

# **Evaluation of ELT Program of Kathmandu University**

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*Abstract: Kathmandu University is one of the leading universities in Nepal. There are different faculties and programs under it. One of schools, namely, School of Education is committed to produce quality academic workforce as per the demanding need of the nation in the field of teaching and learning. It runs English Language Teaching (ELT) Program as an innovative and didactic program with its separate department and faculty members. This report presents a comprehensive summary of the Evaluation of the ELT program. The evaluation was done with particular reference to 2007 February batch according to CIPP (Context, Input, Process, and Product) Evaluation Model. The study concludes that the ELT program has partially achieved its objectives but it is likely that it would take some steps quickly if the implementation phase is made more contemporaneous.*

## ***Introduction to Kathmandu University***

Kathmandu University is one of the six universities (data of 2008) in Nepal. It is an independent not-for-profit nongovernmental, public institution established by Government of Nepal (GoN) through an act of parliament in 1991 (KUSOED, n. d.). There is a team of academic experts committed to develop it as a residential institution of high academic standards catering to the need of the country. All the courses are designed to stimulate intellectual curiosity and scholarly interests of students. The University aims to be a model institution with continuously updated courses and quality education.

The vision of the university is ‘to become a world-class university devoted to bringing knowledge and technology to the service of mankind.’ The university puts its level best effort to have its vision accomplished. Similarly, the university has a clear mission that reads as ‘to provide quality education for leadership.’ There are different faculties and institution and affiliated colleges under this university. One of the schools related to this study is the School of Education.

There are various schools under KU. School of Education envisions providing high quality teacher education. It aims to create an academic environment that prepares competent personal that can provide high quality up-to-date and relevant education and educational leadership in tertiary, secondary and primary level education in Nepal.

### ***Introduction to School of Education***

As per the growing demand of the nation the university started launching different programs. It is the first university in Nepal managed by private sector. Encouraged by the interest of students getting certified from KU, stakeholders of the university went on launching different schools and programs. One of such schools is Kathmandu University School of Education (KUSOED). It was established in 1997. There are four programs: Post Graduate Diploma in Education (PGDE), Masters in Education (M.Ed), Masters of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D).

According to the overall vision of the University KUSOED also has its vision. It reads as ‘to offer high quality teacher education programs with a holistic approach, and to play a key role in developing competent teachers, trainers and educational leaders.’ Similarly the mission of the School is ‘to create an academic environment that prepares competent professional who can provide high quality, up-to-date and relevant education and educational leadership in tertiary, secondary and primary levels of education in Nepal’.

*Objectives of KUSOED.* There are altogether four objectives of School of Education. They are as follows:

- to offer practical educational programs that provide knowledge and skills to address the current educational problems of Nepal;
- to develop trainers and teachers equipped with a variety of instructional skills, strategies, and methodologies required for creating effective teaching and learning environment;
- to produce and disseminate high quality teaching and learning materials
- to develop school managers and educational leaders with competent, effective management skills related to school programs.

### ***Introduction to M. Ed. in ELT Program***

One of the programs in M. Ed is English Language Teaching (ELT). With growing importance of English language in the globe skillful English language teachers are always of prime importance. The number students learning English as second or foreign language is also a crucial challenge in Nepal. Therefore conducting ELT program in KU is very much relevant.

The objective of ELT program in KU is to help improve ELT education in the country. It is intended that the postgraduates will be able to

- Follow latest principles and teaching methodology in ELT.
- Undertake small-scale need oriented research in this field
- Design and deliver teacher training courses and activities for EFL teachers required for changing situations
- Train pre-service trainers and in-service teacher for effective teaching of EFL.
- Develop ELT syllabi and materials required for the changing situation.

M. Ed program including ELT was of two-year program of four semesters in the past. But now the course is divided into trimester system so that there are three semesters each year and the course itself is of six semesters.

The students have to complete 47-credit taught courses, 6-credit research thesis and 3-credit internship/practicum. The students having B. ED/PGDE/BA in English can get admission in M. Ed. ELT. According to the fee structure of 2007 the students have to pay 60,000 for individual and 90,000 for institutional students respectively.

### ***The CIPP Model***

I selected CIPP - Context, Input, Process, and Product- Model for the evaluation of the ELT program under Kathmandu University. Here is a short introduction of the model.

CIPP stands for Context, Input, Process, and Product. It is a program evaluation model especially useful for evaluating educational programs. As the name suggests, it is the evaluation of context, input, process, and product of an educational program.

Context evaluation includes examining and describing the context of the program I am evaluating, conducting a needs and goals assessment, determining the objectives of the program, and determining whether the proposed objectives will be sufficiently responsive to the identified needs. It helps in making program-planning decisions. ‘Context evaluations assess needs, problems, and opportunities as bases for defining goals and priorities, and judging the significance of outcomes’ (Stufflebeam, 2000).

Input evaluation includes activities such as a description of the program inputs and resources, a comparison of how the program might perform compared to other program, a prospective benefit/cost assessment (i.e. decide whether you think the benefits will outweigh the cost of the program, before the program is actually implemented), an evaluation of the proposed design of the program, and an examination of what alternative strategies and procedures for the program should be considered as recommended. It helps in making program-structuring decision. According to Stufflebeam (2000), ‘input evaluations assess alternative approaches to meeting needs as a means of planning programs all allocating resources’.

Process evaluation includes examining how a program is being implemented, monitoring how the program is performing, auditing the program to make sure it is following required legal and ethical guidelines, and identifying defects in the procedural design or in the implementation of the program. Evaluators typically provide feedback to program personnel because it can be helpful in making formative evaluation decisions. In general, process evaluation helps in making implementing decisions. ‘Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes’ (ibid).

Product evaluation includes determining and examining the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program, conducting a retrospective benefit/cost assessment, and conducting a cost effectiveness assessment (to determine if the program is cost effective compared to other similar programs). Product evaluation is very helpful in making summative evaluation decisions e. g. what is the merit and worth of the program? Should the program be continued? ‘Process evaluations identify intended and unintended outcomes both to help keep the process on track and determine effectiveness’ (ibid).

In terms of CIPP program evaluation is the systematic collection of information about the activities, characteristics, and outcome of programs for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and affecting.

The decisions made in each step of the CIPP model of evaluation can be summarized as

Aspect of evaluation	Type of decision	Kind of question answered
Context evaluation	Planning decision	What should we do?
Input evaluation	Structuring decisions	How should we do it?
Process evaluation	Implementing decisions	Are we doing it as planned?
Product evaluation	Recycling decisions	Did it work?

Critiques of CIPP model claim that it holds an idealized notion on what the process should be rather than its actuality and is too top-down or managerial in approach, depending on an idea of rational management rather than recognizing its messy reality.

*CIPP Evaluation model checklist.* This checklist with 10 components is designed to help evaluators evaluate programs with relatively long-term goals. The checklist's first main function is to provide timely evaluation reports that assist groups to plan, carry out, institutionalize, and disseminate effective services to targeted beneficiaries. The components are as follows:

1. Contractual agreement
2. Context evaluation
3. Input evaluation
4. Process evaluation
5. Impact evaluation
6. Effectiveness evaluation
7. Transportability evaluation
8. Sustainability evaluation
9. Meta-evaluation
10. The final synthesis report

In the process of carrying out this study the I followed the above-mentioned components. In the coming section the process of the study is presented.

### ***Methodology***

To have clear understanding of the CIPP Model of evaluation I studied CIPP Model in different sources. I also discussed with our classmates who were evaluating other programs under KUSOED. Then I found the area of evaluation under ELT program. The next step was to find the sources of information for evaluation. The possible sources of evaluation were the students pursuing ELT under KUSOED, the Head of the Department (HOD) of the ELT Program, and the faculty members facilitating the program.

Having identified the proper sources of information I prepared a set of interview tools for data collection (See, Annex 1 of the report). As per the emphasis on four components of CIPP Model (context, input, process, and output) I prepared 25 questions allocating 4 to 8 questions to each component. For further information I read brochure, prospectus, magazines and notices that were useful for getting the information related to ELT program of the Kathmandu University.

Then I visited HOD of the ELT program, respective faculty members, and finally students who were studying under the program. I interviewed 8 students out of 21 studying at the time of this research (see Annex 2). After collecting the data for the evaluation of the program via structured interview I sorted out useful data for the purpose. Some of the important data elicited from the interview were transcribed in orthography. The data were analyzed and a draft of report was prepared. Out of the draft I made presentation slides and presented in the class. Finally, a detail report was made for the submission to the professor which included almost everything I did during the study.

### ***Delimitations of the Evaluation***

Though the research was carried out following the CIPP evaluation model there are many limitations in this study.

- The findings are based mostly on the responses from a few numbers of students who were interviewed on the phone.

- The product evaluation couldn't be so effective because I conducted this evaluation of the batch which was running on its third trimester. Impact, effectiveness, sustainability and transportability aspects of the program were not properly envisaged.
- The context and input evaluations are not adequate because the information drawn from the HOD and faculty members were not in-depth.
- The finding of this evaluation research cannot be generalized in other contexts
- The data are more qualitative than quantitative.

### ***Status of ELT Graduates-2007***

The number of students enrolled in the program was 21 among which 2 of them had dropped out before this study was conducted. There were 15 male students and 4 female students out of which I took 8 students as my informant through random sampling procedure. The number of female interviewees was only 3.

### ***Context Evaluation***

Majority of the students who studied ELT at KU in the Batch 2007 were motivated to join it because of its name and fame. '*I heard of quality of education*', said one of the informants. Similarly some of them joined the program because of their interest. In a nutshell their interest to be good teacher-trainer motivated them to join the program. '*I wanted to be a good teacher-trainer for this purpose all of my senior students motivated me to join*', said another informant.

After asking their motivation I asked the relevancy of conducting ELT program at KU. According to them conducting ELT program at KU was necessary because of the growing demands of quality teachers in the country. From this I came to know that the program of ELT under KUSOED is more often demand based than just fulfilling the interest of few numbers of the people.

My next focus in the interview with all of them was to get their view on the quality aspect of the program. After analyzing the data I came to know that they studied ELT courses because they wanted to get quality knowledge and get employment immediately after the completion of

the course. *'I wanted to be confident, qualified and trained English language teacher'*, said one of our interviewees.

According to them the problems with KU for conducting the program was on bringing change in teaching and learning activities. As most of them graduated from Tribhuvan University, in which traditional lecture method is extensively followed, they felt that the transition from lecture method to student-centered approaches was a main challenge. *'I think the problem is teacher management, they are not able to manage class using modern methodologies of teaching'*.

According to them the certificate they got from KU is equally important as the knowledge they acquired there. It shows that the market reputation of KU is also an important motivating factor. The certificate provided by the university is saleable in the academic market. With this factor the quality the university improves in its graduates is also attached.

So, from the evaluation of the context of KU I came to know that the ELT program in M. Ed. is as per the need of the nation in general and the need of an individual in particular.

### ***Input Evaluation***

The second step of CIPP Model in the evaluation of input. So far as human input is concerned there are only one full time teacher, and three part time teachers working as faculty members under the department. The number of students who are regular is 19 (see Annex 2). Though the teacher-student ratio is suitable the department is in need of recruiting more full time faculty members. The teachers are very less in terms of variation in the optional subjects.

They are dissatisfied with some of the teachers who followed traditional way of teaching and not updating their knowledge. Some are bias while evaluating. *'Some teachers are good and others are biased'*. They complained that their learning achievements were not properly assessed.

My next question was to elicit whether the fee structure was suitable for them. Few of them revealed that the fee structure was higher than they had expected but majority of them agreed that the fee was compatible with the quality and resources. From the overall interview of the



students I came to know that they are not so worried about the fees they paid but they wanted better quality in their teachers for the successful completion of the course. Nevertheless, they happened to say that more students would have been enrolled if there were some scholarship schemes.

School of Education and School of Management have a combined building in Lalitpur district. There is a combined library for both Schools. The library facility is good but they don't get the books the teachers referred on time. The books are not adequate as per their need. One of them said that *'There are books but of management. We can't find all the books which we needed'*. They are very dissatisfied with the fine system *'Library is good but charge system is not good. The fine doubles'* if we do not return the book on time.

Attached with the library of KUSOED there is a spacious room with computer lab. They appreciated the Internet facility in the Computer Lab. The Internet can be used full time during the day.

The students opined that the syllabi of ELT are inadequate. In the name of becoming practical it has left many theoretical portions. One of my respondents said, *'The contents of the ELT syllabi are not sufficient, vague more practice than theory'*. Though the course is up-to-date the *'courses are not as broad as TU has prescribed'*.

### ***Process Evaluation***

The third component of CIPP Model is the evaluation of the overall process of ELT Program. For this also my evaluation is based on the interview I conducted with the students of 2007 batch. According to them the teaching and learning process in the class was normal. They had to spend much time at home for the completion of assignment. They participated in classroom discussion very actively. Supporting this one said, *'One of the good aspects of KU is to get its students participated in discussion.'* The class was interactive. There was two-way communication so they didn't feel bored during their lessons

They faced many problems in learning and practicing new approaches, methods and techniques in ELT. Emerging methods in second language teaching became a major challenge for them to understand. Majority of the students were advantaged because of their employment

in teaching during their course. They could transfer their learning in real teaching. After the interview with all of the members selected for this study as sample I came to know that there are only three students who were not involved in teaching. They said that they didn't feel as easy as their classmates in learning some of the methods and techniques of teaching second language. These three students complained that they should be treated as fresh and be given extra practice. One of them said, '*I am a fresh so I should also be treated equally*'

As there is trimester system the grading system in evaluation was new for most of them but they liked it because it made them more enthusiastic towards learning than getting certified. But few of them revealed some bitter facts. '*Learning is being evaluated but teaching is not*'. Their version indicated that they were dissatisfied with some of the teachers. Some of them complained that they were not truly assessed though there was formative evaluation system.

Another positive aspect in the process part of ELT program was the appropriate level of cooperation between teachers and students. The environment was conducive to create good learning atmosphere. The teachers were friendly and cooperative. Except in few cases the teachers were regular.

### ***Product Evaluation***

The product part of the program includes impact, effectiveness, transportability and sustainability of the program. While evaluating this part on the basis of CIPP model I should have collected data for all of these subcomponents. As stated in the delimitation of the study I couldn't see the impact because the program I was evaluating was a running program with its students in the third trimester. I just inferred some of the outputs and interpreted the data accordingly. The questions asked in the interview for the product evaluation were designed according to the objectives of ELT program.

Most of them were English teachers in schools. Out of 19 students 16 were using their skills in teaching. As discussed in the process part the in-service students were able to transfer their skills acquired in the ELT class to their real teaching. The teachers who were teaching in the private boarding schools of Kathmandu Valley were happy to have their effectiveness in teaching ameliorated.

The ELT program was research oriented as well. They were able to conduct small-scale action research for the professional development in teaching. *'We practised doing action research'*, one of the students said. Nonetheless, they realized that the implementation of the program had to be improved for the good product. The interviewee further asserted that, *'It wishes and principles are not at the level of question but its implementations are questionable so good teacher, context based teaching should be adopted. The assessment system should be for promoting quality to the students. Not all authority should be given to teachers.'*

They were not sure whether they could develop ELT syllabi and materials required for the changing situation as indicated in the objective of the program, however, one of them claimed, *'I can develop ELT syllabi and materials required for changing situation'*

Their professionalism in ELT increased and they were availing the skill learnt in KU in their teaching. *'I am now preparing for training pre-service trainees and in-service teachers for effective teaching of English'*, said another respondent who seemed more confident than others. It shows that the students enrolled in the ELT program are not tyro minded but having strong foundation in ELT.

Finally, my question was related to getting their suggestion for the further improvement of the program. Almost all of them suggested that KU should make ELT program more productive and practical so as to be a world-class university. *'ELT program at KU shouldn't be limited within KU premises and should be made affordable for all common Nepalese teachers.'* said one of the respondents.

### **Conclusion**

After analysis and interpretation of data elicited from the interviews with the students in structured way and informal communication with other stakeholders (faculty members and HOD) I came to the following conclusion.

- ELT program in Kathmandu University under School of Education was contextual and according to the need of the nation. It was also able to serve the target groups. Evaluating the context, input, process, and product of the program I came to know that the program should be continued in more vigorous environment.

- The ELT program has partially achieved its objectives but it is likely that it would take some steps quickly if the implementation phase is made more contemporaneous.
- The library facility should be improved and some standard measures should be followed collectively by all the teachers so that students won't feel that they are biased.
- While conducting interview I also knew that some teachers assign works without much practice in the class. So there must be teaching before assessing their learning achievement.

### ***References***

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- Kathmandu University School of Education. (n.d.). *Master of education in ELT* [Brochure]. Lalitpur: Author.

Annex 1

## Interview Tool for Students

## Interview Tool

Dear ELT graduate,

I am a student of M. Phil of Kathmandu University. I am trying to evaluate the ELT program under School of Education for the partial fulfillment of the course 'Seminar in Education'. I heartily request you to answer questions for the purpose. I would like to assure you that the information you provide will not be disclosed and used for another purpose without your consent. Your invaluable help will be highly acknowledged.

Sincerely yours

Kapil Dev Regmi

Your Name: (optional)... ..

Sex : Male/Female

Address : .....

Result : Completed/Not completed

## Context

1. What had motivated you to join Kathmandu University?
2. Why did you study ELT?
3. How relevant is the course in the present context when English is developing as a global language?
4. What are the problems do you think KU faced to conduct ELT program at KU?
5. What opportunity did you get after completing the course?

## Input

6. How much money did you spend to complete the ELT program?
7. How do you evaluate the library facility?
8. How do you evaluate the computer and Internet facility in the college?
9. How do you evaluate the teachers in the college?
10. How do you evaluate the course contents?
11. What is the theory practice balance?

## Process

12. How much time did you give for the completion of the course at home?
13. How well/actively do you and your friends participated?
14. Were there any problems related to teaching?
15. Were there any problems related to learning?
16. Was there effective 2-way communication?
17. Was the teaching and learning process cautiously evaluated?
18. What was the level of cooperation between teachers and students?

## Product

19. Did the program enable you to use the latest principle and teaching methodology in ELT?
20. Did it help you to undertake small-scale need oriented research in the field?
21. If you are given an opportunity can you design and deliver teacher training courses and activities for English teachers?
22. Can you train pre-service trainees and in-service teachers for effective teaching of English?
23. Are you able to develop ELT syllabi and materials required for the changing situation?
24. What is the quality of assessment of your performance?
25. Finally, what do you want to say about the ELT program at KU?

Annex 2

## The students in M. Ed. (ELT), 2007 February Batch

Name of students	Status of students		
1. Sapana Raut	Regular		Interviewee
2. Shyam Bahadur Pandey	Regular		
3. Meera Rijal	Regular		Interviewee
4. Tika Ram Bhatta	Regular		
5. Suman Lama	Regular		
6. Ramesh Khatri	Regular		Interviewee
7. Sanjaya Timalisina	Regular		
8. Chhhatra Bahaduar Karki	Regular		Interviewee
9. Ganesh Gnawli	Regular		Interviewee
10. Bijaya Kumar Mandal	Regular		
11. Arun Kumar Yadav		Dropped	
12. Marjit Subedi	Regular		
13. Dil Bahadur KC	Regular		
14. Ramesh Kumar Mahato	Regular		
15. Dinesh Sanjel	Regular		Interviewee
16. Arun Chaulagain	Regular		
17. Rohit Kumar Dhungel		Dropped	
18. Govinda Bahadur Adhikari	Regular		Interviewee
19. Tara Pradhan	Regular		
20. Puja Khadka	Regular		interviewee
21. Goku Ghimire Sharma	Regular		
Total	19	2	8