

## CHAPTER . IV

### CONCEPTUAL FRAMEWORK OF THE STUDY

#### 1. INTRODUCTION

The main purpose of the present investigation, as has been stated earlier, is to analyse and evaluate the curriculum for primary education that is currently operative in Bangladesh. It is needless to mention that this objective demands a clear explication of the position adopted in the present study regarding the meaning of curriculum study and the procedures involved therein. It may be observed that study of curriculum is not a new venture. A number of researchers have already carried out studies involving curriculum evaluation in different subjects, at different levels, and in different countries. It would appear that the researcher for the present investigation could easily adopt one of these models. However, in reality, the problem of selecting an appropriate model happens to be a complex one.

Complexity of the problem of choosing an appropriate model arises mainly due to the fact that there is no unanimity among researchers regarding the concept or definition of what constitutes curriculum study. For instance, Hill (1982) in his Dictionary of Education defines the term "study of curriculum" as the gathering and analysis of evidence so as

to inform judgment in relation to the qualities of the course of study. But Rowntree (1981) considers curriculum study as a sub-discipline within educational studies, and as concerned with the theory and practice of curriculum development. It is suggested that curriculum can be studied in terms of three dimensions, namely, curriculum planning, curriculum implementation and curriculum evaluation. The dimension of curriculum planning involves fundamental questions regarding objectives of educational institutions, as well as of specific courses, content, and learning experiences. Curriculum implementation includes decisions about syllabus outlines, curriculum guides, textbooks and teaching aids. Curriculum evaluation includes decisions about supervision of instructions, guidance to educational institutions for improving their methods and means of educational programmes. Hamilton (1976) gives yet another definition designating "curriculum study" as the study of its composition, its genesis, its relationship with the surroundings, its utilitarian value, and so on. Stenhouse (1975) introduces a new major dimension in this regard by holding the view that the study of curriculum is not the study of intention or prescription of curriculum but the study of the happening in a real situation. It is not the aspiration but the achievement. It is of perceiving, understanding and describing what is actually going on in the school and classroom. Thus curriculum study rests on the two views of curriculum - as intention and as reality. Taylor (1975) holds the view that curriculum can be studied either as what

is intended to be taught - the purpose to be served, the aims and objectives to be pursued, subject matter to be taught; or as what is taught - the skills, capabilities and attitudes which teachers actually seek to develop. Even a cursory perusal of the sample of definitions presented above highlights the need for stating in operational terms the conceptual framework to be adopted in the present study.

There is a second reason that necessitates evolving an independent framework for carrying out the present study. It may be noted that curriculum as a concept is dynamic in nature. Nevertheless at the operational level it inheres in it an element of uniqueness. The uniqueness arises out of the fact that any particular curriculum happens to be in use in a specific geographical region, is built around the needs and aspirations of people living in a particular socio-cultural setting and is determined by a unique set of historico-political factors. Thus, it is obvious that the model for evaluating a particular curriculum, to be meaningful, has to be evolved independently based on an examination of the relevant background factors. After all, the model for evaluation cannot, in its component elements as well as, in its overall structure, be divorced from a specific time-space frame within which the particular curriculum has got evolved and is in operation. In other words, it is imperative that the investigator evolves an independent theoretical framework for carrying out curriculum evaluation. This does not mean that the investigator can or should totally ignore the studies

carried out by other researchers and the models adopted by them. In fact, these models serve as useful guide-posts and thereby provide directions to the researcher in his effort to evolve an appropriate theoretical framework. It is with this in view that an attempt has been made in the present chapter briefly to discuss different models of curriculum evaluation that have been adopted or recommended by various researchers. This is followed by a discussion of specific background factors that need to be considered in the context of the present study. After this, details have been provided regarding the specific components or aspects of the curriculum which have been brought within the purview of the framework. The last section is devoted to the discussion of the particular model of evaluation adopted in the present study, its implication for the scope and procedure of the present investigation.

## 2. MODELS OF CURRICULUM EVALUATION

Work related to study of curriculum based on well-designed and objectively specified models or approaches of evaluation made its beginning in the 1950s with the pioneering efforts of R.W. Tyler (1949) at the University of Chicago. Since then professional literature on the topic of curriculum evaluation has continuously grown. At present one can find at least half a dozen books which refer to different models of evaluation. Perhaps one of the most comprehensive overviews of the various models has been given by Stenhouse (1975). In

the present section a brief description of seven different models have been presented. Details have been drawn mainly from the writings of Stenhouse (1975) and Lawton (1978). However, wherever possible the investigator has referred to the original writings of those who have propounded the different models.

(A) Objective Model :

The model proposed by Tyler (1949) is known as "Objective Model". It is one of the best known models of curriculum evaluation. He designed the model primarily to evaluate the achievement level of either an individual student or a group of students. His model also has pointed to some other relationships that play a crucial role in the educational context and that pose important tasks for evaluation. The full and systematic study of the relationship between educational objectives, learning experiences and examination of achievement as spelt out in his model bring us closer to be overall notion of curriculum evaluation. A good deal of work has been done with the help of Tyler's model. The model deals with a variety of aspects of an educational programme and describe many different activities that are included in the learning experiences which may, rightly, be the concern of curriculum evaluation. But, all these details and the model itself have been developed within the context of an objective-based curriculum model. Thus, the model is exclusively concerned with the framing and subsequent modification of objectives,

assessment of the suitability of the learning experiences to the achievement of the objective set and the measurement of the degree to which the prespecified objectives are being attained. Consequently, the model does not deal with the unplanned or unintended events in planning and implementation of teaching - learning process. The main limitation of this model, therefore, is that it is applicable only in the context of a preordinate assessment system.

(B) Traditional Model :

The traditional model treats the problem of evaluating a curriculum project or a teaching style as the same kind of research as an experiment in agriculture and botany (Lowton, 1978). The traditional model regards evaluation as a process of pre-test, teaching programme and post-test. This model is helpful to indicate whether the programme in the experimental group is superior or not to that in the control group which had not been exposed to the new programme. The main limitation of this model lies in the fact that it ignores the fundamental differences among human beings. Human beings perform differently when under observation but plants do not. The unintended consequences are very important in any situation involving human-beings, specially children. Hence, the traditional or classical model is in many cases undesirable, sometime not even practicable.

(C) Illuminative Model :

This model received detailed attention by Parlett and Hamilton (1974). The primary concern of illuminative evaluation is with description and interpretation rather than interpretation and prediction. "Illuminative model" emerged to overcome the feeling of inadequacy and unreality associated with the traditional model. Stenhouse (1975) and others called for an approach to curriculum which is descriptive and ongoing rather than going for rigorous concentration on precise prediction. Such an approach which is enlightened, pragmatic and which is able to discern the significant features of the course can be called illuminative model in evaluation. In other words, the approach attempts to help illuminate a series of problems and issues of ongoing questions and to relate subsequent action to the answer to these questions. In this process of evaluation the instructional system interacts with the learning milieu, that is "the social-psychological and material environment, in which students and teachers work together". This interaction is considered crucial for illuminative evaluation. Crucial to the approach is that the focus of attention is on the action. The evaluator is not attempting to control the situation he is studying; he does not try to hold it still while he looks at it. In this regard, he is like an anthropologist or an historian rather than like a laboratory psychologist.

(D) Decision-Making Model :

MacDonald (1974) in England has developed the "decision-making model." In this model, evaluation is inevitably concerned with power in education. This model is concerned with three types of political decision-making processes, namely, bureaucratic, autocratic and democratic. Therefore, evaluation in this perspective must be related to a particular political stance as the evaluator can neither fully escape allegiance to a particular political stance nor can he be completely value-free. Finally, as MacDonald (1974) himself has observed, this would result in a very complex process of collecting information including judgements which will enable the decision-makers to make a more rational choice. The model, therefore, highlights the fact that, when evaluation basically involves rational judgements for either selecting a particular curriculum or improving it, the judgement itself will necessarily be influenced by the evaluating agent, his affiliation to a specific political decision-making process and the concomitant assumptions and values.

(E) Case Study or Portrayal Model :

One of the methods widely used in curriculum evaluation is the case study approach. Case study can be defined as an indepth study, which is concerned with pertinent aspects of a particular unit or situation. The unit under study may be a person, an episode in a person's life, a group of persons, a specific process or a culture. It is an intensive examination of unit but treating the unit as a whole. The case study

is applicable to serving multiple audiences, making research results more easily understandable and accessible. Even though case study has come to remain as an essential tool in curriculum evaluation, the model has its own limitations. First of all, this model is not applicable to the evaluation of a general programme. Also, the findings cannot be directly generalised and developed so as to make it applicable to other situations.

(F) Research and Development Model :

This model has been initially borrowed from the engineering and defence industries. It is also called "industrial or factory model". According to this model all curriculum development should begin with research. The industrialist must know what he is trying to produce; the school must know what kind of differences in pupil behaviour will be achieved. Here the evaluator's task is seen to lie in the progressive requirement of objectives, translating these objectives into specific measurable behavioural objectives, and the development of an appropriate test instrument to measure how far they have been attained in practice. There remain a number of objections to this kind of evaluation model. The main focus of the research and development model is on the improvement of educational output. Hence, the evaluation can reasonably be limited to the measurement of these outputs in terms of improvements in

pupil performance. But nowadays the emphasis in evaluation tends to shift from the product to the improvement of the learning process as a whole. Thus the inadequacies of this model call for a unified research model where the role of the evaluator is to examine whether the curriculum advances knowledge rather than whether it is right. In a unified research model, the key to the whole approach is the role of the teacher as a researcher.

(G) Teacher as a Researcher or the Professional Model :

Stenhouse (1975) has suggested that evaluation should move away from the product and process model of curriculum towards a research model. He rejects the product model of curriculum which is based on output specified as behavioural objectives. The process model emphasises quality of 'input' rather than measuring 'output'. In the "teacher as a researcher model", the teacher is a professional person indulging in "research-based teaching". The teacher is the investigator. The concern of the teacher as researcher is to find out whether the curriculum advances knowledge or not. It is a probe through which to explore and test hypotheses, and not a recommendation to be adopted. One of the problems of this model is that of role conflict. In particular, the teacher has to be both a teacher and a participant observer in his own classroom. It is extremely difficult and in some schools it may be impossible.

### 3. AN OVERVIEW OF THE MODELS OF EVALUATION

It can be noticed that the models greatly differ from one another not only in terms of scope and meaning but also in their methodological implications. The models, after all, have been developed under different contexts and may be even to achieve different purposes. One can also find that newer models have come in order to overcome the inadequacies of the earlier ones or to accommodate newer perspectives with respect to the process of education itself. For instance, the illuminative model came essentially to overcome the felt inadequacies of the traditional or experimentation model. Also the traditional concept of ends-means description of the educational process was found to be narrow and thus paved the way for postulating more comprehensive models. A few examples of this model are given by Stenhouse (1975). MacDonald (1974) adds yet another dimension pointing out the role of political power groups as crucial in making decisions about content as well as form of the curriculum. Whether overall assessment coupled with recommendations for improvement should be the focus of evaluation or the endeavour should essentially emphasise diagnosis and prescription through case study is another controversial point in this connection.

It should be finally recognised that any effort to indulge in a comparative analysis and appraisal of different models even with the noble purpose of arriving at a grand model will not only be difficult but also not worthwhile. One

has to accept that pluralism of perspective regarding curriculum, as is the case with respect to the education process itself, is a reality. It is in line with this view that one of the UNESCO (1976) documents explicitly mentions that "the development of a single set of criteria for curriculum evaluation to all countries may neither be possible nor be desirable owing to the variety of conditions which obtain in the different countries of the world." It has been rightly suggested that each country should evolve its own set of criteria for curriculum analysis and evaluation. This points to the need for identifying the relevant background factors which act as determining parameters in arriving at a model for evaluation. Such an effort to identify the relevant factors with respect to the present study has been made in the following section.

#### 4. PARAMETERS OF CURRICULUM EVALUATION

In the foregoing sections of this chapter, it has been made abundantly clear that there is no single ideal model for curriculum evaluation. The scope and methodology of any evaluation study have to be evolved keeping in view certain crucial factors which determine the background frame within which the particular curriculum is in operation. Some of these factors which may be called parameters of curriculum evaluation will be discussed in this section in the light of the objectives of the present investigation. Decisions regarding such

fundamental questions about the present study as 'what aspects of curriculum are to be evaluated', 'What types of information need to be collected', 'What techniques would be appropriate for procuring the necessary data', 'How are these data to be analysed and interpreted' and also 'What impact can this evaluation have on the present status of primary education curriculum', 'Will all obviously depend on these evaluation parameters. The main parameters that are being discussed in this section have been derived from certain specific questions, namely, who prescribes the curriculum, who is evaluating the curriculum, what exactly is being evaluated (subject, standard, stage etc.), when are we evaluating (— the stage of development and implementation of the curriculum), and what impact is foreseen by the evaluator.

(A) Curriculum Prescription :

There is no gainsaying of the fact that the nature of a curriculum, scope for innovations, and experimentation in its adoption, involvement of teachers and administrators in the process of development as well as implementation of the curriculum and such other aspects will have a direct bearing on the question of who prescribes the curriculum. A highly decentralised situation wherein the concerned teacher of the school operates with full freedom for evolving and implementing a curriculum will definitely ensure active involvement of the practitioners and provide freedom, flexibility and innovativeness in its implementation. Yet, it would be difficult

precisely to specify as to how much of centralization or decentralization is desirable and also effective. In fact, curriculum prescribing procedure varies from country to country. In England and Wales, the curriculum is so decentralised that teachers have much freedom to prepare the curriculum and syllabus of their schools independently. In the United States of America and in Canada, where curriculum is relatively less decentralised than England, curriculum is prescribed by the local school board or in some cases the State. In many countries namely, Sweden, Japan, France and U.S.S.R. curricula and syllabuses are controlled centrally, either by the federal government or state government. In some countries, it is said, the curriculum prescribing procedure is so closed that it is possible to state, with a fair degree of certainty, what particular part of a particular syllabus in a particular subject in a particular age-group is being taught in all schools. In India, every state has its own organization to prepare the curriculum for all the primary schools of the state. In Bangladesh, curriculum is necessarily prescribed by the Central Government as primary education has been nationalised by the Government since 1973. Thus, as determined by law, all the primary schools of Bangladesh are required to follow the curriculum prepared by the National Curriculum and Syllabus Committee of 1977.

(B) Evaluation Agency :

Curriculum evaluation is not a new phenomenon. Evaluation has been carried out mainly with a view to bringing about

course improvement, making decision about the individual, examining the administrative regulation and sometimes making a diagnosis. Curriculum evaluation can be done in two distinct ways — internally and externally. Internal evaluation is made by the prescribing authorities themselves or by a body or a person appointed by them who would evaluate the curriculum within the framework provided by the authorities. External evaluation can be made by an organisation or an individual who can influence decision-making. Alternatively, external evaluation can also be done by an expert or experts who may neither be involved in the committee nor have any influence in decision-making. Such an independent evaluation will have the scope to view the curriculum within a broader framework than what is provided by the authorities and thus allowing the investigator to study the curriculum in a comparative perspective with currently prevalent norms in terms of aims, objectives, methods and so on. The present investigation is one such attempt to evaluate the curriculum in an independent fashion.

(C) Unit of Evaluation :

Curriculum evaluation is a broad term which does not directly specify the actual component that is purported to be evaluated. For instance, it may refer to a particular subject area, a particular grade, a particular stream such as science, arts, etcetra, or a particular stage such as primary,

secondary and so on. It is quite evident that this will have direct implications for the procedures to be adopted in any curriculum evaluation study. It may, for instance, be observed that a study focusing on an individual subject or grade can take the shape of an intensive indepth study, taking into consideration the epistemological nature of the particular subject area or the psycho-social characteristics of the learner of the particular age-group. On the other hand, attempts to study curriculum with respect to particular stages of education will necessarily have to be extensive in nature in order to make the study comprehensive and meaningful. It is in this perspective that the scope of the present study gets determined. Being an investigation covering a whole stage of primary education from Standard I to Standard V, the present study is largely extensive in its approach.

(D) Temporal Context :

Curriculum evaluation in terms of the stage or timing can be called the temporal context of evaluation. The curriculum evaluation can be carried out distinctly at two stages - evaluation at the development stage and evaluation at the implementation stage. The purpose of evaluation at the development stage of curriculum is to provide some form of assurance that the prescribed curriculum will in fact lead to the achievement of agreed-upon educational goals. Evaluation

at the stage of large-scale implementation generally begins when the curricular materials are published in their final form for use in the schools, the preparation of the teachers for using the new curricula is nearly over, the necessary supporting elements in the system such as equipment supply are fully operational. The essential role of this evaluation is to ascertain the effects of the curriculum, to describe the existing situation, and to identify the areas where support, materials may be needed in addition to those provided by the programme. The present study is an attempt to evaluate the curriculum for primary education which has been running for more than four years in the schools of Bangladesh.

(E) Expected Impact of Curriculum Evaluation :

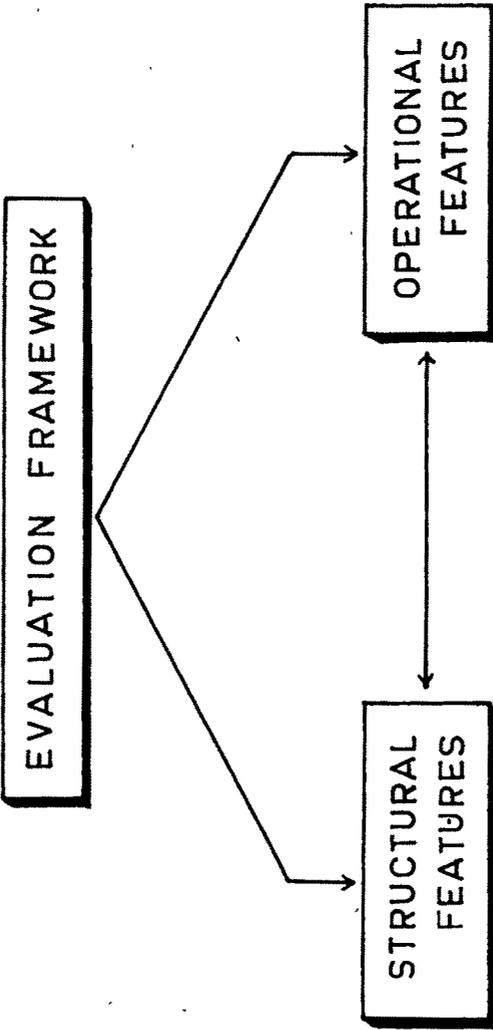
Curriculum evaluation is a continuous practical exercise. It is carried out by teachers, practitioners, planners and administrators or others involved in the educational process. It is done with a view to adjusting with the growing and changing situation of education. It is also carried out with a view to adjusting with the pace of increase in knowledge in various disciplines. It is also done with a view to finding out the lacunae in it, on the basis of which appropriate action can be undertaken for the improvement of the quality of education. Evaluation data speak to the worth of the curriculum being assessed. But the implication of the findings depends upon mainly the agencies responsible for revision and

development of curriculum. If evaluation is done by the commission and committees assigned by the curriculum improvement authority, then there is a great possibility of a full utilization of the evaluation. Caplan (1981) expresses the same view that, for whatever reason, internal or in-house evaluation studies are used much more frequently by decision-makers in government agencies than externally conducted studies. This is not to suggest the elimination of external evaluation; rather it suggests to provide data of quality comparable with that of internal or assigned evaluation. Further, it calls upon the evaluator to acquire such data which have the capacity to convince the decision-maker according to their context, problems and needs. Since the present investigation is an external independent effort, it is intended to provide systematic, relevant, logistic, extensive data regarding the primary education curriculum practiced in the schools of Bangladesh in a proper form.

##### 5. FRAME WORK ADOPTED IN THE PRESENT STUDY

It has been pointed out in the previous sections that an appropriate framework for evaluation will have to be based on a critical overview of various models of evaluation on one hand and the basic parameters of evaluation that are relevant with respect to curriculum in practice on the other. Such a framework would essentially consist of specification of the aspects or components of the curriculum to be brought under study and specific procedures to be adopted in analysis and

Fig.1.



interpretation. An attempt is made in the present section to briefly indicate the framework adopted in the present investigation for evaluating the primary education curriculum in Bangladesh. The evaluation framework adopted in the present study is given in Diagram 1.

The framework has been conceived to consist of two major dimensions, namely, structural features and operational features. Structural features refer to the various aspects of the curriculum in practice, namely, objectives, content, implementation and assessment, that have been brought under the study. Operational features refer to specific techniques and procedures along with the sources of data which have been employed in the study for procuring relevant evaluative evidence about the different aspects of the curriculum. It can be observed that the structural and the operational features of the evaluation framework cannot be considered in isolation. In fact, the operational features would necessarily be linked to the details of the various aspects of the curriculum brought under study. It would, therefore, be pertinent to discuss in greater detail the components specified under structural as well as operational features of the evaluation framework. Details regarding the structural features have been provided in this section under four sub-heads namely, objectives, content, implementation and assessment. Details regarding the operational features have been discussed under a separate chapter as methodology of the study.

## 6. STRUCTURAL FEATURES OF THE EVALUATION MODEL

Available literature on curriculum evaluation reveals that there is no one way of categorising the total field of curriculum into different components or aspects. For instance, in 'Curriculum in Transaction' (NCERT, 1978), four basic elements have been identified namely:

1. Objectives
2. Content Matter and Materials
3. Methodology
4. Evaluation (Procedure and Practice).

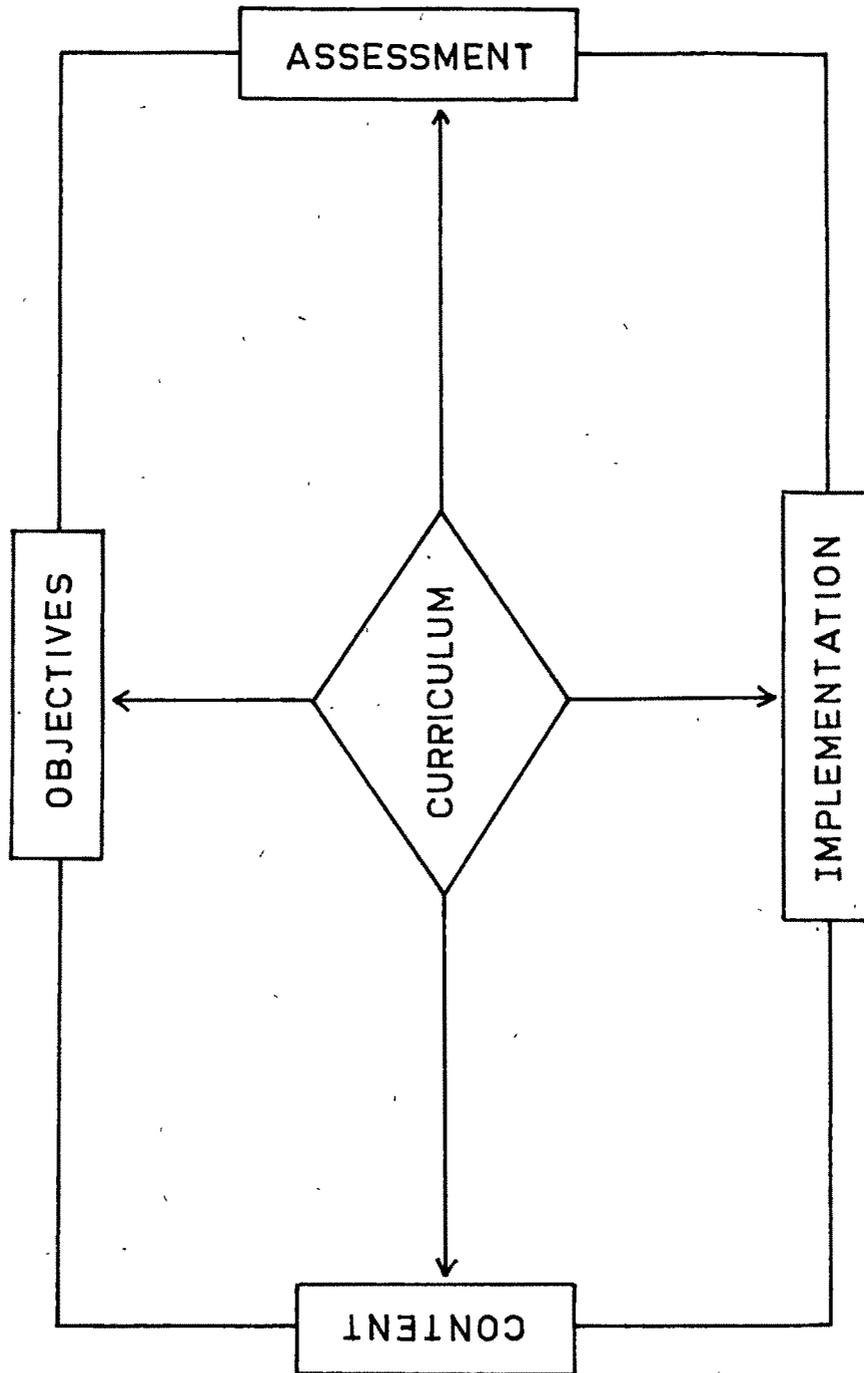
The 'Curriculum for ten year school' (NCERT, 1975) puts forth the view that the basic elements of curriculum are those concerned with:

1. The general objectives of education at particular stages
2. Subjectwise instructional objectives and content
3. Course of Studies and time allocation
4. Teaching-learning experiences
5. Instructional aids and materials
6. Evaluation of learning outcomes.

Skager and Dave (1977) have divided the components of curriculum into the following major sub-components:

### 1. Objectives -

Overall objectives, objectives for entire school stages, stage-wise objectives, subject-wise objectives



2. Curriculum Plans -

Curriculum design, content for individual curriculum areas (selection and organisation of content, integration with other subjects)

3. Teaching-learning activities

4. Learning materials

5. Evaluation procedure

6. Curriculum implementation.

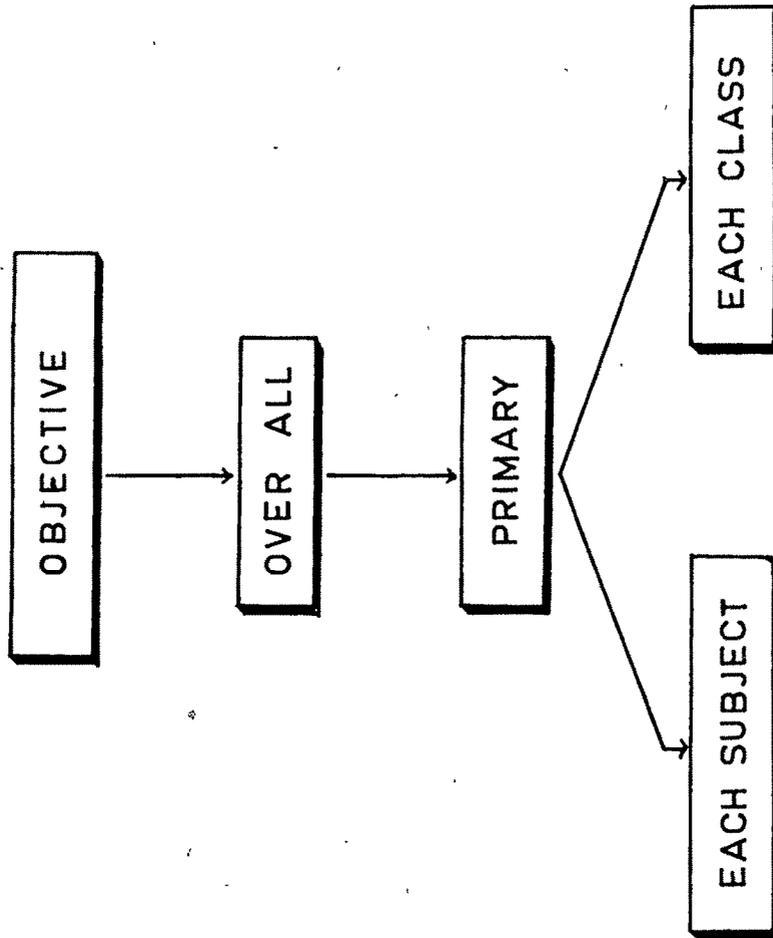
The four components that have been chosen for study in the present investigation can be presented diagrammatically as Diagram 2.

The four major components of curriculum specified in the above diagram are not independent from one another. In fact each of them has a continuous and dynamic interface with the other components. These components are discussed below in greater details.

(A) Objectives :

The clarification of objectives is a vital aspect in curriculum prescription. Curriculum is an operational document translating educational objectives into practice position. Again it is educational objectives to which curriculum is the means and these are objectives which satisfy certain criteria for education. These objectives again become the criteria by which content is selected and organised, materials are outlined and prepared, instructional procedures are developed,

Dig. 3.



and tests and examinations prepared. Taking into consideration the vital place of objectives in curriculum, the present study included the evaluation of the objectives of curriculum itself as one aspect of evaluation. It can be seen from the afore-presented diagram that the overall objective is interrelated with the other specific objectives of education. Thus, it is a very crucial task to analyse the specific objectives separately. Therefore, the objectives and the "analysis procedure" which have been considered in the present study are presented in Diagram 3.

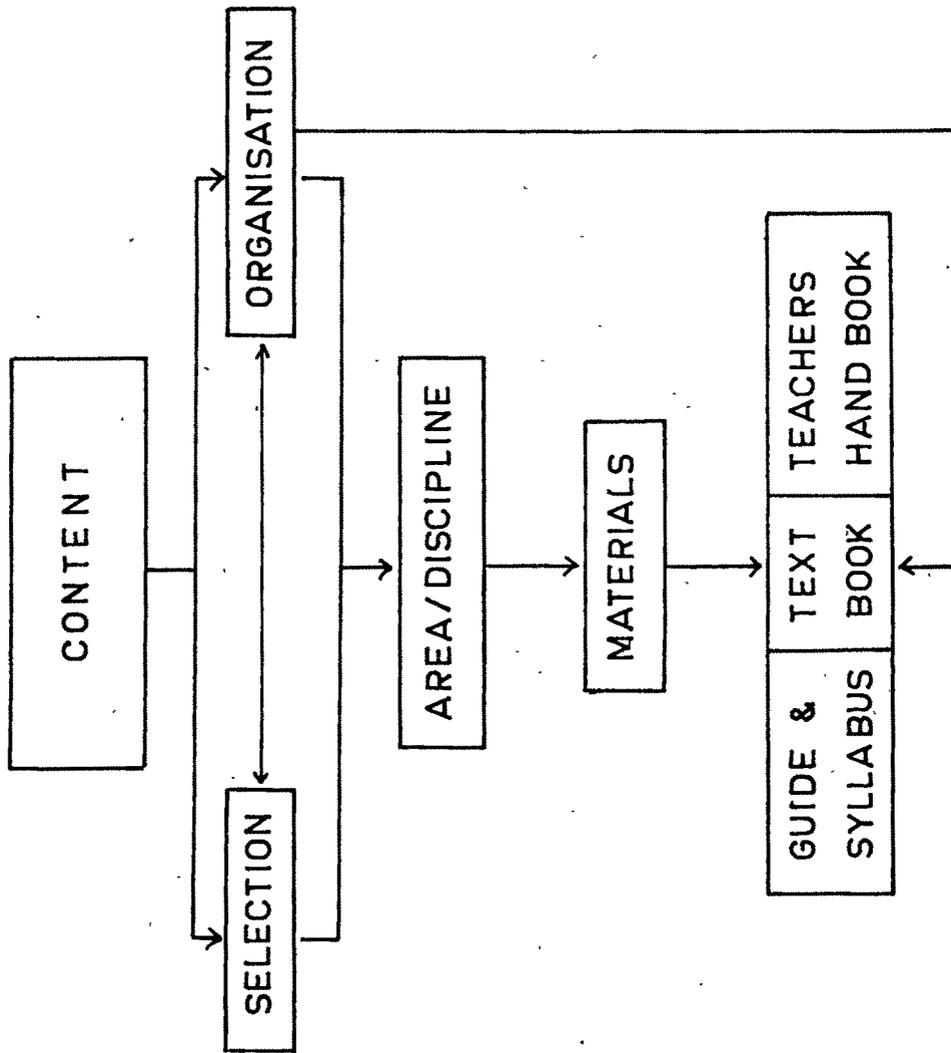
The diagram reveals that this study is concerned with the objectives of education in Bangladesh as a whole which can be translated into objectives for school stage, objectives for primary stage, subjectwise objective, objectives in each subject in each class. These objectives, obviously, are quite interconnected. It has been discussed in the section on evaluation parameters that evaluation can be carried out internally or externally. In the present study, the analysis of objectives is carried out by the investigator who is neither commissioned nor committed to uphold the validity of the objectives specified by the curriculum committee. In view of this, it has been considered appropriate to bring objectives also under evaluation within a broader context of the national ideals and international perspectives. The analysis of objectives has been done keeping in view the national aims of education as stated by the National Education

Commission in Bangladesh and the objectives of Primary Education suggested in the UNESCO documents. The objectives set by the National Council of Education Research and Training in India have also been considered as another set of criteria for comparative selection and analysis and evaluation.

(B) Organisation of Curricular Content and Materials :

The next logical step in curriculum evaluation is to go into the component of curricular content - selection of content and the organisation of content and materials which constitute the devices for achieving the objectives. It is evident that curriculum organisation is closely interlinked with the choice of the content, materials and its practice. It is through these devices that the general objectives are translated into specific and behavioural objectives. The organisation of the content is linked with the organisation of specific objectives. The organisation of content stems from the structure of the discipline and the ways of thinking the particular discipline embodies. It is also based on theories of knowledge which justify the integration of disciplines within the curriculum. This further guides the author of textbooks to plan lessons more directly for the realization of specific objectives. Thus, curricular content must be organised with a view to providing as well as appropriate adequate scope, sequence and integration for achieving the objectives. Therefore, the present study considers to curricular content and organisation as one of the components of evaluation with a view to examining

Fig. 4.



their adequacy and appropriateness. Further, it can be seen from the review of related literature that no study has considered curriculum organisation and content in an extensive view. They consider it in an intensive way and interpret differently. For instance, Pillai (1972) looked into it as the study of the syllabus, while Piter (1974) and Wacira (1973) considered only the curriculum guide. However, in fact, curricular content and organisation represent a formal design for achieving the objectives. It is usually in the form of a written document that emerges from a complex interactive process. It involves the organisation of discipline, subject matter, instructional aids and materials that can help to achieve the objectives of education. The specific aspects which have been chosen for study in the present investigation have been presented in Diagram 4.

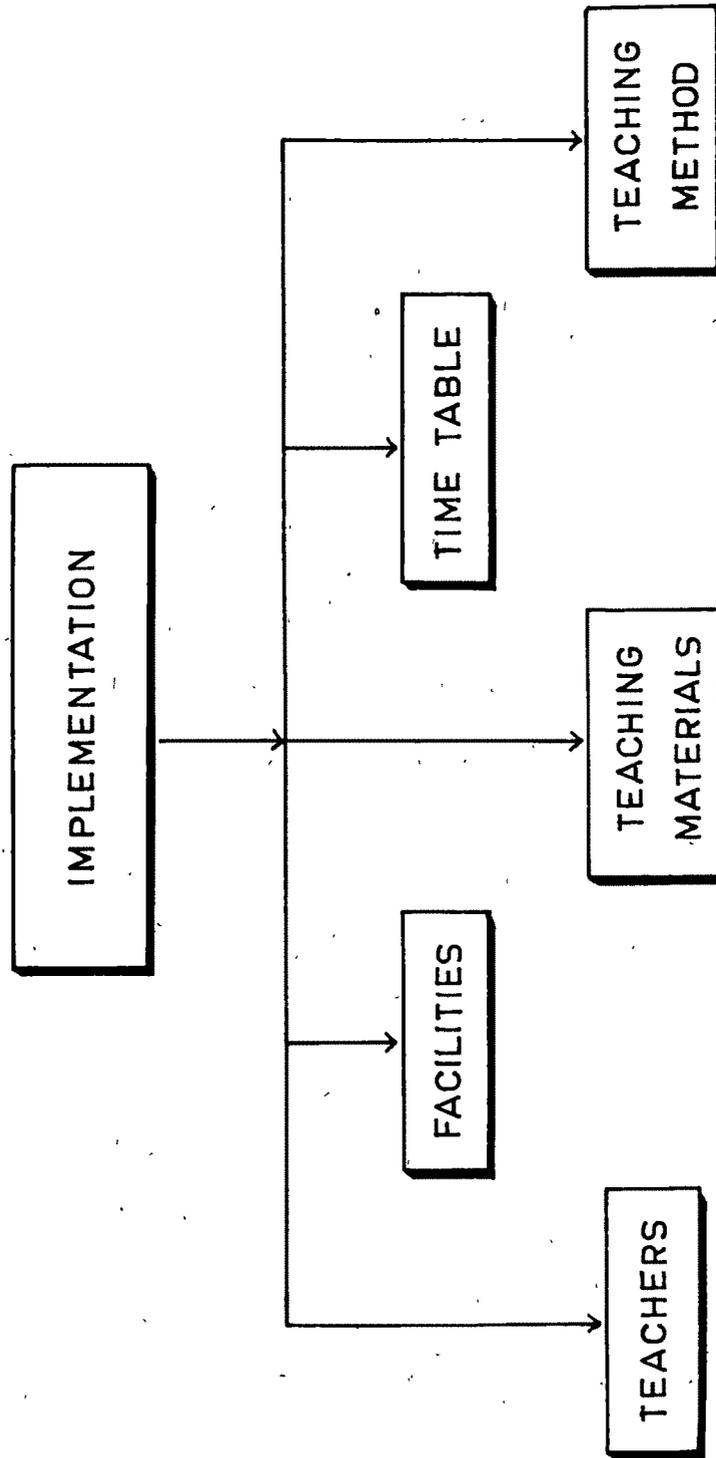
It can be seen that the present study considers curricular content and organisation as one of the main components and which has been translated in the curricular materials. It includes the organisation of various content areas along with objectives, subjectmatter, learning experiences, materials and aids for teaching and evaluation technique of each course of study etcetra. These materials again include the syllabus, textbooks, handbooks etc. The organisation of curricular content and materials can be examined from the point of view of set objectives or independently. In the present study, the organisation of curricular content and materials has been

evaluated with respect to the set objectives. This is because the curriculum in Bangladesh is centralised and all children and teachers have to follow the same content along with materials published by the Government of Bangladesh. Further, the contents have been selected and materials have been published with a view to achieving the set objectives. Thus, the present investigation will adopt the internal criteria set by the Bangladesh National Curriculum and Syllabus Committee for evaluating the content and materials. Along with it, teachers' and experts' opinion will also be procured.

(c) Curriculum Implementation :

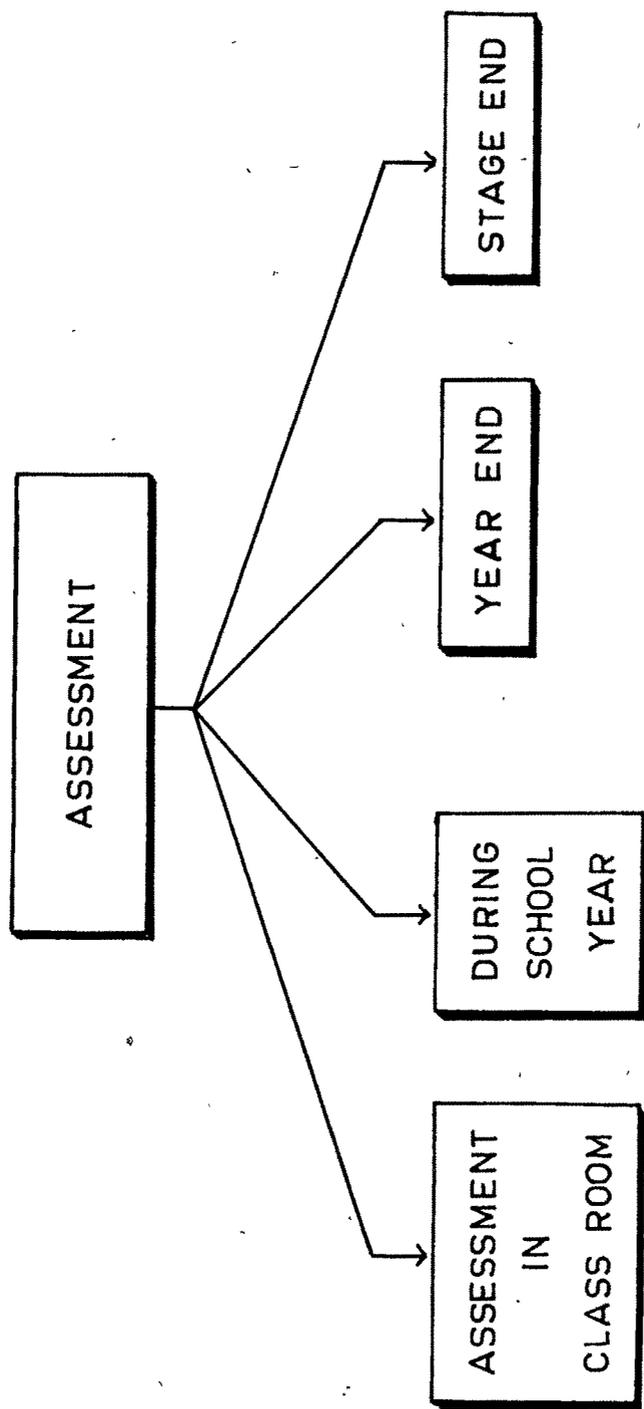
Curriculum implementation is another major component in any curriculum study. When a final decision is made to introduce new materials, methods and procedures in the schools, the role of research or of evaluation becomes even more important in maintaining the quality and effectiveness of curriculum which are not determined solely by the curriculum materials. They are in fact, largely, determined by the interaction among various factors such as, planning and preparation for implementation, how curriculum is used by teachers and students, and under what conditions it is used. Thus, proper implementation necessarily demands proper preparation of teachers and provision of necessary facilities. When a new curriculum is implemented, the general expectation is

Fig. 5



that its effectiveness will increase with passage of time. Teachers will gain experience and will get adjusted to the new content or teaching methods. Students may also become aware of what they are expected to learn from a new curriculum. Lewy (1977) differs with this view and points out that in some cases, however, a new curriculum that proved effective and feasible to implement in the earlier stages of tryout and field trial may turnout to have inadequate feasibility once it is implemented throughout the system. A seemingly successful innovation at one point of time may become less attractive to the students at another point in time. Hence, it is essential to investigate the conditions or the situations under which the curriculum is being implemented. The present study aims at surveying mainly the existing status and conditions under which the present curriculum for primary education is being implemented in the primary schools of Bangladesh. The aspects that have been chosen for study in the present investigation along with the procedure adopted for its evaluation have been presented in Diagram 5. As indicated in the diagram, the present study considers the facilities, teachers' qualifications and experience, teaching materials, teaching method and time table, as aspects to be evaluated. For evaluating the aforesaid aspects, school information schedule, questionnaire, interview schedule and problem checklist are being used as tools.

Fig. 6



(D) Assessment Procedure :

Assessment is regarded as the process of appraising pupils' achievement in different fields of educational experiences which include both scholastic and non-scholastic areas. The existence of certain pre-determined objectives of education is considered as a pre-requisite for the purpose of evaluation. It would be worthwhile to examine whether the procedure or technique adopted by the teachers or schools bears any meaning at all for measuring the expected outcome or the assessment made by the teachers can help the children in future learning or vocation. In view of the vital role of assessment procedure and techniques, the present study has considered it as a major component for investigation. It is also a fact that the evaluation of a curriculum is not complete until the assessment procedure itself is evaluated. The assessment stages which have been included in this study are presented along with the procedure adopted for evaluation in Diagram 6. It can be seen that assessment is concerned with the techniques adopted by the teacher during the school year, techniques which include internal, formal, informal, continuous types of assessment among others. It is also concerned with the assessment made at the end of the school year and at the end of the school stage. Thus, the whole assessment is interconnected and forms an integral part of the day-to-day instruction both for appraisal and diagnosis. For evaluating the assessment procedure the criteria set by

the curriculum committee are adopted and data are obtained through information schedule, questionnaire and interview. In addition to this, the question papers set in the end of the school stage examination are also being analysed and assessed.

## 7. CONCLUSION

Any conceptual model or framework of evaluation includes in it certain assumptions, stated implicitly regarding the nature of curriculum itself, its content, organisation, implementation and so on. Thus, it may appear that adoption of a predetermined model would bias the investigator in drawing inferences about any particular curriculum in practice. It is, therefore, necessary to caution oneself that a conceptual model is only a device that guides the investigator in his choice of the various aspects of curriculum to be brought under scrutiny and the procedures to be employed in that regard. One may not fully agree with Gordon (1967) when he declares that the function of the evaluator is not to judge the curriculum and take sides in arguments about its worth but to reveal internal inconsistencies of the curriculum. However, it is needless to say that the purpose of evaluation is to effect improvement in practice rather than rigid application of any model and defending the concepts implicitly specified by the model. After all, the improvement of practice rests on objective diagnosis based on independent judgement,

but a well founded one, with regard to the context within which the curriculum is in operation. Accordingly, the present study has employed an approach which will adopt external as well as internal criteria for analysing and examining the primary education curriculum in Bangladesh. It is expected that the feedback which will accrue from the evaluation done with the help of internal criteria coupled with the findings of evaluation with respect to external criteria would form the bases for a meaningful reformation of the existing curriculum.

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