AN INTEGRATED CURRICULUM EVALUATION MODEL FOR TECHNICAL EDUCATION PROGRAMMES

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PRESENTATIONS

- Introduction
- Curriculum Development Stages
- Curriculum Evaluation Models
- Suggested Integrated Curriculum Evaluation Model – OSE Model
- Conclusions
A curriculum is an attempt to communicate the essential features of educational programmes, preferably using specific objectives and a systematic approach to the design and management to teaching and learning.

It should be capable of effective translation by teachers in the field.

In contemporary technical education it is argued that the curriculum should achieve a "symbiosis" with the technology and world of work in which the students will serve.

The curriculum must be responsive to changing values and expectations in education if it is to remain useful.

For comprehensive curriculum evaluation, it has to be very systematic and should cover all the aspects related to curriculum development.
CURRICULUM DEVELOPMENT STAGES

- Need Analysis Stage
- Curriculum Design Stage
- Curriculum Development and Implementation Stage
- Curriculum Evaluation Stage
STAGES OF CURRICULUM DEVELOPMENT

- NEED ANALYSIS STAGE
- CURRICULUM DESIGN STAGE
- CURRICULUM IMPLEMENTATION STAGE
- CURRICULUM EVALUATION STAGE
- FEEDBACK

Diagram showing the flow of stages from Need Analysis to Curriculum Design, followed by Implementation and Evaluation, with feedback loops connecting each stage.
The curriculum should be

- be relevant to the needs
- be feasible for the working environment
- adequately communicate the intent and purposes
- guide planning strategies for implementation
- be capable of being used as a basis for improvement
CURRICULUM EVALUATION MODELS

- **Stake’s Countenance Model:** Robert E. Stake proposed a model for carrying out curriculum evaluation that focuses on description and judgment.

- **Tyler’s Goal Attainment Model:** It focuses on formulation of goals through detailed analysis of feedback from students, society and subject matter (the extent to which educational goals of a program have been achieved).
CURRICULUM EVALUATION MODELS

- **Stufflebeam’s CIPP Model:** Stufflebeam (1971) developed a model, popularly known as CIPP model, which evaluates context, input, process and product.

- **Scriven Goal Free Model:** The checklist used in this model prescribes the minimum levels to be achieved by a program.

- **Kirkpatrick’s Four Level Model:** Donald Kirkpatrick (1994) developed a four-level model.
Stage-1 Objectives Evaluation
Stage-2 System Evaluation
Stage-3 Esoteric Evaluation
Stage-1 Objectives Evaluation

It is important to investigate whether the objectives are:

✓ worth achieving?
✓ feasible and achievable?
✓ well defined with due regard to the goals and aims of an institute or an organization?
✓ demand-driven and as per the needs and requirements of the employers, society and individuals?
✓ achieved?
Stage-1 Objectives Evaluation

- Attained objectives reflect a successful instructional program and thus it can be concluded that curriculum is well documented.
- Once the evaluator infers that all the objectives have been achieved s/he may register it as good curriculum and recommend that it should continue.
- In case s/he finds any gaps in the objectives s/he may recommend for a curriculum review.

S/he may not proceed further in her/his curriculum evaluation instigations, unless s/he is asked to go beyond it by the client.
Stage-2 System Evaluation

- The curriculum is implemented in a system, which consists of:
  - Input
  - Process
  - Environment in which it works and
  - Output.

- It is essential to critically look into the features of a system to arrive at a decision regarding curriculum changes.
Stage-2 System Evaluation: **Inputs**

- Learner’s interest, aptitude, entry/pre-requisite qualification, behaviour, intellectual competence and abilities.
- Availability of competent, qualified and trained faculty and staff.
- Availability of appropriate human, physical, informational/instructional and financial resources.
- Access to the curriculum document with the learners, teachers, examiners, administrators and other stakeholders.
- Availability of library and easy access to Internet.
Stage-2 System Evaluation: Process

- Extent of coverage of syllabus.
- Integration of theory and practice.
- Involvement of learners in the teaching-learning process.
- Appropriateness and utilization of resources.
- Types of learning experiences provided to the learner.
- Academic planning and its implementation.
- Appropriateness of students’ evaluation system.
Stage-2 System Evaluation: Output

- Academic performance and personality development of the students.
- Extent of employability of the students as per their qualification and status.
- Extent to which the employer is satisfied with the performance of the students.
Stage-2 System Evaluation: Environment

- Motivation of faculty and staff.
- Autonomy available in the institute.
- Delegation of the authority and responsibilities.
- In-built transparency in the system.
- Flexibility in management and administration.
- Dynamic and visionary leadership
- Clean and healthy working environment.

S/he can identify the areas of gaps that need attention for the clients. The evaluator can then proceed to the next stage of esoteric evaluation, provided the client makes the funds and time available.
Stage-3 Esoteric Evaluation

An institute is distinguished for its esoteric dimensions which go beyond the call of its curricular activities. The evaluator, at this stage should focus on following aspects:

- Co-curriculum and extra-curriculum activities.
- Efforts in improving employability.
- Partnership with the industry.
- Research and development efforts made.
- Updating faculty and staff.
- Acquisition of modern machines and tools.
Stage-3 Esoteric Evaluation

- Learners’ involvement in the activities.
- Promoting self-study and innovations in teaching-learning strategies.
- Continuous updating of the curriculum.
- Counseling and guidance.
- Community interactions and helping under-privileged, handicapped and weaker section of the society.
CONCLUSIONS

- An integrated model for curriculum evaluation of technical education programmes proposed in the paper (OSE) evaluates the curriculum from three aspects - objectives; system and esoteric efforts made by the institution.

- The evaluator should make efforts so that information is collected from different sources using different evaluation tools.

- At the same time, the evaluator should ensure that the evaluation is ‘valid’ and ‘reliable'.

- A good curriculum evaluation system surely lends a distinctive cachet to the educational programme.
GOD BE WITH YOU

THANKS