

CONCLUSION

Based on the data presented above, it can be learnt that curriculum evaluation is a continuous process which depends on the needs and aspiration of the society. This is made possible in any nation when education stakeholders are committed to providing quality education for its people. For this reason, the present study has evaluated the BTE curriculum designed in 2014 in Ghana by the Institute of Education, UCC and has been operating in BTE colleges on regular mode. This curriculum is having four objectives, i.e., 1) to produce generalist teachers capable of teaching all subjects at the Primary and J.H.S. levels, 2) to produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education, 3) to produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all the pupils, and 4) to promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program. Needed data were collected from experts (Regional Directors of Education, BTE principals and tutors) and final year student-teachers and alumni by using tools viz., questionnaire (open-ended and close-ended), group discussion and observation of lessons taught by alumni. It was revealed that the BTE curriculum objective-I was not relevant for producing generalist teachers who are incapable of teaching all basic school subjects. But suggestions were provided in that a separate BTE curriculum objectives be set to produce generalist teachers to teach at the primary school, and another objective to produce specialists’ teachers to teach at the JHS level. Also, the BTE curriculum objectives-II and the objectives-III were found as relevant and should remain as such while the objective-IV was a mean of the transaction of the curriculum and should not be retained as an objective.

The BTE curriculum covered courses under three broad areas viz., 1) Educational and Contemporary Studies which seek to help student-teachers to gain insight in contemporary Ghanaian society and needed education in mitigating societal needs, 2) Curriculum and Pedagogic Studies which prepare prospective teachers to master the subject matter and pedagogy and can continuously improve their professional practice for the attainment of goals and 3) Value Added Courses to inculcate social values, development of life-skills and creativity in the prospective teachers for their all-round

development. It was revealed that most of the objectives, contents, methods of teaching, and assessment procedures of Educational and Contemporary Studies courses were appropriate for preparing student-teachers to understand current practices in education and professional development. But Educating the Individual living with Disability was not appropriate and requires some modifications to produce effective teachers to make classroom inclusive. However, contents about Psychology of Education, Philosophy of Education, and Sociology of Education which are critical for teacher preparation were not found in this category and must be re-looked.

About the Curriculum and Pedagogic Studies courses, the objectives, contents, methods of teaching, and assessment procedures of Mathematics, English language, and Environmental and Social Studies were appropriate and relevant for preparing prospective teachers. However, there were no objectives of most of the Science subjects like Biology and Chemistry. Such courses including ICT were not given equal weightage in terms of practicality and have credit hour which was not appropriate and must be modified to produce effective teachers. It was also found that the Value Added Courses viz., ICT, Sewing, Catering, Creative Art, Music and Dance, were appropriate but the practice was not given due weightage and must be re-looked. It was reported that almost all the BTE colleges were having Co-Curricular activities and Extra-Curricular activities that were found appropriate for the holistic development of their student-teachers. However, students' participation in most of these activities were constrained by lack of motivation and time. Also, most of the BTE colleges were lacking infrastructure facilities like laboratories, workshops, and computers and equipment for facilitating teaching and learning and that must be re-looked.