Using CIPP Model to Evaluate Online Teacher Training Programme for Single National Curriculum, 2021

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Abstract

The main focus of this study was to evaluate the teacher training programme imparted for the implementation of Single National Curriculum (SNC), 2021 and to evaluate whether the online Teacher Training Programme with respect to suggested pedagogies in Single National Curriculum, 2021 was successful or not. In the context of implementation of Single National Curriculum (SNC), 2021, this study was conducted to examine the Teacher Training Modules considering instructional strategies and to investigate the opinion of teachers in the light of training imparted in pedagogies and instructional strategies. Similarly, the opinion of students of class V with respect to classroom pedagogies practiced by English language teachers after getting Online Training was also explored. For this purpose, a concurrent mixed-method research design involving both the qualitative and quantitative data and techniques was adopted to evaluate whether the teacher training had enabled the teachers to gain updated knowledge and skills pertaining to competencies, standards, benchmarks, and SLOs in light of suggested pedagogies, instructional strategies, and assessment techniques and had ability to adapt to the Single National Curriculum after getting training and how well SNC was implemented in terms of pedagogies. Stufflebeam's (2017) CIPP model of programme evaluation was used for evaluation of this training programme. For analysis of all the four components of CIPP model, Context, input, process and output of the training programme, content analysis of training modules was analyzed, questionnaire data was collected from a sample of 900 English language Primary School Teachers (PSTs) trainees and 15 Master Trainers were included in the study, along with 135 students of Grade-V. The process of implementation of teacher training programme, classroom observation checklist was also used to investigate class room practices of the English language teachers. Six lessons in six schools (three male, three female) were observed. Moreover, interviews with Master Trainers were conducted for triangulation of results. Data analysis depicted that although training modules contained material and content related to the competencies, standards and bench marks regarding oral communication skills,

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writing skills, and vocabulary development, the training modules lacked material regarding ethical and social behavior, reading skills and listening skills. Trainee teachers considered that there was alignment of SNC with Training Modules (M =3.6). However, teachers found nearly undecided about General Aspects of Training yielding score (M= 3.3). On the other hand, they were nearly agreed on learning new assessment techniques during their training as depicted in the score of (M= 3.7). The same score (M =3.7) was gained on their opinion about learning new pedagogies. Similarly, students were nearly agreed (M =3.9) about their English language teachers' using new pedagogies in their class. Moreover, students were highly agreed with the usage of their teachers' adaptation of new assessment techniques in their English class (M =4.2). Score (M =2.7) gained on the classroom observation checklist revealed that English language teachers were using newly learnt skills in their classroom. Interviews with the master trainers indicated that the online model adopted for teachers training was best suited to the circumstances of prevailing COVID-19 situation. Although there was some lack in alignment of content of curriculum guidelines and training modules, the training was successful in disseminating knowledge and skills related to the Single National Curriculum, 2021 to a very large number of teachers throughout Punjab within a limited time period of three months. There is a need, to included new content and modules of English language training for fulfilling all the needs of curriculum and to conduct a comprehensive training exclusively for English language teachers. Similarly, follow up of the training needs to be conducted to monitor effective curriculum implementation. Moreover, to pinpoint the effectiveness of the training, comparative analysis of students' performance in the summative assessment should be investigated in future research studies.

Keywords: Programme evaluation, online training, CIPP Model, Alignment of training modules, SNC

l. Introduction

Teachers are the most important personnel in the process of developing and implementing curriculum (Alsubaie, 2016). Teachers' role in school effectiveness (Özgenel, & Mert, 2019), students' career choice (Wong, et al., 2021), implementation of inclusive education (Ginja, & Chen, 2023), developing students' emotional intelligence (Parinussa, et al. 2023; Valiente, et al. 2020), students' academic achievement in different subject areas (Fauth, et al. 2019; Szumski & Karwowski, 2019; Toropova, et al. 2019), implementation of different pedagogies and teaching strategies (Teig, et al., 2019), improving behaviors (Teig, et al., 2019), education for sustainable development (Kalsoom, & Qureshi, 2019; Timm, & Barth, 2021), use of technology in education (Konstantinidou, & Scherer, 2022), motivating the students (Vermote, et al. 2020) have been highlighted in recent research work. Hence, they play a crucial role in imparting different skills, knowledge, and creativity in students through their pedagogical practices. Teachers are also key players in process of curriculum implementation as reported by (Anif, et al., 2020; Arif, & Sulistianah, 2019; Duong, 2021; Shafie, et al., 2021; Yue, & Shao, 2020). In this perspective, after adoption of textbooks as teaching and learning material, success in curriculum implementation directly relates to the teachers' competence to teach newly adopted material (Yue, & Shao, 2020).

In this context, teachers' knowledge and skills need to be updated in terms of new skills related to any curriculum change. Professional development through teacher training can be a key factor that contributes to the successful implementation of curriculum. Number of

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studies have been conducted on different aspects of teacher training and their importance in curriculum implementation (Aneke & Otegbulu, 2016; Patankar & Jadhav, 2013). According to Owen (2020), Evaluation can be considered as a process of knowledge production, which develops through using rigorous empirical enquiry. Although, programme evaluation is an essential tool to evaluate effectiveness and efficiency of a programme, research in the field of programme evaluation is limited and needs further research (Huma, 2013; Usmani, 2013). Teachers can only educate their students effectively when they are well equipped and trained about the new learning content (Kabaday, 2016). In this context, teacher training is quite beneficial in curriculum implementation (Mandukwini, 2016; Robinson, 2019).

Single National Curriculum (SNC) was implemented due to some major events in constitutional history of Pakistan. Before the 18th amendment in the Constitution of Pakistan, 1973, the Concurrent Legislative list included the subject of Education which came under the Provincial control after this amendment in 2010. According to Rana (2020) The 18th Amendment brought several important changes to the Constitution that had a direct bearing on provision of education in Pakistan. Perhaps the most significant was the insertion of Article 25A, which made education a fundamental right and required the state to provide free and compulsory education to all children between the ages of 5–16 years. Implementation of this fundamental right required the Federal and Provincial Governments to establish the necessary legislative and institutional frameworks for their respective areas of jurisdiction. Accordingly, the Provincial Governments enacted a new law to this effect, but only the Sindh government framed rules to operationalize the right-to-education laws. Furthermore, the abolition of the Concurrent List brought the two subjects of constitution in the exclusive provincial realm, wherein, curriculum, syllabus, planning, policy, centers of excellence and standards of education and Islamic education were now a subject of provincial governments. This scenario led to a political risk that if all the provincial government were to develop and implement an educational curriculum of their own, it could harm the integrity and ideological unity of Pakistan as a Federation that could result into an irreparable loss to Pakistan as a nation. Owing to this threat, the need of devising a Single National Curriculum for the whole nation emerged strongly amongst the policy makers and all other stake holders as well. Curriculum of 2006 was being taught till 2020. With a slogan and motto of "One Nation, One Curriculum", the Single National Curriculum was developed after the commencement of current federal Government led by Pakistan Tehreek-e-Insaf (PTI). After implementation of Single National Curriculum (SNC) in Pakistan in academic session 2021-22, a comprehensive Online Training of Single National Curriculum was carried out in Punjab through the Quaid-e-Azam Academy of Educational Development (QAED).

2. Literature Review
2.1 Programme Evaluation
Programme evaluation can be described as a systematic method of collecting, analyzing, and using information to answer questions about projects, policies, and programmes, particularly about their effectiveness and efficiency (Giancola, 2020). It is a process that consists of collecting, analyzing, and using information to assess the relevance of a public programme, its design, implementation, improvement, or outcomes (Linfield, & Posavac., 2018). In other words, programme evaluation is a process of systematic appraisal used to determine the

value, worth, or meaning of something, such as a programme, a method, an approach, or a situation. The goal of programme evaluation is to provide information that contributes to decisions that shape programme goals, strategic plans, and resource allocation. Programme evaluations can serve several functions, including programme improvement, accountability, and communication of programme goals and accomplishments to external audiences (Mertens, & Wilson., 2012).

2.2 Programme Evaluation Models
There are a number of programme evaluation models that are devised and used to achieve varied objectives of evaluation in different research designs. Based on the objectives and filed of evaluation, there are several categories of programme evaluation models, including results models, process models, system models, economic models, actor models, and programme theory models (Garboan, 2008; Shakeman, 2013, Shakeman & Rodriguez., 2015). Some of the programme evaluation models include; result models (Frye, & Hemmer., 2012), process models (Balmer, et al., 2019), system model (Sankaran, & Saad., 2022), economic model (Turner, et al., 2021), actor model (Stern, et al., 2012), programme theory (Shakeman & Rodriguez., 2015), constructivist model (Egon, & Yvonna, 2001; Mensah, 2015), qualitative model (Busetto, et al., 2020), utilization-focused evaluation model (Patton, 2013), Kirkpatrick's four level model (Kirkpatrick, 2006), CIRO model (Deller, 2021), Philip's ROI model (Downes, 2023), Kaufman's model (Hays, 2021).
However, there is no defined boundary for restricting these models into a single category due to their overlapping commonalities. Anh (2017), has described Tyler's Objective Model, Stake's Responsive Model, Scriven's Goal Free Model, and CIPP models as key historical models for educational programme evaluation. Apart from these programme evaluation models, Kirkpatrick (2021), model of programme evaluation is also one of the widely used model.

2.3 CIPP (Context, Input, Process, Product) Model of Programme Evaluation
Stufflebeam (2003), updated CIPP model of programme evaluation was adopted which involves context, input, process, and product of a programme focusing mainly on effectiveness and sustainability, meta-evaluation, and synthesis of different components of a pragramme. This model seeks the answer to the success or a failure of a programme and whether a programme reached the target group or not. Moreover, it also determines what were the needs that have been satisfied by the programme. In this model, the evaluation criteria are derived from the aim and the objectives of the programme. CIPP (Context, Input, Process and Product) model of programme evaluation was developed and upgraded by Stufflebeam (2002) which falls into the category of Programme Theory Models and is considered as one of the most widely used models of Programme evaluation in the field of Educational Evaluation. Breuer, et al. (2016) suggested that Kirkpatrick's Four Level Model, CIPP Model or Outcomes-Based Evaluation Model can be adopted for programme evaluation studies in Pakistan.

2.4 Use of CIPP model in Programme Evaluation
The CIPP model has been widely used in programme evaluation over the past several decades,

and it has been praised for its flexibility and adaptability to a wide range of programmes and contexts. The model's focus on the entire programme cycle, from planning and design through implementation and evaluation, has made it a valuable tool for programme managers, policymakers, and other stakeholders (Hakan, & Seval., 2011; Rooholamini, et al., 2017; Sopha, & Nanni., 2019).

The CIPP model can be used to evaluate the effectiveness of professional development programmes for teachers and administrators. By assessing the context, input, process, and product of the programme, evaluators can determine whether the programme is meeting its goals and identify areas for improvement (Hakan, & Seval., 2011; Rooholamini, et al., 2017; Sopha, & Nanni., 2019). The CIPP model can be used to evaluate the effectiveness of school improvement initiatives, such as school turnaround programmes or efforts to improve student achievement. By examining the context, input, process, and product of the initiative, evaluators can determine whether the initiative is having the intended impact and identify areas for improvement (Hakan, & Seval., 2011; Rooholamini, et al., 2017; Sopha, & Nanni., 2019). In other words, the CIPP model can be used to evaluate the effectiveness of a wide range of education programmes, including after-school programmes, mentoring programmes, and college access programmes. By assessing the context, input, process, and product of the programme.

2.5 Importance of CIPP model for Programme Evaluation

Some of the key features of CIPP educational programme evaluation include its being Comprehensive. The CIPP model evaluates the entire programme cycle, from planning and design through implementation and evaluation. This model considers the programme context, input, process, and product, which provides a comprehensive evaluation of the programme effectiveness (Sopha, & Nanni., 2019).

The CIPP model provides a structured approach to evaluation, which ensures that all aspects of the programme are considered in a systematic way. This approach helps evaluators to identify strengths and weaknesses and make recommendations for improvement (Sopha, & Nanni., 2019).

The CIPP model recognizes that educational programmes operate within a broader context, which can influence their effectiveness. By considering the programme context, evaluators can assess the impact of external factors on the programme success. The CIPP model can be adapted to different types of educational programmes and contexts, making it a versatile approach to evaluation. This flexibility allows evaluators to tailor the evaluation to the specific needs of the programme. It is focused on the programme goals and objectives, which provides a clear framework for evaluation. By assessing the programme effectiveness in meeting its goals, evaluators can determine whether the programme is successful and identify areas for improvement (Rooholamini, et al., 2017; Sopha, & Nanni., 2019).

2.6 Use of CIPP Model in Education

Research conducted by educationists and programmes evaluators have shown effectiveness of using CIPP model for educational programme evaluation (Ketut 2019; Nyoman, 2021; Nyoman, et al., 2019; Sopha, & Nanni, 2019). CIPP model have been in used for evaluating different aspects of evaluation of English Language Teaching and Learning Programme

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(Abdul, et al. 2020; Agustina, & Mukhtaruddin, 2019; Ahmet, Ahmet, & Tuğçenur 2020; Cici, 2021; Endang, 2021; Görkem, & Enisa, 2021; Mustangin, & Riswanto, 2020; Satja, et al., 2019; Shih, & Yuan, 2019; Yu-Chih, & Yun-Pi, 2019). Evaluation of Early Childhood Education Programmes (Basaran, et al., 2021; Mehmet, et al. 2021; Utsman, et al, 2020). Programme, curriculum, and teaching evaluation of Distance education (Prayogo, 2021; Prayogo, et al., 2022). Evaluation of Online Learning Programmes (Damayanti, at al., 2022; Hasanah, at al., 2021; Irawan, & Prasetyo, 2020; Irzan, at al., 2021; Prisuna, 2022; Purwaningsih & Dardjito, 2021; Tokmak, at al., 2013). Educational programme evaluation (Warju, 2016). Curriculum evaluation (Bashri, at al., 2020; Keskin & Yazar, 2021; Özdemir, & Başaran, 2021; Priantini, et.al. 2021; Tuna, & Basdal, 2021). Evaluation of Madrissah education programme (Ummah, & Ariyanto, 2019). CIPP model is used for quality evaluation at school level (Aziz, et al., 2018). This model is also used for Professional development programme evaluation (Molope & Oduaran, 2019).

2.7 Online Teacher Training by QAED
Some experts like Kabaday (2016) described models of teacher training under specific categories, however, Online Teacher Training of SNC was a blend of Web-Based Interactive Model and Web 2.0 LMS Model (Reid, 2017). Four modules of Teaching English were included in this training focusing on teaching of four language skills. Therefore, Content analysis of these modules was completed keeping in view the alignment and clarity of Objectives of Modules with SNC, and alignment of Training Modules with competencies, standards, benchmarks, and students learning outcomes set in the SNC.

2.7.1   Conceptual Framework
The conceptual framework for this study is illustrated in Figure 2.1. It shows the relationship among the variables analyzed to achieve the objectives of this study. It shows how online training of Primary School Teachers was evaluated using a concurrent mixed-method design by collecting and analyzing both quantitative and qualitative data and triangulation of results.
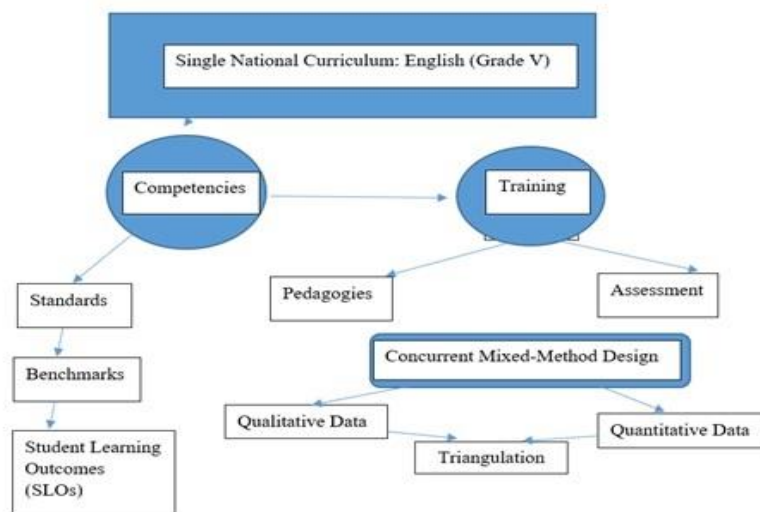

Figure: Conceptual Framework

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3. Methodology

Research Design: Both quantitative and qualitative research approach was used in this study, emphasizing basic statistical analysis of data collected through content analysis, questionnaires, observation checklist and interviews. By data analysis, the study sought to provide a robust understanding of teachers' and students' perceptions in usefulness of the online teacher training and its effectiveness through use of newly learned knowledge and skills in English language class by investigating their satisfaction in training. The population frame of this study was composed of teachers who got online teacher training and the students of grade V in Punjab. A sample size of 900 teachers and 135 students were the respondents whose opinion was collected by using two separate questionnaires. Moreover, a classroom observation checklist was also used to determine use of new pedagogies by the teachers after completion of their training. Similarly, 15 master trainers were also interviewed. Convenient sampling, a non-probability sampling method, was employed, allowing the researcher to efficiently gather data from relevant respondents.

Data Collection Tool/Instrumentation:
Two questionnaires of five-point Likert scale were employed for data collection, allowing respondents to express their agreement or disagreement with specific statements. The choice of the 5-point Likert scale was guided by its simplicity and efficiency in obtaining responses.

4. Data Collection Technique/Strategy

Table 4.1: Demographic Profile of teachers (n=900)

		Frequency	**Percent**
Gender	Male	464	51.5
	Female	436	48.5
Age Group	26 to 32 years	188	20.9
	33 to 39 years	193	21.4
	40 to 46 years	203	22.6
	47 to 53 years	159	17.7
	54 to 60 years	157	17.4
Division-wise Location	Bahawalpur	100	11.1
	D.G.Khan	100	11.1
	Faisalabad	100	11.1
	Gujranwala	100	11.1
	Lahore	100	11.1
	Multan	100	11.1
	Rawalpindi	100	11.1
	Sahiwal	100	11.1
	Sargodha	100	11.1

The data was collected from 900 respondents. This group consisted of 464 males (51.5%) and 436 females (48.5%). Moreover, 188 participants (20.9%) were in the age group of 26 to 32 years, 193 participants (21.4%) were between 33 to 39 years, 203 respondents (22.6%) were between 40 to 46 years, 159 (17.7%) were from 47 to 53 years, and 157 participants (17.4%) were between 56 to 60 years of age. Divisional representation of the sample was equal

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(11.1%) from each of the nine administrative divisions of the province of Punjab.

Table 4.2: Demographic Profile of students (n=135)

		Frequency	Percent
Gender	Male	74	54.8
	Female	61	45.2

Data from students' questionnaire was collected from 135 students. This group consisted of 74 male (54.20%) while 61 (45.2%) students were female.

Apart from the questionnaires, six schools (three male, three female) were also included in the study where six lessons each were observed through classroom observation checklist. Finally, fifteen master trainers were interviewed for triangulation purpose.

Table 4.3: Alignment of Training Modules with SNC Guidelines with respect to Reading Competencies

Content/Statement

SNC Document	Page Reference	Training Module	Training Module Reference
Oral Communication Skills (Listening and Speaking)	Page. 14	Oral Communication Skills	Slide 14, 35, 36, 37, 38, 39.
Reading and Critical Thinking Skills	Page. 14	Reading and Critical Thinking Skills	Slide 95.
Formal and Lexical Aspects of Language	Page. 14	_	_
Writing Skills	Page. 14	Writing Skills	Slide 14, 37, 59, 67, 68, 74, 84, 85, 88, 121.
Appropriate Ethical and Social Development	Page. 14	_	_

Table No. 4.3 shows competencies related to Oral Communication Skills (Listening and Speaking) have been mentioned on the page No. 14 of Single National Curriculum document while this competency was part of training module being mentioned on slides No. 14, 35, 36, 37, 38, 39. Similarly, competency on Writing Skill was mentioned on the page No. 14 of Single National Curriculum document also and the same competency was included in slide No. 14, 37, 59, 67, 68, 74, 84, 85, 88, 121 of the training module. On the other hand, Reading and Critical Thinking Skills was included in the Single National Curriculum document on page No. 14 but there was only one presentation slide (No. 95) mentioning this competency in the training module. In contrast, competencies regarding Formal and Lexical Aspects of Language and Appropriate Ethical and Social Development were mentioned on the page No. 14 of Single National Curriculum document but both these competencies were not included in any presentation slide of the training module. It can be concluded that there were 10 presentation slides on Writing Skills, six (06) presentation slides about Oral Communication Skills, and one (01) slide on Reading and Critical Thinking Skills while there were no presentation slides mentioning competencies related to Lexical Aspects of Language and Appropriate Ethical and

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Social Development, although all these competencies were included in the guidelines of Single National Curriculum. All these aspects of the alignment of curriculum guidelines with a training programme are pointed out in by Gonzales, et al. (2012).

Table 4.4: Opinion of Teachers about Online Training Programme

	SDA (1)		D (2)		NDA (3)		A (4)		SA (5)		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	M
Trainees were taught how to teach Oral Communication skills	61	13	73	6	10	11	538	60	228	10	3.9
Teaching pronunciation, stress patterns, and intonation were included in the training	17	2	68	8	137	15	539	60	139	15	3.8
Training related to teaching using appropriate formal and informal communication in different social settings	137	15	365	41	87	10	261	29	50	6	2.7
Teaching comprehension to students through different tasks to understand a variety of texts was part of the training.	15	9	13	11	35	4	573	64	264	12	4.2
Training related to teaching students how to analyze literary text to seek information was imparted.	219	8	447	33	20	13	129	37	85	10	2.3

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	SDA (1)		D (2)		NDA (3)		A (4)		SA (5)		
	Freq.	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	*M*
Training modules included ways to teach enhancement in vocabulary.	17	19	7	39	86	10	422	25	368	8	4.2
Teaching grammatical and lexical aspects of the English language was part of the training.	15	2	18	21	43	11	521	58	303	8	4.2
The teaching of creative writing was imparted in training.	35	4	174	19	68	7	416	46	207	23	3.7
Training included ways to learn writing fluent, accurate, focused, and purposeful English.	187	10	113	11	86	10	376	54	138	15	3.2
Trainees were explained about benchmarks of learning English for grade-V according to SNC	53	11	68	8	51	6	506	56	222	19	3.9
Average	**76**	**9**	**135**	**20**	**62**	**10**	**428**	**49**	**200**	**13**	**3.6**

Table no. 4.4 represents the data of responses of teachers regarding their opinion about knowledge and skills related to competencies, standards, benchmarks, and SLOs. It indicates that the 'Teaching comprehension to students through different tasks to understand a variety of texts was part of the training', 'Training modules included ways to teach enhancement in vocabulary' and 'Teaching grammatical and lexical aspects of the English language was part of the training' was (M=4.2) which shows a strong agreement from the participants on these statements. Similarly, (M=3.9) on 'Trainees were taught how to teach Oral Communication

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skills' and 'Trainees were explained about benchmarks of learning English for grade-V according to SNC' shows that the participants were nearly agree to these statements, while (M =3.8) on 'Teaching pronunciation, stress patterns, and intonation were included in the training' and (M = 3.7) on 'The teaching of creative writing was imparted in training' also indicate that there is almost an agreement on these statements. However, the (M =3.2), and (M=2.7) on 'Training included ways to learn writing fluent, accurate, focused, and purposeful English' and 'Training related to teaching using appropriate formal and informal communication in different social settings' respectively shows that the participants were nearly undecided on these statements. In contrast, the 'Training related to teaching students how to analyze literary text to seek information was imparted' was (M=2.3) which indicates a slight disagreement from the participants with this statement. An overall (M =3.6) related to the teachers' opinion about training of skills related to competencies, standards, benchmarks, and SLOs indicates that the respondents were nearly agree in this regard.

Table 4.4: Score of Classroom Observation Checklist

Observation	Frequency			Percentage			*M*
	Not Observed (1)	More emphasis	Accomplished very	Not Observed (1)	More emphasis	Accomplished very	
Teacher Teaches English using New Pedagogical Methods	3	4	29	44	0	56	2.7
Teacher keeps teaching from the textbook only	0	15	21	0	53	47	2.6
There are a lot of activities to perform by the students	3	7	26	44	22	33	2.6
Teacher takes test on English using new assessment techniques	0	6	30	0	44	56	2.8
Language skills like listening, speaking, reading, writing is taught appropriately	0	4	32	0	42	58	2.9
Education for Sustainable Development (ESDA) is included in lessons	0	7	29	0	67	33	2.8
Concept of Global Citizenship education is taught	0	5	31	0	47	53	2.9
Teachers use Rubrics to test students' learning.	0	6	30	0	44	56	2.8
Teacher checks English Notebook regularly and gives feedback	0	0	36	0	0	100	3.0
Teacher uses jigsaw reading and concept map techniques	0	4	32	0	56	44	2.9
Teacher asks questions regarding how students feel about a lesson	0	9	27	0	25	75	2.8

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Observation	Frequency			Percentage			*M*
	Not Observed	More emphasis	Accomplished very	Not Observed	More emphasis	Accomplished very	
Teacher tells the students about websites related to your lesson	5	5	26	56	14	31	2.6
Teacher teaches how to talk frequently in English	0	11	25	0	58	42	2.7
English lesson includes listening practice also	5	14	17	19	67	14	2.3
Teacher teaches about critical thinking in English class	4	7	25	25	47	28	2.6
Teaching of grammar and vocabulary are given appropriate time	0	17	19	0	47	53	2.5
There is a lot of writing activity in class	0	24	12	0	67	33	2.3
Teacher teaches ethics and good citizenship in during class	0	13	23	0	36	64	2.6
Students are given Performance Tasks exercise in class for assessment	5	16	15	14	44	42	2.3
Overall M Score	**1**	**9**	**26**	**11**	**41**	**48**	**2.7**

Table 4.4 shows the data related to classroom observation of pedagogies practiced by the Primary School Teachers (PSTs) in their English language class of grade V. Checklist rating of three male (03) and three female (03) English language classrooms, where six lessons each were observed, is shown in this table. Data indicates that checking of notebooks regularly and giving of feedback was accomplished very well as it gained an average 3.0 rating, while rating on 'Language skills like listening, speaking, reading, writing are taught appropriately', 'Concept of Global Citizenship education is taught', 'Teacher uses jigsaw reading and concept map techniques' was 2.9. Moreover, 2.8 rating was observed on 'Teacher takes test on English using new assessment techniques', 'Education for Sustainable Development (ESDA) is included in lessons', 'Teachers use Rubrics to test students' learning', 'Teacher asks questions regarding how students feel about a lesson' while the rating on 'Teacher Teaches English using New Pedagogical Methods', and 'Teacher teaches how to talk frequently in English' was 2.7. Classroom observation yielded a rating of 2.6 on 'Teacher keeps teaching from the textbook only', 'There are a lot of activities to perform by the students', 'Teacher tells the students about websites related to your lesson', 'Teacher teaches about critical thinking in English class', and 'Teacher teaches ethics and good citizenship in during class', while rating on 'Teaching of grammar and vocabulary are given appropriate time' was 2.5. 'English lesson includes listening practice also' and 'There is a lot of writing activity in class and 'Students are given Performance Tasks exercise in class for assessment' had a rating of 2.3. Overall average rating of the observation checklist was 2.7 which shows that teachers were nearly accomplishing

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the practice of newly learned pedagogies in their English language class taught to Grade V students.

Table 4.5: Opinion of Students about Online Training Programme

	SDA (1)		D (2)		NDA (3)		A (4)		SA (5)		
	Freq.	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	*Freq.*	*%*	*M*
Your Teacher Teaches English in New Teaching Style	9	12	14	19	15	20	55	74	42	57	3.8
Your teacher keeps teaching from the textbook only	7	9	18	24	14	19	61	82	35	47	3.7
There are a lot of activities taught in your English lesson	8	11	15	20	15	20	59	80	38	51	3.8
You are learning more language skills like listening, speaking, reading, writing.	11	15	13	18	11	15	44	59	56	76	3.9
Teacher uses jigsaw reading and concept map in your English Class	6	8	10	14	9	12	47	63	63	85	4.1
Teacher teaches you how to talk frequently in English	4	5	7	9	0	0	51	69	69	93	4.2
Your English lesson includes listening practice also	8	11	11	15	7	9	64	86	45	61	3.9
Your teacher teaches you about critical thinking in your English class	5	7	9	12	2	3	58	78	61	82	4.2
You are taught grammar and vocabulary regularly	11	15	8	11	4	5	63	85	49	66	4.0
There is a lot of writing activity in your English class	19	26	17	23	14	19	39	53	46	62	3.6
Average	**9**	**12**	**12**	**16**	**9**	**12**	**54**	**73**	**50**	**68**	**3.9**

Table 4.5 above depicts the class V students' opinion about the English teachers' teaching practiced in their class. (*M*=4.2) was gained on 'Your teacher teaches you about critical thinking in your English class', and 'Teacher teaches you how to talk frequently in English' which shows that students were more than agreed to these statements, while they were also

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agreed to the statement of 'You are taught grammar and vocabulary regularly' having (*M=* 4.0). Moreover, score on 'You are learning more language skills like listening, speaking, reading, writing', and 'Your English lesson includes listening practice also' was (*M*=3.9) which indicates an almost agreement from the respondents on these statements. The score on 'There are a lot of activities taught in your English lesson', and 'Your Teacher Teaches English in New Teaching Style' was (*M*=3.8), while 'Your Teacher keeps teaching from the textbook only' and 'There is a lot of writing activity in your English class had (*M=* 3.7) and (*M*=3.6) respectively. An overall score of (*M*=3.6) regarding Opinion of Students about their English Teacher's Teaching Practice in their Class shows that there was nearly an agreement from the students on this aspect.

Date from table 4.3 to 4.5 depicts that English language teachers gained knowledge in terms of their being critically aware, self-directed, reflective, and analytical, and had the ability to adapt to the Single National Curriculum 2021 which was verified by the opinion of students in this regard and rating of classroom observation checklist. In theory, Alsaleh (2020), is of the opinion that critical awareness is recognized as one of the most important thinking skills and one of the most important indicators learning quality. Similarly, being analytical needs to be incorporated into the curriculum training and teaching approaches and so that they can be sequenced at school. Technology based online training might promote such skills. Teaching approaches taught is this training may pave the gap in teaching skills in terms of being self-directed and reflective. In previous research studies, Slaughter and Cross (2021), Rust (2017), Singh, et al. (2022) have also pointed out the similar results in their studies. According to Singh, et al. (2022), teachers had a positive opinion about learning and practicing new pedagogies and assessment techniques in their training as they demonstrated good awareness and mastery of different assessment strategies, including alternative, formative, and summative assessments. Similarly, research results of Slaughter and Cross (2021) indicated that teachers recognized the difference between traditional, standardized exams and alternative assessments that focus on the learning process and higher-order thinking skills and they were able to incorporated a variety of alternative assessment strategies in their English language classes, such as observations, self-assessments, peer assessments, and portfolio assessments as they viewed these assessment techniques more effective in identifying students' learning strengths and weaknesses by successfully applying these new pedagogies and assessment techniques in their Grade V English language classes. These studies also indicated that teachers found new assessment techniques helped them to engage students more actively in the learning process. Hence, the results of this indicate that the teachers had a very positive view of the new pedagogies and assessment techniques they learned and were able to effectively implement them in their Grade V English classes, leading to improved student learning.

5. Discussion
The findings of this study have unveiled the online teacher training programme was successful in imparting knowledge, skills and pedagogies to the training teachers in accordance with the guidelines provided by the Curriculum Guidelines by National Curriculum Committee (NCC) documents. Moreover, teachers generally practiced their updated professional skills in the relevant classroom teaching. There were some

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shortcomings as indicated by the master trainers in their interviews, like less training span, lack of technological facilities with the trainees, but overall, this training programme was successful and effective in achieving its objectives.

Alignment of Single National Curriculum guidelines with Training Modules
The content of training modules was moderately aligned with the guidelines provided in the Curriculum guidelines by the National Curriculum committee.

Dissemination of updated Knowledge to trainee teachers
The online teacher training programme was successful in disseminating and providing updated
knowledge and skills to the trainees' teachers.

Teachers' training for becoming critically aware
The Online teacher training programme successfully managed to make the trainee teachers critically aware.

Practice of New knowledge and skills in English Language class
Teachers were practicing newly gained knowledge and skills from the online teacher training programme in their English language class.

Successfulness on Online Training Programme
Although the online teacher training programme was mostly successful in implementing the new pedagogies and related knowledge and skills through training of Primary School Teachers of English language, there was a need of improving the effectiveness of the programme through inclusion on new segments in training and perpetual follow up of the programme.

6. Conclusion
In sum, although the findings of this study indicate successfulness and effectiveness of the online training programme in disseminating knowledge and skills to the trainee teachers for implementation of Single National Curriculum, there should be a mode of continuous professional development to update pedagogical skills among teachers. Moreover, after implementation of Single National Curriculum for the upper elementary levels from academic sessions of 2022-23 and for Secondary classes from the academic session 2023-24, it is very essential to conduct similar training programmes for upper elementary and secondary school teachers. Lastly, to closely monitor and evaluate the effectiveness of such training programmes, results of the summative assessments should be compared with the training as true outcome of such programmes.

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