

CURRICULUM EVALUATION MODELS

CONCEPT OF A MODEL: Model is a representation of reality presented with a degree of structure and order.

Classification of Models

1. MATHEMATICAL

2. GRAPHICAL MODELS

(A) DIAGRAMS

(B) FLOW CHARTS

3. THREE DIMENSIONAL MODELS

(A) STATIC MODEL

(B) WORKING MODEL

(C) SMALL SCALE

(D) LARGE SCALE

MODEL FOR CURRICULUM EVALUATION: To provide a conceptual framework for designing particular evaluation depending on the specific purpose of the evaluation.

THE TYLER MODEL

- Introduced in 1949 by Ralph Tyler in his classic book ***Basic Principles Of Curriculum and Instruction***.
- One of the best-known models for curriculum development.
- Known for the special attention it gives to the planning phase.
- Deductive for it proceeds from the general to the specific objectives.
- Tyler recommends that curriculum planners identify general objectives by gathering data from three sources:
 1. the learners
 2. contemporary life outside the school
 3. subject matter

After identifying numerous general objectives, the planners refine them by filtering them through two screens:

1. the philosophical screen
2. the psychological screen

In the Tyler Model, the general objectives that successfully pass through the two screens become what are popularly known as instructional objectives.

Limitation of Tyler's Model

1. Ignores process
2. Not useful for diagnosis of reasons why a curriculum has failed

Tyler's Planning Model (1949)

1. Objectives
2. Selecting learning experiences
3. Organising learning experiences
4. Evaluation of students performance

THE TABA MODEL

- Another approach to curriculum development was proposed by Hilda Taba in her book *Curriculum Development Theory and Practice* published in 1962.
- An inductive approach to curriculum development, starting with specific and building up to a general design.
- Taba took what is known as a **grassroots** approach to curriculum development.
- She believed that the curriculum should be designed by the teachers rather than handed down by the authority.
- Further, she felt that teachers should begin the process by creating teaching-learning units for their schools rather initially in creating a general curriculum design.
- She noted 7 major steps to her grassroots model in which teachers would have major input.

- She was of the opinion that the Tyler model was more of administrative model.

HILDA TABA: GRASSROOTS APPROACH

1. Diagnosis of learners needs and expectations of the larger society.
2. Formulation of learning objectives.
3. Selection of the learning content.
4. Organisation of learning content.
5. Determination of what to evaluate & the means of doing it.

LIMITATIONS OF TABA MODEL

- Can be difficult for non-gifted students to grasp.
- Difficult for heterogenous classrooms.
- Works well for fiction and non-fiction, may be difficult to easily use in all subjects.

SAYLOR ALEXANDER AND LEWIS MODEL

Saylor, Alexander and Lewis classified sets of broad goals into four domains: personal development, social fitness, sustained learning skills & specialisation. Because they believed that every curriculum development must begin by setting educational goals, domains and specific objectives that they wish to achieve & then move into the process of planning the curriculum.

Firstly, here, the curriculum developers decide on the appropriate learning opportunities for each domain and when these opportunities will be made available.

After the designs have been created, curriculum implementation begins. Teachers select the methods through which the curriculum will be related to the learners. Teachers identify the specific instructional objectives before selecting the strategies to implement.

Finally, Teachers and curriculum planners evaluate the curriculum. They evaluate the total educational programme. This process allows educators to determine whether or not the goals and learning objectives have been met.

LIMITATIONS OF LEWIS MODEL:

The most important growth constraint in output was the lack of productive capital accumulation. The goals achieved by the learners does not bring in ultimate productivity.

CONCLUSION: A developmental approach to curriculum planning for children is considered desirable. Evaluation, being an important part of the teaching process to reflect the children's progress and the effectiveness of learning programme.