includes understanding of the basic skills and knowledge as a prerequisite to implement them in the teaching within classroom and demonstrating principles and practices in the classroom situation where the teacher supervise and monitor after the training .In addition, the teachers understand, demonstrate and applies all of the basic principles in a classroom situation and receive the reaction in the classroom instruction. They added that only through the recommendation from different procedure professionalism textbooks the expertise can ensure the training syllabus and quality methods. So, teacher training is based upon the role and responsibilities of the teacher and helps to be understood about the fundamental concepts of the instruction.

According to (Richards & Farrell, 2005, p. 3), the examples of the goals from a training concept is to learn to measures to implement the strategies to start the lesson in a real classroom, matching similarities to modifying the book, skills in group activities during instruction, implementing the question-answer effectively, implementation of instructional materials and resources, and skills for the feedback according to the student performance. Therefore, the teacher can be professionally sound because the teacher learns the various techniques related to effective teaching with the implementation of the different activities in groups and dealing with the learner with understanding the learner psychology in the classroom. In this sense, teacher training is essential, particularly for the teacher to solve the problem during the instruction to achieve sustainable goals towards quality education.

From the above, the training plays a vital role in effective instruction by setting good educational plans and preparing the teacher in the classroom according to the learners' needs. It helps to make awareness about the new technologies and methods to the teacher in the educational discipline in the present context. The teacher can find out the appropriate techniques according to the objectives of the lesson so that they can teach the learner in a learner-friendly environment in the classroom. The teacher's knowledge about the purpose, content, methods, and evaluation in systematic ways can encounter the problem in the classroom situation. The steps that trained teachers can follow in teacher training are identifying needs, determining the movement's objectives, determining content, planning methodology and programs, implementing the training, and supervision and evaluation. The stakeholder interviewed to determine the issues related to the instruction and set of the objectives taken place. Then, content-related methods and program design has taken place. The implementation of the program's design took place, and the monitoring of the program helps to identify the program's strong and weak points(L. Singh & Shakir, 2019).

It is the opinion that there is no quality education although the teachers are well trained but if they don't transfer and deliver the learned skills in the actual classroom situation. The reason behind it can be either teacher cannot develop the theoretical insight into the practice or different factors and actors hindrances to deliver the skills in the classroom situation during the instruction. Keeping this in mind and solving the teachers' teaching problems, teacher training programs have been launched worldwide. Knowledges and human behaviors are not constant but it is too dynamic. To be updated with the dynamic knowledge in contemporary society in the

field of education, the teachers have to achieve fundamental skills like knowledge, skills and attitudes from the training program and develop the eagerness to implement according to the change of the context. The training is given time to time to adopt the changing knowledge and skills according to the change of the time to the learner. "Therefore, teacher professional development and teacher training are the activity which enhances the knowledge and skills to provide the good education which helps to improve quality teaching and learning"(Acharya, 2019). That means the symbol of quality education is the good implementation of the transfer of the teaching skills in the real classroom.

The teacher is significant. The long-term investment in teacher education by the government and the government implements the teacher's different training programs to enhance the quality of skills during teaching by the trained teacher. As we know that, a teacher is made not born. Therefore, the training can make the teacher such that who can design the instruction conducive to child development growth to set the values of creativity and inquiry. That means teacher training play an important function in the development of the trained teacher who can use the ideas (skills) to solve their problems daily for the learner in real classroom situations.

2.3.1. Historical Perspective of Teacher training in the world

The history of teacher training in the world is too long. It was started in the first decade of the 18th century as the first formal teacher in Germany with teaching seminars in the western history of education and teaching activities.

(Bansal, 2009, p. 1) The history of teacher training started at the beginning of formal education and training on which the initial college for the training to the teacher was established in the western history of education. Bansal provides the information that the history of western teaching in western countries was during the beginning of the 18th century in France, which was established by the Roman Catholic Monk Jean Babtiste de la Salle. Similarly by teaching poor and middle-class children canonized in 1900-his brother of the Christian schools were an order of non-clerical of male teachers-first times in the western history of education and teaching. Again the author states that ancient Greek philosophers of Islam had earlier revived the history of the west of schooling. Its spirituality cannot be the one specific reason in the system of education, the absolute basis of education. Furthermore, the author indicates that education and training in the previous time in western countries had been religious, and in the history of western education, the

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history of teaching in 1725 AD was established as the first non-religious colleges in the history of the western of the education system.

In the western history, the history of education and teaching(Bansal, 2009), for the first time, the system was created to provide knowledge, experience, and certification through enabled teachers to attend seminars to increase knowledge and ideas between teachers. Uniform teacher education and training began in France; after an unsuccessful revolution of Germany. Similarly, the author claims that Napoleon's effort was established during the 19th century as a uniform teacher training system and education in western history. There was no formal teaching and training system, but teachers' certification for moral fitness was introduced by Elizabeth I. In England, teaching and training were developed in the first quarter of the 19th century, a teaching method from Lancaster and Andrew Bell known as "Lancasterian Method". Bansal states that in USA, Horace Mann founded Massachusetts regular schools for teacher training, and it was spread to Britain's colonies as formal teaching from training colleges and furthermore he Pestalozzi made the progress of history in education and instruction of Sweden, who advocated for teacher training and teacher education from formal training colleges. Teacher training with teacher education was begun at the end of the nineteenth century in western history from France, Russia and Japan.

In the history of education and training(Bansal, 2009) states that John Dewey had worked at the University of Chicago and founded Brown University in the USA related to child development and teaching. The author indicates that the college was founded in 1888 AD in New York about teacher education, and teacher training was incorporated in Columbian University during the beginning of the 20 century. Similarly, he added that at the end of the 20th century, the teacher of extended service was politically submitted in the European countries confirmatory courage upon, but in House of Lords due to controversy they didn't materialize for basis considered the economic-political position of teacher and teaching was regarded at the beginning of 21st century equated to classroom assistant's socially criticized for taking classes alone with brief training. Similarly, in Britain, the European professional teaching was continued to value academic qualification for admission as the student to an institution of education for the teacher and training to qualify as the teacher(Bansal, 2009, pp. 5 & 6).

Finally, (Bansal, 2009)relates that the growth of interest in education culture was reflected in the history of education and training of western in the European Union, mainly in Spain, Italy,

and France. Without disregard to spiritual values, political and ideological affiliations have been the professional norms teaching.

The above information is a brief description of the origin of the training in the world. Nowadays, the patterns in the program of the movement are different from the previous. The government of each country is providing formal training based on the global aims and the targets of the SDG4 to the teacher to enhance the teacher's quality of skills to build up the professionalism of the teachers of the related country leading them towards sustainability.

2.3.2. Historical Perspective of Teacher Training in Nepal

In Nepal, the history of teacher training is not so long. (Awasthi, 2003)In 1948 AD to trained primary school teachers, establishing the Basic Education Teacher Training Center in Kathmandu was the starting point of teacher training in Nepal. Still, Nepal National Education Planning Commission (NNEPC) was established as the college of an education program in 1954 AD to break up lower-secondary and secondary teachers' role centre in Nepal. Similarly, the author noted that the ten-month of the teacher training program in primary school to the teachers was conducted by Mobile Normal Schools (MNS), and these MNS were changed into primary school teachers' training centers (PSTTC) during1963 AD. Furthermore, Awasthi mentioned that Teacher educators were mobilizing from the USA and Philippines to provide the training to the teacher. The new momentum related to the teacher training for professional development was conducted by the National Education System Plan (NESP 1971 - 76), on which this plan generated an excellent environment for the extension of teacher education in Nepal at that time. The author provides the information that all of these institutions like (College of Education, National Vocational Training Center and Primary School Teacher Training Centers) were within Tribhuvan University (TU) as Institute of Education (IOE), which was considered as a single umbrella. Pre-service and in-service teacher education and training with brief packages was identically conducted by the institute of education, and the IOE worked fifteen different training program through its regular campuses and on-the-spot programs where the Ministry of Education and Sports (MOES) provided the aided to the IOE in the quantitative expansion of in-service programs of short or long terms(Awasthi, 2003).

Basic and Primary Education Project (BPEP), formed in 1993 AD, implemented the first phase of training as 330 hours by combining the 180 hours and 150 hours to the trained teacher(Edusanjal, 2018). Similarly, the National Education Commission (NEC- 1993) was

established as an organization and provide the recommendation for teacher training to develops the teacher as a result, in 1994 AD, the National Center for Educational Development (NCED) was established, and after that, the NCED extends the area to collaborate the Secondary Education Development Center (SEDC) in 2005 AD which begun the primary organ for the evolution of educational human resources within the Ministry of Education (MOE), that take part in the in-service teacher training program and production of human resources in the faculty of education at present secondary level after the formation of the Higher Secondary Education Board in Nepal (HSEB) (Edusanjal, 2018).

Now, there is the provision of compulsory teacher training to the permanent teacher in Nepal for the overall development teacher's profession. The NCED and Distance Education Module are conducting the lower basic level of teacher training. The government of Nepal managed the training policy in 2008 to manage it effectively to achieve quality education for sustainable development. The School Sector Reform Program (SSRP) provides the recommendation to the advancement of the teacher professional. Therefore, the history of the teacher training in Nepal formally in Nepal is not too long, and also the present context of the training is related to the global agenda of the SDG4.

2.4. Teacher Professional Development

Still, an instructional issue needs to be updated and revised, although the teacher is competent. The teacher has a different level of knowledge, skills, experiences and behaviors in school. Sharing experiences and understandings help the teachers to solve the instructional problem and acquire professional teaching skills. The teacher can do better and cope with the problem in their teaching because the teacher's professional development is related to their growth and advancement in professional function. It is the process of making the competent teacher by implementing the knowledge, skills and attitudes related to the instruction in their classroom is the professional development. A skilled teacher combines mastery in knowledge, instructional expertise, self-awareness, understanding the level of learners, understanding of syllabus and learner, career development etc. Pre-service training to in-service training is the never-ending procedure in teachers' professional development until teachers' teaching retirement. So, it is a lifelong process to the teacher's professional life in the present context.

Training that involves practice, feedback, and sufficient time to follow-up to support the efficient professional development is a continuous process(OECD, 2005). Teachers in instructional activities include close to those who will implement to their students in learning and motivates teachers' learning environment is the successful programmed, and nowadays there is development of the interest in the system of sharing the experience and competency of the teacher in the school as learning institutions (OECD, 2005). The basic elements related to professionalism in training are the entire practice, feedback and follow up during the instruction process. Furthermore, the teacher can share the experiences and competencies so that the other teacher can copy and follow those experiences in the real classroom situation.

To develop the teacher socially, academically, and professionally active, there can be the formal and informal activities. Teacher training, workshop, peer discussion, action research, case analysis, teacher supports and seminar are formal programs developed to familiarize with the innovation during teaching and learning instructions. Similarly, the teacher is encouraged to use the skills from their perspective. The teacher's realizations play a vital role in focusing on activities and developing them professionally in their specific field.

To uplift the educators with teaching ESD, the advancement of concentrated professional opportunities as the significant way and active educational changes depends on inspiring the teachers to change their teaching practices, school environment, and communities atmosphere, which is fruitful to the educational modification(UNESCO, 2014). The professionalism of the teacher is dependent upon the motivation and intention to transfer the skills, which helps for the transformation of the school environment and communities in the present context.

Therefore, the development of a teaching professional is where the teacher can actively update different teaching-learning processes in the teaching profession's career. The teacher's professional development needs education and practicing the specific knowledge and skills required to teach in the classroom environment. The innovations in the modern system of teaching, local curriculum development, continuous assessment system in the school as mandatory, student-friendly atmosphere etc., appear in the present context in the field of education and can be included inside the present teaching methodology context. A teacher can adopt the different techniques and measures to solve teaching, as we called the teaching-learning strategies. These teaching-learning strategies are beneficial to forward the career of the teacher in professional development. Formally, teacher training is the milestone to build up the teacher's

professional life, which solves the issues seen during a teaching in the educational field. Teacher training is the only one that teaches the different strategies during the training session and delivers it in real classroom situations and becomes professionally active in the profession. Therefore, in the teacher's professional development, the training plays a significant role and makes the trained teacher involved in the teaching profession (Acharya, 2019).

Provision of the teacher professional development in Nepalese context has been made by the School Sector Reform Program (SSRP), provides in-service training to the whole teacher for 30 days with five years was planned and the teacher's qualification, competencies, and ranking is the determinate factors for upgrading the teachers suggested by the professional teacher training in Nepal(Ministry of Education, 2009). Therefore, the SSRP is the helping program in Nepal that provides guidance for the planning of teacher qualification and ranking in the context of Nepal, but the study will explore the actual status of the trained teacher concerning the framework of the teacher qualification in the present context.

2.5. Teacher Training for lower Basic Level Teacher

The teacher is the critical factor that can influence the learner's quality of learning as we know that primary education is the grassroots of the whole education system. The quality of upper levels of education depends upon how effectively the primary level is. So, primary education is the fundamental foundation of the whole education system within an organization. Some problems that emerged in our primary schools are dropouts, grade repetition, and low academic achievements. Efforts to minimize these problems are challenging for all those working in education in the present context. Nepal has followed the "Education for all" and Education Framework action plan 2030 AD. In this context, the quality of primary education should be the focal point for all concerned stakeholder with education in the present context. The quality of education cannot be better than what the teacher does. Hence, the teaching force can be well prepared and skilled to develop quality education in Nepal. In the present context, two-thirds of our teaching forces are trained.

Especially in remote areas of Nepal, most teachers are even under-qualified and are not well trained. In such a case, training for the teachers is crucial for the qualified teacher's professional development in the present context(Ministry of Education, 2009). For the overall development of the country, primary education plays an important role. The government

is committed to providing quality primary education to all school-age group children. Accordingly, it consist different programs for the development of infra- structures and teacher training in Nepal. The government has identified the importance of teacher training in the improvement of lower and upper-level education quality. Therefore, BPEP and PEDP have been established under the MOE. NCED and BPEP are providing teacher training to teachers, head teachers and management personnel.

2.6. Transfer of Training

The learning of skill or performance of the person is affected by the training from one to another, and will the German language help to learn the English language? Are good table tennis (Ping-Pong) players can transfer the skills to play court tennis? Does the student who does not know the addition can learn to multiply the transfer of training represented by the above questions(Kendler, 2016). Therefore, recognizing the fundamental concepts and principles through training is significant for teaching and demonstrating principles and practices in the classroom. Understanding basic concepts and regulations is not sufficient; in the classroom, delivery of the skills is the hallmark to a teacher training activity to have any impact. The trainee learns the skills in one situation and has to implement them in the actual practical situation where the transfer is the means to implement skills that involve variously hidden and seen elements are combined during the implementation of the training.

Training to transfer is related to the connection between the learner's training expectation and classroom performance. The first and foremost place to practice knowledge transfer is within the classroom by the teacher in an actual classroom situation. The teacher training program in Nepal has not been very effective and satisfactory. A new teaching-learning situation will start from scratch if a teacher does not transfer some of his/her knowledge from his/her training into the classroom.

Specialized knowledge is obtained from training and experience, which is a technical professionalism in teaching. Skills, what they learn, and their teaching delivery are critical in the present educational context. Both were learning the gifts from the trained teacher's training, and using them in the classroom by the qualified teacher is very challenging and very important in the educational context. This research will identify teacher training skills in the school to lower

basic-level teachers trained. The study's concern is to identify the trained teachers to transfer different skills in the actual classroom environment accomplishment or not.

2.7. Key actors of Teacher Training

An influence of the teacher in training is not isolated. Still, the key actor to the teacher training in a real classroom is only the teacher. Other key actors playing a significant role in transferring skills in the virtual classroom environment as follows:

The apex body or actor of teacher training in Nepal is NCED. In 1994 AD National Center for Education Development (NCED) was originated to implement the principal responsibility in Nepal by raising the quality of primary education and teacher development and ability development of an educated person is undertaking activities within the ministry of education and conducted further research. In the past, the training was conducted by a different organization, but the formation of a great NCED with combining of the distance education and secondary education development in 2004 AD with all aspects of level of teacher training, management, and professional training (NCED, 2020).

Teacher is also an actor in transferring the skills in every school's actual classroom situation. Teachers are the major actor to share the skills in the actual classroom. The training cannot be transferred in real classroom situations without the trained teacher's commitment in the actual classroom situation. "In the inclusive education system, the teacher, play a significant role and it facilitates to all-round development personality of the children bringing the unseen abilities within them"(L. Singh & Shakir, 2019). To obtain quality education in the present context, the teacher plays a significant role in advancing the children and the educational institution in the authentic classroom atmosphere.

Without the school's support in the school, it isn't easy to transfer the trained teacher's learned skills in an actual classroom situation. The Head teacher is the actor, director, manager, guide, analyzer, and leader of the school who can support and manipulate the teachers to achieve quality education goals related to SDG4. Without good management and head teacher support, it is impossible to adopt the learned skill in an actual classroom situation(NCED, 2003).

To the school's development, the school management committee as a major actor plays a significant role. There is the famous saying 'like SMC, like school and like society'; so the school management's position determines the quality of education in school to improve society.

The SMC supports and makes interactions with teacher, parents and the community to achieve the quality of education of the learning in real classroom situations. It also helps keep the trained teacher in the SMC meeting to select and implement their trained skills transfer in the classroom environment for quality education(CERID, 1998).

Learning of the learners occurs in the schools, which means the parents does not play an active role in their child's education but opposition, parents, can motivate, inspire and even influence their kids to do better in school and follow up their progress in school and make planning with parents and teacher meeting in school(In compassing Education, 2021). Parents can also be the actor, directly and indirectly, take the role and responsibility to transfer the teacher's skilful training in a classroom. The vital role they play must be supportive and safeguarded in the transfer of skills. Taking a visit to the school from time to time and interest in their child learning can help to transfer the child's actual classroom situation.

These are the above critical factors for implementing the transfer of the training and their implementation, where the teacher plays a significant role rather than others. Similarly, parents, SMC, NCED and Head teacher are equally important during the transfer of the training. Here, the teacher is the main actor in the transfer of the skills, so the study focuses on the trained teacher rather than the other actors, but they are related significantly to the teacher and the present context. The guidance and supports given by the head teacher, SMC, and parents help to the revision of the skills and have good feedback in their professionalism.

3. Literature review

This chapter involves reviewing the literature of the research which involves the concepts of equity and inclusion of education according to SDG4. The central literature is related to the teacher training and classroom practices in equitable and inclusive according to SDG4 in Nepal as well as in the world for the education for sustainable development. Similarly, different concepts regarding teacher training and the transfer of training have been studied in this chapter.

The literature in this research refers to seminal research undertaken in education related to equitable and inclusive education, teacher training and transfer of the skills to the learner for lifelong learning. This chapter deals with understanding teacher training and transfer of teacher training in educational theory to quality education. The teacher's transfer of skills helps to review with particular concerns on lower basic level trained teacher in a real classroom in Nepal which can be generalized to national to international level relating to SDG4 to achieve the quality of education. Similarly, this chapter shows a review of existing literature and previous research in the area of transfer of training in education-focused to the trained teachers in an actual classroom situation. Finally, this research on this topic and significant themes of related literature as well as previous studies have drawn together and summarized in this chapter.

3.1. Equity in educational context

According to natural law or right to a person or freedom from bias or favoritism, justice is equity. When discussing the concepts of equity in the field of education, we relate it to "fairness." But we should identify either the teacher in the classroom are implementing the concepts. The massive gap between the higher and the lower class is the injustice between them. So, the teacher and the stakeholder related to the education should understand and implement the concept of equity in the school and classroom to make a just society at the national, district, school, classroom, or individual student level.

In 2015, global poverty was 10.2 per cent and decreased to 9.2 per cent, which means nearly 689 million people live on less than $1.90 in a specific whole a day(The World Bank, 2020). World Bank presents the data that 24.1 per cent of the world's people lived only less than $3.20 per day in 2015, whereas in 2017, 43.6 per cent of people in the world lived on less than $5.50per day. In the next decade, the poverty line people will rise from 40 per cent to 67 per cent

due to fragility, war and violence(The World Bank, 2020). So, the World Bank data is evidence to show the vast gaps between the classes. There must be a priority of policy for the implementation of equity in basic needs. Only education with quality can reduce the gaps between them. The country's policies maker can understand the real situation of the poverty of the country and revised the policies so that they can help obtain the quality of life from quality education.

Minimizing the inequity in education becomes a crucial factor for underdeveloped countries, where education is the primary key factor in obtaining financial growth. Development for the government and poverty reduction will not be only possible without the social stability of the nation. However, the challenges are essential, while moving towards equity in the education systems requires a demanding political commitment in the nation. Furthermore, the production of the right educational policies and proper allocation of resources by the countries can appear to be a difficult way for many governments, especially for the less developed countries.

The methods which enhance every child access to an equal chance of success in education are equity in the education system. That needs the understanding of students' barriers and challenges and providing additional supports to overcome that problem. To solve these problems towards quality education, learner's aspects of equity can be identified and solved. To meet the needs of education for sustainable development, the trained teacher plays a crucial function in the actual classroom situation to provide quality education with equitable and inclusive.

There are some relevant aspects of a systematic procedure related to equity in education. To develop an equitable environment, there are different things that the individual school and classroom can perform. Obtaining equity is almost related to the personal learning procedure, which helps to advance educational experiences and realize the needs of each individual to get success in life. In an equitable as opposed to merely equal-classroom, every student is given support according to the student's ability and competencies to build up the educational progress as a whole in the classroom and school organization.

To sum up, equity in the educational context refers to the quality education with fairness by the educational institutions through the government's different educational policies and strategies. Equity in an educational context is related to socio-economic development, poverty reduction, and the specific place's political commitment by the leader of the nation. Similarly, for the student's equitable learning environment, the school and the teacher can do different things at the

learner's individual and classroom level. Here, the basic meaning of equity is fairness and education in teaching-learning activities. Still, the teacher can treat the learner according to the ability and competencies without violence in the actual classroom instruction.

3.2. Inclusion in education

The Salamanca statement also indicates that the right to quality education and learning where implementing diverse needs of the children's characteristics in the education systems and the educational programs can be developed and implemented (UNICEF, 2013). To get a fair chance and treatment in school to the learner about the knowledge, skill and attitude the effective means are needed to provide inclusive education. It means that giving the actual learning opportunities can be obtained with inclusion in the group. Bringing all the students in the school with different groups economically and socially to develop them side by side and including them with the same level is an inclusive class.

To reduce the gaps in education for the children with disabilities, the government tries to develop and evaluate inclusive education systems(NCED, 2020). The UNICEF suggests that there must be advocacy related to discussions, high-level events, and other forms of policymakers about outreach and the public in general. Awareness-raising provides by UNICEF a direction on the needs of children with disabilities by conducting various research and combining different works like roundtables, workshops, and other government partners events can give the platform by awareness-raising to fulfill the needs of disabilities children. Furthermore, By providing training to the co-partners of UNICEF's different countries with the various educational system like teachers, administrators and communities build the capacity where it also helps to decrease the implementation gap between policy and practice with follow up and assessing partner countries.

The Government of Norway carried out the huge capitalize nearly the amount of USD 163.3 million to the deprived children from the quality education due to poverty, food and nutrition, health and centralize the marginalized group of the world particularly, includes with different able children (UNICEF, 2020). Norway is also playing a significant role in inclusive education for funding which helps those children with critical risk of having not education; including those living in deprivation, children with disabilities in marginalization and asylum can achieve quality education. Similarly, the school can provide an appropriate materials, techniques and forms of

communication according to the diversity of student's level and capacities and provide support who suffers from different limitations. In the present context, inclusive education is related to the students who are deprived due to poverty and disabilities. They are at the risk of marginalization rather than disabilities in education and even in the actual classroom teaching situation. So, the entire stakeholder can think and analyze the inclusion to provide quality education to the learner.

3.3. Nepal's Education System

In Nepal, the ministry of education is the apex body having a responsibility to primary, secondary and higher-level education. The Council for Technical Education and Vocational Training (CTEVT) harmonize technical education. The education system in Nepal started from primary (1to 5), lower secondary (6 to 8), secondary (9 to 10), higher education (11to12) and university level(Shrestha, 2004). Now, in the present context, the structure has been changed as basic and secondary school education.

In the management of educational activities in Nepal, the Ministry of education has a significant responsibility, which is the political factor that guided education. As a section of the government, the ministry of education has led the Secretary of Education which is the major section to manipulate and lead by the ministry of education in Nepal and involves from the national level, i.e. a central national office and other offices at the regional, districts and local levels. The whole education field of Nepal is directed by the head office and basically accountable for the development of the policies and strategies, planning, supervision and evaluation. Similarly, the ministry has established different directorates in all the feudal states and education offices in each of national's 77 districts and taking educational administration to the people by the regional government. Similarly, the educational activities to the nation help to localize offices to supervise the community school(NCED, 2020).

The teacher-training body in Nepal is the National Center for Educational Development which has thirty-four educational training centers (ETCs) to provide academic and instructional bits of help to the teachers(NCED, 2020). That means NCED is only one primary body that helps to coordinate and manipulate the different training program to the government teachers. Community-based and institutional-based are the two kinds of school in Nepal where Community

(public) based schools are a governmental school where the fund is given to the public school, whereas a self-funded by the private schools which areas the companies but nonprofit organization.

Basic Education after federal states in Nepal, currently basic level consist of grade one through eight. Lower basic (1 to 5) and upper basic (6 to 8) also separated into two levels. In Nepal, the secondary level started from class nine to twelve. Usually, in Nepal, the students directly started school from class one at the age of five, where kindergarten school is only available in some parts of the country. In the previous time, a Basic Level Examination (BLE) was called the District Level Examination (DLE), which is related to the final exam in grade eight while a national Secondary Education Exam (SEE), in last time known as School Leaving Certificate (SLC) in Nepal(WENR, 2018).

Similarly, School Leaving Certificate is the final level of the school educations in the present contexts, which is finished after class 12, where the National Examinations Board (NEB) monitors and supervises all the various types of governmental exams. After completing the lower secondary education, the students of Nepal can start the vocational education, i.e. grade eight, and students can take a two-year syllabus related to a Technical School Leaving Certificate. Professional and technical degrees can be given by the different universities of Nepal(WENR, 2018). A one-year formal program related to different skills development is also available. Now, primary (grades one through eight) and secondary (grades nine through twelve) are the present two-level schools in the context of Nepal.

EDUCATIONAL SYSTEM

Note: Not all awards or study patterns are included

Source: AEI NOOSR
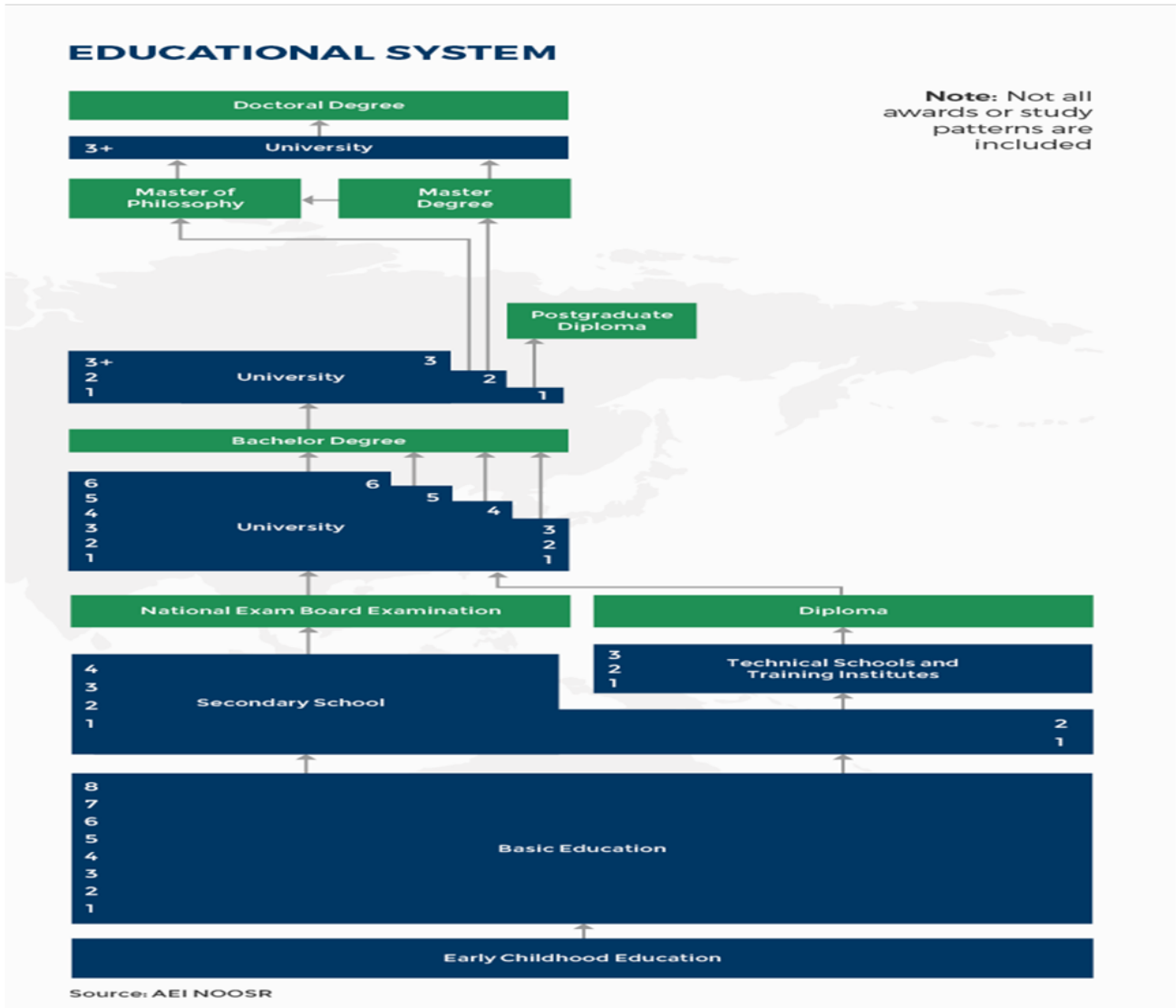
Source:(WENR, 2018)

Figure 1 Structure of education in the present context of Nepal

As shown in the above figure, education started from early childhood education below five years old. Nepal's basic teaching began to from grade one, created after the age of five years old. Again, the basic education level is divided into two parts, i.e. lower basic level and basic upper level. Basic education started between grades one to eight. Similarly, secondary education started from grade 9 to 12 in general education, whereas it takes five years in technical schools and Training institutes for a diploma. After the National exam board examination and diploma, the university level Bachelor degree in education is started. It will be of 4 to 6 years according to the

design of the course structures. After the bachelor degree, the Master, M. Phil, and Doctoral degree are higher in the Nepalese education system. The government tries to provide quality education to the learner. The SDG4 guides the whole education system of Nepal. Therefore, education with inclusiveness and equity plays a crucial role in the learner's long life quality education.

3.4. Teacher training with inclusive and equitable education

The philosophy includes inclusive and equitable education for obtaining equity, justice, and quality education for all types of children, particularly students who have been culturally separated from the mainstream of education by various reasons like disability, poverty, ethnicity, gender, or characteristics. This means that all the students have the right to achieve the teacher's quality of education in the classroom, which helps develop the child's all-round development with education to develop sustainability. The teacher role is vital in implementing the skills in the actual classroom for quality education. Most of the studies state that the best educational institutions have the best teacher as a significant factor. The teacher can be the main actors for the curriculum's implementer and their educational system's training packages. Therefore, every country can work hard to produce quality teachers who can ensure quality education for all children, transferring the teacher's learned skills. Thus, quality education can be achieved only from the implementations of intellectual skills by sharing the specific skills related to teacher training in an actual classroom situation.

 (Schuelka, 2018) noted that currently, the problems of inclusive education is clearly understandable and includes the different improper policy and legal support, resources and facilities, particularly related to the personnel, teacher training program, pedagogical techniques focused on the learner, curricula with flexibility, leadership supports, and civilizing attitudes. However, the author claims that the current mentality of personal advice that it may be more supportive to think about different ways of successfully laying in inclusive education practices can be helpful, recognized, and magnified, rather than addressing the weakness. In the present context, most countries face the problem of inclusiveness in education due to improper planning of the national educational policy, legal provision, distribution of the resources and facilities, etc.

Different action should be taken, and the policy of inclusiveness should be appropriately included, which helps to meet the targets and leads the nation towards sustainability.

Implementation of the basic skills involves school and classroom on which implementation is the vital factors of inclusive education such as school plans; training and helping all teachers in inclusive practices and also the school leadership can be helpful to implement the inclusive strategies for their schools towards the learners(Schuelka, 2018). The author indicates that the national-level implementation also requires enabling policy to be understandable, practical and helpful inclusive education for the national enactment, management procedure of data collection and management, giving the flexibility of the curriculum, and interrelating the social aspects to cope with the issues in which inclusive education matters. That means the inclusiveness can be included in the national educational policies by making them easily understandable and practical for implementing flexible curricula in the present global context.

To sum up, a specific country's national education system is interdependent upon the various international policies and strategies. They are directly and indirectly interrelated and connected towards the Sustainable development Goals and Education for Sustainable Development. To fulfill the SDG4 of education with the different factors hinders inclusive education. So, these factors can be identified and implemented to solve those problems for schooling from sustainable development strategies. The teacher adapts the learning from the training sessions and transfers the skill in an actual classroom situation with inclusive and equitable knowledge.

Similarly, the school's stakeholder, different supports and elements play a crucial role in achieving quality education. In this research, the research question is related to the transfer of teacher training skills inclusive and equitable towards quality education in the present context. So, teacher training, teacher commitments, implementation of the teacher's skills and teacher support are inseparable from quality education to lifelong inclusiveness and equitable education for sustainable development.

3.5. Equity and inclusion in the Nepalese Education System

 In the global context, the differences between high class and low class have reached an extreme level. The rich people (1 %) of the world have the wealth and access to resources resource than

the rest of humanity. Therefore, there is the question of equity and inclusion in education, health and social security etc., in a global context. It is believed that education can contribute to a more peaceful world by reinforcing the respect of human rights, freedom, tolerance and understanding (World Bank, 2016). The above is an excellent example of the global context's reality about the gaps between the people and the distribution of resources and wealth. Inclusion and equitable education are only the way to develop the learner's overall development and facilitate education sustainability.

As cited by (The World Bank, 2020), *"In the less developed countries, 99 of every 100 out of school children live"*. Educational differences have emerged as a critical issue in developing countries, and educating the disadvantaged has emerged as a global concern(Harber, 2014). Education is a significant factor in economic development by producing skilled workers for economic growth. Unfortunately, educational opportunities are limited to some of the various clusters of people in the present society. As described by (Harber, 2014), more school factors in developing countries might affect the person who goes to school, who drops off and benefits from schooling. The study focuses on the transfer of the skills in the actual classroom because there is a huge gap of the educational differences between developed and underdeveloped countries where the good transformation of the skills in the classroom is helpful to decrease the gaps. Educating the disadvantaged groups is the major concern in the global context to reducing the gaps and possible through inclusiveness and equality.

In Nepal, like other countries in the south-Asian countries, " Many children are facing the different issues like gender, race, language, location of birth, or their family background are the factors which are out of control and cannot boost up financially and socially" (World Bank, 2016). The country's situation in quality education related to equitable and inclusive education for the people is not good. So, the major actor for equitable and inclusive education with sustainable development is the Nepalese teacher. The teacher can be careful of the classroom's biases to the school environment to maintain inclusive and equitable education. Equity in the classroom and supporting the outcomes to the learner backgrounds and the abilities are significant to a productive learning environment.

About 8.1 million people today live in poverty in Nepal. Despite the considerable contribution to the economy, women and girls are more likely to be disadvantaged, primarily by unpaid care and domestic labor (Oxfam International and HAMI, 2019). The authors say that more than one-third of children in Nepal, fewer than five, are impaired, and 10% suffer from acute malnutrition. The poorest and most vulnerable Nepalese are now exempt from development without a deliberate attempt to address injustice and follow policies favoring many more than the wealthiest (Oxfam International and HAMI, 2019).

Likewise, Nepal's educational achievement is significant, and the education status of children over five years was increased from 50.6 % to 65.6% in the years between 2003/04 and 2015/16(Oxfam International and HAMI, 2019). But all children can achieve a good education when there is an immense progression in inclusive education, and approximately in grade one, 17% of student do not finish their basic school. One third cannot reach grade ten; just 6% of girls can complete their education due to the lack of trained teacher and professional teacher, geographical climate, physical infrastructure and socio-cultural factors(Oxfam International and HAMI, 2019). We can see that the quality of education in Nepal is deficient where the national education board result can be the sample to see the high failures rates.

Implementing inclusive and equitable education in the classroom is a complex and challenging task for the teacher in Nepal. The trained teacher can support and be updated on training to maintain the learner's quality education in the actual classroom situation. Therefore, the trained teacher can follow some rules given by the different scholars to reduce the barriers to equitable and inclusive education in Nepal. Quality education is possible when the teacher understands the hindrance factors related to the learner's inclusion and equitable lying in the learner context, which is the primary challenging task in the classroom.

The trained teacher can identify the personal beliefs and ideas, making conscious about the caste, gender and race in school/classroom, which is known as reflective thinking. The teacher can reduce gender bias in learning. The teacher can diversify the curriculum; avoid the assumption of the student's backgrounds for life learning. To establish an inclusive environment early, the teacher should select an inclusive climate early about the rules and mutual respect between them. To make the dynamic with the classroom space, classroom formation like seating

row and interaction set-up can be the milestone for learning. To be aware of using technology, the teacher should be careful about the student disabilities about using digital learning resources like the computer, laptops etc., in the classroom in the present context.

The teacher can implement the above information to make equitable and inclusive education in the actual classroom situation for sustainable development to fulfill the SDG4. The trained teacher can also implement these skills and ideas in actual classroom teaching, achieving sustainable growth in Nepal and the global context.

3.6. Major Training Institutions in Nepal

Education Framework for the action 2030, to implement the SDG4 part 3, implementing different modalities and increasing the governance of action plan to achieve the SDG4 with inclusive and equitable quality education provides quality learning for the learner towards the sustainability. The Government of Nepal is also following under the Education Framework for action 2030. It has different institutions for training teachers to deliver the training skills of teachers in Nepal for quality education for long life. They are as:

3.6.1. National Center for Educational Development (NCED)

National Center for Education Development (NCED), the apex body of training teacher in Nepal, was organized in 1994 AD for raising the inclusive and equitable quality of primary education, which is the significant responsibility of this institution. Teacher advancement and competency development of academic staff with the education ministry and research for the future can be the centre's central task. Different intuition used to implement the teacher training in the past, but now the NCED is the only one to conduct the various types of teacher training in Nepal to generate qualified teacher to produce capable students for the national building. Formation of NCED with all factors of different level for training to the teacher, administration, and professionalism to training was combined with distance education and secondary education development in 2004 AD(NCED, 2020).
Human resources development for primary education is another responsibility of this institution. Basic level teacher training, headmaster training and management training are the major handling of NCED within the Ministry of Education in the present context. In this research, the NCED also

provides specific skills to the teacher. They implement the learned skills in the classroom to obtain quality education for the learners. NCED is a significant responsibility for developing and providing in-service training to lower basic level school teacher. It works for the development of physical facilities as well as a training program for all the teachers for the professionalism of all of the 77 districts. Management training for educational administrators such as headmasters, District Education Officers, Regional Educational Directors, supervisors is the central coverage area of NCED for quality education. Research and collecting statistics about the basic level education of Nepal are another activity.

3.6.2. Basic and Primary Education Project (BPEP)

Primary education with excellence is a crucial concern for educational professionals as well as parents. Since 1993 AD, the Basic and Primary Education Project (BPEP) was enacted in Nepal. The work of BPEP seems to have a positive impact. BPEP made efforts to provide short-term training to the teachers in the project district. The Primary Teacher Training Unit (PTTU) was established within BPEP to implement training of the teacher for a general basic level teacher. It provides the short form of the training related to the management for training to head teachers. It also provides training to the subject teachers for implementing the new curriculum in their respective areas. Now, BPEP is renamed as Primary Teacher Training Center (PTTC).

The project's main aims and objective are to upgrade the excellence of primary level education, equal access extension of basic school, and support the administration of the primary education transferring system. The project consists of three components. They are the first component: designed to increase the quality of primary education; will simplify the primary school curriculum and make it more relevant, provide improved instructional materials, textbooks and supplementary materials, institutionalized teacher supervision, support and training system. The second component is designed to improve access to educational resources: strengthen the non-formal primary education and literacy programs, offer an increased opportunity to receive primary education to girls, the poor and those who are in remote areas, construct and renovate the classroom to accommodate to grow in enrollment. The third component, as designed to implement the institutional of the sub-sector, will strengthen the Ministry of Education's capacity plans, manage and monitors its formal and non-formal primary education program, assist in the development of its capacity to coordinate and manage donor aided projects, and improve the design of efficient classroom facilities(World Bank, 2016).

From the above information, this project's main objective is to develop the quality of the lower basic level is to extend equal access to the basic school and supports the administration of the primary schooling delivery system in the Nepali context. It is also designed to increase the quality of primary education, improve access to educational resources, and implement the sub-sector institutional in Nepal.

3.6.3. Distance Education Center (DEC)

While talking about the Distance education centre (Pradhan, 2012, p. 71), it states that Nepal Radio education was established after the establishment of the College of Education during 1957 AD, which aimed for the development of training to the teacher and built up education for adults. Pradhan says that with the aid to this program gained from UNICEF, but Nepal's government stopped the implementation of the program in 1978 AD helped to Radio Teacher Training (REET) by USAID. The bachelor of education was conducted by the faculty of education by distance medium in Tribhuvan University and established the nine centre for training with in TU(Pradhan, 2012). Combining four phases of 2.5 each month of ten-month in-service training for primary teachers and remaining packages first and fourth is given by the directly and second and third through the distance mode through radio with coordination to National Centre for Educational Development (NCED) and Primary Teacher training Centers (PTTCs) where learning by self and learning materials are only the lessons at the radio.

The institution for teacher training is the Distance Education centre. DEC used radio as a medium for training primary school teachers. It was implementing a 150-hour teacher training package before 1995. Since 1995 the Distance Education Center provided 180-hour training to those who have completed the 150-hour training. Now it has been implementing 660 –hour teacher training. Mainly three institutions seem effective for teacher training in Nepal, i.e. NCED, HSEB and different universities under MOE. Still, there are some other institutions which run teacher training program from NGO and INGO.

Distance education can be connected between the formal and non-formal field of educational sectors, which is also the backbone for teacher training in developing countries like Nepal. It is the most feasible training mode for a teacher in recent years as COVID 19 situations even. In the present context, it can be delivered online, radio, television, and other multi-media through face to face interactions. Due to the growth and development of information technology advancement, more effective types of equipment and materials for learning are coming up, which

can enhance the quality of distance education and quality of teacher training for the quality education to the learners with sustainability.

3.6.4. Ten-month Teacher Training

It is thought that universities and colleges conducted teacher education as pre-service and in-service training modules. It is also assumed that all kinds of in-service teacher training come under the responsibilities of the government. NCED is mainly the government that is conducting two types of training; one is a teacher training program, and the next is the management of the teacher training program in Nepal. In this regard, the NCED is the central organization to develop training syllabus, arrangement and monitoring activities for training. Lower basic level teacher training (10 months) can also be divided into two training types: pre-service and teacher training for in-service.

Table 2 *Ten-month in-service teachers training course*

Level	First phase (2.5 months)	Second phase (5 month)	Third Phase (2.5 months)
Primary	Institutional-based	Self-learning and distance mode Self-learning and distance mode	Institution-based
Lower Secondary and Secondary	One month Institution-based + 1.5 month School-based		1month Institution-Based+ 1.5-month School-based

Source:(NCED, 2003)

The 10-month in-service teacher training program is divided into three phases. The first and third phases of the teacher training program are considered to be face to face mode, and it is delivered through an extensive training network (ETN). The second phase of training is the distance mode, which includes the study of Self-Training Materials (SLM), listening to radio broadcasting and discussion on the contact session. The trainee teachers have advantages from

the website developed by the NCED and through e-mail contact with a subject expert on which they can solve the problem faced in the classroom.

3.7. Review of the related studies

The related studies provide feedback to the research. The associated tasks help to identify their research weaknesses and give some guidance to achieve the research's objective. The following reviews are presented from the global to the local context below.

The study by(Torres, 2017) on the topic "The role of the teacher training institutions in ensuring equitable and inclusive education in Mexico" was related to the comparative research in a countryside and city school. The study's main objective was to understand the teacher's influences in equitable and inclusive relating to the educational policies. The significant finding was that the training institutions of Mexico were unable to provide unbiased and inclusive education. The study had focused only on the policies and institutions but not adopting the trained teacher's skills which is the drawback in this study.

The analysis of nature of the school curriculum goals, concepts of the teacher as professional and his/her role in curriculum development in which social, political and economic aspects are embedded on which the transfer of skills is also influenced. Still, the study didn't recognize the teacher as the curriculum implementer through training(Flores, 2017). That means there is the social-economic factor affecting the transfer of teacher's skills and other related factors embedded in it.

(Pisanu et al., 2013) "The study about the training transfer in the teachers training program: A Longitudinal case study" centre the element that helps to deliver the transferring of instruction models to the basic and medium school by the composition of personal and institutional factor. They also mentioned that to analyze the research, they use long term methods for two years, and the finding was related to the different personal characteristics, design procedures and rationality of the content in the transfer procedure in the training job. The authors discuss personal characteristics as individual capability, inspiration, and training procedure, consist transfer plan and rationality of content where organizational help from headmaster is the low organizational characteristics. The article explores only the factors affecting the transfer of teaching models but not able to identify the views and actual status of the transfer of skills in the real classroom situation.

Similarly, the study by (Symeonidis, 2015) related to " The status of the teachers and the teaching profession" related to examine the teachers' position and the instruction as a global profession, and the outcomes of the study were related to the position of the teacher is connected to elements of excellence in education and, almost particularly connected to the socio-cultural and financial situation of the teacher, job security, conditions of working, jobs, professionalism of the teacher, presentation of the instruction as a profession, professional autonomy, social interaction, and participation in the conclusion of the teacher. The author claims that situation of the teaching profession was medium. This study states that the teachers' professional development in basic modification applied to get in the profession, particularly in elementary and basic education, which is minimum than higher education. This study has given only priority to the teacher professional development and the teacher's status related to the personal elements where the research is not able to specify relating to the teacher's learned skills in the classroom, which is the major element in the teacher professionalism.

The study "Strategies for Pre-Service Secondary English Teacher Development in the UK" suggests that a structure for application of teaching strategies and admiration of the teaching theories are essential in the teaching of the English language(Rana, 2010).In fact, subject knowledge and teaching strategies were viewed as the main elements of ITT courses for a secondary school in English teacher advancement is the subject matter and master plan for instruction and interlink within conceptual learning and educational implementation of various theories in technical training, which cannot identify the study about transfer the skills in real classroom situation after training by the teacher(Rana, 2010). This study was specific towards only the teacher strategies and the theories in a specific subject but unable to relate it to the instruction's general skills, which is the major weakness related to the present studies.

The 10-month in-service teacher training program is divided into three phases. The first and third phases of the teacher training program are considered to be face to face mode, and it is delivered through an Extensive training network (ETN). The second phase of training is distance mode, which includes the study of Self-Training Materials (SLM), listening to radio broadcasting and discussion on the contact session. The trainee teachers have advantages from a website developed by the NCED and through e-mail contact with a subject expert(Khatiwada, 2010). It provides the concepts about teacher training which is implemented in the present context.

NCED conducted different studies on teacher training where (CERID, 1998) conducted research on teachers training and its implication on which the research has found that the training institutions faced the problem of inadequacy of physical facilities. NCED has also conducted additional research on the effectiveness of teacher training. To sum up, the literature review help to develop insight into the teacher training but training to the practical situation is not dealt with physical facilities but also the unseen aspect regarding teacher training.

The study of (Teacher Education: Issues and Concerns in the Current Scenario) is concerned about the teacher's demand and supply gap. Similarly, the study is related to the various issues about teacher education but unable to identify the current scenario related to the training of the teacher and their delivery of skills in the classroom, which affect the learner's learning for quality of education. It studies about teacher professionalism of teacher, outdated curriculum and so on but unable to discuss the problems of the teacher training and their transformation in a real classroom situation(L. Singh & Shakir, 2019).

This study related to "Transforming Foreign Language Grammar classes through teacher training" is the study related to the assessment by using action research shoot out from a case study, whether the fresh, professional teacher training can implement the learned skills in the actual environment and both comparison between the observation between the pre-training and post-training observation of the sample respondents but not identify the views of the teacher towards how the teacher transfer the skills and what factor influences the teacher training where TPD was essential in that study(Paudel, 2018).

(Khatiwada, 2010) carried out a research work entitled "Transfer of Teacher Training in Teaching Reading Skills". The study aimed to analyze the training transfer of trained teachers in instruction reading skills. He used checklists for class observation as a research tool for data collection. He found out that teachers' good command over the subject matter of teaching reading was satisfactory. All the teachers were found to use reading texts as the main teaching materials for teaching reading skills. The use of supplementary materials was found inadequate. It was also found that reading techniques such as examining, removing, large scale reading, in-depth reading and reading clearly were applied for student practice. This research is related to reading skills, but the transfer of the training is related to the whole approach of the skills from planning to the conclusion of the lesson.

(CERID, 1998) conducted research on the topic that "Teachers training and its implications in classroom practices." The aim of the research was to identify the forms of training received by teachers. This study has used descriptive methods with school survey forms and document analysis as tools have been adopted. The finding of the study was that the trained teachers of public schools were not using training skills in the classroom. The teacher has followed teaching culture rather than learning in the classroom. The teacher study didn't use another design for the study. This study has used an interview with a trained teacher, which lacks this study. This study is helpful to relate to the study of teacher training in the future. This study has focused only on teacher training implications but unable to identified the factors which are beneficial for this research to develop a specific concept and implication of teacher training.

(Khanal, 2006) had explained the teachers' perceptions towards training in his article on "Trained Teachers and Teacher Training". The specific purpose of his study was to identify the perception of teacher training about teachers. He recalled that both private and government schools teacher had the same views related to teacher training. Therefore both the research doesn't identify and analyze the skills of the teacher during instruction in the real atmosphere of learning and factors related to the delivery of the training.

The document presented by the (Education Research Center, 2014) on the topic "Assessment of the effectiveness of teacher training". The study's main objective was about the effectiveness of teacher training in improving teaching methods and process in Nepal's classroom. The study used the approach of Kirkpatrick's four-level training evaluation frameworks to identify the efficacy. The study found that they were not able to implement the uniformity model of the training. The study focused only on the modality but not the learner's transfer skills in inclusive and quality education.

The study (R. Singh, 2018), "Exploring the utilization of the technology in teaching English: practice and impediments" in Nepal's secondary school, has the specific objective of finding out the possible impediments in teaching practices. According to the researcher, to collect the data, a semi-structured interview tool was taken, and the study identified that some of the barriers were found, like at school lack of academic ICT skills and improper ICT physical facilities at school, workload pressure to the teacher, and time-bound. The study focuses only on the utilization of the technology but lacks focus on the transfer of the skills in the classroom in equitable and inclusive order.

The article(Bharati & Chalise, 2017) about "Teacher development: Strategies and Perception" focuses on professional development aspects in general. The authors claim that different research was undertaken globally and academically from a basic level, and this war has also been made in Nepal. Furthermore, the authors find that a considerable section of implementing as English language teachers in the specific section has no knowledge about the problems, while it is linked to discussion for all but tried to study about the perception related to the structure of development in teacher connected advanced in the heart in the city of Nepal. Teacher training is the composition of different affecting factors, but the research is not able to identify, so this research tries to explore the different factors affecting teacher training during the implementation of the skills in the practical situation by the teachers.

On the basis of above mention discussion of the related studies, these are the grey area for the research. I, as the researcher, will study the situation, views and the factors affecting the transfer of the skills of the trained teacher of the lower basic level transfer their skills in a real classroom situation and factors that supports and hinders the transfer of the trained teacher in the actual classroom situation towards quality education. This research, therefore, aims to identify how the lower basic level trained teacher transfers his/her skills in an actual classroom situation in the present context of Nepal for quality education towards the long life education and provide the specific information to the stakeholders for gaining the relevant information related to the transformation of the skills in the actual classroom situation.

4. Theoretical Framework

The Education framework 2030 of SDG4 can be the primary references on which this research will explore the position of the transferring of skills of training in the lower basic level teachers and the factors affecting them can provide inclusive and equitable education for the long life of the learner. So, the transfer of the teacher's skills in training is the fundamental factor for the country's quality education and national growth. Therefore, to solve the research questions of this research, it is mainly based upon the Education framework for Action 2030, the theory of generalization and Lewin's force field theory (a system approach to organizational change). These are the framework that guides this research to fulfill these research questions and provide guidance to this research.

4.1. Related Theory for the Research

Every research is based on different related theories. The theory provides guidance and direction to the specific study. In other words, the research provides the lenses to the investigation. In this research, the theory of generalization and Lewin's force field theory are used. As we know, the trained teachers achieve the skills in the training session and deliver the skills of training to practical situations. That means the theory of generalization can be connected to this research. Similarly, Lewin's force field theory is also used in this research because the transfer of the trained teacher's skills is linked to the organizational change from training session to the actual implementation in a real classroom situation that helps to change the school and society.

4.1.1. Theory of generalization

The readiness to reply in a similar process to various but close impulses is a generalization in psychology. It is the concepts that all human being and animals apply previous learning in the current situation if the learning situation is identical. Mostly, the learner generalizes the learning patterns, principles and other similarities between past experiences and present experiences. Adults conditioned by a mild electric shock to panic a specific word will acknowledge with the structure of worry to all the identical of electric word by a mature person when determining the physical connection with usual basis of generalization is less significant than previous learning in the common base of generalization.

The common reply can be several bases prevent if the answers could be generalized for recognizing person holding different step and for instance a child is frightened with a bearded man cannot identify the differences between that bearded man and other and induce that all of beards men are same and also frightened with them (Gaur, 2019). That means the stimuli response of the one situation is similar to the same stimuli response in the general sense. The learner's learning is possible only through the generalization process on which the learner implements the learned skills in the society and the teacher implement the skills in the classroom situation from their training sessions.

Hence, if a person lacked the capacity to generalize the skills from one experience to another experience, the prior experiences will not help the person to know how to interact. Therefore, generalization plays a vital role in this study. Without linking the concept of generalization, the study is meaningless. During the teacher training, the profession of the teacher is incomplete without generalizing or transferring the learned skills from the previous training situation to the actual classroom situation. The teacher's quality and learning are also determined by the ability to generalize the teacher's process and progress.

As a researcher, I can connect the generalization of the trained teachers' previous learning experiences in one circumstance to apply to another circumstance from the above information. The theory of generalization represents how the transfer of learned skills from the training atmosphere to another similar practical environment which is also one of the crucial aspects in the area of learning education. In this research, the theory of the generalization can be the immense lens to dig out either the trained teacher generalizes the learned skills from training situation to another classroom situation or not, i.e. the real classroom situation of this research which can show either the learned experiences or skills are applicable in the practical situation or not. Therefore, to identify the actual situation of the transfer of the basic skills and views towards training, the theory of generalization will be one of the platforms to lead this research to determine the actual evidence of this experiment. Hence, we can say that quality education depends on the teachers' generalization ability to achieve SDG4 and ESD.

4.1.2. Lewin's Force Field Theory:

The Field Analysis instrument for replacing administration was created by Kurt Lewin and called as present time developer in communal, institutional and concerned psychology where Kurt Lewin, a professor in the University of Berlin in the middle of 1926 and 1932, a German-

American psychologist going to America in 1933 who performed as a professor in different US universities prior in the end as the director of the Centre for Group Dynamics at Massachusetts Institute of Technology (MIT)(*Force Field Analysis: The Ultimate How-to Guide*, 2019). At a specific point in time, Lewin, a social psychologist, thinks that the specific place in a Gestalt psychological atmosphere involving the mind of the individual. The particular place is changing, altering along with the pattern of time and incidents. When fully constructed, a person field or the particular place is reported as training where it includes the individual's motivation, worth, wants, frame of mind, targets, and concerns.

Kurt Lewin developed the transfer model which is also known as the organizational change model describes how people change and he suggested that they need to move from the current situation to change the situation in order for the change both possible and required(Carley, 2015). An organizational change model/ Lewin's model in which a person implements, gaps, and supports the up to date expertise and skills in specific content to quantities impacts in a structure than out of the way which gives a clear pattern is Lewin's force field theory (Foxon, 1993). Therefore the organizational change model of this theory also provides the idea about the model on which the force acting by the learner determine the level of the change in a specific situation. An organized institutional change model is also called Lewin's force field theory is that whole intensity lying upon by a person's behavior in an organization change (Foxon, 1993). The reason behind the shift in the behaviors by the teacher and the learner is the intention of them to change themselves and how much they desire to change from the current situation. That means the level of the transfer according to this theory, is the total force acting upon by the trained teacher after training rather than other factors that is detrimental to the change of the situation. So, the teacher is the main actor and the level of intention of the trained teacher determines the change of the current situation.

 In this research, this transfer model is the systematic approach of the school organizational change, which helps to identify the situation and factors in the transfer of the trained teacher's skills in a specific subject to the learner in the classroom situation for quality education. Similarly, Lewin's theory can be used as the system to an organizational change of the school environment of the teacher's training to the learning situation to the learner in the actual classroom. Therefore, the skills (change) of the teacher delivery at the school, i.e. school system

also can determine how much intentions lying upon or within the trained teacher to the classroom.

To utilize the training in the working environment, the learner's inspiration is depending on the positive and negative factors in the practice and several elements are interdependent within according to the contemporary location(Foxon, 1993). For instance, content can be the positive and negative factor according to the learner ability to grasp in training that means it will be hindered if the learner unable to see the link between the work and training where it can be the positive factors if the learner see the linked between training and work and able to show the better result in their careers (Foxon, 1993). That means the transfer of the skills of the trained teacher is determined by the motivation or intention level of the trained teacher where different factors are dependent upon the intention of the trained teacher.

The intention to apply the different aspects of learning in the workplace determines the trained teacher's actual classroom situations. It is the major factor determining the transfer of the teacher from the training centre to the workplace. Similarly, the transfer initiation in the different aspects of learning influences by the workplace motivation. Furthermore, the transfer maintenance is the process that maintains the understanding over a time on which the job performance is permanently achieved. It is the process that generalized to the workplace. Transfer failure is when the trained person is unable to deliver the new expertise and skills in the working environment.

Similarly,(Carley, 2015) states about the transfer model that we are commonly trying to change all of we are changing the behavior of learner in education by changing their comprehension, expertise, viewpoint, and relation within them so their present position (unfreeze) can be change by different alternatives. This can take many forms but often descriptions of linked experiences are strong means for the students to analyze and rethink their inquiry about their faiths and school of thought by various structure(Carley, 2015). Similarly, the author states that the difficult tasks are that the learner has the prior deep-rooted faiths, beliefs and expertise. Providing the new knowledge and skills moving towards new beliefs from previous is challenging and takes sufficient time to change the structure lying in the individual mind and making them as taken for granted which is maintaining a unique experience is difficult and combating prior belief in learners (Carley, 2015). This theory also tells that learning is possible only by the substituting of the previous knowledge within them to the new ones which is a difficult task because there are

many elements affecting the previous deep-rooted knowledge and beliefs. Changing these deep-rooted knowledges and beliefs to the present context is challenging in the case of the training session of the teacher and even delivering the skills in the practical situation.

 In general, education is the means to change the behavior of the learner. Therefore, education aims to change the learner's knowledge and attitudes positively and the teacher is always trying to change the learner's knowledge, skills, and behaviors. Education goals are the positive change on which this change model is connected to the trained teacher's training skills. According to this transfer model theory, the teacher before training will be in the unfreeze phase where during training the teacher can be in the change phase in this research. After training, the teacher's intention and the factors affecting it determine the level of the transfer of the learned skills. When they implement the learned skills in the practical situation, they are in the refreezing phase. So, to identify the actual situation of the transfer of skills of trained teacher and factors affecting them, this theory will be suitable guidance to recognize the reality of the research. Therefore, this is the unified theory to identify the situation, views and factors in the transfer of the skills of the training of the trained teachers in the actual classroom.
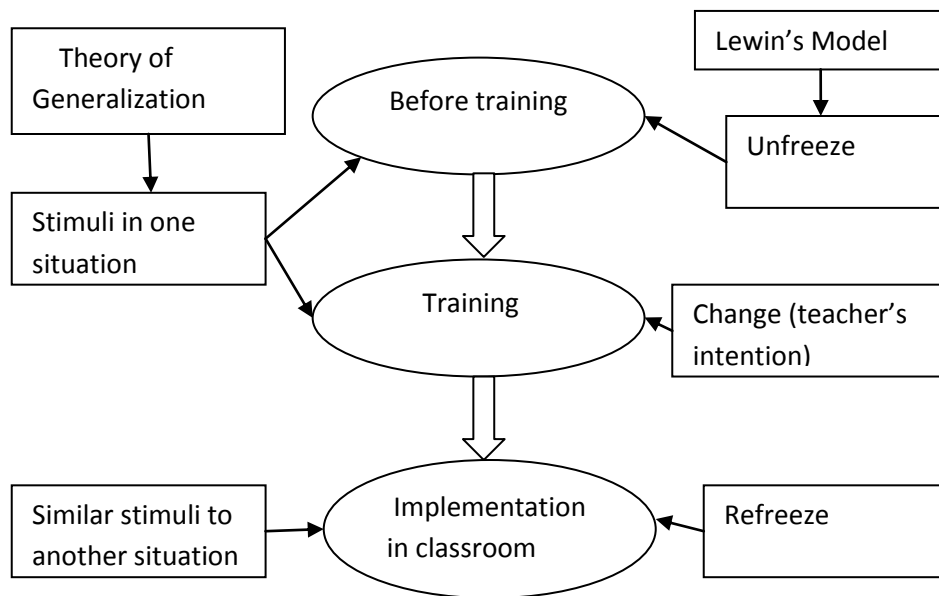

Figure 2 Relationship between two theories with the teacher training

 From the above figure, Lewin's theory and generalization are connected to identifying the transfer skills status as the primary lens in this research. This transfer model can be related to

teacher training, which helps determine the teacher's transfer status in the actual classroom situation as an organizational change. The teacher before training, within training and a practical situation, i.e. teaching, is affected by the different factors for the change. So, it can be related to this research which helps to determine as a roadmap to dig out the situation of the trained teacher skills can determine the quality of the education-related to SDG4 and ESD. This research is based upon the teacher transfer skills, and this transfer model can be related to their learned skills from training session to transfer of that learned skills to the actual classroom situation of the learning where different factors and elements were interlinked with the basic skills, views and the factors affecting in training.

4.2. The Education 2030 framework for action

To obtain the SDG4, the design of the steps to almost all nations in this globe is the Education 2030 framework for action. The important factors that are useful to give the direction of the excellence of education are quality of education. Therefore, this research is based upon the SDG4, which are the roadmaps to identify the teacher's specific critical role in teacher training and education with equity and inclusiveness.

This experiment includes The Education 2030 framework for action as a basic fundamental theoretical framework for this study. UNESCO 2030 plan for development sustainability is connected to the aim of education towards SDG4. The Incheon Declaration combines the education society's loyalties to SDG4 – Education 2030, identifying the important function of education as the major measure of advancement (UNESCO, 2015a). *"Ensuring quality education and promote lifelong learning opportunities for all by inclusive and equitable"* is the target of SDG4(UNESCO, 2015a, p. 1). Therefore, the Education framework plan for action 2030 will underline specific measurement by the person involved in education and provide detailed feedback as recommendations(UNESCO, 2017).This framework for the action is connected to the teacher training because the global agenda is linked to the national agenda of education and the national agenda and strategies to the teacher training design.

The Education 2030 Framework for Action is used as the guide to get an important function of the teacher education and training in equity and inclusion way. Furthermore, the Framework for Action Education 2030 can play the roadmaps to achieve SDG4. Nevertheless, it is essential that most part three, i.e. Means of Implementation (targets 4a, b, and c), are related to

this research. This Education 2030 Framework for Action is highly used in this research on how to translate into practice and gain the targets of SDG4. As already mentioned that this study will try to explore the role and influence of teacher training in search of equitable and inclusive education for advanced sustainability; the Education 2030 Framework for Action is used as the lens of the study to interpret the findings and respond to the research questions to fulfill their research.

4.2.1. Sustainable Development Goal 4 (SDG4)

On September 25th, 2015, Almost most of the global nations were acquired the universal plan of new sustainable development from 2015 September 25, and The SDGs aim is to illuminate poverty, protect the planet, and ensure prosperity for all; every goal has particular targets to be obtained o the upcoming 15 years with eliminating deprivation, conservation of global earth and secure wealth (UNESCO, 2015a). To secure inclusive and excellence of education to all and encourage long-lasting learning is one major outthinking goals in education by SDG4(UNESCO, 2015a). Including seven targets and three ways of implementations related to SDG4 are as follows:

(UNESCO, 2015a) mentions the Target 4.1 primary and secondary education are key to applicable and successful learning results to all learner with excellence and equitable up to 2030 where target 4.2 is that to be organized for primary education within 2030, most learners have entrance to excellence early childhood development, care, and pre-primary education. Similarly, the UNESCO documents state that Target 4.3 is that by 2030, secure all people to attainable and quality technical, vocational and tertiary education, involving university level and the target 4.4 is that by 2030, substantially is the growing the number of the youngster and mature people with related skills, involving utilization of technical and vocational skills, satisfactory works and capitalism. Similarly, the UNESCO tells that target 4.5 is that within 2030, equal secure entry to all the learners in education and vocational training in unsafe, involving persons with differently able, native peoples and children in the unsafe atmosphere can get rid of gender discrimination where the target 4.6 of SDG4 is that within 2030, securing that all the people should obtain general basic skills of reading and numberings like youth and a real portion of adults, both male and female.

Similarly, target 4.7 related with 2030 to help sustainable development involving all with education for sustainable development and sustainability lifestyles, human rights, gender

equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development securing of knowledge and skills is essential(UNESCO, 2015a).

Furthermore, in this research, the means of implementation of the SDG4 comes under the specific targets. There are three targets in the means of implementation of the SDG4. They are the target 4. claims by (UNESCO, 2015a) tells that to provide all the quality learning environment, provision of better education to children, differently able person and gender and give a safe environment for all where the target 4.b within 2020, real increasing the number of awards obtainable to evolving nations in well developed and underdeveloped nations specifically, disadvantages nations, small island evolving States and African nations, for admission in upper education, involvement of vocational training and information and communications technology, technical, engineering and scientific programs. Eventually, Target 4.c is that within 2030, real increasing to provide the expertise teachers, involving with global organization to teacher training in developing nations, particularly lower developed nations and small island developing States(UNESCO, 2015a).

The above targets are crucial for the achievement of quality of education to the learners. The above targets can be considered in the research as the framework to include the means of implementation connecting to the transfer of teacher training in the present context. The targets 4a, b, and c are essential to guide the research to identify the quality education with respect to teacher training with inclusiveness and equity.

4.2.2. Rationale and principles of SDG4

The (UNESCO, 2015a) states that education is the only means of the agenda for sustainable development sustainability goals are essential. The flexible inspiration of education and development through respecting the rights and inspiration are the educational plan which is at the midpoint of the measures on principles of social fairness, self-respect and freedom (UNESCO, 2015b).

The new education agenda focuses on inclusion and equity, which efforts especially reach those marginalized or in vulnerable situations, as pointed by (UNESCO, 2015b). Therefore, this framework is clearly directed to include everyone, irrespective of sex, ethnicity, language, religion, social origin, and a person with disabilities, migrants, indigenous people, children, and youth in a vulnerable situation. In providing freedom and self-respect and increasing global

citizenship and sustainable development, the framework show education as significant (UNESCO, 2015a). Similarly, UNESCO states that "education facilitates intercultural dialogue helps respect for cultural, religion, and linguistic diversity". Furthermore, education promotes the inclusion of a person with disabilities.

4.2.2. Goal, strategic approaches, targets and indicators

The SDG4 try to address the exclusion, marginalization, inequality in education, participation, and retention in learning outcomes(UNESCO, 2015a).Again UNESCO points out the teaching content, methods and crucial to achieve SDG4. Furthermore, well trained, qualified, remunerated, and motivated teachers are critical in this agenda, which is essential for the implementation. Therefore, in this research, the 2030 Education framework, the means of implementation for action can be the lens in this research that helps to identify the transfer of the skills of the trained teacher relating to the targets and strategies of the SDG4.

Targets and indicative strategies

The indicative strategies are a set of measurements for all the education stakeholders to pursue the targets of the SDG4. These strategies are crucial in this study. This study focuses the part three of the 2030 Education Framework for Action. Part three includes the means of implementation of the SDG4. The following are the summary of targets in means of implementation SDG4(UNESCO, 2017).

Target 4a.(UNESCO, 2015a) tells that to provide the entire quality learning environment, provision of better education to children, differently able person and gender and give a safe environment for all. Similarly, UNESCO noted that the indicative strategies are to establish policies and strategies to protect learner, teacher, and staff from violence within the violence-free school framework. Similarly, securing the physical infrastructure in the institution like water, electricity, toilet, lighting, and gender-based toilet, safe and proper classroom, sufficient amount of instructional materials and technology and also no discrimination about socio economically and equitable of funds between rural and urban schools and centers for learning are indicative strategies of SDG4(UNESCO, 2015a).

Target 4.b(UNESCO, 2015a) shows within 2020, real increasing the number of awards obtainable to evolving nations in well developed and under developed nations specifically, disadvantaged nations, small island evolving States and African nations, for admission in upper education, involvement of vocational training and information and communications technology,

technical, engineering and scientific programs. The indicative strategies according (UNESCO 2015a)shows that concentrating on build up good manpower in the area were mostly necessary, securing that device, plans, and policies for international award programs reflecting country development situations, priorities and plans, focusing on strengthening human resources in the area where they are most needed and again the targets is linked to all in the chances of award clearly at youth male and female from drawback context and developing the awards in the home country to extend numbers and types of the receiver in the beneficiary nations and the local area. Target 4.c.(UNESCO, 2015a) tells that within 2030, real increasing to provide the expertise teachers, involving with a global organization to teacher training in developing nations, particularly lower developed nations and Small Island Developing States.

The indicative targets by (UNESCO 2015a) to make attractive and inspirational applicant in instruction, development of gender-sensitive strategies and the policies and law giving actions to make the efficient personal and interesting teaching profession in present staff by working situation, promising the social advantages and securing that the teachers' salaries equivalent qualification to another profession. (UNESCO, 2015a) shows that build up a modification structure for the teacher, trainers, teacher supervisor and inspectors giving them with proper amount technical skills to organize ICT and social networks, with media education and origin analysis skills, and give the training to cope the issues of students with specific education necessity to develop and enactment of better effective feedback systems to help effective instructional and teacher's professional development, securing that to increase the leadership of the school and enhance the instruction training should have positive effects on the teacher, and theirs works.

Teachers are the key actors to obtain all of the SDG4 targets particularly; trained teacher plays as the main actor for the of application to the sustainability of education, and particularly in underprivileged places, there are the requirements of immediate consciousness about the time limit because the increasing of laps in equity education and irregular dissemination of the skillfully trained teacher(UNESCO, 2017). The basic condition to certifying excellence education, teachers and instructor must authorize, properly engaged and rewarded, inspiration, expertise, and assisted with good materials, well organized and actively control methods (UNESCO, 2017).

4.3. Contextualized the SDG4

A universal dedication to all the nations to secure the right to an excellent education to a whole life is conveyed by SDG4 targets and retrieve to good education together with responsibility for all level of school education and equal chance to get the active excellence after the school level and training and to gain the actively chance with equality ineffective and applicable learning with main discussion (UNESCO, 2017, p. 16).

The nation is expected to integrate all the SDG4 dedication into national education development government to look for, and national education policy and agenda to universal targets and policy is significance reflective in the 2030 plan for enacting of SDG4(UNESCO, 2017, p. 19). Similarly, UNESCO noted that the adjustment to the national plans and policies of SDG4 is totally dependent on the national preferences, political responsibilities, agenda cycle, workforce, technology, and economic capability. The readiness of translation of SDG4 dedication towards the countries with preparedness movement in education system involves evaluating the plan, agenda, follow up and administration situation of the national education system to recognize the differences (UNESCO, 2017, p. 19).

Therefore, there is the reflection of the global SDG4 in the national educational policies to different academic programs of the various countries to implement teacher training at the national level. All the training institutes have specific targets for achieving quality education. The transfer of the required skills through trained teachers with equitable and inclusive classroom situations is essential for sustainability.

The leading implementer of SDG4 is the trained teachers in the present context that secures excellence of education to provide chances to whole life for all students in real classroom situation without bias with inclusiveness and equitable. Therefore, the classroom situation can reflect the condition of SDG4 how the trained teacher transfers the learned skills in the real classroom. Therefore, this research focused on the situation of the transfer of lower basic level teacher to the real classroom, which helps to identify whether they are implementing inclusive and equitable education by relating to the targets and the strategies of the SDG4 and to promote lifelong learning in the school context with quality education.

To provide quality education of SDG4 with equitable and inclusive learning to the learner the factors affecting the training and learning to the teachers in education can be categorized into

different factors that help the learner's sustainable development. The significant factors affecting training are organizational environmental aspects, patterns of the training, personal learner characteristic, and training transferring aspects. In education, the organization factor plays a vital role in learning. The school and training environment can be an essential factor in teacher training. It also deals with the different resources and technology necessary for the application. It can be the supporting or hindering factor according to the behavior and status of an organization. The training design factor includes the structure of the course content about the training to the teachers. It is the theoretical aspects that can be learned and delivered by the trained. An individual learner characteristic includes all the features of an individual whose duties are to provide the classroom's learned skills. Level of motivation, skills to solve the problems, and personality can be the individual learner's example. The training delivery factor is also an important factor in training. It includes all the aspects related to the trained teacher's training session until the actual classroom situation. The teacher supports, training credibility, and inappropriate methods can be the example of the training delivery factor.

To understand a concept related to the research framework of this research with the above theories. First of all, the researcher has taken the SDG4, Part three, as the baseline guide for this research. The targets and indicative strategies of implementation strategies were related to the trained teacher, their profession, and the organization, which is considered in a school. To know the implementation of the SDG4 from the local perspective, the teacher is the crucial implementer who can learn skills from the training centre where generalization and Lewin's model are interconnected. Therefore, the actual situation of the transfer of mastery of a trained teacher can determine the level of equitable and inclusive in the classroom can be generalized to the whole education system because the training is the crucial element. Hence, the school's skills transfer is the basic fundamental grass root level to identify quality education to achieve SDG4 and ESD.

The research of this study based on different literature studies of the national and international arena. Training related to the curriculum and packages, relevant literature accomplished by different researcher both in other countries and Nepal. To know the implementation of the SDG4, the teacher is the key elements for the implementation. So, the teachers implement the training design to determine the learner's quality education with inclusive and equitable and ESD. The lower basic level teacher training by the NCED'S 10-month in-

service primary teacher training, related literature, reports training skills, and the researcher will draw indicators to identify the implementation of training to transfer teacher training skills in Nepal. Indicators will examine the implementation of the transferring of learned skills through the observation of trained teachers' classroom performance and in-depth interviews with the sample trained teacher. The conceptual framework of this research will be as follows:-
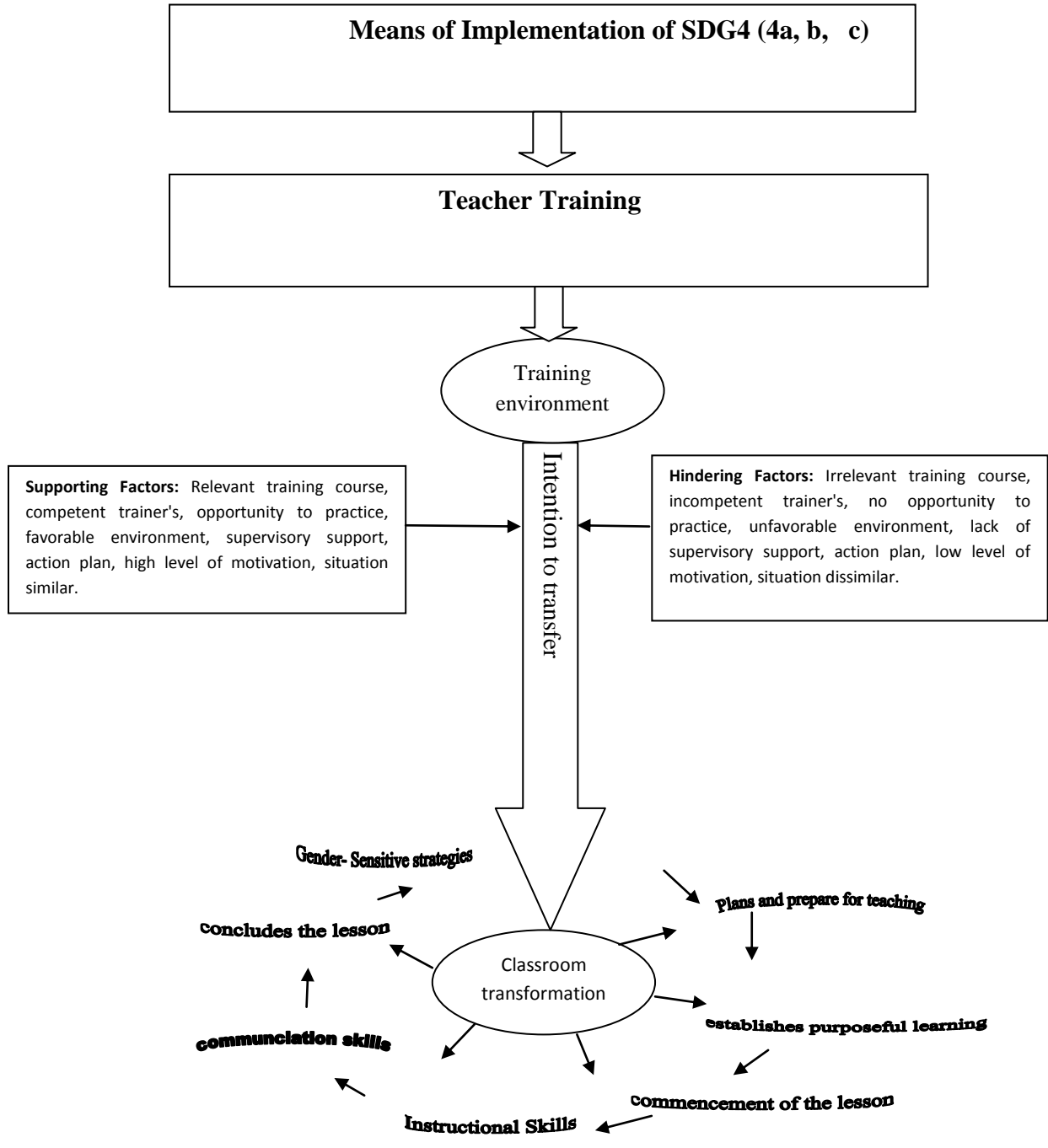
Figure 3 The framework of the Research

The above figure is a framework for conceptualizing the research process from the SDG4 contextualize to national education to teacher training transfer process of essential skills to inhibit

or support factors in a real classroom context. Some elements may be both hindrances and supporting, related to the situation. For example, content relevance can be the negative factor when the teacher is not able to know the connection between training and their work and vice-versa for supporting elements.

The theoretical framework of this research is based upon the top-down approaches linking with two theories, i.e. theory of generalization and Lewin's transfer model. The generalization theory is connected to the basic learned skills from the training environment situation of the trained teacher to the actual classroom situation, whereas Lewin's transfer model or an organizational change model transfer the learned skills from the training environment on which the intention or the desire of the teacher influences the different factors can also determine the level of the implementation in the real classroom situation leading towards to the change the behaviors of the students and school. In this research, the trained teacher's basic skills to be transferred can be categories into seven indicators, i.e. concludes the lesson, communication skills, instructional skills, commencement of the lesson, gender-responsive strategies, establishes purposeful learning and plans and prepare for teaching. To know the trained teacher's actual status of skills, the seven indicators can be observed and interviewed to the trained teacher to identify the factors affecting training in a practical situation.

The seven skills are the basic skills which the trained teacher can generalize in the practical situation, which can be the indicators in the classroom transformation. Similarly, the transfer model of Lewin's also linked to the seven basics skills and the factors affecting learned skills which are essential in the classroom transformation. That means all the seven basic skills in this research are the basic indicators that are observed through the lenses of generalization and transfer model in the actual classroom. If the teachers are able to transfer the seven basic skills in the classroom situation, then there will be a change of the student's knowledge and leads towards quality life and sustainable development. Therefore, these seven basic skills and factors are essential indicators to determine the classroom transformation. For the classroom transformation with quality education, the trained teacher can implement all the skills in the actual classroom situation with equitable and inclusive for lifelong, which can be generalized as the achievement of SDG4.

The desire to deliver the skills is impacted by various elements operating with the training situation, and a training centre is influenced by different working factors in the present work

environment as a bigger organization situation(Foxon, 1993). Foxon claims that the assisting elements can take action to require the implementation when the students try to apply and support the new knowledge and skills, and negative elements can produce surplus powerfully. The transfer can be fail fully and partially due to decrease in the intention of the targets where by deduction due to influence of the supporting and stability of the assisting factors the learner can have the transfer beginning not instantly but can implement return back in the job to transfer platform progression can be maintained and inspired(Foxon, 1993).

5. Methodology

This research unit deals with the method which is employed to accomplish the research questions. More specifically, this research is conducted by using the generalization and force field theory to identify the transfer of skills status of the trained teacher with this methodology which consists of research design, sample population and size, data collection ,analysis procedure of data and limitation of the study.

5.1. Research design

This research was primarily qualitative. Qualitative research is an approach to gathering and analyzing information using informal and formal collection of information and analysis techniques. It is highly focused, exploring in-depth the attitudes of people. Qualitative research, by definition, is descriptive. Therefore, data are not limited but instead generated themes that are observed and studied as a whole(Figureiredo et al., 2021, p. 5). But also the qualitative study is too subjective, difficult to replicate, and lacks transparency, and there is also the problem of generalization (Bryman, 2012). In addition, the author indicates that quantitative research is a research strategy that emphasizes in the collection and analysis to calculate the data where qualitative research is a research strategy that usually focuses the subjectivity and how the participants interpret their social reality.

The study of social interactions, social actions or views in groups, social institutions and social circles is ethnography, and the main objective of ethnography is to give details information analytically about the perception of the people in their thinking in the phenomenon related through combination with comprehensive observations and interviews (Reeves et al., 2008). Therefore, the ethnography design is related to the study of the social interaction, action and the detailed views of the respondents of the trained teachers in this research.

From the above definition, ethnographic research deals with the study of behaviors, perceptions and interactions of groups, team and the organization. Therefore, this design is relevant in this research because it deals with the detailed observation and interview with the respondent teacher to identify the specific skills and the behaviors in the actual classroom situation. Ethnography consists of two fundamental characteristics in a natural phenomenon where the observation took place. Similarly, the researchers know how an incident is acquired and interpreted by the people in a community. The researcher understands the situational

environment of the classroom observation and interviews with them. The researcher presented and analyzed the information that they saw in the actual environment with a descriptive form. That means this research is also related to the comprehensive study of the delivery of skills by trained teachers in an actual situation related to the quality education of SDG4. It deals with how they adapt their skills in the actual classroom situation and factors affecting during training to real classroom situation to make inclusive and equitable learning for long life. In this research design, the generalization theory is linked with the learned skills from the training environment situation of the trained teacher to real classroom situation, whereas Lewin's transfer model or an organizational change model transfer the learned skills from the training session on which the perceptions and desire of the trained teacher influences with the different factors which can determine the level of application in the real classroom situation.

An ethnographic study in this research is the study of comprehensive perspectives of the trained teacher's situation in the present context with inclusive and equitable learning of SDG4. This study's main merits are it observes the team's behaviors, i.e. the trained teacher or the groups in the natural setting. Similarly, it accounts for the comprehensive and complex study of actions, their interrelationships among the groups(Bryman, 2012). So, this study is related to how the trained teacher transfers the skills and views of the teacher training about the trained teacher. While talking about this design's demerits, it is totally dependent upon the researcher's observations and interpretations in the study. That means it is difficult to be free from researcher bias.

5.2. Population and sampling

Panauti municipality was selected as a sample area for the researcher because it is the researcher's birthplace and convenience in many ways. All teachers trained in 10 months of primary teacher training in this municipality are the population of this research. The number of schools and trained teachers for the study is essential. There were eight primary schools in this municipality. In order to select the sample, schools and teachers' convenience sampling was applied.

Convenience sampling is defined as the procedure where data is collected efficiently available obtainable respondents in the study area and almost used similar technology which is beyond cause, clear, and easily available (Questionpro, 2021). This sampling is easy to conduct,

low cost and readily available sample. The study sample was based on the researcher's convenience and expense by selecting four teachers from two schools. Class five has been observed by the researcher of the primary level teacher (now lower basic) who has already completed ten months of in-service training under NCED. The sample teachers were very eager to facilitate the interview process. That means the sample population are very positive and cooperative. The sample was based on researcher convenience, which is given below:

Table 3 *Framework of sampling*

School	Indreshwor Primary School (School1)	Panauti Pathsala (School 2)
Number of teachers	Two	Two
Gender	Male/Female	Male/Female
Sample of respondents	S1/S2	S3/S4
Position	Permanent	Permanent

5.3. Data collection procedures

Basically, the primary sources were taken to collect the responses in this research. Therefore, to collect the information, the researcher has visited the two sample schools by observing trained teachers' classroom practice. After visiting the sample schools, the researcher has contacted the head teachers and trained teachers. The researcher has conducted classroom observation and semi-structured interview related questions with the trained teachers as participants. The researcher has spent many hours being around the teachers to find out their perceptions on teacher training and its application.

In this research, the researcher recorded all the entire sample teacher's instructional activities through observation with a trained teacher in a classroom situation and then the detailed in-depth interview of the trained teacher about training design in a natural setting. Furthermore, other relevant information related to training skills during instruction was noted, making this research more qualitative.

5.4. Tools of the study

Qualitative research is that there are many sources of data to be chosen in a specific study. In order to collect the data and information from the sample population, two sets of research tools were prepared, such as classroom observation form of trained teachers and an in-depth interview from teachers. A brief description of the tools developed for the study and their use is given below.

5.4.1. Classroom observation Form

The classroom observation form is used in this research to achieve the critical, realistic opinion of daily interaction in the respondent teacher's real classroom. This classroom observation provided an insight for the researcher to understand the context of the transfer of skills by the trained teacher in a real classroom.

According to (Bryman, 2012), the merits of the observation is that it provides detailed information about what we observed. Similarly, the author states that observation records the incidents for long and short periods in the specific research. The demerits related to it are credited by the observer neglecting the research context and producing data fragments. Although, it consist the demerits, observation plays an essential tool in the research.

This classroom observation form was based on a ten-month primary teacher training curriculum, Trainer's Guide and Literature regarding teacher training. The qualitative types of open answer themes were used to observe trained teachers of grade five. Four observation classes were taken during the research. The trained teacher's lessons were observed and noted down by the researcher during the classroom observation. These behavioral skills were categorized into seven major skills themes with more than 30 elements in the observation form which is related to the aspects of SDG4. It mainly focuses on how the teacher delivers the major skills in the real classroom situation and tries to identify the teacher transfer skills status. The researcher noted down what s/he observed into the seven major areas of the trained teacher's classroom performance of the teacher in the actual classroom situation. The sample of the observation form is in appendix 1.

While participating in the observation, the length of each class observation period was of 45 minutes. The observer has been sitting in the last row of the class without disturbing the students and teachers in a natural setting. The researcher has recorded the observation information simultaneously with the natural phenomenon observed in the natural environment. The researcher tried to keep the classroom without disturbing the regular class of the sample trained teacher. The observer has attempted to minimize the influences of the researcher also.

5.4.2. In-depth interview

The interview can be used effectively to collect valuable information about individuals in many research situations (koul, 2000:262). Simply, interview questions were developed, but a semi-structured interview was held, and it would allow the researcher to pursue issues for the depth of understanding. *"The in-depth interview ideally should be flexible and free-flowing interaction in which the interviewer allows the interviewee a good deal of leeway"*(Morris, 2015). In the research, the in-depth interview provides detailed information regarding the specific subject or the depth of understanding regarding a specific area. So, obtaining data in the social research, the in-depth interview is the best and efficient procedure to provide the details information covering the subject planned by the interviewer with straight forward communication in each other(Morris, 2015). But it has some demerits that it is time-consuming and needs to transcribed, organized, analyzed and reported. Sometimes it may derail and goes towards out of its track also. Similarly, it needs a highly skilled and well-experienced interviewer. The process can be more costly, and the process can be undetermined.

The interview was taken in a neutral location by following the interview guide by following the SDG4 and primary teacher training. More than 14 questions have been rephrased, placed and modified in the interview. All the questions were related to the targets and the indicative strategies of implementing SDG4. It was an emphasis on psychological and social factors that influence the transfer of skills. As the literature review suggested, teachers didn't have access to training opportunities; therefore, it was important for this study to obtain teacher perception as the primary source of data. The interview instruction was clearly explained to the participants, and the question followed the same order with all interviewees. The sample of the in-depth interview is in appendix 2.

The researcher took the face to face interview with informing about the topic. It was held, and it would allow the researcher to pursue issues for the depth of understanding by recording the

respondent responses. The trained teacher in 10 months in-service primary teacher training of grade 5 was an interview which produced situated version grounded in specific interaction episodes.

5.5. Validation of tools

At first, tools have been drafted by the researcher and were discussed with the thesis supervisor and friends to make them simple, short and easy to use in the actual field. Then, it was tested as a sample to make it free from biases and weakness. After receiving feedback from the discussion, tools were improved and finalized to collect information in the actual field. The devices were again field test in one school of Panauti municipality with one trained teachers. The field-testing was done to make the tools more valid, explicit and usable. The field test was helpful to see the clarity of the wordings and checking for possible ambiguities in the terminologies of the tools in this research.

5.6. Data analysis procedure

The data analysis phase is underlying with data reduction; by decreasing the collected data , the researcher can access to more adaptable data to produce sensation of it (Bryman, 2012). In this research, the researcher can also manage the relevant data essential to the research questions.

Thematic analysis is the process of analyzing the qualitative data on which the researcher closely evaluate the data according to the common themes, which provide a lot of fluidity (Caulfield, 2020). As a researcher, I use this process because it is fruitful to identify to view the perceptions, knowledge and experiences from the qualitative data. The analysis transcriptions of interview and observation were separated into three common groups: transfer skills, teacher views, and the factors affecting the training as separated different themes. For example, the basic skill related to lesson planning from observation is recorded separately, whereas the themes related to training design and its factors in an interview is recorded separately. The former decision seemed appropriate because the researcher himself grew up in the research location.

The researcher speaks the local language and has a full understanding of regional dialects. Coding is the critical process in analyzing qualitative research that classifies and categorizes

individual pieces of information in this research according to the themes of this research; after that, reviewing, defining and writing up taken place in this research as the analysis process. After collecting information and opinions from the different sample populations, they have been tabulated and separated according to the common themes. To make information processing easier and then keep the study's research question in priority, information was categorized into specific themes so that it could be easy to interpret for this research to identify relevant finding.

5.7. Reliability and validity

According to (Leung, 2015), the entire repeating of the procedure and the product is reliable in quantitative research. Still, in the qualitative research with different patterns of a definition of reliability where it can be defined as demanding and objectivism illogical where the spirit of reliability to qualitative study lie towards uniformity/consistency(Leung, 2015). Ethnographic research has one major weakness to reliability in testing to recreate and activity in a natural phenomenon cannot be recreated as other designs.

In qualitative research means "fitness" of the means, procedure, and information. Is the study question is fit to the expected output or to reply the study of the question of the method is proper or not, the format efficient to the methods in the testing and data analysis is done correctly for the sample to appropriate outcomes(Leung, 2015).

It isn't easy to check the validity of the researcher's conclusion in this present research. It also consists of lack of transferability, overtime consuming of study and needs well-trained researcher during the study. Similarly, the analysis depends on the sample's openness and honesty and the difficulty to choose the model in the study, which results in bias and can create problems.

In this research, reliability is related to both procedures and findings' repetition whereas validity refers to the results' interpretation and sustainability. The researchers will not be able to stop outer variables which are the major challenge in this research. A lengthy time of observation in the natural environment is done in this research.

In this research, the study occurs in a natural setting, which means it is challenging to produce identical results. But human behavior is not static. It is too dynamic, so it is not a compulsion for the replication of the study with methodology and design. Similarly, the reliability of this study is affected by the way the report is presented by the researcher. In this study, the external reliability can be enhanced from the data by identifying five significant

problems: the researcher's status position, informant's choices, social conditions, analytic premises, and data collection method and analysis. As a researcher, I implemented some strategy as low-inference descriptors, multiple researchers, and participant researcher for the internal reliability.

Similarly, while talking about the study's internal validity as a researcher, I tried to solve the threats like history and maturation of data, improving the transparency of both tools and zero per cent observer impacts. As a researcher, I tried to eliminate the effects of selection, setting, history, and construct in the case of external validity. But achieving absolute reliability and validity in this research is an impossible goal for the researcher and reducing the effects and threats is challenging because this ethnographic design is multi-modality.

5.8. Research challenges

As we know that the research is a challenging job. Some of the challenges in this research are complexity in the development of tools, the variability of methods, resource-intensive, subjectivity and context etc. Preparation of the tools is a challenging job in the research because it consumes more time and complicated. Only a little number of measures was available for the preparation of tools in this research. Similarly, there are different procedure and techniques for the collection and analysis of data, which is also a major challenging factor in my research. The resource-intensive is also a tough job in research because resources play a vital role in the study. Still, it's hard to identify reliable resources and consume more time if the informants' response is slow. The subjectivity and context are other challenging issues in the research because the study's context and the researcher's subjectivity is totally different from one study to another(Cash et al., 2009). In this research regarding the transfer of the skills of the trained teacher, the subjectivity of the trained teacher about the perception regarding the training design and the environment during the interview were also challenging to the researcher in this research.

5.9. Reflection on researcher's role

As a researcher in this study, the researcher plays a vital role. In this research, as a researcher, I use classroom observation and in-depth interview with the trained teacher in a natural setting. During this classroom observation procedure, I have faced different challenging

issues like consent with informants, bias and reliability while recording the data. Similarly, approval with the informants and ethical consideration during the study and the researcher's restrictions play a vital role in this study. This study does not consist of emotion and empathy because it is not such a sensitive topic. The central part of the researcher in this research is the relationship between the informants and the researcher. So, to get in-depth information as a researcher, I tried to build a healthy and cooperative relationship between a trained teacher during classroom observation in a real classroom and in-depth interview.

Before taking observation and in-depth interview, I have informed my informants about the study. However, the study is not relevant to the discussions and the experiences I conducted in the field in order to conduct research violated the unintended privacy rights of the informant and subjected me to psychological conflicts. I have also learned from this ethnographic work that the characteristics of the researcher may unprepared shape social interactions in fields, often leading to problems of relation-ethics. The method, as well as a result, is ethnography. As a researcher, I think about school experience, especially about how the quest for truth can be balanced against the ethical challenges sometimes coexisting in parallel with ethnography study.

5.10. Ethical considerations

Before the field was conducted, the Norwegian Social Science Data Services (NSD) approved the research project. Governmental sources centre to help the study communities, the Norwegian Social Science Data Services (NSD where the main aim is to provide security easily to obtain the information to the study communities (NSD, n.d.). At the beginning of the fieldwork, authorization to work in the school's facilities was formally requested. Head teacher of the school manages the place for interview and classroom observation of the trained teacher.

The respondents were agreed to be part of the research and adequately informed about the purpose, significance, right to privacy, and confidentiality. The respondents were introduced and try to make a familiar location for the interview. The fieldwork was conducted with the clarity of the purpose and sensitivity to the participants and the data of the research. Similarly, the data collection was handled carefully with confidentiality. The respondents and participants' names were given pseudonyms, and the school names were also symbolized by sign or numbers.

5.11. Limitation and delimitation of this Study

There was a risk of bias and misinterpretation by the researcher about some participants and research area. There could be the influences of the objectivity of the participant's responses in every study in social research. Nepal is a country with diversity in culture, religion, language and ethnic groups, so it may be a problem to generalizing the finding from one place to another. It can be recommended that other researchers conduct teacher training research in more than one location, including every aspect and the country's characteristics.

As a researcher, I recommended using more sample schools, respondent teachers and classrooms to gain specific ideas and insights about the school environment, trained teacher, and training skills. Similarly, the study was only to the observation and in-depth interview with a qualified teacher. Still, it could be better to include trainees, stakeholders and officers related to the training and school learning environment for quality education. Moreover, it could be the comparative analysis of trained teachers' skills between the training centre and practical classroom rather than observation in the school only. It will be better if the researcher has no in-depth knowledge and a close relationship between the study respondent to be more specific and objective during the research activities.

The area of this research was limited in the time and budget available for academic research. The study was limited only to in-service training provided by NCED for ten months because the objective of this experiment was based only to identify the transfer skill of the trained teacher. The experiments included only lower basic level trained teachers of grade 5 of mathematics and science so that it is easy to identify the objective oriented basic skills given by the guidelines of NCED. This research was limited only to grade 5 of two lower basic level schools in Panauti municipality as the familiar with the school administration and local citizens also. The study was based on observation of classroom practices of grade 5 and the opinions of trained teachers of mathematics and science subjects' teachers because the experiment was linked only with the skills of trained teacher but training is the multidimensional approach also. The study didn't include student's responses in assessing trained teachers' in actual classroom practice because it is directly related to the teacher but the nature of the learner also determine the classroom environment.

6. Finding

This research was designed to identify the situation of transferring skills of the trained teachers of two lower basic schools in Nepal. In this research, the transfer of training skills was observed using the observation form in a real classroom situation in a natural setting by a researcher. For instance, in this study, the classroom observation includes more than 30 elements of competencies skills of the trained teacher, but it was comprised of only seven skills area as themes for analyzed and the in-depth interview consists of more than 17 questions.

The study's finding related to the transfer of the sample trained teacher's skills is linked to the SDG4, which means applying the 2030 Education framework for action. The information was collected according to the classroom situation's reality and an in-depth interview of the trained teachers in natural manners about the transfer of skills and the training. Therefore, finding the information related to the study of the classroom's natural phenomenon and interview with the trained teacher is given below.

6.1. What is the situation of trained teachers of the lower basic level to transfer the skills in real classroom situations to provide equitable and inclusive education in Nepal?

To identify the situation of the trained teacher's basic skills in real classroom situation, the seven basic skills and finding related to those skills in the Nepalese context are given below.

Planning and preparation for the lesson

A good plan signifies the half work done. Planning and preparation are the foundation and fundamental parts of instruction because they include objective, content, method, materials, and evaluation. It is the starting point which deals with all the planning and preparation of lesion, i.e. to what we teach? How can we teach? Where can we teach? At what time to teach? It is also called the backbone of teaching-learning activities that provide guidance for teaching. It is also related to collecting information about instructional materials for planning and making learning more effective. Therefore, planning and preparing for the lesson are the significant steps and give the teacher central ideas to deliver the teaching and relate it to real classroom situations. So, good planning and preparation in teaching are half done. This can signify that the vital theme of the

transfer of teaching skill helps lead the classroom towards quality education. The NCED ten months teacher training provides opportunities for information about the basic knowledge and practices various planning types such as operational calendar, unit plan, written lesson plan, lesson note, and plan for multi-grade teaching(NCED, 2003, p. 6). It also provides the trained teacher's ideas to select and make the locally available teaching materials during classroom instructions in lower basic level schools.

In this research, the researcher's observation was taken by the researcher to identify the preparedness of their lesson and teaching materials, which is significant and fundamental to deliver the skills by a teacher in instruction during actual classroom situation. According to the classroom observation, most of the trained teachers didn't prepare any written plan for the lesson during classroom instruction. This proved that the trained teacher's entire sample entered an actual classroom situation without any written lesson plan, although they knew that the concepts and had taken the training from government institutions.

Both of the sample teachers directly enter the classroom and sit in front of the students. Then, the sample teacher started the class by reading the textbook of the learner. They didn't have any written planning for the instruction, neither lesson plan nor lesson note during classroom in actual instruction in their hands during the instruction. They even didn't use the concept of multi-grade teaching at the school at the lower basic level. They didn't have any appropriate preparation of the instructional materials while starting the class during the sample trained teacher's observation (S1, S3).

Similarly, all the sample teachers were talked informally about planning and preparation for the lesson. They answered that they had the annual operational plan, which was prepared by the local level, i.e. municipality. The respondents were also asked about the preparation written work plan and lesson plan before the classroom instruction; they said that they have no preparation for a written plan and argue that everything was prepared mentally.

Two of the other teacher started the class directly without the written lesson plan. Both of the respondents have the book in their hand and started the class haphazardly by standing in front of the classroom, making the teacher-centered. They don't have any plan while starting the lesson in the classroom and it seems that they began in the classroom with mental preparation. They don't have any preparation for the instructional materials for the current classroom. They started

and ran the lesson what they know without chronological order of planning and preparation as traditional teachers' formality (S2, S4).

One of the sample trained teacher (S3) of the lower basic level school who have ten years of training experience told that he has no written preparation of written lesson plan because of heavy workload during almost of the months. He (S3) has to take seven periods per day because some teachers are on the left. He asked, *"How can I make the written lesson plan and instructional materials without sufficient time?"*

During the classroom observation of (S1) also didn't have the written lesson plan during the instruction. Furthermore, he said that *"I have gained the new skills and knowledge from training, but I am unable to implement the skills in real classroom situation due to overload of work"*. Similarly, he tried to connect this planning with the school's insufficient school budget for providing the instructional materials in school for actual classroom instruction.

The area of planning and preparation for the trained teacher's lesson was impoverished from the above information. It can be stated that the essential skills of planning and preparation for the lesson by the sample trained teacher were unable to deliver in an actual classroom situation, which has weak impacts on the learner. Therefore, the training in the area of planning and preparation of training was not good according to the classroom observation in an actual classroom situation. So, this area's skills cannot be analyzed positively due to the above information from the interview of a trained teacher and classroom observation. I, as a researcher, concluded that most of the trained teachers of lower basic level in Nepal have sufficient theoretical knowledge. Still, they were unable to implement in daily practical life in a collaborative way due to various factors like lack of the written planning and preparation of the lesson, school culture, school budget and status quo of trained teacher etc.

Creating a learning environment

The learning atmosphere helps to develop the critical thinking of the learner in a good learning environment. Creating a trained teacher's learning environment is challenging in teaching-learning activities in an actual classroom situation. Different strategies and policies should be implemented to make a unique learning environment for the learner. Making the learning environment in the real classroom situation combines with multi aspects and factors which

involve different factors to establish a meaningful environment in basic teaching. The teacher is the leader, director, manager, and analyzer, which play the role of the creation of the learning environment by the teacher, which are the crucial aspects in the actual classroom instruction for lifelong learning. Creating a positive learning environment from the teacher perspective is the most challenging and risky multi-aspects in basic classroom instruction. The learning environment is referred as the classroom's physical environment but it involves the physical, social, psychological, and cultural aspects of learners and the teacher. So, it is the most challenging tasks for the teacher in actual classroom instruction. The trained teacher's classrooms were observed to identify the skills of creating a learning environment by following the specific performance indicators during this research process.

During the sample teachers' classroom observation, the classroom sizes were narrow and sat planning for the boys. The girls were separated, not the symbols of the learning's inclusiveness from the gender perspectives. There was a lack of proper ventilation and lighting in the observed classroom also. Similarly, there were not any of the classrooms decorated with the relevant materials on the walls. That means there was a lack of inclusiveness and equitable learning with respect to the appropriate physical infrastructure within the classroom. Furthermore, there was no learning corner arrangement while observing the trained teacher's classroom (S1, S2, S3, and S4).

It was found that the observed classrooms were physically narrow, not good lighting and poor ventilation. Similarly, the desks and benches were arranged in a row facing the board, which could only be used for lecture method format. Therefore, the observed classroom's sitting arrangements were not suitable for the interaction between the students and the teachers also. The groups of boys and girls seating arrange were in different rows of desks and benches, which shows boys' and girls' segregation according to the gender perspectives. All the observed classrooms were not organized as the learning corner, and only several maps/ charts were hung on the classroom walls. From the observation of the experimental classroom, there was less attention from the teachers for creating a favorable learning environment for the learner, which was the major weakness of the trained teacher during learning activities.

I, as a researcher, asked about the learning environment to the respondents (trained teachers) informally. They said that the seating arrangement of the classroom is similar to all in Nepal. *"This is the straightforward arrangement of a student on which all the students can see*

the teacher and learn what the teacher teaches in their classroom" (S2), one of the sample teachers answered. The trained teacher told that: *" Theoretically, we know all the skills of creating the positive learning environment in the class, but it is hard to implement this thing in real classroom instructions because of the lying different seen and hidden aspects in school, classroom and in the professional life of the teacher and the teacher training"(S4).*

From the above discussion, the teacher's inappropriate physical conditions during the observation of the classroom are unable to meet the creation of the atmosphere of learning, which directly influences the quality of the education of the learner learning in the actual classroom situation with respect to ESD. Creating a good learning environment from the teacher to the learner is not an easy job in the instructional process. A good learning environment is every learner's rights during instruction to achieve the quality of life for sustainability.

Many actors build a learner's learning atmosphere, but the teacher plays a crucial and significant role in implementing the teaching program. Similarly, the trained teacher has not developed and able to present the required adequate skills to create the learning environment, although they were received the training skills from the training. Finally, the trained teachers have not shown a significant role to make the learning environment, which hinders the quality of education for long life. Sustainable development for the student is obtained by giving the best environment to the learner atmosphere in instruction's actual classroom situations. For the learner's sustainable learning, the teacher should transfer the learned skills of building the learning atmosphere to the learner in the learning situation. Hence, they need extra support, motivation and skills to increase the skills of the teacher to create the learning environment according to these research questions.

Commencing of the lesson

The first process of a lesson is opening of a lesson, and during the opening of a lesson, the teacher can take an initial 3 to 15 minutes for the interaction with the student is the first the students refreshed and motivated towards learning and the NCED 10-month training package and curriculum for the lower basic level teacher mentioned how to begin the lesson and make the classroom more attractive, enjoyable and pleasant during the initial phase in real classroom situations, which are the essential aspects of the teaching skills. It is also the vital performance indicator skills of the trained teacher. Therefore, the skills of commencing the lesson were observed during the instruction of the respondent's teacher.

While commencing the lesson during the observation, one of the sample teachers didn't refresh the learner by singing and telling jokes to the learners. The sample teacher didn't try to link the present lesson to the previous ones while starting the instruction to the learner. Furthermore, the sample teacher didn't connect the lesson to the learner experience during teaching (S3).

All of the sample teachers didn't start the class by pleasing and enjoying singing and telling jokes to the student. Similarly, the trained respondent teachers could not relate connect the previous lesson content with the present lesson while starting the instruction. That means both of the teachers found not giving an overview of the last lesson and didn't ask the previous lesson's questions during the classroom observation. Both trained teachers tried to relate the content but cannot give realistic examples of the learner's daily experience, which was not the trained teachers' excellent performance.

As a researcher asked informally about the commencing the lesson to one of the sample trained teacher(S3), he answers me that: *"I don't start the class by telling the jokes to the student because they discuss each other and diverted the whole class themselves by talking and making noise with other directly and indirectly in the classroom".*

In this research, from the above discussion, all of the sample teachers were not having the relevant skills of commencing the lesson to the learner in the actual classroom can be interpreted as not positive aspects in transferring the skills in an actual classroom situation for the sustainable learning.

Instructional Skills

Instructional skills are connected to various skills which help to make the learning meaningful and fruitful. The ten-month teacher training curriculum and package (NCED, 2003) aims to fulfill specific parameters by the trained teachers like selecting the proper contents, systematic arrangement and presentation of instructional materials, and using concrete examples to clarify the concepts. Similarly, the trained teacher should complete the skills of motivating and making them active and interactive in learning, creating a challenging and joyful environment, managing the individual differences, establishing the atmosphere of mutual respect and rapport, encouraging cooperation and healthy competitiveness among students etc. Therefore, the training package and curriculum had provided all the instructional skills to the sample trained teacher of lower basic level during their training environments.

The entire sample trained teacher's classrooms were observed to identify how the trained teacher presents the content to be taught in the classroom to the learner. The observed trained teacher was found that they had not given the school's accurate content according to the level of the student's ability, which is the teacher's major weakness in the actual classroom.

One of the sample teachers started the class with the presentation of the content, which is not so accurate and precise. Just! He presented the content as teacher-centered in the classroom without collaborating with the students. The classroom was so silenced that it means the teacher is not creating a challenging and joyful environment for the learners, which cannot fulfill the aspects of inclusiveness and equitable in the learning process during the instruction. Similarly, the teacher continues the class without linking the content to the learners' daily life experiences. The teacher is too hurrying to finish the lesson, reflecting the lack of the management of the time to conduct the instruction as the trained teacher's instructional skill (S4).

Similarly, while talking to the entire respondent teachers, they told that they taught the content, and they were corrected when the student indicated the mistake. Furthermore, the trained teacher didn't try to increase the active participation and interaction between students in learning by creating different activities in the actual classroom situation. According to all the sample schools' head teachers, the trained teacher presented the content correctly in the actual classroom situation.

In the classroom's challenging environment, the student will get an interactive opportunity to think and analyze the learner about the situation and can develop the skills to change the new learning atmosphere. The NCED's ten months of teacher training and curriculum includes the techniques of creating a challenging and joyful environment in the teaching and learning environment in an actual classroom situation. From the above observation of the trained teacher's entire sample teacher classroom, all the sample trained teachers were unable to present the challenging environment and make the classroom joyful to the learners inside the classroom. They failed to ask and make the brainstorming of the learning about the content given by the learner in the classroom. The situation of an observed classroom of the entire sample teacher could not develop, motivate, and rethinking the learner about the teacher's content in real classroom situations.

All of the entire sample teachers directly presented the content. Still, they did not use the instructional materials made locally according to the school environment's availability. There is

the absence of the skills that show the presence of the instructional materials. The entire sample trained teacher uses the teacher-centered learning approaches on which they cannot present the skill of the active and participatory approaches learning on which students can take active participation, analyze, and cooperate between the learners. Furthermore, the entire sample teacher didn't show love and respect to the learner. Similarly, they were unable to encourage the learner to make the cooperation and healthy competitiveness between the learners because all of them follow the lecture method or the teacher-centered methods rather than the learner-centered in the actual classroom (S1, S2, S3, and S4).

From the above statements, in this research, the locally made instructional materials were not even constructed and developed by the observed trained teacher except blackboard and textbook. During the instruction process, they applied the lecture method, where the students were totally inactive and just listened to the teacher's lecture in their classroom. The informal talked between the head teachers of both school told that *"All sample trained teacher has an idea and sufficient time to select, construct and use the locally available materials but till now they never try to do it."*

None of the trained teachers uses the learner centre methods in the actual classroom. All of them use the teacher-centered way, which cannot present inclusive and equitable learning to the learner during the instruction process. They all use the textbook and start reading the book in front of the learner without asking any question to the learner that means the whole students are silent and listen to the teacher. None of them has conducted the cross-questions to the learner about the lesson to the learner, which is the part of the assessment during the instruction in the classroom. Even the sample teacher felt it easy to do the teacher-centered methods and said that they don't want to take the burden in learning and follow the traditional approaches. The entire sample teacher didn't focus the equal opportunities to the learner who cannot produce the quality of the teaching (S1, S2, S3, and S4).

From the above information, it was found that all of the entire sample trained teachers were unable to present the skills related to creating a challenging and joyful environment to the learner in an actual classroom situation. Similarly, all of the trained teachers were entered inside the classroom without the planning and preparation of instructional materials as per the supportive factors to obtain the content and instructional objectives of the presented specific lesson.

Communication Skill

 Communication is sharing ideas and information from one person to another person from different means to understand the people and the situation. Communication-related skills in the classroom are extensively covered in the NCED's ten months primary teacher training curricula and packages. As per the lower level basic teacher training curricula and packages (NCED, 2003), trained teachers are always expected to possess different practical and sound communication skills, which includes: a) teacher should speak effectively, b) write concisely, c) listen attentively, d) express ideas clearly, e) provide feedback appropriately, f) participate in negotiation, and g) use non-verbal messages at an appropriate level of students understanding. For every trained teacher to help practical communication skills in the classroom, the proper use of audio-visual materials is too much significant. An appropriate asking of the appropriate questioning techniques at the right time, receiving and responding techniques, and providing constructive feedback process also affects the communication of the trained teacher skills, which can give the life to the real classroom instruction to achieve the lesson's objectives.

 One of the sample teachers of this research communicates with the learners during the classroom situation. He speaks so fast without pace that even I, as a researcher, feels it difficult to listen to what the teacher says during the teaching to the learners in the classroom. That means there is no effect of the teacher's speaking during teaching and the handwriting written on the blackboard is also not so clear. He is not able to present the clear concepts of the lesson to the learner. He neither asks the learner nor provides the learner's feedback to make the learning effects in a real classroom situation (S2).

 Communication includes both the words and the body language of the teacher during the instructions inside the classroom. In the observation, the entire sample trained teachers were not using the proper body language like gestures and expressions, eye contact with the learners and moving around the classroom.

 The entire sample teacher was not speaking effectively about the lesson which they presented in the classroom. Similarly, they didn't make the learning participatory so that they can make ideas about the lesson and learn the lesson quickly. The sample teachers were also unable to express the lesson's clear statements that they taught to the learner in the classroom. None of

them uses the audio-visual message and the personal gestures of the teacher to the learner. Similarly, they state that "*We are not using the politeness and just threatening the students by shouting and showing their eyes to the learner because they always make noises*". We never asked the learner the questions before presenting the lesson in the classroom situation because we directly started the class when we started the teaching in our life. None of them asks questions about what they learn during the lesson. We use only the Yes/No questions in the learning rather than an open-ended question to take the learners' opinions during the teaching. Furthermore, the challenging questions and opportunities with inclusiveness were not asked the learner during the classroom teaching.

All the entire sample teachers were very passive and conducted the teacher-centered instruction, where the teachers were active, and the learners were totally inactive during the observation. Practical communication skills could be the use of instructional materials, but all the sample teachers were not using the materials on that instruction when observation took place. They were unable to provide the feedback appropriately to the learners also during the instruction.

The sample observed teacher said that they could not use the communication skills in their instruction due to lack of practices and motivation during the training. Similarly, they could not transfer these skills due to the poor physical conditions of the represented schools with quality education.

From the above discussion and the sample trained teacher's statements, the information related to transfer skills of communication of trained teacher was not satisfactory on which they were not able to present the lesson with inclusiveness and equitable towards the quality of education for long life. The major reasons behind it were the lack of the trained teacher's practices during the training, the teacher's poor intention in the classroom, and poor physical conditions of the school's respective observed classroom.

Gender-sensitive strategies

Gender-sensitive strategies are among the most crucial target of the SDG4, which helps achieve quality education for the learner. During the observation of the sample trained teacher's classroom, most of them have made the seat planning of the groups of boys and girls seated in different rows of desks and benches, which shows boys' and girls' segregation to the gender perspectives. So, the girls and boys were not able to build up respect and cooperation during the

interaction in the learning process. The (S1) respondent teachers said that "*Neither the boys nor the girls want to sit with each other in the classroom because they feel shy*". Even while asking the question related to the teacher about the gender-sensitive strategies, one of the samples (S3) said that "*I don't have an idea about that and not even gain the skills about it during the training session*".

In the 21ˢᵗ century, education's inclusiveness and equity can be fulfilling by gender-sensitive strategies or gender equality. They expressed that they didn't get any formal education relating to the gender perspective and sensitivity during the time of the training session. So, the entire sample teacher of this research was unable to build and utilize the concepts of the gender perspective in the classroom, which result in the failure of the equity and inclusiveness of learning in the classroom and degraded the learning, which enhances the low quality of education related to SDG4.

Concluding the lesson

The trained teacher should conclude the lesson is so meaningful that the learner should understand the concepts and keep in mind the classroom's whole learning. The lesson's conclusion is the main theme of the whole class learning, which play a significant function to make the concepts of learned contents. Similarly, the teacher should have the skills that can identify the learner's strength and weakness so that they can identify the learner's need and enhance the quality of the learning process.

"*Oh, my time is up, but I have not finished my lesson. Ok! Just a moment, I'll finish the last part.* The entire sample teacher said the same statement during the classroom observation. The sample teacher's saying indicates that the sample teacher has lost the vital opportunity to bring the lesson to an effective conclusion (S1, S2, S3, and S4*).

All of the observed teachers were hurry, and they were not able to manage the time to conclude the lesson. "*One of the sample teachers (S4) told that when I plan to conclude the lesson, I never get time to conclude the lesson because I take more time in other activities so, at last, I give homework on blackboard only*".

The entire sample of teachers didn't conclude the lesson during the observed classroom. Sample as the whole of the trained teachers said that "*If there were time, in the end, I would ask the students to do the exercise; otherwise students take it at their home and do as the part of the homework*". Therefore, the sample trained teacher provided assignments or provided the

summarizing points as the conclusion of the lesson in the classroom, which was not a good delivery of the transfer of skills related to the lesson's conclusion in an actual classroom situation. That means the observation of the classroom shows that the sample teacher cannot transfer sufficient skills like concluding the lesson etc., to the learner with inclusiveness and equitable towards the lifelong learning to fulfill the goals of Sustainable development.

To sum up, these entire seven basic skills help determine the status of the transfer of the sample trained teachers' training skills in the actual classroom. In the general sense, it can be seen as the teachers were not transferring the basic training skills in the real classroom situation. Still, it is considered the deductive aspects of the inclusiveness and equitable quality education of the SDG4.

6.2. What views do the trained teachers hold towards the teacher training of lower basic level in Nepal?

In the interview of the respondent teachers, the questions were related to the teacher training's perceptions, which they have already perceived. The whole questions related to teacher training are also linked to the targets of SDG4, which is the means of implementation. One of the sample trained teacher (S1) respondent's state that the training they have perceived was not so practical and could not provide information about the learner's effective participation with inclusiveness and equity in the actual classroom situation.

Similarly, another respondent of the research expresses that S (4): There are huge gaps between the theory and applicable aspects of the training session and session for implementation in the learner's actual classroom situation. Furthermore, the question related to the quality of the training answers that training cannot incorporate all the activity approach of learning to the learner. Finally, state that the teacher's selection for training is not related to the teacher's qualification framework instead based upon the political factors.

While taking the interview about the perception on the packages of the 10-month training design, one of the sample teacher states that (S2): *The training design was not as per the expectation to me. It is totally theoretical and not able to implements the SDG4 along with inclusiveness and equitable quality of education. There are no gender-sensitive strategies during the training session to the teacher and not able to give any strategies to minimize the violence in*

the school environment. Similarly, the training is not relevant to the trained teacher's job requirement because the skills learned in the training session can be difficult to implement in a real situation in the real classroom. While talking about the courses of content in training, it can be the view that it is the totally traditional based approach and cannot meet the needs of the learner in the present context. The training design is not equitable and inclusive in a different perspective as gender, marginalized groups and multilingual groups during the training season."

The entire sample population's entire population viewed that the training curriculum design couldn't fit the real situation of the classroom, and it consists of lack of relevancy of training to the teacher's need with its practical problems. That means there was a massive gap between the training situation and the implementations or practical situations by the sample trained teacher. The training package was based upon the theoretical approaches rather than the practical approach. Similarly, the training design was only for the formality rather than the job requirements. The course of content related to the training was focused only on theories rather than on the activities.

From the above information, the training design was not as per the expectation to the teacher related to the qualification framework, and the profession is not so attractive compared with the other profession in Nepal. It was totally based upon theoretical and not able to meets the SDG4 (means of implementation) along with inclusiveness and equitable quality of education. The training was not so relevant to the lower basic level's job requirement because the training session's skills can be challenging to implement in an actual situation in the real classroom. While talking about the courses of content in training, it could be the view that it is a totally traditional based approach and cannot meet the needs of the learner in the present context of the research. According to the respondent's responses, the training design was not equitable and inclusive with a different perspective as gender, marginalized groups, and multilingual groups during the training season or in the classroom by the trainers. It is declared that the teacher perception regarding the training is negative because the intensions to transfer of the skills of the teacher is also affected by the different factors and are negative according to the above information. The finding of this research question indicates that the design of training doesn't focus the learner center strategies for active learning to the learner in the classroom of Nepal.

6.3. Which are enabling/hindering factors which affect the transfer of training in Nepal's real classroom situations?

The study has focused on the transfer of training skills of the lower basic level trained teachers in real classroom situations. Transfer of training is the relative aspects because it is affected by different factors. Significantly, the factors can be categories into two groups, i.e. hindering and supporting factors. The hindering factors degrade the teacher's skills whereas the supporting factors enhance training transfer quality in actual classroom instruction. One of the study's main objectives is to identify the affecting factors during the delivery of training skills in the actual classroom atmosphere.

As the information was given by the entire sample of teacher's respondents (trained teachers) of both school from the in-depth interview about the supporting and hindering factors to training transfer can be categories into five themes. Among them, training design, training deliveries, and transfer strategy have been categorized into training factors. In contrast, school climate and continuous professional support have been classified into non-training elements in both schools, which are given below.

A. Training design factor

In this study, the trained teachers were interviewed to review the training design, which was taken in the training session and the actual classroom situation where they transfer. The respondent said that the training curriculum design couldn't fit the classroom's exact condition. It contains a lack of relevancy of training to the teacher's need with its practical situations. That means there is a massive gap between the training situation and the implementations situations by entire sample teacher. During the interview with the respondents, trained teachers answered that *"Training package was based on theoretical approaches rather than practical approaches. Similarly, the training was only for the formality rather than the job requirements. The course of content related to the training was focused on theories rather than the activities"* (S1).

While taking the interview about the perception on the packages of the 10-month training design, one of the sample teacher states that (S3): *"The training design was not as per the expectation to me. It is totally theoretical and not able to include the SDG4 along with inclusiveness and equitable quality of education. The training is not relevant to the job requirement because the training session's skills can be difficult to implement in a real situation*

in the real classroom. While talking about the courses of content in training, it can be the view that it is the totally traditional based approach and cannot meet the needs of the learner in the present context".

B. Training deliveries factor

In this research, one of the sample trained teacher were asked questions regarding the training delivery. During the in-depth interview, the entire respondent trained teacher expressed that there were less discussion and activity about the concept related to the practical use of basic skills in the training and its design. The sample trained teacher said that they were confused with different techniques, and the trainer was unable to provide immediate facilities to the trainee in the workshop.

One of the interviewed teachers told that (S4): "*The whole modality was based upon the theoretical approach. I rate only the average competence because of the selection of trainee according to the political base*". Similarly, the training delivery's major weaknesses were lack of motivation, management, and infrastructure during the session, and I got only one time to practice during the training workshop.

Another sample teacher of this research states that (S3): *"The modality of the training is not more participatory and interactive with the groups of the teacher. The trainer has focused the training session as the trainer based approach rather than the trainee. The major shortcoming when I had experienced during the training session was that less time of practices, a more theoretical approach, a lack of motivation from the trainer and infrastructure in training. Furthermore, the training session was not more participatory and equitable to achieve quality education for life long for the teacher and the learner".*

C. School climate factor

The school climate factor includes the entire learning environment, i.e. physical and human factors, in a real classroom situation and the whole school arena. During the visit to the observation and interview in school, the school buildings were poor. Similarly, the area of the school was narrow, and the classroom size was also inappropriate. There was also a lack of the instructional materials necessary in the instruction. The reason for the lack to deliver the skills of the training was the overload and lack of support from other teachers to the teachers in the school.

One of the trained teachers in the interview told that (S2): *"The working place is totally different than the working situation and the furniture, equipment and tools are insufficient and uncomfortable. The workload after the training was low because the training was only for the formality, not compulsion"*.

Similarly, another sample teacher said that (S4)*: "The working environment for the teacher to teach is totally different than the training environment of the teacher which is not inclusiveness. There is a lack of furniture and types of equipment in the school. The workload in school is not so pressure because I have to take only four periods. Furthermore, no one interacts and supports each other in professional issues, but they talked about political and other issues"*.

D. Professional support factor

One of the sample teachers told that*: "After the training session, no one visits our school and provides guidance about the status of the skills of the training. Neither have we received the reward nor the punishment for the transfer of the classroom skills by the school or stakeholders. After training, feedback plays a vital role, which helps to build up confidence in the teacher. The main responsibility for this is from the school head teacher, resource person and school inspector, but they don't do which is the major weakness" (S2).*

In this research, the entire sample of trained teachers was asked about professional support during the delivery of the training skills in the actual classroom situation. They said a lack of continuous monitoring and follow–up after the training from the head teacher, resource persons, and school supervisor from the municipality and district education office. Similarly, one of the trained teachers expressed that (S3): *"There is the question about the professionalism of the trainer, and there is no supports and supervision from the school's head teacher and others teacher."*

Similarly, another sample teacher (S1) expressed that: *"The school head teacher is not helpful to the teacher during the professional problem. In the school, there is a lack of the school's instructional materials and lack of the sharing of the information between the teachers about their professional issues, which reflects the poor school climate towards the quality education"(S2).*

E. Transfer strategy related

One of the sample teachers (S1) said: *"There is no strategy for the transfer during the training session and even in the real classroom situations from the teacher. All of us have no*

expectation and disagreements about the trainer's role and the training strategy. We just sit and listen and do what the trainer instructs. I don't feel any burdens or happy either they change the training model or not because it is not a compulsion to be used in a real classroom situation to the learner. While talking about the barriers of the transfer in the teacher training, there are many factors which block the transfer of the skills in school, training institutes and the classroom".

In this research, the entire trained teachers were asked about their strategy after training in the actual classroom situation. They said that they often took attendance in training and returned to the school without any expectation and disagreements to use the learned skills in real classroom situations. That means they didn't have any strategy to deliver the skills because they didn't realize that they should be used in actual instruction after training. The transfer strategy was not used as the means to the action's future course after the training completion.

The research questions related to this study are identifying the transfer of the trained teacher's skills, knowing the views regarding the training design, and identifying the factors affecting the teacher's transfer of skills in real classroom situations. These factors influencing the training are training factors and non-training factors. To ensure equitable and inclusive learning to the learners, the training and the trained teacher's play an essential function in the education field to lead towards sustainable development. But, the finding of this research shows that the sample teachers were unable to transfer the basic skills in the real classroom. Similarly, the real learning environment lacks the action oriented strategies, child centered, and whole institutional approaches related to SDG4 degraded the quality of education in this research context.

7. Discussion

As we know, quality education is vital to the learners for the overall development of the nation's sustainable future. The framework for action 2030 can ensure the opportunities of learning to the learner in the learning environment. Hence, equity and inclusiveness can lead the learner towards quality education. The quality of the teaching is determined only by the implementation and training provided to the teachers by the government. Therefore, the teacher will get the learning opportunities from the training program to transfer essential skills in the real environment to determine the quality educational level with inclusiveness and equity towards SDG4.

The government of Nepal is furnishing various training programs from NCED to the governmental teacher. Till now, we can say that the trained teachers are not transferring and implementing the learned skills because Nepal's government school's academic results are not satisfactory, which is the major problem in this research also.

The country's overall development with sustainability is possible only by quality education. As we know that, Nepal is a country with poverty, illiteracy, political instability, economic crisis, lack of employment, and social inequalities. The reason behind it can be the lack of equitable and inclusive education. There are many challenges in the Nepalese education system: lack of educational resources, student dropout, infrastructures, poor academic results, and inability to afford personal expenses for education.

NCED has made more efforts to the teacher training. The problems regarding the transfers of basic training skills of the trained teacher in the classroom have still been a vital concern in the current Nepalese and global context also. It has become a major issue for the training providers also. These teacher training programs have often been criticized; why do the trained teachers not apply their learned skills in the actual environment? What is the reason behind it? And what are the factors related to training of teacher in the present situation? The different research studies conducted by NCED and other research institutions associated with the transfer of the trained teacher training skills have shown serious shortcomings in inclusive and equitable transfer skills by trained teachers in sustainable development. There is a need to produce qualified teachers who deliver the learned skills in the classroom of Nepal for the sustainability of quality education with equitable and inclusive learning in the actual classroom situation.

The results in this study related to the research questions indicate that seven basic essential skills of the trained teacher like planning and preparation, commencing, communication skills, instructional, creating a learning environment, gender-sensitive skills, and conclusion skills did not make applicable during the sample teacher's classroom observation. It can be stated that the essential skills of planning and preparation for the lesson by the sample trained teacher were unable to deliver in an actual classroom situation, which has weak impacts on the learner. Similarly, the trained teacher has not developed and can present the required adequate skills to create the learning environment, although they received skills from the training. Furthermore, all of the sample teachers were not having the relevant skills of commencing the lesson to the learner in the actual classroom which can be interpreted as not positive aspects in transferring the skills in a real classroom situation for sustainable learning. The finding also states that all of the entire sample teachers directly presented the content. Still, they did not use the instructional materials made locally according to the school environment's availability.

There is the absence of the skills that show the presence of the instructional materials. Practical communication skills could be the use of instructional materials, but all the sample teachers were not using the materials on that instruction when observation took place. In addition, the entire sample teachers of this research were unable to build and utilize the concepts of the gender perspective in the classroom. This results in this research failure to the equity and inclusiveness of learning in the school and degraded the learning which enhances the low quality of education related to SDG4. The entire sample of teachers didn't conclude the lesson during the observed classroom. Finally, the training design was not as per the expectation of the teacher related to the qualification framework, and the profession is not so attractive compared with the other job in Nepal. It was totally based upon theoretical and not able to meets the SDG4 (means of implementation) along with inclusiveness and equitable quality of education.

Similarly, the sample responses show no intention of the sample teachers to transfer the basic skills from the training environment to the actual classroom situation by five hindering training and none training factors that reduce the teacher's motivation during the implementation process. The fundamental elements in this research hinder the transfer of the skills instead of supporting the teacher in the classroom for the learner in Nepal. The training design was not equitable and inclusive in a different perspective as gender, marginalized groups and multilingual groups during the training season or in the classroom by the trainers. Furthermore, all the school

respondents stated that the training package was with lack of motivation, management, and infrastructure during its delivery. Similarly, all the responses related to the teacher's working environment to teach is totally different from the teacher's training environment which is not inclusive. No one interacts and supports each other in professional issues, but they talked about political and other issues. Furthermore, according to all respondents' responses, the transfer strategy was not used in the future course after the training completion.

To sum up, this research finding indicates that the transfer of the trained teacher's basic skills was not satisfactory because there was no intention of the teacher to transfer the skills in the actual classroom due to the different hindering factors that degrade the level of desire of the teacher in the implementation process. The teacher training was unable to bring the actual realization to the trained teachers also. The views towards the training design from the trained teacher were also not good, and the factors affecting the training were also not supporting the teacher to deliver the learned skills in the actual classroom although the fully trained teacher in primary level of Nepal is 78.9%.

In general term, the sample trained teacher of this research didn't transfer the learner's skills in the actual classroom situation. Similarly, the perception of the sample teachers regarding the training design is not favorable, and the factors affecting the teacher training were not supported to transfer the skills in practical situations. As a researcher, the research finding is not according to my expectations because the trained teachers have already learned the basic skills in the training session and cannot deliver at least one of the skills to the learners in the actual classroom situation.

To obtain SDG4, Education 2030 framework for action can be better for almost all countries on this earth. Sustainable development education, inclusiveness, and equity are the central elements that help address quality education. Therefore, this research is related to the SDG4, which are the roadmaps to identify the teacher's critical role in transferring to the basics skills in the classroom situation in education. Each individual's profession to show good competencies in the particular job, training supports the organization to fulfill the current objective from grassroots to national and national to international context connecting sustainable development to quality education. Hence, this research can contribute to the National Council for Educational Development (NCED) of Nepal and other stakeholders to think and analyze the transfer of basic skills related to the training.

The theories used in this research are the theory of generalization and Lewin's transfer model. Simply, generalization is making the application of the learned experiences in one situation to another situation. To identify the actual evidence, the theory of generalization is used as one means in this research. Theory of generalization is an immense lens to dig out either the trained teacher generalizes the learned basic skills from training situation to classroom situation in Nepal. Therefore, to identify the situation of the transfer of the basic skills, the theory of generalization is one of the platforms to lead this research to determine the actual evidence to this experiment. Similarly, the transfer model/force field theory/Lewin's model is an organizational change model that forces the learner to identify the change in a particular setting. Lewin's force field theory can also be related to this experiment, which helps to determine the teacher's transfer of the basic skills status in Nepalese actual classroom situations. The teacher before training, in training and implementation, is affected by the different factors for the change that may be supportive and hindrances which can be related to this research to determine as guidance to dig out the status of the trained teacher skills can determine the quality of the education-related to SDG4 and ESD in the grass-root level.

In this experiment, the research framework theory was created by combining two lenses. First of all, the researcher has taken the SDG4 (Part three) as the foundational guide for this experiment. The targets and indicative strategies of implementation strategies were correlated to the trained teacher, their profession, and the organization, which is a school. To know the implementation of the SDG4, from the local point of views, the teacher is the crucial factor who can learn skills from the training session and implements the learned skills in the actual classroom situation where the generalization and organizational change model are interlinked. Therefore, the actual status of the transfer of skills of a trained teacher can be determined the level of equitable and inclusive in the classroom can be generalized to the whole education system. Hence, the teacher's basic skills to transfer are the basic fundamental grass root level to identify quality education to achieve SDG4 and ESD in this experiment.

This research is connected to the transfer of the learned skills of the trained teacher. The generalization and Lewin's force field theory have contributed to guide the research to identify the transfer of the basics skills, perceptions, and the factor affecting the training. Theoretically, generalization is the process of application of learning from one situation to another situation where practically in this research as a researcher; I use this theory to identify whether the trained

teacher applies the learned seven basic skills from training session to the actual classroom situations to the learner by using observation and in-depth interview. Similarly, the transfer model/ Force field theory is the organizational change which provides the idea about the force acting by the learner determine the level of the change theoretically where it is linked to the transfer of the trained teacher from training session to the classroom session whether the trained teacher motivates to apply the skills and the factors to change the behaviors of the learner or school organization practically.

This experiment provides a new insight into the relationship between the trained teachers learned skills in the training session and application in the actual classroom situation. The theory of generalization states that there is the generalization of skills from one situation to another similar situation. Still, the results of this experiment indicate that it is the opposite because the research finding doesn't show that the sample teacher delivers the basic learned skills in the classroom situation during the observation process. The generalization of knowledge can be from one situation to another, but the question is why the sample teachers cannot generalize skills? Or we can argue whether some factors block the transfer of the learned skills from training sessions to the classroom situation.

Similarly, the Force field/ Lewin's theory argues about the organizational change where the learner forces acting upon to change or change the person to move from unfreezing stage to the refreeze stage, discussed in the literature review. The finding in this research relating to this theory indicates that the sample teacher could not change the learner's behaviors. That means the sample teacher could not actualize the skills due to the different hindering factors lying within the teacher, which cannot build the motivation to increase the intention to change the behaviors with previous beliefs of the learning in real classroom situations. There is also the argument that the teacher's intention and the various factors or agents can influence the application of the training. But this research is based upon the force field theory and generalization theory where the teacher is the main actor. The level of motivation/intention is the major force influenced by different supporting and hindering factors from changing the classroom's behavior.

  The result of the experiment provides new insight into the transfer of the skills in the classroom is totally different from other studies. The result contradicts the claims of (Symeonidis, 2015) that the teachers' delivery of learned skills in the classroom is not average. The professionalism and the perception of the teacher towards the teacher training are not at a satisfactory level. The study

results that the transfer of skills, views towards training design, and factors affecting the training is lacking from this qualitative research where (Education Research Center, 2014) the model implementation result is somehow similar.

Similarly, the result of this experiment is totally near to the data presented by the (World Bank, 2016) of Nepal because there is not equal access to the learner to be successful economically and socially due to the poor delivery of the skills of the teacher to the students for the quality of education. Similarly, this experiment's result contradicts the claims of (Khanal, 2006) about teacher training perception because the trained teachers have the theoretical and practical knowledge about teacher training rather than an untrained teacher. Furthermore, the study by (Paudel, 2018) and this research is different because this experiment is based upon the detailed transfer of trained teacher skills in the micro-level, but that was related only to the comparison between the two situations of the training process.

In addition, (Khatiwada, 2010) carried out a research work entitled "Transfer of Teacher Training in Teaching Reading Skills". The results of this research indicate that the trained teacher implement the reading skills in the classroom, but the outcomes of this research are totally different to that research because during the observation of the classroom of the sample trained teachers didn't deliver the learned skills to the classroom situation which can be the unexpected as a researcher.

The research finding is very different from the other studies that mean the result of this research disagrees with the previous research because the results indicated by other research are totally different. The result of this research shows that the transfer of the skills of both school's trained teacher could not transfer the basic skills from the training situation to the teachers' actual case where the above discussion of the other studied showed the shreds of evidence that the trained teacher transfer the skills in the classroom situation.

This research challenges the existing theories because the generalization theory states about the generalization of the skills from one situation to another. This research indicates that the status of transfer of the basic skills of the sample teachers is not applicable. This leads to the arguments regarding the theory of generalization from the finding of this research. Similarly, while comparing with the Force field theory the experiment provide new insight between the training of the teacher and the skills to transfer in the real classroom environment. The force field theory argues about the change in the environment by acting force upon it by the trainee where the result

of this experiment indicates that the sample trained teacher cannot deliver the learned skills to the learner to change the learner's behaviors and school environment.

The result of this experiment is totally different from other studies. The hindering factors affecting the trained teachers, which blocks the trained teacher to build up the intentions to transfer from the training session to the actual classroom situation. The factors related to the transfer of basic training skills in this experiment became the degrading factors rather than supporting elements. This research finding provided evidence that the factors are the hindering which helps to make difficult to deliver the basic transfer of the basic skills in the actual classroom situation. Hence, the sample teachers were unable to generalize the learned skills from training session to real classroom to change the behavior of the learners for quality education due to hindering factors. This reason for the finding can support the existing two theories in this experiment.

The study design for this research is qualitative with ethnographic, which study the group's behaviors, interaction, and perception. In this research, the SDG4 means of implementation were identified through observation and in-depth interviews with the teacher in the classroom using the generalization and transfer model's theoretical framework from training session to the teacher's actual classroom situation. This approach contributed to identifying teacher training's actual research process because it provides new perception into the association between teacher training and quality education through the transfer model of organizational change with SDG4. Therefore, it will be fruitful to all the stakeholder of the teacher training and quality education. This research methodology is limited only to a specific place and people so, the other researcher can extend the sample, location and even the methods for a better result.

Similarly, the study was limited only the tools like observation and in-depth interview with only trained teacher. Still, it could be better to include more tools, samples like trainees, stakeholders, officers related to the education field, training environment, and training school learning environment for quality education. It is also beyond this study's scope to address the other actors' questions and their detailed policies related to the SDG4 and their implementation. Moreover, it could be the comparative analysis of trained teachers' skills between the training centre and practical classroom rather than observation in the school only.

  Further research regarding the transfer of the basic skills of the teacher training related to the trainer and policies should be focused on because teacher training is a combination with

multidimensional approaches. According to the result from this research regarding transferring the basic skills from the trained teachers to the actual classroom situation to the learner, the government can solve the issues related to the hindering factors so that the trained teacher can increase the intentions to deliver the skills. Similarly, the further researcher can think that SDG4 is impossible without the action implementation by the trained teachers on various challenges at the grassroots level in both schools. To get the in-depth reality about the delivery status of the skills, the researcher can compare the observations and interviews also. In addition, the stakeholder related to the training should focus on the action implementation process rather than the design.

A specific qualification framework of skills should be implemented to deliver the skills of training to the trained teachers in future work. The trained teachers were weak in implementing the instructional materials and methods in an actual classroom situation to learn the different technique during the training session and apply in the actual classroom situation to fulfill the learner's needs. System of prize and punishment can be implemented to the trained teachers so that every trained teacher can transfer the training skills in an actual classroom situation. So, there must be a discussion about the issues and feedback to the trainee by the trainers in the practical implementation of skills. A trained teacher from training is confused about various teaching techniques, so the upcoming researcher can include these concepts. Similarly, future research can emphasize the elements of continuous monitoring, follow-up, and supervision by the head teacher and school supervisor to identify the actual status of the transfer of the training to meet the fulfillment of SDG4. Finally, the future researcher can take the quantitative research design to determine the transfer status of the border sample rather than the small in this research.

Hence, the discussion of this experiment took place according to the theories' lens, i.e. generalization and Lewin's transfer model, the study's context, and the theoretical framework combined theories of this research. Here, we can present the discussion and analysis according to the research questions of this research. The discussion and analysis were done according to the research questions terms which are given below.

The research questions related to this study are identifying the transfer of the trained teacher's skills, knowing the views regarding the training design, and identifying the factors affecting the teacher's transfer of skills in real classroom situations. These factors influencing the training are training factors and non-training factors. To ensure equitable and inclusive learning

to the learners, the training and the trained teacher's play an essential function in the education field to lead towards sustainable development.

From the above discussion, by taking the lenses of generalization and Lewin's transfer theories in Nepalese's present context, the transfer of the trained teacher's skills of both school proved that they could not generalize the basic skills from the training situation to the teachers' in the actual environment .It means that the whole training procedures lacks the action oriented strategies, child centered, and whole institutional approaches degrades the quality of education to achieve the SDG4.

8. Conclusion and Recommendations

8.1. Conclusion of the lesson

To sum up, education for sustainable development (ESD) and the progress of SDG4 is impossible without the action implementation by the trained teacher in the actual classroom situation. But according to the conclusion of this research, the situation of the transfer of the skills by the trained teachers was not satisfactory because there was no intention of the trained teachers to transfer the skills in the real classroom due to the different hindering factors which degrade the level of desire of the teacher in the implementation process. Although, the fully trained teachers in primary level in Nepal is 78.9% but teacher training could not implement the seven basic skills by the trained teachers existing classroom situation. The views towards the training design from the trained teacher were also not optimistic in both schools. The factors affecting the training were also not able to support the trained teacher to transfer the learned skills in the actual classroom situation. Hence, this research shows the massive gap within the training atmosphere and the actual environment that provides information about the Nepalese context with lack of quality education.

8.2. Recommendation

The above information has given clear concepts about the actual status of the transfer of the training skills by the skilled teacher and the barriers in the real classroom. Based on the finding in this research, some recommendation related to the transfer of mastery of the trained teacher with inclusiveness and equitable for quality education can be given below:

- Education for sustainable development (ESD) and the progress of SDG4 is impossible without the action implementation by the trained teachers on these multiple challenges at the grassroots level in both schools. So, the stakeholder should focus on the child centered action oriented implementation process.
- The NCED ten-month training package didn't address the practical problems faced by the teacher in the classroom. So, there should be a discussion about the issues and feedback to the trainee by the trainers.
- A specific qualification framework of skills should be implemented to deliver the skills of training to the trained teachers.

- The government should develop competent, skilful, motivated, committed and dynamic trainers to train the teachers to efficiently deliver the skills to the trained teachers with inclusiveness and equitable relation to the quality of education for long life towards SDG4.

- The entire sample respondent teacher is failed to present the skills of written preparation and planning for the lesson, which is the essential skills for the trained teacher. So, the entire stakeholder should focus on this topic of the 2030 Education Framework for Action. The trainer should teach it with details to the teacher to provide quality education with the inclusiveness of SDG4.

- Similarly, classroom management skills are also crucial skills. Still, the trained teacher was unable to present these skills with inclusiveness of gender, marginalized and individual differences of the learner, so there must be the connection of the above skills in classroom management by the trained teachers.

- Regular, meaningful support should be given to the trained teacher by the trainer during a training session to increase the intention of teacher for the implementation of theirs learned skills.

- The trained teachers were weak in implementing the instructional materials and methods in an actual classroom situation so different techniques related to the instructional materials during the training session should be focused to apply in the actual classroom situation to fulfill the learner's needs.

- A trained teacher from training are confused about various teaching techniques, so the trainer should provide appropriate and frequent feedback. Similarly, there should be continuous monitoring, follow-up, and supervision by the head teacher, RPs, School supervisor etc., of the classroom of a trained teacher to meet the fulfillment of SDG4.

- A system of reward and punishment can be implemented so that every trained teacher can transfer the training skills in a real classroom situation equal to the needs of the learners.

The teacher training can be selected according to the need and job performance rather than the political basis to fulfill the needs of the learner towards quality education. Training is not the absolute term; it is totally relative. The sole responsibility does not meet the learners' needs in actual classroom situations towards the quality of education towards SDG4. Supporting to fulfill the SDG4, important elements helps to deliver the skills to the trained teacher with efficiency.

The critical factors for the transfer of the teacher's training skills are NCED, Trainers, teachers, head teacher, SMCs and parents. The recommendations for the key actors in teacher training also are as follow:

a. NCED

- Can revisit the training modality.
- Conduct school-based training.
- Place the filter in school for monitoring of the classroom of the trained teacher.
- Identify the teacher problems
- Create the teacher forum.

b. Teachers

- Be honest about the profession.
- According to the availability of the resources, skills of training can be implemented in the classroom.
- Locally resources should be recognized and utilized as more as we can.
- Arranging group works and gathering about the professional with the head teacher.
- Share the training experience with other teachers.

c. Head teachers

- Can prepare a human resource management plan.
- Can be familiar with the stakeholders like teachers, SMCs and PTA.
- Try to get teachers commitments before and after training.
- Evaluate the gap follow up the hole within training and implementations, and follow up the implementation of training.
- The updated design in school from a professional meeting may help and inspire the teacher.

d. School Management Committees

- Supporting the head teacher to make human resource management chart.
- Be familiar with school activities, including teacher training.
- Carry out of transfer skills of skills can be possible from the SMC gathering with raising the problems of teacher by feedback.
- Try to include professional support activities for the teacher.

e. Parents

- Be careful and take an interest in the learning of a child.
- Revisiting the school in time.
- The child can gain comments from the teacher in the classroom.
- Assisting school activities and PTA is arranged with the parents.

Finally, the conclusion of the study states that the transfer of the training skills of the trained teacher is essential. Only having the knowledge in not meaningful until it is not applied during the actual situation. The conclusion and the recommendation of the research help to provide specific feedback to the researchers having an interest in the field of the transformation of teacher training in the classroom atmosphere in specific context.

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Appendix A

Trained Teacher's class observation Form

Name and address of the school……………. Name of the teacher…................

M/F……. Age…… Academic qualification……. Teaching experience……………

Permanent/temporary in the job…….. Subject….. Topic of lesson…………………

Class duration…………….. No of students………………

Training received:

S.N.	Name of the training	Institution	Duration	Date	Pass

Major Skill areas to be observed

A Preparation of Lesson

1. Planned for teaching

………………………………………………………………………………………….

  Written lesson plan ……………………………………………………………………………

   Lesson note……………………………………………………………………………………

  Plan for multi-grade teaching…………………………………………………………………

2. Appropriate instructional material prepared…………………………………………………..

B. Creating a Learning Environment

 1. Relevant materials displayed on the wall………………………………………………………

 2. Learning corners managed in the class……………………………………………………….

 3. Physical environment arranged appropriately…………………………………………………

C. Commencing the class

1. Pleasing and enjoyable opening with inclusive and

equitable……………………………………………………………….

2. Lesson linked with the previous lesson………………………………………………….

3. Lesson related to students experience……………………………………………………

D. Instructional Skills

1. Accurate subject-matter presented………………………………………………………

2. Challenging and joyful environment created …………………………………………………..

3. Contents linked to the student's own life experience…………………………………………

4. Time used appropriately………………………………………………………………

5 Low cost and no cost material used skillfully……………………………………………………………

6. Students encouraged for interactive/active

learning……………………………………………………………………………….

7. Students treated with love and respect………………………………………………………….

8. Students encouraged for cooperation and healthy

competitiveness…………………………………………………………………………

9. Interactive and students centred methods used……………………………………………………

10 Assessment undertaken during the lesson…………………………………………………………

E . Communication skills

1. Clear and understandable language used…………………………………………………………

2. Subject matter presented effectively……………………………………………………………

3. Polite and non-threatening……………………………………………………………………….

4. Appropriate actions and gestures used for enhancing verbal

communication………………………………………………………………….

5. Purpose of questioning-

Find out what the students already

know……………………………………………………………….

Revise topic… stimulate thinking…check of

understanding………………………………………………………

6. Questions used- Yes/No…. Recall…. Open-

ended….opinion………………………………………………………….

7 Questioning techniques used

appropriately……………………………………………………………………

8. Challenging questions asked clearly……………………………………………………………

9. Opportunities provide to answer………………………………………………………………

10. Feedback provided appropriately with inclusive.

……………………………………………………………………

F.Concluding the lesson

1. Recapitulated

……

2. Homework

given…………………………………………………………………………………………………..

.

Appendix B

In-depth Interview

Name: ………………   Male or female: …………………   Age……………..

Schools' name and address: …………………

Training design:-

1. Did you find the training package to your expectation?

   …………………………………………………………………

2. To what extent teacher training is relevant to job requirements?

   ………………………………………………………………………..

3. How was the course content of the training?

   …………………………………………………………………………

4. Is the training design is equitably economically to achieve the quality of education?

   …………………………………………………………………………..

Training deliveries

5. How was the training modality?

   ....

6. How do you rate the competence of the trainer?

   …………………………………………………………………………………

7. What are the significant shortcomings you experienced during the training?

   a. …………………………………………………………………..
   b. …………………………………………………………………..
   c. …………………………………………………………………..

8. How much did you practice the training skills during the training?

………………………………………………………………………………………….

Supervisory Support:

9. How often the school supervisor visit to observe the classes?

…………………………………………………………………………………….

10. What sorts of feedback do they give?

……………………………………………………
……………………………………………………

11. Work environment:

Workplace (Appropriate/inappropriate), (inclusive / equitable).
Why? …………………………………………………………..
          …………………………………………………………..
Furniture/equipments/tools (sufficient and comfortable/sufficient and
uncomfortable/insufficient and uncomfortable)
Workload stress (High/medium/low):
Why? …………………………………………………………..
          …………………………………………………………..
A working environment concerning the other teachers (Appropriate/inappropriate):
Why? …………………………………………………………..
          …………………………………………………………..
Support in work from other teachers (sufficient/insufficient):
 How? ....
Support in work from school headteacher (Sufficient/insufficient):
 How? ....
Students (Regular/irregular)
Teaching materials (Availability/unavailability)
Information & sharing (sufficient/insufficient)
Is the school is violence-free school and apply gender-sensitive strategies?

....

12. What are the barriers to the transfer of training skills acquired in training?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

13. How about the teacher training quality?

…………………………………………………………………………………………………

14. What about the qualification of the framework of the teacher?

…………………………………………………………………………………………………