

**"Analysis of the Development Process of
the Bahir Dar Teachers' College
Pedagogical Syllabus"**

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Nigussie Kassahun

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 practised 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 were 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 to be lacking any theoretical framework used as a guideline due to lack of a 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 clearly defined national aims of education. Though the syllabus development process of the college was influenced by factors which did not allow any systematic procedure in the beginning, it has never been revised since then.

After analyzing 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.