



Department of Distance Education

Punjabi University, Patiala

Class : M.A. I (Education)

Semester : 2

Paper : IV (Curriculum Development)

Unit : II

Medium : English

Lesson No.

2.1 : Models of Curriculum Development-Taba and Hunkins

2.2 : Determinants of Curriculum : Objectives, Curriculum concerns as reflected by NCFTE-2009

2.3 : Organisation of Curriculum

2.4 : Evaluation of Curriculum

Department website : www.pbidde.org

Lesson No. 2.1

Models of curriculum development- Taba and Hunkins

Structure of the Lesson

- 2.1.1 Objectives
- 2.1.2 Introduction
- 2.1.3 The Taba Model
- 2.1.4 Hunkins Model
- 2.1.5 Summary
- 2.1.6 Suggested Questions
- 2.1.7 Suggested Readings

2.1.1 Objectives

After going through this lesson the students will be able to

1. Understand the concept of curriculum development
2. Explain the Taba model of curriculum development
3. Explain Hunkins Model of Curriculum development.

2.1.2 Introduction

Curriculum development can be defined as the process of planning implementing and evaluating curriculum that ultimately results in a curriculum planning. It is being felt that education must extend its traditional goal of student mastery of subject centered scholastic knowledge, to include the development of individual who can prosper in complex and changing social, cultural and economic world. This is a main objective of education. It could be characterized by the following key principles.

1. Emphasis on exit outcomes (Prospering in the real world)
2. Active learning for intellectual quality (Construction)
3. Personal responsibility for own learning and behaviour (genuine engagement)
4. Individually meaningful and relevant (not one size for all) curriculum
5. Real life purpose and context driven (integrated curriculum)
6. Link with community for mutual capacity building (productive partnership in learning community)
7. Extension of pedagogical repertoires (Teacher moving 'stage' on the stage' guide on the side)

However, teachers, schools and system are having great difficulty on resolving some of the contradictions between these principles and practices on one hand and pressures of the accountability and traditional school culture on the other hand. Curriculum development can narrow these gaps to a considerable extent and make education more meaningful.

It should not surprise us, that the history of curriculum changed is a matter of social change. It has been well said that it is easy to change the location of commentary then to change the school curriculum. Attempts at curriculum reform have been continuously made, even when it is one of the most difficult areas of education to operate. However, the fact remains that only limited success has been made in it and it needs to be further explored.

One way to develop curriculum plan is through the process of modeling which are essentially pattern that serve as right time to be undertaken action. It is not impossible to models for almost all forms of educational activities. However all models are not equally suitable for all types of contents or curriculum. The profession of education has models of administration of supervision, instructions of evaluation and of many aspects of the discipline of education.

There are models of curriculum development as well. It has been well said that a model to develop curriculum result in great efficiency and productivity.

These models can be of many types i.e technical and non-technical, technical scientific and non technical - non scientific. However the fact remains that the two models to be deal in this lesson i.e Taba model and Hunkins models are technical scientific models. These models have the following essential elements.

1. This type of curriculum development is a plan for structuring. The learning environment and co-orientating the elements of personal material and equipment.
2. This is a rational approach for creating curriculum more specially. The aims of education can be made known, can be stated precisely and can be addressed in a liner fashion.
3. These models employees mean end paradigm that suggest that the more rigorous the means more liability the desired ends will be attained.

2.1.3 The Taba Model

In 1962 Taba reversed the commonly accepted procedure for curriculum development by suggesting that in place of developing a general plan for the school program on the scholars in the tradition of deduction model, it would be more profitable.

1. Begin with the planning of teaching learning units in such a system that teaching learning would provide the basis for curriculum design. In this way the curriculum will emerge from the instructional techniques.

At the first instant Taba development go through social studies curriculum organized around teaching learning unit. In the process a curriculum model was evolved that is applicable to many types of curriculum and that can be used in many different kinds of school setting and school levels as elementary school middle, school and high school etc.

The model includes an organization of and relationship among five mutually interactive elements; objective content, learning experiences, teaching astrological and evaluative measures so that the system of teaching and learning is represented.

It contains within a number of innovative aspect, specifically in determining objectives and contents: Learning experience selected and organized in accordance with specific criteria. Teaching shategies that specified varity of methods and technology and an elaborate area of evaluative procedures and measures. In addition factors external to the model that may affect its internal components are also represented such factors include the following aspects.

- (i) The nature of community in which the school is located its processer's values and resources
- (ii) The policies of school, district or area.
- (iii) The nature of a particular school. Its goal, resource and administrative strategies present.
- (iv) The present style and characteristics of teacher involved.
- (v) The nature of the student population.

Taba believed that the curriculum should be design by the teachers rather than handed down by higher authority. She also felt that teacher should began the process by creating specific teaching learning unit for those include in their school rather than by engaging initially in creating a general curriculum design. Inductive approach curriculum working with specific and build up to a general design as approved to the more traditional. Deductive approach starting with the general design and working down to the specific is considered in this model.

The taba model can be divided into the following two parts.

1. Taba Pilot unit Development Model.
 - (i) Diagnose needs what are current gaps in student learning

- (ii) Formulate objectives
- (iii) Select content
- (iv) Organize content
- (v) Select learning experience
- (vi) Organize learning activities
- (vii) Determine what to evaluate and ways and means of evaluation
- (viii) Check the balance of sequence.

The original sequence of these steps was developed by Tyler, but she used these as the blueprint for her own work. Both believed that curricula are designed so that students may learn; to develop curricula differently is a disservice to the field. As the seven steps Taba elucidates in her book are described through which we can view curriculum and practice today as well.

Step One : Diagnosis of Needs

The diagnosis involved in curriculum development, according focus on the thought that there is a need to accommodate different types of learners, to introduce new content and to emphasis different aspects through learning. Taba explained that we cannot determine students needs or what content we should teach without "diagnostic checks". These checks determine a diagnosis of achievement and without these checks we would be overreaching on the curriculum or underestimating and re-teaching what students already know.

Much recent research and focus of practitioners is on the concept of formative assessments and formative instructional practices. As teachers, they are asked to determine where their students are through assessments and then close the gap to what students should learn and be able to do. Taba also felt that it is essential for us to consider interpersonal relationships, the classroom climate, and group values when we diagnose curriculum needs. Today, as well, these three aspects of teaching continue to be important and studied. Finally, Taba expected

that a diagnosis of curriculum problems must occur as the final part of this first step of curriculum development. She explains that in order for educators to determine what should be taught, we must formulate hypotheses, assemble data and interpret them. Teachers should be involved in all parts of this.

Step Two : Formulation of Objectives

Taba found that the function of objectives was twofold, one the one hand school-wide outcomes and on the other hand more specific objectives that describe behaviours to be obtained in a certain unit, subject area, course or program. The primary function of the latter type of objective would be what would guide decisions on what to "cover" or to "emphasize" in a curriculum. Objectives, according to Taba, also serve to provide a common, consistent focus for the activities included in a curriculum as well as a guide for the evaluation of achievement. Taba stated that objectives should describe the kind of behaviour expected, and the content to which the behaviour applies if one is attempting to create clear objectives. She elaborated that objectives are developmental, representing the roads to travel rather than terminal points. Teachers in her opinion would use the objectives as a blueprint of sorts, then, as a guide to what they are building with their students.

Step Three : Selection of Content

Another point worth mentioning is that Taba model describes how to select content is that the students need to be involved; they must be able to make the content their own. In other words, the learners need to be able to connect to the curriculum. If they are unable to do so, the content is meaningless in their world. The students must employ their own experiences and background knowledge to build upon when learning new material. This connects well with the philosophy of most educators today; finding way to connect the content to the lives of students is essential in modern classrooms. Taba appears to be forward-thinking when making these statements in regard to content selection, because we work toward this goal when selecting content today as well.

Step Four : Organization of Content

The role of teachers and curriculum specialists are mentioned throughout Taba model of curriculum development. In this step and the previous step it has been focused that teachers should not work alone. The teachers need an outside perspective when selecting and organizing content. The term "depth not breadth" could be applied to her ideas on content development; she writes that trying to cover all elements of a content topic results in a reduction in learning. Rather, teaching fewer topics, but more information included under each topic than in the previous set of standards.

Research shows that when students are involved and engaged in their own learning, growth occurs. When anyone learns a new skill, she needs time to absorb and to reflect on what areas she needs work; this is true of students when responding to new content material. Taba knew that this must be considered when developing curriculum.

Step Five : Selection of Learning Experiences

Taba also stresses in this section of her book that curriculum consists of two different things : content and learning experiences or in other words, how students retain new content. To summarize, Taba writes, "If curriculum is a plan for learning, and if objectives determine what learning is important, then it follows that adequate curriculum planning involves selecting and organizing both content and learning experiences". Learning experiences should be selected wisely because we need our students to be prepared for problem-solving, adapting to new situations for critical thinking, and utilizing inquiry skills.

Step Six : Organization of Learning Experiences

Once learning experiences are selected, they must be organized before instruction can occur. One must organize the content and the learning experiences, and she writes that a typical curriculum lists the subject, topics and the sequence teachers should use for these topics. The students needs are

important when we organize what they will learn. She provides a window to what is today termed differentiated instruction. A balanced variety of learning techniques makes flexibility possible when working with heterogeneous groups, and teaching to the most able students leaves others behind. Taba's proposal is that we "design methods of learning according to differences in needs, level of comprehension, or ability". This approach is used today in classrooms nationwide; teachers strive to meet students where they are and to help them grow academically.

Step Seven : Determining of what to evaluate and of the ways and means of doing it

In the final step of curriculum development, Taba finally mentions the role of parents in education. She begins by stating that teachers use evaluations to assess progress toward the objectives while students should make judgements about what they have learned. Then, parents should evaluate their children and whether or not they feel their students have learned the material. Evaluations, to Taba, were not just pencil-and-paper-write-in-a-blue-book types of tests; she takes a broader approach in her definition of evaluation. She feels that clarifying the objectives to describe student behaviours, developing a variety of ways to evaluate students, summarizing the evaluations or evidence, and using the information gained from these assessments are all in the evaluation process. These steps, she believed, were essential to curriculum developing. Evaluation, in fact, was the blueprint. Without analyzing where students start, and what they achieve throughout a certain period of time, and then adjusting their instruction based on what is learned is teaching blindly in her mind.

2.1.4 Hunkins Model

It is a technical scientific model. In accordance with this type of model curriculum development is a plan icon blue print to structuring the learning environments and co-ordinating the elements of personal material and equipment.

In this approach, a rational approach is made to create curriculum. It is more specific with regard to aims of education to be known.

These can be addressed in liner fashion.

It employs means end paradigm that suggest that the more rigorous the means the more desired end will be attained.

The Model has the seven major stages (i) curriculum conceptualization and legitimization (ii) diagnosis (iii) Content selection (iv) experience selection (v) Implementation (vi) Maintenance (vii) evaluation.

i) Curriculum Conceptualization and legitimization

It is built in social value, beliefs, knowledge basis institution and art fact a complete front and analysis is made by asking philosophical question denoting purpose of school debate, curriculum design and developing master curriculum plan. It is also to be kept in view that all goes in the light of liberation

ii) Diagnosis: In this step the reason for human performance deficiencies are indentified. The needs are translated into courses leading to general goals objective and expected learning outcomes

iii) Contents Selections: At this stage the criteria for the selection of contents economy significance, validity interest and flexibility which is organized in a systematic way are cover their area

iv) Experience Selection: The teacher has the basic experience to the teach the material. He determines strategies and activities to provide incentives and material and the educational environment deliver the material to the students.

v) Implementation: At this stage the curriculum assigned is not limited to students only but will all above aspects of life and environment. Some modification are needed to reform the curriculum.

vi) Evaluation: This is mainly a supervising function. It is determined of the curriculum and presented a thought as laid down in the way it has been recommended. It is collected so that decision can be made to continue modify or discontinue the programme the case.

vii) Maintenance: It is found that the programme has maintained maintenance then it should be continued. This model is different from other models that it recommended the first stage of curriculum design making. The first stage required that the participants are engaged in deliberations regarding the nature of curriculum in addition to educational and sociopolitical values. This approach places emphasis in reputation and pulling stress on understanding the nature and the power of curriculum.

2.1.5 Summary :

Developing, designing and implementing an education curriculum is no easy task. But by following the fundamental guidelines and framework of curriculum development, education will be setting themselves and their students up for long-term success. The curriculum design models discussed show that curriculum designing is conducted stage by stage. Some of the models discussed consider the process to be more important than the objectives. Other models take objectives to be the most important feature of curriculum design. Generally, all models stress the importance of considering a variety of factors that influence curriculum.

Hilda Taba advocated that those who use curriculum should be the curriculum designers as well. She believed that teachers should create specific teaching-learning situations for their students. They should adopt an inductive approach to teaching i.e. from - specific to general rather than the traditional deductive approach, starting from general and building to the specifics.

Humkins model permits those working with the model to adjust their decision making about curricular actions. For instance, at the content selection stage if the designer finds that no content exists for a particular student, they can go back to the beginning and rethink the curriculum or go to the curriculum diagnosis stage to recreate the learning objectives.

2.1.6 Suggested Questions :

1. What do you mean by Curriculum development mode? Write about various models of curriculum development.
2. Explain Taba model of Curriculum development.
3. Explain Hunkins model in detail.

2.1.7 Suggested Readings :

1. Singh, Sundaram, Teacher Education in India
2. K.K. Vasishtha, Teacher Education in India
3. Dr. Sharma, Shashi Prabha, Teacher Education in India.

Lesson No. 2.2

Determinants of Curriculum : Objectives, Curriculum Concerns as Reflected by NCFTE 2009

Structure of the Lesson

- 2.2.1 Objectives of lesson
- 2.2.2 Introduction
- 2.2.3 Determinants of curriculum
- 2.2.4 Brief Introduction of the NCFTE 2009
- 2.2.5 Objectives of NCFTE 2009
- 2.2.6 Curriculum concerns as reflected by NCFTE 2009
- 2.2.7 Curriculum Development
- 2.2.8 Summary
- 2.2.9 Suggested Questions
- 2.2.10 Suggested Readings

2.2.1 Objectives of Lesson :

After reading this lesson the students will be able :

1. To understand about determinants of curriculum.
2. To know about the highlights of national curriculum framework for teacher education 2009.
3. To know objectives of national curriculum framework for teacher education 2009.
4. To understand curriculum concerns of national curriculum framework for teacher education 2009.

2.2.2 Introduction :

Curriculum is one of the main concerns in the educational field. It is an important element of education. It is the crux of the whole educational process. Curriculum is the total structure of ideas and activities. If a teacher is guide, the curriculum is the path. Curriculum seems to be considered greatly as what teachers are going to teach and in other words, what learners are going to learn. In fact, curriculum is also closely related to the output of educational process that how well the learners are learning.

Curriculum determinants are important in education because it helps teachers to deliver an effective and quality education. A curriculum determinant set standards, goals and learning outcomes that enable teachers to judge whether or not students are able to move onto the next level.

The National Curriculum Framework for Teacher Education, 2009 (NCFTE 2009) is a Government of India draft. However, its sole purpose is to propose many changes or updates that the National Council for Teacher Education requires. Moreover, the National Council for Teacher Education is an Indian Government body.

The most critical aspect of the proposed teacher education curriculum is its transaction. Teaching is a profession and teacher education a process of professional preparation of teachers. A profession, as we all know is characterized by an organized body of knowledge on which the undertaking is based, a reasonable duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. Preparing one for a profession thus is an arduous task and involves action from multiple fronts and perspectives. It also calls for systematic evaluation of all facets of the professional training, knowledge and understanding of educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values.

2.2.3 Determinants of Curriculum :

Curriculum at any level of education is determined by many factors. It is important that those factors must be understood because these factors always help in providing direction to curriculum developers. Some important determinants are as following.

1. Philosophical determinants :

Different proponents have related philosophy to curriculum differently. John Dewey stated that "philosophy may be defined as the general theory of education", and that, the business of philosophy is to provide, 'the framework for the "aims and methods of schools"'.

Various philosophies such as idealism, pragmatism, realism, naturalism, existentialism etc. put different views about curriculum. For instance, according to idealism three essential skills (three Rs) and essential subjects (like English, arithmetic, science, history and foreign language) must be the part of curriculum. Curriculum, according to pragmatists, should be so planned that it induces teachers and the learners to think critically, rather than what to think.

2. Psychological determinants :

While deciding curriculum, various factors related to growth and development of learners, their Psychological needs, interests, abilities, capabilities and problems are to be kept in mind. Each area of growth and development such as physical development, emotional development, social development and intellectual or cognitive development are marked by distinguished characteristics. The psychological determinants work towards making curriculum flexible so that it can be fitted into needs of each and every learner and can target the all round development of learners.

3. Social determinants :

A good curriculum ensures that the unique character and integrity of the society is preserved and the quality of life of social groups is also improved. The

social forces influence the decisions regarding what is to be taught, and how it is to be taught. What is to be added to or deleted from the existing curriculum to accommodate the change in society is also decided by social forces. Social forces exert their influence on curriculum through different organisations and groups of people operating at regional, national and local/community levels. These forces can be categorised under four categories : government forces, quasi-legal forces, professional organisations, and special interest groups operating in a community.

4. Financial determinants :

Economic considerations basically relate to the practicality of a curriculum. The implementation of a curriculum entails several actions including provision of understanding curriculum from view point of physical facilities, development of learning materials and recruitment of untrained teachers. All these provisions involve recurring costs. These costs are borne by the government, and also by the community and other institutions. The planners always weigh the cost of providing certain learning opportunities. The alternative modes of providing educational opportunity have varying cost. Execution of curriculum totally depends upon the available resources.

5. Teacher :

The process of teaching is performed by the teacher who transacts a specific curriculum. The teacher is an integral part of the teaching-learning system. Her functions include interpretation, explanation, demonstration and guidance in various activities and experiences incorporated in the curriculum. Therefore, while planning a curriculum the planner should consider the teacher-related factors as well. Every curriculum will require a certain group of teachers equipped with appropriate education, training and experience to successfully execute the curriculum and to help the students in achieving its objectives.

2.2.4 Brief Introduction of the NCFTE 2009

This framework is the creation and project of the National Council for Teacher Education. Further, it encourages interested elements and parties to provide their views on improving the system. In other words, this endeavour aims at encouraging opinion on qualitative and quantitative educational improvements. Moreover, the NCFTE 2009 also aims to help teachers in the following aspects.

- Professionalization of teacher education
- Further, prepare teacher educators
- Open and Distant Learning in teacher education
- Vocational education for teachers
- Also, health and physical education for teachers
- Research and innovations in teacher education is critical as well

2.2.5 Objectives of NCFTE 2009

Following are some of the focus areas that the NCFTE 2009 targets. Therefore, discussed below are the core objectives of this framework.

1. To understand Context, Concerns and Vision of Teacher Education
2. To design Curricular Areas of Initial Teacher Education
3. Provide Redesigned Schemes of Current Teacher Education Programmes
4. Evaluating the Developing Teacher
5. Provisions for In-Service Education and Continuous Professional Development
6. Preparing Teacher Educators

Thus, the National Curriculum Framework for Teacher Education was developed for providing outlines of an inspiring vision of teacher education, covering both pre-service and in-service teacher education, as well as preparation of teacher educators.

The NCFTE, 2009 has given a systematic and comprehending framework of curriculum for the teacher, education and also highlights the strategies to

implement it. Almost every aspects of teacher's education got preference in this framework. If we take a look on the framework some important points will come out such as following

1. This framework ensures every sphere of education e.g. Theoretical, Practical, Psychological, Philosophical and also Socio-Economic aspect.
2. In this framework Area-C is very crucial and essential part of teacher education programme. This area focused on the practice teaching and innovative programmes which surely enrich the programmes of teacher education.
3. The others two areas i.e. Area-A and Area-B are common and already known areas and it is extracted from the earlier frameworks like NCF-2005. But the significant point is that NCFTE, 2009 gave a single paradigm and caught all the features of curriculum to bring a desirable change in teacher education.
4. NCFTE, 2009 has enabled to make an impact in the scenario of educational system. According to the view of NCFTE, 2009 Open and Distance learning programme for teachers has also been started in our state.
5. Along with pre-service teacher education programmes, In-service and pre-service programmes and its various perspectives are carefully and practically emphasized in the NCFTE, 2009.
6. NCFTE, 2009 guides the way for implementation of curricular areas by giving practical and reasonable strategies.
7. Lastly, the framework is much reliable for making professional and humane teachers.

2.2.6 Curriculum concerns as reflected by NCFTE 2009

National Curriculum Framework for Teacher Education laid down in 2009 is comprehensive and includes Context, Concerns and Vision of Teacher Education, Sample Redesigned Schemes of Current teacher Education Programmes, Evaluating the Developing Teacher, In-Service Education and Continuous Professional Development and Preparing Teacher Educators. The quality of teacher education depends on the quality of teacher educators. Since they play the most

crucial role in professional education of teachers, their education becomes a vital input not only for implementation of the recommendations of this curriculum framework but also for the improvement of overall quality of education. A weak program of education of teachers can hardly make any positive contribution to achieve the projected targets. Apart from proposals for comprehensive reform of teacher education like integrated programs providing for diversification of specialization and diverse routes for undergraduate students, one can conceive a variety of program designs and structures which do not call for drastic structural changes. The NCFTE 2009 described the current concerns of teacher education as follows :

1. Critical evaluation of curriculum

Various experts reported that the practice of teacher education indicate that knowledge is treated as given task, embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher. So there is need to criticise and redesign the curriculum from various aspects.

2. Language Proficiency

Language competence of the teacher needs to be enhanced. But existing programmes do not recognize the centrality of language in the curriculum. NCFTE 2009 emphasized the language fluency of teacher and teacher educators in their subject.

3. Developing critical thinking

Teacher education programmes provide little scope for student teachers to reflect on their experiences. To generate critical thinking among pupil teachers various means and ways are required to be implemented.

4. Wide knowledge

Disciplinary knowledge is viewed as independent of professional training in pedagogy. It has been stressed that theory and practice should go hand in hand so that the pupil teacher can master basic theoretical concepts along with their

implication in actual classroom through teaching because theory and practice are supplementary to each other.

5. Coordination between experience and practice

Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development. It can be said that training of a teacher should not be bound to a number of lesson plan and drill work. Rather, natural experiences under expert supervision should work towards developing specific skills.

6. Naturalisation of skills

Theory courses have no clear link with practical work and ground realities. Most of the trainings only stress upon the prescribed syllabus which is far away from the ground realities of Indian classrooms. It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers. There is need to strengthen the links and naturalization of these.

7. Self evaluation

Teacher must have the quality of self evaluation so that he can know about strengths and weaknesses. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

8. Examination and Evaluation

The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness. It was felt that the examination, examination merely test the memory of pupil teachers but not teaching skills or all round development of human as a teacher.

9. Planning and Implementing Programmes

Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects of

programmes. NCFTE 2009 guided the path for planning and implementing better teacher training programmes.

2.2.7 Curriculum Development

The NCTE will constitute a working group of scholars in the field of teacher education and related disciplines generic to teacher education to develop syllabi and course outlines, based on the NCFTE, spelling out objectives, distribution of courses, weightages and other such 91 aspects, to facilitate the implementation process of the provisions contained in the Framework.

The NCTE will play a catalytic role in the development of textual and related materials by commissioning eminent scholars in the disciplines of knowledge, generic to the field of teacher education. The quality of materials so developed would set some benchmarks for learning materials for different levels of teacher education. The current literature on teacher education in India will be enriched by the new wave of teaching and learning materials, expounded on the ideas reflected in the Framework.

Individual states will be facilitated to bring out regional language versions of the NCTE commissioned materials by adoption or adaptation to suit the specific needs of the State programmes of teacher education.

As an interim measure, current models of teacher education offered by the DIETs such as the D.Ed. and B.Ed. offered under the university system are required to redesign their courses as well as the programme structure to include the specific features and structural mechanisms proposed in the NCFTE in terms of curricular areas and transaction processes. This task could be completed in the next 1-2 years.

Existing B.Ed. programmes should be reviewed to facilitate the choice between a 4-year integrated model after +2 or a 2-year model after graduation, based on State requirements and available institutional capacity.

2.2.8 Summary

According to National Curriculum Framework for Teacher Education 2009, every teacher needs to be prepared in relation to the needs and demands arising in

the context of learners, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society. On this background of demand and expectation from schools and society, Teacher Education Programmes need to be strengthened in all aspects adding innovative ideas and practices.

It may be concluded that the NCFTE, 2009 is much more relevant in the present scenario of the teacher education in India. The main area of focus is implementation part of planning. It is very hard in developing country like India to practices any new idea in short time. Teachers are the nation builders. The teachers guide and train the future generations. All the people concerning educational field should look into the revolutionizing framework, exchange their ideas, make positive approaches and pave the way for a positive change in the area of teacher education without which the future generation cannot be groomed properly. We are also hopeful for the positive change. In nut shell The NCFTE, 2009 has given a systematic and comprehending framework of curriculum for the teacher education and also highlights the strategies to implement it. Coordination between theory and practice remains the guiding principle of whole framework. Almost every aspects of teacher's education got preference in this framework.

It can be said that NCFTE 2009 promises to translate the vision into reality and humanistic and reflective teachers who has potential to develop more professional teachers and improve their quality of training and education. Teacher educators should be able to engage in thinking and capable of reflection and be committed to continuous learning. This will develop their knowledge to keep aware of latest researches, innovations and improvement and improvements in educational processes.

2.2.9 Suggested Questions

1. What do you understand by term determinants of curriculum?
2. Explain various determinants of curriculum in detail.
3. What are the objectives of NCFTE 2009?

4. Explain curriculum concerns of NCFTE 2009.

2.2.10 Suggested Reading

1. Walia, J.S. : Teacher Education
2. Singh, S. : Teacher Education in India
3. Robert, C.L. : Current Issues in Teacher Education
4. Vasishtha, K.K. : Teacher Education in India
5. Sharma, S.P. : Teacher Education in India

Lesson No. 2.3

**Organisation of Curriculum – Organisation by
Subject, Unit and their Disciplinary
Curriculum**

- 2.3.0 Structure
- 2.3.1 Objectives
- 2.3.2 Introduction
- 2.3.3 Inter Disciplinary and Spiral Approach
- 2.3.4 Organisation by Subject
- 2.3.5 Organisation by Unit Approach
- 2.3.6 Characteristics of Unit Approach
- 2.3.7 Essential Steps of Unit Planning
- 2.3.8 Merits of Unit Organisation
- 2.3.9 Limitations of the Unit Organisation
- 2.3.10 Summary

2.3.1 Objectives

After going through this lesson : students will be able to

1. Understand disciplinary curriculum
2. Explain its organisation by subject and Unit approach

2.3.2 Introduction

Curriculum organization is a complex process which includes process of selecting curriculum elements from the subject, the current social life and the student experience for their designing the selected curriculum elements appropriately so that these can form the curriculum structures and types. It is not a simple affair, it will have to be in some type of continuity i.e. the curriculum of subject is to be arranged in such a way that it should be linked in continuity with the advancement of class leading the principles of known to unknown, simple to complex and easy to difficult. Suppose if multiplication and subtraction is to be taught in arithmetic the students must know addition and subtraction in order to grasp them.

In the same way in order to organize a curriculum a sequence will have to be maintained in an effective organization of curriculum. It can best be done by making smaller effective units in such a way that each unit is complete in itself and is the stepping stone for the next unit and so on. It should also be a bit higher step than the previous step. In this way it will make a chain in itself.

The third fundamental principle for dealing with the organization of subject matter of the curriculum is to integrate it with the allied subjects, as knowledge needs to be grasped by inter linking its different aspects. For example, subject matter of history can be better explained in the light of political science and economics, so as to make it a digestable unit. In this way it is to extend it with the class room knowledge to the co-curriculum activities also.

These are a number of methods to organize the curriculum. Every type of organization has its own merits and limitations. In this lesson we will deal with subject and unit approach for this purpose.

2.3.3 Interdisciplinary and Spiral Approach

Interdisciplinary Approach

An interdisciplinary curriculum combines several school subjects into one active project or is organized to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association. It focuses on broad areas of study since that is how children encounter subjects in the real world-combined in one activity. In the interdisciplinary curriculum, the planned learning experiences not only provide the learners with a unified view of commonly held knowledge (by learning models, systems and structures) but also motivate and develop learner's power to perceive new relationships and thus to create new models systems and structures. Interdisciplinary curriculum involves using the knowledge view and curricular approach that consciously applies methodology and language from more than the discipline to examine a central theme, issue, problem, topic, or experience. In inter disciplinary science curriculum science is treated as one discipline, a combination of separate disciplines such as physics, chemistry, biology.

Spiral Approach :

The whole curriculum is spread over a number of years. A general treatment of almost all the topics are attempted at the beginning and it is developed in successive years according to the mental development of the pupils. In the beginning of the course, the whole aspect is given to pupils in a simplified way. In the next year more and more details of its parts are added. It follows the maximum of teaching, such as from whole to part, simple to complex, easy to difficult etc. Among educationist of modern times, Burner is the main exponent of the approach is maintained. Sometimes this approach is referred to as concentric approach. But the

term "Spiral approach" is preferred to the other. The term spiral gives the additional implication that while attempting gradation the linkage too is taken care of and the continuing of the topic concerned is never broken.

2.3.4 Organisation by Subject

This is perhaps the oldest and most widely used form of curriculum organization adopted in schools and education systems. This is based on the classification and organization of subjects matter into discrete groups, which we have called subjects or different disciplines. This type of grouping were initially based on evolving divisions of labour in research that produce physics, history, literature and mathematics and so forth. It was based and highlighted mostly as a result of expansion of industry and agriculture. In most recent times practice of areas such as typing, home economics and industrial arts etc are accepted as separate subjects or disciplines.

There can be more than one subject design. However, they have some common features in them i.e. (a) classification and organization of all contents into subjects or subject like grouping (b) subjects are clearly defined and distinguished (c) the hierarchy of subjects is commonly found according to their perceived values (d) methodology applied and practiced in largely teacher centered and expository in nature. It is the subject teacher who manages it tactfully with the knowledge of the subject and allied subjects.

Subject organisation has a good many advantages. The students like it the most as they are used to it as it fit into their ideas. The average students learn better in this way. This approach is efficient in a field in which resources for staff development are scant. It is more appropriate in Indian condition. As this approach has been in operation for quite longer time and the training programme also place emphasis upon it. The content especially in lower classes is organized under this type of organization. However, the researches in the area of curriculum have pushed it to the background. The subject centered organization has their own weaknesses. The teachers will not be able to innovate their teaching style to help students learn in an accurate way. In place of actually learning, the students simply memorize what they need to know in order to pass the examination. The teachers teach the students to think inside the box in order to pass the examination.

This type of subject organization has been in operation in our schools mostly and hindering the other types of organization of curriculum there in. The knowledge in the area of curriculum construction has been so much expanded that it is now not very much practiced in advanced countries.

2.3.5 Organization by Unit Approach

It is based on Gestalt psychology which emphasizes on whole learning. In this type of learning the subject matter is systematically organized in small but complete units and taught as such. According to dictionary of education, "Unit is an organization of various activities, experiences and types of learning around a central theme, problem or purpose, developed co-operatively by a group of pupils under the teacher's leadership. It involves planning, execution of the plan and evaluation of results."

Bassing is of the view, "A unit consists of comprehensive service of relating and meaningful activities so developed as to achieve pupil's purposes, provide significant experiment experiences, and result in appropriate behavioral changes.

Units can be of two types i.e. resource unit or teaching unit:

1. **Resource Unit** : It is a combination of related educational material and activities. It give suggestions to the students to deal with some topic. It is not prepared for some specific group but for all the students of the same level. It deals will all the students of the same class as a whole.
2. **Teaching Unit**: It is prepared by the teacher for a specific level of students. The teacher makes full use of the elements of resource unit also. It is considered as a working unit. On the basis of available facilities the teachers organize the teaching unit and prepare its contents so as to teach in an effective way.

2.3.6 Characteristics of Unit Approach:

1. It should be meaningful and purposeful for the students.
2. The unit should be selected appropriately so as to be beneficial to the students to understand & learn.
3. It should add to the knowledge of the students so that they grow more wiser.
4. It should be to the appropriate to the level of the students.
5. It should be based on the experience of both the teachers as well as students, so that they share their views more effectively.
6. As far as possible it should be appropriate to proper place and local conditions.
7. It should aim at positive modification of behaviour. It should not end up with the addition of knowledge.
8. It must add to the development of creactivity and appreciate its growth.
9. It should add to the creative aspect of the students by motivating them to make some creative addition.
10. It should encourage social mobility and encourage socialization process in the classroom.

11. It should be flexible so that teaching learning is sharpened and moderate additions and subtractions can be made to make it interesting.
12. It could be evaluated so that the students should know their weaknesses and get chances to improve upon it and the teachers should be able to improve upon their activities.

On the whole it has its own merits and can be effectively used. Its limitations can be minimized by taking appropriate steps in it.

2.3.7 Essential Steps of Unit Planning

1. First of all there should be clarity of objectives so that this could be targeted effectively.
2. It must have the knowledge of the background so as to link it with the previous and future units.
3. The content should be of appropriate size and to the point.
4. It must clarify the pupil activities so that the atmosphere in the class room and outside the class room, individual student activities and group activities should take place.
5. It must involve the appropriate teaching aids so as to make it interesting for the students and easy to understand.
6. It should not be difficult to grasp for the students for teaching.
7. It must involve progressive elements so as to take a step forward in the curriculum.

2.3.8 Merits of Unit Organization

1. It is logical as it contains appropriate unit which has digestible material.
2. It activates the students be actively participate in the class room discussions so as to clarify their concepts about the subject matter.
3. The unit is psychologically sound as it keeps in mind the level of students and grasp the subject matter.
4. It makes learning effective as the matter is so small that it can be digested appropriately.
5. It develops proper interaction leading to appropriate relationship between them.
6. It provides appropriate activities and experiences as unit is made keeping in view the level of the students and their interests.
7. It appreciates individual differences as every student gets individual attention and participate in academic activities.
8. It is easy to understand as all aspects of unit are touched by the teacher in a understandable way.

9. It becomes easy to maintain balance in the teaching process as proper teaching aids are prepared and used appropriately.
10. The unit approach avoids confusion as the unit is easy to give proper understanding.
11. It is progressive in its sense that it provides smaller steps to learn.

2.3.9 Limitations of the Unit Organisation

1. In our school such appropriately trained teachers are not available who can handle such units.
2. It needs appropriate training to categorize the unit in a meaningful way.
3. It becomes difficult to coin equal units of the content.
4. It hinders personal development of bright and creative students.
5. It becomes, difficult at times to find appropriate terminology for the smaller units.

2.3.10 Summary

Organisation of curriculum is a complicated process and involves a good many techniques. In this lesson we have dealt with two techniques of organization of curriculum of disciplines. Subject technique is teacher centered technique in which the curriculum of the subject is organized so that teacher can teach that in correlation with other subject. It helps the student to remember the subject matter and vommit it on the paper in the examination. It does not contribute to the modification of behavior. It is the oldest technique and was much in use, but is not much in use in advanced countries. The second organized technique is Unit technique based on Gestalt psychology that the unit must be a complete whole. It should involve the students to be actively involved in it. It should be a complete unit, which is linked with the previous and next units in a systematic way. It involves teaching in a systematic way and has its own merits and weaknesses. However, it is one of the modern methods to organize the curriculum in a systematic way. The unit of curriculum is discussed with the students in such a way that the students do not only grasp the subject matter but involves modification of the behaviour of the students and becomes a part of his behaviour.

2.3.11 Suggested Questions :

1. Explain Unit organisation approach of curriculum organisation in detail.
2. Write a short note :
 - (i) Subject Centred Approach
 - (ii) Spiral approach
 - (iii) Inter disciplinary approach

2.3.12 Suggested Readings

1. Michael Stephen Schiro : Curriculum Theory : Conflicting Visions and Enduring Concerns
2. A.V. Kelly : Curriculum Theory and Practice
3. Hilda Taba : Curriculum Development : Theory and Practices
4. Mrunalini Talla : Curriculum Development Perspectives, Principles and Issues

Lesson No. 2.4

**Evaluation of Curriculum : Need and Importance, Process, Approaches,
Problems and Opportunities**

Structure

- 2.4.1 Objectives
- 2.4.2 Introduction
- 2.4.3 Meaning of Evaluation of Curriculum
- 2.4.4 Need of Evaluation of Curriculum
- 2.4.5 Importance of Evaluation of Curriculum
- 2.4.6 Process of Curriculum Evaluation
- 2.4.7 Approaches and Models in Curriculum Evaluation
- 2.4.8 Problems and Opportunities in Evaluation of Curriculum
- 2.4.9 Conclusion
- 2.4.10 Suggested Questions
- 2.4.11 Suggested Books

2.4.1 Objectives

After reading this lesson the students will be able to:

1. Understand the concept of curriculum evaluation.
2. Identify the steps involved in curriculum evaluation.
3. Know about the models related to curriculum evaluation.
4. Differentiate in various approaches of curriculum evaluation.

2.4.2 Introduction

Curriculum is one of the main concerns in the educational field. It is an important element of education. It is the crux of the whole educational process. Curriculum is the total structure of ideas and activities. If a teacher is guide, the curriculum is the path. Curriculum seems to be considered greatly as what teachers are going to teach and in other words, what learners are going to learn. In fact, curriculum is also closely related to the output of educational process that how well the learners are learning.

In the wording of Cunnigham, “curriculum is the tool in hands of an artist (teacher) to mould his material (pupil) according to his ideals (aims) in his studio (school).”

In general evaluation is a disciplined inquiry to determine the worth of things. These things may include programmes, procedures or objects. By itself it is a process that determines the course of action and recommends changes for the betterment of the individual, society, nation and mankind.

2.4.3 Meaning of Evaluation of Curriculum

Curriculum evaluation is an essential phase of curriculum development. It is a continuous activity and not a tail end process. Evaluation helps to discover out weather a curriculum is fulfilling its purpose or students are actually learning. So curriculum evaluation refers to the collection of information on which judgement might be made about the worth and the effectiveness of a particular programme.

Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development. This information may pertain to the program as a complete entity or only to some of its components. Evaluation also implies the selection of criteria, collection and analysis of data. It includes obtaining information for use in judging the worth of a programme and procedure. It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction.

McNeil (1977) states that “curriculum evaluation is an important attempt to throw light on two questions: that planned learning opportunities, programmes, courses and activities as developed and organised actually produce desired results? How can the curriculum offering best can be improved?”

Evaluation and planning are complementary processes which occur almost simultaneously and continuously. Planning is made on the basis of evaluation and vice versa. However, as a separate state evaluation has its own entity. The important methods and techniques employed in curriculum evaluation include discussions, experiments, interviews, observation procedures, practical observations and official records. Curriculum evaluation basically deals with the following main objectives:

1. To determine the outcomes of a programme.
2. To help in deciding whether to accept or reject a programme.
3. To ascertain the need for the revision of the course content.
4. To help in future development of the curriculum material for continuous improvement.
5. To improve methods of teaching and instructional techniques.

In simpler words Curriculum evaluation is an attempt to throw light on two questions: Do planned courses, programs, activities, and learning opportunities as developed and organized actually produce desired results? And how can the curriculum offerings best be improved further?

2.4.4 Need of Evaluation of Curriculum

There are several parties, or stakeholders, interested in the process and results of curriculum evaluation including parents, teachers, community etc. These are discussed below:

1. Parents are interested because they want to be assured that their children are being provided with a sound and effective content in education.
2. Teachers are interested because they want to know that what they are teaching in the classroom will effectively help them to cover the standards and achieve the results they know parents and administration are expecting.
3. The general public is interested because they need to be sure that their local schools are doing their best to provide solid and effective educational programs for the children in the area.

4. Administrators are interested because they need feedback on the effectiveness of their curricular decisions and betterment of overall process.
5. Curriculum publishers are interested because they can use the data and feedback from a curriculum evaluation to drive changes and upgrades in the materials they provide in the form of books.

In the end, the goal is always to make sure that students are being provided with the best education possible. Because the curriculum is a huge part of this, curriculum evaluation is a means of deciding whether or not the chosen curriculum is going to bring the school closer to that goal.

2.4.5 Importance of Evaluation of Curriculum

The importance of curriculum evaluation lies in to determine the value of the curriculum itself is the curriculum appropriate for the particular group of students with whom it is being used. To find out whether the instructional methods selected, the best choices in the light of the objectives sought and selection of the content best suited for the students along with the appropriate materials recommended for instructional purpose as discussed following:

1. Curriculum evaluation is required to facilitate the process of curriculum development and curriculum improvement at every level of education.
2. Curriculum evaluation is necessary to ensure that the curriculum outcomes have been achieved and to assess the level of achievement.
3. Curriculum evaluation is necessary to understand and assess the efficient allocation of teaching and learning resources.
4. Curriculum evaluation aims at ensuring that the course content is of acceptable standard or not.
5. Curriculum evaluation gives guidelines to enhance the standards of course content according to the demand of time.
6. Curriculum evaluation helps to ensure the reliability of content in meeting with the students' learning needs
7. Curriculum evaluation intensively identifies areas where content can be modified and improved.
8. Curriculum evaluation is known to provide feedback about current curriculum and also provide basis and encouragement for novelty in curriculum designing.

9. Curriculum evaluation makes the way for assessment of the outcomes associated with content and student learning.
10. Curriculum evaluation also guides and determine future education policy
11. Curriculum evaluation also upgrade the level of educational values and standards

2.4.6 Process of Curriculum Evaluation

1. Defining the Standards

First step of curriculum evaluation is defining the standards for evaluation. It includes standards for programme and course outcomes, course content, theory content hours, clinical hours, clinical placement, teaching strategies, learning resources, student evaluation measures, number of lecturers and qualifications, administration roles and responsibilities, quality assurance.

2. Design Evaluation Strategies

Evaluation strategies' designing is a phase in the curriculum development model as well as a specific step in evaluation. Two types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

3. Data Collection

A well planned system approach is required for data collection. Appropriate specific qualitative and quantitative indicators are decided to measure predetermined standards under good leadership.

4. Synthesizing the Results

This step involves the synthesising results to be reviewed, analysed, and distributed on the basis of data collected in previous step. Drawing meaningful conclusions from comparison of current output with decided standards is crucial. These performances are used to make judgement about quality of curriculum.

5. Formulating Recommendations

Conclusions and comparisons resulted from previous step are used here to recommend modification of curriculum elements. Critical and constructive feedback to improve the programme is presented in the form of recommendations. This stage mainly forms the base for communicating areas of improvement and to provide evaluators' suggestions for improvement.

6. Reporting :

The final element in an evaluation strategy is "delivering the pay off (i.e., getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided and a brief discussion on how to secure resources for additional programming.

2.4.7 Approaches and models of Curriculum Evaluation

According to Scriven, following are the three main approaches namely:

- a) **Formative Evaluation.** It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational programme. The merits of a programme are evaluated during the process of its development. The evaluation results provide information to the programme developers and enable them to correct flaws detected in the programme.
- b) **Summative Evaluation.** In summative evaluation, the final effects of a curriculum are evaluated on the basis of its stated objectives. It takes place after the curriculum has been fully developed and put into operations.
- c) **Diagnostic Evaluation.** Diagnostic evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level (such as secondary school), or to discover the underlying cause of deviancies in curriculum in any field of study.

As we know theory explains a process whereas a model describes a process. Model is a representation of reality presented with a degree of structure and order. Evaluation models are required to provide a conceptual framework for designing a particular evaluation depending on the specific purpose of the evaluation. Some of the models of curriculum evaluation are as following:

The Tyler Model

The Tyler model, a curriculum evaluation model that takes into account information from the active learner and pays close attention to how well the goals and objectives of the curriculum are supported by the experiences and activities provided, was named after its creator, Ralph Tyler, and focuses on four main areas:

- The purpose of the curriculum being evaluated (the objectives)
- The experiences that are provided to support that purpose (the strategies and content)
- How these experiences are organized (organization of the content)
- How the outcomes are evaluated (assessment)

It has been criticized, however, for its simplicity and because assessment is a final step rather than an ongoing part of the process.

The Taba Model

The Taba model, a curriculum evaluation model emphasizing inductive reasoning, was created by Hilda Taba who believed that true curriculum should be developed by the teacher, rather than decided upon by administration or another authority. The Taba model, also called the "Inductive Approach," uses a series of stages or steps, which can be applied in both the development and evaluation of curriculum.

These stages are:

1. Deciding on objectives
2. Selecting content
3. Organizing content
4. Selecting learning experiences and activities
5. Organising learning experiences and activities
6. Deciding what and how to evaluate

CIPP Model (1971)

The CIPP model of evaluation concentrates on context of the programme, input into the programme, process within the programme and the product of the programme

Context Evaluation aims to determine the operating context. It identify and assess needs and opportunities in the context and diagnose problems underlying the needs and opportunities by comparing the actual and the intended inputs and outputs.

Input Evaluation operates to identify and assess system capabilities, available input strategies and designs for implementing the strategies. It involves analysing resources, solution strategies, procedural designs for relevance, feasibility and economy for selecting sources of support solution strategies and procedural designs for structure changing activities. It provides feedback about entry behaviour of students, curriculum objectives, detailed contents, methods and media, competencies of teaching faculty and appropriateness of teaching and learning resources

Process evaluation involves the identification of process defects in the procedural design or its implementation by monitoring the procedural barriers and remaining alert to unanticipated ones and describing the actual process for implanting and refining the programme design and procedure for effective process control. This deals with effectiveness of teaching –learning methods, Utilisation of physical facilities, Utilisation of teaching learning process, Effectiveness of system of evaluation of students' performance.

Product evaluation relates outcome information to objectives and to context input and process information by measurement of standards and interpreting the outcome deciding to continue, terminate, modify, build or refocus a change of activity.

Kaufman Roger's Model

This model deals with the discrepancy between current status and desired status, and emphasise that these discrepancies should be identified in terms of products of actual behaviours not in terms of processes (Means). Scriven

differentiates between two major roles of curriculum evaluation: the “formative” and the “summative.”

Formative evaluation is the evaluation that is carried out during the development of the programme. The evaluation results may contribute to the modification or formation of the curriculum. On the other hand summative evaluation is the evaluation carried out at its conclusion. It is carried out after offering the curriculum once or twice. Such an evaluation will summarise the merits and demerits of the programme. A curriculum that operates satisfactorily over a period time may become obsolete. To prevent this from occurrence of a permanent follow up of curriculum and quality control of the programme should be maintained

Criteria for judging evaluation encircles Validity, Reliability, Objectivity, Credibility, Importance, Timeliness, Relevance, Scope and Efficiency of curriculum.

Kirkpatrick's Model

It is also called Kirkpatrick's Four Levels of Evaluation. In Kirkpatrick's four-level model, each successive evaluation level is built on information provided by the lower level often entails using the four-level model developed by Donald Kirkpatrick (1994).

According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Four level of model are as below.

Reaction: Evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions. Was the material relevant to their work?

Learning: Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude.

Transfer: this level measures the transfer that has occurred in learners' behaviour due to the training program. Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner?

Results: This level measures the success of the program in terms that managers and executives can understand -increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment.

2.4.8 Problems and Opportunities in Evaluation of Curriculum

- **Lack of Practical knowledge:** Curriculum issues, either in an explicit or an implicit manner, are inextricably linked to current thinking and action on educational concerns and reforms around the world. These concerns for educational reform are largely created by the increasing gap between what is taught and what is learnt. There is a gap in practical knowledge acquired by teachers and practical knowledge to implement the prescribed curriculum.
- **Lack of new teaching strategies:** The teachers must be well equipped to use such strategies, especially the strategies requiring new technologies to fulfil the needs of current curriculum. But setbacks dealing with infrastructural concerns, faculty quality issues are still hindering the way of proper curriculum development and evaluation.
- **Invalid Feedback from Evaluation:** Change in content and pedagogies must also be reflected in the evaluation procedures used to assess the outcomes of higher education. Evaluation, after all, is the process of determining the extent to which the goals of education are attained. The feedback got from it leads to curriculum review, reform, restructure, modification or jettisoning of the entire curriculum. But at ground reality valid feedback is lacking somewhere in education system.
- **Invalid and unreliable data:** the major problem with evaluation at different education level is, which renders the data collected from it invalid and unreliable. Part of the cause is systemic as many institutions of higher learning admit more students than their carrying capacity.
- **Examination malpractice:** as examination malpractice is common everywhere. Examination is basically focusing on memory rather than experience and quality of outcome.
- **Funding:** lack of economical resources is another factor responsible for poor curriculum evaluations. Educational institutions are lacking essential

facilities like library, science laboratory, language labs etc. related to curriculum implementation.

2.4.9 Conclusion

Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. The fundamental concerns of curriculum evaluation involves the effectiveness and efficiency of translating government education policy into educational practice, study of status of curriculum contents and practices in the contexts of global, national and local concerns and estimate of achievement of the goals and aims of educational programmes in given time. Evaluation brings out the achievement and limitations of an educational programme. It can be conducted for a variety of other purposes also. Evaluation serves to identify the strengths and weaknesses of the curriculum during and after its implementation.

Thus curriculum evaluation is helpful to make an inclusive check as to whether plan and choice for learning and teaching experiences ensuring desired outcomes. This will surely add new initiatives and modifications in the field of education.

2.4.10 Suggested Questions:

1. What do you mean by curriculum evaluation?
2. What are various approaches in curriculum evaluation?
3. Discuss process of curriculum evaluation in detail.

2.4.11 Suggested Books:

Jhon, D. McNeil: Curriculum: A Comprehensive Introduction

Tylar, R. W. Perspectives of Curriculum Evaluation