

# インドの初等教員養成

## — 教員養成課程再検討に関する現代の動向への一考察 —

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### Pre-service Elementary Teacher Education in India: Contemporary trends to augment teacher preparation

by  
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#### Abstract

The Universalization of Elementary Education (UEE) with excellence is one of the top priorities in contemporary India. The government of India launched a scheme covering all the districts in the country, Sarva Shiksha Abhiyan (Campaign for Universal Elementary Education, SSA), in 2000. As one of the necessary factors to achieve not only universal enrollment but also school education with fine norms, district level examination on pre-service elementary teacher education was recommended in a report compiled by a national institution (2001) which was based on state level assessment. The state of Maharashtra framed a new curriculum for elementary teacher education in 2004. Pre-service teacher education (PSTE) for elementary teachers in the state is a two-year program and successful student-teachers have to complete “internship (six months)” before they obtain the Passing Certificate. Each District Institute of Education and Training (DIET) links with the state department of education and is accountable for the quality of PSTE in the district.

**Keywords** : Pre-service elementary teacher education, district level, India

#### 1. Introduction

After independence in 1947, by the mid-1980s, Indian elementary education system became ‘too vast to be adequately supported by national and state level agencies alone.’<sup>1)</sup> The government of India announced the National Policy on Education 1986 (NPE86) in 1986, and stated that ‘decentralisation’<sup>2)</sup> in the field of education was imperative to achieve UEE. As an explicit approach, NPE86 instituted the District Institute of Education and Training (DIET). The DIET system is designed to conduct PSTE, in-service teacher education and research on educational problems in the district for the enhancement of elementary education as ‘a third – district level – tier.’<sup>3)</sup> This paper examines contemporary national and state level principles on PSTE in India and then considers crucial research questions regarding student-teachers who will be practicing teachers. The rationale for my approach is the need to reform teacher education in a professional manner as has long been suggested in India, but few steps have

been implemented ‘in the last three decades to operationalise this.’<sup>4)</sup> The significance of this paper is that it examines three levels (national, state and district) of PSTE reforms and considers the DIET system. The focus is on policies and their implementation in the context of PSTE. The primary sources for my paper are documents and reports published by the central and state government, studies by researchers on the state of education and PSTE in India, and data from my preliminary field work, conducted from February to March, 2010, at DIET Osmanabad, Maharashtra.

#### 2. Review of literature and potential areas for further research

Perusal of varied publications on education and PSTE acquaint us with some possible reasons for the slow progress in improving PSTE. Central and state governments have published annual reports on the quantitative dimension of school education. There has been a marked increase in

enrollment at the primary/elementary school level in the post-independence period. This is no small achievement. The registered pupils at the standard I level in 1946-47 was 3,570,000 in all districts and this figure jumped to 18,843,000 in 1965-66.<sup>5)</sup> Thus, it was clear that India needed more primary/elementary teachers. In fact, an annual report by the central government acknowledged that hiring a large number of school teachers who had not completed appropriate professional training had affected the 'standard of teaching'<sup>6)</sup> ever since 1947. However, the government failed to take immediate action to reform PSTE in the primary and elementary sector. The commonly accepted rationalization for this astonishing deferral are: lack of budgetary support for primary/elementary education, insistence that India's immediate priority is to be competitive in the manufacturing and service sectors with world economy by its elites and 'a Nehruvian emphasis on higher, scientific and technical education rather than basic education.'<sup>7)</sup>

Some studies were carried out in the 1960s on the profile of practicing teachers, but most of them covered limited aspects, such as, professional background. Further, studies mostly regarding secondary school teachers where 'not much attention has been paid by the researchers to the elementary school teachers'<sup>8)</sup> were done by the end of the 1980s. In addition, because of the enormous diversity in the country, the percentage of trained primary teachers in the school year 1982-83 was reported at 86.9% (Total 32 states/Union territories), but the break-down of the same aspect differed by 100% in 9 states/Union territories to forty-something percent in four states.<sup>9)</sup> Evidently, it was difficult to implement a nation-wide strategy for reforming PSTE, and 69% of females and 43% of males aged 6 and above 'had never enrolled in any educational institutions'<sup>10)</sup> as of 1986 in rural India.

Consequently, in the 1990s, after the Jomtien Conference (Thailand, 1990), India adopted the World Declaration on Education for All (EFA) and undertook many initiatives to achieve UEE: For example, the World Bank funded District Primary Education Program (DPEP) launched in 1994. This program finally covered '219 districts across 15 states'<sup>11)</sup> by 2005, parallel to the establishment of a DIET. Unfortunately, the suggested 'linkages and networking,'<sup>12)</sup> especially coordination from the national level to the district and further down among the varied programs were not materialized. The national level evaluation conducted by National Institute of Educational Planning and Administration (NIEPA) of DIET system stated that 'DIETs which [were] directly (or indirectly) associated with DPEP or other such programmes [were] highly uncertain about their structure or

functioning after such programmes [were] over.'<sup>13)</sup> During the decade, the access to school facilities improved not only in urban areas but also in rural areas. Nevertheless, pupils' academic achievements surveyed by National Council for Educational Research and Training (NCERT) in 1994 and 1997 were not 'satisfactory, particularly at the higher grades of primary schooling.'<sup>14)</sup>

The 90s also produced some research studies on the realities of primary/elementary schooling. A study in Maharashtra state based on Census of India (1981 and 1991) revealed that rural Maharashtra (both males and females) had greater literacy than an average Indian village; 62.8% (male) and 30.5% (female) in 1981, and 69.8% (male) and 41.2% (female) in 1991. However, there were 'significant regional variations.'<sup>15)</sup> About children's enrollment, the 42<sup>nd</sup> round (1986 – 1987) of the National Sample Survey (NSS) found that 75.9% of male children and 59.6% of female children of age group 5 to 14 were enrolled at schools in rural Maharashtra.<sup>16)</sup> This study explains some historical and social factors that affect the diffusion of education, and argues that 'curriculum etc. are all less than satisfactory.'<sup>17)</sup>

In the 1990s, parents became more concerned about their children's edification 'than they [had been] fifty or even ten years ago,'<sup>18)</sup> and some research studies investigated the qualitative aspects of schooling and teaching. A study conducted at village schools in outskirts of Delhi state found that practicing teachers were unconvinced about the pedagogic value of newly introduced curricula. Further, the study claimed that a teacher's identity was 'elaborated *beyond* (emphasis original) the modern institutional context of the school,'<sup>19)</sup> and that the local and traditional context had to be considered when qualitative research features of school education were examined. A project started in the late 1990s in a southernmost town of Maharashtra revealed that refresher-courses for primary school teachers influenced the practicing teachers' ideas towards their country. Even so, this project argues that school teachers are not sedentary recipients of enforced programs, but are 'active social agents'<sup>20)</sup> and that a social actors' attitude is a 'negotiated products of processes occurring within a range of locales'<sup>21)</sup> such as home, school, and other public places. Concerning PSTE, a comparative research review of the DIET system in three states (Rajasthan, Gujarat, and Madhya Pradesh) in 2004 exposed that the relatively newly advocated approach, such as, "child centered" learning was still novel both to teacher educators and student teachers, and that the PSTE at DIETs 'lag[ged] behind changes in the school curriculum'<sup>22)</sup> in these three states. Although there has been a strong need to investigate PSTE programs, India lacks a wealth of studies on the 'content and impact of teacher training programs on

teacher thinking and teaching.’<sup>23)</sup> One of the suggestions from the national level evaluation team on the DIET system is that ‘each DIET has to be viewed independently in a district specific context – not just as part of a state level scheme.’<sup>24)</sup> This is vital when India strives to achieve UEE and moves not only to universal enrollment but to requisite quality advancement in elementary education. This cannot be overemphasized and is probably easier written than done. How one wishes that it were otherwise!

### 3. National level strategy on PSTE in Contemporary India

When school education was included in the Concurrent List through a constitutional amendment in 1976, it became the joint responsibility of the central and state governments. Before, it was the ‘exclusive responsibility of the States’<sup>25)</sup> in the Indian Constitution promulgated in 1950. A great step toward educational improvement was the passage of the 86<sup>th</sup> Constitutional Amendment in 2002; a new Article 21-A in Part III of the Constitution which states that “free and compulsory education to all children of 6 to 14 years of age a Fundamental Right.” Nine years after the amendment, the Right to Education Bill eventually turned up ‘a fundamental right . . . notify[ing] of the Right of Children to Free and Compulsory Education Act’ on 1 April, 2010.<sup>26)</sup>

National level reports are sometimes ‘unclear on the philosophy and rationale’<sup>27)</sup> since they have to carefully navigate through the great diversities in Indian states. Nevertheless, the principal direction of the PSTE in contemporary India can be understood from such national level studies. The Planning Commission which compiled the Eleventh Five Year Plan (2008-12) had some Working Groups for each field. One group reported on elementary education and lucidly stated that decentralized institutions, such as, DIETs be more actively involved in PSTE. In addition, it insists that the 11<sup>th</sup> Plan emphasizes teacher education which enables teachers to ‘re-construct the view of knowledge in various disciplines along with developing a critical understanding of curriculum and pedagogy.’<sup>28)</sup> It anticipated that the quality of education would be a ‘thrust area for the next phase of SSA.’<sup>29)</sup>

Sarva Shiksha Abhiyan (SSA, Campaign for Universal Elementary Education) was launched by the central government in 2000<sup>30)</sup> to achieve UEE, and it covers all the districts in the country. Its most distinguishing feature is that it doesn’t ‘disturb existing structures in States and districts’<sup>31)</sup> and aims at the convergence of all education-related efforts under the broad umbrella of SSA. It emphasizes striving for UEE with excellence. A critical review of SSA

demonstrates that ‘inducing skilled teachers’<sup>32)</sup> requires a long and continuous effort, and that the quality of education would captivate more pupils/students to school education.

The National Knowledge Commission (NKC, 2006-09) established by the Indian Prime Minister, Dr. Manmohan Singh, suggests how Indians can ‘build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.’<sup>33)</sup> Its final report (2009) states that the 11<sup>th</sup> Five Year Plan has put great priority on education, and that it ‘encourage[s] decentralization, local autonomy in management of schools.’<sup>34)</sup> Regarding practicing teachers, the report asserts that despite the media generated negative impression, about the morale of practicing teachers, ‘most school teachers are committed to their profession.’<sup>35)</sup> It argues that recruiting qualified teachers is essential, and appointing para-teachers (contract teachers with lower salary) should be a transitional step until schools become effectively functional. NKC also admits that many DIETs are understaffed and lack basic facilities for proper functioning.

National Council for Teacher Education (NCTE), which ‘[had] been in existence since 1973,’<sup>36)</sup> has endeavored to ‘lay down norms, standards and guidelines’<sup>37)</sup> for PSTE courses. However, some states have hired para-teachers to fill gaps in teaching positions in the 1990s, and this has ‘led to a serious decline in education quality.’<sup>38)</sup> ‘Teacher education is [a] continuous process,’<sup>39)</sup> as NPE86 precisely states, but the latest curriculum framework for teacher education compiled by NCTE, a guideline for states, articulates that PSTE ‘has a major part to play in the making of a teacher.’<sup>40)</sup>

NCERT, an apex autonomous resource organization set up by the Government of India in 1961,<sup>41)</sup> announced a new curriculum frame for each stage of education and subject in 2005 (NCF2005) as a guideline for state governments to frame curricula. It admits that teacher education had over emphasized its in-service aspects in the 1990s, and that PSTE, that is, ‘professional development [has] remain[ed] unaddressed.’<sup>42)</sup> Also, it recognizes that teacher education curriculum has never been reviewed by the ‘student-teachers or the regular teacher.’<sup>43)</sup> NCF2005 states that PSTE should enable teacher trainees to be responsive to rapidly changing new school knowledge, and to be aware of ‘the social, professional and administrative contexts.’<sup>44)</sup> It stresses that PSTE must nurture student-teachers who will be ‘equipped [to] create a learning environment.’<sup>45)</sup>

The DIET system announced in the 1980s by NPE86 didn’t work smoothly. There were 599 districts in India, and 466 DIETs were functional when the 11<sup>th</sup> Five Plan was formulated. The nodal planning agency is again expected to be a motive force for achieving UEE, with ‘pre-service and

in-service training.<sup>46)</sup> In addition, the above mentioned report for the 11<sup>th</sup> Plan underscores that the DIET system should work on 'production of good quality and locally relevant teaching-learning materials.'<sup>47)</sup> The National Institute of Advanced Studies, Bangalore, remarks that quality elementary education will become realistic only with substantial programs for PSTE, and that the DIETs are 'potential sites for implementing high quality pre-service training programmes.'<sup>48)</sup>

After the implementation of SSA, school enrollment increased steadily, and the net enrollment ratio (NER) at elementary schools reached 95.2% in the year 2007-2008 in all India.<sup>49)</sup> The next step is the improvement of the quality of elementary education and all primary sources reviewed so far have mentioned the necessity of enhanced teacher preparation at elementary level. The much repeated phrase, even before independence, 'the success or failure of any scheme of instruction depends ultimately on the teacher,'<sup>50)</sup> namely, fostering creative teachers has at last moved from talk to reality. This is no mean achievement. The question is: How can this be sustained and what will it take to embed such a process deep into the system? The next section considers State of Maharashtra and its PSTE.

#### 4. State of Maharashtra and PSTE in Recent years

There are a total of 35 states and union territories (UTs) in India in 2010. The total population was 1,028,737,438, according to the 2001 Census. Among these 35 states/UTs, Maharashtra had a population of 96,878,627, which forms 9.4% of the total population of India. The Scheduled Caste (SC) population is lower than the all-India average (16.20% vs. 10.20%), while the Scheduled Tribe (ST) population is almost the same with Indian mean figure (8.20% vs. 8.85%). The geographic area of the state occupies 9.3% of all the districts in the country. Literacy in the state stands 10<sup>th</sup> highest (total 76.88%, males 85.97% and females 67.03% in 2001 Census) among all the states. Maharashtra has India's most populous commercial/industrial city, Mumbai (11,987,450 persons, previously Bombay), and its urban population amounts to 42.4% of the total, while agriculture occupies an important sector of the state economy.<sup>51)</sup>

Some basic information on education in Maharashtra can be derived from District Information System for Education (DISE) developed by NUEPA for the academic year 2006-07:<sup>52)</sup> The school system in the states consists of Primary (grade I to IV), Upper primary (grade V to VII), Secondary (grade VIII to X), and Senior-secondary (Grade XI & XII), that is, total 12 years. The term elementary school

education refers to primary plus upper primary (grade I to VII). The main medium of instruction in Maharashtra from grade I to XII is Marathi (79.8%). The rest are English (9.9%), Hindi (3.16%), Urdu (6.04%) and others (Gujarathi etc, 1.02%). Most of the practicing teachers in the state are certified and trained (95.4% regular teachers in government schools, 99.2% teachers in private schools, and 97.9% para-teachers).

Net enrolment ratio (2006-07) was 84% in primary and 61.9% in upper primary respectively. The pass percentage at the terminal grade of primary (IV) and upper primary (VII) was more than 90% (95.50% for IV boys, 95.87% for IV girls, 91.63% for VII boys, and 92.4% for VII girls). However, the students who passed the terminal grade exams above average marks (60%) show a different picture. They were: 54.36% for IV boys, 56.04% for IV girls, but 37.53% for VII boys, and 40.47% for VII girls. Namely, the percentage of the students who passed the final exam of upper primary education (Standard VII, the end of elementary education) with above average marks was not high as that of the final exam of lower primary (Standard IV). Since most of the school teachers are trained, and in terms of total literacy, Maharashtra ranks the 10<sup>th</sup> highest in India, it can be inferred that there must be some problems concerning the quality of elementary school education in Maharashtra.

Maharashtra has a long and reputed record regarding teacher preparation. However, there was an imbalance in the development of PSTE institution. For example, while the Mumbai region had 40 such institutions, the Aurangabad region had only 18 in the 1960s. In addition, due to the intra-state diversity, sending the trainees to a far-off region/district caused difficulties as student-teachers couldn't understand the 'problems of the schools and communities of the districts where they would work after training.'<sup>53)</sup> The Department of School Education Maharashtra began implementing the DIET system as suggested by NPE86 comparatively late, and all 29 DIETs were established between 1995 and 1999. Four DIETs were newly established and 25 were upgraded to DIETs from former Elementary Teacher Training Institutions. In the original plan, each DIET is supposed to have seven branches, but DIETs in Maharashtra have four branches; Pre-service and In-service Training, Educational Technology, Curriculum Development and Evaluation, and Planning/Management and Administration.<sup>54)</sup> DIETs in the state directly report to the state level educational administration, and a DIET in each district supervises other PSTE institutions in its respective district.

At present, all the elementary PSTE institutions in Maharashtra follow the Curriculum of Diploma in Teacher

Education framed by Maharashtra State Council of Educational Research & Training (MSCERT) in 2004. It is a two-year PSTE course and successful students undergo an 'Internship (6 months)' before receiving the Passing Certificate. The academic year for the PSTE begins on 1 October and ends on 30 September. The Internship period is from November to May. Maharashtra introduced the Common Entrance Test (CET) from 2008 for applicants who sought positions as regular elementary school teachers. It is conducted either June or July. The Internship program was not successful during the first few years, but for the past two years it has provided appropriate opportunities for successful student-teachers before sitting for the CET and getting positions as full-time elementary teachers.

A candidate who has passed the final senior-secondary examination with a minimum score of 45% is eligible for the PSTE courses in Maharashtra. After getting admission, student-teachers must keep at least 80% attendance in classes/activities to appear for the final exams at the end of both the 1<sup>st</sup> year and 2<sup>nd</sup> year. In addition, in order to sit for the final (2<sup>nd</sup> year) exam, students have to obtain the Principal's guarantee of satisfactory performance (50% marks) in theoretical and practical activities at each DIET. An academic year consists of 34 weeks of classes and other activities such as school experience programmes. The final exams are scheduled over 10 days.<sup>55)</sup>

The curriculum states that the PSTE in Maharashtra 'prepares a common person to be a professional in the teaching field,'<sup>56)</sup> and that competency, commitment and performance are three basic elements which constitute the professional persona of a teacher. In addition to the pedagogy of the subjects taught at elementary schools in the state (regional language, English, Hindi, science and technology, mathematics, environment/social study, arts, music, physical/health education, and work education), student-teachers also study subjects such as psychology, educational evaluation, educational management. They study them to acquire necessary knowledge/skills for maintaining a dynamic, learning environment. As empowered agents at the local level who are expected to introduce newly developed knowledge to the local society, teacher trainees also study subjects such as Indian society and primary education, social service, and action research. The new PSTE curriculum for elementary teachers in Maharashtra expects student-teachers to 'cultivate the tendency of relying upon their own learning experiences,'<sup>57)</sup> namely, to be creative. It envisages educating teacher trainees as conscientious members of a learning society in future. This anticipation resonates with what is published in NCF2005.

## 5. Osmanabad district and DIET Osmanabad

The DIET system covers all the districts in India, and at the same time, each DIET is encouraged to have 'autonomy and accountability.'<sup>58)</sup> DIET Osmanabad has some characteristics in accordance with the local circumstances of Osmanabad district. It is located in the South-East part of Maharashtra. The following are some general information on the district and its school education<sup>59)</sup>: Total population is 1,487,000, and urban population is 15.7%. SC population is 16.5% (higher than Maharashtra average) and ST population is 1.9% (smaller than the state average).<sup>60)</sup> Overall literacy is 69.0%, whereas female literacy is 56.9%. Considering the state level total literacy (76.9%) and the same for females (69.0%)<sup>61)</sup>, Osmanabad is not an advanced district in Maharashtra. Hinduism is the major religion, but there is a Muslim population of nearly 30%.

The net enrollment ratio is 85.6% in primary and 71.4% in upper primary in 2006-07. Examination results of elementary level (2006-07) are as follows: The pass percentages at the terminal grade IV are 97.5% for boys and 98.2% for girls. The same hold true for grade VII is 94.9% for boys and 95.5% for girls respectively. These scores are higher than Maharashtra average. At the standard IV, 62.2% of boys and 64.0% of girls achieved pass percentage of 60% and above, slightly higher than mean scores in the whole state. However, at the standard VII, 39.2% boys and 41.01% girls had a performance of above 60%. This was about the same ratio as the state average. In the 1990s, Osmanabad district was a DPEP district and it focused on infrastructure for elementary schools. Therefore, schools in the district have well-built buildings and classrooms. Regarding practicing teachers, the percentage of trained teachers was close to 100% (98% at primary and 99% at upper primary) by mid-2000s. It is worth probing how DIET Osmanabad functions as a lead institution to carry out qualitative improvement in elementary education in Osmanabad district.

The following data on DIET Osmanabad obtained through my initial field work from 15 to 24 February and 2 March to 9 March, 2010. The DIET was up-graded from a state-government-run PSTE institution in 1995. It conducts PSTE (co-education) and in-service education for elementary teachers in the district. In addition, it has already carried out some research activities. DIET Osmanabad has both Marathi and Urdu medium classes, which is one of the unique features of the DIET. In-take capacity of the PSTE course is 50 each, namely it has total 200 students. When the NCTE surveyed PSTE institutions in 2001, there were 8 elementary PSTE institutions including the DIET in Osmanabad.<sup>62)</sup> After SSA was launched, the number of private elementary PSTE

institution increased in Maharashtra, and there were 19 such institutions in 2010 in Osmanabad, but DIET Osmanabad is the only one that offers Urdu medium PSTE at present. The DIET gives guidance to other PSTE institutions in the district. At the CET test in 2007, 44 students passed the exam successfully. This significant performance made the DIET a remarkable elementary PSTE institution in Maharashtra.

The physical structure of DIET Osmanabad can be described as follows: In August 2009, it shifted from the old building to the new one. The new school building has enough space, while construction is still underway in some parts, for example, a science laboratory and other facilities are being built in the basement. Minimum facilities, such as, drinking water, blackboard, electricity and telephone are available. The ground floor has 9 rooms; two classrooms for 1<sup>st</sup> and 2<sup>nd</sup> year Marathi medium students and a provisional library. First floor has 9 rooms; two classrooms for 1<sup>st</sup> and 2<sup>nd</sup> year Urdu medium students and a wide room for various functions. Separate toilets for male and female are functional on both floors. Completing construction at the earliest is crucial to the advanced functioning of the DIET.

The organization structure of DIET Osmanabad follows the state level recommendation, and it has 4 branches as mentioned above. About its PSTE/in-service course, the Marathi medium course has 9 teacher-educators, and the Urdu medium course has 10 teacher-educators. Their academic/professional qualification is comparatively higher than an average DIET in Maharashtra. Not only has every teacher the minimum qualifications required (bachelor's and/or master's degree as an academic qualification, and bachelor's/master's degree in education as a professional qualification) but many have, for example, two master's degrees. The Principal and one teacher-educator have a Ph.D. in education, and one has recently submitted his Ph.D. thesis. The DIET has a teacher who was chosen as the best teacher-educator in the district and works as a state-level resource person. The Principal is one of the members of the state level committees on education in Maharashtra. As of December 2009, the DIET has a librarian, which is atypical in most DIETs. Given this data, the question is: How does the DIET actually function?

DIET Osmanabad organizes in-service education for science as follows: The DIET chooses some schools and a teacher-educator visits the schools thrice. First, the teacher-educator demonstrates science experiments and provides input new knowledge to elementary teachers. Second, the educator asks practicing teachers to repeat same experiments. Third, the pupils conduct the experiments. Continuing this project, the DIET expects both the practicing-teachers' knowledge and pupils' performance to

improve. The DIET has already done research on pupils' school performance in the district and on opinions of successful-students regarding the Internship program. DIET Osmanabad is comparatively a progressive and active DIET in Maharashtra.

The academic year of the DIET Osmanabad corresponds to that of other DIETs in the state; the first term lasts from 1 October to 30 April, and the second term lasts from 15 June to 30 September. Classes begin after the morning assembly (10:30 a.m. to 10:40 a.m.), and trainees study 4 classes (40 minutes each) from 10:40 a.m. to 1:20 p.m. There is no break during the morning periods, students don't leave the classroom and teacher-educators visit the class. There is a lunch break for 50 minutes and afternoon session has 4 classes till 4:30 p.m. Classes are held from Monday to Saturday and there are no classes on the second & fourth Saturday of the month. In addition, instruction on school pedagogy is vital to be a teacher. As such, subjects as school management, evaluation, and psychology of learning/teaching are studied in the 1<sup>st</sup> academic year. During the 2<sup>nd</sup> year, information technology, action research, and the history of Indian education are learnt, together with its present status.

The elementary PSTE curriculum framed at state level says that the school experience program in which prospective student-teachers visit elementary schools, teach pupils school subjects, and experience management and extra curricula activities is scheduled in the 2<sup>nd</sup> year. However, DIET Osmanabad made a modification so that student teachers could have greater opportunities of this kind. Soon after the commencement of an academic year, students learn how to teach professionally at elementary schools. The arrangement is: (1) Stage I is teaching lessons. Teacher-educators give information on teaching school subjects, and how to observe teachers' demonstration. Then, Teachers demonstrate model lessons, and discussions between students and teachers are initiated at this stage. (2) In stage II, students learn to plan lessons and demonstrate their plans in classes, using a teaching method of their choice. Discussion with peers, guidance and feed-back from teachers make this stage inventive and motivational. (3) In stage III, teachers again demonstrate model lessons using more than two teaching methods within 20 minutes. After a discussion session, students plan lessons and give demonstrations. This stage is repeated and students enhance their teaching skills. During this stage III, teachers choose elementary schools for a visit and an official letter is sent to each school to facilitate the process. (4) At stage IV, teachers and students make a one-day visit to schools. At this visit students actually teach pupils for about 30 minutes. Discussion, guidance, feed-back

between students and teachers make this stage more productive.

After these four stages, student-teachers have a school visit program for four/five days, twice within an academic year. Students are divided into some groups and each of them visits a school with a teacher educator. While a student gives a lesson, his/her peers observe it and sometimes offer help. As such, they visit a school four times within the 2-year PSTE course. At these occasions, student teachers get practical experiences in school management, extra curricula activities and so on. In the academic year 2009, these school visit programs took place in January in village schools and in February at urban schools so that students were able to familiarize themselves with tangible school situations in the district. Both students and teachers agree that DIET needs more library books and up-to-date equipment such as more computers. Even so, student-teachers are mostly appreciative of syllabi at the course, and they study to be competent elementary teachers.

## 6. Conclusion

From the reports recently issued by the central government and national level institutions, it is clear that the government recognizes elementary PSTE as an inevitable factor to achieve UEE with requisite quality and that it expects elementary teachers to be innovative. The elementary PSTE curriculum of Maharashtra state intends to foster professional teachers. DIET Osmanabad has conducted PSTE courses with flexibility corresponding to the local circumstances in Osmanabad district. A stage has now been reached where the question is: How do student teachers learn? In other words, how does a novice teacher gradually become a professional and to what extent is this process facilitated by the PSTE course?

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日本語表題および日本語要旨

インドの初等教員養成：

教員養成の検討をめぐる現代の動向への一考察

初等義務教育普遍化を目前にしたインドは、就学率向上を目指す段階から教育の質的改善を検討する段階へと移りつつある。広大な国土と多様な文化を持つ同国では、連邦政府と州政府に州下の県レベルを加えた全国的な教育政策を2000年より展開している。質的改良への関心が高まるにつれ、これまで後手に回ってきた「初等教員養成」の調査の重要性が認識されるようになった。各地域の文化的特性を活かしつつ国家的視野からも統一性を持たせた初等教員養成が軌道に乗るためには、養成課程在学生の学修過程への研究が必要である。本稿ではインド西部の一州に注目し、さらに県下での初等教員養成の柔軟な展開の基本的調査を基に、現代インドの教員養成動向を考察したものである。