CHAPTER - I

INTRODUCTION

Section - I

Teacher Education in India

The focal importance of teacher in the total educative process is not new to educational thinking. But, with the changes in theory and practice of education, the concept of teacher preparation has undergone a considerable change. With the advent of a broader concept of education including within its fold the total personality of the educand and aiming at his all-round development, the functions and responsibilities of the teacher have increased manifold. There has, therefore, been a shift in the character of teacher preparation from one of apprenticeship to one suited to a profession. The substitution of the word 'education' for 'training' in recent years in connection with the preparation of teachers is implicitly indicative of this shift in emphasis. Teacher education, therefore, is a term rather recent in its origin.

In the broader sense 'teacher education' refers to the total of educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programmes are offered in teacher's colleges and normal schools and in colleges and universities ... (Good, 1952, p.374).
The term 'teacher education' interpreted according to its common usage as stated above is accepted for the proposed study and is used in that sense only throughout the report.

It has now been realised that improvement of teacher education can help to improve all education. Teacher education has, therefore, attracted the attention of various educational thinkers and research workers. Attempts are being made all over the world to plan effective programmes of teacher education - pre-service as well as in-service. It may be pointed here that surveys and evaluative studies of the existing teacher education programmes provide basis for planning effective programmes of teacher education.

To understand the background of the intended study, a brief reference to some relevant matters has been made in this introductory chapter. These are;

A. Brief Historical Retrospect of Secondary Teacher Education in India;
B. Programme of Secondary Teacher Education in India; and
C. Reasons for undertaking the study.

A. Brief Historical Retrospect of Secondary Teacher Education in India

The story of secondary teacher education in India is more than hundred years old. The first training college in the country was established in Madras in 1856 (Buch, 1968,p.273). However, Indian Education Commission of 1882 was the first to point out the need of providing training facilities to the teachers of secondary schools. By the end of the 19th Century, there were six training colleges (Madras, Lahore, Rajhamundry, Kurseong, Jabalpur and Allahabad) and fifty training schools for secondary teachers in the country (Mukerji, 1964, p.329).
Government Resolution (G.R.) of 1904 laid emphasis on the qualitative improvement of teacher training institutions in the country and G.R. on Educational Policy, 1913 categorically stated that "Eventually, under modern system of education, no teacher should be allowed to teach without a certificate that has qualified him to do so (Report of the Second Conference of the training colleges in India, 1951, para 5). As a result of these official declarations and recommendations, some attempts were made to enhance the efficiency of training institutions by enriching their libraries, equipping their laboratories, providing them with their own practising schools, and employing more qualified staff in them (Dikshit, 1969, p.68). From the quantitative point of view also, the progress made during the period 1904 to 1947 was heartening. "While in 1946-47, approximately 61.5 per cent of secondary and primary teachers were trained, the percentage of trained teachers was hardly 29 for high schools, 37 for middle schools and 25 for primary schools in 1906-07 (Progress of Education in India (1907-12), 1915,p.189).

However, no marked progress was made in this area during the two world wars. The rate of progress was similar to that of other countries like England or the U.S.A., during the war period, though they had started their systematic attempts to train teachers much earlier. England established her first model and training school in 1811 and the U.S.A., began to copy the Continental Normal Schools of Prussian style in 1820 (Jeffreys, 1961, p.4)

The end of the World War II, heralded a new era in education all over the globe and specially so in the area of teacher education. Since the educational pattern in the U. K. and the U.S.A. had influenced the educational system of this country, it seems relevant to point out the trends particularly in the area of teacher education prevailing in these two countries first.
The McNair report (1944) in the U.K. demanding "more and better qualified teachers" corresponding to the development in educational ideas brought profound and revolutionary changes in the nature of teacher training and its organisational set-up. In the U.S.A. a Commission on Teacher Education was appointed and its report, "The Improvement of Teacher Education" was published in 1946. It recommended a well-balanced approach to teacher preparation curricula urging a judicious combination of general and professional education and in-service growth of teachers (Richardson, 1953, p.244). The movement gained momentum with the establishment of American Association of Colleges for Teacher Education, a body of National Educational Association (N.E.A.), which has taken leadership since 1948, stimulating improvements, defining standards and accrediting institutions.

With the dawn of Independence in 1947, far-reaching changes were being contemplated and planned in India to improve and reconstruct her entire educational system. The University Education Commission 1949, which had to report on University Education in India, had necessarily to review the position of secondary education as well and it made certain notable references to the training of secondary school teachers. It remarked that the secondary education, being the weakest link in the entire educational machinery of the country, needed urgent reform. The Commission strongly felt that University standards could not improve unless the quality of teaching in schools improved. As gleaned from the Report, some of the significant proposals for the improvement of teacher training programmes and practices in India were:

i. More weightage to be given to school practice,

ii. Suitable schools to be used for practical training;
iii. Bulk of college staff to be recruited from people with first hand experience of school teaching; and


Unfortunately these suggestions of the Commission were not implemented nor was any agency created for this purpose. However, as a result of the growing concern about the standard of secondary education, a Commission was set up in 1952 by the Government of India to examine the prevailing system of secondary education in the country and suggest measures for its improvement. Meanwhile, the second conference of All-India Training Colleges which met at Mysore in 1951 recommended that the nomenclature used for the degree should be Bachelor of Education instead of Bachelor of Training which is rather limited in its connotation (Second Conference of the Training Colleges in India, 1952, p. 62-85).

Secondary Education Commission, 1952 recognising the importance of the teacher and his education in the contemplated reconstruction of a secondary education, devoted its attention to the subject of secondary teacher education and made recommendations on almost all aspects of this vital branch of secondary education. Some of the 'major recommendations were:

i. The training period for graduates may, for the present be of one academic year, but extended as a longterm programme to two years. Graduate teacher training institutions should be recognised by and affiliated to the Universities which should grant the degrees;
ii. The training college should, as a normal part of its work, arrange refresher courses, short intensive courses in special subject and practical training in workshop and professional conferences;

iii. The training college should conduct research work in the various aspects of pedagogy and for this purpose it should have under the control an experimental or demonstration school;

iv. There should be a free exchange between professors in training colleges, selected headmasters of schools, and inspecting officers; and

v. All training colleges should provide adequate residential facilities so as to be able to arrange community life and other suitable activities for the trainees (Report of the Secondary education Commission, 1962, p.143).

The above recommendations had a profound influence on the development of teacher education in India in the subsequent years manifesting itself in the following new trends and developments in the field:

i. Rapid increase in the number and intake capacity of the training institutions;

Table -1.1: Growth of Secondary Training Institutions during the Period 1951-66 (Supra, 1973, p.404).

<table>
<thead>
<tr>
<th>Years</th>
<th>Secondary Training Institutions</th>
<th>Students on roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950 - 51</td>
<td>53</td>
<td>5,585</td>
</tr>
<tr>
<td>1955 - 56</td>
<td>104</td>
<td>14,280</td>
</tr>
<tr>
<td>1960 - 61</td>
<td>236</td>
<td>24,565</td>
</tr>
<tr>
<td>1965 - 66</td>
<td>338</td>
<td>35,438</td>
</tr>
</tbody>
</table>
ii. Provision of separate courses for graduates and under-graduates with the duration of one year and two years respectively;

iii. Establishment of practicing schools attached to training institutions; and

iv. Broadening the scope of training institutions with emphasis on research and in-service education of teachers through the establishment of Extension Services Centres in Training Colleges.

Some of the significant developments in the field during the period 1955-64 were:

(a) Establishment of Extension Services Departments/Centres

With a view to provide in-service training facilities for secondary school teachers, Extension Services Centres were established in about 24 training colleges in 1956. The broad objectives of these Extension Services were:

i. To raise the professional efficiency and knowledge-of the working teachers;

ii. To bring teachers,, colleges and schools into closer contact for mutual benefit;

iii. To help schools in improving their practices;

iv. To help training institutes in modifying their programmes in the light of the actual needs of secondary schools and teachers; and

v. To help the State Departments of Education in formulating and implementing their programmes of expansion and reconstruction of secondary education (Deve Gouda, 1973, p.93-101).
To achieve the above objectives, the Extension Services Centres have undertaken a wide variety of specific activities. Some of them are:

i. Organisation of workshops, seminars, symposia, short courses, teachers' association, etc.;

ii. Initiation and guidance of school experiments;

iii. Publication of useful material for teachers and schools e.g., reports of new experiments, projects, improved methods of teaching, and the like;

iv. Provision of guidance to the schools in the improvisation, construction and use of audio-visual aids;

v. Organisation of educational exhibitions and book-fairs;

vi. Helping schools in their programmes of educational and vocational guidance;

vii. Encouraging and guiding teachers in the setting up of science clubs and other subject clubs in their respective areas of specialisation;

viii. Search for science talent among secondary school students by organising science fairs exhibitions, debates, essay competitions, etc.

ix. Helping teachers in the construction of new type tests in different school subjects; and

x. Provision of library and audio-visual services.

In the year 1963-64, there were 97 extension services departments/centres in the country. At present there are 116 departments of extension services in India (Seminar Reading Programme-1985-86, 1985,p.7-12).
(b) Establishment of the National Council of Educational Research and Training (NCERT):

The setting up of NCERT in 1961 marks the beginning of new era in the field of teacher education and educational research in India. With reference to teacher education, its objectives are:

i. To undertake studies, surveys and investigations relating to teacher education;

ii. To organise advanced level training;

iii. To organise extension services;

iv. To disseminate improved educational techniques and practices in teacher education, and

v. To act as a clearing-house for ideas and information on all matters relating to teacher education (NCERT Annual Report, 1969-70, 1971, p.3).

In order to achieve these objectives, the council has set up a Department of Teacher Education in the National Institute of Education at Delhi.

(c) Launching of the Regional Colleges' Project

This is an outstanding project undertaken in the field of teacher education in India. In pursuance of this project, the N.C.E.R.T. has set up four Regional Colleges of Education in 1963 and 1964, with the Demonstration multipurpose Schools attached to them at Ajmer, Bhubaneshwar, Mysore and Bhopal. The broad aim of these colleges is to improve the quality and standard of secondary education by preparing teachers for multi-purpose school having on the one hand, the requisite professional competence to teach various practical and technical subjects, e.g., science, crafts, agriculture, commerce, home science, fine arts, etc., efficiently and a thorough grounding in the subject matter, on the other (Plan and
programme:RIEs, 1963, p.67). For this, they provide a broad based four years programme of teacher education designed to build up the right type of attitudes and develop various competencies required of a successful teacher. A passionate plea for the establishment of four-year Colleges of Education with a view to improving the quality of teacher education is being made by some educationists in India (Dikshit, 1969, p.53-83). Since the scheme of multi-purpose schools was abandoned on the recommendation of Indian Education Commission (1964-66), the regional colleges are at present preparing teachers to teach only arts and science subjects.

(d) Starting of Summer Institutes

The University Grants Commission (U.G.C.) in collaboration with the United states Agency for International Development (USAID), the 'N.C.E.R.T., and the Universities launched the programme of Summer Institutes in 1964. These Institutes are designed to upgrade the subject matter competency of secondary and college teachers and to familiarise them with the modern developments in their subject fields. The N.C.E.R.T. in collaboration with the Universities had also launched a similar programme for the benefit of teacher educators. It may be pointed out here that the Academic Staff Colleges are, by and large, conducting such courses at present.

The setting up of the Education Commission by the Government of India in 1964 was but a fitting climax to these new trends and developments gathering momentum. Taking a 'gestalt' view of education, the Commission presented a comprehensive and integral plan of national education for the country. The Commission, realising the crucial importance of the professional preparation of teachers for the qualitative improvement of
education pinpointed the various snags in the present system of teacher education and has put forward certain bold and novel recommendations in order to remove them. The major recommendations are:

i. Schools of education should be established in selected Universities to develop programmes in teacher education and studies and research in education in collaboration with other university disciplines;

ii. Education as distinguished from pedagogy, should be recognised as an independent academic discipline and introduced as an elective subject in courses for first and second degrees;

iii. comprehensive colleges of education should be established in each State on a planned basis;

iv. A phased programme of upgrading institutions to the collegiate standard should be undertaken;

v. A State Board of Teacher Education should be established in each State to be responsible for all functions related to teacher education at all levels and in all fields;

vi. Extension work should be regarded as an essential function of a teacher training institution and Extension Services Department should be established in each institution as an integral part of it; and

As a result of the recommendations of the Indian Education Commission, the following important developments have taken place in the field of teacher education during the period 1965-86.

i. Education is recognised as an independent academic discipline and is introduced as an optional subject in P.U.C. (Pre-University) and first degree courses. Post-graduate course in education is also introduced in some Universities (e.g. Calcutta University)

ii. comprehensive colleges of education are established in a few States (e.g. Andhra Pradesh).

iii. The U.G.C. has assumed the responsibility for the qualitative improvement of standards in teacher education.


However the other recommendations of the commission were not implemented owing to their extraordinary financial and administrative implications. There can be no denying the fact that the recommendations are sound in principle and if translated into action are bound to bring about qualitative improvement of teacher education in the country.

The National Policy on Education (NPE) 1986 avers that:

i. No people can rise above the level of its teachers;

ii. Teacher education is a continuous process and its pre-service and in-service components are inseparable; and

iii. The new programmes of teacher education will emphasise the need for teachers to meet the thrusts in the policy (NPE-1986, p.25-26)
Keeping this in view, the NPE calls for overhauling of teacher education as the first step towards educational reconstruction.


i. Establishment of District Institutes of Education and Training (DIET) with the capability to organise preservice and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education and engage in locally relevant experimentation and innovation and phasing out the substandard institutions as DIET's get established;

ii. Strengthening of selected secondary teacher education colleges with a view to organise quality pre-service and in-service courses for the secondary and higher secondary school teachers, to provide extension and support services for school complexes, to conduct experimentation, research and innovation in school education, and to provide training and resource support for the new areas of educational concern such as value oriented education, work experience, environmental education, population education, educational technology, computer education, vocationalisation -and science education 'and complement the work of SCERT;

iii. Further strengthening of a few selected secondary teacher education colleges so that they may develop into Institutes of Advanced Studies in Education which will conduct preservice and in-service courses for teacher educators at the elementary and secondary levels, prepare personnel for DIET's, conduct
research and experimentation in education, prepare research workers and conduct training programmes for preparation of software and use of educational technology;

iv. Provision of necessary resources and capability to the National Council of Teacher Education to accredit institutions of teacher education and provide guidance regarding curricula and methods;

v. Creation of net working arrangements between institutions of teacher education and University departments of education;

vi. use of suitable psychological tests for the selection of candidates to teacher education course;

vii. Setting up of Academic Staff Colleges in selected Universities to provide professional orientation to college and university teachers and to upgrade their subject-matter competence.

The first three recommendations are being implemented in all the States under centrally sponsored scheme for the improvement of teacher education' formulated by the Union Ministry of Human Resource Development. During 1987-880 central assistance was given for setting up 216 DIETs and strengthening of 32 colleges of secondary teacher education (NPE-1986,1986, p.92), The seventh recommendation is under the ‘U.G.C. Sponsored Scheme’. The N.C.E.R.T. is developing a battery of psychology tests and scales to select suitable candidates to teacher education.

B. Secondary Teacher Education Programmes in India

Teacher education programme varies slightly from country to country. It is an integrated course of four years in the U.S.A. In England, it is
of three years. In these countries, the primary and secondary school teachers receive their education in the same institution. The difference between the primary and secondary teacher education is not a very rigid one. The modern trend is to prepare both types of teachers in the same institution providing similar experiences and opportunities with certain elasticity in the choice of methods, subject fields, and grade levels to be taught in schools. This is done as it is essential to know the psychology and development of the adjacent age groups and also to avoid disparity in prestige, scholarship and salary. The concept of 'Comprehensive College of Education' recommended by the Baroda Study Group on Teacher Education (1964) (Mukerji, 1964, Ch.IV) and the Indian Education Commission (1964-66) provides for the education of both types of teachers in the same institute, Although this concept is implemented in some States like Andhra Pradesh, at present by and large there are separate institutions for the education of primary and secondary teachers in India.

With reference to secondary teacher education, three types of courses are in operation in India. They are:

1. One Year Course

Most of the teacher education institutions provide one-year course for graduates leading to the award of Bachelor of Education (B.Ed.) degree by a University on the successful completion of the course. This is the usual pattern of teacher education of the secondary level in India. The present study has reference to this pattern of secondary teacher education. The courses of studies followed by the institutions affiliated to different universities are more or -less common with minor variations. The course of studies is generally planned into two parts, viz.
Part - I (Theory) This part generally consists of:

i. Philosophical and sociological foundations of education;
ii. Psychological foundations of education;
iii. Principles of teaching and evaluation in general and in any two schools subjects in particular;
iv. School administration;
v. Modern Indian history of education and current problems of Indian education; and
vi. One optional paper viz., secondary education, higher education, library services, audio-visual education, guidance, population education, etc.

Part - II (practical work): This part consists of:

i. Practice teaching and
ii. Other experiences related to professional course and activities concerning schools.

Equal weightage is generally given to theory and practice.

2. Integrated Course of Four Years

The four Regional Colleges of Education offer four-year integrated courses for P.U.C. pass candidates. The course leads to the award of a University degree in education. These colleges prepare teachers of Science, Technology, Agriculture, Commerce, Fine Arts, and English. General education, professional education, subject content and supervised field experience are integrated in the four year sequence. Care has been taken to maintain a balance between the time devoted to general education, professional education and subject specialisation. Theory and practice are viewed as a single continuing process. At present, these colleges are
preparing teachers of only Arts and Science subjects. In addition, they are offering M.Ed. and M.Sc.Ed. courses.

3. Summer-cum-Correspondence Course of 14 Months

The four Regional Colleges of Education, C.I.E. (Central Institute of Education), Delhi and a few other selected institutions were organising this course. The main purpose of introducing this course was to clear the backlog of untrained graduate teachers. This course was generally divided into three parts:

i. First summer course of eight weeks at the institute;

ii. Ten months of supervised study and field experiences in their own schools; and

iii. Second summer course of eight week’s duration at the Institute.

During the first summer course, students study the theory papers and introductory lectures regarding writing of the term papers, supervised study and field experiences are given to the trainees. In the second summer, students are required to complete the assignments and term papers given to them during the first summer and during the ten months duration of correspondence education. In addition, students complete the study of theory papers during the second summer (Chaurasia, 1967, p.56-68).

It may be added here that Indian Association of Teacher Educators (IATE) and National Council for Teacher Education (NCTE) are not in favour of this course for fresh graduates. Still Mysore, Calicut and Annamalai Universities to mention a few, are conducting contact-cumcorrespondence B.Ed. courses in some modified form for fresh graduates and untrained graduate teachers.
C. Reasons for Undertaking the Study

It is evident from the brief historical retrospect of secondary teacher education in India presented earlier that:

i. There has been unprecedented expansion of facilities for the education of secondary school teachers in the post-independence period;

ii. Suitable agencies are set up and are being set up both at the State and Central levels to be put in charge of teacher education;

iii. Attempts are being made to organise quality pre-service and inservice courses for secondary school teachers through the setting up of colleges of teacher education; and

iv. Attempts are also being made to develop a battery of psychological tests and scales to select suitable candidates for teacher education.

In this context, there is an urgent need for considerable thinking and research in India with reference to the following:

i. Formulation of objectives of teacher education in view of the thrusts in the NPE - 1986;

ii. Evolving of objective based and dynamic programmes of pre-service and in-service teacher education;

iii. Setting up of norms for teacher education institutes;

iv. Development of an instrument to evaluate functioning of teacher education institutions;

v. Selection of right type of personnel to teacher education courses;

vi. Education of teacher educators; and

Studies conducted in these directions may very well provide a rationale for meeting the challenges in the field adequately and reforming teacher education which in turn results in the overall improvement of secondary education.

Further it may be added here that the status of the teacher reflects the sociocultural ethos of a society, it is said that no people can rise above the level of its teachers (Prathamika, Salegala, Vargeekarna, 1983 p.25).

Two significant things that can be noted from the brief historical retrospect of teacher education in India are - one, improvement of level of teachers is possible through qualitative improvement of teacher education and -second, there has been an unprecedented expansion of colleges of education in the years following the attainment of independence. It is a matter of common experience that many of these colleges are, by and large, substandard. Hence NPE in its recommendations has emphasised the necessity of preparing norms and criteria for accreditation of the teacher education institutions. Further the procedure being used for evaluating these colleges are not that objective and comprehensive.

It is also found that there is no objective, valid and reliable tool to evaluate colleges of education and their functioning.

The present study, therefore, is an attempt to develop a set of scales to evaluate functioning of colleges of education. Such an instrument will be useful to (1) universities (2) State department of teacher education/ State council for teacher education, (3) National council for teacher education for accrediting colleges of education. Further, it will be useful to colleges for self evaluation.
Section - 2

The Problem

The modern literature of inspection and supervision of schools and teacher education institutions and the studies conducted in the areas of quantitative expansion of teacher education - national survey of primary and secondary teacher education in India provided a framework within which the present study was construed.

Any educational institution is supposed to be assessed in terms of quantitative and qualitative domains. With respect to educational improvement, though both are considered to be two sides of the same coin, it has been customary on the part of the evaluators to look into only the material aspect while assessing the standard and attainment of an educational institution forgetting its functions part. This may be, in addition to others, due to the lack of norms/criteria to do so.

In the present study, an attempt is made to combine the men and materials and their usage aspect i.e., what facilities are available and to what extent the existing facilities are being made use of. Thus both organic and functional aspects of institution are considered in this study in evaluating Colleges of Teacher Education.

1. Statement of the Problem

Any level of education should have three important factors - presage, process and product i.e., objectives, programme and evaluation.

An objective, valid, reliable and practicable evaluation instrument is one of the major keys for the successful, progressive and effective teacher education institution. Here an attempt has been made by the investigator to
prepare such a tool to evaluate functioning of colleges of education. The precise title is ‘Development of a Set of Scales to Evaluate Functioning of Colleges of Teacher Education in Karnataka’.

2. Aspects of the College Considered /Selection of the Aspects

Objectives of teacher education are taken as the basis for selection of various aspects that are found to be instrumental in realising the desired objectives. This opinion of investigator was endorsed by a few experts of education, experienced teacher educators and a few senior principals of Colleges of Teacher Education. The following aspects are considered to be the most important:

i. College Plant

ii. Management and Governance

iii. Teaching Faculty

iv. Planning and Evaluation

v. Pre-service Course

vi. In-service Programme

vii. Extension and Resource Support to Secondary Schools, School Complexes and Individual Teachers

viii. Innovations and Experiments

ix. Training and Resource Supports to new areas of Education

x. Support to Professional Bodies

xi. Community Participation

3. Specific objectives of the Study

The specific objectives of the study were:

1. To develop objective, reliable and valid scale to evaluate 'College Plant';
2. To develop objective, reliable and valid scale to evaluate 'Management and Governance';

3. To develop objective, reliable and valid scale to evaluate 'Teaching Faculty';

4. To develop objective, reliable and valid scale to evaluate 'Planning and Evaluation';

5. To develop objective, reliable and valid scale to evaluate 'Preservice Course';

6. To develop objective, reliable and valid scale to evaluate 'Inservice Programme';

7. To develop objective, reliable and valid scale to evaluate 'Extension and Resource Support to Secondary Schools, School Complexes and Individual Teachers';

8. To develop objective, reliable and valid scale to evaluate 'Innovations and Experiments';

9. To develop objective, reliable and valid scale to evaluate 'Training and Resource Support to new areas of Education';

10. To develop objective, reliable and valid scale to evaluate 'Support to Professional Bodies';

11. To develop objective, reliable and valid scale to evaluate 'Community Participation' and

12. To evaluate the entire tool in terms of its reliability and validity inter-rater reliability of the eleven aspects of the Colleges of Teacher Education.
13. To use the set of scales to evaluate the functioning of Colleges of Teacher Education in Karnataka.

4. Scope of the Study

The present study was confined to one year secondary teacher education leading to the award of B.Ed. degree by the universities of Karnataka.

The Regional College of Education, Mysore, offering two year teacher education courses, Karnataka State Open University, Mysore conducting the contact-cum-correspondence B.Ed. course and the Institutions conducting Hindi medium B.Ed. courses are beyond the scope of this study.

5. Definition of Technical Terms

In this report:

i. the term 'CTE' means the 'Colleges of Teacher Education' which is a secondary teacher education institution established / upgraded existing 'Secondary Teacher Education Institution' keeping in view the norms of the NCTE established as per the recommendations of the NPE 1986 which offer courses leading to B.Ed. or any other University degree recognised as equivalent to B.Ed.

ii. the term 'Evaluation' refers to a comprehensive and objective process of assessing the important aspects of the College of Teacher Education considered as instrumental in raising the quality of Teacher Education.