

Curriculum Evaluation: Monitoring the Harmony of TTI Syllabuses with the New Primary Level Curriculum vis-a-vis Standard Models and New Education and Training Policy

*Ambaye Tsehaye**

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Introduction

The teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education to the learner. The poor or ill preparation of the teacher in the past, however, has some undesirable effects in the delivery system. All available evidence indicates that among many teachers in Ethiopia, the critical determinants of effective teaching, namely, knowledge of the subject matter, pedagogical skills and motivation are actually lacking, although teachers are in the front-line of educational reform programmes.

One reason for this situation is the inability of the teacher training system to respond to the difficult task of training

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teachers to handle an increasingly complex process of education in the context of limited and competing resources. This being so, the efficiency of the teachers is crucial to the success of education. The teacher has to keep up with the knowledge explosion and as the curriculum gets more and more crowded with new themes such as environmental education, improvements in new and more teaching techniques must be developed.

Against this background, it is evident that to enhance students' learning new teachers need to be well prepared and motivated. In terms of professional development, the teacher acquires his/her tools of trade through initial teacher training courses offered by teacher training institutions. One aspect of pre-service teacher training which seems to elude training institutions in Ethiopia is the ability and willingness of teacher educators to go beyond the traditional curricula to encompass new notions according to the new curriculum.

In Ethiopia, the introduction of the new curriculum at the primary schools (1-8) is now underway and calls for emphasis on intellectual stimulation, practical application and student-centered learning, and therefore will place new demands on teachers. Cognizant of such problems, however, the current Ethiopian Policy on Education and Training has forwarded useful highlights of guidelines towards securing viable solutions to the problems in question at a theoretical level. The purpose of this study is, however, to assess the current TTI syllabus vis-à-vis its relevance and harmony to career curriculum and policy objectives in terms of content, objectives, method and innovation.

Methodology

Samples used in the study

A total of 5 sample schools with 250 students currently participating in the experimental phase of the new curriculum

for the level and 42 TTI instructors in several departments of the TTI have been used in the study. The major subjects like social studies, science, and mathematics, languages and the corresponding subject departments in the TTI including pedagogics and psychology are taken for the purpose. Sampling of grade level vis-à-vis the major subjects under study is made randomly on the basis of their fitness to encompass the constituents determining the acceptability of curriculum innovations.

Instruments of Data Collection

Questionnaires, review of documents mainly syllabi of both the Elementary level and the TTI currently in operation, critique exercises triggering discussions as well as physical observation leading to checklist development have been applied during the study.

Method of Data Analysis

Data secured by applying the above instruments has been tabled and critically analyzed using criteria and models developed by Lewey (1977), Pratt (1980) and Ragan and Shepherd (1971) to assess content, objectives and method respectively. Regarding the harmony of the new curricular demands for the level to the TTI syllabus in terms of content, objectives and method both syllabi have been cross-checked and analyzed against the New Education and Training Policy Guidelines of Ethiopia.

Review of Related Literature

The success of the educational process depends to a great extent on the character and ability of the teacher. Teaching nowadays is more than imparting knowledge. It includes helping learners to learn by themselves, to acquire skills and develop attitudes in the changing social context. Hawes (1979:55) conducted a rigorous research on the conditions of

African teachers and concluded that, "the lack of correspondence between the needs of schools and TTI programs has brought about lower orientation of trainees of their widening task." Anand and Padima (1984:38) further indicated that, "the changes in schools should be accompanied by a corresponding change in the teacher training program." This implies that the basic content of a teacher training program need to be derived directly from the generic teacher job descriptions.

Regarding the way content of teacher training should be taught several studies indicate that "teachers should be taught by the same methods which they will be expected to use in career." (Friedman et.al., 1989:111; Mwendwa, 1970:8). This calls for the trainee's proper orientation and continuous on-training exposure to the career demands expected of him/her. Teacher trainers influence the kind of a teacher a trainee is going to be. Referring to this, Duberg and Gorhan (1983:2) have stated:

In attempting to improve their teacher training programs countries must develop a highly qualified corps of educators possessing both academic and pedagogical ability required for training teachers.

Since teachers are the backbone of the whole education program, their education becomes the focal point and the v factor affecting the quality of education. In educating primary school teachers, therefore, we must ensure that prospective teacher will become an enlightened and educated person who can lead and inspire children.

From this premise, it follows that the teacher must possess a firm grounding in, and a considerably deeper knowledge of the subject he/she is going to teach than the level at which they are obliged to teach these subjects. Furthermore, teachers should be trained in such a way that they would be

able to see, analyze, and integrate the needs, feelings, and aspirations of children in their environment with their communities and the nations needs.

Inferences that could be drawn from these statements are that there is need for the pre-service training of teachers before they embark on their life careers. Such pre-service education must relate positively to their future jobs. For the primary school teachers, the training must enable them to teach effectively primary school children. In specific terms, Reid (1989) notes that teacher training refers to the practical education of the trainees, which is not intended to imply a narrow approach to the teaching of teacher candidates. Tickle (1987) stipulates, among other things, training of teachers encompasses activities based implementation of the primary curriculum.

As the deliverer of the curriculum to students' the teacher has a role recognized as being critical to the success of the curriculum. The curriculum cannot be fairly evaluated unless the teacher implements it in the way in which it is intended to be implemented. It is asserted that because curricula are not always faithfully implemented, adequate training prior to implementation, and support and monitoring during implementation, have become standard features of this approach to curriculum implementation.

The role of the teacher is integral to the process, for there would be no curriculum without the teachers and students giving form to it in the classroom. Whether using an externally created and imposed curriculum, or developing their own, teachers and students interpret in the classroom the curriculum that is worthy of study. It is teachers' and students' interpretations of what is happening in the classroom that changes their ways of thinking and belief. This is focus of researchers who study curriculum enactment rather than curriculum implementation.

In reference to the Ethiopian pre-service primary TTI programs, local studies indicate the following drawbacks: primary teacher training institutes have little identity of their own (Hedwund, 1975:172, MOE 1989:14), the TTI program curriculum lacks relevance to the school curriculum (Mehretu, 1988:7, M.O.E, 1989:14, 1995:1). Methodology courses do not play a significant part in the curriculum and are more academic than professional (Lynch, 1984:11, M.O.E 1989: 71, 1995:1). Peer teaching and practice teaching seem to be taken as a fulfillment of course work (Abebe and Tasew 1994). No coordination prevails among primary schools, teacher training institutes and college of higher teacher education programs. (MOE Task force, 1986:22).

Analysis and Discussion

Following the procurement and processing of the feedback secured by applying critique exercises and a questionnaire (see Appendix A and B respectively) supported by a series of contacts with the TTI trainers, a rigorous summary of data and results is stated and tabled here-under. This has been found necessary to pave a conducive ground for developing a guideline useful in revising the TTI curriculum. It is also useful to point out at this juncture that the process undergone in developing this guideline goes in harmony with the NETP directives of 1994 which in highlighting future curriculum undertakings states, "curriculum preparation will incorporate, create a mechanism to ensure the participatory role of teachers, professionals from major organizations and beneficiaries".

Assessment of the TTI Curriculum

A concern of current and prospective elementary teachers in light of demands of the new Ethiopian curriculum is teaching in the 'self contained' classroom set up which again calls for an integrated thematic approach during training. A review analysis of the New Education and Training Policy, TTI and

primary level objectives, syllabuses and curricular innovative demands conducted during the study indicated the hereunder summarized outcomes.

Regarding the innovative constituents of the New Curriculum

In this regard Aggrawal (1993, 96), noting the participation of teacher trainers in curriculum development, stated that "teacher participation in curriculum development undertakings to day is to be regarded not as a pleasant gesture to the trainers or teachers but as an indispensable part of the process". Again Meneil (1990, 223) emphasized that "effective diffusion requires that the consumers benefit of the innovation".

Table 1: Trainers' responses to the constituents determining curriculum implementation

Constituents No.	List of Constituents	Response		
		High N=42	Average N=42	Low N=42
1	Professional attitude	10	15	17
2	Clarity of innovations in the new curriculum	8	10	24
3	Skills demanded by the new curriculum	10	14	18
4	Degree of participation	8	6	28
5	Personal cost involved	19	15	8

*The difference among responses of the trainees under study is not found to be significant at .05 level.

In light of the above assertions which go in harmony with the guidelines stipulated on the New Education and Training Policy of Ethiopia, surveys, review of documents, critique exercises and physical observations conducted during the study on (42 teacher trainers at Awassa TTI) show feedback (as demonstrated in, Table 1) vis-à-vis the fulfillment of constituents determining the acceptability and proper implementation of a new curriculum.

Assessing the TTI Major Subjects

As shown in Table 2 and Table 3 (see Annex I and Annex II), out of 42 teacher trainers in the sample, nearly 76% failed short of fulfilling an above-average capacity on the basic constituents of a new curriculum.

Assessing the Harmony of Content, Objectives and Methods of the Primary Level Syllabi vis-à-vis the NETP

The primary level curriculum currently undergoing a tryout phase has also been assessed during the study. Lewey's (1977) criteria on assessing content was used. The criteria include:

relation to objectives

- appropriateness of illustration
- adaptability to local needs
- provision of situation to problem solving
- capacity to incorporate new demands of the curriculum.

The model of Pratt and Hartley (1980) has been applied to assess objectives. The criteria include:

- capacity to indicate outcome
- consistency with the operational curriculum
- conformity with general objectives of the policy and the syllabus they are derived from
- functionality

What is more, in evaluating the appropriateness of method, Ragan and Shepherd's (1971) criteria have been used. These include,

- Suitability to subject matter
- Fitness to methods foreshadowed on policy for the level

- Frequency of occurrence
- Incorporation of 'thematic' and self contained approaches

Application of the above multifaceted criteria has been found necessary mainly because in the Ethiopian context, guidelines of the New Education Policy clearly foreshadow.

- The integration of the whole child or learner in all educational endeavors which again calls for the harmony of content, method and objectives;
- The utility of the self contained and integrative approaches in the Training and Education of the 1st cycle for the level, and
- The emphasis of problem-solving trends and approaches.

According, below is a summary of tables pertaining to sample subjects of the elementary level curriculum in terms of the harmony of content, objectives and methods vis-à-vis the assessment model and NETP guidelines.

Table 2: Try out schools in Addis Ababa Whose Syllabi have been assessed in the Study

No.	Name of School	Wereda
1	Dej. Balcha Elementary and Junior	1
2	Mekdella Elementary and Junior	2
3	Wondiyerad Elementary and Junior	3
4	Kokebe Tsebah Elementary and Junior	4
5	Ketchene Elementary and Junior	5

The total number of student participants involved in the regional elementary level try out curriculum is 250.

Summary of analysis of the Primary Level Syllabi for Sample Subjects

As Table 5 and 6 indicate (see in Annex III and Annex IV, most of the contents specified seem to reflect the stated objective of the grade level except objective number two and number eight (Table 5). In both cases, the contents

articulated to achieve the objectives are not sufficient. For instance, if we take the case of number eight i.e. "Develop basic skills in social study" one could find no articulated contents in the textbook. Thus, it could be said that some of the objectives of grade six-social study seem not to have sufficiently described contents, which serve as a means for achieving the desired end. In this respect, Lewy (1977, p. 56) states that all the contents outlined should meet the objectives stipulated for the grade level.

Nevertheless, the content-objective harmony appears to be relatively, adequate and in harmony with NETP global objectives standard models as shown on table four. The objectives seem educationally significant yet a substantial part of their coinage appears to reflect teachers' behavior and the process of instruction instead of reflecting learners' behavior and outcome respectively. This calls for the utilization of behavioral terms not liable to misinterpretations

Table 3: The number of times different types of methods appeared in the teachers guides for social studies, natural science, math's and languages for the elementary level

Type of Subject	Grade Level	Methods of Teaching-Frequency of Occurrence								Inquir Meth
		Lecture	%	Discussion	%	Demonstration	%	Unit Teaching	%	
Social Studies	1-8	24	46	21	41.6	4	6.6	2	3.0	1
Natural Science	1-8	14	27	24	46	7	13.4	3	6	4
Maths	1-8	16	30.8	16	30.8	15	29.4	-	-	5
Languages	1-8	14	27	24	46	13	25	1	1.98	-

As indicated in Table 7 above about 32.7% of the proportion of methods suggested constitute lecture method 4

comprises discussion method, the demonstration and the inquiry method each constitutes 19% and 7.3% respectively of the total. Lastly, the unit teaching method comprises the least proportion of the methods suggested.

Thus, it appears from the discussion above that the majority of the methodologies cited in the teacher's guide are lecture and discussion. However, the most important methods for teaching subjects in the elementary school i.e. unit teaching and inquiry method have been least considered. Despite this Saylor J. Galen (1981) confirms that "the unit teaching is a best vehicle for developing problem solving skills in the elementary school subjects in general and social studies in particular." Similarly, Ragan and Sherpherd (1971) describe unit teaching as an important means for promoting active participation of the students.

This is because the method allows students to collect, classify and interpret data to arrive at generalizations which are truly of their own. Similarly, the new education policy sector strategy (1994:13) states the methodology employed in the primary level teaching-learning to be of the type that can enable the learner to develop problem solving skills. In spite of this fact, the methodologies cited above for the major primary level subjects are more of exposition.

The relation of content, objectives and methods of Grade Five science syllabus vis-à-vis the New Education Policy and Standard Criteria

The Objectives of the Grade in Sample

"One of the main requirements of objectives in school subjects is their appropriateness to the needs of the learners, demands of contemporary society and the structure of the subject." (Ornstein and Hunkins, 1988: 146).

In light of this, a look in to the syllabus of Grade Five science highlights the following objectives.

- Understand the respiratory and nervous system as well as the importance of hormones for human being
- Understand about animal reproduction
- Understand the importance of plants and their reproduction
- Protect themselves and others from communicable diseases.
- Know the side effects of alcohol drinking, and smoking and secure themselves from bad habits
- Develop the habit of keeping themselves and their environment clean and healthy
- Develop skills required in fishing, poultry and bee keeping
- Participate in natural resources development and conservation.
- Differentiate elements, compounds and mixtures
- Develop scientific and technological skills that can be applied in solving problems
- Recognize and put into practice the principles of using simple machines
- Understand ways of heat transmission
- Understand about natural electricity
- Develop necessary skills for using simple machines

Here as mentioned earlier, the main intention is to see whether these objectives are in line with what is stated in the new education policy and the criteria set by Pratt. As plainly expressed on NETP 86 (p.7) "one of the general objectives

education in the country is bringing up citizens who can take care of and utilize resources wisely." A look into the Grade Five science syllabus hence shows that this is reflected in a very clear manner; that is, developing students ability in conserving and utilizing resources like water, wildlife, soil and forest as well as raising their participation in such activities.

Secondly, making students know the side effects of smoking alcohol drinking, backward traditional habits and helping them develop good practices like keeping one-self and the environment clean and health, and, more than any other reflect the new general objectives stipulated on the policy "bringing up citizens who can differentiate harmful practices from useful one" would be the fundamental task.

Thirdly, Grade Five science teaching whose intention is developing skills in handling and utilizing simple machines, knowledge and skills in animal husbandry (fish, bee keeping and poultry), understanding about the reproduction of plant and their importance, identifying communicable diseases and knowing their means of protection are principally in line with developing useful practices.

In general the Grade Five science syllabus objectives appear to be harmonious with the objectives indicated on the policy. Applying Pratt's criteria, however, the objectives fail short of practicality since the coinage substantially is process and teacher behavior oriented.

The Content of Grade Five Science Syllabus

It is obvious that the content of a certain subject is relevant to the degree of its relevance to fulfil social, pedagogical and educational demands stipulated on the policy guidelines of a given country

In line with this, the content of Grade Five science syllabus which has passed a preparatory step is currently under

experimentation in model schools. It has contents structured into eight chapters. These are respiratory organs and their functions, human nervous system, hormones, animal reproduction, plant reproduction, conservation and protection of natural resources; force, power and simple machines and category of objects.

From the stand point of composition, these contents appear to have been integrated from different subject areas. Though, it is different to have a definite border line between subjects, topics like disease and their prevention, bad habits as smoking, alcohol drinking and their impact on human health emphasize more about health which is the felt problem in our country.

The other topics such as animal reproduction (insects, land and sea animals, amphibians and reptiles), natural resources and their conservation (soil, water, forest and wildlife) are more related to agriculture and general science particularly biology. Still contents like human respiratory system (organs, the air we breath, breathing in and out), hormones and human body function, reflex actions, reflection of light, simple machines power and force elements, compounds and mixtures, appear to be the basis for developing knowledge useful enough for children in general science education.

Thus, the integration of such contents from various area school subjects is very crucial if the need is really to develop the necessary ground in science and above all meet the national target which is linking the teaching of the subject with the day to day activities of the student.

To put it differently, such integration plays a very important role in making education a supportive tool for developing traditional technology as well as for incorporating the new innovative demands of the current Ethiopian curriculum. As to the harmony of contents to syllabus objectives it could be

observed that the contents of this particular subject agree with the syllabus objectives.

Similarly, the first objective which says students should be able to understand the respiratory and nervous system as well as the importance of hormones and the fifth objective which emphasizes the development of good habits can be attained at least partly by teaching the first and the second chapters in which students learn about respiratory organs and their function, the air we breath in and out.

Regardless of the problems that may be encountered while implementing this syllabus, contents listed in the syllabus, to the understanding of the writer of this paper, are relevant to the objective of science teaching in grade five. Such conclusion also accords with Pratt's (1980:553) criteria on the currency and relevance of content. In this connection the contents selected for this grade can be said up-to-date, for most of the issues are related to our objective conditions.

Another important point is to see whether the contents are relevant to students' experience and environment. Regarding this idea Stratemeyer cited in Ornstein and Hunkins (1988: 184) suggested that "students would find their school learning more meaningful and would thus be able to directly apply it to life, if the problem they studied in school were in fact similar to those they face out of school." Regarding the content of the subject concerned, hence, one can safely conclude that at a design level the content is relatively in harmony with the intents of the NETP guidelines and Lewey's criteria on content evaluation save some revisions which might be required so as to accord with "thematic and 'integrated' approaches in prospect.

Evaluation of Objectives, Contents and Methods of Grade Five Mathematics Syllabus vis-à-vis NETP and Standard Criteria

The quality and standard of education in a given country is mainly determined by the essence of its curriculum and the process of its implementation. The relevance of any curriculum on the other hand is determined by the extent to which it meets the educational objectives indicated on a policy of education.

The Objectives of Grade Five mathematics syllabus

The objectives of Grade Five mathematics text-books are attached to this paper as Appendix C. On objectives, Tyler (1970: 43) stated that "the real purpose of education is not to have the instructor perform a certain activity but to bring about significant change in students' behavior, then, it becomes imperative to recognize that any statement of objective in the schools has to be stated in terms of students' behavior. "This helps", Tayler further confirmed," to provide a satisfactory guide to the further steps of selecting materials, devising teaching procedures and evaluating the attainment of objectives".

A look into the Grade 5 mathematics objectives indicate that the formulated objectives included only cognitive and psychomotor domains. That is, the affective domain is less emphasized. However, Bloom, as cited by Gronlund (1981:39), stated the educational development of the learner. Similarly, the new educational policy stresses the balanced development of all citizens in these three inseparable domains of behavior, the development of the child in his totality.

The Contents and Methods of the Grade Five mathematics

The very important experience the writer of this paper found from Grade Five mathematics textbook is that some

illustrations and examples reflect the culture, the life-style, and the things found in the locality. For instance, the style of dress, the materials produced in the area and the available food are used in the illustrations and examples. Hence, such type of inclusion on one hand helps the child to know his own culture, environment, and things around him. And on the other hand, it helps the instructor to simplify his instruction because he starts from what the child knows. This goes in harmony with current trends of rendering instruction to be interwoven with the existing social life and the daily experience of the learner.

Including the cultural heritages of the society in the content leads to the realization of one of the aims of the education policy which states "bring up citizens who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination and indigenous science and technology in society".

Another aim is to make education develop problem solving capacities. To do this, the contents, the curriculum structure and the teaching methods should be problem oriented. However, the structure and organization of contents for the subject in question do not allow the child to hold critical thinking. This again may lead to develop one-sidedness more than developing the ability of judging things from different directions (Roger, 1983; 83). This in turn implies that the goals of the education policy can not be attained unless the learning experience give the students ample opportunity to solve problems. However, the Grade Five mathematics text-book puts much emphasis on contents requiring memory. Such problems may some times arise when contents are not incorporated into a compelling purpose whose source is the objective reality of a practical society which the school is a part of (See Table 7).

Summary of outcome of the Assessment

A look into the fore-going analysis and discussions conducted in this paper based on the data secured from TTI instructors and the primary level target experimental schools syllabi indicated the following summary of outcomes in terms of both strengths and weaknesses vis-a-vis NETP Guidelines and career demands of the trainee.

- In both cases the primary and TTI training and schooling syllabi objectives appear to accord with the New Education and Training Policy Guidelines.
- In terms of content, both the contents of the experimental elementary level schools syllabi as well as that of the TTI syllabus seem to have a relatively adequate relationship in terms of fulfilling social, pedagogical and local needs pertaining to elementary level schooling in Ethiopia today.
- The most significant drawback indicated from the analysis of data in this paper, however, is the failure of suggested and applied methodology in both the primary and the TTI training syllabuses to agree with problem solving and inquiry approaches.
- Another substantial tenet found to be missing in the current trends of training and syllabus of the TTI is its lack of dynamism to incorporate new curricular demands and innovations, like, conceptualization of the self contained classroom which in turn calls for thematic and integrated approaches during training.
- The component that deals with the development of professional ethics, commitment and attitude also appears to be missing or is less focused within the package of TTI training.

- What is more, a critical observation into both the syllabus and training activities of the TTI indicate that a useful component of "self identity" characterized by interdepartmental and inter-TTIs links, proper housing of trainees, admissions and participatory roles of professional trainers in curriculum and syllabus development appear to be missing in the whole training work of the TTI set up.
- This further brought about low orientation of professional demands stipulated on policy, insignificant conceptualization of the constituents determining the acceptance and proper implementation of a new curriculum (Table 1).

The above condensed summary of assessment of results secured from this paper hence substantially show lower level correspondence of both the TTI and the primary level syllabi vis-a-vis the guidelines stipulated on the NETP which highlights "the need of teacher education and training programs to emphasize on developing professionalism, methodological skills and practical training" (NETP, April 1994, no. 3.4.3 p. 20). This again is coupled with the demands put forward by the sector strategy of September 1994, p. 17 which states, "teacher training program curriculum will be made relevant and responsive to the new curriculum innovations, demands and strategies, fit in with the integration scheme intended at the primary level schooling.

This, hence, calls for a revision to be undertaken on the TTI syllabus in correspondence with the revision undertakings of the primary level curriculum. Such a revision may be undertaken along the following guidelines pertinent to the outcomes secured from the data analysis made in this paper.

A Revision Guideline

- Role of TTI's in curriculum development for their institutes need to change towards enhancing their participatory role.

This is vital mainly because surveys conducted in this paper have indicated that the professional trainers of the TTI have less orientation of the constituents determining the acceptance and proper implementation of the curriculum.

- Regarding the primary level syllabi, teachers' guides and textbooks, methodological components tilting to problem solving and inquiry need to be reworked so as to reverse the gear currently focussing on lectures, demonstrations and structured discussions mainly characterizing the teacher's behavior.
- Trends of utilization of subject specialists to write the curriculum without pedagogical expertise in the level for whom they write need to change.
- Future primary teachers need to master inquiry-based teaching during training coupled with abilities in teaching subject areas in an integrated and self contained set ups. This again calls for a coherent curriculum development in the TTI training package as follows:

A Coherent Curriculum

- Integration basing real career issues and major social and professional problems, i.e. knowledge and skills be selected and integrated to form a theme whose main attribute is 'expected competence'. As in pedagogics, for instance, core themes could be curriculum and instruction each of which embrace the social basis of education, utility of educational technology, educational theories and models of transferring knowledge effectively etc.
- Such endeavor towards integration shouldn't however be simply a methodological challenge but rather an integrative

framework promoting and enhancing sense of purpose to the learner, hence philosophical as well.

- During the integration effort, consideration should be made to create a 'symbiosis' between the experiential approach which contends on curriculum exposing learners to extensive experimentation with their environment and the systematic instructional philosophy which adheres to setting predetermined goals and creating sequences of activities so as to acquire survival skills.

In an aim to facilitate the missing link and self-identity within and between institutes of teacher education, training steps need to be considered along the following lines:

- Establishment of inter-disciplinary of interdepartmental panels within the TTI's in paving a conducive ground for a horizontally and vertically coherent training package to operate.
- Conceptualization of the self-contained set up, its merits, demerits and its subsequent features vis-a-vis local utility be thought as a theme in pedagogics.
- TTI admissions be based on professional attributes and criteria in addition to academic excellence.
- Top-down as well as bottom-up feedback mechanisms regarding syllabi developments between TTI's and the ICDR or regional bureaus for the purpose be worked out and implemented.
- A national council or association meant to facilitate as a supportive arm for the MOE department on teachers affairs and above all the deal with all academic and professional links between higher level teacher education programs and the TTIs be established.

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Annex I

Table 2: Summary on the Harmony of the TTI Curriculum to the NETP Guidelines and the Primary Level Curriculum in terms of objectives, Content, Methods, Syllabus and Instructional New Strategies

Type of Course	Objectives	Content	Suggested Methods	Quality of Syllabuses	Incorporation of Instructional Strategies
Languages	adequate	Fail short of balance of the 4 skills Lack depth	Focus on Lecture memory etc. Non-communication	Non-thematic Lacking depth	Do not accord with new innovations
Maths	Satisfactory vis-a-vis NETP	Less practical Fail short of career demands	Non-inquiry based	Impractical due to length of modules	Doesn't tally with primary curriculum innovations
N. Science	Adequate in light of NETP	Harmonious to expected profile	Less focus on problem solving	Doesn't fit to time and space	Requiring thematic restructuring
Social Studies	Relatively fit to NETP guidelines	Accords with career demands	Fail short of inquiry approach	Text needs to be revised	New curriculum demands not integrated
Aesthetics Educ.	Adequate	Shallow Light in scope and depth	Project-based	Required integration in themes	Requiring revision to fit new curricular demands
Psychology	Fulfills NETP requirements	Input appears less cumbersome in light of student profile	Lacking time and space for practice	Be watered down to level of the trainees	Requiring thematic integration

*The above is a summary the responses of 42 TTI instructors.

Annex II

Table 3: Summary of Harmony of the TTI Syllabus in Pedagogics to both the primary level curriculum and NETP objective

Trainee Profile	Objectives of the Cours	Content	Tally of Methods Fitting to Problem Solving	Fitness to Local Conditions	Incorporation of Self-contained Strategy	Quality of Text
Trainee will be able to 1. Impart basic education as a generalist	1. Understand the social and philosophical foundation of education	1. High input on theoretical abstractions. Definition, with purpose and philosophy of education taking 15 periods	1. Nearly all statements foreshadow teachers behavior hence fail short of learners behavior	1. Concrete operational skills are less focussed	1. Pedagogical components appear to be offered in compartments	1. Fail short of NETP preamble
2. Have professional skills to select and apply methods and AVA, manage and organize instruction	2. Analyses the problems and challenges of the Ethiopian Education	2. Problems and challenges of Ethiopian Education – a core area yet has only 10 periods allotted it.	2. Non-problem solving behavioral words are dominant e.g. initiate, help, introduce, explain, lecture make students etc. all of which imply an external doer of experiences when the ideal performer should be the learner	2. Demands of the new curriculum in career like thematic approach and self-contained strategy are not integrated	2. Themes relevant to self-contained setups, professional ethics, human dynamics adopted in the new curriculum are not integrated	2. The Profile statements need to accord with input in text
3. Have secured profound professional ethics	3. Understand the fundamentals of the curriculum	3. Understand the fundamentals of the curriculum	3. Lecture, discussion and demonstration are dominant as compared to inquiry and problem-based modes of delivery	3. Delineation of core skills vis-à-vis expected competencies from the integratable themes is missing	3. Number and types of methods suggested do not accord with the self-contained intents	2. Illustrative issues didn't evolve from the innovative challenges of the new curriculum
4. Teach in the mother tongue at his place of assignment	4. Apply, teaching methods relevant to career and local demands	4. Apply, teaching methods relevant to career and local demands	In both cases revision along the 'integral' curriculum basing a compelling purpose stated on profile and objectives is necessitated	4. Period and content allotment didn't adhere to NETP Guidelines for the level		4. Methodological inputs do not accord with suitability to subjects in the trainees career

Annex III: The relation of contents to objectives and methods of Social Studies for Grade 6, (the grade in sample)

Objectives	No. of Periods	Major Contents
Known the component parts of the Universe and their whatnesses by giving special emphasis to earth	37	Universe:- Galaxy <ul style="list-style-type: none"> ● Milky Way Galaxy ● Solar system ● pp(1- 44)
Grasp the distribution and use of the major natural resources' deposits of the world in relation to population growth, distribution and care to be taken in utilizing them.	18	The culture and language of world population <ul style="list-style-type: none"> ● Population ● Culture ● Language ...(pp 53-75)
Understand the origin and settlement of human race	20	Great Thoughts <ul style="list-style-type: none"> ● Religion ● Discovery (pp 84-109)
Be aware of the great thoughts and earlier great civilization, and develop their own critical thinking	10	World Great Civilization In Asia, Africa (112-139 p)
Know the major materialistic and religious cultures, grasp the significance of historical and cultural heritages and appreciate those heritages that are found in your surrounding or locality	9	Historical Heritage <ul style="list-style-type: none"> ● Materialistic ● Religious (145-153 p)
Become familiar with systems of government in the world, process of democracy and contribute their shares for the development of democratic culture	10	System of Government and Democracy (155 – 160p)
Recognize the major economic thoughts and institutions, and international relations	10	Economy and International relations, (172 – 178)
Develop basic skills in social study and grasp current issues	6	Summary

Annex IV: The relationship among objectives of the education policy, syllabus objectives of the primary level and objectives of the grade in sample

Specific objectives of education policy	Objectives of the primary school social study syllabus (1-8)	Objectives of grade six social study text
To provide education that can produce citizens with national and international outlook on the environment, capacity to protect natural resources and historical heritages of the country	<ul style="list-style-type: none"> ● Recognize their environment, protect, develop and make proper use of it; study time and place, and utilize properly. 	<ul style="list-style-type: none"> ● Know the component parts of the universe ● Grasp the distribution use of the major natural resources' deposit of the world in relation to population growth, distribution and care to be taken in utilizing
To provide education that can promote the culture of respect for work, positive work habits and high regard for workmanship	<ul style="list-style-type: none"> ● Study useful culture, evaluate and develop their own ● Study historical event, how it works and learn from it 	<ul style="list-style-type: none"> ● Understand the origin and settlement of human race ● Be aware of the great thoughts and be earlier great development, so as to develop their own critical thinking. ● Know the major materialistic and religious culture, grasp the significance of historical and cultural heritage, and appreciate those heritages that are found in their surrounding or locality.
To provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging societal responsibility	<ul style="list-style-type: none"> ● Identify democratic institutions and make necessary involvement. ● Appreciate society's peace, its development and make the necessary contribution ● Accept constructive criticism, develop international outlook, and evaluate the current condition ● Develop the necessary skills and acquire basic knowledge on social study 	<ul style="list-style-type: none"> ● Become familiar with systems of governments in the world, process of democracy and contribute their shares for the development of democratic culture. ● Recognize the major economic thought, institutions and international relations. ● Develop basic skills in social study and grasp current issues.