

EW

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



ANALYSIS OF THE DEVELOPMENT PROCESS
OF THE BAHIR DAR TEACHERS' COLLEGE
PEDAGOGICAL SYLLABUS



NIGUSSIE KASSAHUN

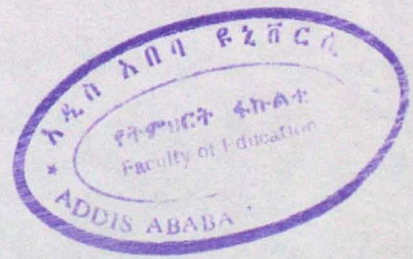
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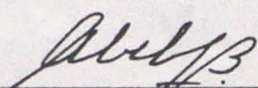
**A Thesis Submitted to the School of Graduate
Studies of the Addis Ababa University in
Partial Fulfillment of the Requirement
For the Degree Master of Arts
In Education**



BY
Nigussie Kassahun
Addis Ababa
June, 1991

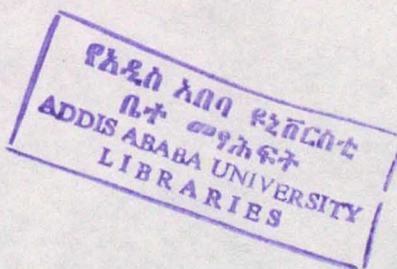
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of the Bahir Dar Teachers' College
Pedagogical Syllabus

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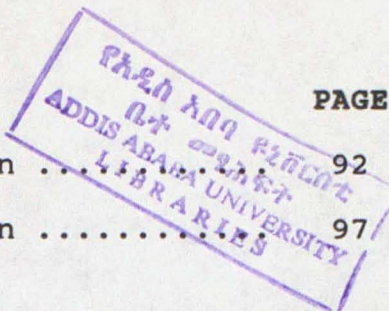
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ABSTRACT

The purpose of this study was to analyze the development process of the Bahir Dar Teachers' College Pedagogical syllabus with the intention of determining its effectiveness.

A model was identified and relevant literature was reviewed to have an understanding of the principles and criteria employed in the process of syllabus development in light of the identified model. An attempt was made to see the fit between the model and what has been practiced in the development of the program.

To this end different methods of data gathering tools such as questionnaire, interview and document analysis were used to get the necessary information. The data obtained through the different tools and document analysis was interpreted and analyzed.

The findings indicate that the syllabus for the pedagogy program was first developed in 1973-74 and was revised in 1977-78. The first syllabus was found to have been developed following a systematic procedure guided by a theoretical framework. In the process attempts were made to follow the objectives model to some extent. Needs were assessed and objectives were determined on the basis of the information obtained. Content selection and evaluation were also points of concern in the development of the syllabus. However, there were certain limitations and these were attributed to shortage of time caused by the urgency of the task.

The second revised program appeared after the "Edget Behiberet Zemecha". The development of the revised program was found out to be lacking any theoretical framework used as a guideline due to lack of clearly set educational aim. This was so because the direction of the Ethiopian Revolution by then was not known to any one so as to formulate a clearly defined national aims of education. Though the syllabus development process of the college was influenced by factors which hindered it not to follow any systematic procedure at its initial it has remained without being revised since then.

After analysing the findings it was concluded that the syllabus development practice fails to fit the objectives model and is found to be ineffective.

Based on the findings, which includes the views of the graduates of the program, it is recommended that the program needs to be revised in such a way that defects could be rectified.

CHAPTER I

1. THE PROBLEM AND DEFINITION OF TERMS USED

Introduction

1.1 The question of the professionalism of teaching has been laid to rest years ago since teaching has been found to meet the characteristics and criteria of professionalism. Being as such, teaching has become one of the fundamental aspects in any educational system that has demanded special training and preparation. Unless this demand for special training and preparation of teachers is met, it will remain unimaginable to get competent and qualified professionals that are required to work in the economic and social spheres.

Like all other professions teacher education and training has passed through stages of its own development. The question of what should compose the training program, how the recruitment and selection be carried out, the type and level of training establishments, the contents and methods of training have remained subjects of debate and discussion between and among scholars in and outside the field.

On the other hand, depending on the findings of different studies, recommendations and personal experiences, many scholars have attempted to raise the quality of education. These attempts seem to be based on the belief that in the absence of teachers with adequate academic and professional competence there will be no quality education. Above all, the attempt for success has called for planning in education. Accordingly, there is an increased interest in designing and developing the curriculum, because curriculum is the central focus of any educational process, for it is regarded as "the vehicle of education". To keep the vehicle in gear there is a need to develop the educational program following procedures that are founded on theoretical and philosophical bases. Thus, systematic approach to the development of teacher education has been advocated by many scholars. Some of the views and suggestions are reflected in this study with the intention of showing the importance of planning.

1.2 Background

One of the programs of the Bahir Dar Teachers' College (BDTC), formerly known as the Academy of Pedagogy of Bahir Dar (APBD), is to train elementary school teacher educators. This is a degree program where trainees study pedagogy as their major, and

minor either in Amharic or English or Maths or Geography. After studying for four years and upon successful completion of the program the trainees are graduated with a B.Ed. degree which qualifies them to teach in the Teacher Training instituties (TTIs). In the TTIs the graduates are assigned to teach either in their major or minor areas.

1.3 The Problem

Since 1973, when the present Bahir Dar Teachers' College program has been launched, there has been no significant and thorough study made to evaluate the effectiveness of the program except for two reports made by a team of three Ethiopians in 1977, and by another group of UNESCO experts in the same year. Both groups concluded in their reports that the program fails short of what it is intended for (Lakew and Others, 1977 ; UNESCO, 1977). Though the reports of the two teams have attempted to assess the different aspects of the program, they have not included in their assessment the development process of the program which is a major factor in determining its effectiveness. Except these two reports, nothing is exactly known about the program from then on. Above all, these days, it has become a common thing to hear complaints from teachers who are assigned to teach pedagogics and psychology in the TTIs that they face problems in teaching the

courses.

One of the causes of the problem often told is that there is lack of relevance between the contents of the courses offered in the College and those offered in the TTIs. This, then, indicates that there is a need to find out whether the problem has something to do with the program of the College. Hence, it seems timely to undertake a carefully treated systematic analysis of the program.

In addition to this, despite the fact that continuous evaluation of a program is a necessity to get feedbacks, to appraise the program, this researcher could not come across any study conducted to assess the effectiveness of the program neither by the employer of the trainees, that is the Ministry of Education, nor by the College itself. As a result, there is no substantial evidence to deny or justify what the teachers say. In due regard, the follow up study of the graduates is deemed necessary to ascertain measure of effectiveness of the program.

1.3 Statement of the Problem

The purpose of this study is two fold. One is to analyze the actual development process of the Bahir Dar Teachers' College pedagogy syllabus in light of the objectives model, and the other is to analyze

the views of the graduates of the college teaching in the TTIs. The intention is to determine the effectiveness of the development process of the program through which its effectiveness in preparing elementary school teacher educators could also be determined.

In light of the above stated facts it can be hypothesized that the program of the College has failed short of its primary intention due to its failure to employ a systematic procedure in developing the program. This may be identified by attempting to answer the following basic questions:

- . What theoretical framework guides the process of syllabus development of the College?
- . What are the sources of information from which objectives are derived?
- . How are the objectives stated?
- . What principles are followed in selecting contents?
- . How are the contents organized?
- . By what means is the program evaluated?
- . How do the graduates of the college, teaching in the TTIs, view the program?

1.5 Importance of the Study

The design and development of an intended curricula has remained a matter of debate since it is influenced by a multitude of factors: ideological,

technical, epistemological, psychological, to name but some. Similarly, the theoretical adequacy of design model has also remained a matter of debate on the issue of curriculum development.

Depending on the value one attaches to what is to be taught in schools and how it is to be taught, and with what ends in view, educators hold different positions and there appeared various views which led to the development of different curriculum theories and models of design.

Despite the presence of all these influential factors, curricula are being developed on a large scale and are being implemented. Hence, knowledge about curriculum development is extensive and quite useful in tackling these fundamental issues inherent in designing and developing an educational program. This is so because curriculum design and development requires specifying objectives, determining level of knowledge, capability and modes of behavior to be acquired by the learners, and such tasks demand knowledge of expertise on the part of the developers.

As noted by Short (1987, p.3) if there is lack of substantial knowledge about the process of curriculum design and development on the part of the developers, it is likely that the selection of

contents, its organization, appropriateness, depth, and coverage are decided arbitrarily. This kind of approach does not allow curriculum developers to conduct needs assessment and follow up studies so that the quality of the program, its appropriateness, feasibility and relevance are maintained. Apparently, such practices will lead to failure of the program, and the intended end will not be achieved as desired.

To the effect of avoiding such failures educators strongly recommend the use of guidelines and attempt to develop models that are to be used in developing a curriculum systematically. It is such tendencies that led to the development of Tyler's objectives model, Stenhouse's process model, and Lawton's situational model, which Taylor (1986, p.57) regards as the three principal models.

As a result of these tendencies, the need for the application of systematic procedures in curriculum development has got prominence in the contemporary literature. Martin, Saif and Thiel (1986-87, p.48) have found out that teachers recognize the importance of systematic curriculum development as opposed to the rapid whole sale adaption of prepared curriculum. Moreover, research findings have hinted that there is a positive relationship between the effectiveness of a program and its systematic

development. For instance, Oliva (1988, p.160) states that using a model in such an activity as curriculum development can result in greater efficiency and productivity.

However, whenever there is difference between what is intended and what is realized it is the implementation factor and the many more related issues that are mostly relied and studied and the no less essential factor of systematic development process of the curriculum is given less attention. In any educational institution the curriculum is the central issue toward which all the activities undertaken in the institute are geared in an attempt to realize the desired intent. Hence, understanding the issue involved in activities concerned with curriculum development becomes a crucial area of study.

In our case today, the call for excellence in education has become an issue that is at the forefront. The impetus for this call comes from widespread public discontent over the quality of education. Systematic efforts should be made to ensure that there will be a higher quality of teaching in schools. Among the efforts the one that demands attention is regarding ways in which teachers are educated. Accordingly, investigating into the teacher education program of the BDTC

becomes an indispensable task since it is the graduates of this program that train elementary school teachers who are assigned to teach throughout the country. As such, the strength or weakness of the program has a nation wide effect.

Thus, the main concern of this study is not only to analyze the development process of the pedagogy syllabus of the College but also to provide policy makers and syllabus developers of the College with information that might help them clarify their own values and beliefs about what systematic procedures of program development entails and how it can best be fostered. At the same time the study is expected to contribute to the improvement of the College's program and through it to that of the TTIs and the elementary schools.

1.6 Delimitations and Limitations of the Study

The main issue of this study is analyzing the development process of the pedagogical syllabus of the Bahir Dar Teachers' College in an attempt to determine its effectiveness. Had the execution and evaluation components been included in the study, the determination of the program's effectiveness could have been more comprehensive and complete. However, due to shortage of time, the study is limited only to the planning aspect. Moreover, among the programs of the BDTC, which are: the

program for the training of adult educators; the program for the training of elementary school teacher educators; and the program for the training of junior high school science teachers, the dimension of this study circumscribes only the program for the training of teacher educators. Furthermore, though teacher education program includes, among other things, subject matter and professional studies, this study has focused only on the development of the professional courses for practical reasons.

A follow up study of the graduates is undertaken with the assumption that the extent to which the behaviors have been achieved is accepted as a measure of the effectiveness of the program, and this process of ascertaining measure of effectiveness has come to be the accepted process for evaluating the program. Hence in determining program effects the writer relies on data that reflect the graduates perceptions or opinions of program impact. Furthermore, the historical background of the College is included in the study in order to give the right picture of the development of the program.

1.7 Definition of Terms

Effectiveness: is defined as producing the intended or expected result. In this case the degree of

enabling the trainees to accomplish their tasks in teaching without difficulties.

Pedagogy Syllabus: courses offered to students enrolled into the four year degree program of the BDTIC to be trained as elementary school teacher educators.

Teacher Training Institute: is an institute where students after completing grade twelve are enrolled for one year to be trained as elementary school teachers.

Objectives Model : is a model for syllabus development proposed by Professor Ralph W. Tyler and his collaborators. Other namings of the model are: Tyler's Rationale; Behavioral Model and Ends-Means Model.

Syllabus: in the context of this study, is a plan for a course of study.

A Program: is defined as a set of planned interrelated activities designed to achieve a specific goal(s) and which requires time and other resources for implementation.

Syllabus Development Process: is defined as the process of assessing needs and developing goals; delineating and selecting alternative means to goal attainment, implementing and monitoring the best

solution strategy; and comparing intended with actual goal achievement.

Elementary School: is the first level of formal schooling that has 6 grade levels - grades 1-6.

Junior High School: is the second level of formal schooling that has grades 7 and 8.

Senior High School: is a school that has grades 9 to 12.

Aims, Goals, Purposes and Objectives: though these words have different contextual meanings, in this study they are considered to mean the same thing. They refer to very general and long term outcomes of the educational process except when specified where objectives are much more specific and narrower.

"Edget Behiberet Zemecha": a campaign waged to introduce the aims of the Ethiopian Revolution to the rural population.

1.8 Organization of the Study

The study has five chapters, chapter one deals with the introductory part which includes statement of the problem, importance of the study delimitation and limitation of the study, definition of terms used, methods of the study and organization of the study.

Chapter two treats a review of the related

literature. Chapter three presents a brief account of the practice of syllabus development of the pedagogy program of the Bahir Dar Teachers' College.

Chapter four has the finding and discussion aspect of the study, and chapter five has the conclusion and recommendation aspects.

1.9 Method of Procedure and Sources of Information

This is a case study which can be categorized under descriptive type of research. The study attempted to analyze the practice of syllabus development process of the Bahir Dar Teachers' College pedagogy program with the intention of examining its agreement with the objectives model. In addition, it attempted to analyze the views of the graduates of the program to see how far the program has helped them in preparing them as trainers of elementary school teachers. To accomplish this task satisfactorily the study employed different methods of approach in collecting and analyzing the data. The rationale of using the various methods is clear because depending on a single method was not thought to be enough to elicit the necessary information.

1.9.1 Data Sources

Data sources are all available and accessible resources both personnel and material. Resourceful personnel such as those people

who are involved in the development of the program, and teachers teaching in the TTIs after graduating from the College were involved. Other than this, available documents (syllabi) were critically examined. The analysis of the syllabus - its form, style and structure - was thought to reflect the underlying principles employed in planning.

1.9.2 Data Gathering Tools and Sampling Techniques Used

To collect the required information different data gathering tools were used. Interview questions having 15 items were developed considering basic principles that are thought to be indispensable when developing a program following the objectives model. These questions were thought necessary to have an elaborated information on the process of development of pedagogy syllabus. Some of the questions are similar to those raised in the assessment of the syllabus. This is deliberately done to cross check whether what is in the syllabus is similar to what is said to have been done. To this end, the questions focused on matters related to the development practice of the program.

Authorities and people involved in the development of the syllabus were interviewed.

Purposive sampling technique was employed since the number of the subject was limited. To this effect, the chairman of the curriculum committee; Head of the department of pedagogy, who is a member of the curriculum committee; the Dean, who is the chair person of the Academic Commission; and 5 instructors who worked as members of the curriculum committee were interviewed.

To examine the presence or absence of criteria that need to be satisfied and contained in a syllabus to put it in a position to serve as a guide in the development of courses, a questionnaire of 15 items was developed after thoroughly reading the works of advocates of the model such as that of Tyler's (1949), Taba's (1962), Tanner and Tanner's (1980), Saylor, Alexander and Lewis (1981), Posner and Rudnitsky's (1988) etc. Each item has two alternatives, namely, "Yes" and "No". "Yes" is coded 1, and "No" 0. The number one indicates the presence of the criteria and the zero its absence. Then the syllabus was checked against the set criteria by the researcher with the

intention of checking the satisfaction of the criteria. To make the checking more reliable the syllabus was checked by another professional. The reliability of the codings of the researcher and that of the professional were calculated using Cronbach's Alfa reliability Coeficient formula (for details of the calculation see Appendix C). The two codings were found to be reliable at 0.77.

A structured type of questionnaire was developed by adapting questions set by Friedman et.al. (1980), to make it serve the purpose. In order to establish face validity, the adapted questionnaire was given to five post graduate students in the Department of Curriculum and Instruction. The purpose was to check the clarity of languages, the format of questionnaire, and to verify understanding of the intent of each statement in the questionnaire. All statements that were singled out by the participants as open to question were then edited and revised. The statements were then compiled into the 18 questionnaire items.

The Questionnaire has three parts. Part 1 asks for background information about the



respondents. Part 2 asks the respondents to indicate the degree of agreement or disagreement on statements about the objectives and content components of the program. This part has seven items that were to be rated on a four point rating scale ranging from 1-4, where 4 indicates strong agreement and 1 strong disagreement. A neutral point was deliberately avoided to minimize response style subscribing to Nunnally's (1981, p. 596) suggestion. Part 3 is designed to assess graduates' opinion toward the program and asks them to give their suggestions for its improvement. Then, the questionnaire was administered to teachers teaching in three TTIs, namely, Harar, Debre Birhan and Jimma, and was collected.

According to the information obtained from the Department of Teacher Education of the Ministry of Education, there are 11 TTIs where 133 of the graduates of the Bahir Dar Teachers' College are teaching. A non probability sampling technique was employed to identify the three TTIs and the sample population. The three TTIs were selected on the basis of ensuring maximum contrast

across settings and on their being old TTIs that have both old and fresh graduates. This is expected to enable gather rich descriptions of experiences that could help for identifying the dominant trends. No attempt is made to secure a representative sample of subjects from the population, rather, teachers teaching in the three TTIs after graduating from the Bahir Dar Teachers' College were taken as subjects. Since the population was found to be homogeneous, i.e., on the basis of the subjects being graduated from the same training College and teaching in the TTIs that have similar curriculum, a small number of sample was thought to be enough to serve the purpose. Of the 31 graduates assigned in the three TTIs 28 of them are engaged in teaching. Of these 24 of them (85.7%) have responded to the questions and the remaining 4(14.3%) have not responded for various reasons.

1.9.3 Procedure of Interpretation of Data

The responses to the interview questions are treated with the findings arrived at by analyzing the syllabus. For the sake of convenience the questions are grouped into the four steps that come one after the other

when following the objectives model, and the discussion doesn't refer to each item individually. Instead, what it does is treating issues related to objectives in one group, those related to content selection in another group and the same procedure followed throughout. Because quantification of the responses was difficult they were paraphrased.

Responses obtained from part I of the questionnaire, that is, responses related to background information of the respondents, were tallied and inverted into percentages. From this, what the minor areas of the respondents are, what subjects they teach, and their years of experiences were learned.

The seven items in part II, which were designed to assess the respondents opinion toward the objectives of the program and its content components are treated as follows. First the average for the strongly agree was compared with that of the strongly disagree. Then the aggregate result for strongly agree and agree were compared with the aggregate results for disagree and strongly disagree. Using the result as a base the opinion of the respondents toward the program was

determined.

Since items in part III ask the respondents to suggest means of improving the program besides giving their opinions about the program, the responses are treated according to the following procedure: In case of items with a "Yes " or "No" alternatives, and alternatives "is accepted as it is," and "needs revision", first, the number of responses for each alternative is counted; then it is converted to percents and analyzed. Furthermore, the suggestions forwarded for revision are treated in relation to the items the suggestions refer to. Thus, the suggestions of item 10 are treated with item 9, that of item 12 with item 11 , that of item 14 with item 13 and that of item 16 with item 15. Suggestions forwarded with regard to item 17 and 18 are treated separately. Here, the most pertinent suggestions that focus on the development of the program were closely examined and treated.

1.9.4 Model Used to Analyze Syllabus Development Process

Among the many models developed to facilitate

the process of curriculum development, the objectives model which is based on the social efficiency theory, is employed in this study to examine the systematic development of the program under study. The model has four major components as indicated by Tyler (1949). These are:

- . Determination of educational objectives
- . Selection of learning experiences
- . Organization of learning experiences and
- . Evaluation of learning experiences.

These components are interrelated and diagrammatically seen the model looks like the following:

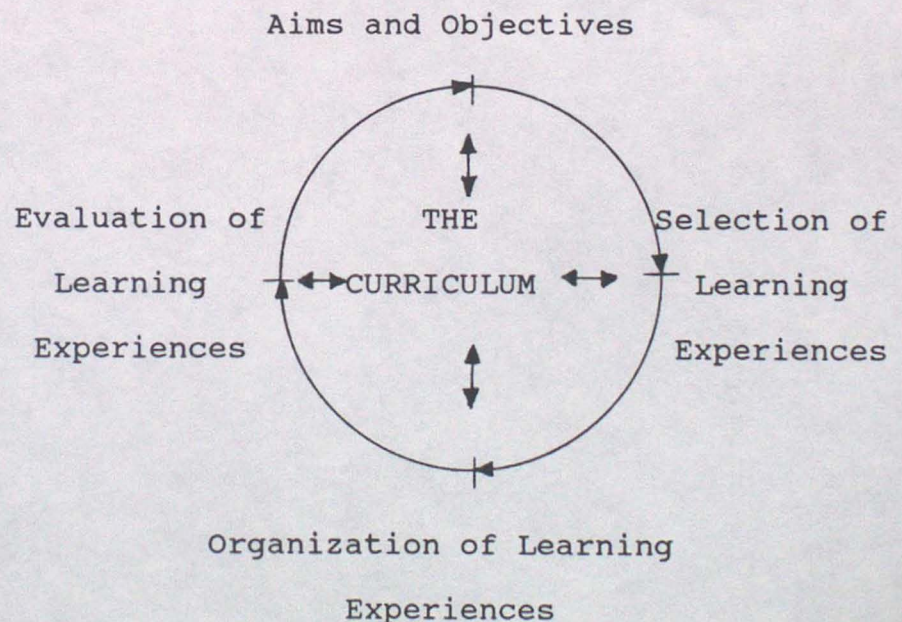


Figure 1: The Objectives Model

The four stage model is cyclic in that evaluation feeds back to objectives which is the starting point where reform and revisions can be made. As such, the model views curriculum planning as a continuous process.

Above all, proponents of the model advocate conducting needs assessment as the primary task upon the result of which the objectives are determined by selecting from among the values those that are held at higher level. To this end they advocate the assessment of the need of the society, that of the learner and the subject matter as sources of information that is to be used as a base to make curriculum decisions. Hence, for the purpose of this study the four major components are elaborated to include the following five steps:

- . Conducting needs assessment
- . Determining educational objectives
- . Selecting learning experiences
- . Organizing learning experiences, and
- . Evaluating attainment of objectives

After the model is identified and modified in such a way to encompass the necessary steps and elements, the fit between the program development process of the College and the

model is examined. Although the model is a general syllabus development mechanism, its use is illustrated in the context of the development of teacher education program.

1.9.5 Rational for the Choice of the Objectives Model

Among the many models developed to enhance the curriculum development process, the objectives model which is based on the Social Efficiency Theory is chosen to be used as a framework in analyzing the development process of pedagogy syllabus of the BDTC. This model is chosen among the other models for the many advantages its application is thought to bring about.

According to this theoretical framework the school is regarded as a purposive institution and education as an intentional activity, which requires conscious planning of its activities based on certain principles. Moreover, the model advocates the use of scientific approach in that it systematically analyzes the needs of the society and that of the learner and studies accumulated and contemporary knowledge to formulate purposes. In order to select from the many objectives that would be inferred from such information

the model recommends certain criteria: congruency, comprehensiveness, consistency, attainability, and feasibility and these criteria make sense philosophically and pedagogically. Generally speaking the model is one of the best rational models for answering questions about formulating educational purposes, selecting and organizing educational experiences, and determining the extent to which purposes are being attained. It follows certain procedures where the coming and sequencing of the components follow one another. As such the model has made curriculum development and evaluation a scientific activity.

As guides to instructional planning educational objectives are then stated in a form that make clear the content that the learner must use, the domain or situation in which the knowledge is to apply, and the kind of behavior to be exhibited by the learner.

Furthermore, this model is chosen for the fact that it is based on the social efficiency theory. This theory attempts to gear all educational efforts toward the satisfaction of the needs of the society. Being so, it has an important implication in

the Ethiopian context. This is a developing society which needs education as a means to emancipate itself from underdevelopment, ignorance and cultural backwardness. Such underdeveloped society cannot afford to provide for the Child Centered Theory which is concerned mainly about the provision of education to the satisfaction of the needs of the learner paying less attention to the needs of the society and knowledge. Nor can it afford for the Scholars Academy Theory which stresses more on the transmission of cultural heritage and the advancement of knowledge giving less emphasis to the needs of the society and the learner. In such society giving priority to the needs of the society is justifiable.

Moreover, though the theory emphasizes on the primacy of the needs of the society it does not deny recognition to the two elements the need of the learner and the need for the subject matter. The need of the learner is considered with the understanding that unless this is done the learner will be forced to apply the principles of selective exposure and selective retention, in which case the outcome will not be as desired. Funded as

well as contemporary knowledge is considered understanding that this helps to transmit to the present what was good and important in the past and to advance knowledge since society is dynamic. Hence, the model is comprehensive and all embracing without the negligence of one in favour of the other. Other than these, since the behavioral objectives model emphasizes on product evaluation, its objective measurement of prespecified goals has brought about the question of teacher accountability. This helps to develop efficiency within the available means. Since curriculum development is concerned with what ought to be taught, how it is taught and with what ends in view, it inevitably is a focus for value conflicts as a result of which there are various views held about its development. Consequently, while many believe that the objectives model is a useful one-Tyler (1949), Taba (1962), Krathwohl (1965), Bloom (1956), Mager (1962), Kibler (1970), Popham (1969), etc., this position is not universally accepted. Scholars such as Atkin (1970), Eisner (1967), Macdonald, Walfron (1970) Kliebard (1970), Broudy (1970), Stenhouse (1970), have voiced serious reservation about the extensive use of behavioral objectives in instruction, evaluation and curriculum development. A majority of the objections involve what critics perceive as a lock-step instructional setting and concomitant lack of provision

for dealing with spontaneity and creativity and attending to the trivial.

But all advocates of the model do not subscribe to the specificity of objectives. Prominent figures such as Tyler (1949), Bloom (1956), and Krathwohl (1965) favour more general statements at moderate level of specification. Moreover, Tyler, as advancer of the model, is of the opinion that the model should provide for and accept unexpected outcomes. As such, objectives are not indicators of the limit but are indicators of the minimum requirements.

In spite of these criticisms, however, even two of the foremost critics of the model did not deny its importance though to a limited extent. Eisner (1979) argues that two broad types of objectives - instructional and expressive can usefully be employed in curriculum design. Stenhouse (1970) argues that the objectives model is appropriate for both training and instruction but breaks down when it comes to inducting pupils into knowledge. This indicates how important and useful the model is to be accepted even by its opponents.

Nevertheless, despite Popham's (1968) attempt

to defend the objectives model against most of the criticisms, there is a possibility of mechanical approach to instruction. However, the advantages inherent in the use of the objectives model outweigh the disadvantages when compared to the other models which focus on one aspect only disregarding the others. Hence its application in this study to be used as a frame of reference.

CHAPTER II

2. REVIEW OF RELATED LITERATURE

In this chapter an attempt is made to discuss notions on the definition of curriculum, some tasks related to the planning and development of a program for teacher education, and notions of program development following the objectives model. Each of the components of the model is treated in detail to show the procedures and patterns followed as well as the principles and assumptions that govern the procedures. Hence, the process of needs assessment, formulation and statement of objectives, selection of contents and learning experiences, how these are organized and how their attainment is assessed is given due attention.

2.1 Definition of Curriculum

Before going much further in discussing curriculum planning it seems in order to discuss the definition of curriculum for "a persistent need in any field of study is precision in meaning of its basic terminology" (Belack, 1969, p.289). The question "what is the curriculum"? is not one that has led scholars to a single satisfactory answer. There has

been a plethora of definitions proposed by scholars. Without going into the many different definitions, it may be worthwhile to point out some of the basic differences in the way curriculum has been viewed.

Taylor and Richards (1986, p.3), reviewing the literature on curriculum theory observed that there is an assumption that the terms " curriculum " and "the content of education" mean one and the same thing. This, according to the authors, is an accepted assumption if by the "content of education" is meant " the course of study to be followed " in becoming educated. Furthermore, the authors observe that the phrase "course of study to be followed" being frequently translated into "the subjects to be studied" or " the educational experience to be provided" or " the subject matter to be covered." Thus, they argue that in making use of these definitions none is preferable to another, but what matters is the context to which reference is being made. For example, the nursery school does not provide subjects but it does provide educational experiences. Subjects are offered in the secondary school and courses at tertiary level. Hence, the preference of the definitions " the educational experience to be provided" for curriculum at nursery level, "subjects to be studied" at secondary level, and " courses of study to be

followed" at tertiary level (Taylor and Richards, Ibid.)

From this discussion it is possible to see that the term curriculum is given many but related definitions by different scholars. Although the arguments seem to have their own justifiable reasons, the definitions are deficient in that they see the curriculum too narrowly restricting it to the content or learning experiences offered at the different levels.

Some educators, on the other hand, view the curriculum not merely to be courses of study or subjects to be studied, but all the activities that are performed within the school. Definitions in this category include broad concepts of curriculum. One example is Vernon Anderson's definition which regards curriculum as, "the whole of interacting forces of the total environment" (Anderson, Quoted in Giroux and et,al, 1981, p.13). Another example is Ronald C.Doll's definition, "the formal and informal content and process by which learners gain knowledge and under-standing, develop skills, and alter attitudes, appreciations, and values under the auspices of that school" (Doll, 1986, p.8). Such type of definitions again create confusion for they equate the curriculum with schooling or education failing to make distinction between what is learned

in school and what is learned in life.

Still others define curriculum based on the view they have for the function of the school, the conception they have for knowledge and on how it is acquired. For instance, Franklin Bobbitt defines curriculum as " a series of experiences which children and youth must have by way of attaining ... objectives" (Bobbitt, Quoted in Giroux and et.al.,op.cit.). Johnson (1967) defines curriculum as " a structured series of intended learning outcomes" (Johnson, Quated in Giroux and et.al.,Ibid.) According to Beauchamp " a curriculum is a written plan depicting the scope and arrangement of the projected educational program for a school " (1982, p.25). In these definitions we observe that Bobbitt emphasizes on the attainment of required experiences that prepare the child for activities that ought to make up a well rounded adult life. Johnson is more concerned about the structure of knowledge and Beauchamp on planning and systematic arrangement of the educational program.

Such differences in definition seem to originate from the different views the scholars have about the purpose of education and nature of man, society and knowledge. As a result there is lack of substantive agreement among curriculum scholars about meanings to be associated with curriculum.

Whatever the causes and sources of the differences are, lack of common terminology or precision of definition has caused difficulty in understanding the concept of curriculum, and has made the search for one single definition of curriculum a futile quest. Moreover, the differences in definition of curriculum, as noted by Macdonald (1975), have brought about a lack of clearly identified subject upon which a theory is to be developed, and became a cause for curriculum theories to "have varied on one pole from essentially epistemological statements to the other pole of statements of a philosophy of living" (In Pinar, 1975, p.5). Having the same view, Beauchamp states, "the differences in definition have become a problem which have had a debilitating effect upon communication about curriculum in general and theory building in particular" (Beauchamp, 1982, p.24).

As a result Tanner and Tanner (1980, p.96) noted that "throughout the twentieth century, education opinion and practice have been sharply divided as to whether the dominant source and influence for curriculum development should be the body of organized scholarship, the learner, or society".

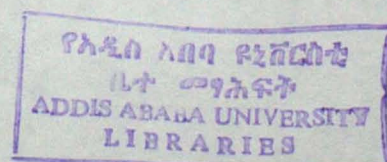
Despite the problem the different definitions of curriculum have caused not to enable scholars to have a common ground for theory building and

designing models, each definition has its own justifiable reason and a purpose to serve. Therefore, it would be unfair to denounce one definition in favour of another. However, for the sake of common understanding, there is a need to set a common definition that will enhance healthy discussion among curriculum scholars.

For the purpose of discussion in this study the definition provided by Tyler is taken as a working definition. Tyler defines curriculum as " the plan for an educational program " (In Giroux and et.al. 1981, p.18). This definition considers education as a purposive activity that is to be carried out following certain procedures and in an organized manner. To follow the procedures, there is a need for planning, and to organize the activities, the need for programming. The activities that are to be carried out in the process of planning the educational program will be discussed in the following section as it applies in program development in teacher education in light of the objectives model.

2.2 The Processes of Program Development in Teacher Education Following the Objectives Model

Among the many other equally important aspects of the teachers' job one is planning. Planning a course of study for students is regarded as the



central aspect of the whole of the educational process. About how this planning is done is the concern of this study in which case the principles and criteria that need to be accounted in developing the plan following the objectives model are considered.

2.2.1 The Quest for Planning

Having defined curriculum as " a plan for an educational program ", it follows then that planning becomes a necessity in any educational institution. The necessity for planning in education is stressed by Saylor and Alexander when they stated:

Excellence in the program of any social institution reflects the quality of program planning. Education is no exception. The quality of individual school programs varies quite directly with the quality of program planning ... the programs of individual classrooms and the individual students usually mirror distinctly the nature and extent of planning of these by the teacher and students. Good plans may not guarantee good programs, but programs are rarely if ever good by accident (1966, p.3).

Having similar view, Ehrenberg writes:

This is not to suggest that we think valuable learning cannot and does not occur as a result of unplanned experiences, but rather, that we believe that the learning outcomes of random experiences are likewise random and, consequently, unpredictable. We would say, therefore, that if one has no particular learning outcomes in mind no particular curriculum is needed. If, however, one is committed to or responsible for achieving particular learning outcomes, the likelihood of bringing them about without a specific

plan is exceedingly remote. Since there seems to be little debate over whether learning objectives need to be achieved, it would seem that the issue is not a matter of if there needs to be a plan for learning, but rather, what kind of plan is needed (Ehrenberg, 1976,p.46).

The two arguments cited above indicate that there is recognition of the need for planning in education understanding that planning benefits educational activities. For instance, it enables one to see in advance what to do, when to do and how to do an intended task to obtain the intended outcome. But as the recognition of the need for planning is increasing, planning is becoming increasingly complex and difficult to understand and hard to manage due to the rapid social, political, economical and technological changes that are taking place around us. This has demanded the issue of curriculum planning to be guided by a theoretical framework to enable it defend itself. Emphasizing on the need for a theoretical framework in planning courses, Posner and Rudnitsky have the following to say:

Any systematic approach to course planning must be considered within the context of a theoretical framework. At the least such a framework must identify important aspects of the planning process and must show how these aspects are interrelated (1986, p.6-7).

According to this view of Posner and Rudnitsky planning calls for a systematic approach and this approach is to be guided by a set of procedures which are governed by theoretical principles and generalizations.

In light of the arguments discussed above the need for planning in education seems indispensable. But the task of planning in education becomes more complex when it comes to the planning of teacher education program, since the program has to provide for the development of the different qualities that enable the teacher to accomplish the many tasks he has to undertake.

2.2.2 The Many Roles of the Teacher

As the needs and conditions of society become more complex and varied, the tasks and purposes assigned to the schools have also multiplied and have progressively become more complicated. The school is no more the place of socialization only as it were in the earlier days in history, but has become a place of innovation to meet individual differences and to extend the frontiers of knowledge. It is no more a place only to transmit cultural heritage but has become a place of cultural transaction. It is not only a place of induction but has become a place

of transaction of education. The role of the teacher has likewise undergone great change. He is not only a possessor of knowledge and decision maker, but is also " a model, counselor, learner, authority, builder of community " (Pullias and Young, 1968, cited in Short, 1987). As a result, additional demands and expectations for teachers have increased and are likely to continue in the future. For example, the school is no longer the only source of knowledge for children and youth. Tyler notes that the total educational system required today involves much more than the school:

What a young person experiences in the home, in school, in social activities, in the community, ... in the religious institutions, ... in reading, in listening to radio and viewing TV, are all included in the total educational system through which the individual acquires his or her knowledge, ideas, skills, attitudes, interests and basic values (1976,p.65).

Such a great mass of information available in the total society presents new challenges to the teacher in assisting young people to interpret and make meaningful the wide array of experiences gained outside the classroom. Further, the significant advances in knowledge have necessitated thinking about what is most important for students to learn under the direction of the school.

Therefore, important decisions must be made concerning what knowledge is most important for the individual student to pursue and how he should pursue it.

These situations have demanded essential areas of competence for each teacher. Such competencies render it essential that teachers be more highly selected and better prepared. Competent personnel cannot be educated to meet the challenges of society unless and otherwise programs of preparation of teachers are deliberately and systematically planned. This becomes more essential when it comes to the program of training teacher educators, for as noted by Howsam, "If teachers are not effectively prepared, they cannot experience the advantages of being properly educated and thus they cannot support professional training for others" (Howsam, 1981, p.145).

2.2.3 Some Notions on the Question of Teacher Education and Its Planning at Local Institutional Level

Teacher education has become a frequent target of criticism both from inside and outside the field (NCRTE, 1988,p.27). According to this report, the view forwarded for its improvement range from proposals to

eliminate it in favour of other alternative route to teaching (such as Personalized System of Instruction (PSI), to recommendations to extend years of training for combined B.A and B.Ed.degree program (Clark, 1984). In between are various ideas about how the structure, content and context of teacher education should be changed.

These differing views on the question of teacher education seem to arise from different conceptions educators have about the function of the school. For instance, advocates of the subject centered curriculum expect the school to discipline the mind and regard knowledge as the main concern of the curriculum (Bestor, 1963). Advocates of the Child centered curriculum see the Child as the starting point, the center and the end of the curriculum. It is not knowledge but self realization is the goal (Childs, 1968). Counts (1963), on the other hand, favours experience centered curriculum and expects the school to prepare learners to do away with the social ills. To Bobbitt (1918), activities that prepare the child for adult life are the concerns of the curriculum.

These differing views seem to be reflected in

teacher education and influence it, " Because the competencies that teachers need are controlled by the pattern of schooling that society supports, the debate between the advocates of different philosophical viewpoints in education carries over into the areas of teacher education " (Woods, 1974, p.168). Consequently, the question of teacher education has remained subject to an endless debate.

Despite the various views forwarded by critics of teacher education, a series of tasks and decisions related to curriculum making in teacher education program at local institutional level are derived from research practices in the field of curriculum studies. This specialized professional task, however, has received little attention in the teacher education literature (Woods, 1974, p.167; Short, 1987, p.2), and is still an "unstudied problem " (Sarason, Davidson and Blatt, 1986).

As an outgrowth of this limitation, the literature on teacher education is scanty and non of the frameworks that has been conceived for generating research questions and classifying the available literature on teacher education, according to Katz and

Raths (1985), " address the need to gain an understanding of how teacher education curriculum may be adequately desinged". Furthermore, an examination of the available literature on the curriculum development process in teacher education suggests that the primary assistance it attempts to provide is indirect rather than direct. Nolan, for instance, states that " by studying process evaluations of designing or revising teacher education curriculums, one may obtain hints of what may or may not be efficacious (1985, p.15). Short also observes that the amount of explicit knowledge dealing directly with how to conduct curriculum development and revision in teacher education institution to be unfortunately quite limited and the sum total of indirect resources to be also rather limited (Short, op,cit., p.3).

Owing to this limitation, the present trend seems to be that the design process derives from the more general knowledge of curriculum development as it is applied in teacher education programs. Short, for instance, suggested that there is much to draw upon from the more general literature on curriculum development and design. He further notes:

Knowledge in this more general field of practice has been codified to a considerable extent and is readily available in the works of (Tyler, 1949; Caswell and Associates, 1950; McNally, Passaw and Associates, 1960; Taba, 1962; Oliver, 1977; Reid, 1978; Goodlad and Associates 1979; Saylor and Associates 1981; Schwab, 1983, Eisner 1985; Doll, 1986) (Ibid.).

This body of literature and the underlying experiences upon which it is based are expected to provide valuable technical knowledge which can be applied to the task of teacher curriculum planning.

Accepting the fact that there is a limited literature on the development of a program in teacher education, and subscribing to Short's suggestion on the drawing from the more general literature on curriculum development to use it in developing teacher education program, the use of a model on general curriculum development is advocated.

Based on what has been stated above, in identifying tasks in developing a program for teacher education at a local teacher education institution, Short distinguishes two types of decisions, namely, policy decisions and program development decisions. Policy decisions according to Short, are prerequisite to program development decisions. They specify broad purposes and aims, assumptions

and rationales, guidelines on program components and contents, and other substantive and practical matters that represent official positions within which the details of a curriculum plan are expected to be developed and enacted. Further on, he distinguished between administrative policies and curricular policies and warned teachers not to confuse administrative policies pertaining to such matters as levels of acceptable student achievement, course credits, graduation requirements and the like (Ibid). Such policies, according to Short, are to be set after the curriculum policies are established. Determining the curriculum policies that are to govern the nature and form of the curriculum itself is, therefore, considered the most fundamental aspect of policy making and one that takes precedence over all other policy decisions.

In program development decisions, too, Short identified certain common problems that are to be addressed in almost every curriculum planning situation. These are:

- . how to formulate overall program goals and objectives that satisfactorily capture the essence of the governing policy statements within which the curriculum must operate;
- . how to identify those curriculum

experiences and content which will enable teacher candidates to realize the goals and objectives of the program;

- . how to create and organize settings in which students can meaningfully engage in the content and experiences of the curriculum;
- . how to determine the allocation of curriculum experiences to various organized components of the program (general education, content specialization, professional study and field experience), and
- . how to ensure that the curriculum plan is regularly assessed, revised or reformulated in response to information gathered through comprehensive and continuous program evaluation (Ibid.,p.5).

These problems are considered to define the characteristic decisions that are inherent in developing a practical plan for an institution's teacher education curriculum. Hence, the activities that need to be carried out to cope successfully with these generic curriculum development problems are discussed in light of the objectives model.

The objectives model as advanced by Tyler (1949) treats four basic elements in the development of an educational program, namely, formulation of objective, selection of content and learning experiences, organization of content and learning experiences, and evaluation. But before going into the details of these elements there is a prerequisite task, that is, conducting needs assesment upon the finding of which the objectives are to be determined.

2.3 Needs Assessment

Advocates of the objectives model consider needs assessment as a preliminary indispensable task in the process of syllabus development because it enables to base the designing and development of the educational prgram on realistic and concrete evidences. Moreover, it enables to select the prominent values from among the available ones. The importance of needs assessment is well expressed in Jacobs words as follows: " If the objective model has a rational or logical beginning it is that of needs assessment which eventually leads to identifying priority goals" (Jacobs, 1974,p.17).

Needs assessment, according to Professor Ralph W.Tyler, the pioneer and prominent advancer of the objectives model, includes assessing the needs of

opinions of subject specialists. These three entities are regarded as sources of information from which data are obtained upon which the objectives are determined. As noted by McNeil (1985, p.99), Tyler's assumption in considering the needs of the three entities is that "Objectives will be more defensible, will have greater significance and greater validity-if certain kinds of facts are taken into account". Hence, needs assessment plays a significant role in the process of program development.

Need is defined as "a gap between some conception of a desirable norm... and the actual status... it is the gap between what is and what should be" (Tyler, 1949, pp.7-8). To fill the gap between what is in actuality and what is sought, it becomes imperative to assess the needs of the three entities.

In planning the curriculum society is taken into consideration for education has to serve to satisfy the societal need for society builds and supports school, to use it as a means to attain its needs, as it does with all other societal institutions. To meet this expectation of the society educational objectives have to reflect the needs, desires and aspirations of the society which the school is to serve. Analyzing contemporary life

is suggested by Tyler (1949,p.16) because it enables to identify the knowledge, skills, and attitudes that answer the call of the day. His argument, in advocating the study of contemporary life, is based on two rationale. First, there is a need to focus educational efforts upon the important aspects of life of today without wasting time. Second, based on the findings of studies with regard to transfer of training, to provide the student with opportunities to apply things learned in shcool in life outside of school (Tyler, 1949, pp.17-18). If this is done, education will attend to the immediate problems of the society and can serve as a means to the solution of its problems. Unless education satisfies the need of the society, society will not support education. Attending to the needs of the society brings about changes in education since society is dynamic and ever changing. To keep education in congruence with the change in society curriculum planning becomes a continuous process. ✓

The other source of information is the learner. The learner is taken into consideration understanding that the finding of the analysis of the needs and interests of the learner will serve as sources of objectives. The need of the learner is assessed to identify the educational gap-the gap between the present status of the student and the accepted norm. The investigation includes the learner's practices,

knowledge, ideas, attitudes, interests and the like (Tyler, 1949, pp.8-10). The study of interest of the learner is considered as sources for educational objectives understanding education as an active process where the learner learns by doing, and that he actively participates in doing things in which he is interested. Hence, study of interest enables to provide educational opportunities in which the learner actively involves (Ibid., p.11). By implication, the more interesting the learning situation is, the more the involvement of the learner which is likely to positively influence the attainment of the outcome. Therefore, considering learners' need and interests, their suggestions and opinions about content becomes essential to develop sensible curriculum. For instance, knowing learners' interest, ability, motivation, readiness intellectual and personality needs enables to select appropriate content and learning experience. Unless these needs and interests are considered the taking place of learning is questionable. Emphasizing on the importance of assessing learner's need, Youngs (1989, p.24) states, "No matter how excellent an education we offer, unless our students are motivated to take advantage of it, they will not apply themselves enough to learn". Moreover, including learners in such a survey is an indication of a break away with the traditional view of the learner's passive role in educational process. It

suggests that the learner's attitudes, interests and values as well as their abilities, should now be considered an important element in planning courses.

One of the sources of objectives are views obtained from subject specialists. Subject specialists, by virtue of their qualification and position, can propose or suggest appropriate objectives in their field.

But as noted by Tyler (1949, p.26), care should be taken when asking the people to give their views. For instance, the questions asked should be of the sort that ask what the subject can contribute to the education of the young who are not going to be specialists in the subject, what it contributes to the layman, and the variety of citizens. Analysis of the answers is expected to indicate possible contributions the subjects are likely to make and this is used as a source of information in identifying objectives.

When it comes to the means of gathering data in obtaining the necessary information Tyler (1949, pp.12-13), recommended studying learners in terms of their deficiencies, the physical needs, a sense of purpose and their interest through observations, interviews, questionnaires, tests and records. In studying society, collecting data on health, economics, politics, religion, family, recreation,

vocation, consumption, conservation and civic roles are considered to be sources from which flow many potential educational objectives. Hence, the curriculum developer is expected to be somewhat of a sociologist to make an intelligent analysis of needs. In case of the subject matter, McNeil (1985,p.101), Suggests that " scientists, and scholars, the discoverers of knowledge be consulted in order to find out what the specialist's subject can contribute to the learners". Consultation of subject matter specialists is essential in that they have a broad grasp of the discipline and know its significance. The other is analyzing the subject matter or the disciplines themselves. This will help to understand the basic ideas or fundamental principles of the subject. " Grasping the structure of the subject," as Bruner put it, " is understanding it in such a way that permits many other things to be related to it meaningfully. To learn structure is to learn how things are related " (Bruner, 1960.pp-12-13). Since the studies carried out using the above methods do not directly give educational objectives, the data obtained from the studies must be analyzed and interpreted. That is, inferences have to be made from present status regarding gaps, emphasis, and needs.

Advocating the use of information obtained from all these three sources in determing educational

objectives, Tyler takes the view that no single source of information to be adequate to provide a basis for wise and comprehensive decisions about the objectives of the school. And it is this concern for the three entities - the entities which have remained causes of conflicting views in an attempt to make one source dominant over the other - that has given the objectives model high reputation over the others. In expressing the problem of negligence of two of the components in favour of one, here is what Tanner and Tanner (1980, p.96) say:

Instead of seeing these sources and influences as organically interactive, each becomes a rallying point for a warring sect. And each era of societal crisis witnesses a clamor to make one source and influence dominant over the other. The result is that curriculum development becomes a piecemeal enterprise and the curriculum suffers from imbalance and fragmentation.

To save the curriculum from such type of imbalance and fragmentation, curriculum developers following the objectives model must consider the need of the three components in order to determine and formulate comprehensive and worthwhile educational objectives.

Once the need of the society, that of the learner and the need for the subject matter are assessed and the necessary data are obtained, the next step is to formulate educational objectives.

2.4 Formulating Objectives

The formulation of educational objectives, at any level in the educational process, is the most

important aspect of educational planning because objectives provide a practical approach by prescribing ends in view and by serving as a guide for the planning, execution and evaluation activities. In due regard, if an educational institution is expected to function toward attaining a desired end, the first and most important task becomes stating the purpose of the institution. Capitalizing on the importance of having purposes, Tyler states:

... if an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and examinations are prepared. All aspects of the educational program are really means to accomplish basic educational purpose. Hence, if we are to study an educational program systematically and intelligently we must first be sure as to the educational objectives aimed at (Ibid.,p.3)

These statements indicate that formulation of objectives is the basic and the key task that governs the development of the other elements in the process of the development of an educational program. Being as such, curriculum theoreticians, particularly those who favour the objectives model, assert that curriculum planning begins by defining educational objectives. But what are educational objectives? Tyler describes educational objectives as follows:

Education is a process of changing the behavior patterns of the people. This is using behavior in the broad sense to include thinking and feeling as well as overt action, it is clear that educational objectives then represent the kinds of changes in behavior that an educational institution seeks to bring about in its students (Ibid., pp.5-6).

Having similar view, Taba gives an elaborated description of educational objectives:

An educational program, like any activity is directed by the expectations of certain outcomes. The chief activity of education is to change individuals in some way: to add to the knowledge they possess, to enable them to perform skills which otherwise they would not perform, to develop certain understandings, insights, and appreciations. The statement of these expected or desired outcomes are usually called either educational aims or educational objectives (1962, p.194).

These definitions of educational objectives indicate that the learner, after attending to the learning process is expected to exhibit certain changes in his thoughts, feelings and actions which he would not have exhibited had he not been exposed to the learning experiences. Thus, objectives indicate expected changes that are to be brought about in the learner by means of the educational process. The change in behavior, as such, demands skills, knowledge and attitude and is not something acted incidentally. It is this expected changes in the behavior of the learner that are known as educational objectives.

If such are the description of educational objectives, then the next point of concern is

selection and statement of educational objectives.

2.4.1 Selection of Objectives

Since the suggestions regarding objectives obtained from the three sources discussed earlier are likely to be more than the provision of the school, and at the same time, change in behavior is time consuming, there is a need for selecting the more desirable ones.

To make selections from the available data, Tyler recommended that curriculum developers of school staff screen them according to the school's philosophy of education and according to the facts and beliefs about the psychology of learning. (op.cit., pp.33-34). Philosophical screens are used in order to select consistent and highly important objectives, and to attend to the values of higher priority and function of the subject.

Psychological screens are used to attend to the learners' interest, ability, motivation etc., arrived at through theories of learning. This enables to distinguish goals that are feasible and attainable, to distinguish changes in behavior that result from learning, and determine length of time required to attain an objective and the age level at which the effort is most efficiently

employed.

Furthermore, after formulating tentative objectives and after screening them by means of philosophical and psychological elements, the rationalist is advised to apply the following criteria cited by McNeil (1985, p.150) to the objectives, before accepting them as suitable for the selection of learning activities: congruency with values and functions, comprehensiveness, consistency, attainability, and feasibility.

The criterion of congruency with values and functions' helps not to select and formulate objectives that contradict the existing ideology. The ideological aspect should be considered, though there are people who say that the state should not interfere in educational affairs (Apple, 1979; Young, 1980). "This", that is, considering the existing ideology, according to Abebe Bekele (1986, p.43), "means that curriculum objectives for their formulation, depend in part upon the particular ideology of a nation whose citizens are obliged to develop and advance at a particular time in history". This view makes clear that neither objectives are devoid of ideology nor should

ideology over rule formulation of objectives.

Once objectives are formulated considering the above criteria the following concern is statement of objectives.

2.4.2 Statement of Objectives

As guides to select learning experiences and instructional planning, it is advocated that educational objectives be stated in a form that makes clear the content that the learner must use, the domain or situation in which the knowledge is to apply, and the kind of behavior to be exhibited by the learner (Tyler, 1949, p.44; Goodlad, 1966, Abebe Bekele, 1986, p.50; McNeil, 1985, p.102; Kibler, 1970, P.I; Sullivan, 1970, p.71). In other words, what these scholars suggest here is that objectives should describe clearly both the behavior to be displayed and the content in which the behavior is to occur, that they should describe pupil behavior and not teacher behavior, that they should be stated at the level of specification that make it possible to recognize the behavior should it be displayed.

The rationale for the argument is that if objectives are not stated, purposes are not viewed before hand and it is difficult to say

that there is a deliberately planned activity. To illustrate different forms of objectives, if an objective states, "To develop skills," it indicates only the behavior and it does not show the content in which the behavior is to occur. In another case, if it reads, "Count numbers to get results," it indicates the content but not what the learners are expected to know. Statements such as "To convince students accept moral values", for instance, are stated in teacher behavior, and all these statements of objectives are defective. A statement, "To acquire knowledge and skills relevant to adult life" can be taken as an example of a statement of objective in its appropriate form for it has both the behavior and content - the behavior "to acquire knowledge and skills" and content "adult life". It is stated in terms of student behavior and at intermediate level of clarity.

As a help to instructional planning, that is, devising learning opportunities of pupils and devising a means of assessing the extent to which the pupils have achieved the desired outcomes, however, objectives must be stated clearly and specifically. For instance, an objective "to realize the concept of a place

value in the number system," becomes general at instructional level, to assess the achievement of the desired behavior.

But if it reads, "to identify numbers employing the concept of place value", it becomes clear and specific to enable assess the achievement of the desired end.

Stressing on the importance of stating behavioral objectives clearly, Ehrenberg writes:

Curriculum should describe the learning being sought clearly indicating what the learned behavior looks like at the desired level of quality -including the reasons students must or should achieve the learning. Unless the learning that is being sought is clear, there is no way to determine the resource and learning activities needed, how they should be organized or the results they may bring about. Without a stated rationale, no one involved in the instructional process can develop a commitment to follow the necessary steps to achieve the learning objectives (op.cit.p.48).

Thus, the idea of having a clearly set out statement of what is hoped to be achieved before working out how to set about it, is the basic and initial stage of development of a curriculum that demands due regard in developing an educational program. However, all scholars, who advocate the objectives model do not agree on the level of specificity of objectives as they agree in the case of its clarity. For instance, the

highly specific nature of the statement of educational objectives is favoured by educators such as Mager (1962), Kibler (1970) Popham, (1970). Others favour more general statements with levels of specification varying according to the demands of subject matter and the situation. This, according to Hogben (1972, p.42) is suggested by workers such as Bloom (1956), Krathwohl (1965) and Tyler (1951). As an example of the view of these scholars here is what Krathwohl says about levels of specification.

... curriculum construction requires a process of making through descending abstractions from very general and global statements of desirable behavior for a program, to intermediate level statement, that indicate the blocks from which the program will be constructed and finally to quite detailed statements which spell out the subgroups, their relation to one another, and the level of achievement of the intermediate level behavior description. All levels of specifications of objectives are needed to guide the planning of the educational process (1965, p.83).

This view suggests that objectives at several levels of specification are needed to facilitate the process of curriculum planning. To illustrate, the general objectives correspond to the function of educational aims. " Education must develop intellectual skills and abilities to analyze the underlying principles or problems of a phenomena or a material or an event". This is

general and global statement of desirable behavior. It is at the level of societal aim of education. The second type - curricular objectives - correspond to the function of a program, "The student majoring in pedagogics should be able to apply principles of teaching." This is less general than the first, yet it could give different meaning to different people. By level, it is institutional. The third type - specific objectives - correspond to the activities of teaching and learning, "The student should be able to utilize teaching materials that appeal to the senses". This is a clearly stated specific objective and is at instructional level. Thus, prominent figures of the model favour objectives stated in clear terms and that are at a moderate level of generality, that do not mean different things to different people.

Other types of specific objectives identified by Friedman in teacher education are: Ultimate, terminal and enabling. "Ultimate objectives," according to Friedman, "are the end goals of the program. They specify the skills and characteristics the program graduate is expected to demonstrate. On the conceptual level, ultimate objectives indicate the kind of teacher to be produced

indicate the kind of teacher to be produced by the program" (1989, p.120). By terminal objectives he states them as " the goals of a course and are specified in terms of what the student will be able to do as a result of the course. "(Ibid.,p.109). The third type, " enabling objectives facilitate the attainment of terminal objectives. Each enabling objectives should specify the content element as well as the mental or physical process to be performed by the student "(Ibid.) These are the most specific outcomes. The statement of these objectives, according to Friedman, becomes indispensable in teacher education program for the indication of program objectives, course objectives and instructional objectives enable to see the objectives at different level and the relationship that exist between them.

The overall concern of the arguments discussed so far is that the preliminary task of curriculum planning is determining and defining educational objectives, because it is the objectives that indicate what is aimed at and that guide the activities of the remaining aspect of the planning process and enable to see or assess the attainment of what is desired. Thus, it is the fundamental

issue in the process of program development. Objectives have to indicate both the content and the desired behavior because if they indicate only content, the desired behavior is not to be developed; and if they indicate only behavior, through what content the behavior is to be developed is unknown. Objectives have to be stated in student behavior because if they are stated in teacher behavior, they indicate the activities of the teacher and not that of the student who is the central focus of the curriculum. If objectives are too general, they cannot serve as guides to select and organize contents and learning experiences, and evaluation of achievement of program becomes difficult. If they are too specific and precise, the practice is time consuming. Finally, the arguments indicate that objectives are stated at different levels and as such there are different types of objectives.

2.4.3 Relationship Between Educational Aims and Curricular Objectives

However difficult the clarification of objectives may prove to be, it is an operation that cannot be neglected, for without a statement of the objectives there is nothing

to guide any decisions which have to be made about the curriculum. Moreover, there must be a relationship between the different types of objectives at different levels, that is between the general educational aim, the institutional, and the instructional one. Referring to the relationship of these objectives Klausmeier (1985) writes:

Broad aims of education are formulated to influence education nation wide. These aims provide the context for an institution to formulate program objectives, and the objectives of the units of each course are directly related to the course objectives (Klausmeier, 1985, p.6).

Reflecting the same view in teacher education, here is what Semie says:

Whatever the aim of education in general may be, or the demands made of the school by society, there must be a relationship between goals of one level of education and the general goal of education. The goals of teachers education cannot be separated from the goals of the systems of education in which teachers will work with children and youth. Therefore, a program of teacher education must embrace the goals formulated for education in general while at the same time having essential, unique and particular institutional goals of its own (1975, p.63).

Teacher education program, as such, be it developed at local or institutional level, should not be taken as something done divorced from the general educational aim. Educational aims are very general in nature and they are not really of great help to the teacher in forming his courses. Neverthe-

less, the teacher should be aware of the nation's overall goals in the educational process so that he can better appreciate how his efforts contribute to the achievement of these goals. Furthermore, stressing on the need for understanding the purpose of an institution to serve as a guide for developing objectives McNeil writes:

Those who plan to develop curriculum within a given institution must attend to the nature of that school, especially to the school's manifest purpose. Why? One reason is that the selection of an appropriate model or set of procedures for the formulation of objectives depends on the central purpose of the school. Vocational and other training schools, for example, are expected to prepare students for a specific jobs. Hence, the use of job analysis, a technique for deriving objectives that directly contribute to helping students find jobs and keep them, is warranted (McNeil, op.cit., p.89).

As such, the development of a training program curriculum begins with a job analysis in which the tasks to be performed and the knowledge, skills, and attitudes needed to perform them are identified. To facilitate the development of objectives, then, every institution or school has to have a clearly stated purpose which must be made clear to the personnel involved in running the program, so that they can direct their efforts toward its attainment. Hence, the

statement of purpose becomes an essential element in the development of instructional planning and is not something optional.

After deriving objectives based on the information obtained, from needs assessment of the three sources by applying the criteria, and stating them in such a way meeting the principles of the model, the next step is selection of educational experiences.

2.5 Selection of Content and Learning Experiences

In discussing on the need of selection, Mauritz Johnson (1981) considers it as an essential aspect of curriculum development since all available and teachable in culture cannot be included in the curriculum. In similar vein Taylor and Richards (1986,p.17) look upon human culture as a stock, a body of meanings and skills used to make sense of human experience and they perceive the stock as unequally and differentially distributed in time, space and social structure and advocate selection of content based on appropriate consideration of criteria and principles. Considering this complexity and the difficulty it entails, content selection is suggested to be made in line with the objectives determined after analysis of needs is made for these are expected to provide a preliminary guide for suggesting the lines of emphasis.

"Formulation of clear and comprehensive objectives provides an essential platform for curriculum. In large part the objectives determine what content is important and how it should be organized" (Taba, op.cit., p.12). Hence, objectives are stated first, and they need to be based on appropriate considerations, so that they offer considerable guidance in selecting appropriate content. If contents and learning activities are not selected in line with the objectives, they cannot serve as a means to attain the desired ends.

The selection of content, however, tends to be a somewhat haphazard procedure and it also tends to be biased, in one way or another, unless and otherwise governed by certain criteria. To make this less so, Taba, (1962, p.267); Nicholls and Nicholls (1983, p.50) suggest that the selection be made on the basis of the following criteria: criterion of validity, criterion of significance, criterion of interest and criterion of learnability. If the criteria of significance and validity are not maintained the scope of the content and learning experience will be limited and the need for the activities is minimal. If the criteria of attainability and feasibility are not considered the learner faces difficulties in attaining the objectives and the practicability of the experiences is questionable.

It is not for nothing that scholars advise great

care to be taken during content selection. Content is regarded as a means with which the behavior deals and hence the concern for its selection. Nicholls and Nicholls describe content as "the knowledge, skill, attitudes and values to be learned" (Ibid.,p.48). To Ehrenberg contents are means for achieving learning objectives" (op.cit.p.48). In order to get maximum benefit from the content, the objectives the educational program is after must be considered during selection.

2.5.1 Content Selection in Teacher Education

The challenge in teaching is such that those who direct the learning of students must be professionals. Professional expertness has become essential to the success of the educational enterprise. It is necessary, therefore, to examine the qualification of individuals who are to make up the professional body of teachers. As such, the program for the preparation of teachers must provide experiences that will allow the individual to achieve the professional expertness. The nature of the profession, however, seems to make content selection in teacher education a complex task. As noted by Hawey (1986,pp.49-50) "the scope of a teacher's responsibilities, calls for a repertoire of abilities more diverse if not

more complex than in most other professions". As a result, the characteristic of teacher education, that is, its diverse responsibility and the need for competence in the academic subjects, the need for the possession of knowledge and skills of pedagogy and the need for some general competencies seem to have made the question of scope and sequence a matter of controversy. Regardless of the controversies almost all educators and institutions engaged in teacher education believe that the ingredients of a sound program should consist of general education, subject specialization, and professional education which includes both theory and practice (Woods, 1974, p.170; Howsam, 1981, p.147).

Discussing on the need for these components in teacher education, here is what Woods (1974) says as concerns area of specialization:

To be effective as a teacher of teachers, the individual needs to develop high level competencies in a subject matter field that relates to the curricula of elementary and or secondary schools ... the teacher educator needs to demonstrate familiarity with and ability to communicate to others contemporary trends and issues in the subject matter field, its pedagogy and education generally and be able to relate his subject in diverse ways to the experiences of the students and to the social, economic, and political issues of the day (Ibid.,).

As concerns the professional education, Friedman says, " the function of the professional core,... is to provide the prospective teacher with generic competencies which have been identified as essential for the entry level teacher to possess" (Friedman op.cit., p.134). Johnson (1968) identified three components in instruction-planning, execution and evaluation. Friedman (1980,p.121) adds a fourth component to these three skills which is interaction skills. These, according to Friedamn (1980), are the four skill strands that need to be developed throughout the various professional courses and they need to be vertically and horizontally related.

Another, Caswell, stresses on the importance of general education when he said:

... The rapid advance of knowledge calls for greater specialization ... yet at the same time, man needs more and more than ever before a sense of the basic values of life, of the essential unity of all things, of cultural achievements which provide a feeling of continuity in and which relate man to man. These are goals not achieved through ever greater specialization. They require the front view and the interrelating of knowledge from many fields (1963, p.206

From the arguments of these scholars it is obvious that the teacher should possess knowledge and skills from the different

components that enable him meet his different roles in the school and this is likely to bring teacher flexibility. Accordingly, the inclusion of the three components in a teacher education program is justifiable. But the question of balance between the three components has remained a point of controversy. One of the controversial issues in teacher education is the question of balance between the theoretical and the practical. Otherwise, the need for both theory and practice in any professional preparation program is obvious. Openshaw (1968) stated that "theory without practice is sterile, practice without theory is a vicious cycle" (Openshaw (1968) Cited in Friedman, 1980,p.9). Similarly, emphasizing on the importance of practice teaching, Conant (1963,p.142), calls it as the "One indisputable essential element in professional education" (In Friedman, 1980,p.10). Accordingly, it has been lengthened and raised to the status of an internship by many institutions. Concerning the kind of knowledge that the teacher should possess, the National Council for the Accreditation of Teacher Education,^{USA} (NCATE, 1977) specified the following two kinds of

knowledge as standard: one is knowledge that is to be taught to the pupil, the other is the knowledge that may be needed by the teacher as a background for teaching his particular speciality. (NCATE. 1977, p. 5, cited in Friedman 1980 p.136). This means that the content of a teacher education program should be selected and organized in line with what is to be taught and how it should be taught, and this calls for the study of on the job performance. This means "those skills which are mandated by policy as well as those which are essential to the teaching act should be the first order of business for any teacher training program" (Friedman, 1980,p.42).

2.5.2 Selection of Learning Experiences

Unlike the content of the curriculum which refers to facts, laws, principles, concepts and generalization, learning experiences refer to activities by which the content is learned. "Learning takes place," according to Tyler," through the experience which the learner has; that is, through the reactions he makes to the environment in which he is placed " (Tyler, op.cit.,p.63). Accordingly, he defined learning experiences as " the interaction between the learner and the

external conditions in the environment to which he can react" (Ibid.)

This definition of learning experience by Tyler implies that the student is an active participant, that some features of his involvement attract his attention and it is to these that he reacts. This demands the provision of learning experiences that are selected considering theories of learning and its functions. Based on this notion he set certain general principles that apply to the selection of learning experiences that enhance the attainment of various objectives.

These are:

- . a student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.
- . the learning experience must be such that the student obtains satisfaction from carrying on the kind of behavior implied by the objective.
- . the reactions desired in the experience are within the range of possibility for the students involved.
- . that there are many particular experiences that can be used to attain

the same educational objectives and

- . that the same learning experience will usually bring about several outcomes (Ibid., pp.65-67).

To illustrate the application of these principles, if the purpose is to develop skills in the production of teaching materials, the trainee has to be engaged in producing teaching materials to develop the skill and the learning experiences have to provide ample opportunity. At the same time, the learning experience that he gains in producing the material should bring him satisfaction and the material has to have the production difficulty that parallels the production ability of the learner. Moreover, there should be a variety of teaching material that could be used to develop the skill and at the same time care should be taken to avoid undesired outcomes. " Hence," to Tyler, " the means of education are educational experiences that are had by the learner" (Ibid., p.63).

Furthermore, observing that the number of possible objectives to be very large, advocators of the model urge teachers to consider a sample of the more common types of objectives on the basis of the important

characteristics required of effective learning experiences to attain these objectives. To this end, the learning experiences that are favoured to be attended to are those that can, "develop skills in thinking; help in acquiring information; help in developing social attitudes", and those that can "help in developing interest" (Ibid., pp.68-82). This means, the learning experiences must give the learner opportunities that enable him develop the desired behavior. In selecting learning experiences, the principles as well as the characteristics have to be taken into account if an effective means to the attainment of desired outcomes is to be developed. However, the learning experiences have to be considered not only in terms of their characteristics but also in terms of their organization.

2.6 Organizing Content and Learning Experiences

Education is defined as "a change in behavior" and change in behavior is understood as a time taking process that develops slowly. Tyler attempts to illustrate this time taking process by saying, "educational experiences produce their effects in the way water dripping upon a stone wears it away" (Tyler, 1949, p.83). According to this

notion, profound changes are brought about by cumulation of educational experiences. To bring this slow effect, educational experiences must be organized in such a way to reinforce one another. Furthermore, as noted by Taba: " what makes learning in schools different from learning in life is that it is organized" (Taba, op.cit.,p.290). This statement of Taba indicates the importance of organizing content and learning experiences in an educational practice. According to this view, if contents and learning experiences are not organized, learning becomes something done disorderly and incidentally. The selection of contents and learning experiences could be adequate enough but the outcome could be a failure due to lack of proper organization. Organization is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learner. Thus, organization has as its function to relate content and learning experiences so that they could bring about cumulative effect and as such its purpose is to maximize the total effect of the learning process. However, the task of organizing learning contents and learning experiences is not a simple one. " Curriculum organization is both difficult and complex. It poses many questions and requires

an application of all we know about the nature of knowledge, about child growth and development, and about learning" (Taba, Ibid.)

In order to achieve maximum results from the selected contents and learning experiences advocates of the model advise curriculum workers and teachers to examine the relationship of the experiences overtime and also from one area to another. These two kinds of relationships are referred to by Tyler as " the vertical and horizontal relations respectively " (Tyler, op.cit., p.84).

In considering the vertical and horizontal relations Tyler's assumption is that attainment of objectives usually takes a long time and a single learning experience which does't reccur at different levels and across subjects may have very little effect on the learner. So the best way is to arrange learning experiences in such a way that they support and reinforce each other to bring about a cumulative effect. Moreover, organizing content and learning experiences enables to maintain relationship between subjects both in case of vertical and horizontal direction; it enables to employ theories of learning in organizing the contents and learning experiences, that is, deciding what should come first and what next, considering the capacity, interest, motivation, need, etc., of the learners, and also enables to maintain order and coherence. The process of

organizing content and learning experiences in such a way that they support and reinforce one another demands to base organization on certain criteria.

2.6.1 Organizing Criteria

To organize content and learning experiences in such a way that they help produce the desired results, they must be organized following certain procedures governed by principles. Curriculum specialists identify three major criteria to be met in building an effectively organized group of learning experiences. These are: continuity, sequence, and integration. "Continuity", according to Oliva (1980), "is the planned repetition of content at successive levels, each time at an increased level of complexity" (op.cit., p.509). To Tyler, Continuity refers to the vertical reiteration of major curriculum elements" (op.cit.). By this Tyler means that recurrent and continuing opportunity must be given for the skill to be learned, to be practiced and developed.

Broudy, too, considering the need for recurrence of curriculum elements writes, "It is only when a subject matter is repeatedly encountered in a wide variety of materials that it becomes part of the very structure of the mind " (1982, p.577). Of course the

recurrence of concepts, ideas and learning experiences becoming deeper and broader as the level increases. For instance, the concept of interdependence of people can be developed in social studies beginning from the interdependence among members of a family, at the lower level of schooling and can continue to that of the interdependence of community, the nation and the world at large in the higher levels of schooling.

Sequence "is the order in which the organizing elements are arranged by the curriculum planners" (Oliva, *op.cit.* p.505). It requires that each successive learning opportunity build upon the preceding one and goes more deeply and broadly into the subject matter. It involves the traditional and newer principles of sequencing in ordering learning activities. Ways of sequencing are from simple to complex, in chronological order or in reverse chronological order, from the near to the remote or from the far to the near, from the concrete to the abstract, from known to unknown, from the general to the particular or from the particular to the general.

"Integration", according to McNeil, "aims at having students see the links not only between

ideas and processes within a single field but also between ideas and processes in separate fields", (op.cit.,p.141). Tyler defined integration as " the horizontal relationship of curriculum experiences"; and went on to say, "the organization of these experiences should be such that they help the student increasingly to get a unified view and to unify his behavior in relation to the elements dealt with" (op.cit.,p.85). Considering the importance of integration Taba commented, " It is recognized that learning is more effective when facts and principles from one field can be related to another, especially when applying this knowledge" (op.cit.,p.298). To illustrate, a skill of writing, acquired through learning language skills, should not be seen in isolation detached from the development of other behaviors but should be effectively utilized in dealing with the other subjects and should be used as the capacity of learner to use it in his daily life, that is, he uses his writing skill in writing other subjects and while communicating with people through writing.

To keep these criteria in function means organizing contents and learning experiences considering their relationship within and

across each other and considering their ordering. To realize the application of these criteria there is a need to identifying the organizing elements.

2.6.2 Organizing Elements

"Organizing elements", according to Tyler, 1949, pp.86-89; and McNeil, 1985, pp. 149-150, "are the warp and woof of the fabric of curriculum organization. They need to be woven together". And further they indicate that "some of the more common elements used as a basis for organization are concepts, skills and values" (Ibid.). Accordingly, those who are organizing the curriculum are advised to identify the organizing threads or elements, that is, the basic concepts, skills and values to be taught. By warp and woof McNeil and Tyler are referring to the vertical and horizontal appearance of these elements at different levels and across different subjects. To illustrate the idea of organizing elements, the skill of writing could be taken as an example. The skill of writing improves as the learner increases in grade level. The improvement is expected to be not only in form but in content too. So the basic idea, concepts and skills of each content and learning

experience are identified and are sequenced considering the maturity level of the learners.

The choice of the organizing elements is made in light of the goals and objectives of the curriculum. To illustrate this, McNeil says, "when the curriculum goals are technical and vocational, skills are an appropriate element to use. When the curriculum goals emphasize moral and ethical domains with an integration function, values are the preferred element for organization" (op.cit., p.150).

By the same token, in organizing contents and learning experiences in teacher education the planners should consider the inclusion of the three elements, though at varying degree, emphasizing on the skill aspect since it is a training program.

After identifying the organizing elements in the content to be learned and the learning experiences to be dealt with, the selection is made using the criteria of continuity, sequence and integration. To organize the elements in such a way as to meet these criteria, there are certain organizing principles that need to be applied.

2.6.3 Organizing Principles

Tyler identified some organizing principles upon which the continuity, sequence, and integration of learning experiences are attained among the major elements identified to serve as threads for the learning experiences. One of the organizing principles identified is extending the concept by increasing the range of experiences that provide for the concept.

To this, the example cited by Tyler is that; " the student extends his concept of interdependence to include people in other cities, in other states, and in other nations". The second principle is extending the concept by broadening the range of respects in which the experience occurs. That is, in the case of the above example, to recognize " interdependence in respect of economic matters, social matters, independence in aesthetic matters and the like" (Ibid.)

At the same time, Tyler warns curriculum organizers " to note that the criteria continuity, sequence, and integration apply to the experiences of the learner and not to the way in which these matters may be viewed by some one already in command of the elements to be learned", and further he notes

that "this means that the organizing principles need to be considered in terms of their psychological significance to the learner" (Ibid.). Here, Tyler seems to be concerned about the possibility of disregarding learner's maturity level and interest, on the part of the organizers in applying the principles, being influenced by their own experiences. In other words, it is not the view of the developer that determines the application of organizing principles in the three criteria but it should be the experience, maturity and interest of the learners.

Another principle of organization is the chronological. This enables learners "see the development of events over time" (Ibid.,p.97). This demands organizing in order of time of happening.

Once the criteria, the elements and the principles are identified the last thing is the structure.

2.6.4 Organizing Structure

Another point of concern is organizing structure. "An organizing structure", according to McNeil, "divides time spent in the school into a series of periods for

activities" (op.cit., p.142). He further notes that the kind of structure used depends on the level at which curriculum decisions occur-for instance it could be institutional or classroom; the conception of curriculum-for instance could be academic, humanistic, technological, or social reconstructionist; and the chosen domain or purpose of the curriculum-for instance could be exploration, general education or specialization (Ibid.)

There are a number of options in structuring curriculum at institutional level. For instance, there is a broad field structure, this focuses on fields of study such as social studies, language arts, mathematics, the natural science and the like, specific subjects structure-this concentrates on individual subjects such as arithmetic, history, English, geographpy and the like; a core curriculum structure which draws content from a range of subjects or fields by addressing general problems or unifying themes, and undifferentiated structure in which the total program is treated as a unit.

At inter-mediary level, such as within departments, Tyler identifies structures that feature discrete courses organized as

sequences, such as social science I, social science II, or courses that are single semester or year units such as ancient history offered in the tenth grade, modern European history in the eleventh grade when each of these courses is treated as a discrete unit not having a part-whole relationship to the total history program (Tyler,op,cit.p.98).

At the lowest level of organization the structures identified are the lesson, the topic and the unit. The topic lasting for several days or several weeks. The unit usually covering experiences of several weeks organized around problems (Ibid.,p.99).

Though there are several options in structuring curriculum at the different levels, the choice is governed by purpose. To this McNeil says, "whatever structure is chosen, it should be part of an overall design relating purpose to organizing elements and to specific learning opportunities or activities" (McNeil, 1985,p.142). To cite as an example he further indicates several organizing structure " broad fields for general education, undifferentiated or open structure for self realization, and subjects or

disciplines for specialization, " and went on to say, " the organizing elements derived from purposes indicate the kinds of learning opportunities that must be created within the structure " (Ibid.). From this one can conclude that statement of objectives is very crucial since it determines the structure to be employed.

In the foregoing discussion of the process of syllabus development following the objectives model, concentration has been made on the different tasks and elements that have to be considered at the three steps of the development process. The final step in the model is evaluation by means of which the so far accomplished activities are measured and valued while in progress and after implementation.

2.7 Curriculum Evaluation

As it is an essential practice in any social institution that is functioning to the attainment of certain desired ends to assess the outcome of its efforts to see how much has been accomplished, the same is true with education. That is to say that there is a need to evaluate the outcome of any educational program to see how much has been attained of the desired end. Thus, the primary

purpose of evaluation, in the context of education, is to provide valid and reliable information that enable make decisions on matters related to educational issues. To get reliable and valid information, evaluation has to be carried out following certain procedures and being governed by certain principles. Before attempting to discuss on what is to be evaluated? when? and how? a brief account on the definition of evaluation seems in order.

2.7.1 Definition of Evaluation

Evaluation has been defined by many scholars as it is applied in the educational context. Gronlund (1985,p.5), for instance, defines evaluation as " the systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives". This definition views evaluation as a process that needs to be carried out systematically following certain procedures in collecting, analyzing and interpreting the information to determine the degree of attainment of objectives. Furthermore, Gronlund makes distinction between measurement and evaluation. The former is a quantitative description of student character and represents performance

in numeral form, whereas the latter includes qualitative description and value judgement. Yet, though the definition considers evaluation as a systematic procedure, and the purpose of evaluation as to appraise the achievement of educational objectives, the definition seems to limit evaluation to the assessment of achievement of instructional objectives only. However, through evaluation, as noted by Oliva (1988,p.467), we may want to learn whether a program is functioning without defects while being implemented; we may want to find out if we are using the best materials and following the best methods; we may want to learn whether the products of the program are successful in higher levels and in jobs, and to determine whether the program is effective. Hence, evaluation becomes a process that goes beyond the assessment of achievement of instructional objectives. This demands that evaluative data feedback to each of the components of the curriculum which help in its improvement from the planning stage all through to the implementation stage. In other words, evaluation, if properly and fully employed, can serve to improve both the teaching learning process, and to improve the

planning and development of a program. As such, the concern of evaluation becomes essentially the efficiency of a program as a whole. If evaluation in education is serving these purposes, then, it means that it has greater functions and is more comprehensive.

The search for a more comprehensive definition of evaluation will take one to the definition of Stufflebeam and his associates:

"Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives (Stufflebeam, 1970, p.4). This definition considers evaluation as a process where there is an act of receiving and giving information for the purpose of decision making at different levels, and the information has to be valid. Yet it has certain limitation, in that it does not indicate evaluation's function in education and is very general.

Attempting to show the role of evaluation in education Cronbach defines it as "... the collection and use of information to make decisions about an educational program" (Cronbach, 1983, pp.101-102). Besides its reference to evaluation in education, the definition is more comprehensive in that

it does not limit evaluation to one level of the educational process.

Another more explicit definition is given by Lewy (~~1977~~), "... evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development" (Lewy, 1977, p.30). Lewy's definition indicates that evaluation is conducted at different stages of the educational program and this implies that there is a need for variety of information to make decisions at the different stages.

From the above definitions it is possible to learn that evaluation, in the context of education, is carried out following a systematic procedure; that it is conducted at different stages; and that the information is used to improve both instruction and program development. Except for the fact that preference could be made to one of the definitions depending on the level where the evaluation is to be made or for being more comprehensive and explicit, all the definitions have one thing in common, that is, the appraisal of the achievement of the educational objectives through which the whole program is appraised, because the

educational objectives are the common denominators at all levels.

2.7.2 Purpose of Evaluation

Despite the basic concern of evaluation, which is appraising the educational program in general, too often than not, many people visualize evaluation as an administration of a formal test to see students' performance and give decisions on whether they should be promoted or detained. Since pupils' performance is not the only means of valuing educational process, our vision of evaluation becomes very limited if we depend solely on the administration of tests to evaluate the educational process. As noted by Oliva, "this position makes the mistake of equating curriculum with instruction" (Oliva, 1988, p.466), and limits evaluation as a task accomplished at the end of implementation only. Contrary to this notion, evaluation takes place at different stages of the educational program. Describing the purpose of evaluation at different stages Saylor et.al., write;

All plans for education -the total program, the curriculum, instruction and evaluation should be based on a definition of the purpose for which an educational institution is established. Hence, the first step in curriculum evaluation is

determining whether the stated purposes are valid, appropriate, attainable and acceptable (Saylor, et, al., 1981, p.333).

This view indicates that evaluation of a total educational program has as its purpose to identify objectives and determine their validity, appropriateness and attainability. Since objectives are stated at different levles - at national, institutional, and instructional levels - it means that there is a need to evaluate these components to make reliable judgement. This calls for evaluation to take place at different stages- at planning and implementation stages, and evaluation of outcomes. Since each of these levels of the educational program is related to one another the appraisal of one of the levels influences the other. Thus, the basic concern of evaluation is the success of the entire program including all its components.

Many advocates of the objective model view evaluation as a process undertaken to assess and determine the validity of many aspects of the educational process. For instance, Tyler (1949, p.105), and Taba (1962, p.314), see evaluation as a means to check the validity of the basic hypothesis upon which the instructional program has been organized and developed. Tyler, further, considers it

as a means to check effectiveness of instruments including the teacher and other conditions used to carry out the instructional program. But the two most commonly referred to aspects are assessment of achievement of educational objectives and assessing the strengths and weaknesses of the program as a whole (Tyler, 1949, p.105; McNeil, 1975, In Giroux, et.al., 1981, p.253).

Since evaluation includes assigning value judgements on the observed character and performance of the learner it is carried out based on certain assumptions. First, education is understood as a process whose chief aim is to bring change in the pattern of human behavior. Second, the kind of behavioral changes that the school seeks to attain constitute educational objectives. To see the occurrence of the desired changes in behavior, evaluation is carried out and hence the relationship between education and evaluation. Thus, knowing what to evaluate becomes a serious question. Since the purpose of evaluation is to see how far the objectives are realized the first task of evaluation becomes clearly defining the objectives. Tyler views evaluation as a means of examining the correspondence between

three foci,-educational objectives and learning experiences, and see the relationship between the actual learning experience and educational outcomes (Tyler, In Lewy, 1977,p.10).

Seen from the perspective of Tyler's definition of education, which is, " a process of changing the behavior pattern of people", then, evaluation is the process for determining the degree to which these changes in behavior are actually taking place (Tyler, 1949,p.106). This conception implies that evaluation must involve more than a single appraisal at any one time to see whether change has taken place or not and this includes assessing entering behavior of the learner. Furthermore, Tyler's argument on the procedure of evaluation indicates that evaluation demands identifying objectives, stating the objectives clearly and listing situations which will give the learner a chance to express the behavior implied by the educational objectives (Tyler, 1949,pp.110-113). If this is done, then, evaluation devices and techniques can be effectively developed and evaluation can appropriately serve the purposes of appraising the outcomes of students' learning, determining the value

of the curriculum itself, judging the merits of those who work in the school, providing information for making decision, and report students' progress to the students themselves and to their parents.

To the effect of satisfying these purposes the use of both formative and summative evaluation is recommended. Scriven (1967), made a distinction between formative and summative evaluation. He noted that one may pose questions concerning the merits of a program during the process of its development or, alternatively, after the process of program development has been fully completed. In case of the first question, evaluation results provide information that enable to correct faults detected in the program. The evaluation results may be used to the modification or formation of the program and hence the notion of formative evaluation. Evaluation that takes place at the end of the development process summarizes merits of the program, hence, the notion of summative evaluation (Scriven, 1967, In Lewy, 1977, p.12).

When it comes to the question of when to evaluate an educational program it becomes

obvious that education is there to serve societal needs and there is a need to cope up with the contemporary needs of the society as it changes from time to time, and this makes evaluation a continuous process conducted at the numerous segments of the curriculum and this enforces the use of different methods and strategies.

2.7.3 Methods of Evaluation

To improve the educational program in general and the teaching learning process in particular, there is a need to evaluate the efficiency and effectiveness of all the components of the curriculum. This demands getting tangible evidences to make substantial judgement, the process of gathering valid and reliable information demands an accurate means of measurement. Moreover, as evaluation involves assignment of value judgments, which require the collection of points of views, assumption and values, and as it is conducted at different stages, the use of different methods of gathering information employing different techniques and following different procedures, becomes essential.

To the effect of conducting evaluation at the different levels in the educational process

curriculum specialists suggest the use of different devices. For instance, methods such as asking opinions of teachers, of students, of personnel concerned with the educational program, observation of behavior, data collection, process studies concerned with events taking place in the classroom, proficiency and attitude measures with changes observed in pupils, and follow up studies with the later careers of those who have undergone the learning process are suggested. However, the employment of these methods is dependent on the purpose of evaluation. "If we wish only to know how well a curriculum is achieving its objectives, we fit the test to the curriculum, but if we wish to know how well the curriculum is serving the national interest, we measure all outcomes that might be worth striving for " (Payne,1974,p.122).

Viewed as such, evaluation follows different procedures at different levels. For instance, (Tyler, 1949, pp107-108; Taba, 1962,p.325), recommend the use of paper pencil tests, observation, check lists, records, interview, questionnaire and collection of actual products, as a means to get evidences for evaluation at instructional level. The use of the different devices is

advocated based on the assumption that there are many different ways of getting evidences that show change in behavior, and that evaluation is not dependent on one single method.

As to the evaluation of institutional program Saylor and his Associates recommend the use of different methods to be employed to get substantial evidences that could help decision makers to be more objective. For instance, they suggest the use of summative evaluation of the educational program through "surveys, follow up studies, judgements of scholars, citizens and students and test data" (Saylor, et.al., 1981, p.334).

Similarly, Hermanoweiz (1974,p.224) recommends the use of follow up studies of program graduates, colleagues and students to be used for corrective modification in teacher education program. If such follow up studies are not conducted, and "if there is lack of contact with graduates, and a teacher training institute continues to prepare teachers as it did years ago, then, the preparation teachers' receive would become less and less relevant to actual on-the-job performance requirments "Friedman, 1980 p.4). Thus, follow up studies become

crucial to appraise the teacher training program.

Finally, considering the question as to who should be involved in evaluating the program, since advocates of the objectives model consider curriculum development as a cooperative venture, where the curriculum specialist, subject specialists, teachers, students, parents, and people engaged in the educational process take part, they suggest these people to have a say in the evaluation process too.

From the views discussed above it could be learned that data obtained from both summative and formative evaluation could be used to serve the purpose of curriculum evaluation.

CHAPTER III

3. Historical Background of the Bahir Dar Teachers' College

In this part a brief historical account of the establishment and development of the College is presented. In doing so, an attempt is made to show what has been practiced in the process of program development and factors that have influenced the process emphasizing on the curricular aspect rather than focusing on the physical and human resources.

3.1 Rational for the Need of the Establishment of the Academy

The establishment and development of an institution is to the satisfaction of certain felt needs that are thought to be crucial at a given time. Accordingly, there were a number of felt needs that are said to have called for the establishment of the Academy of Pedagogy. Among the felt needs those cited in the Blue Book (1973, paragraphs 9-10) include the following:

- there was a need for an extension of primary education in the country which meant an increase in the number of instructors in the Teacher

Training Institutes and other persons involved in the teacher education program.

- to meet the economic needs of the country it was found imperative that school curricula should be made more relevant to the socio economic needs of the country.

To attain these demand of the day "a corps of teachers were required who besides being effective educators in the formal school environment, would also be able to act as community leaders and as adult educators with a good knowledge of the techniques needed for working in the rural environment "(Ibid). Moreover, as noted by Yirga (1972, p.2), at that time, the primary teacher training institutes were mostly staffed by expatriate teachers and there was a desire of the government to replace them with appropriately qualified local staff. To this end it was found necessary to establish an institution that could satisfy these felt needs of the country.

Here, one could imagine from the out-set that the many roles expected of the trainee are likely to influence the training program in such a way forcing it to offer for the development of the many skills required to play the different roles.

3.2 Establishment and Development of the Academy

The Unesco Report of 1977, on the issue of the Academy, attributes the establishment of the project to have originated from the report's of Professor L.J. Lewis and Mrs. H.E. Coppen, of the Institute of Education, University of London, who visited Ethiopia in 1968 on a consultancy mission. The purpose of the visit was "to study the conditions for the establishment of an institution for the training of primary teacher educators, it being understood that the training should put strong emphasis on the adaptation of primary education to rural life and development" (Unesco Report, 1977, p.1).

Based on the reports of these individuals it was proposed that in order to ensure an adequate supply of Ethiopian staff to man the teacher training institutes and to bring about the realization of the primary school curriculum, an Academy of Pedagogy with its associated teacher training institute and primary school be established as a single complex in one campus. The teacher training institute was intended to serve as a demonstration and testing unit for the trainee teacher educators' (Blue Book, 1973, paragraphs 5-7).

Here too, one could observe that although the need

to develop a curriculum that could serve the rural life and environment is appreciable, for the majority of Ethiopian lead a rural life, basing the establishment of the Academy on the report of the two foreigners is likely to have a negative effect because these persons lack a thorough understanding of the cultural background of the rural population and the socio economic conditions of the country. Moreover, their experience at home could also influence their proposal. This might be one of the reasons why most of the objectives, as could be seen later, were not realized. For instance, the opening of the primary school was not materialized; in the long run it was suggested to develop the institute to the Ethiopian Open University (EOU), having as its model the Open University in the United Kingdom (UNDP, 1973 Annex VII.4), and this too, was not realized. The establishment of the Academy, however, initially sponsored by the Ministry of Education was undertaken in 1971 with association from UNDP and UNESCO. The Academy was considered a pioneer institution from the time of its inception "concerning itself with courses that have not been offered anywhere else. No principles for this tertiary level of professional education have yet been identified, nor do there existed any models of

organizational or administrative structure appropriate to its needs" (Kaye, 1972, p.33). Such being the case, the early objectives of the Academy were, "developing structures, organization, curricula, policy making procedures, courses, teaching material and teaching methods appropriate to its particular needs" (Ibid). As a result the year 1972 was used as a year of preparation for the first year program.

In order to develop the program "it was found necessary to examine and where necessary, revise the curricula, materials and methods of the primary school and that of the TTIs" (UNDP, 1973, p. 11.2). To this end a number of project activities were designed among which were: the identification and specification of the general educational aims of the country, goals and objectives of the primary schools, that of the TTIs, determining objectives of the Academy, developing a curriculum based upon the Academy's objectives considering the nature of Ethiopia's rural economy referring to the present (the then present) and future needs of the country (Ibid., pp.iii A. 1-5).

Though these tasks were designed to be undertaken to develop the Academy's program the steps followed in the accomplishment of the tasks were not governed by systematic procedure as a planned project would do.

This has been admittedly stated in the above cited document when it said:

... this is not necessarily the order that might be logically the best according to accepted principles of curriculum development. But the urgent need for teacher educator is such that what is desirable from a logical point of view has to give way to what is desirable from the point of view of the exigencies of the situation (Ibid.)

As could be learned from the above statement, governed by the immediate demand for the establishment of the institute, things seem to have been accomplished hurriedly, in which case, it might have been difficult to identify the basic needs. Otherwise the attempt to identify the general educational aim, that of the TTIs and of the primary schools before determining the objectives of the Academy is an advisable practice because it enables to determine and specify the objectives of the Academy in relation to what is sought to serve the general purposes.

3.3 Tasks Performed to develop the Syllabus

To develop the syllabus for this unique institution, as reported by Yerga Gabre (1972, p.2), after carrying out the above stated activities, groups of teachers were formed. The purpose of the group was to identify the objectives of the Academy after

studying the curriculum of the primary schools and that of the TTIs and there_by develop syllabi that are to be implemented to attain the objectives. The studies were conducted according to Lemma Arity's, 1972 report, in the schools in and around Debre Birhan, Dessie, Asmara, Gondar, Makalle and Bahir Dar and in the TTIs of Asmara, Addis Ababa, Jimma, Harar and Debre Berhan (UNDP, 1973, p. iii A.6). There is no indication as to why these schools were selected. But one likely reason could be that three of the towns are towns that have TTIs and the others are on the way to the TTIs and these might have been chosen to save time and money.

After having contacts with primary school, TTI and some High School students, teachers and directors, and after assessing the teaching environment by visiting the schools and the TTIs, the facilities and the community, the problems were said to have been identified.

This is an acceptable practice because it enables to base the foundation of the new program on a firm ground established after studying and learning the existing situations that enable to identify the basic needs.

At the same time subject specialists were approached through a letter that invites them to participate in developing the Academy's curriculum (see Appendix

F). They were asked to clearly specify the objectives of teaching their disciplines at the Academy. The invitation included both national and expatriate staff. Among the national staff those involved in the study and development of syllabi for the subjects to be offered during the first year of the program were:

Tesfaye Mechi and Alemayehu G/Mariam - Amharic

Hailu Tsigie - Audio visual Education

Afewerk Tessema - Rural Science Syllabus

Lemma Arity and Seyoum W/Yohannes - Social Studies.

(Yirga, 1972,)

The syllabi of the rest of the subjects were to be developed by Unesco experts. Based on the outcomes of these studies, which indicated that the methods of instruction in the schools and the teacher training institutions were largely formal and verbal, which resulted in rote learning of minimal practical value, and the curriculum, which includes rural science, was not adequately put into practice to fit the children for life, and the curriculum in general failing to help the children develop the required skills for immediate need, and knowledge to understand the environment (Blue Book, 1972, par. 8), it was found necessary to develop a program that could enable overcome these educational problems by-

- a. Ethiopianizing the instructional personnel of the primary school teacher training institutes.
- b. Preparing and producing instructional materials based on the interests and needs of the Ethiopian children.
- c. Basing educational decision/policy - making on research and experimentation.
- d. Training teacher educators and up dating primary teacher education through planned inservice training for primary school teachers, TTI instructors and other personnel involved in Ethiopian Teacher Education programme (Yirga 1972, p. 26).

Taking this into account it was proposed to establish an academy of pedagogy. To this end a one year course syllabus was developed in 1972 for the first intake of students into the Academy by expert staff from overseas as well as Ethiopian staff.

3.4 Syllabus Development process

Framing syllabus, particularly for a new institution of higher learning, is deciding what to teach, and deciding what to teach is by no means an easy task to perform. There are several points and issues to consider in framing a syllabus among which the first

is to fully understand and being able to interpret the primary objectives of the institute and specify it in line with the national educational policy and educational aims.

It seems that it is in considering this fact that the developers of the program set out to identify the objectives of the project by studying the different curricula mentioned earlier and by looking into documents issued by the government. For instance, it is stated in the draft syllabus of the Academy's curriculum of 1973-74, (n.p), that the objectives of the Academy's curriculum to have been formulated considering the policy stated in the Ethiopian Third Five Year Development Plan and the general educational aims identified by the Education Sector Review. These two documents were referred to for they indicate the government's educational policy and the general educational aims. Using as a guide what has been stated in the two documents and attempting to relate it to the primary education it was decided to ensure the training of a multi purpose staff who can "act as catalysts between the local community, the agricultural and health extension workers and representatives of other agencies who may be involved in seeking cooperation in local development projects" (Yirga, 1972. p.26). To enable the institute meet these felt needs of the day the Academy's curricular objecties originally

stated were:

1. the preparation of teacher educators for the primary school TTIs
2. the training of supervisors and administrators for primary school
3. the training of organizers of inservice education for primary schools
4. the preparation of community development officers for rural Ethiopia, and
5. the preparation of organizers of adult education program (UNDP. 1973, p. II.1).

The institute was expected to satisfy all these tasks with the intention of improving the Ethiopian education in general and that of the teacher education in particular. As such, it was regarded as a centre for the improvement of the educational system and this resulted in the multi purposes to be accomplished by the Academy. But caution should have been exercised in trying to pursue more goals than can be attained realistically. This is one of the reasons why focusing on priority goals is advised and why Tyler (1949, p.33) warns by saying that:

It is essential therefore to select the number of objectives that can actually be attained in significant degree in the time available, and that these be really important ones. Furthermore, this group of

objectives should be highly consistent so that the student is not torn by contradictory patterns of human behavior.

Failing to attend to this warning means failing to achieve what is intended. Despite this warning of Tyler not to select many objectives at a time, however, attempts were made to design a program that could enable to attain all the early stated five objectives. To this end the courses designed for first year students were: Amharic, English, Mathematics, Social Studies, Human Development, Community Development, Rural Sociology, Social Research Method, Teaching Methods and Communication Skills (Curriculum, 1973-74, n.p).

No course number or credits are assigned to these courses to enable one to see the sequence employed and the emphasis placed upon each of the courses. Otherwise, the syllabus has the general aims of education, program objectives, course descriptions and the objectives for each of the courses. Topics, methods, and the necessary time for each topic are indicated. The objectives are stated in such a way indicating both the behavior and the content and in terms of student's behavior. For example, one of the objectives for the course "Human Development" reads:

By the end of the first year, the student should:

Have a detailed knowledge of the child-rearing practices to be found among different social groups in Ethiopia, and be able to explain their implications for the classroom (curriculum - 1973-74, n.p.).

This objective includes both the behavioral element, though in its subsidiary form, which is "be able to explain their implications for the classroom", and also the content, "have a detailed knowledge of the child rearing practices to be found among different social groups in Ethiopia", and this is in line to some extent with what proponents of the objectives model advocate.

As concerns the selection of contents attempts are made to relate it to the objectives and to consider the interests of the learners. For instance, it is stated in the syllabus that "contents were selected in terms of the knowledge, skills, experiences, and aptitudes that will be required of the Academy's trainees in their second year of attachment in which they will do practice teaching in the TTIs and will engage in reserach work "(Curriculum, 1973-74, n.p). This indicated that the selection of content is based on the immediate objectives of the program, and thus the criterion of significance is maintained. Furthermore, it is stated that " the students will have a right to expect that the courses they will be offered will be relevant to their needs (Kaye, 1972, p.34). This again is an

indication of concern for the interest of the learners.

As concerns organization of contents, characterized by its objectives, that is the training of multi purpose staff, fragments of information make up the courses for the year. Being as such, there is no horizontal relationship maintained between the course contents. Not to assess the vertical relationship the courses designed are only for one year. Similarly, there is no mention of how the courses are sequenced. In case of structure, a mixture of specific subjects structure such as Amharic, English, and broad fields structure such as mathematics, social studies are employed.

When it comes to evaluation, as it is stated in the planned activities, it was designed to develop and administer methods of assessing student's progress, the curriculum and teaching materials' appropriateness to the function of the program. This was to be carried out by conducting research and follow up studies continuously.

Looking into what has been practiced in the process of syllabus development of the Academy discussed so far, it is possible to conclude that the procedure followed corresponds with what is advocated by the objectives model, though not in its strict sense, because some of the principles are lacking. To cite

some of the procedures followed:- before attempting to determine objectives of the institute an attempt had been made to identify the national policy and educational aims by investigating into government documents. For instance, the Third Five Year Development Plan 1968-1972, was referred to identify the educational policy, and the Education Sector Review to identify the educational aims. Understanding the policy and educational aim helps to determine institutional objectives in line with what is desired at higher level. Since the primary activities involved in problem identification are information gathering and analysis, the primary and secondary schools' and the TTIs objectives, their curriculum and texts were assessed to identify the end and the means. Subject specialists were invited to contribute to the development of the program. Students and teachers were interviewed in an attempt to consider their interests and views. This means information pertaining to the context of the problem is collected to determine the nature and scope of the project and the feasibility of proceedings. Program objectives and course descriptions are stated. Course objectives are stated in behavioural terms indicating both the desired behavior and the means through which the behavior is to be brought about. Selection of content is made considering the immediate need. In case of evaluation too, it was

designed to assess the attainment of objectives and to improve the program by conducting research and follow up studies. Hence, its similarity with the objectives model. But when it comes to organization, it was not possible to see application of the principles thoroughly because the designed courses were only for one year and moreover, the courses have no course credits and course numbers that could have helped see the emphasis and sequence.

After completing the development of the first year syllabus in such a way, the Academy was inaugurated in October 1973, at Bahir Dar, in temporary premises at the Polytechnic Institute, as a four year Bachelor of Education (B.ED.) Degree offering program, and the first intake of students, 100 in number, started their first year study (Unesco Report. 1977, pp. 11-12).

This group finished its first year of formal instruction in 1973, and while the trainees were in their attachment program for one semester in 1974, the February 1974 Revolution brokeout imposing a new social system which brought about a nation wide campaign the "Edget Behibret Zemecha," Development Through Cooperation Campaign which was intended to introduce and instill the ideology and philosophy

of the new social order to the rural population. As a result, the students and their Ethiopian instructors went out to the 'Zemecha,' the program was interrupted for two years and "all the Unesco experts detached from the Academy" (Lakew, et.al. 1977, p.2). The Academy was reopened "in August 1976 with only 18 students of the first intake. The others did not report back after the 'Zemecha' for various reasons" (Tekeste, 1983, p.7).

When the Academy reopened after the "Zemecha" there was a need to change the objectives influenced by factors such as:

1. the defunct Education Sector Review
2. the evacuation of the Unesco experts, and
3. curricular changes in the Ministry of Education,

all of which were brought about by the Revolutionary changes. Forced by the situation the Ethiopian staff had to revise the syllabus. The specification and development of a 4 year program was found to be one of the early tasks after the "Zemecha".

To this end, a seven man curriculum committee composed of Ethiopian staff assigned to teach in the Academy, of whom one has taken advanced studies in curriculum studies, was established by order of the

Executive Committee of the Academy - this is a policy making body of the Academy established through a letter from the then Minister of Education dated July 16, 1976, number 1/2/6937/800/2/49 to authorize the Academy to function under this committee. The Executive Committee, according to the Proposed Charter of 1975, has 11 members. These are the principal and vice principal of the Academy, the TTI director, three members elected from the academic staff, two members elected from the administrative staff one from TTI staff, two student representatives. By definition, the principal of the Academy automatically becomes the chairman of the executive committee. Through him, the committee is accountable to the Minister of Education.

Accordingly, the principal of the Academy ordered the curriculum committee through a letter dated July 21, 1976, number 1835/1/7/2 to develop a new syllabus for the 4 year degree program.

3.5 Development of a New Syllabus

Since syllabus development, first and foremost, demands understanding of objectives, the committee's first task was to identify these objectives. Questions as how to develop the program and toward what end, were asked by those charged with the task of developing the syllabus but no one was in position to give answers to these questions.

Mentioning the situation, Tekeste writes, "After the 'Zemecha' Years, the old questions still existed. No clear answers were forwarded from above or below. Anyhow, the college had to start functioning and had to find out its own ways on how to do it" (Tekeste, 1983, p.7). Revising the various proclamation and directives issued by the Provisional Government, the committee learned that the three mottos of education - education for production; education for scientific research; and education for socialist consciousness, were regarded as the general frame of reference. Needing further explanation as how to interpret these broad objectives into institutional aims the committee asked the then principal of the Academy to request officials in the Ministry of Education to send persons who could give briefings and explanations on what the purpose of the Academy and the objectives of the TTIs were. The answer received from the principal was:

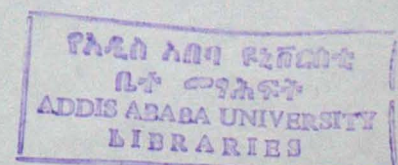
.... After making a number of contacts with the Ministry officials through telephone, the order received from the Department of Teacher Education, is that at the moment there is no need to go into details of activities of design of the syllabus but to design one, somehow, which would enable second year students begin their program and then improve this in line with the educational guidelines that are to be set by the ministry (Tekeste, 1971 E.C. P. 21, the Researcher's Translation).

The response, received from the Ministry officials

is an indication of the view these people have for syllabus development. It means that they regard syllabus development as a task performed without any preliminary studies, and guidelines, and consider it as something done without taking time. Such view emanates either from inadequate conceptualization of the purposes and procedures of program development or negligence to what the process of syllabus development in teacher education requires. Such practices are likely to have a negative impact on the syllabus.

Having received such an answer from the principal the committee seems to be forced to decide on what it saw it fit for the immediate demand. In describing what has been done to this effect, it is stated in the proposed Four Year Program of 1977 that the committee has consulted relevant documents such as the "Project Document," the "Yellow Book", the "Tripartite Reveiw" - these are documents that tell the agreements made between the three parties, namely, the Ministry of Education, UNDP and UNESCO, and the purposes and proposals of the project. After investigating into these documents the committee found out the early stated objectives of the institute and decided to work toward it, failing to determine new ones that correspond to the new educational objectives.

Perhaps the first task of any program committee is to define and redefine stated educational aims into anticipated institutional objectives. Where there is no educational aims identified, it is not possible to state valid institutional objectives. The criterion of correspondence between educational aims and program objectives cannot be met. Stressing on this point Goodlad has to say the following: "Teachers decisions not consistent with or formulated in ignorance of decisions at earlier points fall outside the framework of consistency emphasized in the system" (Goodlad, 1966, In Huenecke, 1982, p. 291). Here, it is observed that how change in the political ideology has influenced the syllabus development of the College. The change has caused problems in that there were no clearly stated educational policies and educational aims that could guide syllabus development process of the Academy. Forced by the situation the committee resorted to objectives formulated before the outbreak of the revolution. In developing a syllabus for a program, it is beneficial to look into the past, the present and the future, so that what is developed is based on the experiences gained from the past is made to serve the present need, and forecast the future. Absolute dependence on one of these is likely to make the program defective. In case of the program under discussion reference is



made to the past to identify the objectives, failing to determine the new institutional objectives in line with the new educational aims.

However, the committee has attempted to identify the national aims of education, the educational philosophy and policy which could have served as a guide to develop the new syllabus. It has attempted to know the objectives of the TTI program since the purpose was to train teachers and knowing the tasks would have been of much help to design the program. As noted by Johnson (1981), "Selection of content for general education differs markedly from selection of contents for training" (In Giroux, et.al. (eds.) 1981, p. 82). Hence, a comprehensive assessment of the skills, knowledge and attitudes needed by the teacher to function effectively becomes essential before making decisions as to what should constitute the content of the program. Elaborating his view further, Johnson writes:

Training is the process of preparing an individual to perform defined functions in a predictable situation. The selection of curriculum content for training is based on an analysis of the specific functions to be performed and the specific situations in which they are to be performed (Ibid.)

So the committee's attempt to analyze the TTI syllabus was very essential. The attempt, however, was made to no avail because of the prevailing

conditions of the time, and the reference of the committee to the former objectives. The discrepancy between the formerly set objectives and the changes made due to the new political ideology and social order is likely to cause the program to fail to serve its purpose, because, at the moment, drastic changes were taking place in the political ideology and social order which are prominent factors in influencing a curriculum. This indicates that changes in curriculum favour evolutionary changes rather than revolutionary ones.

Despite this likely failure, the committee, in working toward the attainment of the objectives, took into account the fact that the Academy was not properly staffed to meet the objectives and recommended that the objectives be classified into two: viz., immediate and long term. The immediate objective was "to prepare teacher educators" and hence, the programs for adult education organizers, community development officers, organizers of inservice education and supervisors were to be delayed. As a result the present Pedagogy program appeared as the major program of the Academy. This fact is stated by Tekeste as follows:

.... The first group of students had to take Pedagogical science as their major field of study even without any minor components. This is how the Pedagogics major started and still exists. This was neither the wish of

the students nor was it of the institution. It is the result of circumstantial imposition (Tekeste, 1983, p.9).

From what has been stated above it is apparent that Pedagogy as a major area of the institute appeared enforced by conditions rather than being developed on a rational basis/by wishes of preference.

To the attainment of the identified objective, that is "to prepare teacher educators", the areas of study were specified and classified into the following four components:

1. Common Course
2. Areas of Concentration
3. Professional Courses, and
4. Electives.

Based on these, a four year draft program was developed by the curriculum committee. Though there is no mention as how the contents are selected and organized in the syllabus, they are categorized under four components having the following credits:

Common Courses:- These are Courses of 55-60 credit hours which impart basic knowledge in the field of education and which all students are required to take.

Areas of Concentration :- This is a major area of study of 50-60 credit hours aimed at

equipping the student adequately with the necessary knowledge and skills for the professional career he undertakes.

Professional Courses :- These courses of 10-15 credit hours are offered for professional depth in conjunction with areas of concentration.

Electives :- These are also courses of 10-15 credit hours given for the purpose of enrichment (Proposed Four Year Program, 1977, p. 11)

This draft program (syllabus) was presented to the general staff and in light of the experiences gained by trying to implement the draft syllabus in its first year of development, it was found necessary to make some light modification. Accordingly, the modified syllabus has three basic areas of study with the following credit hours:

1. General Courses - these are courses of 35-40 credit hours which are supposed to impart basic knowledge and which all students are required to take.
2. Area of Emphasis ("Major area of study) - these are courses of 55-60 credit hours in the field of education. This includes 15 credit hours of

field work (teaching practice), which is at present reduced to 3 credit hours because of shortage of time caused by the number of courses.

3. Subject Area (Minor Area of Study): Although the emphasis is on Pedagogical courses, it is believed that students should pursue studies in subject area as a minor. A student is required to take 35-40 credit hours in the subject area he/she chooses as a minor. The subject areas that are offered as minor are: English, Ahmaric, Social Science, which includes history and geography of Ethiopia, and Mathematics (Course Catalogue, 1973, p.8).

In the proposed four year program emphasis is given to the common courses and areas of concentration and less emphasis is given to the professional courses. In the revised program emphasis is given to the major area of study giving equal credits to the common courses and minor area of study. This, according to the Curriculum Committee, is deliberately done since students are graduating with a B.Ed. degree and there is a need to emphasize on the professional courses.

This syllabus, developed in 1978, has remained the syllabus for the department of pedagogy upto the present, except for the inclusion of courses such as educational psychology (ped. Sc. 224), psychology of

Exceptional Children (Ped. Sc. 325), Teaching Practice, etc, in place of Basic Skills in Teaching, Sociology of Education, Semester Attachment, etc. (For details of courses and the break down See Appendices G and H). But, as noted by Jacobs (1974, p.16). "Mere additions or cutbacks in a present program does not constitute program development" This, however, is what was practised in the development of the Pedagogy program due to the influence of the revolution.

From what has been practiced to set the objectives of the Academy, selection of content, and organization, in the second syllabus, one can boldly say that the practice has followed no established set of procedure. Rather it was characterized by borrowing objectives from the past, and contents from Addis Ababa University and Kotebe Teachers' College. Another point worth noting is that objectives remaining the same changes are made in content areas causing discrepancy between ends and means.

3.6 Present Trend of Syllabus Development

As learned through interviews held with the curriculum committee members and department teachers, while the Academy was under the Ministry of Education it was not in a position to grant the

Bachelor Degree on its own, for it was not accredited and chartered, and there was a need either to authorize it or bring it under the Addis Ababa University. Accordingly, the College became the constituent part of the Addis Ababa University in January 1980, the same Year the original name "Academy of Pedagogy" was changed to Bahir Dar Teachers' College, the former name being found less relevant to its present function which includes the training of science teachers of Junior and Senior High Schools, the Pedagogy program was reduced to department level and was no more the whole function of the institute. Since then the procedure of syllabus development process is said to have been carried out following the rules and regulations of the Addis Ababa University. Accordingly, each department has a sub-curriculum committee which has all department staff as its members. This sub-committee meets and produces a working paper on matters that are pertinent to its program. These include stating objectives, task specification and content selection. This working paper is sent to the College's Curriculum Committee, which is composed of representatives of all the nine departments of the College and whose chairperson is the Academic Assistant Dean. The committee examines what has been proposed by the sub committee by valuing the need for the objectives, examining the

selection of content to be in line with the stated objectives, and chooses those that appear to be most significant and passes it over to the Academic Commission of the College - an executive body for academic affairs composed of the Dean, the Assistant Dean, Department heads, representative of teachers and students and whose chairperson is the Dean of the College. By the approval of the Academic Commission, after verifying the proposal, it is sent to the Addis Ababa University Academic Standards and Curriculum Review Committee. After examining what has been proposed, the Review Committee endorses the proposal and sends it to the Executive Committee and finally to the Senate. Once approved by the Senate it becomes a recognized syllabus.

In this type of syllabus development process, one advantage seems visible. That is, as the proposal passes through the committees at different levels there is a possibility of refining it from many defects, and the practice is favourable though it demands closer investigation to determine its effectiveness.

CHAPTER IV

4. FINDINGS AND DISCUSSIONS

In an attempt to answer the basic questions raised at the beginning of the study, data obtained through document analysis, interviews and questionnaire forms are interpreted and analyzed in this chapter.

4.1 Results of Assessment of the Presence or Absence of Criteria

Examining the presence or absence of criteria that a syllabus developed in light of the objectives model ought to satisfy, it was found out that only two (13.3%) of the criteria, among the 15 criteria set to examine its fitting to the objectives model, are met. The result shows that the syllabus fails to satisfy the criteria that a syllabus developed in light of the objectives model should meet (for the list of criteria see Appendix B).

4.2 Results of the Questionnaire

Assessing the views of the graduates about the various aspects of the Pedagogy program and their suggestions for its improvement, the following results were obtained.

Part I - Biodata

Table 1

Respondents Qualification, Assignment and Experience

Minor Area of Study	No		Subject Taught	No		Years of Teaching Experience	No	
		%			%			%
Amharic	7	29	Amharic	3	12	1-5	9	38
English	7	29	English	7	29	6-10	13	54
Maths	6	25	Maths	4	17	10 & above	2	8
Geography	4	17	Geography	1	4	-	-	-
	-		Psychology	5	21	-	-	-
	-		Pedagogy	4	17	-	-	-
TOTAL	24	100	TOTAL	24	100	TOTAL	24	100

As the table above shows out of the 24 respondents 7 of them (29%) minor in Amharic, another 7 (29%) in English, 6 of them (25%) in Mathematics and the remaining 4 (17%) in Geography. This indicates that the sample population includes members from all the four minor areas though not in an equal proportion.

The majority of the graduates 14 (58%) assigned in the three TTIs are language minors, and out of the 24 respondents 9 of them (38%) are assigned to teach in their major and the remaining 15 (62%), are assigned to teach in their minor. This shows that the majority of the graduates are required to teach in their minors even if they are assigned in the TTIs, where they are supposed to teach in their major area of study. The selection and recruitment should be made in relation to the national planning to avoid such displacement of the trainees.

In case of years of teaching experience 9 of them (38%) have worked for 1-5 years, 13 of them (54%) for 6-10 years and 2 of them (8%) for 10 years and above. Overall, the respondents have a considerable years of experience which would help to identify recurrent problems.

Part II

Table 2

Respondents' Opinion Toward the Objectives of the Program and Its Content Components.

Item Number	ALTERNATIVES								TOTAL	
	Strongly Agree		Agree		Disagree		Strongly Disagree			
	No	%	No	%	No	%	No	%	No	%
1	3	12.5	8	33.33	5	20.83	8	33.33	24	99.99
2	3	12.5	19	79.16	2	8.33	-	-	24	99.99
3	-	-	7	29.16	14	58.33	3	12.5	24	99.99
4	8	33.33	16	66.66	-	-	-	-	24	99.99
5	7	29.16	14	58.33	3	12.5	-	-	24	99.99
6	8	33.33	13	54.16	2	8.33	1	4.16	24	99.98
7	5	20.83	11	45.83	8	33.33	-	-	24	99.99
AVERAGE	4.85	20.23	12.57	52.37	4.85	20.23	1.71	7	24	99.98

For statements of the items see Appendix E.

knowledge, skills and techniques, and that the courses are classroom oriented.

However, when the result of the responses for each item is separately seen, there is a disagreement of the majority of the respondents 17 of them (70.1%)

on the following items:
As shown on Table 2 when the total average of the responses under strongly agree (which is 20.23%) is compared with the total average of responses under strongly disagree (which is 7%), it indicates that the result for strongly agree is greater. Moreover, when the aggregate averages for strongly agree and agree (which are $20.23\% + 52.37\% = 72.60\%$) are compared with the aggregate averages of disagree and strongly disagree (which are $20.23\% + 7\% = 27.23\%$), the result for agreement is significantly high. The results show that there is a general agreement of the respondents, with some reservations since the majority doesn't strongly agree, that they were acquainted with program objectives; that the program contents were developed around its objectives, that the program has provided them with the necessary materials and resources for teaching the subjects they are assigned to teach. Following this question they were asked whether or not they attach the values of the difficulties they face to the program and to indicate what the causes are.

knowledge, skills and techniques, and that the courses are classroom oriented.

However, when the result of the responses for each item is separately seen, there is a disagreement of the majority of the respondents 17 of them (70.38%) on the relationship between the courses offered in the college and those taught in the TTI. (This finding refers to the responses for item 3).

Part III

Table 3

Respondents' Reaction Toward the Program in General.

Item No.	Item Stem	Alternatives	Response	
			No	%
8	Are you experiencing any difficulty in teaching the courses you are assigned to teach ?	Yes	14	58
		No	10	42
		T O T A L	24	100

The Table shows that the majority of the respondents (58%) say that they face difficulties in teaching the subjects they are assigned to teach. Following this question they were asked whether or not they attach the causes of the difficulties they face to the program and to indicate what the causes are.

Table 4

The program seen as a cause of Difficulty

Item No.	Item Stem	Alternative	Response	
			No	%
9	If your response to item 8 is "yes", are the causes of the difficulty attributable to the College's training program?	Yes	13	93
		No	1	7
		T O T A L	14	100

As could be learned from the table above, 93% of those who say that they face difficulties in teaching the subjects they are assigned to teach attach the problem to the College's training program. Among these, those who teach in their major area are 7 (54%) and they are of the opinion that the main cause of the problem emanates from the differences in content between the courses offered in the College and those taught in the TTIs. They state that except the similarity in title between the courses offered at the two levels, what are reflected in the contents are different ideas and concepts that are based on different philosophies. They attribute the difference to the orientation of the courses to different ideologies. The College's course contents are said to treat the discipline without any bias where as those of the TTIs are based on Socialist ideology.

Of course one cannot expect or claim the course contents offered at the two levels to be identical

but there is a need that some sort of relationship to exist between the contents of the courses offered at the two levels. This view is based on the fact that the program at the College is a training program and such a program, as noted by Jhonson (1981) requires basing the selection of curriculum content on analysis of the specific functions to be performed. Moreover, as argued by Friedman (1980, p. 137), and Sarason and Others (1986, p.2), in many professions course work in the major area is clearly and directly relevant to ^{the} expected on the job performance. In similar vein, they argue that primary functions of the teacher are to impart content and help in the acquisition of intellectual skills, and that teacher training prepares a prospective teacher to accomplish those objectives. When there is lack of provision of a framework for differentiating between instructional content and background knowledge, as noted by Friedman (Ibid.), the "blaming the victim" Syndrom can occur.

As to the cause for the differences between the contents one likely explanation is that the influence of the new social order seems to have brought a change in the curriculum of the TTI whereas the syllabus of the College remained unchanged. The TTI syllabus has been revised by experts in the Curriculum Departemnt of the Ministry

of Education. These experts are assisted by specialists from the GDR and this might be one of the causes of emphasizing on socialist ideology. On the other hand, the College's Pedagogy syllabus which was prepared by unesco experts in collaboration with Ethiopian staff remains unrevised.

To the effect of justifying what has been stated by the respondents, the researcher examined the syllabi for the course Pedagogy offered in the TTIs and course contents of some of the professional courses of the College. Education. Otherwise, there is a

considerable difference between the contents of the The Psychology teaching material for the TTI has four chapters: Introduction into Psychology, psychology of Personality, psychology of Development, Pedagogic Psychology and a recently included unit Measurement and Evaluation. Of these, it is only the contents of Psychology of Development and Measurement and Evaluation that are related to the courses of the College. The rest are completely based on socialist ideology. For instance, the first chapter deals with the ideas and concepts of psychic phenomena and perception based on materialist outlook. The chapter on personality is about socialist personality. On the other hand, the College's psychology courses contents refer to the scientific development of the discipline. They deal

with the development of psychology as a discipline and treat psychological theories and their application in education.

The Pedagogy material for the TTIs has also four chapters: Introduction to Socialist Pedagogy, Fundamentals of Socialist Pedagogy, Didactics, Theory of Socialist Education, and History of Education. As the topics entail, three of the chapters reflect socialist ideology and it is only the fourth chapter that has relationship with one of the pedagogy courses of the College - History and Philosophy of Education. Otherwise, there is a considerable difference between the contents of the two subjects at the two levels. Here, the researcher is not intending to favour courses given at one level and condemn the other, but is intending to show that there should be a relationship between the courses offered at the two levels. To use Smith's (1969) word, the teacher's knowledge acquired through training, has to serve at least as a "back-burner," when the teacher is engaged in teaching.

In the case of the program under investigation the respondents say that the situation has demanded them to study the contents of the teaching materials for the two courses with difficulty because of lack of orientation to the ideas and concepts contained in

the teaching materials. This means that there is lack of earlier knowledge of the subject matter which could serve as a basis in teaching the courses. In the literature reviewed, it is stated that the teacher requires two kinds of knowledge: One is knowledge that is to be taught to the pupil, and the other is the knowledge that may be needed by the teacher as a background for teaching his particular speciality (NCATE, 1977). The former one seems to be lacking in the training program of the College and this is likely to result from the program developers' failure to assess the TTI syllabus before developing the syllabus for the training program. This indicates how important needs assessment is to develop relevant and functional educational program.

Those who teach in their minor areas (46%) say that they face difficulties due to the discrepancy of being assigned to teach in minor areas in the TTIs where they are supposed to teach in their major. Here is what one of the respondents writes: "Now-a-days majoring in pedagogy tends to be something of no use since the teachers are usually assigned in the minor areas. Owing to the discrepancy between what is studied and what is taught, later problems arise in teaching in the minor." As a solution to the problem they suggest either to raise minor areas to areas of major, or decrease the number of common

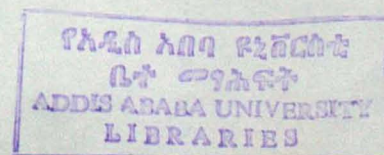
courses and increase the number of minor area courses. To quote what one of the respondents suggests: "Every teacher in my acquaintance (except some) says, 'It would have been good, if my minor area were my major subjects.' From the above condition, I am of the opinion that the College should not train the would be teachers in Pedagogy. It should rather train them in Amharic, English, Geography, Mathematics and other subjctets." Here the request of the respondents is for more courses in the subject areas they are assigned to teach.

Table 5

Respondents' Opinion for Revision or Acceptance
of Courses as They Are

Items	Statements	Alternatives	Responses	
			No	%
11	The content of the General education group of courses:	. is acceptable as it is . needs revision	8	33.33
			16	66.66
13	The content of the professional courses:	. is accepted as it is . needs revision	8	33.33
			16	66.66
15	The content of the courses of specialization:	. is accepted as it is . needs revision	11	45.83
			13	54.16

As the above table shows the majority of the respondents, that is, 66.66% of them for both items



11 and 13 and 54.16% for item 15, are of the opinion that the contents of the general education group of courses, that of the professional courses, and courses of specialization be revised. This view of the respondents is in no way contrary to what they have answered to questions 4-6, in the second part of the questionnaire. Rather it shows that they are of the opinion that the program satisfies the requirements to some extent and that there is a need for improvement. Accordingly, the common revision suggested to improve the general education group of courses are: the exclusion of the Marxian Thought and Philosophy, and Political Economy and the inclusion of courses in major or minor areas.

Seen from the point of view of what has been suggested, the respondents seem to fail to understand that ideology influences curriculum. It is the dominant or ruling ideology that has brought the inclusion of these courses into the program, and is not the wish or will of the developers of the syllabus that determines their exclusion or inclusion. At present, however, there seems to be a possibility to consider these suggestions for the new socio economic policies issued by the government are indicators of a shift in the political ideology.

As an out growth of this circumstance higher institutions, where these subjects are offered as common courses, are advised to drop them if their is a wish to do so by the Academic Vice President of the A.A.U. through a letter Ref. No. Ac. 100.4/82/524 written on 27th March 1990.

Other than these the frequent revisions suggested by the respondents for the improvement of the professional courses are: revised methods courses that acquaint trainees with techniques of teaching and classroom management by 14 (58%); revised material production courses that are practice oriented by 8 (33%) and more research methods courses that enable them conduct research to improve teaching by 10 (42%).

The suggestions forwarded to improve courses of specialization are: revision of courses considering the TTI syllabus by 13 (54%) and more courses in areas of specialization to have a thorough understanding of the knowledge and skills by 15 (62%).

Furthermore, when asked to suggest courses that they think need to be included in the Pedagogy program, 8 (33%) of the respondents suggested material production I and II. One for theoretical aspect and the other for practical aspect; course of communication skills is suggested by 9 (38%);

general methods in a new perspective by 14 (58%); methods of modern Educational Research by 10 (42%) of them.

For overall improvement of the program the majority 18 (75%) of the respondents recommended:

- . Revising the objectives and course contents of the College to meet either the demands of the TTIs or that of the High schools.
- . Conducting follow up studies of the graduates to improve the College's program.
- . Launching inservice program to upgrade the qualification of the graduates of the College.
- . Upgrading the instructors of the College.
- . Making the program courses to be more of practice oriented than theory oriented.
- . Raising minor areas to major areas of study.
- . Relating the man power training of the College to the demands of the labour market. and,
- . Increasing the time for practice teaching.

4.3 Outcomes of Interview and Syllabus Analysis

After analyzing the syllabus and after interviewing the people concerned about the developemnt of the syllabus the following discussion is made based on the finding.

In time of developing the new syllabus for the College after the "Zemecha", that is the pedagogy syllabus, for it was the only program of the College at that time, the curriculum committee stated that it drafted the Four Year Study Program "in line with the national educational Philosophy" (Four Year Proposed Program, 1977. p.I). But there is no indication of what the national educational philosophy was and it was not possible to see how the relationship between the philosophy and the syllabus development practice was maintained. As a result, it was difficult to justify what has been stated. As opposed to what has been stated in the document the interviewed people say that, at that time, there was no any educational philosophy due to the changes and unrest caused in the social system by the Revolution.

This lack of educational philosophy indicates that there is no means of screening worthwhile objectives among the many objectives that could be derived from needs assessment as suggested by Tyler (1949). In

which case it is likely that the situation invites for the inclusion of trivial objectives, invites divergent views to prevail, and divergent patterns to follow in developing courses.

The national educational aim is not stated in the syllabus to show the direct relationship between the two levels of objectives. The reason for lack of statement of the national aims of education, as explained by the curriculum committee members, is due to the absence of a national educational aim at the moment of the development of the syllabus. The then stated three mottos of education, namely, "education for production", "education for class struggle", and "education for scientific reserach", which were regarded as the general aims of education, did not help much to understand the aim because they were vague and very broad and could mean different things to different people.

Later on, based on these three mottos of education the present five national aims of education were stated in 1980.

These are:

1. To eradicate illiteracy in the shortest possible time; provide general education, step by step, so as to improve the living conditions of the broad masses,

2. To provide education based on the Marxist-Leninist conception which will raise the level of consciousness of the broad masses as to intensify the class struggle.
3. To instil the students progressive cultural values by developing Marxist-Leninist aesthetics so that they may be guided by socialist morality and discipline.
4. To provide education, at different levels, that will promote scientific research so that students will acquire ability that will enable them to understand their surroundings, the community, and nature as a whole, to inquire, experiment, create, and integrate theory with practice in order to solve problems.
5. To provide education, at different levels, that will enhance the dignity of labour and the desire to work, help produce trained personnel in different areas so as to meet the required well trained manpower needs of the nation (Abebe Bekele, The Ethiopian Journal of Education, 1986, Vol, x, No 1 p.46).

Yet, attempts were not made on the part of the College to relate the objectives of the College to these educational aims. When asked why they have

not done this, the interviewed people said that the objectives of the College were unknown and it was not possible to relate them to the general educational aims. They say this because most of the graduates of the College were being assigned to teach in the high schools and the objective "to prepare teacher educators" is viewed as non functional. Yet, they have this same objective and are working to its attainment and what they say cannot be accepted as an excuse for not relating the program objective to the national aims of education. Absence of stated general educational aim in the syllabus will result in divorcing the curricular as well as the instructional objectives from the overall goal of education and it will not be possible to see the contribution of the program to the attainment of the national aim.

Due to lack of specification of curricular policies, there is no indication of how a syllabus is developed, and when to revise or reform it. Consequently, the syllabus has not been revised since its development in 1978. What has been exercised is cancelling some of the courses and including others on the basis of what the committee thinks to be "timely" and when "the need for a course arises". In doing so, there is no any systematic means followed. But what is practiced is, objectives are sought, tasks are specified and

contents are selected. Then the subject is discussed both at department level and by the Academic Commission and if the majority accepts the change or inclusion of the course, it will be put into practice. This practice is contrary to what is advocated by advocancers of the objectives model. Any change in the curriculum needs to be based on research findings and follow up studies so that the change can be defended. Mere exclusion and inclusion of courses, as noted by Jackobs (1974), doesn't mean curriculum revision.

To determine the objectives of the College and to develop the draft Syllabus, when the College reopened after the "Edget Behebret Zemecha," the committee said that it refered to the former documetns to identify the objectives. One of the formerly set objectives, that is "to prepare teacher educators", was found to be attainable and was chosen as the objective of the College. According to the developers of the program this objective came into being by "circumstantial imposition" and has remained as the main objective up to the present. This has caused the training of teacher educators more than the TTIs could absorb and there was a need to change the objective since the graduation of the second batch in 1980.

Lack of definite objective of the program still

remains major problem of the College. The researcher has witnessed many letters exchanged between the College and the Ministry of Education, between the College and the Commission for Higher Education, between the College and the Addis Ababa University. For example, letter no. 3369/1/7/2, dated Sene 14, 1972 E.C. written to the Academic Vice President of the Addis Ababa University, states that the objectives of the College were not clearly known and its program could fit to no educational level of the country, and asks for decisions to change it. In response to this letter the Academic Officer of the University wrote letter no 7/00/09/102/72, Sene 25, 1972 E.C. describing that the committee assigned to study the pedagogy program had concluded that the objectives of the Academy could enable it to meet any educational need and the program must be revised to produce teachers for high schools since 1981. Though this objective was included in the program there were no changes made in the courses offered. The trainees for both levels take the same courses. This practice shows the denial of correspondence between objectives and contents, and attainment of objective is questionable.

Due to the urgency of the task of developing the syllabus, there was no needs assessment conducted to

formulate the objectives of the new program. Instead, the objectives stated before the outbreak of the revolution became the objectives of the new syllabus. Had the objectives of the TTIs been known, relevant courses would have been designed than courses such as Community Development Science, Primary School Teacher Education I and II, and Educational Management I and II. These are courses meant for community development program organizers, inservice teacher education programers, and supervisors respectively. The inclusion of these courses has consumed the time that could have been used for relevant courses. This seems the ^areason why the respondents demand for more relevant courses that are geared toward the TTI program as indicated by the suggestions for revision. What one could learn from this is that syllabus revision should never be a last minute hasty affair, and to do it effectively means that ample advanced information should be available to formulate it.

As regards statement of objectives the syllabus has course descriptions for all courses whereas the objectives are stated in some cases and not stated in others. For instance, it is only course description that is stated of the ~~course~~ "History and Philosophy of Education" (Ped. Sc. 213). The description reads: "This course deals with the historical and philosophical developement of

education in cross sections of the world from the past to the present with emphasis on different philosophical thoughts and theories of education" (Four year Proposed Program 1977, p.19.). In such cases, where objectives are not stated, purposes are not viewed before hand and the course developer is not helped by the syllabus.

Even in cases where the objectives are stated, they are stated at times, in teacher behavior and at times in students behavior or both. To cite an example, the course objective for one of the common courses, "Introduction to Library studies" (L.Stud. 101), stated in the syllabus, reads: "Ethiopian school library organization and administration are discussed with the intention of giving commandable knowledge to students or their study program during their stay in the Academy as well as for their future careers. "(Ibid., p.3). Here, the course description is stated in teacher behavior in which case it is likely to influence the statement of objectives to be made in teacher behavior.

In another case, where the objective is stated in behavioral terms it is difficult to identify whether it is stated in terms of the students' behavior or in terms of the teachers' behavior. For example, "Introduction to Educational Organization and Administration (Ped. Sc. 264)", has the following

objectives stated:

Through this course it is intended to:

- . analyze the basic theories and characteristics of organizations in general, and that of the schools in particular.
- . investigate the development of educational administration in general and school organization and administration in particular.
- . examine the nature and purpose of school organization and administration in some socialist countries (Ibid., p.20);

These objectives though they are stated in behavioural terms, they remain vague because of their lack of clarity.

Another point of mention is that there are statements such as the following stated for the course "Introduction to Psychology (Ped. Sc. 121)". "Basic facts and principles necessary to understand human behavior (cognitive, affective and psychomotor), its development and dynamics, and the role of heredity and environment as its determinants." (Ibid., p.10). Understanding what this statement is, would have been very difficult had the title "Pedagogical Science Course Description" not been given. It is neither a course

description nor an objective in the true sense of statement.

Analysing each course description and statement of objectives in the syllabus in light of the principles that objectives should be stated in behavioral terms, that they should be stated in terms of student behavior, that they must indicate both behavior and content, that they must be clearly stated as suggested by Tyler (1949), Taba (1962), Ehrenberg (1974), it was found out that of the 20 professional courses designed for major area 7 courses (35%) have only course descriptions, 4 courses (20%) have objectives only and 9 courses (45%) have both course descriptions and objectives. Among the 13 courses (65%) that have objectives, 3 of them (23%) indicated content only, 5 of them (38%) behavior only and the remaining 5 (38%) have both behavior and content. Among the 5 courses that have objectives stated in behavioral terms indicating both behavior and content, 3 of them are stated in teacher behavior and two in student behavior (for details see Appendix K).

The result indicates that out of the 20 courses it is only two (10%) that have objectives stated satisfying the principles. The remaining 18 courses (90%) do not meet the principles for statement of objectives and this shows how much

defective the course syllabus is.

This variation in statement of objectives is likely to emanate from two causes. One could be lack of appropriate knowledge in the formulation and statement of objectives on the part of the developers and the other could be lack of a theoretical framework or model that could guide the course developers to follow similar patterns of statement. Be it this or that, the statement of objectives in the syllabus are inconsistent, some times vague, sometimes missing, and at times mixing various types of behavior. These conditions have made the syllabus of no help in providing the necessary guidance or direction in time of course development and this is reflected in the statement of objectives of courses even today. For example, the course outline for History and Philosophy of Education (Ped. Sc. 211) of 1989/90 has as its course description what has been stated earlier and the following as its objectives:

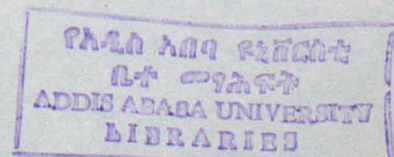
- . That the students realize that different philosophies imply differences in the emphasis of the type of education provided to citizens of some country.

- . That the students conceptualize that theories of learning, curriculum, methods, evaluation, etc., are formulated on the basis of the

philosophy or philosophies.

- . That the students are made aware of the fact that assimilation of the philosophy of education enables one to be a successful teacher.
- . That the students realize that philosophy of education is the basis to the application of philosophy to the study of educational problems (see Appendix I).

In the above case, though objectives 1, 2 and 4 are in terms of student behavior, and seem to indicate both the behavior and content they are not to be accepted for they lack clarity. Moreover, at a level of instructional objectives they are written in general terms that would make the assessment of the objectives very difficult. In case of objective three it is stated in terms of teacher behavior in which case it is the teacher's activity that is indicated and it could be difficult to see what the students are expected to do after they are through with the learning experience. So the concern in stating objectives is what the student does and not what the teacher does. This principle is negated in the above statement of objective.



In another case the course outline for comparative Education (Ped. Sc. 412) for 1989/90 has the following as its objectives.

At the end of the course students will be able to:

- State the aspects which characterize comparative education.
- discuss the development of comparative education at different historical periods.
- describe the methodologies employed in conducting comparative studies in education.
- explain the root causes underlying the variation between old and new approaches in comparative education.
- analyze the comparative value of educational systems in the world of today. (see Appendix J).

In these objectives both the behavior and the content are indicated. The statements are clear to enable assess the achievement of the desired behavior and are written in terms of student behavior. As such the objectives satisfy the principles for the statement of objectives. The above two examples show the variation of statement of objectives which is an indication of lack of a

guideline that could have helped the course developers to follow the same pattern.

The other point that goes along with the statement of objectives is the statement of ultimate, terminal and enabling objectives in the syllabus. These objectives are not indicated explicitly in the syllabus under study. Lack of statement of the ultimate objective will limit instructors from seeing the long range desired end which would help them to identify the skills and knowledge that the trainees should master through the instructional activity and to create unity among courses. Lack of statement of terminal objectives will hinder instructors from seeing the performances expected of the students at certain level of training and stating appropriate enabling objectives. Absence of these objectives in the syllabus is likely to make teachers focus on daily activities rather than focusing on long range objectives and performances expected at certain level.

In case of content selection the principle of selecting content on the bases of objectives seems to be maintained in the syllabus analyzed. This is done in such a way that as the main objectives of the program is "to prepare teacher educators" attempts are made to select courses that could give trainees the skills and knowledge that are

instrumental in teaching. This has been approved by the graduates too. The contents are grouped under the three components of teacher education which are conventionally accepted - general education, professional courses, and course of specialization. This is an advisable practice for if the selection of content is based on the stated objective it will ensure that the contents become a means to attain the ends. Though contents are selected considering the three components of teacher education, nothing is mentioned about the application of the criteria of validity, significance, interest, feasibility and attainability in the selection of the contents. Neglecting these criteria means designing courses that are invalid, less significant, less motivating and hard to deal with.

In developing courses for the pedagogy program some courses were taken from the previous curriculum and some from other colleges. This is done in identifying the central topics of general areas of the courses, otherwise the development of units and basic ideas is left to the individual teacher. Here, one could observe two drawbacks in content selection. One is the question of borrowing. Borrowing of courses may be helpful to some extent, but too much dependence on the contents of other institutions of higher learning - such as Kotbe Teachers' College and A.A.U. - may not help much

because there is variation in purpose. The other is, the individual teacher is allowed to select contents on the basis of what he thinks to be the appropriate means to bring about the desired end. Teachers, too, refer to materials and syllabi of other colleges particularly to that of the A.A.U. to develop course contents. It is the teachers that determine the scope and nature of the courses because the course descriptions are not that detailed to serve as a guide. Though the teachers' role in developing a curriculum is indispensable, he needs to be assisted by curriculum experts and that is why the development of a curriculum is advocated to be a cooperative venture between the teacher, the subject specialist, the curriculum expert, students, parents and people involved within the educational process. If left to the individual teacher, content selection is likely to be influenced by the value one attaches to the subject matter and his view of the function of the school. Other than this, neither the syllabus nor the course outline indicate the learning activities. In which case it would be difficult to see how the contents are put into effect. Such type of practice as it has been stated by Taba, is not a proper planning, "Unless one assumes that mastery of content is the sole objective, otherwise, a content outline is only a partial plan for learning". (1962, p. 363).

When it comes to the question of organization since discrete type of contents make up the course components the purpose seems to have influenced the relationship among the courses. The program courses are designed with the aim of "developing a multi purpose educators" that could help in the developemnt of the country's educational system. This has created such a diversity "that has caused the courses to be a fragmentary hotch - potch of ingredients, without either a clear sense of overall prupose or the intellectual rigour necessary to give the B.Ed. academic responsibility" (Tekeste, 1983, p.6). Being as such the courses are not designed to reinforce one another. There is no vertical or horizontal relationship maintained between the courses except in cases of courses that are prerequisite and those that come after them. For instance, the course curriculum design is to come prior to curriculum workshop, curriculum workshop before methods course, and methods course before teaching practice. Sequencing courses in such a way that the preliminary course serves as a background for the following course is advantagious in that the relationship of the organizing elements is maintained logically.

Lack of vertical and horizontal relationship, however, means fragmented pieces of ideas, concepts

and facts are presented to the trainees in discrete courses. Consequently, the trainees will lack indepth understanding of knowledge and skills, and this hinder the profound changes that are to be brought about in the learner by the cumulative effect. this incompleteness has been wittnessed by the graduates as they demanded for more relevant courses in their major and minor areas.

Similarly, the syllabus does not tell how the courses are sequenced except that it states that most of the common courses are to be offered during the first year. There was no content analysis made to identify the basic ideas and principles contained within each course upon which it would have been possible to organize the courses. However, as learned through interview, a mechanism is devised by grouping courses into three - as philosophical and curricular; managerial or administrative; and psychological courses, to maintain at least logical order.

In the case of structure too, though the three components of teacher education, that is, general education courses, professional courses and courses of specialization are identified in the syllabus, there is no well articulated indication of their structuring. However, refering to the courses for each component the structure is found to include

broad fields for general education; core curriculum for the professional courses, and specific subjects - for area of specialization.

As concerns evaluation the syllabus does not tell when and how to assess the trainees' achievement of objectives and use these information in the improvement of the program. There is neither the summative nor the formative evaluation suggested to be used to appraise the program.

There is no institutional policy stated as to when and how to revise or reform the program. As such, the program has not been revised since its development. What is commonly practiced is assessment of mastery of contents. Moreover, there is no attempt made to assess the TTI program in order to revise the teacher training program of the College. There is no follow up study of the graduates made to improve the program using the information as a feedback, except a visit made to the Ministry of Education by a three man committee from the Department of Pedagogy in 1986. The committee reported that it had learned from the Department of Teacher Education and the Department of Secondary Education of the Ministry of Education, that the graduates of the College were performing their duties of teaching "satisfactorily", as the information obtained from the evaluation forms of

the TTIs and that of the High Schools indicate. Based on this the Ministry preferred the program to continue as it is, even though there was a felt need to revise the program on the part of the College. The interviewed people did not deny this fact. Rather, they say that the program is not functioning toward its objectives, that is, the training of teacher educators, and is but producing teachers for high schools, which is not its objective, and as such the discrepancy is obvious and there is no need to evaluate the program.

Any educational program is designed and an educational institution is established to serve societal purpose and has to be held accountable for the purpose it is designed to accomplish. At the same time, it needs to be changed from time to time, since it serves society and society is dynamic and ever changing, to cope up with the change of the society and to serve the contemporary needs. Hence, the necessity to assess any program to appraise it. If not so, the program remains behind and fails to serve its purpose effectively and efficiently. This seems what is happening to the pedagogy program of the Bahir Dar Teachers' College.

In general, all the defects of the syllabus development process of the program are not denied by the curriculum committee members interviewed. But

They attribute the deficiency to have been caused mainly as a result of lack of definite purpose of the College from the time of its reopening after the 'Zemecha'. The coming into being of the department of pedagogy as the only degree program of the College is regarded as an outcome of "circumstantial imposition", which brought about the over flooding of the TTIs since the graduation of the second batch in 1980. As the TTIs failed to absorb the graduates of the program and as they began to be assigned to teach in the high schools a need was felt to revise the program. As an attempt to do away with the problem the issue was brought to the attention of the authorities in the Ministry of Education, the Addis Ababa University, and the Commission for Higher Education. Yet, there is no any solution sought to ease the problem and it remains unsolved.

Lack of decision, according to the officials of the College, might have resulted due to the absence of a body that is responsible for the pedagogy program. The answer to the question "Who is responsible for the degree program?" remained the puzzle of the officials working in the College. This is said so because when the Ministry of Education is asked for decision it refers it to the University or to the Commission for Higher Education, and vice versa. Consequently, the question of determining the objectives of the College remained unanswered and

objectives of the College remained unanswered and this has become the major problem that has crippled the function of the department.

Here, it reminds us the story of the "Saber Tooth curriculum" by Harold Benjamin (1971). It tells the story of a prehistoric tribe which decided to introduce systematic education for its children. The curriculum was specifically designed to meet particular survival needs in the local environment and so included such subjects as Saber - Tooth - Tiger - scaring - With Fire. But climate of the region changes and the saber tooth tigers perish. Attempts to change the curriculum to meet new survival needs encounter stern opposition (p.7). The same is true with the BDC pedagogy program. The TTIs could no more accommodate the graduates and they are assigned to teach in the High Schools. Yet, the College could not revise its program to produce the right personnel.

4.4 Summary of Major Findings

In developing the initial program of the Academy the practices followed seem to be congruent, to some extent, with what is advocated by advocers of the objectives model. Needs are assessed, objectives are determined on the basis of the information obtained from the needs assessment. Contents were selected in line with the immediate purpose. Content organization, however, did not follow a suggested pattern, overruled by the immediate need. In case of evaluation it was designed to evaluate the program annually by conducting research and follow up studies. Hence, its similarity to some extent, to the practice of syllabus development advocated in this study. Since the study is limited to the planning aspect, however, it was not possible to determine its efficiency.

In developing the second syllabus, the only syllabus which has remained the syllabus of the pedagogy department since its development, however, there is hardly any practice that could be checked against any model. There was no needs assessment conducted to identify the objectives of the College due to shortage of time. The task of opening the program after the "Zemecha" was so urgent that the committee resorted to using formerly set objectives, failing to develop new ones. This has caused the problem of relationship between the contents of the subjects offered in the TTIs and those offered in the training college.

There is no any theoretical framework, in the strict sense of the word, that guides the present syllabus development process of the College. As a result objectives are stated inconsistently, sometimes in teacher behavior sometimes in student behavior, at times they indicate content only and at times behavior only, and at times none of these.

In selecting contents except the attempt made to relate them to the objectives, the criteria of validity, significance, attainability and feasibility are not taken into account.

In organizing content and learning experineces attention is not paid to continuity and integration. It is only the question of sequencing that is attended to to a certain extent - considering logical order for instance.

In ^{the} ~~a~~ case of evaluation too, mastery of content of the various courses is the only means of evaluation employed. To see change in behavior the use of various techniques, instruments, and procedures, is recommended by proponents of the objectives model, since the change includes feelings, thoughts and actions of the learner. Attending only to mastery of content is assessing only one aspect through which the behavior is manifested. The result of this evaluation is used to promote trainees from one

level to the other and is not used for program improvement. Similarly, there was no follow up study of the graduates undertaken to use the information as feedback to improve the program.

The teaching practice has constraints in that the time allotted for it is very small - 2 periods of observation and 10 periods of direct teaching. The reason given for allotting so small time for teaching practice is that the program is overcrowded by many subjects and there are not enough schools to accommodate all the trainee practitioners for longer period. The other problem is wrong setting. Pedagogy majors are trained to teach in the TTIs, but they practice teaching in the secondary schools in their minor area.

The graduates of the program who are assigned to teach in the three TTIs agree to some extent that the program has enabled them to acquire knowledge and skills that enable them perform their duties. At the same time they have stated that they face problem particularly in teaching pedagogics and psychology because of the differences in contents and strongly suggest the revision of the program to match either the TTI program or that of the high school.

CHAPTER V

5. Conclusion and Recommendation

This chapter deals with the conclusion arrived at and recommendations suggested by drawing from the findings revealed by analyzing the data obtained. The recommendations suggested are those that are thought to help as a means to ease the identified problem.

5.1 Conclusion

After using every conceivable method and reaching every accessible resource to collect, interpret and analyze necessary data, the following conclusion is made.

As advocated by many curriculum specialists a systematic approach to course planning must be considered within the context of the theoretical framework that enables identify important aspects of the planning process and must show the interrelation of these aspects. Lack of a theoretical framework is likely to cause to fail to see the important aspects and their interrelationships. The use of theoretical framework is advocated to base educational planning on principles established as a result of research findings, and planning in education is advocated to get a maximum benefit from the educational practice.

In developing the program of the College the committee claimed to have used the objectives model as a guide. But after analyzing the syllabus and interviewing the syllabus developers the researcher found out that there is no any type of theoretical framework or model, in its true sense, used as a guideline to develop the syllabus. For instance, in determining objectives, the model advocates conducting needs assessment of the three components. These are the society, the learner and the subject matter. But in the actual planning of the pedagogy program the greatest prominence is given to subject matter. Societal needs and learner needs and interests are not regarded as so important. This is in opposition to the model as well as the intention of the program which was established to give precedence to the needs of the society.

The project encompassed many objectives, such as the opening of the Ethiopian Open University, which were not to be put into practice very easily.

Accordingly, the program offerings were many and for short period of time. But these were to be followed by inservice programs which were not put into practice up to the present. The contents seem to be an accumulation of some what unrelated knowledge that have been accepted without reserach or

systematic study. Convention and tradition seem to rule out the selection of content than selection by reason. At the beginning the training was intended to be practice oriented but it became more of academic and theoretical.

The nature of the situation seems to have reduced the teacher education planners to routine, and common sense approaches rather than toward a systematic rational approach to syllabus development. Overall, immediate purpose seems to rule out the application of the logical or the curricular development principles to be applied. Lastly, based on what the findings have revealed, one can safely conclude that the objectives model is not employed in the development of the program for the College in the strict sense of the assumptions and principles underlying the model.

5.2 Recommendations

The College needs to set curricular policies that govern the development, revision and reform of the program, since syllabus development, revision and reform are tasks that need to be conducted governed by a set of procedures and are not done haphazardly.

There must be a theoretical framework or a model which could serve to guide the process of program as well as course development. In light of the

advantages its employment could bring about the objectives model is recommended. The objectives model is advantageous in that:

- it urges program developers to conduct needs assessment to identify the gap or discrepancy between what is and what ought to be. This enables to develop program related to the prevailing demand.
- it demands the statement of objectives based on the needs of the society, the learner and the need for subject matter and related to the general educational aim. This will enable the project to see its purpose clearly and also see its contribution to the total educational goal and strive to its attainment.
- it requires the selections of content and learning experiences to be in line with the desired end. This will enable to maintain the relationship between the ends and means and will make the attainment of purpose reliable.
- it seeks the organization of content and learning experiences in which the skills, concepts and attitudes acquired would be reinforced and integrated from course to course to have cumulative effect.

- it asks the use of both summative and formative evaluation to appraise the instructional process as well as the program.

To attain relationship between the TTIs program and that of the College there is an immediate need to study the TTIs curriculum.

To meet the demands of the two objectives which are "preparation of teacher educators" and "preparing teachers for high schools" there is a need to have two programs.

As has been suggested by most of the respondents there is a need to raise the minor areas to major level. This suggestion seems justifiable since the majority of those assigned to teach in the TTIs plus all that are assigned in high schools teach in their minors.

The officials in the College have to make every possible attempt to bring the problem - the problem of having a clearly defined objective - to the attention of the authorities in the Ministry of Education and the A.A.U. to enable the College have its explicit and timely purpose.

As concerns the time allotted for teaching practice, which is two periods of observation

and ten periods of direct teaching, the College must lengthen the teaching practice time by cancelling less relevant courses such as Pd. Sc. 428, Pd. Sc.325, and the like, because direct personal experience means more in teaching than the theoretical knowledge acquired in class. To minimize the problem of wrong setting and absorption, micro teaching and peer teaching can be implemented.

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APPENDIX A.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

February 28, 1990

INTERVIEW QUESTIONS PREPARED FOR THE
COLLEGE'S CURRICULUM COMMITTEE MEMBERS

1. What are the national educational aims toward which the design and development of the program is directed? and How did you identify these aims?
2. What educational philosophies govern the nature and form of the syllabus?
3. What are the sources of information upon which you base your decision of program objectives?
4. How do you select and formulate objectives?
5. Is there any theoretical framework by which the process of syllabus development is guided? If there is one, what is it?
6. Who is involved in the development of the syllabus for the department of pedagogy?

- A
7. Would you please tell the major steps you usually follow in developing syllabi?
 8. What are the criteria by which contents and activities for the courses are selected?
 9. What criteria do you take into account while organizing the different courses?
 10. In organizing content and learning experiences what are the elements that you take into account?
 11. Is there any means of evaluating the various aspects of the program? If yes, what are some of the means?
 12. Is there any attempt made to assess the TTI program? If yes, when and how was the study conducted? Would you provide me with a document if available?
 13. Are there any mechanisms for follow up of students after graduation? If yes, what are they? May I have a look at what has been done?
 14. How are theory and practice related in the program?
 15. In your opinion, do you think that the present BDTC pedagogy syllabus meets the purpose for which it is designed? If no, what are three of the major problems that pose the greatest difficulties?

APPENDIX B.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACALTY FO EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

February 28, 1990

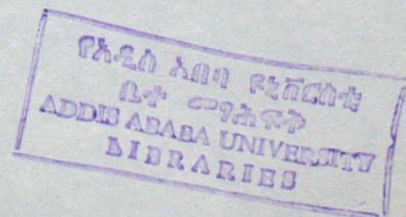
Syllabus Assessment Criteria

This questionnaire is developed to examine how much the syllabus of the pedagogy program of the Bahir Dar Teachers' College satisfies the criteria for syllabus development in view of the objectives model. The satisfaction of these criteria is believed to keep the syllabus in a condition to give guidelines to teachers that could help them in developing courses.

Direction :- Assess the syllabus in terms of the following criteria and put a check mark "/", in column that indicates your observation of the presence or absence of that criteria. In case of loaded items the satisfaction of all of the components is to be considered.

	YES	NO
1/ The national educational aim is well identified <i>in the Syllabus.</i>	—	—
2/ Educational purpose of the College is clearly defined in the syllabus.	—	—
3/ In the syllabus, direct relationship is observed between educational aim's and curricular objectives.	—	—

		B	
		YES	NO
4/	The syllabus specifies curricular policies of the program	_____	_____
5/	An educational philosophy upon which the program is based is stated in the syllabus.	_____	_____
6/	The objectives in the syllabus are clearly stated indicating the desired behavior and the enabling content.	_____	_____
7/	The ultimate, terminal and enabling objectives are clearly specified in the syllabus.	_____	_____
8/	The syllabus has description for all of the courses.	_____	_____
9/	Course descriptions in the syllabus are detailed in such a way to serve as a guide for course development.	_____	_____
10/	The syllabus consists of a description of contents	_____	_____
11/	The relationship between the different courses is mentioned in the syllabus.	_____	_____
12/	There is an established scope and sequence and a description to justify the sequencing	_____	_____



B

YES

NO

13/ The structure of the course components is well articulated to enable achieve the desired behavior

14/ Means of evaluating the program is indicated in the syllabus.

15/ Overall, the syllabus provides for users for a quick reference of components.

APPENDIX C.

Computation of Reliability Coefficient of
the Two Ratings of the Syllabus

Item	Raters		Total Score	
	A	B		
1	0	0	0	$\bar{X} = 0.1333$ A
2	1	1	2	
3	0	0	0	$\bar{X} = 0.2666$
4	0	0	0	B
5	0	0	0	
6	0	0	0	\bar{X}
7	0	0	0	Total Score = 0.4000
8	1	1	2	
9	0	0	0	$S^2 = 0.1238$
10	0	1	0	A
11	0	1	1	
12	0	0	0	$S^2 = 0.2094$
13	0	0	0	B
14	0	0	0	
15	0	0	0	S^2

Total Score = 0.3428

Note A = The scale values given by the researcher to each item
 B = The scale values given to each item by a professional
 T.S = The sum of the scale values of each item given
 by the two raters.

$$\begin{aligned}
 \text{Raters' Reliability} &= \left(\frac{K}{K-1} \right) \left[1 - \frac{S_A^2 + S_B^2}{\frac{T.S.^2}{2}} \right] \quad \text{Where K = Number of raters and 2 Standard deviation} \\
 &= 2 \times \left[1 - \frac{0.1238 + 0.2094}{0.5428} \right] \\
 &= 2 \times 0.3861 \\
 &= 0.7722
 \end{aligned}$$

APPENDIX E.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

February 28, 1990

QUESTIONNAIRE PREPARED FOR TEACHERS TEACHING
IN THE TTI'S AFTER GRADUATING FROM BAHIR DAR
TEACHERS'S COLLEGE

This questionnaire is designed by a researcher who is attempting to analyze the Bahir Dar Teachers' College Pedagogy syllabus development process. The purposes of the questionnaire is to find out more about teachers' views on the current four year Pedagogy program of the College. The intention is to bring to the awareness of decision makers and program developers of the College if there are any deficiencies that need to be improve.

Since your sincere response has a great influence on the finding, you are kindly requested to be considerate in answering the questions.

You are ^{not} required to write your name.

Your cooperation in answering the questionnaire is highly appreciated!

BIODATA

DIRECTION 1. Give your response to the following questions by putting a check mark "/" in the boxes provided.

A. Minor area of study

Amharic English Maths Geography

B. The subject you are teaching at present

Pedagogy Psychology Amharic

English Maths Geography

C. Years of teaching experience in the TTI

1-5 years 6-10 years 10 years and above

Part I

DIRECTION 2. The following statements are opinions about the Bahir Dar teachers' College Pedagogy Program. There are no right or wrong responses to any of the statements. Please put a check mark "/" in the column which tells how strongly you agree ^{or disagree} with each statement.

Strongly Agree Agree Disagree Strongly Disagree

1. Program objectives and requirements were made clear to me during my first two weeks in the college

	Strongly Agree	Agree	Disagree	Strongly Disagree
2. The contents of the courses of the Program are organized around its objectives.	_____	_____	_____	_____
3. There is a relationship observed between the courses offered in the Pedagogy Program and the courses taught in the TTIs.	_____	_____	_____	_____
4. The general education courses that I have taken in the college have provided me with adequate information to accomplish my task as a teacher in TTI.	_____	_____	_____	_____
5. The preprofessional course that I have taken while I was following the training program have enabled me to perform my duties without difficulty	_____	_____	_____	_____

Strongly Agree Agree Disagree Strongl Disagre

6. I have acquired useful teaching techniques from my field of specialization in the college

7. The courses offered in the pedagogy program are in general classroom oriented

Part II

DIRECTION 3. Please read the given statements and give your response by choosing among the two alternatives provided. Then state your reaction by indicating what should be done wherever necessary.

8. Are you experiencing any difficulty in teaching the courses you are assigned to teach?

Yes No

9. If your responses to item 8^{is} "Yes", are the causes of the difficulty related to the college's training program?

Yes No

10. If your response to item 9 is "Yes", please list below three of the main causes of the problem in your opinion.

11. The content of the general education group of courses.

a. is acceptable as it is _____

b. needs revision _____

12. If your response to item 11 is "needs revision" please indicate below three of the revisions that you consider most important.

13. The content of the professional courses:

a. is acceptable as it is _____

b. needs revision _____

14. If your response to item 13 is "needs revision", please ^E indicate below three of the revisions you suggest

15. The content of the courses of specialization:

- a. is acceptable as it is _____
- b. needs revision _____

16. If your response to item 15 is "needs revision", please indicate below three of the revisions you suggest.

17. What contents or courses do you believe the College should offer that are not being offered during in your training. List three course that you deem necessary.

18. Please give suggestions, if there are any other than the ones mentioned, that you think could improve the program.

ACADEMY OF PEDAGOGY, BAHAR DAR, ETHIOPIA

Date _____

Dear Ato/Mr./Dr. _____

The Academy of Pedagogy, established by the Ministry of Education and Fine Arts at Bahar Dar has planned to tackle some of the short comings in the Ethiopian system education through:-

- a. Ethiopianizing the instructional personnel of the primary school teacher training institutes
- b. Preparing and producting instructional materials basd on the interests and needs of the Ethiopian children. (This would call for the study of the "Ethiopian Child").
- c. Basing educational decision/policy-making on research and expermentation; (in the long run that might lead to the formation of a sound Philosophy of Education for Ethiopia).
- d. Training teacher educators and up-dating primary teacher education through planned in-service training for primary school teachers, TTI instructors and other personnel involved in Ethiopian Teacher Education Programme.

The educational shortcomings being a national affair,^F
any attempt to overcome the problems without "full"
participation of educators and experts will be
incomplete.

Enclosed please, find a copy of the _____
_____ syllabus, proposed to
be offered at the academy of Pedagogy. We believe that
sending the paper to you in advance will give you time
to digest the material and organize your comments and
suggestions.

organize your comments and suggestions.

In a world of rapid change what needs to be acquired as
"knowledge" is vast and is increasing at a considerable
rate. This makes deciding what to teach a complicated
affair. at any rate educators have the responsibility
to "decide" on what is worth offering (worth knowing).
Therefore, comments and suggestions of educators and
experts are indispensable in establishing an institution
of higher learning and in deciding what to offer.

You are respectfully invited to attend and participate
in the meeting to be held at _____ on
_____ 197__ at _____ sharp.

Please, do not hesitate to comment and suggest for the
improvement of the draft syllabus. We hope your

E

participation will assist us to offer quality education
at the Academy of Pedagogy.

Thank you very much in advance for your cooperation.

Yirga GAbre
Coordinator

Pedagogical Science Four Years Program
Course Structure.

Year I	Semester I		Semester II	
	Course Title	Credit Hour		Credit Hour
	Introduction to Psychology	2	Psychology of Learning	2
	Physical Science	2	Bio. Sciences	2
	Amharic	3	Amharic	3
	English	3	English	3
	Maths	2	Maths	2
	Intro. to Sec. Sciences	2	Community Dev't	3
	Agriculture	2	Basic Research	3
	Geography of Ethiopia	2		
	Total	18	Total	18
Year II	History and Phi. of Edu.	3	Intro. to Sch. Org. & Ad.	2
	Child Development	2	Adolescence Psychology	2
	Basic principles of Curr. Desing	2	Hist. & Sec. Fd. of eth. Ed.	2
	Basic Skills in Teaching	2	Basic Skills in Teaching	2
	Production and application of T.M.	2	Pred. & Applic. of T.M.	2
	Sociology of Edu.	3	Ethiopian Studies	3
	Electives	2	Adult Education	3
	Total	16	Total	18
Year III	Curriculum Dev't	3		
	Supervision	3		
	Educ. meas & Evaluation	3		
	Teaching in Teacher Training	4	ATTACHMENT	15
	Productive Technology	3		
	Electives	2		
	Total	18	Total	15
Year IV	In-Service Edu.	2	Intro. to Edu. Planning	3
	Problems of Transition to Socialism	2	Seminar on Education	2
	Productive Technology	2	Curric. Studies	3
	Mental Hygiene	2	School management	2
	Seminar on Education	2	Comperative Studies of Sec. Educ.	2
	Electives	4	Electives	5
	Total	14	Total	17

Source: The Curriculum Committee, Proposed Four Year Program.
April 1977 p.25

Pedagogical Science Four Year Program
Present Course Structure

Year	Course No	Course Title	Course Credits	
			I	II
I	Econ 101-2 (G)	Introduction to political Economy	3	3
	FLEN 101a,b(G)	Freshman English	3	3
	Dhil 101-2 (G)	Fundamentals of M.L. Philosophy	3	3
	QuMt 101-2 (G)	Int. to Elementary Qu;Mt. for Social Scientific	3	3
	Geog 101 (G)	Int. to Geography of Ethiopia	3	0
	Hist 102 (G)	Int. to History of Ethiopia	0	3
	Pd.Sc.122 (M)	Int to Psychology	3	0
	Total			18
Year II	FLEN 201 (G)	Sehemere English	3	0
	Pd.Sc. 211 (M)	History and Philosophy of Education	3	0
	Pd.Sc. 221 (M)	Developmental Psychology	3	0
	Pd.Sc. 222 (M)	Psychology of Learning	3	0
	Pd.Sc. 224 (M)	Educational Psychology	0	3
	Pd.Sc. 231 (M)	General Methodology	2	0
	Pd.Sc. 232 (M)	Production of Teaching Materials	0	3
	Pd.Sc. 234 (M)	Basic Principles of Curriculum Design	0	3
Minor Area			6	6
Total			20	15
Year III	Pd.Sc.325 (M)	Psychology of Exceptional children	3	0
	Pd.Sc.329 (M)	Educational Measurement and Evaluat.	3	0
	Pd.Sc.333 (M)	Educational Supervision	2	0
	Pd.Sc.334 (M)	Educational Management I	0	3
	Pd.Sc.335 (M)	Curriculum Workshop	3	0
	Pd.Sc.336 (M)	Teaching Practice	0	3
	Pd.Sc.338 (M)	Introduction to Educational Research	0	2
	Minor Area			7
Total			18	17
Year IV	Pd.Sc.412 (M)	Comparative Education	0	2
	Pd.Sc.421 (M)	Theories and Application of Guidance & Counselling	3	0
	Pd.Sc.428 (M)	Psychology of Effective Functioning	0	3
	Pd.Sc.431 (M)	Seminar on Education	2	0
	Pd.Sc.435 (M)	Educational Management II	3	0
	Pd.Sc.437-8(M)	Senior Essay	2	2
	Minor Area			6
Total			16	16

ADDIS ABABA UNIVERSITY
BAHIR DAR TEACHERS' COLLEGE

COURSE OUTLINE

HISTORY AND PHILOSOPHY OF EDUCATION (Pd.Sc.211)

1. History and Philosophy of Education is a basic course for the study of pedagogics. As denoted in the catalogue of the Bahir Dar Teachers' College, this course deals with different historical and philosophical development of education in cross sections of the world from the past to the present with emphasis on different philosophical thoughts and theories of education.

2. Objectives
 - 2.1 That the students realize that different philosophies imply difference in the emphases of the type of education provided to citizens of none country of countries.

 - 2.2 That the students conceptualize that theories of learning, curriculum, methods, evaluation, etc., are formulated on the basis of the philosophies.

 - 2.3 That the students are made aware of the fact that assimilation of the philosophy of education enables one to be a successful teacher.

- I
- 2.4 That students realize that philosophy of education is the basis to the application of philosophy to study of educational problems.

3. Content of the Course

- 3.1 Meanings of the terms Education and Philosophy
- 3.2 Why study history and philosophy of Education
- 3.3 Philosophical problems
- 3.4 Philosophics, their proponents and their Educational implications.
- 3.4.1 Idealism
- 3.4.2 Realism
- 3.4.3 Pragmatism
- 3.4.4 Existentialism
- 3.4.6 Materialism
- 3.4.7 Marxism-Leninism Theory of knowledge.

4. Evaluation

- 4.1 Two tests
- 4.2 Reading assignment on very important chapters of books as will be suggested by the lecturer.
- 4.3 Mid-Semister test
- 4.4 Final Examination

ADDIS ABABA UNIVERSITY
BAHIR DAR TEACHERS' COLLEGE
DEPARTMENT OF PEDAGOGICAL SCIENCES

Course Title: Comparative Education Pd.Sc. 412
Semester: II
Year: IV 1989/90

TENTATIVE COURSE OUTLINE

COURSE DESCRIPTION

The course is an integral part of these areas of professional studies meant for those anticipated to serve in the various posts of the educational ladder in the country. For purposes of developing a good insight into the comparative value of educational systems, it acquaints students with practices of education in different parts of the world. In it are discussed and given prominence to the aspects, the development and methodologies of comparative education.

OBJECTIVES

At the end of the course, students will be able to:

- state the aspects which characterize comparative education,
- discuss the development of comparative education at different historical periods,
- describe the methodologies employed in Conducting Comparative,

- studies in education,
- explain the root - causes underlying the variation between old and new approaches in comparative education,
- analyse the comparative value of educational systems in the world of today.

CONTENT

1. Introduction
 - 1.1 Definition
 - 1.2 Scope
 - 1.3 Purpose
 - 1.4 Method

2. The development of comparative education
 - 2.1 Before the 19th Century
 - 2.2 During the 19th Century
 - 2.3 During the 20th Century

3. Methodologies in Comparative Education
 - 3.1 Types of approaches
 - 3.1.1 Old approaches
 - 3.1.2 New approaches

4. Presentation

EVALUATION

- | | |
|--------------------------------|-------|
| - participation and attendance | - 10% |
| - written work (paper) | - 30% |
| - mid-semester test | - 20% |
| - presentation | - 40% |

PATTERNS OF STATING OBJECTIVES
IN DEVELOPING PEDAGOGY SYLLABUS

APPENDIX K

Credit	Course Title	Course No	Course Description Only	Objectives Only	Both Objective and Course Description	Objectives written in terms of teacher behavior	Objectives written in terms of student behavior	Objectives stated indicating Content Only	Objectives indicating Behavior Only	Both Content & Behavior
2	Introduction to Psychology	Ped.Sc. 121	✓							
3	Developmental Psychology	Ped.Sc. 122			✓	✓				✓
3	Basic Research in Education	Ped.Sc 124			✓	✓				✓
3	History and Philosophy of Education	Ped. Sc.213	✓							
2	General Methodology	Ped.Sc.233			✓		✓		✓	
2	Primary School Teacher Education Program I	Ped.Sc 243			✓	✓	✓			
2	Psychology of Learning	Ped.Sc.224			✓	✓				✓
3	Basic Principles of Curriculum Design	Ped.Sc.234			✓	✓			✓	
3	Production of Teaching materials	Ped.Sc.236		✓		✓				✓
2	Educational Supervision	Ped.Sc.244		✓		✓	✓			
3	Educational Measurement & Evaluation	Ped.Sc.325		✓		✓			✓	
4	Curriculum Workshop	Ped.Sc.335		✓		✓			✓	
2	Educational Management I	Ped.Sc.345			✓	✓				✓
10	Seminar	Ped.Sc 306	✓							
2.2	Seminar on Education	Ped.Sc. 407-8	✓							
2	Educational Management II	Ped.Sc.447	✓							
2	Guidance & Counseling	Ped.Sc.427	✓							
2	Primary School Teacher Education Program II	Ped.Sc.448	✓							
3	Comparative Education	Ped.Sc.418			✓	✓			✓	
3	Adult Education	CO5213			✓	✓	✓			