

APPROACHES TO CURRICULUM EVALUATION

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- Curriculum evaluators adopt different approaches depending on their Philosophy/Ideology perspective. Depending on whether they are a behaviorist or humanist or cognitivist, the approach is adopted.
- There are different ways in which evaluation can be carried out. It all depends on how the data are collected and analysed and which perspective is used as a basis of evaluation.
- If they believe in behaviorist , they look for prescriptive or a specific sequence, and according to the procedures they look for the achievement of intended outcomes. Similarly, if they are humanists, they go with their perspective where much attention is not paid to the student's achievement and focus is on development of self-concept through different situation/contexts.

SOME IMPORTANT APPROACHES

- SCIENTIFIC AND HUMANISTIC APPROACH TO EVALUATION.
- INTRINSIC AND PAY-OFF EVALUATION.
- FORMATIVE AND SUMMATIVE APPROACH TO EVALUATION.

SCIENTIFIC AND HUMANISTIC APPROACH TO EVALUATION.

- It was identified by **LEE CRONBACH**.
- He found that these two approaches are contradictory to each other and are on the two extremes on a continuum.

Scientific Approach

- The scientific approach believes in evidences (experimental evidences).
- In a true experiment it assumes a cause and effect relationship. One influences the other.
- More objectivity.
- Quantitative data.
- Similar or same instruments are used for all observe the impact.
- It involves analysis, conclusions and generalizations.

HUMANISTIC APPROACH

- This approach goes beyond scientific approach.
- It depends on observation.
- Qualitative nature.
- Focus on observation and thick description of what incidents occur during evaluation.
- In depth study.

INTRINSIC AND PAY-OFF
EVALUATION by Michael Scriven.

INTRINSIC AND PAY-OFF EVALUATION.

- Michael Scriven says evaluators can study the curriculum plan separately (intrinsic) and its outcome separately (pay-off).

INTRINSIC EVALUATION.

- It looks at the curriculum itself.
- The evaluator has to see how good is the curriculum, what is the worth of the content, the organization of the content and learning experiences etc. On the basis of which declared the worth of the program planned.
- The outcome of the curriculum can be obtained after implementation.
- Here the evaluator makes the judgment about the programme.

PAY-OFF EVALUATION

- It depends on the pre-test & post-test, experimental and control group selected and more so it depends on the quality of tools or instruments used in giving the result.
- It is subjected to the worth and relevance of the tools and also the strengths of the tools which may give positive/negative results.
- It may not work for long term.

FORMATIVE AND SUMMATIVE APPROACH TO EVALUATION.

FORMATIVE EVALUATION

- Formative evaluation is during the process of curriculum development.
- It is rather a continuous process which takes place in between any number of times or any number of aspects right from planning, organization, etc.
- Thus there is a chance to try out every aspect and rectify the error or gaps or the lacunae and change any number of times.

SUMMATIVE EVALUATION

- After designing a program, it will be implemented in the field to the target group.
- At the end of the program implementation, the curriculum is evaluated to know the impact of the program – whether the objectives have been achieved or not on the whole in summative approach.