



CIPP MODEL FOR SCHOOL EVALUATION

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Abstract

CIPP model is a popular model for curriculum evaluation given by Stufflebeam. C- Context, I- Input, P- Process and P- Product. The authors believe that the model can be effectively applied for school evaluation. Context refers to the background, History, goals and objectives of the school. Inputs refer to material and human resources needed for effective functioning of the school. Process refers to implementation of different school practices. Product refers to the quality of students learning and its usefulness for the individual and for society. The paper focuses on some practical aspects which can be considered while evaluating schools with respect to elements of CIPP model. The paper explains use of this model formative and summative evaluation as well. This model can indeed be extended further and could be called Decision/ Accountability oriented evaluation.



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Introduction:

Quality has become a key word for everything that you talk about in today's life. Quality education has become an issue in Indian education system. Although much is talked about and implemented by government and policy makers, the quality of education that is imparted in schools, colleges and other educational institutions is questionable. Very few educational institutions are providing educations that satisfy its stakeholders. Talking about school education where the foundations for all further are laid down, the present scenario is very sad. There is an utmost need to improve the quality of school education. People take efforts to improve the quality of something only when it is evaluated, If there is no evaluation, no mistakes, lacunae, errors are found and no remedies are given leading to worsening the quality. To improve the

quality of higher education bodies like NAAC are already formed and are functional. Although there is a debate as to whether it helps to improve the quality of higher education or not, it has certainly initiated the thought process to change the present picture of higher education. Similar efforts are needed even for school education.

CIPP approach to evaluation:

CIPP model is Context, Input, Process, Product approach, developed by Stufflebeam (1983). It basically provides a very systematic way of looking at many different aspects of the curriculum development process. Although originally advocated for curriculum development process, it can be effectively used for school evaluation. For school education the kind of knowledge, skills, attitudes, habits that students acquire in their educative process is the actual product. There are various processes carried out in the school to get this product. Certain inputs are given to carry out these processes. All this i. e. input, process and product work under some context. When we talk about school education in rural area and in urban area, the context in which the two different schools work is different. We can apply this CIPP model to assess various aspects of school. This will enable us to evaluate schools in a very comprehensive manner. Basically this needs asking series of questions about four elements i. e. context, input, process and product of the model.

Context:

This includes examining and describing the context of the school we are evaluating; determining the objectives, mission, and goals of school. The philosophy with which the school has started and the present status of the school with respect to their own ideology. How is school organizing its work to accomplish its objectives and goals?

Input:

This includes activities such as description of inputs and resources. How the school has structured its resources? The resources are of various types. For school, infrastructure such as class room, furniture, and audio – Video aids, special rooms, laboratories, library, workshops, auditorium, playground etc. are the physical facilities which are essential. But at the same time school should also have human resources such as teaching, nonteaching and administrative staff, counselors, special teachers etc. The school has to focus on various developmental aspects of the learner therefore inputs of different kinds like inputs for social development, emotional development; art, craft, physical development etc. also have to be procured by the school.

Process:

Includes how the school is running the programmes. Implementation is a crucial phase in which the inputs are utilized in appropriate way to achieve the desired product. The evaluators when assess school processes, they will gain information about what is actually occurring in the school. It is in this phase that we can take implementation decisions. The schools have various programmes and practices. Each and every process in the school has to have a systematic approach. It may be teaching learning process, organizing events like workshops for students, parent teacher associations meetings, annual social program, sports meets, celebration days, organizing students' co-curricular and extra curricular activities, preparing students for competitive and public examinations, for every process the school has to have a systematic approach.

Product:

It includes determining and examining the practice and general outcome of the school. Very evident but the most important outcome of the school is the student of the school. The student in himself is not the product but the knowledge, skills, values, attitude etc that is gained by the student is the product. It is this which is going to be of use in his life as an individual or as apart of society. The child spends his formative age in the school and hence a child of age 16 who comes out of the school should be individually and socially productive. The schools usually decide to have 100 % results for boards' examinations but this alone should not be the indicator of the product of the school. The product of the school should not be measured only in terms of percentage of passing or number of meritorious students passing from school, but should focus on how the students of the school are succeeding in various walks of life in the society. How many students are working in different sectors of society and helping society to grow? How many students are holding important positions in various institutions and helping the institutions to grow. These questions will give indications about the product quality of the school.

Some specimen questions with respect to CIPP model for school evaluation:

Context

- 1 Are the aims of school suitable?
- 2 Do the objectives derive from aims?
- 3 What are the courses provided by the school? Are they in accordance with the aims?
- 4 Is the school catering to social needs?

5 What are the links between school community and extension work?

Input

- 1 What is the entering ability of students?
- 2 What are the learning skills of students?
- 3 What is the theory practical balance?
- 4 What resources and equipments are in place and available?
- 5 Are laboratories and library well maintained?
- 6 How strong are the teaching skills of teachers?
- 7 What knowledge skills and attitudes related to subjects do teachers and students have?
- 8 How supportive is the classroom and school environment is?

Process

- 1 Are the administrative processes transparent and collaborative?
- 2 Is ICT been deployed in various school practices?
- 3 How actively students and teachers participate in different activities?
- 4 Is communication effective?
- 5 Is teaching learning continuously evaluated?
- 6 How important other activities are apart from teaching learning for the school?

Product

- 1 What are the achievements of the school in co curricular and extracurricular activities?
- 2 What are assessment strategies and procedures used for different components of school?
- 3 How do students use what they have learnt?
- 4 Is there official report of each activity?
- 5 Have the teachers and school's reputation improved?

Thinking about CIPP model, Input and Process evaluation tends to be very helpful for formative evaluation and product evaluation tends to be especially helpful for summative evaluation.

Proposed marking scheme for school evaluation on CIPP model

Sr. No Aspect Marks

1 Context 100

2	Input	300
3	Process	400
4	Product	200
	Total	1000

Based on each aspects questions (Quantitative as well as qualitative) can be framed which schools have to answer with supporting documents. The schools will have to prepare their own introspective report which can be evaluated by the external agency. The agency can verify the data in the report in the actual visit and assess the school and its functioning as per the marking scheme. The role of agency should be suggestive and supportive rather than merely fault finding agency. **The CIPP model helps in decision making in the following way:**

Context	School planning decisions
Input	Structuring decisions
Process	Implementing decisions
Product	Summative evaluation decisions

Conclusion:

Thus this model will help us to make decisions about the school. It will not assign a school a particular grade alone but will also help the school to understand why they are at a particular grade and what they need to do to go to higher grade. Stufflebeam himself no longer talks about CIPP model but refers to Decision / Accountability oriented evaluation. The schools, if they take this approach, we hope they will realize their accountability towards the learners, parents, society and nation in general. This model will definitely help to improve the quality of education.

Websites:

- http://www.cglrc.cgiar.org/icraf/toolkit/The_CIPP_evaluation_model.htm
- http://www.ehow.com/how_7840489_use-cipp-model-program-evaluation.html
- <http://www.hettler.com/Direct/Assess/USING%20THE%20CONTEXT>