

REVIEW ARTICLE

Pragmatic Constraints affecting the Teacher Efficacy in Ethiopia - An Analytical Comparison with India

Surapaneni Bheemeswara Rao* Sisay Shewamare**

ABSTRACT

Ethiopia has been quite successful at expanding enrollment in education, especially at the lower levels. But for any given level of efficiency, increased enrollments require optimal utilization of the resources, particularly pertaining to the proper planning and policies in order to maintain quality. If this is not forthcoming, the increase in educated input may come at the expense of quality. Is desired quality achieved? Is there a quantity-quality trade off and what public policies can alleviate it?

India's experiences pertaining to Teacher Education Policies may be of relevance to this regard. With this perspective, a careful review has been made to draw the attention of planners and teacher educators of Ethiopia to a fundamental question related to the eminence of teacher education and the alternative paradigm to this regard has been suggested with a pragmatic approach so as to translate policy to practice.

* Assistant Professor of Physics, Faculty of Education, Jimma University, Jimma, Ethiopia. E-mail: sbheemeswararao@gmail.com

** Lecturer in Physics, Faculty of Education, Jimma University, Jimma, Ethiopia. E-mail: Sisayshewa20@yahoo.com

I INTRODUCTION

Recently the Ministry of Education (Ethiopia) has issued a working paper titled: Teacher Education System Overhaul Program, which include reforms designed to improve quality and increase accountability in teacher education [O-Saki, K.M., 2003].

Undoubtedly, the importance of the quality of teachers in improving the quality of education is far beyond the question. Therefore, quality improvement of our teacher education programme is indispensable. However the knowledge, skills and methodologies propagated in the system remain alien and never get assimilated in the school system. Further Teacher education continues to be viewed in isolation disconnected from the practical approach that shapes the role and performance of a teacher. [Pranati, P., 2001]

What is needed is the education for sustainable development [Shallcross, T. and Robinson, J., 2007] - Satisfying the needs of the Present without Sacrificing the needs of the Future.

In this context, the existing vacuum in Ethiopian Teacher Education System between the planning and policies and its actual implementation, inhibiting the desired quality of a teacher and subsequently the quality of school education is enlightened with respect to the contemporary model of India [Narayana, M.R., 2006].

II. Teacher Education (B.Ed.)

II A Indian Context

At the outset, the System of School Education in India and the Development Thereof has been presented briefly in Table 1 [Virendra, P. S., 2004]. In general, the Teacher Education in India can be broadly classified into two categories

- The Diploma in Teacher Education governed by the respective State Directorates of Teacher Education under the sub-governance of District Institutes of Educational training (DIET'S).
- The Bachelor of Education governed by the National Council for Teacher Education.

While the diploma holders are entitled to teach up to VIII Grade, the B.Ed. holders teach the Secondary [IX & X Grades] and Senior Secondary [XI & XII Grades] Classes. However, the scope of this article is primarily focused on the B.Ed. Program only.

1. The Formal Details

The Bachelor of Education in India will be of a duration of at least one academic year and the details of the program are given below. [www.ncte-in.org].

1(a) Eligibility for Admission

- Candidates with at least 45% marks in the Bachelor's / Master's Degree with at least two school subjects at the graduation level are eligible for admission.
- A candidate for admission to B.Ed. Course has to qualify at the B.Ed. Common Entrance Test (EdCET), conducted every year by the respective State Councils. The candidates will be

admitted strictly in accordance with examination.
the merit secured at the entrance

Table 1(a)
State-wise Pattern of School Education in India

<i>States/Union Territories</i>	<i>Duration of School Education Stages in Years</i>			
	<i>Elementary Education</i>		<i>Secondary Education</i>	
	<i>Primary</i>	<i>Upper Primary</i>	<i>Secondary</i>	<i>Higher/Seni or Secondary</i>
Andhra Pradesh	I-V (5 Years)	VI-VII (2 Years)	VIII-X (3 Years)	XI-XII (2 Years)
Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Mizoram, Dadra Nagar Haveli, Daman and Diu, Lakshadweep	I-IV (4 Years)	V-VII (3 Years)	VIII-X (3 Years)	XI-XII (2 Years)
Meghalaya, Nagaland	I-IV (4 Years)	V-VIII (4 Years)	IX-X (2 Years)	XI-XII (2 Years)
All other States in India	I-V (5 Years)	VI-VIII (3 Years)	IX-X (2 Years)	XI-XII (2 Years)

Source: *Guidelines for Survey Officers, Sixth All India Educational Survey, National Council of Educational Research and Training, New Delhi.*

TABLE 1(b)
Selected Indicators of Growth and Development on School Education in India
1950-51 to 2000-01.

Educational Indicator	Unit	Year					
		1950-51/ 1951	1960-61/ 1961	1970-71/ 1971	1980-81/ 1981	1990-91/ 1991	1997-98/ 1998*
Population							
Male	Crore	18.55	22.63	28.40	35.34	43.92	50.04
Female		17.56	21.29	26.41	33.00	40.71	46.53
Total		36.11	43.92	54.81	68.34	84.63	96.57
Population							
Male	Per Cent	24.95	34.44	39.45	56.50	64.13	73.00
Female		7.93	12.95	18.69	29.85	39.29	51.00
Total		16.67	24.02	29.45	43.67	52.21	62.00
School							
Enrolment by							
Primary	Million	19.2	35.0	57.0	73.8	97.4	108.7
Upper Primary		3.1	6.7	13.3	20.7	34.0	39.5
High/Hr.Sec./In ter/Pre-Degree		1.5	3.4	7.6	11.0	19.1	27.24
Teachers by							
Primary	Thousand	538	742	1060	1363	1616	1872
Upper Primary		86	345	638	851	1073	1212
High/Hr.Sec./In ter/Pre-Degree		127	296	629	926	1314	1521
Number of							
Educational	Thousand	209.67	330.40	408.50	494.50	560.94	610.76
Institutions		13.60	49.66	90.62	118.56	151.46	185.51
Primary		7.42	17.33	37.05	51.57	79.80	107.10
Upper Primary							
High/Hr.Sec./In ter/Pre-Degree							

*Population for males, females and total are reported 53.13, 49.57 and 102.70 crore, and literacy rate for males, females and total are reported 75.85, 54.16 and 65.38 per cent, respectively for 2001 (Census 2001).

Source: Government of India (2001). Selected Educational Statistics 1999-2000. Planning, Monitoring and Statistics

Division, Ministry of Human Resource Development, New Delhi.

1(b) Curriculum Transactions

The total number of working days/ working hours for the entire course duration, the structure of the course, the scheme of instruction and the scheme of examination are presented below in detail.

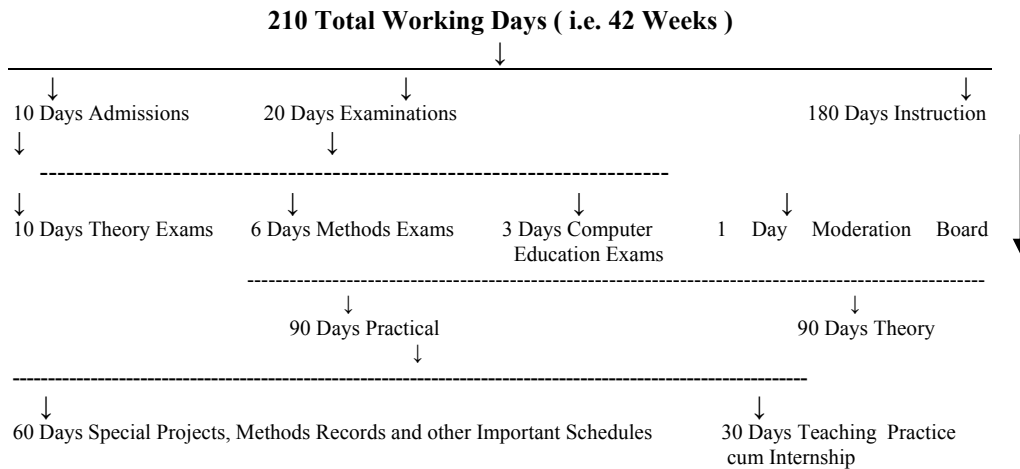


TABLE 2a

Structure of the Course

A. Theory Examinations

BSE – 01 Paper – I	Foundations of Education
BSE – 02 Paper – II	Psychological Foundations of Education
BSE – 03 Paper – III	Educational Technology and Computer Education
BSE – 04 Paper – IV	School Management and Systems of Education
BSE – 05 Paper – V	Personality Development and Communicative English
BSE – 06 Paper – VI	Methods of Teaching – I
BSE – 07 Paper – VII	Methods of Teaching – II

B. Practical Examinations

BSE – 08 Paper – VIII	Practical examination in methods of Teaching –I
BSE – 09 Paper – IX	Practical examination in methods of Teaching – II
BSE – 10 Paper – X	Practical examination in Computer Education

C. Special Projects

BSE – 11 Paper – XI	Community Studies Project (Practicum of Paper –I)
BSE – 12 Paper – XII	Cultural Studies Project (Practicum of Paper –I)
BSE – 13 Paper – XIII	Case Studies Project (Practicum of Paper –II)
BSE – 14 Paper – XIV	Health and Physical Education Project (Practicum of Paper –II)
BSE – 15 Paper – XV	Computer Education Project (Practicum of Paper –III)
BSE – 16 Paper – XVI	School Studies Project (Practicum of Paper –IV)
BSE – 17 Paper – XVII	Personality Development and Communicative English Project (Practicum of Paper –V)

D. Methods Records

BSE – 18 Paper – XVIII	Scholastic Achievement Record – Method I
BSE – 19 Paper – XIX	Scholastic Achievement Record – Method II
BSE – 20 Paper – XX	Microteaching Record – Method I
BSE – 21 Paper – XXI	Microteaching Record – Method II
BSE – 22 Paper – XXII	Teaching Practice cum Internship Record Method I
BSE – 23 Paper – XXIII	Teaching Practice cum Internship Record Method II
BSE – 24 Paper – XXIV	Teaching Practice cum Internship Diary (TPID)

TABLE 2b

Scheme of Instruction

Syllabus Ref. No.	Subject	Instructional Days	Scheme of Instruction		Grand Total Hours
			Duration of Hours	Total Hours	
A. Theory Paper					
BSE – 01	Paper – I	12.9	6 Hrs	77.1	Hrs
BSE – 02	Paper – II	12.9	6 Hrs	77.1	Hrs
BSE – 03	Paper – III	12.9	6 Hrs	77.1	Hrs
BSE – 04	Paper – IV	12.9	6 Hrs	77.1	Hrs
BSE – 05	Paper – V	12.9	6 Hrs	77.1	Hrs
BSE – 06	Paper – VI	12.9	6 Hrs	77.1	Hrs
BSE – 07	Paper – VII	12.9	6 Hrs	77.1	Hrs
					540 Hrs
B. Practical Paper					
BSE – 08	Paper – VIII		2 Hrs*		
BSE – 09	Paper – IX		2Hrs*		
BSE – 10	Paper – X		1½ Hrs*		
* Examination hours only					
C. Special Projects					
BSE – 11	Paper – XI	05	6 Hrs	30 Hrs	
BSE – 12	Paper – XII	05	6 Hrs	30 Hrs	
BSE – 13	Paper – XIII	03	6 Hrs	18 Hrs	
BSE – 14	Paper – XIV	04	6 Hrs	24 Hrs	
BSE – 15	Paper – XV	08	6 Hrs	48 Hrs	
BSE – 16	Paper – XVI	03	6 Hrs	18 Hrs	
BSE – 17	Paper – XVII	06	6 Hrs	36 Hrs	
					204 Hrs
D. Methods Records					
BSE – 18	Paper – XVIII	02	6 Hrs	12 Hrs	
BSE – 19	Paper – XIX	02	6 Hrs	12 Hrs	
BSE – 20	Paper – XX	05	6 Hrs	30 Hrs	
BSE – 21	Paper – XXI	05	6 Hrs	30 Hrs	
BSE – 22	Paper – XXII				
BSE – 23	Paper – XXIII	30	6 Hrs	180 Hrs	
BSE – 24	Paper – XXIV				
					264 Hrs
E. Other Important Schedules					
i. Demonstration lessons in Micro Teaching		02	06	12 Hrs.	
ii. Demonstration lessons in Macro Teaching		03	06	18Hrs	
iii. Allotment of Mentors and Topics for Practical Records		04	06	24 Hrs.	
iv. School Visit by Student teachers to select topics for teaching practice		02	06	12Hrs	
v. Orientation on Teaching Practice cum Internship		01	06	06 Hrs.	
					72 Hrs
Grand Total Hrs (A+B+C+D+E)					1080 Hrs

Further details regarding the curriculum of each paper can be referred at www.ncte-in.org.

TABLE 2c

Scheme of Examination			Scheme of Instruction			
Syllabus Ref. No.	Subject	Title of Papers	Duration	of	Maximum	Grand
			Examination		Marks	Total
			in hours			Marks
A. Theory Paper						
BSE – 01	Paper – I	Foundations of Education	3 Hrs		100	
BSE – 02	Paper – II	Psychological Foundations	3 Hrs		100	
BSE – 03	Paper – III	Educational Technology and Computer Education	3 Hrs		100	
BSE – 04	Paper – IV	School Management and Systems of Education	3 Hrs		100	
BSE – 05	Paper – V	Personality Development & Communicative English	3 Hrs		100	
BSE – 06	Paper – VI	Methods of Teaching –I	3 Hrs		100	
BSE – 07	Paper – VII	Methods of Teaching –II	3 Hrs		100	
Total Marks in Theory Examination Papers						700
B. Practical Papers						
BSE – 08	Paper – VIII	Practical examination in methods of Teaching I	2Hrs		50	
BSE – 09	Paper – IX	Practical examination in methods of Teaching II	2Hrs		50	
BSE – 10	Paper – X	Practical examination in Computer Education	1½ Hrs.		50	
Total Marks in Practical Examination Papers						150
C. Special Projects						
BSE – 11	Paper – XI	Community Studies Project (Practicum of Paper –I)			40	
BSE – 12	Paper – XII	Cultural Studies and SUPW Project (Practicum of Paper –I)			40	
BSE – 13	Paper – XIII	Case-Studies Project (Practicum of Paper-II)			40	
BSE – 14	Paper – XIV	Health & Physical Education Project (Practicum of Paper –II)			40	
BSE – 15	Paper – XV	Computer Education Project (Practicum of Paper-III)			40	
BSE – 16	Paper – XVI	School Studies Project (Practicum of Paper –IV)			40	
BSE – 17	Paper – XVII	Personality development and Communicative English Project(Practicum of Paper-V)			40	
Total Marks in Special Projects						280
D. Methods Records						
BSE – 18	Paper –	Scholastic Achievement Record-Method I			25	
BSE – 19	Paper – XIX	Scholastic Achievement Record –Method II			25	
BSE – 20	Paper – XX	Microteaching Record-Method I			10	
BSE – 21	Paper – XXI	Microteaching Record-Method II			10	
BSE – 22	Paper – XXII	Teaching Practicum Internship Record –			80	
BSE – 23	Paper –	Teaching Practicum Internship Record-Method			80	
BSE – 24	Paper –	Teaching Practicum Internship Diary (TPID)			40	
Total Marks in Methods Record						270
Overall Total Number of Marks (B+C+D)						700
Theory + Practicals = 700+700=1400						

2. The Informal Details

The above details of formal Teacher Education would be inadequate without the Indian concept through which the desired objective is realized. India primarily practices Value-Based Education which is endowed with the spiritual dimension. Value education refers to a wide gamut of learning's and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behavior, civic rights and duties to aesthetic and even religious training [Seetharam, A.R., 2001].

The emphasis is on purity and harmony of thought, word and action. i.e. the teacher not only transmits knowledge, but also in his own person provides a live example of one who puts the knowledge in to practice, and thus acts as the symbol of the ultimate goal, the goal of enlightenment [Giri, S.V., 2001].

3. B.Ed. and the Indian Approach

- B.Ed. deals with Teaching Skills and the B.Sc. / B.A., deals with the Subject Content. Hence B.Sc. / B.A., is the prerequisite for B.Ed.
- B.Ed. is a professional course where as B.Sc. is purely academic course. Hence simultaneous approach in two different paths will be ineffective and reduces the efficiency. In contrary specific approach at a time will be highly effective, B.Sc. being the prerequisite for B.Ed.
- B.Sc. Course is of 3 years duration consisting a total of 67 Cr.Hrs approximately (containing 17 Theory Courses + 8 Experimental Courses) with an option to choose numerous combinations such as Mathematics, Physics, Chemistry (or) Mathematics, Physics, Electronics (or) Mathematics,

Physics, Computers etc.

[www.indiastudycenter.com].

- In addition to the above combinations (among which one has to be chosen), two languages (English + Local language) and Indian Heritage and Culture serve as the common subjects.
- The B.Sc. is based on the Common Core Scheme. i.e. to imply that there is no Major Subject and Minor Subject pertaining to a chosen combination. For example if a student chooses Mathematics, Physics and Chemistry as a Combination, equal emphasis is given for all the three subjects and he is eligible to continue his further studies (as per his choice) either in Mathematics or Physics or Chemistry or even in English or Local Language.
- After B.Sc. the students will have a choice to continue with either further studies (or) teaching Course i.e. B.Ed. (or) a job commensurate with his qualification.
- Further a student has choice to pursue B.Ed. Course even after qualifying M.Sc., if he wishes so.
- Courses are taught on yearly basis (not on semester basis). The minimum instruction period excluding the examinations and holidays is over 7 months (Indian institutions do not offer summer programs) and in effect any particular subject will be taught at least for a period 28 weeks [i.e. 28 Weeks x 3 Cr. Hrs / Per Week = 84 Hrs.].
- Hence the syllabus will be covered in detail and the institutions, staff as well as the students work at leisure.
- Further B.Ed. Degree is not enforced but is pursued in accordance with the individual's choice after qualifying B.Sc.

Further there are 22 Cr.Hrs per year in B.Sc. course [since (67 Cr.Hrs / 3 years) = 22 Cr.Hrs approximately]. All 22 Cr. Hrs

are devoted only towards the subject spread over 28 weeks.

Therefore, the total instructional hours per subject per annum is (22 Cr. Hrs x 28 weeks) = 616 Hrs. Hence total instructional hours per subject per entire course is (616 Hrs x 3 years) = 1848 Hrs. [*Curriculum of B.Sc. Andhra University*].

The above discussion of B.Sc. Course is based on the curriculum of a typical Indian University (Namely the Andhra University), since it can serve to represent the approximate curriculum of other universities in India.

In addition, the total instructional hours in B.Ed. Programme are 1080 (i.e. 540 Hrs of Theory + 540 Hrs of Practicum) as mentioned in section I, under formal details.

Therefore Total Instructional Hrs. for B.Sc. and B.Ed. Programmes are (1848 + 1080) = **2928 Hrs.**

In addition there is an External Examination system (Examination Reforms). The teacher, examiner and evaluator are different ensuring the quality as well as transparency. The examiners and evaluators belong to other universities [i.e. External]. A teacher of a particular university will be examiner for other university and evaluator for a different university.

However, the authors opine that the flaw in Indian education system is that B.Sc. should have been of 4 years duration befitting the western standards (with the addition of few more subjects), so that the prospective student would have had further choice to continue his education abroad. In contrary at present an Indian student of B.Sc. stream has to complete his M.Sc. in

order to seek admission for further studies abroad.

II B Ethiopian Context

Corresponding to the Indian situation, the Teacher Education in Ethiopia can be broadly classified into Diploma level and B.Ed. (excluding the certificate level).

The Bachelor of Education

- B.Ed. in Ethiopia comprises the simultaneous acquisition of the subject skills as well as the professional skills
- The course consists of 110 Cr. Hrs (containing 60 Cr. Hrs of Subject + 50 Cr. Hrs of Professional courses), the professional course being subdivided into 25 Cr. Hrs of Theory and 25 Cr. Hrs. of Practicum.
- The course duration is of 3 years spread over 6 semesters with an instruction period of 14 weeks per Semester.
- The total number of courses during the entire B.Ed. course are around 40 (where as they are only 25 pertaining to B.Sc. in India)
- The Institution, staff and especially the students are over burdened with too many courses as well as Cr. Hrs.
- The content coverage is very less due to the limited time (i.e. an instructional period of 14 weeks duration only).
- The emphasis on Experimental courses is relatively low. For instance there are only 4 experimental courses in Ethiopia pertaining to B.Ed. Physics in contrary to 8 Experimental Courses (in B.Sc. with Physics as one of the subjects) in India.
- Simultaneous acquisition of two different skills in addition to the excess load and time constraint reduces the efficiency to a significant extent.

Further, there are 18 Cr. Hrs per semester [i.e. (110 Cr.Hrs / 6 Semesters)=18 Cr.Hrs approximately].

These 18 Cr. Hrs per semester are subdivided as 10 Cr. Hrs of subject and 8 Cr. Hrs of professional courses.

So the total instructional hours of subject per semester is (14 Weeks x 10 Cr.Hrs/Week) = 140 Hrs

Similarly total instructional hours of professional course per semester is (14 Weeks x 8 Cr.Hrs/Week) = 112 Hrs.

Therefore Total instructional Hrs per subject per entire course is (140 Hrs x 6 Semesters)=840 Hrs. and the total instructional Hrs for the professional

course is (112 Hrs x 6 Semesters) = 672 Hrs.

(i.e. 336 Hrs of Practicum + 336 Hrs of Theory approximately)

Hence the total instructional hours per entire B.Ed. Program are 840 Hrs of subject + 672 Hrs of professional course, summing up to a total of **1512 Hrs** (compared to a total of **2928 instructional Hrs** towards B.Sc. B.Ed. programme in India Spread over 4 years) [*Curriculum of Faculty of Education, Jimma University*].

The above discussion is based on the Curriculum of B.Ed. pertaining to Mathematics, Physics, Biology and Chemistry subjects of Jimma University since it can serve to represent the approximate curriculum [more (or) less similar] of all other universities in Ethiopia.

III Comparison and Analysis

TABLE 3

III A Comparison at a Glance

S.No	Element under Comparison	India	Ethiopia
1	Nature of the Course	B.Sc.& B.Ed. are separate, B.Sc. being the prerequisite for B.Ed.	B.Sc and B.Ed are conglomerated
2	Course Duration	B.Sc. 3 years B.Ed. 1 year Total 4 years	3 years
3	Total Number of Cr.Hrs	B.Sc 67 B.Ed 30 Total 97	Subject: 60 Professional: 50 Total 110
4	Instructional Hrs.	(Subject) B.Sc. 1848 Hrs (Professional) B.Ed. 1080 Hrs [Theory 540 + Practicum 540] Total 2928 Hrs	Subject 840 Hrs Professional Courses 672 Hrs [Theory 336 + Practicum 336] Total 1512 Hrs
5	Instructional Period	B.Sc. 84 weeks B.Ed. 36 weeks Total 120 weeks	14 weeks x 6 semester = 84 weeks
6	Number of Courses and Content Coverage	Less courses broad coverage of the content	Too many courses too little time and less coverage of the content [Tadese, W., and Meaza, F., 2007]
7	Nature of Work	Staff and the Students work at leisure	Staff and the Students are over burdened
8	Experimental Courses Pertaining to subject	More	Less
9	Transparency in Exams (or) (Examination Reforms)	Present	Absent since the Instructor is the sole authority to decide the students fate
10	Choice for students prospects	Various options does exist	Only one option. i.e. to be a Teacher
11	Overall Perspective	LESS CREDIT HOURS, MORE TIME AND MORE INSTRUCTIONAL HOURS (ALMOST HALF THE CREDIT HOURS AND DOUBLE THE INSTRUCTIONAL HOURS COMPARED TO ETHIOPIA)	TOO MANY CREDIT HOURS, LESS TIME AND VERY LESS INSTRUCTIONAL HOURS DUE TO SIMULTANEOUS ACQUISITION OF KNOWLEDGE PERTAINING TO TWO DIFFERENT FIELDS

III B Analysis

Do you know? The allocation to education sector as a percentage of total government expenditure is considerably higher in Ethiopia (around 17%) as against 3.13% in India. [Sandhya, S. and Shridharan, L., 2006] which clearly indicates the Ethiopian Government's commitment towards the education. Then why the desired quality has not been achieved?

It must be clear that neither mere curriculum revision nor the establishment of institutional facilities will suffice to improve the quality of teacher training in a country [Pranati, P., 2001].

If so, what factors shape the teacher quality? The policy and planning are also very important. According to the present Teacher Education Policy of Ethiopia neither the subject content nor the professional content are given sufficient emphasis (as clearly indicated in Table 3).

Attempting to identify the factors that boost the effectiveness of third world schools, the policy makers and researchers often focus on basic material inputs (such as text books, desks (or) expenditure). But inquiry within the west and some of the developing countries continues to shift away from this production - function metaphor, instead focusing on achievement effects stemming from teachers quality and **teaching practices**. Yet these two aspects of school effectiveness have received little empirical attention in the third world [Bruce, F., 1991].

Further, recent assessment on Teacher Training Programme in Jimma University has revealed that the Practicum-Courses are emphasized more than needed and create a negative impact on other relevant (particularly the subject) courses. More

over the relevant courses have been left-out (or) given less credit hours that do not allow adequate coverage of the content and appropriate attention by the student teachers, affecting the time management of the program and consequently the academic knowledge of the trainees. Also in the new pre-service teachers training policy of Ethiopia, the degree nomenclature is changed from B.Sc./B.A. to B.Ed. and the student teacher perception about the B.Ed. nomenclature indicate that, it gives them no sense and they opine that it constrains them to join the other related jobs and that the B.Ed. nomenclature is less respected in the society than the B.Sc/B.A. Besides, 63.8% of the student-teachers prefer a training curriculum that gives an equal emphasis on the subject as well as the professional courses [Tadesse, W. and Meaza, F., 2007].

However, the practicum courses are not given sufficient emphasis in Ethiopia in comparison with India in contradiction to the observation of Tadesse, W. and Meaza, F., 2007, "that the practicum courses are emphasized more than needed" (since the total instructional hours of practicum in Ethiopia are about 336 owing to inadequate time whereas they are 540 in India due to the sufficient time).

Further more, using the model of the components of the knowledge base (Subject Knowledge) in teaching, emerging from the "Knowledge Growth in a Profession", a project at Stanford University it is revealed that the Subject Content and the Pedagogical Content should be given equal priority [Pamela, L.G. Anna, E.R., 1988].

On the other side of the coin, David Boorer and Rosemary Preston (1987), in their research have indicated that in the third

world, historical and social pressures dictate appropriate styles of teaching which combine with egocentricity on the part of both teacher and student to inhibit efficient communication between them.

Beyond this, there is evidence of all forms of aggression (physical, indirect and verbal) among the Ethiopian secondary school students leading to poor outcomes in life. [Kinde, G. and Mekonnen, S., 2007]. what could be the possible solution to all these problems?

IV. DISCUSSION

Though not apparent, Careful Examination of all the above problems discloses that their origin lies in the conglomeration of B.Sc. & B.Ed. Programs, resulting in too many Credit Hours and too little time, less coverage of the content, in justification to both, the subject content and the pedagogical content, overburden on both the staff and students ultimately deviating from the desired quality.

Also in the present teacher education system of Ethiopia, a student teacher can neither become proficient in subject nor in the professional skills [as clearly indicated in comparison at a glance (Table 3)].

Further, according to the author's perception, the best possible solution to grab the student's attention at the secondary level is only the scholastic teaching, so that the young students can be aptly engaged in the productive work and will ultimately differ from all sorts of aggression. However the Scholastic Teaching depends on the Quality of a Teacher which in turn depends on the proper planning and policies of the Teacher Education.

In this concern, it is important to know that 1% increase in teacher quality, as measured

by standardized test scores is accompanied by a 5% of decline in the rate of failure of students on standardized competency examinations. The corresponding impact on average (or) mean achievement of teacher quality is by contrast, quite modest 0.5%-0.8% per 1% improvement in teacher quality [Robert, P.S., and Elizabeth, A.S., 1986]. This further accentuates the significance of the magnitude of quality.

In view of all the above, It is suggested that the subject and the professional courses must be segregated as B.Sc. and B.Ed. respectively and the course duration would be 4 years for the B.Sc. Program (befitting the western standards so that the student can have an additional advantage) and one year for the B.Ed. Program. The student should not be overloaded with the time constraint and too many courses. Rather, covering apposite courses in depth would be fruitful.

The B.Sc. Degree holders can then plan for either B.Ed. (or) further education (or) a job in accordance with their choice. This situation will promote to attract more talented and academically prepared persons towards the teaching profession and hence the quality of school education through out the nation.

In addition, the traditional approach (Church education) of education [Girma, A., 1973] has to be integrated with the modern approach to transform a prospective student as a good social being.

V. Conclusion

The present government of Ethiopia has placed great importance on education and recognizes it as an essential component for development needs of the society [UNESCO Report 2004]. It would be very difficult to realize this objective without an

apt policy in Teacher Education that can give sufficient time for a student teacher to acquire the adequate amount of knowledge. The main factor contributing to the enhanced quality of an Indian teacher (at secondary level) in comparison to an Ethiopian Secondary Teacher is attributed to the sufficient time that is provided to an Indian student teacher in order to acquire the adequate knowledge apart from the structural segregation of Subject (B.Sc.) and the Professional (B.Ed.) Courses.

Therefore, as mentioned in the above discussion, suitable policies and shift in the existing Teacher Education Structure are desirable with a Pragmatic Approach. The initiative has to be to translate policy to practice. An alternative paradigm towards quality teacher education cannot be visualized in isolation. There is a need for collaborative change. In the contemporary context, the Ethiopian school community, the teacher training institutions, the university system and the Government policies have to move collaboratively towards building a shared commitment for a paradigm shift in teacher education, so that the last glory of teacher education can be rebuilt by giving due recognition to it as a profession. Hence a pragmatic vision towards quality teacher education is essential to transform teacher education as a strategy in it self.

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