Unit – 4 – Curriculum Evaluation

Evaluation

Evaluation is the process of determining the value of something or the extent to which goals are being achieved. It is a process of making a decision or reading a conclusion. It involves decision making about student performance based on information obtained from an assessment process. Assessment is the process of collecting information by reviewing the product of student work, interviewing, observing, and testing.

Evaluation is the process of using information that is collected through assessment. The ultimate purpose of any evaluation process that takes place in schools is to improve student's learning (Howell and Nolet, 2000). Evaluation entails a reasoning process that is based on influence. Inference is the process of arriving at a logical conclusion from a body of evidence. Inference usually refers to the process of developing a conclusion of the basis of some phenomenon that is not experienced or observed directly by the person drawing the inference. Evaluation is a thoughtful process. We use it to help us understand things. Evaluation has been defined in a variety of ways, all of which have at their core the idea of comparisons between things, note the differences, summarize our findings, and draw conclusion about result. (Deno, Winkin, Yavorsky, 1977). Evaluation is the judgment we make about the assessment of student learning based on established criteria. It involves a process of integrating assessment information to make inferences and judgment about how well students have achieve curriculum expectations. Evaluation involves placing a value on and determine the worth of student assessment. Evaluation is usually made so that process can be communicated to students and parents effectively. Evaluation provides the following information;

- Directly to the learner for guidance
- Directly to the teacher for orientation of the next instruction activity
- Directly to external agency for their assessment of schools functioning in the light of national purposes

Curriculum Evaluation

Curriculum Evaluation is the process of obtaining information for judging the worth of an educational program, product, procedure educational objectives or the potential utility of alternative approaches designed to attain specified objectives (Glass and Worthem, 1997). Curriculum evaluation focuses on determine whether the curriculum as recorded in the master plan has been carried out in the classroom in evaluation a curriculum, the following key question are usually asked in curriculum evaluation basically:

- Are the objectives being addressed?
- Are the contents presented in the recommended sequence?
- Are students being involved in the suggested instructional experience?
- Are students reacting to the contents?

According to Gatawa (1990: 50), the term curriculum evaluation has three major meanings:

- The process of describing and judging an educational programme or subject
- The process of comparing a student's performance with behaviourally stated objectives
- The process of defining, obtaining and using relevant information for decision-making purposes

Objectives of Curriculum Evaluation

Evaluation of curriculum is an integral and essential part the whole process of curriculum development. It is a continuous activity and not a 'tail-end experience'. Evaluation and planning are complementary process which occurs 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 importance of curriculum evaluation is to determine the value of the curriculum itself is the appropriate for the particular group of students with whom it is being used. The objectives of curriculum evaluation are then stated as:

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

Purposes of Evaluation

The purpose of an evaluation is to determine the value of something. Most evaluation experts contend that the main reason of evaluating a curriculum is to provide information for making decisions about either individuals or the curriculum.

i. Decision about Individuals: If the evaluation is about individuals or learners, the following are the purposes are to be considered:

a. Diagnostic: means that those who must make diagnostic decisions require information about strengths and weaknesses and determination of areas that need special instructional attention.

b. Instructional Feedback: means that the decision concern adjustments students might need to make in their approaches to studying a subject based on their knowledge of the progress they are making.

c. Placement: means that the information about the level of proficiency of the students in particular skills in order to place them in group that are relatively homogeneous.

d. Promotion: means that the decision about promotion is based on information about the proficiency and maturity of students in order to decide whether or not to promote to the next grade level

e. Credentialing: means that it has to do with certification, licensure and otherwise attesting to the competence of a programme graduate. This decision requires attaining a predetermined passing level on a test designed by the credentialing body, typically the state or professional organization.

f. Selection: means that it is made by college admission offices, typically use existing data about student achievement (Grades), but this may also depend on standardized test.

ii. Decision about the Curriculum

Curriculum evaluation decisions are the following types:

a. Formative Evaluation

Formative evaluation occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational programme. The merits of the programmes 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 programmes.

b. Summative Evaluation

In summative evaluation, the final efforts 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 operation. This type of Evaluation plays as summative role when it enables administrators to decide whether or not a curriculum is good enough to warrant institutional support. Decision on whether a school system should formally adopt a curriculum, or whether an external funding agency should continue to support a curriculum

c. Diagnostic evaluation

Diagnostic Evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level of to discover the underlying cause of deviancies in student learning in any field of study.

Approaches to Curriculum Evaluation

Curriculum Approach is the way of dealing with a curriculum, a way of doing/creating/designing/thinking about a curriculum. There are various curriculum approaches facilitate differentiation by widening the options available for students to learn and be assessed. With a variety of approaches, students react with creativity, enthusiasm, and greater knowledge retention. The following are some of the approaches of curriculum in planning, implementing and evaluating the curriculum.

i. Behavioral Approach

Behavioral approach to curriculum is usually based on a blueprint. In the blueprint, goals and objectives are specified, contents and activities are also arranged to match with the learning objectives. In education, behavioral approach begins with educational plans that start with the setting goals or objectives. The change in behavior indicates the measure of the accomplishments.

ii. Managerial Approach

In this approach, principal is the curriculum leader and at the same time instructional leader who is supposed to be the general manager. The general manager sets the policies and priorities, establishes the direction of change and innovation, planning and organizing curriculum and instruction. Curriculum managers look at curriculum changes and innovations as they administer the resources and restructure the schools. Some of the roles of the Curriculum Supervisors are:

- Help develop the school's education goals
- Plan curriculum with students, parents, teachers and other stakeholders
- Design programs of study by grade levels
- Plan classes or school calendar
- Prepare curriculum guides/ teacher guides by grade level or subject area
- Help in the evaluation and selection of textbooks
- Observe teachers' activities and their functioning
- Assist teachers in the implementation of the curriculum
- Encourage curriculum innovation and change
- Develop standards for curriculum and instructional evaluation

iii. System Approach

The organizational chart of the school represents a system approach. It shows the line staff relationships of personnel and how decisions are made. This systems approach gives equal importance to the following:

- ❖ Administration

- ❖ Counseling
- ❖ Curriculum
- ❖ Instruction And
- ❖ Evaluation

iv. Humanistic Approach

The humanistic approach considers the formal or planned curriculum and the informal or hidden curriculum. This approach is rooted in the progressive philosophy and child-centered movement. It considers the whole child and believes that in curriculum the total development of the individual is the prime consideration. The learner is at the center of the curriculum; anything in the schools can be evaluated in term of its contribution to the students overall learning and its cost. Evaluation helps to gather data to support a decision to accept, change, or eliminate something. It serves to identify strengths and weakness of curriculum before implementation and the effectiveness of its delivery after implementation. Each Approach expresses a perspective about Curriculum Development which Impacts on:

- ➢ The design of the curriculum
- ➢ The role of schools
- ➢ Administrators
- ➢ Teachers
- ➢ Learner
- ➢ Curriculum Specialist
- ➢ Requirements for Evaluation and implementation

CRITERIA FOR CURRICULUM EVALUATION

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

i. Subject: In the curriculum various subjects are included such as - Hindi, English, mathematics, Physical Sciences, Biological sciences, History, Home science, Psychology, Sociology, Physical Education, Art and Drawing etc. The structure of content of these subjects is determined for the curriculum development.

ii. 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.

iii. Skills: Some curriculum provides the situations for developing skills or psychomotor activities- languages reading writing, speaking, observation, perception use of different type instrument in the workshops and field works communication skills, craft-work, verbal and non-verbal communication skills. It is related to psychomotor objectives.

iv. Attitude and Values: The types of curriculum for provide the experiences for developing affective domain of the learners. The feeling, belief attitudes and values are developed. It develops self-confidence, honesty, sensitivity, sincerity, morality, objectivity, character and adjustment.

CURRICULUM EVALUATION PLAN

The fundamental concerns of curriculum evaluation relate to:

- Effectiveness and efficiency of translating government education policy into educational practice;
- Status of curriculum contents and practices in the contexts of global, national and local concerns;
- The achievement of the goals and aims of educational programmes Curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom. Curriculum evaluation establishes:
- Specific strengths and weaknesses of a curriculum and its implementation
- Critical information for strategic changes and policy decisions
- Inputs needed for improved learning and teaching
- Indicators for monitoring

Curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. Curriculum

evaluation may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or they may be research-based studies on the state and effectiveness of various aspects of the curriculum and its implementation. These processes might examine the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials. The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Fulfilling the diverse objectives of diagnosis, certification and accountability requires different kinds of assessment instruments and strategies selected to achieve specific purposes. If the curriculum for a particular grade is not revised for a long time, it would become obsolete, recent developments in the field will not find a place in it; it will not be effective and efficient. In order to develop an efficient and effective curriculum we should evaluate the existing curriculum and modify it to make it more relevant. Thus the need for evaluating a curriculum emerges from the field. In any content area there would be developments taking place periodically and if the current changes are not incorporated, the students would be unable to know the reality. In order to incorporate recent developments and to fit them into the structure of the course one requires analyzing curriculum systematically. There could be some concepts and practices in a curriculum, which become outdated over time and are no longer in practice in the field.

To improve the efficiency of curriculum one has to analyze the outputs and inputs of the educational system and make the necessary modifications as revealed by the analysis can be accomplished by carrying out a curriculum evaluation. There could be differences between intended curriculum and the operational curriculum. Intended curriculum refers to the prescriptions in the curriculum document including operational and evaluation procedures of a course. The operational curriculum refers to actual processes in a classroom though which the intended curriculum is transacted. There could be differences between what is intended and what is implemented.

Validity and Significance of Course Content

Validity and significance of course content means how logically the various subject curricula are made and their importance for daily life and for the world of work.

The NCF-2005 describes about the various subjects at school level, there role, importance, validity and significance. Below is the explanation of each subject matter according to NCF- 2005 which justifies the validity and significance of them.

Language

Language in this document subsumes bi-/ multilingualism. And when we talk of home language(s) or mother tongue(s), it subsumes the languages of home, larger kinship group, street and neighbourhood, i.e. languages(s) that a child acquires naturally from her/his home and societal environment. Children are born with an innate language faculty. We know from our everyday experiences that most children, even before they start their schooling, internalize an extremely complex and rule-governed system called language, and possess full linguistic capabilities. In many cases, children come to school with two or three languages already in place at the oral-aural level. They are able to use these languages not only accurately but also appropriately. Even differently talented children who do not use the spoken languages develop equally complex alternative sign and symbol systems for expression and communication.

Languages also provide a bank of memories and symbols inherited from one's fellow speakers and created in one's own lifetime. They are also the medium through which most knowledge is constructed, and hence they are closely tied to the thoughts and identity of the individual. Effective understanding and use of languages(s) enables the child to make connections between ideas, people and things, and to relate to the world around. If we wish to launch any sound programme for language teaching in schools, it is important to recognise the inbuilt linguistic potential of children as well as to remember that languages get socio-culturally constructed and change in our day-to-day interactions. Language(s) in education would ideally build on this resource, and would strive to enrich it through the development of literacy (scripts including Braille) for the acquisition of academic knowledge. Children with language-related impairments should be introduced

to standard sign languages, which can support their continued growth and development to the fullest.

Mathematics

As mathematics is a compulsory subject at the secondary stage, access to quality mathematics education is the right of every child. In the context of univeralisation of education, the first question to ask is, what mathematics can be offered in eight years of schooling that will stand every child in good stead rather than be a preparation for higher secondary education alone? Most of the skills taught in primary school Mathematics are useful.

However, a reorientation of the curriculum towards addressing the 'higher aims' mentioned above will make better use of the time that children spend in school in terms of the problem-solving and analytical skills that it builds, and in preparing children to better meet a wide variety of problems in life. Also, the tall shape of mathematics (where mastery of one topic is a prerequisite for the next) can be de-emphasised in favour of a broader-based curriculum with more topics that starts from the basics. This will serve the needs of different learners better. How should the Mathematics Curriculum be?

Science

Science is a dynamic, expanding body of knowledge, covering ever-new domains of experience. In a progressive forward-looking society, science can play a truly liberating role, helping people escape from the vicious cycle of poverty, ignorance and superstition. The advances in science and technology have transformed traditional fields of work such as agriculture and industry, and led to the emergence of wholly new fields of work. People today are faced with an increasingly fast-changing world where the most important skills are flexibility, innovation and creativity. These different imperatives have to be kept in mind in shaping science education. Good science education is true to the child, true to life and true to science.

This simple observation leads to the following basic criteria of validity of a science curriculum:

Cognitive validity requires that the content, process, language and pedagogical practices of the curriculum are age appropriate, and within the cognitive reach of the child.

Content validity requires that the curriculum must convey significant and correct scientific information. Simplification of content, which is necessary for adapting the curriculum to the cognitive level of the learner, must not be so trivialized as to convey something basically flawed and/or meaningless.

Process validity requires that the curriculum should engage the learner in acquiring the methods and processes that lead to the generation and validation of scientific knowledge and nurture the natural curiosity and creativity of the child in science. Process validity is an important criterion since it helps the student in 'learning to learn' science.

Historical validity requires that the science curriculum be informed by a historical perspective, enabling the learner to appreciate how the concepts of science evolve over time. It also helps the learner to view science as a social enterprise and to understand how social factors influence the development of science.

Environmental validity requires that science be placed in the wider context of the learner's environment, local and global, enabling him/her to appreciate the issues at the interface of science, technology and society, and equipping him/her with the requisite knowledge and skills to enter the world of work.

Ethical validity requires that the curriculum promote the values of honesty, objectivity, cooperation, and freedom from fear and prejudice, and inculcate in the learner a concern for life and preservation of the environment.

Social Sciences

The social sciences carry a normative responsibility of creating a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity. Social science teaching should aim at generating in students a critical moral and mental energy, making them alert to the social forces that threaten these values.

CURRICULUM EVALUATION MODELS

1. Tyler's Evaluation Model

Tyler's goal attainment model or sometimes called the objectives-centered model is the basis for most common models in curriculum design, development and evaluation. The Tyler model is comprised of four major parts. These are:

- defining objectives of the learning experience
- identifying learning activities for meeting the defined objectives organizing the learning activities for attaining the defined objectives
- evaluating and assessing the learning experiences

The Tyler Model begins by defining the objectives of the learning experience. These objectives must have relevancy to the field of study and to the overall curriculum (Keating, 2006). Tyler's model obtains the curriculum objectives from three sources:

- ❖ the student
- ❖ the society
- ❖ the subject matter

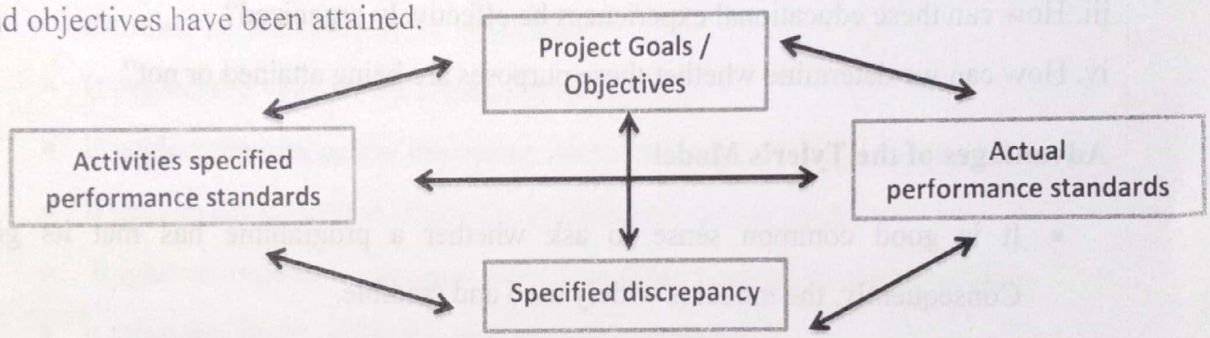
The objective oriented approach was developed in 1930s and was credited with the works of Ralph Tyler. Tyler regarded evaluation as the process of determining the extent to which the objectives of a project are actually attained. He proposed that for one to evaluate a project he/ she must:

- Establish broad goals or objectives of that project
- Classify the goals or the objectives
- Define those objectives in measurable terms
- Find situations in which achievement of objectives can be shown
- Develop or select measurement techniques
- Collect performance data
- Compare performance data with measurable terms stated

When defining the objectives of a learning experience Tyler gives emphasis on the input of students, the community and the subject content. Tyler believes that curriculum

objectives that do not address the needs and interests of students, the community and the subject matter will not be the best curriculum.

The second part of the Tyler's model involves the identification of learning activities that will allow students to meet the defined objectives. To emphasis the importance of identifying learning activities that meets defined objectives, Tyler states that "the important thing is for students to discover content that is useful and meaningful to them" . In a way Tyler is a strong supporter of the student-centered approach to learning. Overall, Tyler's model is designed to measure the degree to which pre-defined objectives and goals have been attained. In addition, the model focuses primarily on the product rather than the process for achieving the goals and objectives of the curriculum. Therefore, Tyler's model is product focused. It evaluates the degree to which the pre-defined goals and objectives have been attained.



Tyler's Model

From the Tyler's figure above, the beginning point of the curriculum development is educational objectives. Educational objectives are clear statements of what it is students know or be able to do as a result of a programme. Once the objectives are clearly delineated, the next angle of the triangle is concerned with designing and organizing the educational experiences that are likely to helps students master those objectives. The final stage of the triangle is concerned with the determining the whether the objectives are being attained, that is evaluating the programme in terms of the objectives. The objectives based evaluation focused inclusively on the degree of attainment of the pre-specified objectives of the specific statements of educational objectives in terms of student behavior and specific content. Once the objectives are explicitly delineated, the next step is to develop assessment techniques that permit students to demonstrate the

behavior in question. If the objective is clearly stated, the form the assessment can take is also clear.

Once measures of the objectives are developed, they are administered as pre- test to students before the prgoramme begins. The pre-test provides a baseline against which to compare performance at the end of the programme, when the students take the post-test. Changes from pre- test to post- test in the percentages of the students mastering each objective become the key criteria of the programme's success. Tyler's posited four fundamental questions or principles in examining any curriculum in schools.

These four fundamental principles are as follows:

i. What educational purposes should the school seek to attain?
ii. What educational experiences can be provided that is likely to attain these purposes?
iii. How can these educational experiences be effectively organized?
iv. How can we determine whether these purposes are being attained or not?

Advantages of the Tyler's Model

- It is good common sense to ask whether a programme has met its goals. Consequently, the model is widely used and credible.
- It forces programme personal to be clear about their indented outcomes and can be used to hold them accountable for attainment of outcomes.
- It minimizes disruption and instruction on the part of the evaluator, who only appear briefly to administer tests.
- The objectives are relatively inexpensive, particularly when standard machine scored tests are used.
- It provides easily quantifiable, "objectives" information about student performance
- It is easy to assess whether the project objectives are being achieved
- The model checks the degree of congruency between performance and objective
- The model focuses on clear definition of the objectives
- It is easy to understand in terms of implementation
- It produces relevant information to the project

Limitation of the Tyler's Model

- The problem is that main goals cannot be specified in terms of easily measured behavior objectives, e.g. goals of preparing children to be good citizen.
- Most of the behavioral objectives are often a difficult process involving complex issues of feasibility, reliability, and validity.
- Programme often have unintended outcomes that may be more important than the goals of a programme either positively or negatively.
- Focusing on whether objectives have been attained does not address the worth of the objectives themselves It tends to focus on terminal rather than on-going programme performance
- It has a tendency to focus directly and narrowly on objectives with the little attention on the worth of the objectives
- It neglect the value of the objectives themselves
- It neglect the transaction the occurs within the project being evaluated
- It neglect the context in which the evaluation is taking place
- It ignores important outcomes other than those covered by the objectives
- It promotes linear, inflexible approach to evaluation
- There is a tendency to oversimplify project and tendency to focus on terminal rather than on –going and pre-project information
- It does not take unplanned outcomes into account. This is because it focuses on the stated objectives
- It does not pay enough attention to process evaluation. In other words it does not consider how the activities that lead to achievement of project objectives are carried

2. Stake's Model

Robert E Stake (1975) made a major contribution to curriculum evaluation in his development of the responsive model, because the responsive model is based explicitly on the assumption that the concerns of the stakeholders – those for whom the evaluation is done - should be paramount in determining the evaluation issues.

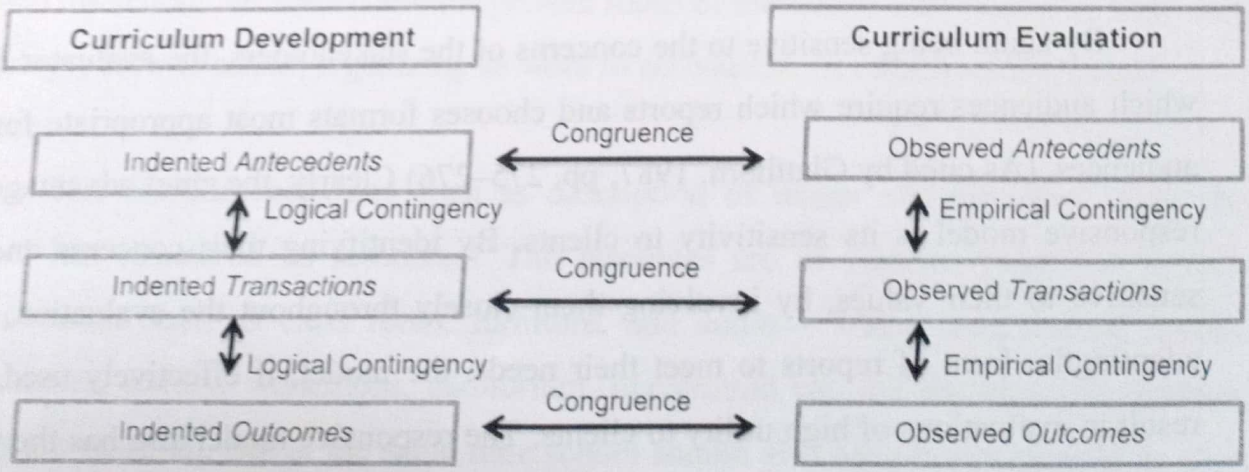
Stake recommends an interactive and recursive evaluation process that embodies these steps:

- The evaluator meets with clients, staff, and audiences to gain a sense of their perspectives on and intentions regarding the evaluation.
- The evaluator draws on such discussions and the analysis of any documents to determine the scope of the evaluation project.
- The evaluator observes the program closely to get a sense of its operation and to note any unintended deviations from announced intents.
- The evaluator discovers the stated and real purposes of the project and the concerns that various audiences have about it and the evaluation.
- The evaluator identifies the issues and problems with which the evaluation should be concerned. For each issue and problem, the evaluator develops an evaluation design, specifying the kinds of data needed.
- The evaluator selects the means needed to acquire the data desired. Most often, the means will be human observers or judges.
- The evaluator implements the data-collection procedures.
- The evaluator organizes the information into themes and prepares "portrayals" that communicate in natural ways the thematic reports.
- The portrayals may involve videotapes, artifacts, case studies, or other "faithful representations."

Stake proposed a model for curriculum evaluation Congruence – Contingency model (1969) is also known as Countenance model. The principal ways of processing the descriptive evaluate data: finding the contingencies among antecedents, transactions and outcomes and findings the congruence between events and observations.

- *Antecedents* are conations existing before the treatment beings i.e., student attitudes, achievement levels, attendance, etc. and teacher attitudes, years of experience, etc..
- *Transactions* are interactions among students, teachers, materials, and environment in the teaching learning process.
- *Outcomes* are the consequences of the programme – cognitive, affective, personal community- wide, immediate, and long-term.

Intent (intended students' outcome objective) and observations are congruence if what was intended actually happens, to be fully congruent the intended antecedents, transactions, outcomes must be identical with the observed antecedents, transactions, and outcomes. (This seldom happen and often should not). Greater congruence is between the intended and the observed outcomes, the better. Some evaluation studies concentrate only on the congruence between intended and observed outcomes. If our purpose is to continue a good curriculum or revise a poor one, we should know about congruence of antecedents and transactions as well. Contingencies are relationship among the variables. An evaluator's search for contingency is in effect the search for casual relationships. These are what Hasings (1966) called the "Ways of outcomes", Knowledge of what causes what obviously facilitates the improvement of instruction. One of the evaluator's tasks is identifying outcomes they are contingent upon particular antecedent conditions and particular instructional transactions.



Stake's Matrix for Processing Descriptive Data (adapted)

For as long as, there has been schooling, curriculum planning has rested upon faith certain contingencies. Today, every teacher arranges his presentation and the learning environment in a way that according to his logic – leads to the attainment of his instructional goals. On first step in evaluation is to record the potential contingency. A film of on floodwaters may be scheduled (intended transaction) to expose students to background for understanding conservation legislation (intended outcomes). Of those who know both subject matter and pedagogy, we ask, "is there a logical connection between this event and purpose?" if so, a logical contingency exists between these two intents. Whenever intents are evaluated, the contingency criterion is one of the logic. To test the logic of an educational contingency, evaluators' replies on previous experience, perhaps on research experience, with similar observable, on immediate observation of these variables, however, is necessary to test the strength of the contingencies among events.

Evaluation of observation contingencies depends on empirical evidence. To say, 'this arithmetic class progressed rapidly because the teacher was somewhat but not too sophisticated in mathematics' demands empirical data, either from, within the evaluation or from the research literature. The usual evaluation of a single programme will not alone provide the data necessary for contingency statements. Relationship requires variation in the independent variables. What happened with various teaching treatment? Here, too, as Ausubel has contended (1966), previous experience with this content and with these teaching methods is a basic qualification of the evaluator.

By again being sensitive to the concerns of the stakeholders, the evaluator decides which audiences require which reports and chooses formats most appropriate for given audiences. (As cited by Glatthorn, 1987, pp. 275–276) Clearly, the chief advantage of the responsive model is its sensitivity to clients. By identifying their concerns and being sensitive to their values, by involving them closely throughout the evaluation, and by adaptingthe form of reports to meet their needs, the model, if effectively used, should result in evaluations of high utility to clients. The responsive model also has the virtue of flexibility: The evaluator is able to choose from a variety of methodologies once client

concerns have been identified. Its chief weakness would seem to be its susceptibility to manipulation by clients, who in expressing their concerns might attempt to draw attention away from weaknesses they did not want exposed.

CIIP MODEL

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.

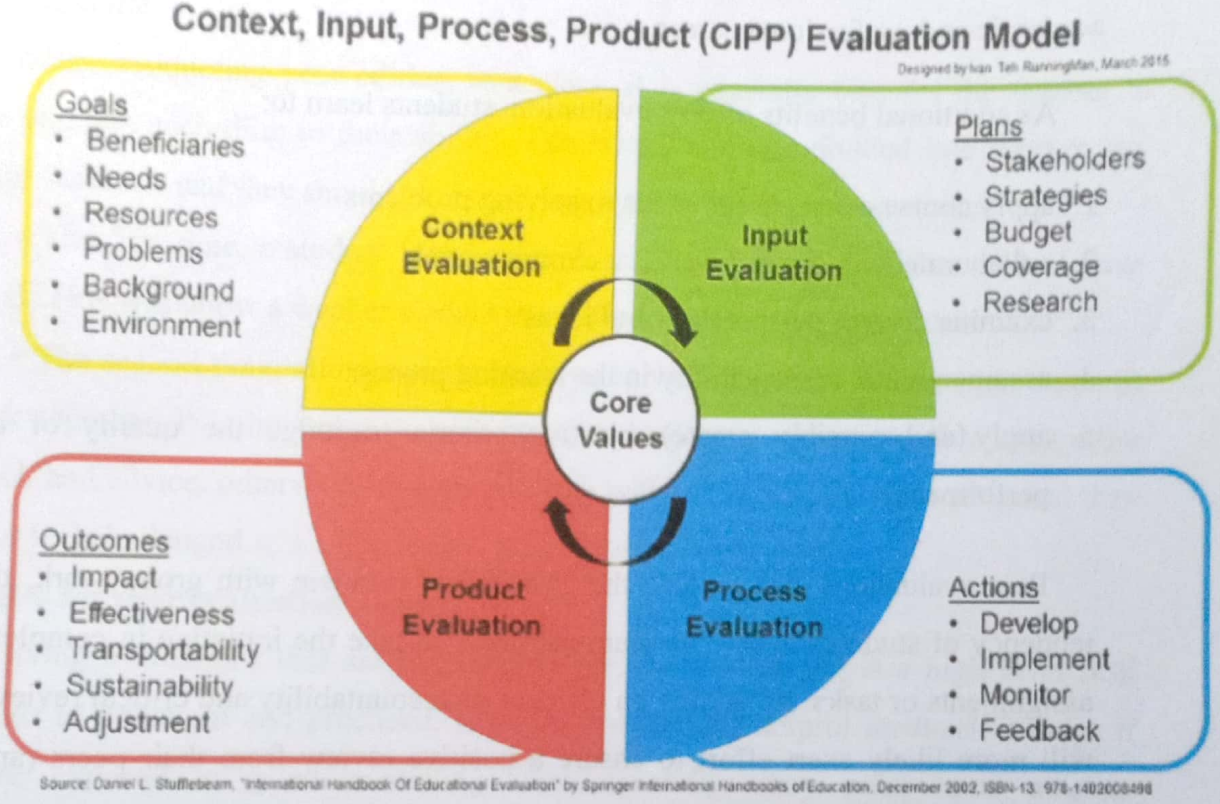
Process

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, and celebration days, organizing students' co-curricular and extracurricular 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.



Peer evaluation

Peer evaluation is an effective collaborative learning strategy. Related to self-assessment, peer evaluation encourages students to critically examine a task and its performance, then communicate constructive suggestions for improvement. In the process of examining the work of peers, students reflect on the meaning of quality work in general, especially when consulting a detailed rubric or checklist as a guide.

The use of peer evaluation in group work can increase motivation, engagement and social presence in a course while maximizing instructional time. In effect, the students themselves provide feedback to one another, while the instructor focuses on more targeted guidance. The key for successful peer feedback is a constructive, honest environment in which students feel safe to share honest, yet helpful criticism.

Through monitoring one another, based on a rubric or checklist, students ultimately learn to better self-assess themselves, a skill which pay dividends throughout their academic and professional career.

As additional benefits of peer evaluation, students learn to:

1. apply course concepts and skills to solving problems
2. collaborate with others towards a common goal
3. examine diverse perspectives and ideas
4. assume greater responsibility in the learning process
5. apply (and possibly create) objective criteria to judge the quality of a task or performance

Peer evaluations also resolve the "free rider" problem with group work, that is, the tendency of students to rely on team members to take the initiative in completing group assignments or tasks. By adding an element of accountability and critical review, students will more likely exert effort to ensure a positive review from their peers (and create a good impression).

Important

One of the advantages of developing peer evaluation skills in pupils is that it can enable teachers to manage the learning of their pupils and organise their own resources more effectively. It allows teachers more time to observe how pupils are learning and to focus on the learning of particular groups of pupils who need additional input to clarify misunderstandings, or to extend learning. The main advantage to the pupils is that it provides students with the opportunity to develop their critical thinking skills by learning how to offer productive feedback, accept constructive criticism and master revision.

Charecteristics

Effective Peer evaluation should be:

- Considered and thoughtful

- Constructive
- Relevant
- Specific

When conducting peer editing in a class, it is generally best for the teacher to assign partners according to their ability. The class should be divided into weaker and stronger students, and they should plan on doing the peer review process twice:

- The first time, a student from group A should be matched with a student from group B. This will allow a weaker student to take help from a stronger student.
- The second time, allow weaker students to work together and stronger students to work together. It is important to give stronger students a chance to give each other feedback and advice, otherwise stronger students will not improve their writing and they may not feel challenged.

Strategies for peer evaluation

Giving evaluations that are both supportive and challenging is a high level skill that needs to be taught and practiced. If pupils are to offer helpful feedback it helps if they are exposed to good modelling. Fundamentally, they must have a clear understanding of what they are to look for in their peers' work.

The Class Teacher (CT) must explain expectations clearly to them before they begin.

- Provide practice sessions: provide a sample assignment usually written but it could be performed or spoken. As a group, pupils determine what should be assessed and how criteria for successful completion of the task should be defined. The CT gives pupils a sample completed assignment. Pupils assess this using the criteria they have developed, and determine how to convey feedback clearly to the fictitious pupil.
- Literacy circles using peer editing check lists can help focus pupil attention on key aspects of a specific task or aspect of the content or process of learning.
- Use of checklists: Pupils can also benefit from using rubrics or checklists to guide their evaluations. At first these can be provided by the CT; once pupils have more experience, they can develop criteria themselves. An example of a peer editing checklist

for a writing assignment might ask the peer evaluator to comment primarily on the content and organization of the essay. They can help the peer evaluator to focus on these areas by asking questions about specific points, for example, the presence of examples to support the ideas discussed.

• Pupil-teacher contracts: Contracts are written agreements between the pupil and CT, which commonly involve determining the number and type of assignments that are required for particular grades. For example, a pupil may agree to work toward the grade of "B" by completing a specific number of assignments at a level of quality described by the CT. Contracts can serve as a good model in goal setting and enable pupils to begin learning how to set learning goals for themselves.

• Good Self-evaluation and goals setting skills: a necessary part of effective study skills which enhance the functioning of study groups. Untrained pupils are likely to create lofty long-range goals ("to speak Russian)" that do not lend themselves to self assessment. To help pupils develop realistic, short-term, attainable goals, CT can use a framework like SMART targets.

• Compliments, suggestions and corrections strategy: explain that starting with something positive makes the other person feel encouraged, e.g. two stars and a wish

Advantages

Saves teachers' time

Faster feedback

Pedagogical

Metacognitive

Attitude

Goal-free evaluation

(GFE) is any evaluation in which the evaluator conducts the evaluation without particular knowledge of or reference to stated or predetermined goals and objectives. Goals are "broad statements of a program's purposes or expected outcomes, usually not specific enough to be measured and often concerning long-term rather than short-term

expectations", whereas objectives are "statements indicating the planned goals or outcomes of a program or intervention in specific and concrete terms".

The goal-free evaluator attempts to observe and measure all actual outcomes, effects, or impacts, intended or unintended, all without being cued to the program's intentions. As Popham (1974) analogizes, "As you can learn from any baseball pitcher who has set out in the first inning to pitch a shutout, the game's final score is the thing that counts, not good intentions". Historically, virtually all foundation-supported evaluations have been focused on goal attainment because it seems intuitive for a foundation to ask, What is the program (or project/ intervention) that we fund proposing to do and, consequently, how do we as funders determine whether the program is doing what it says it is going to do? Many scholars of philanthropy (e.g., McNelis & Bickel, 1996; Zerounian, Shing, & Hanni, 2011) assume that program goals are inherently relevant and therefore an examination of goals and objectives automatically should be included in program evaluation (Schmitz & Schillo, 2005).

At the very least, GFE can mediate by helping to avoid arguments over which goals to choose. Besides, as Coffman et al. (2013) state in reference to evaluating a foundation's strategy: One challenge is that strategy – with a clear goal and clear and sound theory of change – does not really exist at this level. It becomes too high-level or diffuse to fit together in a way that is more meaningful than just a broad categorization of activities and results.

Goal-free evaluation serves as a counter to evaluating solely according to goal achievement, yet before an evaluator can persuade funders and administrators to consider GFE, the evaluator must overcome two ubiquitous misconceptions: that GFE is simply a clever rhetorical tool and that it lacks a useable methodology. Both of these beliefs are contrary to the fact that the Consumers Union has been successfully conducting goal-free product evaluations for more than 75 years while Consumer Reports magazine editors rarely solicit the product manufacturers' goals during their evaluations. Hence, the purpose of this article is not to advocate for the use of GFE per se, but rather to introduce

GFE to the philanthropic community, present the facts of GFE use in program evaluation, describe aspects of GFE methodology, and highlight some of its potential benefits to foundations.

The Implementation of GFE Goal-free evaluation has been conducted in program evaluation both by design and by default in the more than 40 years since Scriven (1972) introduced it, yet several evaluators criticize GFE as pure rhetoric and imply that it lacks practical application (Irvine, 1979; Mathison, 2005). Although evaluators know of GFE in theory, they have little knowledge of it in practice. Without knowledge of GFE's use, evaluators are less likely to believe it can be used. Shadish, Cook, and Leviton (1991) describe how this leads to a perpetuation of goal-based evaluation (GBE): Goal-free evaluation may be one of the least intuitive concepts in any evaluation theory.

Evaluators have difficulty accepting the notion that they can, much less should, evaluate a program without knowing its goals. As a result, while most evaluators have heard of goal-free evaluation, they may not see it as central to their thinking about evaluation, and they still use goals as the most common source of dependent variables.

Goal-free evaluation is also used by default in situations where program goals have not been previously stated or the goals are not known. The case of the anonymous philanthropist who donates without direction or stipulation serves as an example of GFE by default. For instance, consider the university that receives money from an anonymous donor who gives to a university's endowment: The typical assumption is that the donor supports the existing goals of the university, but this is clearly an assumption. It is possible that the donor wants to improve the reputation of the school, increase aid and access to minority students, enhance the aesthetics of facilities, or to stroke his or her own ego. The point is that if the donor chooses not to elaborate on the intentions, no one can speak definitively on the "true" goals. A famous philanthropic endeavor illustrates this situation well. In 2005 in Kalamazoo, Mich., population 74,000, anonymous donors pledged a huge undisclosed sum that guaranteed up to 100 percent of tuition at any of the

state's colleges or universities for graduates of the city's two public high schools (Kalamazoo Gazette, 2012).

The only stipulations were that students must have lived within the school district, attended public high school there for four years, and graduated to earn the minimum 65 percent benefit, whereas a full scholarship would be provided to students who attended the district's schools since kindergarten. Of course most community members have labeled what came to be known as the Kalamazoo Promise as an education initiative; almost immediately after its onset, however, others debated whether the true motive was economic revitalization or called it a social experiment (Fishman, 2012; Miller-Adams, 2009). The larger point concerning GFE is that the donors refused to specify their goals or objectives and consequently any claims about their goals are pure speculation. The subsequent studies and evaluations of the Kalamazoo Promise, therefore, are by default goal-free.

OUTCOMES OF CURRICULUM EVALUATION

The following are the evaluation outcomes:

Evaluation is the process of determining the values of something or the extent to which goals are being achieved; the out of outcomes of evaluation,

- Provides process information that are collected through assessments;
- provides reasoning process based on influence;
- provides judgment we make about the assessment of students' learning
- provides information of teaching-learning procedures
- provides direction to the administrator and policy
- provides direction to the teaching executors for orientation of the next instruction activities
- provides guidance to the agency for their further assessment of schools' functioning in the light of national development

Outcome of evaluations measure programme results or outcomes. These can be both short and long-term outcomes. A short-term outcome may be the use of standardized protocols and procedures by practitioners in a health facility. A long-term outcome may be the sector and system-wide integration of those policies. Evaluation measures the difference between what happened with the programme and what would have happened without it. To measure evaluation, an evaluation is to be typically conducted at the start and again at the end of a programme with appropriate measuring strategies in terms of learner's achievement. Curriculum evaluation is an important issue in the curriculum reform. At present, curriculum evaluation in our country mainly includes the following aspects:

- the demand evaluation before curriculum reform;
- the pre-evaluation and revised evaluation on curriculum standards;
- the profound evaluation on teaching materials and the evaluation on curriculum implementation

Through examining and reflecting on the above evaluation work, we found that there exist some problems, such as the over general understanding of the concept of curriculum evaluation, lack of systematic curriculum evaluation organization, absence of the local-based and school-based evaluation and over stress on administrative evaluation. In order to solve these problems and improve the quality of evaluation, we should reinforce the theoretical research of curriculum evaluation, strengthen the local-based especially school-based evaluation, establish effective curriculum standards and rational curriculum evaluation system, and also reinforce the dialogue and negotiation in the process of evaluation.

CRITICAL ANALYSIS OF TEXT BOOKS

The purpose for writing a critique is to evaluate somebody's work (a book, an essay, a movie, a painting...) in order to increase the reader's understanding of it. A critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text.

Text Book Analysis

Textbook analysis is the systematic analysis of the text materials including the structure, the focus and special learning assists. Teachers may assume the text is sacred and follow it without through or write it off as useless. Either approach is a disservice to students. Many textbook publishers and writers have developed texts with useful elements, if we are willing to figure out what they are.

Important

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. ... With help from the teacher, the text materials can begin to make more sense. If structure is explained students can get a better idea of where they are going in the course.

Study the table of contents to see the content scope and sequence. Have students look at this organization with the idea of figuring out patterns. Comparative learning groups can be effective in comparing observations. Organizing may be simply chronology.

Steps

1. Read the work slowly and pay close attention to detail. ...
2. Take notes as you read. ...
3. Study the context in which the author wrote the book. ...
4. Establish the essential plot points of the story. ...
5. Determine the setting of the book and how it contributes to the story. ...
6. Examine the actions, motivations, and beliefs of the characters.

Children's literature

Giving children access to all varieties of literature is extremely important for their success. Educators, parents, and community members should help students develop a love and passion for reading. Not only is reading literature important in developing cognitive skills to be able to succeed in a school or work setting, but it is valuable for other reasons as well. Children's literature is important because it provides students with opportunities to respond to literature; it gives students appreciation about their own cultural heritage as well as those of others; it helps students develop emotional

intelligence and creativity; it nurtures growth and development of the student's personality and social skills; and it transmits important literature and themes from one generation to the next.

The first value, children's literature provides students with the opportunity to respond to literature and develop their own opinions about the topic. This strengthens the cognitive developmental domain as it encourages deeper thought about literature. Students can learn to evaluate and analyze literature, as well as summarize and hypothesize about the topic.

Second, children's literature provides an avenue for students to learn about their own cultural heritage and the cultures of other people. It is crucial for children to learn these values because, "developing positive attitudes toward our own culture and the cultures of others is necessary for both social and personal development

Third, children's literature helps students develop emotional intelligence. Stories have the power to promote emotional and moral development. Children's literature "contains numerous moments of crisis, when characters make moral decisions and contemplate the reasons for their decisions,". Children's literature also encourages creativity

Children's literature is of value because it fosters personality and social development. Children are very impressionable during the formative years, and children's literature can help them develop into caring, intelligent, and friendly people. Literature encourages students to be considerate and friendly people, and these traits may be consistent with developing students into quality citizens.

Children's literature is extremely valuable in both the school setting and at home. Teachers and parents should both be able to differentiate between quality and mediocre literature, in order to give students access to the best books to encourage these important values of literature and considering developmental domains. Children's literature is

valuable in providing an opportunity to respond to literature, as well as cultural knowledge, emotional intelligence and creativity, social and personality development, and literature history to students across generations. Exposing children to quality literature can contribute to the creation of responsible, successful, and caring individuals.

Teachers Handbooks

With the focus on making students future-ready, it has been felt that in addition to being aware of the expectations from the teachers by the Board, our teachers must also be equipped with the information required by them regarding their learners and related to their career improvement and advancement. We believe that a well-informed teacher can do wonders in a classroom.

The present Handbook for Teachers is a source of information to teachers for the procedures, policies, roles, responsibilities, awards and resources related to their professional life. Beginning from basic information about appointment and qualification, the Handbook also contains a range of information, such as, teacher self-evaluation framework, details about the board examinations, subjects offered, use of technology, disaster management procedures to be followed, awards that teacher may apply for, and several other important and much-needed information about CBSE policies in the matters involving teachers. It is expected that the handbook will answer most queries pertaining to the professional lives of teachers with regard to their association with the CBSE.