

An Evaluation of One-year B.Ed. Program of Tribhuvan University

Rom Nath Sharma¹

Email: sharmarom96@gmail.com

Abstract

The purpose of this study was to evaluate the significance of the one-year B.Ed. course using Stufflebeam's CIPP evaluation model (1983). This study focused on the thorough evaluation of the courses of one-year B.Ed. program launched by Tribhuvan University, Nepal. The courses were examined and evaluated from the perspective of the teachers who taught at one-year B.Ed. program and the students who completed the one-year B.Ed. The finding was that despite it is useful for the students who have planned to build up their career in teaching, the evaluation and assessment process were not effective. Four participants were selected to collect the data. They were two lecturers who taught at one-year B.Ed. Program at a constitutional campus of Tribhuvan University of Rupandehi District, Lumbini Province, Nepal and two students who studied and completed this program from the same campus. Data were collected through the interview based on the interview guidelines prepared on the basis of the CIPP evaluation checklist. This study is delimited to the courses offered to the students pursuing specializing English Language in one - year B.Ed. program.

Key words: CIPP model, context evaluation, input evaluation, process evaluation, product evaluation

Introduction

Everywhere policymakers and researchers emphasize the need for evaluation of the academic program that helps in the quality control, monitoring of quality, quality assurance and quality development. Aziz, Mahmood and Rehman (2018) state, "Evaluation denotes the monitoring of progress towards desired goals and objectives" (p. 189). There are different models for evaluating the academic program. CIPP is an evaluation model for curriculum evaluation presented by Stufflebeam in 1983 that includes four elements namely "C- Context, I- Input, P-Process and P- Product" (Aziz, Mahmood & Rehman, 2018, p.190). The CIPP model can be used for both type of evaluation, summative and formative. The most important thing about this model is that it provides the holistic view of every element by evaluating context, input, process and output from each and every angle. Kurnia, Rosana and Supahar (2017) state, "According to Stufflebeam, the CIPP evaluation model can provide an overview results and provides useful information for consideration in making a responsible decision" (p. 2).

⁵Mr. Rom Nath Sharma is an Assistant Professor in English and Business Communication at Lumbini Banijya Campus, Butwal, Nepal

Context assesses needs and opportunities and helpsto define and assess goals. Input assesses alternative approaches and budgets and helps guide and assess planning. Process assesses implementation and helps in guiding efforts and interpretingthe outcomes. Product assesses outcomes and helps promote and document success.Context includes the goals, objectives, history and background of the academic program. Input refers to materials, time, physical and human resources needed for effective working of the school. Process includes all the teaching and learning processes, and product focuses on the quality of teaching-learning and its usefulness and the potentials that benefit society (Stufflebeam, 2003, as cited in Aziz, Mahmood and Rehman, 2018, p.190).

Evaluation involves collecting and analyzing the information about a program's activities, characteristics, and outcomes. One of the strengths of CIPP model is that it is a useful tool for helping evaluators to produce questions to be asked in an evaluation process (Hakan & Sevel, 2011, p. 593). Evaluation is a process that critically examines a program. Its purpose is to make judgment about a program and to improve its effectiveness.

This evaluation has been limited to one-year B.Ed. program specializing English only i.e. the evaluation of other specializing subjects are not included here. Awasthi (2010) states, "In order to prepare quality English teachers, language improvement courses should be included in the teacher training curricula, and these courses should precede the training of ELT pedagogy" (p. 27).One year B.Ed. program of Tribhuvan University is designed to prepare trained teachers for teaching at secondary level of school education in Nepal. One year B.Ed. course intends to acquaint the students with the fundamental knowledge of education, innovation in teaching, school and society, education and social policy, and education and philosophy. Moreover, it provides information regarding development of education in Nepal, the major recommendations of the education commissions and contributions of program to shape the education system in Nepal.One Year Bachelor of Education (One year B.Ed.) is a twelve months program in education introduced by Tribhuvan University.

Subjects Offered in the Program

The one-year B.Ed. program courses have been divided into three categories; viz. compulsory/core courses which carry 300 full marks, specialization courses whichcarry 200 full marks, and teaching practice which carries 100 full marks. Thus the total full mark of this program is 600. The three core subjects are Ed. 412: Philosophical & Sociology Foundation of Education, Ed. 413: Educational Psychology and Ed 414: Curriculum and Evaluation. Two specializing subjects are Ed. 416: Fundamentals of Language & Linguistics and Ed. 490: English Language Teaching Methods and Materials. Each core and specializing subject carries 100 full marks.

Context of the Program

Teachers need to acquire the proficiency in the subject matter, pedagogical knowledge and skills of their concerned subject to make teaching and learning effective, and to meet the objectives of the program. This is also important for developing the professionalism in teaching and sustainable effective teaching as per the need of time and set objectives of the related subjects and program. Prospective candidates with Bachelor's Degree should require to gain content knowledge of specialized subject along with the core subjects concerned with the fundamental of education studies. This program basically focuses on pedagogical knowledge and methodological skills required to teach specific subject at secondary level.

The one-year B.Ed. program of Tribhuvan University offers well-rounded knowledge in the field of education with a major emphasis on methodological skills and pedagogical knowledge encompassing both theoretical and practical aspect required to teach at secondary level.

Program Objectives

The general objectives of this course are to produce academically sound and practically skilled teachers for secondary level; enhance students' communication skills; make students understand sociological foundation of education and education policies and curriculum; provide students deeper understanding of fundamentals of teaching pedagogy, and make students familiar with the contribution of different education commissions, plans and programs to the development of education in Nepal.

Teaching Strategies of the Program

To facilitate the students with this course, various strategies have been applied. Teaching is based on lectures, handouts, microteaching and practically teaching at school. However, teaching is mostly based on chalk and talk as Awsthi (2010) states "Due to the large class size and lack of teaching materials 'chalk and talk' is the dominant method of training/educating teachers (P.25)". This situation has been obvious when we examine the way the program is conducted in the different campuses. There is also the place to question regarding the effectiveness of the program in producing professionally fit and qualified teachers despite this program has set very good objectives.

Methodology

CIPP Evaluation Model was used for evaluating the one-year B.Ed. course offered by Tribhuvan University, Nepal. There are four main types of evaluation. They are context, input, process and product. Aziz, Mahmood and Rehman (2018) write, "The model was proposed by Stufflebeam in 1983. The CIPP Model (Context, Input, Process, and Product) can be used for

both types of evaluation: summative and formative" (p.192). This model has been widely used to evaluate the effectiveness of the academic programs.

Four participants were chosen from a constitutional campus of Tribhuvan University located at Butwal, Rupandehi District, Lumbini Province, Nepal. Two participants were the lecturers who taught in one-year B.Ed program and two participants were the students who passed one-year B.Ed. from the same campus. Pseudo names have been used to maintain the privacy of the participants. Interview guidelines were prepared based on CIPP Evaluation Model and semi-structured interviews were taken to collect the data.

Discussions

The findings have been discussed basing on the context evaluation, input evaluation, process evaluation and product evaluation from the teachers' and students perspectives. These teachers had the experience of teaching to the students of one year B.Ed. program and the students studied and completed one-year B.Ed. specializing in English.

Context Evaluation from Teachers' Perspective

One of the lecturers, Sakuntala Niraula, viewed that the curriculum is rather short focusing on the courses that enhance teaching i.e. particularly methods of teaching and foundations of language and linguistics in English specialization. Foundations of language and linguistics help students to gain theoretical as well as practical knowledge about language and linguistics. Another lecturer, Krishna Devkota teaching in one-year B.Ed. program at the same campus where Sakuntala Niraula teaches viewed that the course does not have the direct relationship with other courses like humanities as this is the course designed to train the students for teaching profession. However, the course matches with that of education faculty viz. three-year B.Ed. Program.

Sakuntala Niraula said, "There is no direct link between one year B.Ed. Course and research as it does not include research as a separate paper in the program". Krishna Devkota said that the course has abundant perspectives for research activities. Although there is not any research course offered in this program, various researches can be carried out. He said, "Research activities based on child psychology, different aspects of teaching-learning activities on the part of curriculum, procedure, teacher's and student's activities, assessment, evaluation, etc can be carried out". The course is also important to encourage youths in teaching. Sakuntala Niraula said, "The program is needed for those students who first had some other aims in their career rather than teaching and later realized teaching as an important career for their lives". After completion of this course, the students are eligible to get teaching license so that they can get a job in teaching field. Krishna Devkota said, "It is a very useful course for those who intend to involve themselves in teaching profession after having a degree from other disciplines or faculties.

The course is relevant to jobs in teaching field as one-year B.Ed. helps the students to train for secondary level teachers. It is found to be preferred in teacher selection in the context of private institutions in Nepal. Sakuntala said, "It is also relevant to job needs in the sense that the courses offered to provide in-depth theoretical knowledge about language and linguistics, teaching pedagogy, child psychology and foundations of education which are must in teaching". On the same note, Krishna said, "After completion of this course, the students are eligible to get teaching license so that they can get a job in the teaching field".

Context Evaluation from Students' Perspective

The course of one year B. Ed. is related to that of the three- year B. Ed program. One of the participants, Pawan Marasini, who passed one-year B.Ed. specializing in English, said, "Some of the textbooks that are taught in three years B.Ed. program are also taught in one year B.Ed. program". A person who has completed Bachelor's degree from other disciplines than education can join the program. When a person completes one-year B.Ed. program, he/she becomes equivalent to 3 years B.Ed. program. The course is designed to address the areas of instructional challenges beyond the boundaries. It has slightly covered up the areas including literature, philosophy, art, etc. In a sense, the course has bridged the boundaries between and among the other courses.

The course has not offered separate research subjects but as Narayan Khatiwada responded that the course provides teachers with research-based methods to effectively address the needs of English Language learners to meet their English language proficiency in the syllabus specializing in English.

The course supports teachers in the different processes including classroom management, strategies for developing academic vocabulary, and structures that students can use to practice and apply content and language in meaningful ways. Needless to say, the course is appropriately designed for professional development. Both participants agreed that the course is very relevant to job needs in teaching at school.

Input Evaluation from Teachers' Perspective

Regarding the appropriateness of the aims and objectives of the course, Sakuntala Niraula said, "Aims and objectives of the courses are suitable according to the level of the students." Similarly, another participant, Krishna Devkota shared his experience "As a training program for teaching to the students who have acquired Bachelor's Degree from other faculties, the aims and objectives are quite good".

Despite the different theories prescribed in the courses, students hardly practice theories in their real world. Talking to what extent the theory/content and practical aspects are

in balance, Sakuntala viewed, "There seems to be a gap between the theories introduced and application of these into real classrooms. After all teaching practice is only limited in formality". Although the course has been designed with the mindset of implementing theoretical aspects in real-world situation, "the students seem to be involved more in theoretical aspects than in practice" said Krishna.

For effective learning and teaching, a supportive environment is very crucial. However, classrooms are arranged traditionally and are not techno-friendly. Sakuntala revealed, "We still have very traditional classrooms on our campus. We don't have a techno-environment in the class". Likewise, most of the students are indifferent to attend the class as well. Krishna shared the bitter experience of teaching saying "A fewer number of students seem to be attending the class. So the classroom environment is not very amicable".

The course is organized appropriately. Sakuntala said, "Courses are organized in chronological order. Simple teaching materials are placed before the complex ones".

Input Evaluation from Students' Perspective

Pawan partially agreed that the aims and objectives of the course are suitable to meet the needs of the students. However, Naryan viewed that the course is suitable to meet the needs of the students. Moreover, contents of the course are relevant as per the student's ability because this is the course that can be pursued only after completing one Bachelor's degree. Naryan said that the course helps students learn the methodological ideas required in the teaching profession. Both Pawan and Naryan agreed that the teaching skills and knowledge of lecturers who taught them in one year B.Ed. program related to the subjects were found strong. Nevertheless, the classroom environment for them was partially supportive.

Process Evaluation from Teachers' Perspective

Krishna shared, "The students who attend the class participate actively in teaching-learning activities. As they are from other faculties and interested in teaching, they are eager to apply their acquired knowledge practically". Regarding the problems faced in teaching in this program by the teachers, Sakuntala responded, "The main problem I face in this program is the lack of resource materials e.g. projector, internet, etc". Another lecturer, Krishna said that it was interesting to teach or involve in teaching-learning activities of one year B.Ed. program but he shared, "The main problem is a fewer number of attendees in the class".

Despite the lecturers' efforts to make their formative evaluation effective through various ways such as home assignment and project work as Sakuntala said, "I assign them the task regularly and make them present in the class", but the number of attendees is the problem.

Process Evaluation from Students' Perspective

The activities that are required to be completed by students pursuing one-year B.Ed. program as a part of grading assignments isteaching practice, class observation, preparing a lesson plan, viva, project work, interview, etc. Both Pawan and Narayan participated in the learning activities to a satisfactory level. They faced some problems in learning indeed. Although they had completed Bachelor's degree and it was from another faculty i.e. it was not from education. So, ideas and theories offered in core subjects and specializing subjects were new forthem. Naryan admitted that he faced learning problems related to phonetics and phonology, understanding the grammar structure, and so on. Both participants agreed that the lecturers who taught them applied effective 2-way communication to a satisfactory level as there was a friendly and cooperative interpersonal relationship between the teachers and the students. Students could share their ideas and difficulties inside and outside the classroom.

Product Evaluation from Teachers' Perspective

Evaluation is totally theoretical. They are evaluated annually by examination control division of Tribhuvan University. Although there is practical evaluation, lecturers are not supposed to fail the students in spite of the weaknesses of the students. In this context, Krishna shared, "Regarding our internal assessment, we try our best to assess sincerely providing feedback to the students. But in the practical exam, conventionally we are not supposed to fail despite some of their weaknesses". Students are evaluated using informal assessment, internal test and external test. Krishna shared, "The students are also sent to different schools for teaching practice as a part of the practical exam." These students who have passed one year B.Ed. have been teaching in schools and they have attempted at their bestto do in their teaching career. Krishna said that the students used the skills that they had learnt while involving in teaching-learning activities or professions. Overall, they had the pleasant experience of teaching to the students of this program. However, Krishna said, "But the campus must make strict rules to make the studentsattend the classes in order to achieve the objectives of this course".

Product Evaluation from Students' Perspective

Pawan told that he didn't find the evaluation process and the quality of the assessment scientific. However, Naryan had some soft notes for this. Although this is a good way of evaluating students from teaching practice, classroom observation, preparing a lesson plan and questionnaire they are limited to the formality only. There is the system of taking the written exam by the examination control board of Tribhuvan University only at the end of the program. They are able to apply the knowledge and skills which they acquired during the course to a satisfactory level. Regarding the overall experience of the participants studying one year B. Ed. Program, theparticipants were satisfied as Narayan responded, "The course is competent in its achievements of the objectives".

Findings

The findings revealed that B.Ed. program was effective in terms of updating student-teachers' knowledge and skills required in their teaching profession. Student-teachers favored the B.Ed. curriculum, lesson planning, micro-teaching and teaching practice at school. However, the teachers and students both had some reservations about the proper use of technology for effective classroom teaching and learning processes. Teachers were found using traditional methods in teaching and in evaluating like teaching practice limiting in the formality due to students' lack of seriousness in involving in the practicum. The study revealed that an effective evaluation system and research oriented teaching and learning activities are the main challenges to incorporate the course effectively for the professional development in the teaching field.

Implications

The findings of the study are important for the faculties who are teaching to produce the well qualified and trained teachers as this study can help them to be aware on how they are facilitating their subject to the student-teachers and this can make them think over the ways they are teaching and the teaching methods they are applying. This study may be useful for the stakeholders involving in designing the academic programs and running the programs to think and rethink whether the programs are conducted achieving the set objectives or not. This study also may make them think in the existing evaluation systems for maintaining the quality education; for updating the course and the program, and producing the qualified teachers for secondary level as per the changing need in the teaching profession.

Recommendation for the Further Improvement

The program would have been far better if the program got revised and included research oriented practical activities merely basing on the present practical activities used for the summative evaluation. The faculties teaching at one-year B.Ed. program or in the program of similar nature should shift their teaching from the traditional approach to modern techno-friendly and research-oriented teaching. Likewise, the campus offering such programs should manage classroom facilitating with required technologies so that the classroom support environment can be improved.

Conclusion

The CIPP model is an effective model to evaluate the quality of the program and to get insight what improvements are necessary. At all, formative assessments are not implemented effectively and some of the summative evaluation like teaching practice and practical activities are just limited to formality rather than evaluating effectively. Thus the existing evaluation system should be revised and updated. Overall, in specific, the teaching faculties need to

be aware and responsible for the effective teaching and implementing the set evaluation system as instructed in the syllabus. Likewise, in general, program developing, monitoring and supervising authorities and agencies need to be careful and rethink whether the academic programs are conducted effectively and scientifically in terms of the use of teaching pedagogies, implementing evaluation systems to maintain quality in education and produce targeted qualified human resource.

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