

## **ABSTRACT**

A quality teacher is crucial for quality education in every nation. So, it is critical for educational organization to understand the caliber of teachers they are producing particularly in this era of knowledge outburst. Competent teachers are required in schools to produce citizens who are knowledgeable, skillful and are morally upright. In the case of Ghana, the BTE curriculum is core in this mission. As the BTE colleges in Ghana follow the same curriculum for preparing prospective teachers, the curriculum objectives, course contents, methodology, modes of assessments, and the credit hours need to be relevant and appropriate for attainment of educational goal. Therefore, the objectives of the present study seeks; 1) To study the relevance of the BTE curriculum objectives, 2) To study the appropriateness of the BTE curriculum contents, 3) To study the modes of transactions of the BTE curriculum, and 4) To study the relevance of Co-Curricular activities and Extra-Curricular activities in the BTE colleges. To address these objectives, the humanistic approach cum the CIPP model were followed. As per this model, a descriptive survey design was employed in order to collect data from the curriculum experts (Regional Director of Education, BTE principals, tutors), student-teachers and alumni to judge the curriculum. As the experts were selected purposively to answer questionnaire based on their experience in designing and framing of the curriculum, quota sampling technique were used to select alumni while cluster sampling technique was used to select final year student- teachers who were on out-program teaching practice in four geographical zones (Northern, Western, Eastern and Central). The collected data from the experts were analysed statistically by using frequencies and percentages while the data from the group discussion and the lesson observation were analysed qualitatively. The findings were arrived at in subject-wise on the various components of the curriculum viz., objectives, course contents, teaching methodology, modes of assessment, and credit hours. Implications of the study and the suggestions that emerged were appropriate for further modification and improvement of the BTE curriculum to produce competent teachers.