インドの教員養成 [独立後 20年間の施策への一考察]

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[受付 平成年 月 日]
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The Central Advisory Board of Education (CABE): The idea that there should be a Central Advisory Board of Education was first expressed by the Calcutta University Commission (1917-19). Almost simultaneously, the Government of India Act, 1919 made education mainly a provincial and a transferred subject and limited the control of the Government of India over education to the minimum. This decision changed the character of the Government of India from that of an executive to an advisory body regarding education. The Secretariat Procedure Committee set up to implement the Government of India Act, 1919 recommended that “in place of giving executive orders, it should tend more and more to become a centre of the best information, research and advice.” This recommendation made by the Calcutta University became imperative and accordingly, a Central Advisory Board of Education was set up in 1921. It did useful work but because of a financial crisis, it had to be abolished in 1923. For the next twelve years, there was no central body to advise the Government of India on educational matters. However, the need for an advisory body was felt and the matter was continuously discussed until the present Central Advisory Board of Education was constituted in 1935. One of the notable results of the CABE before independence was the Plan of Post-war Educational Development in India (The Sargent Report). Between the years 1945 to 1951, India attained independence and the Constitution was framed. With the integration of the princely states and the promulgation of Constitution, the defining of the strategies of education became a partnership between the centre and the states. This increased the importance of the CABE. Since then, the Board has made a lot of significant
recommendations regarding education in India. (See MHRD, “CABE Silver Jubilee Souvenir,” 1960: Foreword)

2 The expressions ‘wastage’ and ‘stagnation’ were used in the Interim Report of the Indian statutory Commission in 1929. This report widely known as the Hartog Committee Report is named after its author, Philip Joseph Hartog (1864-1947), who was the Chairman of the Committee on Indian Education in 1928-29. The term ‘wastage’ meant “the premature withdrawal of children from school at any stage before the completion of the primary course,” and ‘stagnation’ meant “the retention in a lower class of a child for a period of more than one year.” (See, Hartog Committee Report, 1929: 47). However today the term ‘wastage’ includes both those who dropout and are retained in school education.

3 Teacher training institutions in India can be classified into three categories, that is, Training schools, Training colleges for under-graduates, and Training colleges for graduates. Training schools including Basic Training schools and they generally admit Middle passed candidates for training as teachers of primary classes. After one or two years’ of successful training they are entitled to the Vernacular Teachers’ or the Junior Vernacular Teachers’ certificate. The Training colleges for under-graduates train teachers for Middle classes. The duration of training is one year in some cases and two years in others, and the Teachers’ Certificate is given to successful trainees. The Training colleges for graduates including Basic Training colleges prepare teachers for High school classes after a one-year course leading to a degree or a diploma which is considered equivalent to a degree. Some colleges also provide facilities for research and instruction for the Master in Education degree (M.Ed.). In addition to full-fledged institutions, training classes are also attached to Secondary schools and Arts and Science colleges, while in a few universities there are regular departments of Teachers’ Training or Education. The courses of study, periods of instructions and so on. are, however, the same as in the case of regular institutions. (See MHRD, “Education in India 1948-49”: 132)
日本語標題および要旨
インドの教員養成 独立後 30年間の施策への一考察

日本語要旨
本稿では、インドが独立以来の目標としてきた無償初等義務教育実現に不可欠である教員養成の問題について、連邦政府の教育政策を中心として考察を試みた。独立時のインドでは、有資格教員が著しく不足していた。独立後には、学校教育の拡充とともに初等教員養成への改善も期待されたが、初等教育の急速な普及、拡張は教員の不足に拍車をかける結果となった。各州政府は短期間の講習や現職教育によって教員数を確保しようとした。だが、この方策は学校教育の質的充実を妨げる要因の一つとなった。また、インドでは州によって学校教育事情が大きく異なることもあり、独立後 30年あまりを経て発表された国家教育政策決議でも、連邦政府は全国的な初等教員養成政策を示すことができなかった。教員養成と中途退学などの初等教育の深刻な状況の改善は、引き続きインドの重要課題となっている。