



KEYNOTE ADDRESS



Dr. H. N. Jagtap
President, MSSTEA

It gives me immense pleasure and honor to deliver a keynote address at the 32nd conference of MSSTEA on ‘teacher education’. As all we know, Karmveer Bhaurao Patil (Anna) laid a foundation of mass education by founding Rayat Shikshan Sanstha. Rayat Shikshan Sanstha established the best colleges in Maharashtra. I am indebted to this institute, which helped me to educate myself. I feel privileged to have the opportunity to address and guide you from the podium of this college. Rayat Shikshan Sanstha receives the lion’s share of educational development in the history of Maharashtra. Paying a heartfelt tribute to memory of Anna, I want to share my thoughts with you.

First I would like to welcome you all who have gathered here due to love for Maharashtra State Secondary Teacher Education Association. Our association has been ceaselessly organizing such events from last 40 years. This is all possible because of your support! Today, we all are stuck in a difficult situation. On one hand, there is drastic decrease in candidates seeking admission to B. Ed courses due to excessive growth of teacher training colleges and shortage of teaching posts in school. It will decline more in next two years. On the other hand government of India has passed the resolution of Right to Education which demands the teachers to impart qualitative education. Cracking the Diploma in Education (D. Ed.) or pursuing a Bachelor’s in Education (B. Ed.) will not be enough to be a teacher anymore as Teacher Eligibility Test (TET) has been made mandatory for school teachers. It means candidates aspiring to be teachers will be recruited by careful assessment which in turn entrusts greater responsibility on our teacher training colleges. Though the teachers working in colleges are NET/SET/SLET qualified, teacher effectiveness depends on few other aspects such as teacher’s attitude towards work, opportunities and motivation received from authorities, physical facilities in the college, institutional environment etc. Further quality of educational institution strongly relies on institutes yearning for excellence, availability of physical facilities, ongoing researches, credibility gained in the society etc. Though it’s true, it is important to think about the methods and tools to be used to measure



and evaluate these aspects. UGC has developed certain parameters for assessing teachers' quality. NAAC also has its own system for assessment of colleges / institutions. In spite of it, people working in this field are not totally satisfied. Thus with the purpose of having brainstorming/discussion on this issue, the subject has been put forward in today's conference.

In a country like India, where a large amount of variety and disparity/inequality is found, we face many problems in implementation of Right to Education Act 2009. The problem of unemployment of D.Ed. and B.Ed. qualified candidates has become much more intense in Maharashtra, Karnataka, Madhya Pradesh and Gujarat. On the contrary, there is dearth of teachers in North East India. According to Dr. Daggubati Purandeswari, Minister of State for Human Resource Development (Higher Education) Govt. of India, our country needs six lakh teachers. What a paradox? National Council for Teacher Education was established to bring coherence in teacher training program in India. It has definitely succeeded in bringing coherence at some extent. Still we observe a remarkable difference in B.Ed. curriculum of various universities as well as states. If right to quality education has been rendered all over the India, it is our duty to provide quality teacher education. In today's conference, we are expected to discuss on the issues like what is the present status of teacher education in India, what good things are happening in this field and where, which drawbacks are felt and where, how can we achieve minimum equal quality education in all regions? Not only this but in the world of universalization, we should think about the status of teacher education in other countries and our position with reference to them. Students passing out from our colleges can teach abroad provided that the curriculum should be highly capable. That is why it becomes more important to think how should it be designed?

National curriculum framework 2005 and constructivism introduced at primary and secondary level generates need for changes in curriculum of B.Ed. accordingly. It means, it is necessary to revise curriculum of B.Ed. according to the implementation of Right to Education Act 2009 as well as changes occurred in the curriculum due to constructivism. We should also consider the syllabus of TET test while revising B. Ed. Curriculum. Recently committee headed by Justice J. S. Verma, former chief justice of the Supreme Court was constituted to assess the quality of pre service teacher education curriculum (D.Ed. and B. Ed.) and to study the overall status of teacher education at country level. The committee has attempted a close scrutiny of the existing provisions as well as the quality of teacher education and has made recommendations to rectify the defects and provide qualitative



teacher education to produce quality teachers. Though the report is not yet approved, the recommendations made are really considerable. The complete report is available on the website. It is expected that every teacher should study this report and discuss accordingly in this conference. The maximum recommendations in this report are apparently radical/fundamental. With the prime purpose of discussing pros and cons of this report, the issue has been included in this conference.

The different activities are carried out in different colleges of education all over the country. Even the colleges in rural area organize activities based on innovative ideas and perform new experiments. To get acquainted with such experiments, to exchange ideas over it and to get inspiration and guidance in implementing such activities in our college; it is important to have discussion on above issue. Similarly if the people organizing and implementing new ideas receives admiration, they will get an encouragement for their further work. One of the chief motives of this conference is to appreciate such new ventures/activities of teachers as well as colleges.

Moreover, we have to face certain challenges. Different types of schools emerged in India such as English medium schools, CBSE, ICSE and ISC affiliated schools, International schools and some experimental schools have different needs. They require teachers teaching through English medium. They need technologically competent teachers as high standard technology is employed in such schools. The teachers trained in our training colleges have exactly the same drawback. It is necessary to think about the curricular reforms to be brought to eliminate such drawbacks. At present, the above mentioned schools complain about dearth of teachers while on the other hand massive growth of unemployed B. Ed. qualified teachers has become an intense issue of focus. Last year Teacher Eligibility (TET) Test was conducted at central level. The percentage of candidates qualifying the test was not even in two digits. This is an enough proof to show quality of our curriculum. The primary reason of disqualifying the TET is insufficient knowledge of content. Also we experience student's insufficient knowledge of content, while guiding for lessons. Some of us think that, we are not responsible for their inadequate content knowledge. Students enrolled in B. Ed. course are supposed to be well equipped with content knowledge. We just render them knowledge of methodology and practice some skills of teaching. But the present situation compels us to rethink this issue.

It is important to consider each and every aspect of teachers' quality for development and progress of teacher education. Often it is seen that even though the teacher possess



knowledge and skills, he lacks teaching effectiveness. The major reason lies in teachers' attitude towards this profession. It becomes totally impossible to develop positive attitude towards this profession among the students merely in a period of six months. The only solution I find is to make B. Ed. a two year completely residential course. The report by Justice Verma committee expresses favourable opinion regarding this issue. Justice Verma committee has pointed out one more aspect of teacher education. They have clearly instructed to emphasize on teaching learning of philosophy, sociology and psychology. The present B. Ed. curriculum has been totally isolated from fundamental traditional doctrines. The fact is not at all fair. In this regard, we should think upon what can be done?

The government of India has approved the Rashtriya Uchchar Shiksha Abhiyan (RUSA). The huge funding has been provided to improve access, equity and quality in higher education through planned development of higher education at the state level. Teacher training is not only important for teacher at primary and secondary level but also for teacher teaching at higher education level. Thus, teacher education should be a part of higher education. If we have to train the teacher for higher education system, teacher training colleges and experts in education field must attain an ability to frame a suitable curriculum and implement it effectively. It is my strong belief that if the central government entrusts this responsibility on our colleges, they will definitely accomplish it. As a result it becomes more crucial for teacher education colleges to bring about reforms in their own.

Friends I believe, in these two days we will find out some solutions to these key issues. At least discussion should be held.

I am grateful to all the authorities of Rayat Shikshan Sanstha, Hon. Principal and teaching staff as well as non-teaching staff of Azad College of Education, Satara.

I am thankful to all of you .Thank you!