CURRICULUM DEVELOPMENT

Meaning and concept of curriculum
An old concept of curriculum was to consider it as merely syllabus or outline of course of study.

The curriculum word is of Latin language. It means ‘race course’. In education it means ‘work field of students’ or race course of the students. It consist of two words-race and course. The word ‘course’ mean curriculum and race refers student’s experiences and activities. A teacher performs his teaching activities in view of curriculum.

The new concept of curriculum is very broad based. It consists of the totality of experience that pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop and play-ground and in the numerous contacts between the teachers and pupils. It is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standardised to conform to a prescribed pattern. It is characterised by variety and flexibility and it’s tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more definitely in the milieu of community life. It thus secures more integrated group relations. The secondary education commission has also pointed out clearly the nature and conception of the desired curriculum: “It must be clearly understood that, according to subject the best educational thought, “curriculum does not mean only the academic experience that a child receives at school. In this sense, the whole life of the school becomes the curriculum which can tough the life of the students at all points and help in the evolution of a balanced personality.”

Curriculum is, therefore, something which is related to the life and the needs of the pupils of different age levels. It includes both what they should learn and also Shaw they should learn it. It includes all the experiences interaction between and among many people; many influences affect its quality and may material conditions affect its functioning.

Curriculum is a familiar word, which we come across in the context of school, college or university system. All of us also have some idea of curriculum; though it may not be exactly what a curriculum means. To many of us, curriculum means one or more of the following:
1. Curriculum is the list of contents taught to the students.

2. Curriculum is a set of subjects.

3. Curriculum is the syllabi followed in a school or a college.

4. Curriculum is the programme of school or college activities.

5. Curriculum is a set of study materials.

6. Curriculum includes both curricular and extra-curricular activities organized in a school or college.

7. Curriculum comprises all those experiences a learner receives in a school or in a college.

From the above statements, one can view curriculum both in a narrow way (list of contents) and in a broad way (all the experiences received by a learner). Let us examine our perceptions of curriculum in the light of some definitions given by professional educators.

**Definition of curriculum**

The term ‘curriculum’ has been defined by different scholars and educationists. Some of the definitions are here as under-

**ACCORDING TO B. RUDYAND AND H. HENRY**

“Curriculum in its broadest sense, includes the complete school environment, involving all the courses, activities, reading have been provided here to understand the nature and characteristics of curriculum.”

**CUNNINGHOUS HAS DEFINED CURRICULUM OPERATINALLY**

“It (curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school).”

**ACCORDING TO FROEBEL**

“Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.”

**ACCORDING TO MUNROE**
“Curriculum includes all those activities which are utilises by the school to attain the aims of education.”

**ACCORDING TO CASWELL**

“The curriculum is all that goes in the lives of children, their parents and teachers. The curriculum is made up of everything that surrounds the learner in all his working hours. In fact the curriculum has been described as the environment in motion.”

**THE SECONDARY EDUCATION COMMISSION**

“Curriculum does not mean the academic subject taught in the school but it includes total experience that a child receives at a school.”

**JOHN F.KERR HAS DEFINED CURRICULUM**

“All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school, is known as curriculum.”

**SYLLABUS**

A syllabus is an outline and summary of topics to be covered in an education or training course. It is descriptive. A syllabus is often either set out by an exam board, or prepared by the professor who supervises or controls the course quality. It may be provided in paper form or online. Both syllabus and curriculum are often fused, and usually given to each student during the first class session so that the objectives and the means of obtaining them are clear. A syllabus usually contains specific information about the course, such as information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc. Within many courses concluding in an exam, syllabuses are used to ensure consistency between schools and that all teachers know what must be taught and what is not required. Exams can only test knowledge based on information included in the syllabus.

A syllabus is regularly described as a...

- Contract
- Permanent record
A syllabus a requisite document for teaching in that it serves to outline the basic elements of a course including what topics will be covered, a weekly schedule, and a list of tests, assignments, and their associated weightings. However, a syllabus has the power to do more than that, it can articulate connections between learning outcomes, assessments, content, and pedagogical practice – that is, the way in which the course is constructively aligned – in guiding students through their learning. We consider the syllabus here due to the way in which this document serves as a communication piece of both the practical details and the overall alignment of your course.

The development of a course syllabus is an integral part of an instructor's overall pedagogy and an opportunity to share your excitement and passion about teaching and learning. Your syllabus is provides students with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies. In many ways, the course syllabus functions as text itself for each course. Because of this, much care must be taken in developing a syllabus that communicates all aspects of a course to students.

Different institutions have different standards and resources to guide syllabus development. Some institutions communicate particular standards they expect all syllabi of the institution to contain; some institutions also provide templates for assisting their educators to develop such standardized documents. It would therefore be advantageous for you to check with your institution for such standards and resources. However, in absence of institution-specific assistance or in compliment to what your institution can provide you, this syllabus checklist document offers a list of the common elements considered essential in putting together a syllabus.

**TEXT BOOK**

Text book is a prescribed book for students at a particular age group.

The text book is called teacher in print.
DEFINITIONS

- Oxford English dictionary says: “A book used as a standard work for the study of a particular subject, a manual of instructions in a subject of study”

- L.J Lewis: “Text book is tool both for the pupil and the teacher”

- Lagne: “It is a standard book for any particular branch of study”

- Bacon: “A book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices”

GOOD TEXT BOOK

- A source of knowledge
- A guide
- An instruction to the pupil
- A means of interpreting truth
- A tool

PHYSICAL ASPECT

- Size of the book
- Printing of the books
- Type size of the books
- Paper used in books
- Binding of books
- Price of books
- Overall get up of books

ACADEMIC ASPECTS

- Thematic content
- Organisation of the contains
- Textual language
- Illustrations (visual aids)
- Textual exercises

TYPES OF TEXT BOOK

- Student’s books
- Teacher’s books
- Workbooks
- Supplementary readers

CHARACTERISTIC OF TEXT BOOKS

- Textbook is a standard book in the subject.
- It is meant both for the teachers and the students.
- It is manual instruction.
- It is both content and technique.
- Textbook is used for formal as well as informal education.
DIFFERENCE BETWEEN SYLLABUS AND CURRICULUM

<table>
<thead>
<tr>
<th>BASIS FOR COMPARISON</th>
<th>SYLLABUS</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>Syllabus is the document that contains all the portion of the concepts covered in a subject.</td>
<td>Curriculum is the overall content, taught in an educational system or a course.</td>
</tr>
<tr>
<td>Origin</td>
<td>Syllabus is a Greek term.</td>
<td>Curriculum is a Latin term.</td>
</tr>
<tr>
<td>Set for</td>
<td>A subject</td>
<td>A course</td>
</tr>
<tr>
<td>Nature</td>
<td>Descriptive</td>
<td>Prescriptive</td>
</tr>
<tr>
<td>Scope</td>
<td>Narrow</td>
<td>Wide</td>
</tr>
<tr>
<td>Set out by</td>
<td>Exam board</td>
<td>Government or the administration of school, college or institute.</td>
</tr>
<tr>
<td>Term</td>
<td>For a fixed term, normally a year.</td>
<td>Till the course lasts.</td>
</tr>
<tr>
<td>Uniformity</td>
<td>Varies from teacher to teacher.</td>
<td>Same for all teachers.</td>
</tr>
</tbody>
</table>
Elements of Curriculum Development

There are five key elements of curriculum development, according to Tyler “it is essential as a part of comprehensive theory of organization to show just what are the elements will serve satisfactory as organizing elements.” According to Herrick and Tyler, following are the components and elements of curriculum development

1. Situational analysis
2. Formulation of objectives
3. Selection of content, scope and sequence
4. Activities, strategies and method of teaching
5. Evaluation

Situational Analysis

Situational analysis means the analysis of different conditions such as emotional, political, cultural, religious and geographical condition of a country. This will help the curriculum planners in the selection of objectives, selection of organization of learning materials and in suggesting appropriate evaluation procedure.

Formulation of Objectives

There are four main factors for formulating the objectives of education. These are

1. The society
2. The knowledge
3. The learner
4. The learning process

All of these factors are to be considered while selecting and formulating the educational objectives.

Selection of Content

One of the important elements is the selection of content for a subject. At the time of subject matter selection, the following factors are to be kept in mind:
1. Available sources and resource
2. Demand of the Society
3. International needs
4. Level and age of the learner or student
5. Methods of content organization
6. Number of courses offered
7. Quantity and qualification of teaching staff
8. Scope of subject matter
9. System of examination
10. Type of society and culture

**Strategies and Method of Teaching**

These are strategies and methods of teaching adopted by the teachers during instruction and learning experiences. This will certainly not fair to ask a teacher for achieving certain objectives without giving any guidelines. In most of the countries curriculum development is a centralized process. Teachers are not directly involved in this phase. Most of the teachers do not know the process of achieving desired goals. After determining the goals and objectives the next problem is the selection of strategies and methods of teachers. What we should give to our students. Should a curriculum be fixed or flexible, constant, common or differentiated?

**Evaluation**

Evaluation is one of the dynamic process, which needs a continuous research and evaluation for its betterment in order to cope with the variable demands of the society and bring about desirable changes. Curriculum evaluation is not a student evaluation. It is a broader term being used to make judgment about the worth and effectiveness of it. With the help of evaluation phase experts can modify the curriculum by bringing about desirable changes.

**PRINCIPLE OF CURRICULUM DEVELOPMENT (CONSTRUCTION)**

According to the specific interests of students
• Children will be able to learn better in fields where they have special tastes and inclination of the mind.
• It is also found that at different stages of age groups, children have different interest patterns.
• Interests of children also change according to circumstances and situations.
• Therefore learning experiences should be designed to suit the interests and tastes of the age group of students.

**The curriculum should be environmentally centered**

• The content of the learning experiences for children should be linked with the needs of the environment in which they live.
• For example, children from rural areas can understand and grasp easily the information which is directly concerned with their experiences in their own rural environment.
• The same thing applies to children in a various environments like urban areas, hilly areas, etc.

**The principle of the comprehensive curriculum**

• The curriculum must have the necessary details. List of topics to be covered does not solve the purpose.
• Both teachers and students should know clearly what is expected of them, what is the beginning and what is the end of the topic for the particular class.
• Material, aids, activities, life situations etc. should be listed in the curriculum.

**Principle of co-relation**

• The curriculum should be such that all the subjects are correlated with each other.
• While designing the curriculum, it must be kept in mind that the subject matter of various subjects has some relation to each other so that they help the child eventually.

**Principle of flexibility**

• Instead of being rigid curriculum should show the sign of flexibility.
The organization of the curriculum should be on the basis of individual differences as every child is different from the other.

Apart from these conditions of society go on changing, therefore, the curriculum must be flexible enough to address the needs as aspirations of the society.

**Principle of forward-looking**

This principle asks for the inclusion of those topics, content and learning experiences that may prove helpful to the students in leading their future life in a proper way.

**Principles of civic and social needs**

Man is a social being. He lives in the society. The child develops in the society. Modern education aims at both developments of the individuality of the child as well as the development of the society.

**Principle of conservation:**

Man has conserved experiences very carefully for better adaptability. Education is regarded as a means of deserving the cultural heritage of humanity. The school serves two-fold functions in this regard- preservation of the past experiences and transmission of experiences.

**Principles of creativeness**

Education not only conserves that past experiences of humanity but also helps an individual to develop his innate potentialities.

**Principle of individual difference**
The curriculum should be framed in such a way that every individual can have opportunity for self-expression and development. The curriculum should be based on the psychology of individual difference, which can meet the complexities of modern democratic society.

**Principle of social relevancy and utility**

Subjects should not be determined on the basis of their disciplinary value but on the basis of their intrinsic value, social relevancy and utility.

**Curriculum Theory**

**Meaning and Importance of curriculum Theory**

Theory: refers to statement which explains some series of events covering a given subject matter, from which a compressive and consistent set of specific and testable hypothesis can be deduced (figured out) logically.

Such a statement can be expressed in the form of statements of facts, definitions, postulates (assumed to be true), hypothesis, deductions (conclusion reached by reasoning) assumptions, generalizations, laws and axioms (statements accepted as true) or theorem.

A theory attempts to explain why something happens, helps us make sense of many interrelated phenomena and predict behavior or attitudes that are likely to occur when certain conditions are met. Examples of social theories are structural functionalism, conflict theory and symbolic interactions

**Characteristics of a good theory**

1. Predictive Accuracy-can it reliably predict behavior?
2. Internal Coherence-are there any logical inconsistencies between any of the theoretical ideas?
3. Fertility-Does it generate research and can it be used to explain a wide variety of social behavior?
Curriculum theory attempts to focus an attention on all that are involved in education.

Except in the most obvious and routine matters, knowledge is never final but it is treated as tentative.

Practical decisions are made according to the test of the available evidence, pending the emergence of yet better evidence.

**Branches of Curriculum Theory**

1. Formal curriculum theory-This attempts to categorize knowledge into families of concepts, disciplines, subjects, realms etc. It deals with formal curriculum
2. Curriculum valuation theory-This deals with speculation about the goals or objectives of the curriculum
3. Curriculum practice theory-This involve the elaboration of criteria for the efficient functioning of the curriculum.
   - It explains issues as design, validity, authenticity, significance, utility, learnability and consistency in relation to curriculum
   - It focuses on the instructional system, for instance, the methods appropriate for achieving curriculum goals

The combination of the three curriculum theories gives what is refers to as *Curriculum grand view*

Event curriculum theory: this denoted the sorting out and characterizing the events and relating them.

It is concerned more about the theory of instruction

The contemporary definition of curriculum theory is a follows: *is a set of related statements that give meaning to the curriculum by pointing out the relationships among its elements and by directing its planning, its use (i.e. implementation) and its evaluation.*

**Importance of curriculum theory**
The importance or significance is that it is essential for the development of knowledge as oppose to other notions, which have no structured elements e.g. point of view, attitude or opinion.

A theory helps in data analysis, making a shorthand summary (synopsis) of data and relations and in suggesting or speculating new things to be tried out.

Thus, theory is a device for interpreting; criticizing and unifying established laws by molding them to fit data.

**Importance of curriculum theory**

- a. Describes, predicts, and explains curriculum issues in the operational ways
- b. Synchronizes relations among curriculum issues in the curriculum development
- c. Suggests new curriculum issues for trying out
- d. Discover new and more powerful generalization in curriculum planning
- e. Logical deduce specific and testable hypotheses for research in curriculum issues
- f. Classifies existing and new knowledge
- g. Develops and use curriculum models
- h. Sort out and characterize events of curriculum

**Problems of curriculum theory**

The main issues and problems concerned with curriculum theory are categorized into six aspects:

1. Curriculum definition
2. Source of curriculum decisions
3. Issues and problems of curriculum designs
4. Issues and problems in curriculum objectives
5. Issues and problems concerned curriculum engineering
6. Curriculum theory implications with respect to emergent curriculum issues and problems.
HISTORY OF CURRICULUM DEVELOPMENT

Prior to the comprehensive revision of the whole school curriculum in the 1990s, the curriculum was specified through more than a dozen syllabuses and guidelines. These were provided for subjects and in some cases aspects of subjects, such as handwriting. The documents were of different vintages (spanning 1961–1986), covered different year levels (form 1–4, junior classes to form 2 etc), and were written in different forms.

Following a major public consultation on the curriculum in the mid 1980s (the Curriculum Review) the Department of Education began work on an overall framework for a revised school curriculum. However, the work did not proceed beyond a draft document (published 1988 as National Curriculum Statement: A Discussion Document for Primary and Secondary Schools (Draft)), being effectively sidelined by the reform of the administration of education in 1989 and by a change of government in 1990.


The total revision of the New Zealand school curriculum, begun in 1991, in both English and Māori, is nearing completion.

New National Curriculum Statements have been progressively replacing old syllabuses since 1992. They have been published initially in draft form for consultation and trialling, then published in final form, and finally gazetted for mandatory implementation in years 1–10.

In 1996 the development and implementation of new statements was paused in response to widespread concern across the school sector about the pace and scale of change. New timelines for the curriculum were announced in July 1997 introducing a transition period of at least two years between the publication of a final statement and its mandatory application.
UNIT -2

TYPES OF CURRICULUM DEVELOPMENT

There are many types of curriculum design, but here we will discuss only the few. Types or patterns are being followed in educational institutions.

- Subject centered curriculum
- Teacher centered curriculum
- Learner centered or child centered curriculum
- Integrated curriculum
- Peripheral curriculum
- Enrichment curriculum
- Special curriculum
- Correlated curriculum

**Subject Centered Curriculum**

- Subject matter is the most used and accepted curriculum Design, it is also the oldest curriculum Design.
- We see the earliest example in the medieval era in the Middle Ages the monastery and Cathedrals and the organizations of the seven liberal arts in the schools of ancient Greece and Rome.
- It is also known as content centerd or teacher centered curriculum.
- This type of curriculum is unpsychological as it does not consider the students need, interest, and ability.
- It is not helpful in developing the democratic outlook of the students.
- This type of curriculum is easy to design and easy to understand by the teachers.
- It can be easily revised and modified.
- It depend on the social and educational thinking.
- It helps to test the students performance easily.
- This type is preferred by teachers, parents, and students.
LEARNER CENTERED CURRICULUM

- It is also known as child centered curriculum.
- This type is more psychological and given by the naturalism.
- The curriculum is designed, based on the nature of the child.
- It considers the needs, interest and ability of the child.
- It considers the stages of growth and development of children.
- The type of curriculum is used in Motissori and Kindergarten education.

INTEGRATED CURRICULUM

- An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts.
- Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.
- Students not only connect and create more real world connections in integrated classrooms, but they are also more actively engaged.
- Creating an integrated curriculum means that teachers are charged with having to create challenging, fun, meaningful tasks that help students connect to information.
- An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries.
- In early childhood programs it focuses upon the inter-relatedness of all curricular areas in helping children acquire basic learning tools.
- It recognizes that the curriculum for the primary grades includes reading, writing, listening, speaking, literature, drama, social studies, math, science, health, physical education, music, and visual arts.
- The curriculum also incorporates investigative processes and technology.
- It emphasizes the importance of maintaining partnerships with families; having knowledge of children and how they learn; and building upon the community and cultural context.
Integrated teaching and learning processes enable children to acquire and use basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout the elementary grades.

**Correlated curriculum**

- In this type of curriculum different subjects of school are taught by correlating each other.
- All the school subjects have some purpose.
- It assumes that knowledge in a unit.
- All the subjects should be taught with the help of the correlated curriculum.
- It is difficult to design this type of curriculum.
- The content of different subjects should have same level of the student’s comprehension.

**SPECIAL CURRICULUM**

- Special curriculum is basically designed for the special children.
- A course of study or a part of a course of study designed solely to provide basic educational services to handicapped students or to students of limited English-speaking ability.
- A course of study or a part of a course of study in which any student is unable to participate because of his or her limited English-speaking ability.
- A course of study or a part of a course of study in which any student is unable to participate because of his or her limited financial resources.
- A course of study or a part of a course of study that fails to provide for a participating student’s meeting the requirements for completion of elementary or secondary education in the same period as other students enrolled in the applicant’s schools.
CURRICULUM DESIGN

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow.

Purpose of Curriculum Design

Teachers design each curriculum with a specific educational purpose in mind. The ultimate goal is to improve student learning, but there are other reasons to employ curriculum design as well. For example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other from one stage to the next. If a middle school curriculum is designed without taking prior knowledge from elementary school or future learning in high school into account it can create real problems for the students.

Principles of curriculum design

Learning should be designed on the basis of the following principle:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice.
The principles must be taken into account for all children and young people. The principles will help teachers and schools in their practice and as a basis for reviewing, evaluating and improving the learning and teaching. Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.

**Challenge and enjoyment:** Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children and young people should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.

**Breadth:** All children and young people should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

**Progression:** Children and young people should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate which is meets their individual needs and aptitudes.

**Depth:** There should be opportunities for children and young people to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

**Coherence:** Children and young people’s learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children and young people in order to bring different strands of learning together.

**Relevance:** Children and young people should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.
**Personalisation and choice**: The learning planned for children and young people should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children and young people have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

**APPROACHES TO CURRICULUM DESIGN**

<table>
<thead>
<tr>
<th>Approaches to Curriculum Design</th>
<th>Child or Learner-Centered Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three major curriculum design models are implemented through the different approaches that are accepted by the teachers and curriculum practitioners. How the design is utilized becomes the approach to the curriculum.</td>
<td>this approach to curriculum design is based on the underlying philosophy that the child is the center of the educational process</td>
</tr>
<tr>
<td></td>
<td>curriculum is constructed based on the needs, interests, purposes and abilities of the learners</td>
</tr>
<tr>
<td></td>
<td>curriculum is also built upon the learner’s knowledge, skills, learning and potentials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject-Centered Approach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchored on the curriculum design which prescribes different and separate subjects into one broad field, this approach considers the following:</td>
<td>The primary focus is the subject matter</td>
</tr>
<tr>
<td></td>
<td>The emphasis is on bits and pieces of information which are detached from life</td>
</tr>
<tr>
<td></td>
<td>The continuing pursuit of learning outside the school is not emphasized. Learning should only take place inside the classroom.</td>
</tr>
<tr>
<td></td>
<td>The subject matter serves as a means of identifying problems in living</td>
</tr>
</tbody>
</table>
Curriculum Organization

It is the systematic arrangement of content and educational learning experiences for the effective employment of human and material resources for the attainment of educational objectives.

Steps in Curriculum Organization

1. Consideration of the educational aims to be achieved.
2. Formulation of educational objectives.
3. Selection and organisation of the content
Meaning of Curriculum Evaluation

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.

Evaluation of curriculum is an integral and essential part of the whole process of curriculum development. It is a continuous activity and not a “tail-end-process”. 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 importance of curriculum evaluation is to determine the value of the curriculum itself is the curriculum appropriate for the particular group of students with whom it is being used? Are the instructional methods selected, the best choices in the light of the objectives sought? Is the content the best that could be selected? Are the materials recommended for instructional purpose appropriate and the best available for the purpose envisaged?

Objectives of Curriculum Evaluation

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.

Types of Curriculum Evaluation

According to Scriven, following are the 3 main types

1. **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.

2. **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.

3. **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 deviances in student learning in any field of study