

Perceptions Towards English Education Program Offered by Open and Distance Education Centre at Tribhuvan University: A CIPP Evaluation



Department of English Education,
University Campus
Tribhuvan University, Kirtipur,
Kathmandu, Nepal

Durga Raj Bhusal
Minnesota State University, Mankato, USA
rajdurga88@gmail.com

Laxman Prasad Bhandari
Lumbini Banijya Campus, Tribhuvan University
lpbhandari55@gmail.com

Received: 20 January 2024

Received in revised form: 17 November 2024

Accepted: 20 December 2024

DOI: <https://doi.org/10.3126/selta.v2i2.74084>

Abstract

The evaluation system of university education has drawn increasingly significant attention to greater accountability and enhancement of student learning outcomes, as well as the overall effectiveness of educational programs in achieving their intended objectives. Using Stuffle beam's context, input, process, and product (CIPP) Model (1983), this study evaluates the Master's of Education (M.Ed.) English Program offered by the Open and Distance Education Centre (ODEC) at Tribhuvan University. Employing case study inquiry as a research methodology, the study delves deep into exploring teachers and students' perceptions and practices through unstructured interviews with four teacher and student participants. Data collected from interviews were transcribed, coded, and analyzed using qualitative content analysis techniques outlined by Schreier (2012) and thematic analysis methods proposed by Braun and Clarke (2006). The findings highlight that the primary motive for choosing an open and distance learning program is the opportunity to pursue a degree while continuing a job for the students. Furthermore, the ODEC found emphasizing the delivery of quality education through relevant coursework and effective teaching strategies aiming to enhance knowledge and pedagogical expertise in English language education. However, participants revealed several challenges, including their inefficiency in using technological devices, excessive

workloads, unreliable electricity and internet connectivity, and the requirement to attend traditional pen-and-paper assessments at the end of each semester, among others. Consequently, the study recommends that the evaluation system be adapted to accommodate the geographical diversity of students, their employment commitments, and technological limitations, thereby ensuring greater flexibility and accessibility.

Keywords: CIPP evaluation model, open and distance education, teachers and students' perceptions, summative evaluation

Introduction

By going beyond just measuring test scores, evaluation can transform the whole educational system. An effective evaluation process can foster student engagement and motivation, leading to more committed learning. With the help of enhanced evaluation system, the teachers can refine their teaching techniques and develop professionalism. Evaluation encompasses not only the assessment of learning outcomes but also the appraisal of inputs and the learning process itself. It empowers teachers to refine their approaches, guides leaders to optimize programs, and motivates students to become more engaged learners. This comprehensive approach ultimately leads to improved teaching quality and a stronger education system overall (Sawchuk, 2015; Grissom & Bartanen, 2019). Therefore, Krishnasamy et al. (2015) state that educationists should try to make students more knowledgeable, educated, competent, impressive, and responsible citizens of the family, society, and country.

Talking about the educational history of Nepal, the history of distance education began as early as the 1950s, when Radio Nepal started broadcasting adult education programs. Later, it started broadcasting children's education afternoon programs in the 1960s in association with the United Nations International Children's Emergency Fund (UNICEF). However, distance education for teachers formally started in the early 1970s at the Institute of Education, Nepal. Tribhuvan University (TU) started the B. Ed. program through distance mode in the early 2000s to prepare pre-service secondary level teachers. Similarly, Kathmandu University started a master's degree program through online and distance modes in 2011 to address the educational needs of geographically distant and in-service teachers.

Open and distance learning (ODL) is essential for those students who do not have regular access to classroom learning. The Ministry of Education (MoE) proposed the program for ODL belonging to diverse need contexts to provide access and

opportunities to acquire formal education and overall personality development, especially to the underprivileged community, women, and working people through distance mode. MOE (2006) states four agendas for ODL to improve the quality of conventional education: promoting continuing education and professional development, establishing a system of knowledge and skill certification, and expanding access to education for learners with diverse needs. The increase in the use of the internet, the development of technology, and the immense demand for higher education, lifetime learning, and content-delivery approaches and techniques have meant that educational institutions are now equipped with various information and communication technologies (Sancar Tokmak, 2013).

The Open and Distance Education Centre (ODEC) was established in 2015 as a constituent independent academic organization of Tribhuvan University. The M. Ed. in English program under ODEC aims to provide access to higher education to mass populations in Nepal through open and distance teaching and learning modes. It offers students opportunities to gain a higher education in English language teaching. Adults who are interested in or compelled to upgrade their academic qualifications without either taking longer leaves from their existing jobs or even leaving their jobs, and those unable to attend face-to-face classes due to different reasons, were the target group. In addition, ODL works as an outreach program to address the learning needs of other potential students. To assist the students in effective learning, ODEC provides technical and pedagogical support to integrate e-learning components into conventional programs at TU to create a hybridized system to increase learning opportunities in higher education in Nepal.

Through ODL, students explore their immense potential through a multi-pronged learning approach. Those students who have a great desire to earn academic degrees but cannot attend the face-to-face programs at the university and its campuses for many reasons. This program is guided by the motto, 'If students cannot reach the university, the university should reach them.'

ODEC uses the face-to-face mode of education curriculum but in a more customized manner, tailored to suit the needs of the students. Curriculum contents are divided into several weekly lessons and reading materials, and students are guided to approach those lessons in the virtual learning environment (VLE). Students review the reading materials, attend virtual classes, engage in discussion forums, complete the quizzes, and communicate with teachers and friends regularly on the module. This

program helps students acquire academic qualifications and develop useful information and communication technology (ICT) skills.

More specifically, the M.Ed. English program aims to advance students' skills in English, literature, composition, and language. This program is designed for secondary school teachers and influences the experience of practicing professional practices. The M. Ed. in English program is spread over four semesters and offers the following subjects:

Course Structure

| S.N. | Nature of Course | 1 st Semester | 2 nd Semester | 3 rd Semester | 4 th Semester |
|------|----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 | Core Course (Professional) | 2 Papers | 2 Papers | 2 Paper | 1 Paper |
| 2 | Specialization Course | 4 Papers | 4 Papers | 4 Papers | - |
| 3 | Elective | - | - | - | 1 Paper |
| 4 | Training Practice | - | - | - | 1 Paper |
| 5 | Thesis Writing | - | - | - | 1 Paper |
| | Total | 6 Papers | 6 Papers | 6 Papers | 4 Papers |

In this program, students can take courses that fit a working teacher's schedule and support their areas of interest for their professional development.

Statement of the Problem

Identifying the issue and formulating a research problem statement is one of the steps of the research process. Hence, program evaluation is a continuous and comprehensive process that involves judgments that cover all aspects of quality education. With the increase in educational institutions, there is a need to focus on evaluating the quality of education being imparted. Education is responsible for shaping the future of individuals and society (Karmel & Karmel, 1978). However, maintaining the quality of education is considered one of the most challenging phases of any educational program.

Open and distance learning is an online-mode program that requires a proficient workforce in technology, high accessibility of the internet, and skills for using modules properly. Although universities have adopted online and distance modes of education in most developed countries despite higher dropout rates, there are more challenges in implementing online and distance learning courses in Nepal. Although there are a few studies that evaluate school and university courses, the CIPP evaluation of the M.Ed. Program in English at ODEC, TU seems naïve. In this context, this study explores the opportunities and challenges of implementing an English language education program in M.Ed. through open and distance modes applying the CIPP model of evaluation proposed by Stafflebeam (1983).

Theoretical Background: CIPP Evaluation Model

The CIPP evaluation model was developed by the Phi Delta Kappa Committee, an American professional organization on evaluation (Smith, 1980). This model assesses the systematic provision of information for academic program management and operation. Stafflebeam (1971) defines CIPP model evaluation as a "process of delineating, obtaining, and providing useful information for judging decision alternatives" (p.267). The evaluation is based on providing information for decisions. In Stafflebeam's line, Ulum (2016) defines the evaluation of the ELT courses as one of the current issues because it examines the worth, merit, and validity of a matter according to norms and objectives. The CIPP evaluation model underscores the dual objectives of evaluation: firstly, to gather pertinent information for decision-making, and secondly, to foster an understanding of program strategies. Based on these two fundamental assumptions, the model serves as a catalyst for stimulating and planning changes, while also complementing broader institutional programs (James, 1993). Designed primarily for educational and human resources programs, the CIPP Model aims to enhance program effectiveness by providing tailored assessments. In line with its implications, Nikijuluw (2020) emphasizes the model's utility in customizing programs to meet organizational needs, delineating four key areas of assessment: contextual evaluation, input, products, and process. By leveraging these areas, program evaluation can be efficiently conducted, with the choice of evaluation area contingent upon the program's specific goals and objectives.

The CIPP model can be used for both summative and formative evaluations. It provides a systematic and holistic examination of every element by evaluating context, input, process, and output from all aspects of an educational program. This model

focuses on the context for effectively assessing the teaching-learning and development processes (Stufflebeam & Shinkfield, 2007). It increases in forming a concrete comprehension of programs, aimed outcomes, and student needs. In addition, it provides an examination of the program's strengths or shortcomings, which helps to make judgments about sufficiency, worth, performance, and productivity built on various organized data gatherings and examinations (Rossi & Freeman, 1993).

Moreover, the evaluation framework of context, input, process, and product has been widely utilized in diverse educational contexts to facilitate the enhancement of educational programs (Zhang et al., 2008, 2009). Felix (1979) also employed the CIPP model to assess and refine instructional systems within Cincinnati schools, while faculty members in the medical field have leveraged it to support the professional development of medical students in the United States (Steinert et al., 2005). A key objective of adapting CIPP-based evaluation is to explore its' appropriateness and to delve deeper into the overall practices of the program with a particular emphasis on enhancing not only the programs' curriculum effectiveness but also student-centeredness. This model is characterized by a cyclical process that prioritizes process-oriented assessments over product-oriented outcomes, aligning closely with the overarching goal of program enhancement. Research indicates that the CIPP evaluation model comprehensively covers all stages of program review, furnishing essential insights necessary for constructive program enhancements and informed decision-making (Toosi et al., 2021). Notably, the model addresses both specific inquiries and underscores the importance of systematically and comprehensively assessing educational program competencies.

With all these issues in mind, we carried out this study to evaluate the M.Ed. English program run by ODEC, Tribhuvan University, in terms of the context, input, process and product. This study focuses on the context for evaluating the teaching, learning, and development process (Stufflebeam & Shinkfield, 2007, as cited in Aziz et al., 2018) of this mode of the program. CIPP comprises a vital role in a larger whole (Williams, 2000; Smith & Freeman, 2002), with the functions of each described by Stufflebeam (1971).

Context evaluation helps identify unachieved needs, unexplored opportunities, and underlying problems that prevent the achievement of the needs and opportunities. Similarly, input evaluation helps structure decisions by projecting and analyzing alternative pedagogical designs. In the same way, process evaluation enables stakeholders to implement decisions by monitoring project operations. Finally, product

evaluation serves to recycle decisions by determining the degree to which objectives have been achieved and the cause of the obtained results.

Methods

The study adopted a semester-long case study methodology (Duff, 2008). Because of its exploratory nature, we draw on the participants' perspectives and practices of the M.Ed. English program following the theoretical stance of Stufflebeam's CIPP model. The primary data were collected through face-to-face and telephone interviews with five participants using open-ended and unstructured questions. The TU was selected as a case, and five participants, including the program director, teachers, and students, were purposefully chosen as research participants based on their teaching experiences and classroom practices (Creswell & Poth, 2018). We gathered the data from face-to-face and online interviews, documents, and surveys and also facilitated an investigation into our research participants, the institution, and the broader dynamics between teachers and students, along with their perceptions of the program (Schoch, 2020). We adapted the qualitative content analysis procedures outlined by Schreier (2012) and the thematic analysis approach proposed by Braun and Clarke (2006) in order to analyze the data. The data analysis procedure entailed revisiting the data multiple times and making descriptive notes to establish a deep understanding of each teacher participant's experiences and real classroom practices. The data were transcribed from the audio recordings and field notes by exploring the participants' attitudes to identify significant opinions, experiences, and comments on the success and shortcomings of the program.

The interview data were the primary sources for exploring teachers' actual classroom practices and students' perceptions of the program. The audio-recorded interviews were conducted via a phone call convenient to the participants and transcribed and translated repeatedly with careful analysis with the prior consent of the participants. In addition to the two one-hour-long interviews with each participant, several additional short interviews were conducted through instant messaging and phone calls to obtain more information about the teachers' and students' 'real classroom practices and their overall perspectives. Then, we categorized the entire dataset using analytical frameworks developed by Stufflebeam as well as those supported by existing literature.

Findings

The study's findings concluded that there is a great impact of context, input, and process on the program's overall productivity. The study revealed that the students are trained to use information and communication technology (ICTs) first, and then they take part in activities assigned by their teachers. The study found that the university has maintained the quality of education by implementing different strategies with the help of the administration, the director, teachers, and staff. In addition, to produce better results, the director claimed, "We've signed a Memorandum of Understanding (MoU) with Open University, UK, and Korean National Open University (KNOU), South Korea." He further added, "Our teachers have been trained by the experts from KNOU to teach better virtually as well as through the module." All the participants agreed that open and distance learning address the needs of those students who were unable to attend the on-campus classes because of their full-time jobs, inability to afford the cost of higher education, and geographical distance.

The data were analyzed based on each facet of Stufflebeam's CIPP evaluation framework that holds significant and indispensable roles in the planning, execution, and appraisal of a project. As outlined by Stufflebeam (2003), the context evaluation of this study serves to gauge the overall contextual and geographical preparedness of the program, scrutinizing whether existing goals and priorities align with identified needs and determining if the proposed objectives adequately address assessed needs of the students. Similarly, input evaluation aims to delineate a programmatic course of action for implementing necessary changes. During this phase, stakeholders, directors, teachers and other concerned stakeholders identify and develop potentially pertinent strategies, evaluate these approaches, and assist in formulating an adaptable plan for the accessibility of the program. Process evaluation provides periodic opportunities to gauge the extent to which the program is being implemented suitably and efficiently. Finally, product evaluation involves identifying and appraising both intended and unintended program outcomes. The following section deals with the CIPP evaluation analysis.

Context Evaluation

Context evaluation aims to assess the total physical preparedness of the scheme, analyze if current objectives and concerns are aligned with needs, and evaluate if said proposals are efficiently susceptible to determining needs (Stufflebeam, 2003). More specifically, evaluating a situation requires understanding the surrounding environment

and its unique characteristics of the M. Ed. English program under ODEC in Tribhuvan University. Context evaluation addresses this by gathering information about the needs, opportunities, and challenges within a specific context.

This information, typically collected through interviews, document reviews, and data analysis helped to ensure interventions or programs whether it is designed to fit the specific situation of the students and maximize its impact or not (Toosi et al., 2021). These are the major prompts that context evaluation dealt with during evaluating the program such as, does the program have substantial aims or not to fulfill the students' needs?; are the objectives extracted from the aims of the program?; are the courses being taught relevant to the aims, and do these courses address students' contextual complexities?

In this study, the context was evaluated through in-depth interviews, document analysis, and field notes, which revealed that the main objective of M. Ed. in English through open and distance education modes is to produce qualified and competent teacher educators, education planners, administrators, and educational experts, and to develop new teaching techniques required for 21st century skills by engaging students in distance learning.

The study explored how the program was conceptualized when there was discussion on phasing out the annual system of the M. Ed. program like other master's-level programs and the beginning of the semester system throughout the nation. In an interview, one of the participants commented, "The university initiated to launch this program mainly for two reasons: first, there was a discussion to begin semester system master programs in the university, and second, we had observed the online programs in the foreign universities."

As a result, ODEC was established to meet the needs of students who could not attend regular classes at the university. Another participant added, "It was also initiated to address the needs of the students who cannot attend on-campus classes." Accordingly, Tribhuvan University introduced this program in 2015. He also claimed that ODEC is more flexible in terms of classes, assignment submission, and attendance.

Input evaluation

Input evaluation pertains to the examination of content and related considerations in assessing educational materials, particularly textbooks. Based on Stufflebeam and Shinkfield's study (2007), the study underscored its role in identifying

and addressing students' needs, and how it emphasizes the importance of appraising the current capabilities of ongoing education systems to propose viable alternative strategies. More particularly, this form of evaluation found aiding curriculum developers, program directors, teachers in decision-making, resource allocation, identification of alternative pathways, strategy planning, and procedural design to attain objectives of the overall program which found quite pertinent for students.

Warr et al. (1970) characterized input evaluation as overseeing resource utilization for program execution, with the aim of facilitating the implementation of planned programs from the contextual stage. The study's findings didn't rely on only examining just teachers' and students' need analysis educational needs, rather they centered on specific resources such as financial and human capital, policies, educational methodologies, and system constraints and challenges (Saif, 2019). Teacher B stated, "Although the university started offering teacher training courses in open and distance modes some years ago, we feel we're gradually equipped with necessary skills and resources to effectively conduct classes in such modes." The study's input evaluation process also analyzed in terms of available and existing resources for attaining objectives and fulfilling needs (Stufflebeam, 2003). The findings of this study indicate that M. Ed. in English in open and distance mode has a well-balanced curriculum in English education and mathematics education. Since the area of this study was English education in M. Ed., it was explored that this mode too covers all the courses taught in the face-to-face mode. There is a juxtaposition of theoretical and practical aspects of concepts (Aziz, Mohmood, & Rehman, 2018) in which the concepts are taught in a logical and learner-friendly environment through the module under the guidance of trained and experienced teachers. A teacher participant claimed, "We have been able to provide as much exposure to our students as in the face-to-face classes."

The study revealed that students should have completed a bachelor's degree majoring in English. They need to be literate in information and communication technology (ICT) to enroll in the program. It also shows that different courses are taught through virtual classes via modules, Viber, Facebook Messenger, and telephone since the students are from diversified geographical locations. There is a balance between theory and practice because the course contents are clearly defined and relevant to practical problems. The students are provided with a three-day intensive orientation on the course structure, teaching-learning procedure, and evaluation process before starting the actual course.

The findings showed that the most noticeable feature of this program was its flexibility, so that the students could pursue their degree without leaving their jobs. In this regard, a student participant said:

I am really happy that teachers are so friendly and helpful that they receive my phone calls at any time and guide me with the problems, and this has helped me to do both things: job and study simultaneously though I need to work more to balance both.

Thus, this program allows students to access learning materials, including books, presentation slides, quizzes, and discussion questions, through the module and emails so that they can study them when they are free. It also allows them to work on their assignments at will; however, they need to submit them on time.

Process Evaluation

The fundamental purpose of process evaluation is to describe all the activities conducted in planning the instructional phase of the program (Stufflebeam, 1971). The findings of the study showed the details of different processes that help in teaching and learning. Students are facilitated through a software module and online virtual classes, which have made the teaching-learning process effective for those who cannot attend on-campus classes. In the interview, teacher A said, "We first train the students to use the module, and they get access to learning materials, questions for discussion, and submit their assignments within the allotted time through which they are internally evaluated." Students agreed that they were supplied with sufficient study materials; however, they sometimes failed to submit the assignments in time because of their long job hours and poor internet connectivity. In this regard, student B commented:

I can't get access to the internet for my studies at work. In the evening, I get tired, and most often the internet is very slow, so I feel difficulty. However, I have managed to continue my studies with much difficulty.

Despite some challenges, the findings showed that effective interactions were experienced among all stakeholders between the director and the teachers, teachers and students, the director and students, and vice versa. Process evaluation covers chances to judge regularly the scope to which the program is being implemented effectively (Stufflebeam, 1971, as cited in Ulum, 2016). The teachers were found to be cooperative with their students. In this regard, student B stated, "If I get any problem, I call my

teachers, and they respond so courteously to help me with my study problem so that I can complete my assignments in time.”

The findings also revealed that the teachers used student-centered approaches to address the learners’ needs. Regarding supporting the students in their effective learning, teacher B said, “We’ve tried to create an environment where each student is given space to interact freely through virtual as well as face-to-face meetings.”

The study also explored that student learning is measured through continuous informal and formal assessments to prepare them for semester-end examinations. Accordingly, the students were assessed through periodic quizzes, discussion questions, and assignments they had to submit through the module, Facebook Messenger, emails, or Skype. Then the students’ responses are marked with some annotations, and feedback is provided so that they can improve where they need to. Furthermore, a comprehensive exam is conducted (Aziz, Mohmood, & Rehman, 2018) to qualify or disqualify the examinees from achieving the degree. The findings also showed that the students needed to appear for the semester-end examinations physically, though their internal evaluations were carried out in a blended mode.

Product Evaluation

Product evaluation aimed to identify and evaluate whether the program has been successful or not, with the objective of honestly measuring, interpreting, and assessing the results. Product evaluation covers both planned and unplanned and short- and long-term program results, which focus on the fulfillment (or not) of the objectives of an educational program (Stufflebeam, 2003). Employing CIPP framework, we evaluated whether the students’ needs have been adequately met by the program or does it require further improvement. According to Stufflebeam and Shinkfield (2007), product evaluation allows project directors or teachers to make informed decisions regarding specific programs, providing valuable information for educators or administrators to gauge the effectiveness of the program. Farida (2000) suggests that product evaluation aids in decision-making regarding achieved outcomes and long-term planning. In summary, product evaluation serves to determine the effectiveness of a program in meeting its primary objectives.

This study concentrated on exploring whether the objectives of the program were achieved or not. Relevant content, easier accessibility to the required teaching-learning materials, strong access to the internet, good rapport and regular interaction among stakeholders, and appropriate teaching-learning methodologies and assessment

techniques influence the students and the overall program's success. In this regard, the program director commented, "We've designed relevant course contents and tried our best to establish regular interactions with students to make this program successful." A student participant further added, "I am satisfied because I have got the degree without leaving my full-time job."

However, the participants expressed challenges to the program's success. They agreed that the program was relevant, but because of their technical skills and technological problems, they experienced difficulties in their studies. In this regard, a student participant said, "First, I was excited to do M.Ed., but now, I have faced difficulties because of my inefficiency in computer use, frequent power cuts, and disturbed internet." The director and teachers explored a similar experience. Regarding the dropouts, they shared a similar view that almost 60 percent drop out because of the technical difficulties, their workload with their employers, and the university's provision to give face-to-face semester-end examinations.

Conclusion and Recommendations

his study explored the stakeholders' lived experiences, and based on their experiences, the M. Ed. in English program under ODEC, Tribhuvan University, was evaluated. We applied Stufflebeam's CIPP evaluation model as its theoretical framework to evaluate the quality of the program by assessing its context, input, process, and product. Many researchers apply this model for evaluating the quality of textbooks, curriculum, and educational programs (Aziz, Mohmood, & Rehman, 2018). The study results revealed that the CIPP evaluation is an effective model of any educational program evaluation and provides recommendations for enhancing the quality of academic programs.

The findings conclude that open and distance learning center has taken the necessary steps to improve quality education. The program has offered opportunities for those with geographical and economic challenges to attend the on-campus classes to get a degree. Similarly, the jobholders benefited from the online and distance classes to get a degree at lower costs, even from their local places.

Pressure for learning ICT skills, connecting high-speed internet at home, and developing competence in English for students were explored as the major challenges for the successful implementation of the program. Similarly, difficulty in connecting all the students in virtual classes, receiving assignments, and receiving responses to test questions from students simultaneously were found to be challenging in open and

distance teaching. Students' inability to use the module and emails to assess the learning materials and upload assignments created another challenge for both teachers and students in the ODL mode of teaching and learning. In spite of these challenges, the findings of our study revealed that the program is student-friendly and has attracted students from different parts of the nation, irrespective of their financial and geographical circumstances and their full-time jobs. To sum up, the results presented in this study build on the connection between Stufflebeam's theory of the CIPP evaluation model and online and distance learning.

From the findings mentioned above, it is suggested that the ODEC initiate a redesign of its M.Ed. in English syllabus, including at least one course to address the students' need for technological skills in teaching and learning. Similarly, it should initiate opportunities for students to attend online examinations even during their summative assessments instead of on-campus examinations to make the program wholly open and distant.

The findings of this study indicate a need for additional resources, a learner-friendly environment, proper equipment, effective communication, and a focus on the needs of all stakeholders. These findings are consistent with the results of research evaluating textbook effectiveness using the CIPP model (Asad et al., 2016), which also highlighted issues such as resource shortages, the lack of piloting and video testing, positive attitudes, the teacher and student population, a conducive environment, and addressing the needs of all beneficiaries across overall educational system. To enhance accountability and quality development, it is imperative to address these challenges hindering the attainment of quality education and effective learning. This study contributes to future research endeavors utilizing the CIPP evaluation model for quality assessment and the overall enhancement of the university's educational system. Without the CIPP evaluation framework, it is challenging to identify the errors, weaknesses, or strengths of the education system, potentially compromising its effectiveness and appropriateness.

References

- Aziz, S., Mahmood, M., and Rehman, Z. (2018). Implementation of CIPP model for quality evaluation at school Level: A case study. *Journal of Education and Educational Development*, 5(1), 189-206.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Creswell, J. W., and Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage.
- Karmel, L. J. & Karmel, M. O. (1978). *Measurement and evaluation in schools* (2nd ed.). Macmillan
- Ministry of Education, (2006). *Open and Distance Learning (ODL) Policy*.
- Rossi, P. H., & Freeman, H.E. (1993). *Evaluation: A Systematic Approach*. London ua: Sage.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Sage.
- Stufflebeam, D. L. (1971). The use of experimental design in educational evaluation. *Journal of Educational Measurement*, 8(4), 267–274.
- Stufflebeam, D. L. (2003). The CIPP model for evaluation. *In International handbook of educational evaluation* (pp. 31–62). Springer.
- Ulum, O. G. (2016). Evaluation of English as a foreign Language Program- Using CIPP Model. *Journal of English Language Teaching*, 114-136.

Appendix 1

Interview Questions

Director

1. How did the concept of this program come on TU?
2. Who are eligible for applying for this course?
3. Is the time adequate to meet the program's objectives?
4. Do all the teachers handle ICT?
5. How is research taught in this course?
6. In your opinion, how successful has this program been?
7. And how do you assess the success of this program?
8. How is the response of the students towards this program?
9. How effective has the module of teaching been?

Students

1. What encouraged you to join this mode of educational program?
2. Are you a job holder? If yes, how do you keep a balance between your job and study?
3. Are teaching-learning materials readily available?
4. How have you experienced this mode of learning where you don't often meet the teachers?
5. How do you manage to interact with your teachers?

Teachers

1. How long have you been teaching in this mode?
2. What differences have you experienced between teaching in regular and distance modes?
3. How do you build up a rapport with your students?
4. Are the students motivated to submit assignments on time?
5. How do you assess your students' assignments?
6. As it is a new program in TU, what difficulties have you faced in teaching and assessing students?