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**An Evaluation of Four-Year B.Ed. Programme of Tribhuvan University**

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**Abstract**

This study evaluated the four-year B.Ed. program in English Language Teaching offered by Tribhuvan University, using Stufflebeam's CIPP evaluation model (1983). The study used the qualitative research design. The courses were examined and evaluated from the viewpoints of teachers in the four-year B.Ed. program and the students who completed it. Data are gathered through interview guidelines with four participants. It was based on the CIPP model evaluation checklist. The study found that the course effectively addressed the needs of secondary-level English language teachers. However, there is an obvious gap between theoretical knowledge and its connection to the real world. Both teachers and students found the course objectives very realistic, but failure to address the modern trend of adopting information communication technology, along with a disconnection between language skill development and objectives. It is necessary to reform the curriculum through digital integration, career counseling, teacher professional development, and monitoring.

**Keywords:** Program evaluation, Four-Year B.Ed., ELT, CIPP model

**Introduction**

A programme, a structured collection of activities, is designed to reach certain objectives. (Royse et al., 2010). An evaluation refers to a set of data systematically, continuously, and prudently gathered and analyzed to describe program enactment and effect, withstand liability, and recognize magnitudes that need alterations or changes along with development (Wall & Solutions, 2014). Monitoring of improvement toward targeted goals and objectives is an evaluation (Aziz et al., 2018). For the program evaluation of newly developed textbooks, the application of the CIPP (context, input, process, and product with their core value goals, plans, actions, and outcomes, respectively) model of program evaluation is powerful (Asadi et al., 2016). Using formative and summative evaluation, the CIPP model evaluation provides a holistic view of every evaluating text, bringing productive exchange and effective professional leadership (Stufflebeam, 1994).

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Course improvement includes modifying currently used materials and methods to overcome a misunderstanding of educational learning through the development of all the courses (Cronbach, 1964). A comprehensive framework, the CIPP evaluation model, guides evaluations of programs, products, institutions, personnel, projects, and evaluation systems. In that model context, it assesses requirements and opportunities and assists in setting and examining goals. Similarly, input assesses substitute methods and budgets and supports guiding and examining goals. The process measures application and assists in attempting and interpreting outcomes. In the same way, the product assesses outcomes and supports the promotion and success of the program (Stufflebeam, 2003).

Deupa (2021), in a comparative study in Nepal and India, pointed out that the major objective of the four-year B.Ed. program is to produce competent school teachers. They both employ the mixed pedagogy, but the longer period of practicum in India enables students to enhance public communication skill, real teaching, group work and leadership. Sharma (2022) stated that the one-year B.Ed. course was found to be career focused but not effective assessment process. In the same line, evaluating M. Ed. English education of Tribhuvan University, Priya (2023) reported that the curriculum reflects a better way of pedagogy however, it lacks student engagement through ICT skills integration and presentations for in-depth insight. Similarly, using the CIPP model, Adhikari and Khadka (2023) revealed that the third year course of B.Ed. third offered by Tribhuvan University, is found to be informative and well-designed. Whereas, in M.Ed. program evaluation in English language teaching offered by Kathmandu University, Shrestha (2024) revealed that the program has addressed the needs of the students and teachers, emphasizing learner- centered teaching and learning techniques and integrating ICT in education. Several studies have assessed teacher education programs in Nepal; few have used a comprehensive evaluation framework such as the CIPP model. Previous literature tends to emphasize on evaluation of one-year B.Ed. program or a specific course of a year, neglecting the whole program of four-year B.Ed. program in English language education. This study addresses these gaps by employing the CIPP model to assess the program holistically, incorporating perspectives of major stakeholders including students and teachers.

This evaluation has been limited to a four-year B.Ed. program specialized in English only, i.e., the evaluation of other specializing subjects is not included here. The four-year Bachelor of Education (B.Ed.) program at Tribhuvan University aims to train teachers for secondary school education in Nepal. The four-year B.Ed. course familiarizes students with important educational concepts, advanced teaching methods, the association between school and society, educational and social policies, and instructional philosophy. Furthermore, it covers education development in Nepal, important recommendations from education commissions, and the program's role in modeling the country's education system. B.Ed. is a four-year program commenced by Tribhuvan University. This study aimed to assess the four-year B.Ed. program implemented by Tribhuvan University at Balkumari College using the CIPP model to evaluate its strengths and weaknesses. It sought to answer whether the program met its intended outcomes, whether participants were satisfied with the course, and whether it effectively prepared them for their future careers.

### **Methods and Procedures**

The CIPP model of program evaluation was employed to evaluate the four-year B.Ed. course offered by Tribhuvan University, Nepal. This model is regarded as a profound evaluation model for evaluating educational curriculum designed by Stufflebeam (1983), which consists of

elements such as C- Context, I- Input, P- Process, and P- Product that are used for both summative and formative evaluation (Stufflebeam, 2003). I used this model to identify the quality evaluation of the B.Ed. four-year program with the case of Balkumari College to explore the teachers' and students' lived experiences for the effectiveness of this course and the success of its fundamental value by using students' and teachers' frames of reference through interviews. The limitation of this study was the selection process of the research participants and using the CIPP model through interviews. Two B.Ed. graduates and two teachers were the research participants who were purposively selected for the study through convenient sources from the college. Pseudo-names have been used to maintain the privacy of the participants.

I used interviews as data collection technique to gather information on selected topics. Interview, study of curriculum objectives and document analysis were the major techniques for data generation. The participants were interviewed and examined in the given context of the college system while conducting the class, and sources like curriculum, syllabus, annual report, and teacher student' interviews were also studied to identify the course inputs. Then, to evaluate the product value and compare it with the inputs and process, and summarize the data with different themes to create the association between the selected theme from the literature review and the theme from coding. After that, based on previous studies, I formulated the theme (Braun & Clarke, 2006). Later, I analyzed the data based on the coded themes. Based on the information obtained from interview and documents, I analyzed context, input, process and product evaluation based on the data generation.

### **Subjects Offered in the Program**

The four-year B.Ed. program English language courses have been divided into four groups year-wise. In the first year, the courses include Eng. Ed. 411: General English, Eng. Ed. 416: Foundation of Language and Linguistics, and Eng. Ed. 417: Reading, Writing, and Critical Thinking. In the second year, students study Eng. Ed. 422: Readings in English, Eng. Ed. 423: Expanding Horizons in English, and Eng. Ed. 424: English for Communication. The third-year courses comprise Eng. Ed. 432: English Language Teaching Methods, Eng. Ed. 433: English for Mass Communication, and Eng. Ed. 434: Academic Writing. In the fourth year, the courses are Eng. Ed. 445: Research Methodology and Eng. Ed. 446: Literature for Language Development. Each course carries a total of 100 marks.

The four-year Bachelor of Education (B.Ed.) course structure comprises elements such as general education, professional education, and subject-specific education (Awasthi, 2003). It is designed to prepare competent educators at the secondary level. It aims to deliver a comprehensive education combining theoretical knowledge and practical experience.

### **Program Context and Objectives**

This program has institutionalized teacher education programs in Nepal. It is a professional and academic program intended to prepare educators who can teach at the secondary level. It has not only included theory-oriented academic courses but also professional skills incorporating engaging and interactive pedagogy, material development, classroom management, practicum, research activities, and assessment. The main objective of this program is to prepare trained teachers and education administrators for the education sectors of the country in collaboration with the Ministry of Education (FoE, 2023). Moreover, it aims to provide students with a deeper understanding of the basics of instructional techniques and make them familiar with the contribution of various education commissions, plans, and programs to the development of the

education field as a whole. The main purpose of the study was to assess four-year B.Ed. The TU program was implemented at Balkumari College using CIPP for its quality assurance and evaluation.

### **Results and Discussion**

The findings have been discussed based on the context, input, process, and product (CIPP) evaluation from the teachers' and students' viewpoints. Here, the context evaluated the targeted objectives, the classroom environment and its readiness. The input evaluated the effectiveness of the offered course in meeting the objectives of the program. The process evaluation assessed the implementation aspect. Lastly, the product evaluation evaluated the outcomes of the program along with its weaknesses and strong aspects (KC & Baral, 2023). These teachers have experience teaching students of four-year B.Ed. program, and the students studied and graduated with a four-year bachelor's degree in education, specializing in English.

#### **Objective Alignment with Language Skills Competency**

This study focused on the context evaluation on the basis of four participants: two teachers and two students. The objective of the program aligns with the teaching and learning activities. Its motto is to develop listening, speaking, reading and writing skills for secondary level teachers. Language skills competency, as the 21<sup>st</sup> century skills are crucial to prepare students socially, professionally for employment (Goswami & Rahman, 2023). Regarding the objectives of this program, one of the lecturers, T1 viewed that the four-year B.Ed. program is related to teaching; it is targeted to produce teaching human resources for grades 9 and 10, along with competency in four language skills. A perfect triangulation of students, teachers, and policy will match the national and international standards of education. Another lecturer, T2, is teaching in a four-year B.Ed. program at the same college where T1 teaches viewed that the main objective of this program is to train the students for the teaching profession to produce competent secondary-level English language teachers.

T1 said, "After the completion of this program without any other training, students are expected to be caliber in all four skills of language". Similarly, T2 said, "Nationally, it has the motive to provide a comprehensive education combining theory and practices, but the practical part is not sufficient in terms of speaking, writing and teaching". He further said, "I have seen that students from other streams are good speakers and writers compared to major English students of this program. It may be due to lack of abundant vocabulary and writing practices courses."

The course of a four-year B.Ed. program is a continuation of a three-year B.Ed. program extra, including a literature section and research writing, so students will be enriched with vocabulary, intercultural sensitivity, and research works. One of the participants, S1, who passed a four-year B.Ed. program specializing in English, said, "It has enabled us to apply theoretical knowledge practically; it has trained us to teach at the secondary level of school." She further said, "Due to the lack of theoretical connection to the real-life situation, it has been difficult for us to get targeted goals of this program." The program has good courses, but the practicum is not sufficient. S2, another participant, said, "As a student, I expected to improve more writing & speaking skills, but still, I am poor in it, though I am a primary-level public school teacher."

Both participants agreed that the course is good and relevant to find the job needs in teaching at school; however, the practicum is just for formality; it is not truly practiced. Thus, teaching practicum has been insufficient to develop their teaching skill effectively (Vo et al., 2018). As a result, they find difficulties in applying in their teaching career effectively.

### **Integrating Technology for Better Teaching**

It centered on the input of program evaluation from teachers' and students' viewpoints, focusing on the integration of information technology to support learners for the global competitive situation. Integrating technology in English language teaching promotes learners' and teachers' performance and that finally leads to ample learning opportunities through student-centered teaching strategies (Adhikari, 2021). In terms of course content and services provided by the institution and the faculties to students, T2 said:

Course content is good, but it is conventional. For example, I think there is no need to talk about language, methods, and practice in detail when teaching language. Instead, practical and modern trends should be focused on because whatever we deliver today will be delivered to future students.

Though various theories are prescribed in this program's courses, students hardly practice them in the real world. T1 viewed, "Information communication technology is not integrated in the courses that are essential for students to compete in the competitive global home." For effective learning and teaching, a supportive and techno-friendly classroom is crucial.

Our content is not market-oriented, and as a result, students do not have an attraction toward this program. T2 revealed, "There are few students to attend the class and even if the students are there, not all are participating actively." Further, T1 shared her experience of teaching, saying, "I often teach my students how to make PowerPoint and use videos, but there are no internet facilities. At the same time, most of them are poor at handling such tools." Both participants agreed that the course content is sufficient to compete for teachers' licenses and teacher jobs, though it has not included education policies. S1 viewed that by going through this content, one can't be a good teacher according to the demands of the present techno-friendly world. Moreover, S2 said that teachers are well-experienced, but they rely mostly on the lecture method. There is just a theoretical description. Further, S1 stated, "There are outdated books in the library; there is no language lab for practice." S2 found the linguistic course so scientific and interesting. They both agreed that in the middle of so many other management-oriented streams of the college environment, they felt they were out. They often get information from other faculties. In terms of services, administrative services are less supportive. In this regard, a supportive learning environment in a formal or informal settings is essential to make learning successful and meaningful (Laanemets & Rostovseva, 2015).

### **Students' Presence and Exam-Oriented Teaching**

Process evaluation under the CIPP model emphasizes its core value actions. It projected the need for market oriented materials and methods to cope with learners' drop out and traditional teacher-centered methods. Students' presence in the college has been the problem. Both teachers and students are being exam-oriented. But it is better to shift exam-oriented education to quality-oriented education for meaningful learning outcomes (Chen & Zou, 2018). T2 shared, "The students who attend the class participate actively in the learning process, but the serious fact is that the number of students present is the problem." Another problem he faced is the compulsion to be exam oriented. He said, "If I use innovative techniques, it would be time-consuming." Along with the lack of resource materials, there is a provision for the traditional teaching modality. Similarly, T1 shared, "Only in the first year is there the active participation of students, but slowly, in the second, third, and fourth years, there is a decrease in the number of attendees in the class." There is a high rate of dropout because of brain drain. Both of the participants agreed that there is a

summative assessment. Likewise, students' feedback is not regularly taken. T1 shared his bitter experience that the education faculty itself is in critical condition because of its diminishing rate of attraction towards it.

Some students of this program are already engaged in their jobs, some are trying to go abroad, and the rest of the students are there to attend class regularly and actively. S2 admitted that she was an in-service student; that is why she couldn't attend all periods in the college. The problem she found was student crisis, teacher-centered pedagogy, and the lack of awareness among students and community people regarding the scope of the four-year B.Ed. program. In terms of teaching methods, like S2, S1 experienced that sometimes demonstration and group work were used, but mostly it was the lecture method. She said that only content delivery is exam-oriented. Such content-oriented education leads to the loss of liveliness and creativity (Liu, 2023).

### **Student Engagement and Curriculum Reform**

Outcome is the core value of product evaluation. It focuses on the motivation of the students to increase their engagement through educational content alignment with real world. In terms of learning outcomes of this program, T2 revealed, "I have seen those students who have passed out they are settled in educational administration, educators, at the policy level and in teaching. However, they complain that our course has not provided us with knowledge and techniques of modern trends." He further shared his experience that some years back, they were an active overflow of enthusiastic students in the class. Still, now the classroom environment is not very amicable". "Student crisis has been a great issue in this program that leads to the teacher and students' dissatisfaction," said T1. Overall, they had the pleasant experience of teaching to the students of this program because they are sincerer and hardworking. However, T2 said, "College must train and upgrade teachers, motivate students to attend a regular class and most importantly, there should be a great discourse about reforming curriculum to make this program strong." The core of the pedagogical idea is to engage students and encourage them in the learning process that enhances their employability in a changing world. Emphasizing this powerful pedagogical idea, curriculum reform is essential (Stefani, 2009).

Regarding the outcomes of this program, S2 said, "I learned a lot about teaching strategies, making lesson plans and teaching materials that help me to get a job in public school as a permanent teacher." Similarly, both participants revealed their anxiety regarding the diminishing interest of community people in the education faculty as a whole. S1 realized the necessity of curriculum reformation, integrating digital methods, career counselling, upgrading teachers and monitoring. Further, S2 said, "I am satisfied with the course for achieving its objectives. However, four years have been too lengthy because the system of taking examinations under the control of Tribhuvan University itself is lethargic." Focusing on the same issue, S2 shared her bitter experience, "It almost took me six years to complete this four-year B.Ed. program."

### **Conclusion**

I used Stufflebeam's CIPP model to evaluate the quality of the four-year B.Ed. program and to get insights into what improvements are required. It showed that the course effectively addressed the needs of secondary-level English language teachers. However, there are obvious gaps between theoretical knowledge and its connection to the real world. Both teachers and students found the course objectives to be very realistic. Still, the course failed to address the modern trend of adopting information communication technology, and teachers struggled to move

beyond traditional teaching methods. It revealed their anxiety regarding the diminishing interest of community people in the program. This led to some disappointment with the course and its outcomes. It also revealed that language skill competency was not practically aligned with the objective, emphasizing on students' presence and engagement. Overall, it is necessary to reform the curriculum by integrating digital methods, career counseling, upgrading teachers, and monitoring.

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