

Department of Education, Patna University

Course No-S.C4

Unit-3, Management of Curriculum, Co-Curricular Activities and Time:

E content by : Swarnika Pallavi
Research Scholar
P.G. Department of Education
P.U.

Curriculum Evaluation

- Objective : After going through this topic, students will be able to :
 - Understand the concept of curriculum evaluation
 - Analyse the procedure of curriculum management
 - Suggest how to obtain evaluative information

- Content
 - Introduction
 - Meaning
 - Criteria
 - Evaluation Questions
 - Method & Techniques

Introduction

The concept of evaluation approach is given by **B.S. Bloom**. His main emphasis was that testing should be based on teaching and both these activities should be objective-centred. Today teaching is organised by using the evaluation approach. Under this approach yearly plan and unit plan are prepared. The education process is considered as tri-polar process. There are three fundamental elements :

- Education objectives
- Learning experiences
- Change of behaviour of evaluation approach.

The evaluation approach and educational process are closely related to each other. The effectiveness and appropriateness of educational process is ascertained by evaluation approach. All the activities of teaching evaluated in terms of student performances, which is known as change of behaviour. In this approach criterion test used rather than achievement test. A criterion test is always objective centred.

Meaning

Curriculum evaluation is a process of assessing the different components of the curriculum, i.e., objectives, content, methods and evaluation procedures for the assessment of the students. It includes assessment of how a curriculum is planned, developed and implemented. It primarily refers to observations and judgements made about what actually

happens in the school through judgements about what students have achieved, and what else may also be included.

The term evaluation is used in broader sense. It does not confine only up to student achievement but it includes the total process of teaching and learning. All the activities of teacher and students are evaluated qualitatively and quantitatively. The total change of behaviour of student is evaluated. The term change of behaviour includes cognitive, affective and psychomotor behaviours. Three type of activities are done in the evaluation process :

- How far the teaching objectives have been realised?
- How far the learning experiences are effective?
- What are the change of behaviour have occurred in the students?

B. S. Bloom has stated that education is try-polar process.

The following three steps in using evaluation approach:

First Step : Education objectives,

Second Step : Learning experiences, and

Third Step : Change of behaviour.

Need

Curriculum evaluation determines the worth or value of curriculum, i.e., whether the curriculum is fulfilling its purposes for which it was formulated. Curriculum evaluation is an important step because a wrong or defective curriculum may cause serious problems; for example it may not be suitable to the needs of the individual and society and it may put heavy load on the students.

The evaluation of curriculum material occupies an important place as on the provision of effective, meaningful, need-based and rational curricular material depends on the growth of the learners. Good materials contribute to desirable changes in the learners. It has, therefore, to be assured that the curriculum materials are of good quality. At the same time, they should be acceptable both to the learners and the teachers. They should be of practical use and fit well in the existing educational setting. This can be assured by evaluation alone. Evaluation helps in modifying the curriculum to adequately meet the growing challenges.

There are four major **criteria** for assessing the workability of the curriculum.

- **Subject-Content** – In the curriculum various subject are included such as- Hindi, English, Sanskrit, History, Geography, Social Science, Physical Sciences, Bio-Science, Home Science, Maths, Economics, Psychology, Sociology, Physical Education, Art and Drawing etc. The structure of content of these subjects is determined for the curriculum development.
- **Experiences** – The curriculum provides the following type of experiences to the students, social, historical, geographical (time and place sense), physical, political,

civic senses, religious, spiritual and reactive experiences, expression of ideas facts and events.

- Skills – Some curriculum provides the situations for developing skills or psychomotor activities—languages reading writing. Speaking, observations, perception use of different type of instrument in the workshops and field works communication skills, craft work, Verbal and non-verbal communication skills. It is related to psychomotor objectives.
- Attitude and Values – The types of curriculum provides the experiences for developing affective domain of the learners. The feeling, beliefs, attitudes and values are developed. It develops self confidence, honesty, sensitivity, sincerity, morality, objectivity, character and adjustment.

These factors are given due weightage in good curriculum. These factors are related to cognitive, affective and psychomotor domains.

Evaluation for Quality Control

The first point of view stipulates curriculum evaluation as a means for quality control in education. Curriculum evaluation starts with the act of stating the objectives of a full course or a unit of the course. This is followed by the definition of these objectives in behavioural terms. The next stage is the development of items which aim at finding out the extent to which the new materials have developed such behaviours as will satisfy the purposes and the objectives the curriculum developers have in mind.

Curriculum Evaluation as Illumination

The second point of view envisages 'illumination' role for curriculum evaluation. Its primary objective is to provide relevant information to the decision makers so as to enable them to arrive at decisions. This implies that there is more to evaluate in the curriculum programme than its stated objectives. It highlights 'service nature' of curriculum evaluation'. This approach may be termed 'decision-oriented inquiry' rather than 'conclusion-oriented inquiry'.

In short the need for evaluation of a school curriculum arises out of the following reasons :

- To include the recent advancements in the field of knowledge for meeting new challenges and concerns.
- To remove obsolete and redundant material from the curriculum which has become outdated.
- To identify the gap between the requirements of the next class and the objectives of the suitable present grade and to fill in these gaps with learning experiences.
- To make the curriculum more efficient in achieving the determined objectives.

Questions to be Considered in Evaluation

Evaluation of the curriculum revolves around the following types of questions :

- Do the students understand adequately the contents of various subjects taught ?
- Do the students accept the curriculum ?
- Can the curriculum be used effectively in normal school settings ?
- Does the curriculum need special facilities for its proper implementation ?
- Does the curriculum provide for learning activities and experiences ?
- Does the curriculum provide for meeting individual differences of students ?
- Is the curriculum material within the easy financial reach of the learners ?
- Can the curriculum programme be completed within the prescribed time ?
- Is the curriculum load reasonable ?
- What types of processes and methods should be used in evaluating curriculum ?
- What types of tools should be used in the evaluation of the curriculum ?

Six determining factors in curriculum evaluation can easily be identified by asking the following six questions :

- Evaluation of what ?
- Evaluation for whom ?
- Evaluation of what purpose ?
- Evaluation by whom ?
- Where of evaluation ?
- What after evaluation ?

For instance, there might be curriculum evaluations : (i) of last week's teaching, (ii) of the child's performance, (iii) evaluation for the purpose of planning for the following week's work, (iv) evaluation in the class-room, and (v) evaluation purely for the teacher's own use.

Sources of Evaluation

Among the important sources of curriculum evaluation are :

- Students,
- Teachers,
- Subject experts,
- Parents,
- Policy makers,
- Community,
- Drop out students,
- Administrators,
- Boards of School Education,
- Examination Boards,
- Employers and entrepreneurs

Evaluation Machinery

Curriculum programmes, in general, are evaluated by one or a combination of the following :

- Self-evaluation by the participants of the curricular programme, i.e., the learners.
- Evaluation by the teachers.
- Evaluation by outside evaluators, with specified terms of reference.
- Follow up studies of those who have participated in the programme.

Techniques of Evaluation of Curriculum

The students performance on a content of a curriculum is most commonly used criterion for its effectiveness. The students achievement is based on several factors. The curriculum of content is one out of these such as school academic climate, teacher effectiveness, teaching methods and techniques, teaching aids and devices etc. Therefore other techniques of curriculum evaluation are used for this purpose. The most important and scientific techniques for evaluating curriculum areas follows-

- **Curriculum Rating Scale** – A rating scale is prepared for a specific curriculum for specific subject and for specific class level. It consists of all types of characteristics related to various aspects of the curriculum. A three point rating scale is designed- good, average and poor. The rating scale is given to subject experts to express their judgement on the scale. The responses of the experts are scored out and analysed specifically for interpreting their judgement about the curriculum.
- **Systems Analysis Technique** – it is a scientific technique used for analysing any system or sub-system for its out-comes. The weaknesses of system are diagnosed for its improvement empirically. The rating scale is subjective technique, while system analysis is scientific and objective.

Curriculum Evaluation deals precisely with the systematic process of determining and appraising the proficiency level of the learning experiences of a particular level of studies. The purpose of this evaluation is to give a direction to improve the existing programme and to examine its overall impact on student motivation and learning. It helps in recognising course content and the teaching learning strategies in a more effective manner.

Self evaluation questions:

- Explain the criteria of curriculum evaluation .
 - How you evaluate the curriculum? Discuss about its different techniques and methods.
- Topic for next class :
- Managing school Time-Table

Contact :

Email id – swarnika.pallavi8@gmail.com

Mobile - 9798139665