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### **Applying Context, Input, Process and Product (CIPP) Model for Course Evaluation**

**Rejina K.C.**

PhD Scholar, School of Education, Kathmandu University, Nepal

**Parmeshor Baral**

Prithvi Narayan Campus, Pokhara, Tribhuvan University, Nepal

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**Corresponding Author:** *Rejina K.C.*; Email: [rejina\\_phele21@kusoed.edu.np](mailto:rejina_phele21@kusoed.edu.np)  
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#### **Abstract**

The main purpose of this study was to evaluate the course titled *ELT Pedagogy and Materials* from the M.Ed. III semester programme of education under Tribhuvan University by using context, input, process and product (CIPP) model. The evaluation process had gone through qualitative research method using purposively selected five M.Ed. graduates and a course teacher as research participants for data collection. The data was obtained through semi-structured interview and story of everyday class experience of research participants to have an in-depth understanding of their phenomenon. The result indicated that the course has sufficiently identified the needs of secondary level teachers but there seems a lack of coordination between theory and practice. Both students and teachers agreed that objectives of the course are very realistic. However, micro context could not be covered such as lack of focusing in rural context of English language teaching (ELT) and also teachers could not come out from stereotypical teaching pedagogy, brought a sort of disappointment regarding the course and its outcome. Hence, this study implies the worth of implication of CIPP model for programme evaluation and helps to mitigate its pedagogical challenges for better teaching and learning outcomes.

**Keywords:** Pedagogy, objectives, M.Ed., curriculum, semester

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## Introduction

The Faculty of Education (FoE) of Tribhuvan University is running a two year programme at Master's of Education (M.Ed.) semester system of four semesters with courses of specialization, elective, teaching practice and thesis. Basically, the courses are designed to study innovative teaching methods and educational research, which is more focused on various dimensions of education including pedagogy, counseling, instruction and curriculum. This is based on the yearly system carrying out exams at the end of each academic year. During the whole semester of the programme, 66 credit hours are allocated for first to third semester and 18 credit hours for fourth semester which is envisioned to develop professionally trained, competent teachers and trainers who can really make a difference in the teaching learning system so that the programme can produce a high level skilled academic personality like educators, teachers, planners and policy makers in education and administrators, system analysts and also the experts in education. So, the programme includes many areas of professional/pedagogy courses and specialization courses.

The courses such as Curriculum and Assessment, Educational Planning and Management, English Education, Nepali Education, Science Education, Mathematics Education, Health Education, Physical Education, Economics Education, Geography Education, History Education, and Political Education are available for teacher education. M.Ed. was officially introduced in 1976, later it was modified and effectively applied in the education programme in 2009 with the aim of producing competent teacher educators (TU Curriculum, 2009). Therefore, offered courses are very professional and highly academic for making competent teachers and other educational experts to develop educational leadership which aims to bring a transformative progress in the educational system of the country.

There is always a dearth of improvement in the courses to ensure the quality education and the aim of the course can also be achieved as envisioned. So, evaluation is the only process through which we can help quality control, quality monitoring, assurance of quality and quality development (Aziz et al., 2018). Evaluation is always connected with improvements of the system that can assure quality outcomes (Lamichhane, 2017). According to Warju (2016), evaluation can be conducted for having more ideas on programme objectives and the goal of any institution. We can find many evaluation models and designs that are used in evaluating the education programme. CIPP is one of the models, which is envisioned by Stufflebeam (1985) for evaluating curriculum of programmes.

The model is Context, Input, Process and Product with its acronym for C- Context, I- Input, P- Process and P- Product (CIPP). The model has been used

in many programme evaluations to ensure the quality of education at school and colleges. We can take it as a decision-oriented model which can help to collect information about a programme so that we can identify the merits and demerits, and strengths and limitations of the programme. According to Stufflebeam (1969), the CIPP model is a useful and simple tool for evaluators to produce questions in the evaluation process. He further defines that context evaluation is the overall environment readiness of the school. It helps to examine whether the proposed objectives are adequately addressed in implementing and assessing the programme needs. Input evaluation helps to identify the needs and answers on what should be done. Process monitors the course implementation process to assess on the quality of teaching and its potentials that helps to benefit society (Stufflebeam, 2003).

Product evaluation measures, interprets and judges the quality of students' learning outcomes by assessing their merits, worth, significance, and probity (Stufflebeam, 2002). Hence, it reviews the extent to which the programme provides services to the target audience. So, it is an impactful evaluation as it establishes the impact of the programme in the teaching learning system. This study aims to evaluate four semesters M. Ed. program of English language education with CIPP model as Stufflebeam argues that CIPP is based on providing information for decision-making in program evaluation. To get the admission in this program one must have Bachelor's in Arts, education or equivalent to bachelor in major English in BA or B.Ed. from Tribhuvan University (TU) or University recognized by TU. The course that we have tried to make an attempt to evaluate is currently running at the third semester of M. Ed. The course title is *English Language Teaching (ELT) Pedagogy and Materials 535* and it is a theoretical course. The course intends to build a strong capacity and practice of English language teaching for students that enables them to develop teaching materials in their teaching and education. The course consists of five units which are as follows:

Unit One: English Language Teaching Context

Unit Two: Methodology of English Language Teaching

Unit Three: Teaching Language Aspects and Skills

Unit Four: Planning and Assessing Learning

Unit Five: Critical Pedagogy

The first unit enables students to be familiar with the broader and specific contexts of language teaching particularly in English. Similarly, the second unit sheds light on the overview of the ELT methodology and the third unit deals with the techniques and activities of teaching English language aspects and skills. Similarly,

the fourth unit is about the planning and assessment in ELT while the fifth unit presents the critical perspectives of language education and its pedagogy.

Basically, the course objectives are divided into two parts: general and specific objectives. The general objectives are as follows:

- To familiarize students with macro and micro context of English language teaching
- To produce teachers capable in teaching at primary and secondary level
- To produce teachers who are capable to teach the differently abled students
- To enable students to function as a course designer, education officer, planner, etc.
- To enable students to acquire critical perspectives in English language teaching and practices

Likewise, the specific objectives are based on the contents of the course. The chapters explain the contexts of language teaching with sociolinguistic and political context and the course also presents the history of language teaching. Moreover, the course discusses on the framework of language teaching to implement the principles of learner autonomy in the class that encompass language learning approaches to contextualize communicative and task-based language teaching. So, one can have better understanding to identify various learning strategies by using different techniques of language teaching in the class. The course is envisioned to develop the skills of language from pedagogical perspectives so that one can teach vocabulary and grammar and it is helpful to identify learner's challenges in the course. The contents also describe second language education from multiple perspectives and help to explore the issues in second language education where the course emphasizes critical review on the teachers' role.

Evaluation is something for appraising and featuring some quality of an educational process (Stufflebeam, 2003). Evaluation should be a continuous process, which involves judgments to ensure quality of education, which should be addressed through assessment for quality of education. It is found that a smaller number of stakeholders are satisfied with given skills through the course (Warju, 2016) where evaluation becomes useful for sustainable education and also acceptable for the people. Many authors discuss the worth and significance of the need and merits of systematic course evaluation (Aziz et al., 2018). Education itself is responsible to reengineer the future of every individual and society so that the quality education

can be assured. Whenever we talk about quality in education in the Nepalese context, we hardly find the proper evaluation according to time and need. Many researchers have identified that quality education has become a serious issue across the globe that should be gone under research to bring a contextual education to empower teacher students with competent knowledge and training (Aziz et al., 2018; Stufflebeam, 2003; Warju, 2016). Therefore, it seems that judging is not just for having the degree of acceptability but also for bringing improvement in any programme and the courses. The course we are evaluating here is not being evaluated so far and there seems a dearth of such evaluation in the Nepalese context for bringing an impactful change in our teaching learning system. So, this study is particularly focused on the course evaluation of M.Ed. third semester of English language education at Prithvi Narayan Campus, Pokhara.

The main purpose of the study was to review and assess a single course of M.Ed. third semester English in education implemented at Prithvi Narayan Campus by using CIPP model for quality assurance and its evaluation. The following research question helped us to conduct this course evaluation: How does the CIPP model help to reengineer the course for quality teacher education?

### **CIPP Evaluation Model**

There are various models and designs for evaluating the schools, courses, programme or projects but CIPP model is considered 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. It is an elaborative guideline for formative and summative evaluation of any educational programme, projects, institution and schools' system (Stufflebeam, 2003) and further claims that the model has been used to investigate short-term and long-term evaluation of any courses from USA to around the world in small and large scale of research. Zhang et al. (2011) also claimed that the CIPP evaluation model helps to understand the context evaluation and its components. These components provide us an ease to identify the needs of learners and also institutions, so that we can bring the changes which can monitor the overall system for the betterment of the institution and eventually that benefits society (Stufflebeam, 2003). Many writers and scholar believe that CIPP model is a decision-oriented model that systematically collects information about a programme or a school for evaluation to identify strengths and the need of change (Sarah, 2012). The need for evaluation is always demanding because it can assure the quality education which enhances effective job performance



environment at institutions (Aziz et al., 2018). Quality evaluation always denotes the assessment of every aspect of learning which is not only to assess students' achievement but also to bring better pedagogy in teaching. Significantly, there are two common processes of knowledge evaluation which include: formative and summative and these two processes get active whenever the evaluation is conducted.

Formative is a learning evaluation that consists of both engagements from teacher and student and also ensures the success of the assignment with rigorous process of feedback and discussion (Ebel & Frisbie, 1991, as cited in Aziz, 2018). A teacher should always be ready to share feedback on the emerging work so that students can improve their learning capacity as per the need. The latter is summative, where students face contrast assessment rather than formative. This evaluation can summarize the students' performance at the end of the session at a particular time frame. Basically, this type of assessment is quite common in the Nepalese context where only final examination determines the students' performance. So, we can understand in such a way that a mid-term exam is formative while final class examination is summative evaluation.

There are some studies regarding course evaluation through CIPP model. Study by Aziz et al. (2018) reported that the CIPP model helps to implement quality education and works as a major evaluation tool checklist to measure quality education which is very essential in recent days for evaluating any courses. Sankaran (2022) conducted a programme evaluation using the CIPP model for bachelor's course evaluation that helped to offer quality programmes and enhanced teacher performance at the same time. Lamichhane (2017) elucidated a process of course appraisal on the basis of its strength and weakness which is significantly focusing on the courses like literature and literary theories. So, evaluation is a continuous process, which involves a sort of judgment to ensure quality education.

Likewise, many scholars and researchers have reported CIPP as a pertinent model to evaluate the programme (Ulum, 2016; Warju, 2016) and also studied the worth of evaluation in English language programmes at high school by using the CIPP model. They found self- contentment with given skills through the course evaluation and Galmarini (2020) claimed that evaluation is an essential component for sustainable education, which should be acceptable for all the people. In his work, it is well described as a judging tool for having a degree of acceptability. Whenever we talk about the quality of education in the Nepalese context, it is always a sort of challenge because we hardly find the proper course evaluation. So far, the programme evaluation has not been reported in Nepalese context and also not been evaluated for long particularly in M.Ed. programme. So, there seems to be a need



for exploration of the programme and its evaluation to comprehend the course's merit, demerit, and its worth and significance in today's education. Therefore, the main purpose of this study was to evaluate M.Ed. programme of English language education at Prithvi Narayan Campus, Pokhara because time has come to understand the worth of teachers' responsibility to structure and reshape the future of every individual in the society and also from the community. So, there is always a need for evaluation because it is not just a one-time process; it is a continuous ongoing process for better outcomes in the teaching and learning system.

### **Methods and Procedures**

The CIPP model was not made for any specific evaluation; it is always known for its flexible strength and limitations so that we can use this model in multiple evaluation tasks and also this model has a long history of applicability (Stufflebeam, 1983) for needs assessment. We have used this model to evaluate a course that is run at M.Ed. third semester and CIPP model helps to conduct a comprehensive approach to evaluate course, programme outcomes and can also suggest future implication (Stufflebeam, 2003). The study was conducted to identify the quality evaluation of the course of M.Ed. third semester programme using CIPP model with a case of Prithvi Narayan Campus to explore the teacher and student lived experience for the effectiveness of the course and fulfillment of its core value by using students' frames of references through interview. The limitation of this study was the selection process of the research participants and using the CIPP model through interview, observation for needs assessment. Four M.Ed. graduates and one teacher were the research participants who were purposively selected for the study through convenient sources from the college.

Semi-structured interviews were used as data collection tools which were used to gather the information on selected topics. Interview, observation, study of curriculum objectives and document analysis were the major techniques for data generation. The participants were interviewed and examined the given context of the campus system while conducting the class and along with the sources like curriculum, syllabus, annual report and teacher students' interview were also studied to identify the course inputs. Researchers talked several times with the participants to understand the process and inputs of the course and its core value. Later, to assess the product value and to compare it with the inputs and process, and summarized the data with different themes to create the relationship between the selected theme from literature review and the theme from coding. Then we formulated the theme based on the review of previous studies (Braun & Clarke, 2006). Finally, we analyzed the data based on the coded themes. Based on the information obtained from interview, observation and documents, we analyzed context, input, process and product evaluation based on the data generation.



## **Results and Discussion**

Evaluation is for the quality assurance that helps to enhance better performance of the teachers. To elucidate the findings of evaluation, we used four components of the CIPP model. Context helped to assess the environment of the class and its readiness. Input examined whether the prescribed course was helpful to attain the goal and objectives of the program. Process evaluation is attributed to acknowledge the potentiality of planning and its effective implication. Finally, the product evaluation measured the outcomes of the programme explicitly and implicitly.

### **Context**

Context evaluation helps to assess needs and opportunities that are available in the schools' environment (Stufflebeam, 2003). The findings of the study are based on our teacher and student participants' reports. The aims and objectives are appropriate in the course but the theoretical and traditional way of teaching can't meet its objectives. Teacher participant reported, "The course itself has more sufficient contents and identifies the needs of secondary level teachers for their pedagogical practice." But there is still some lacking of coordination between theory and practices during class and also the student participant agreed with the worth of course objectives which is relatable with time and context but due to lack of resources for teaching practice and lack of access to rural context for quality education added even more challenge for making the course practical. Based on the study through interview, and participant's experience, we have understood that both students and teachers agreed on the worth of course objectives. They reported that the course is very realistic but yet the micro context of teaching secondary level students could not be covered in this course. The student participant further says, "teaching is a more focused theoretical aspect that has supported only to develop content friendly rather than communicative. Context evaluation helped to identify the goal of the course which seemed lacking the objectives of the course.

### **Inputs**

The teacher participant reported that she did her level best to make students more competent through the course as envisioned in the curriculum. Thapa (2017) claimed the CIPP model is used to make teaching relevant by using reflective discussion and questioning methods in teaching and teacher participants used both lecture and reflective discussion during the class which helped students in learning through information. But the teacher failed to provide classes like seminars, conferences, and course related workshops relevant to the course. Student1 reports, "lack of reference materials, audio- video equipment, magazines, newspapers,

journals , teaching manuals’ ‘ made learning insufficient. A teacher should always be ready to explore the existing resources so that the teaching can be more contextual and effective. Stufflebeam (2002) claimed that input evaluation always emphasizes the available and existing resources to achieve the aim of the projects and needs. Student participant 2 also reported, “the dearth of seminar; workshop, project works, and other pedagogic activities led towards disappointment for almost all students.” If classes like course workshops could be incorporated during learning that could higher the course interest and also would help to plan a better career in the field of teaching. Regarding language learning, student3 reported that there is always a dearth of using modern techniques of language tools in the classroom. So, lack of resources brought a sort of dissatisfaction towards the classes.

## **Process**

The process evaluation in curriculum is explicitly related with all the activities in the program (Aziz, 2018) and most significantly teaching learning process. Extracurricular activities and teaching practice which are related to teacher education should be well acknowledged. Teacher participants reported that there was always a lack of 100% attendance while checking the monthly attendance and also, the internal examination achievement was unsatisfactory for almost all students. Since, a student learning is always assessed through both formative and summative assessment to have a valid evaluation of students’ learning the number has been increased. But still the teacher found that there were some issues like students’ irregularity, lack of concentration on assigned task and low work enthusiasm which helped students to cope academic shortcomings The students 3 reported that “teachers are not using modern technology so that the learning has become very monotonous” and also the teachers found irregular in the job and due to this the course was incomplete and the aim of the syllabus is not fulfilled. This is of course a reciprocal relationship for making the teaching learning process smooth. Both teachers and students are equally responsible to function better. There was also a lack of communication between teacher students and also between administration personnel because of this the problem remained unsolved throughout the session that resulted in course incompleteness and unsatisfactory outcomes.

## **Product**

The product evaluation in the CIPP model not only helps to track the system but it also focuses on the fulfillment of the course objectives (Stufflebeam, 2003). According to the PN exam unit, 2021, the pass rate of ELT students was 67% in the course ‘Theories and Methods’. Some of them are placed in a very good institution and started working as a teacher. According to students regarding the product

evaluation the results are quite unsatisfactory as per the need of market due to lack of students' irregularity, unpunctuality; less interaction in the class, and also exam-oriented teaching made students inactive throughout the year and according to the participants that should be discarded by implementing the formative assessment. Therefore, it is seen that the intended goals and achievement of the course objectives were only partially fulfilled. To meet the curriculum objectives and also to achieve goals and achievement, teachers should avoid lecture- based teaching instead they should always be ready to adopt new activities and pedagogy in teaching from the relevant example (Warju, 2016). Findings of this study show that there should be the use of multi- media so that the teaching learning process should be fun and accessible for each level of students. Learner friendly environment, well equipped classroom and effective interaction are the pivotal elements to enhance quality education where rigorous internal assessments and attendance should be well considered as an evaluation process and that can be well counted for final examination.

### **Conclusion**

Implementing the CIPP model for evaluating course curriculum for quality education was the primary objective of this study. According to various research studies, the CIPP model is not only for tracking the system but also a process through which fulfillment of the objectives can be assured. It is an effective model for enhancing and assessing the quality of education from every aspect of teaching. It is generally found that the stereotypical method of lecture- based teaching has been still followed in many colleges. Now the time has come for all teachers to come out from the traditional mindset of teaching and learning. The teaching should be more focused on real life learning and that should come from the local context because this is the right time to think globally and act locally to thrive in the teaching profession. This paper particularly focuses on implementing a practical teaching learning process rather than rote learning from teachers' notes and also should avoid the stereotype method in the class.

Many researchers found the CIPP model very pertinent to measure the objectives, teaching resources, curriculum, teaching environment, teaching pedagogy, process and the students' outcomes. So, it is always needed to enhance and assess the quality of education for further improvement in the system. Use of different elements of the CIPP model helped to identify the issues and also paved the way to cater the needs of the students so that students become even more competent to face the challenges.

Keeping all these in understanding, some recommendations may also be taken which, of course, is going to be very useful for the concerned stakeholders, teachers and also students so that they can bring some changes in their pedagogy for the quality of education. This will help to meet the goals and objectives of the program in their teaching learning process as envisioned. The study also helps to acknowledge the need for assessment for the innovation in the job performance so that one can bring the change for better learning outcomes.

Here are some recommendations that can be taken into consideration for better programs and outcomes such as the examination questions should be practical rather than theoretical. So that students should be emancipated for learning by doing. Project based teaching and critical review writing should be incorporated in the syllabus and that syllabus should be reformed and redesigned from time to time as per the need. Teachers should provide real-life examples from Nepalese context. Students should not recite teacher's class notes, rather should be able to explain what they have experienced and that should be praised. Therefore, appreciation of each and every positive activity of students is very essential to enhance a comfortable atmosphere for learning. Every differentiated effort should be well acknowledged. Teachers should be able to facilitate the Audio-Visual aids teaching and also need to have close contact with students' parents and guardians too.

Examination questions should be implicational not theoretical in order to enhance the learning process more effectively where rote learning can be discouraged to ensure quality education. To enhance writing skills, mini-project and critical review paper writing should be incorporated in the syllabus. Finally, a friendly environment is always needed to create effective and interactive classes. So that students come out from their comfort zone and share their real classroom experiences and also share stories from local context and community.

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