
UNIT 6 DEVELOPMENT OF SCHOOL EDUCATION – 1947 TO 1964

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6.1 INTRODUCTION

In the previous Unit, you read about the development of Education in India before Independence.

In this Unit, you will read about the development of school education after independence – from 1947 to 1964. This Unit will enable you to reflect on the status of education in India at the time of independence. You will read about the system of Basic Education, the recommendations of the University Education Commission, 1948-49 as well as Secondary Education

Commission, 1952-53. Apart from this, you will also understand the growth of education took place in India during First, Second, and Third Five Year Plans.

6.2 OBJECTIVES

After going through this Unit, you will be able to:

- trace the development of school education from 1947 to 1964;
- reflect on the status of education in India at the time of independence;
- critically analyse the Sargent Plan Report;
- discuss the recommendations of the University Education Commission, 1948-49;
- discuss the recommendations of the Secondary Education Commission, 1952-53; and
- describe the progress of school education during the 1st, 2nd and 3rd Five Year Plans.

6.3 STATUS OF EDUCATION IN INDIA AT THE TIME OF INDEPENDENCE

According to the First Five Year Plan, “the overall structure of the educational system was defective in many ways.” The overall provision of educational facilities was very inadequate. Only 40 per cent children of the age group 6-11, 10 per cent of 11-17 and 0.9 per cent of 17-23 were educated. The literacy rate was 17.2. In 1949-50, the direct expenditure in primary schools were only 34.2 per cent of the total educational expenditure, whereas a sound and properly proportioned system of education requires that the major share of this expenditure should be incurred to primary education.

There were disparities between different States in the provision of educational facilities. The expenditure on education compared to total revenue and population varied in different States. Educational facilities were also not properly distributed between urban and rural areas. Expenditure on recognized educational institutions in rural areas fell from 36 per cent of the total expenditure in 1937-38 to 30 per cent in 1949-50, although the total expenditure on education in rural areas had considerably increased.

There was lack of balance between provisions of facilities for different sections of the society. A special concern in this regard was the neglect of women’s education. Whereas women constituted nearly half of the population. Girl in the primary, middle and high school stages in 1949-50, were only 28, 15 and 13 per cent respectively. In universities and colleges, for the same year, girls were only 10.4 percent of the total number of students. At the primary stage, most of the States did not found it feasible to have separate schools for girls.

The various stages of the educational system were not clearly and rationally marked out. The duration and standards of the primary and secondary stages varied considerably over different States. The relationship of basic education

with ordinary primary education and that of post-basic education with existing secondary education was not clear.

Another disturbing feature of the situation was the large wastage that occurred in various forms at different stages of education. Of the total number of students entering schools in 1945-46, only 40.0 per cent reached class IV in 1948-49. The expenditure on the remaining 60.0 per cent was largely wasted. In 1948-49, approximately only 115 lakh pupils were under compulsion and most of the States expressed their inability to enforce it. The problem of 'stagnation', that is, when a pupil spends number of years in the same class, was also serious. The existing facilities were not being fully utilized, as shown by the unsatisfactory results of large number of students. This wastage was largely due to the poor quality of teaching as well as faulty methods of education. Another form of wastage was the unplanned growth of educational institutions. The absence of adequate facilities for technical and vocational education resulted in a much larger number of students going in for general education.

The position with regard to teachers was highly unsatisfactory. A large percentage was untrained. In 1949-50, the percentages of untrained teachers were 41.4 per cent in primary schools and 46.4 per cent in secondary schools. Another feature of the situation was the dearth of women teachers, who are especially suited, for balavadis (including pre-schools and day nurseries) and primary schools.

The scales of pay and conditions of service of teachers were generally very unsatisfactory and constituted a major cause for the low standards of teaching. The high cost of education, especially at the university level, prevented many for pursuing higher studies. Lack of facilities prevented institutions from building up the physical and mental health of students.

6.4 BASIC EDUCATION: REPORT ON THE POST WAR EDUCATIONAL DEVELOPMENT IN INDIA (SARGENT PLAN)

In 1944, the Central Advisory Board of Education, submitted a comprehensive Report on Post-War Educational Development containing certain important recommendations. The report was popularly known as the Sargent Report in the name of Sir John Sargent who was the Educational Adviser to the Government of India. In the report, it was visualized as a system of universal, compulsory and free education for the children between the age of 6 to 14 years. It was also recommended by the Committee that at the Middle School stage, provision should be made for a variety of courses extending over a period of five years after the age of 11. These courses, while, preserving an essentially cultural character should be designed to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities. It was recommended that the High School course should cover 6 years, the normal age of admission being 11 years and that the High School should be of two main types (a) academic, and (b) technical.

6.5 THE UNIVERSITY EDUCATION COMMISSION, 1948-49

The University Education Commission was appointed by the Government of India, “to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the Country”. Dr. S. Radhakrishnan (who later became the President of India) was the Chairman of the Commission. That is why it is popularly known as the Radhakrishnan Commission. The Commission’s Report consisted of 18 Chapters.

6.5.1 The Aims of University Education

The Aims of University Education have been articulated by the Commission in the following words: “We cannot preserve real freedom unless we preserve the values of democracy, justice and liberty, equality and fraternity. It is the ideal towards which we should work though, we may be modest in planning our hopes as to the results which in the near’ future are likely to be achieved” (MHRD, 1950). Universities must stand for these ideal causes which can never be lost so long as people seek wisdom and follow righteousness. Our Constitution lays down the general purposes of our State. Our universities must educate along the right lines and provide proper facilities for educating a larger number of people. If we do not have the necessary intelligence and ability to work out these purposes, we must get them through the universities. What we need is the awareness of the urgency of the task, the will and the courage to tackle it and a whole-hearted commitment of this ancient and yet new people to its successful performance.

6.5.2 Teaching Staff of Universities & Colleges

Regarding teaching Staff of Universities & Colleges, the main recommendations given by the Commission were as follows:

- the importance of teachers and their responsibility should be recognized;
- conditions in the Universities which are suffering from lack of finances and consequent demoralization be greatly improved;
- there may be four classes of Teachers - Professors, Readers, Lecturers and Instructors;
- each University should have some Research Fellows; and
- promotions, from one category to another should be solely on grounds of merit.

6.5.3 Standards of Teaching

Major recommendations regarding Standards of Teaching were:

- Admission to the university courses should correspond to that of the present intermediate examination, i.e., after the completion of 12 years of study at a school or an intermediate college.
- Each province should have large number of well-equipped and well-staffed intermediate colleges (with classes IX to XII or VI to XII).

- In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.
- Refresher courses are organized by the universities for high school and intermediate college teachers.
- In order to avoid overcrowding at universities and colleges, the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1,500.
- The number of working days be substantially increased to ensure a minimum of 180 in the year.
- Lectures should be carefully planned and supplemented by tutorials, library work and written exercises.
- There should be no prescribed textbooks for University courses.
- Tutorial instruction should be developed in all institutions imparting University education.

6.5.4 Courses of Study

Recommendations on Courses of Study were:

- Students will be admitted to Colleges and Universities in the faculties of Arts and Sciences, and in the professional schools after successful completion of twelve years of schooling or intermediate.
- Master's degree will be given to honours students after one year of study beyond the bachelor's degree, and students are to be passed after two years beyond the Bachelor's Degree.
- Both Universities and Secondary Schools should begin the study of the theory and practice of general education, and undertake preparation of theory as well as practical courses and literature for general education courses will be developed which will give the student the best possible acquaintance with and mastery of the contents.
- Without unnecessary delay the principles and practice of general education should be introduced, so as to correct the extreme specialization which now is common in our intermediate and degree programs.
- The relation between general and special education should be worked out for each field, keeping in mind the general interests of the student and their special occupational interest.

6.5.5 Medium of Instruction

About Medium of Instruction, the Commission was of the view that:

- Whichever form of Hindi is ultimately chosen as the official language of the Indian Federation will become the language of business, administration and teaching and research.
- English be replaced as early as possible as the medium of instruction for higher education by an Indian language.
- Implementation of three languages - the regional language, the Federal language and English in school education (the last one in order to acquire the ability to read books in English).

- Higher education should be imparted through the regional language with the option to use, the Federal language as the medium of instruction either for some subjects or for all Subjects.
- Immediate steps should be taken for developing the Federal and Regional languages.
- English should be studied in High Schools and in the Universities in order that we may keep in touch with the ever growing knowledge.

6.5.6 Examinations

Regarding Examinations, the Commission gave the following recommendations:

- A thorough study of the scientific methods of educational testing and appraisal should be undertaken by the Ministry of Education, and at the Universities with a view to applying the results of the study in Indian educational practice.
- The Ministry of Education should have one or two experts who are skilled in the preparation and use of objective tests and who understand the underlying procedures and principles, preferably persons who have a Doctorate in this field.
- Each University should have a permanent full time Board of Examiners with a small staff of assistants who can do clerical and routine work. All the members of the Board, which need not exceed three in number, should have at least five years' teaching experience and at least one should be a highly expert person in the field of testing and statistics.
- A battery of psychological and achievement tests should be developed for use in the higher secondary stage for the final test at the end of twelve years of schooling.
- A set of objective progress tests for guidance and for evaluating class room progress should also be developed immediately.

6.5.7 Women's Education

Recommendations regarding Women's Education were:

- Ordinary amenities and decencies of life should be provided for women in colleges.
- Educational opportunities for women should be increased.
- Appointment of educational guidance instructors to help women to get a clear view of their real educational interests.
- College programs should be so designed that it will be possible for the women to equally participate with the male students.
- Standards of courtesy and social responsibility should be emphasized on the part of male students in co-education Colleges;

- Where new colleges are established to serve both men and women students, they should be truly co-educational institutions, with as much thought and consideration given to the needs of women as those of men.
- Female teachers should be paid the same salaries as male teachers for equal work.

Check Your Progress 1

Note: i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

1. Critically Analyse the recommendations made by the University Education Commission regarding Teaching Staff of Universities & Colleges.

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2. Discuss the Commission's recommendation on Women Education.

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6.6 SECONDARY EDUCATION COMMISSION, 1952-53

The Secondary Education Commission, 1952-53, was appointed by the Government of India, aiming to:

- (a) enquire into and report, the present position of Secondary Education in India in all its aspects and
- (b) suggest measures for its reorganization and improvement with particular reference to:
 - (i) the aims, organization and content of Secondary Education;
 - (ii) its relationship to Primary, Basic and Higher Education;
 - (iii) the inter-relation of Secondary Schools of different types; and
 - (iv) other allied problems.

Dr. A. Lakshmanswami Mudaliar, Vice-Chancellor, Madras University, was the Chairman of the Commission. That is why it is popularly known as the Mudaliar Commission.

6.6.1 New Organisational Pattern of Secondary Education

The Mudaliar Commission recommended a new organisational pattern of Secondary Education. Specific recommendations in this regard were:

- Secondary education should commence after four or five years' period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of 3 years, and (b) the Higher Secondary stage of 4 years.
- The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included in it.
- The first degree course in the University should be of three years' duration.
- For those who pass out the High school, there should be provision for a pre-university course of one year.
- Admission to professional Colleges should be open to those who have completed the Higher Secondary course, or have taken one year's pre-University course.
- In the professional Colleges, a pre-professional course of one year should be provided for the students.
- Multi-purpose schools should be established, wherever, possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.
- Those who have successfully completed such courses should be given opportunities to take up higher courses in polytechnics or technological institutions.
- All States should provide special facilities for agricultural education in rural schools and such Courses should include Horticulture, Animal Husbandry and Cottage Industry.
- Technical Schools should be started in large numbers either separately or as part of Multi-purpose schools.
- Central Technical Institutes should be established in large cities which may cater to the needs of several local schools.
- In the interest of evolving a suitable pattern of technical courses at the Secondary stage, the All-India Council for Technical Education and the bodies functioning under it should be utilised for working out details of the courses.
- Public schools should continue to exist for the present and their pattern of education should be brought into reasonable conformity with the general pattern of national education.
- A number of residential schools should be established, more particularly in rural areas.
- "Residential Day Schools" should be established in suitable centers to provide greater opportunities for teacher-pupil contact and for developing recreational and extracurricular activities.

- A larger number of schools should be established to meet the needs of handicapped children.
- Special facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools.
- Efforts should be made by State Governments to open separate schools for girls, wherever, there is demand for that.
- Definite conditions should be laid down with regard to co-educational or mixed schools to satisfy the special needs of girl students and women members among the teaching staffs.

6.6.2 Study of Languages

The Commission recommended the following with regard to the study of languages:

- Mother-tongue or the regional language should generally be the medium of instruction throughout the secondary stage.
- During the Middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.
- At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

6.6.3 Curriculum in Secondary Schools

The Commission made the following recommendations with respect to curriculum:

- At the Middle school stage, the curriculum should include (i) Languages; (ii) Social Studies; (iii) General Science; (iv) Mathematics; (v) Art and Music; (vi) Craft; and (vii) Physical Education.
- At the High school or Higher Secondary stage, diversified courses of instruction should be provided for the students.
- Certain number of core subjects should be common to all students whatever the diversified courses of study that they may take; these should consist of (i) Languages (ii) General Science (iii) Social Studies, and (iv) A Craft.
- Diversified courses of study should include the following seven groups; (i) Humanities (ii) Sciences (iii) Technical Subjects (iv) Commercial Subjects (v) Agricultural Subjects (vi) Fine Arts, and (vii) Home Sciences. As and when necessary additional diversified courses may be added.
- The diversified curriculum should begin in the second year of the High school or Higher Secondary school stage.
- With a view to improve the quality of textbooks prescribed, a high power Textbook Committee should be constituted, which should consist of a high dignitary of the judiciary of the State, preferably a Judge of

the High Court, a Member of the Public Service Commission of the region concerned, a Vice-Chancellor of the region, a headmaster or headmistress in the State, two distinguished educationists and the Director of Education. The Committee should function as an independent body.

- The Textbook Committee should lay down clear criteria for the type of paper, illustration, printing and format of the book.
- Single textbooks should not be prescribed for every subject of study but a reasonable number of books which satisfy the standards laid down should be recommended, leaving the choice to the schools concerned.
- No book prescribed as a textbook. Book for general study should not contain any passage or statement which might offend the religious or social sentiments of any section of the community or might indoctrinate the minds of the young students with particular political or religious ideologies.
- Frequent changes in textbooks and books prescribed for study should be discouraged.

6.6.4 Methods of Teaching

With regard to methods of teaching, the recommendations were:

- The methods of teaching in schools should have the aim not merely at imparting of knowledge in an efficient manner, but to inculcate inculcating desirable values and proper attitudes and habits of work in the students.
- The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations. For this purpose, the principles of “Activity Method” and “Project Method,” should be practiced.
- Teaching methods should provide opportunities for the students to learn actively and to apply practically the knowledge that they have acquired in the class-room.
- In teaching of all subjects, special stress should be placed on clear thinking and expression both in speech and writing.
- Teaching methods should aim at imparting maximum quantum of knowledge possible and more on training.
- A well thought out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that poor, average and bright students may all have a chance to progress at their own pace.
- Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop the qualities necessary for group life and cooperative work.
- Every Secondary school should have a general library, class libraries and subject libraries.

- Trained librarians should be appointed in all the schools and all teachers should be given some training in the basic principles of library.
- Where there are no separate Public Libraries, the school libraries should be available to the local public and all Public Libraries should have a special section for children and adolescents.
- Steps should be taken to produce textbooks as well as books of general reading which are of distinctly superior quality to the books at present available.
- In order to popularize progressive teaching methods and facilitate their introduction, “Experimental” and “Demonstration” schools should be established and given special encouragement.

6.6.5 Education Character

The Commission laid great emphasis on the character education. Recommendations in this context were:

- Character education should be envisaged as the responsibility of all teachers and should be provided through every single aspect of school programme.
- For promoting discipline, personal contact between teacher and the pupils should be strengthened.
- Self-government in the form of house system with prefects or monitors and student-councils, whose responsibility will be to draw up a Code of Conduct and enforce its observance, should be introduced in all schools.
- Special importance should be given to group games and other cocurricular activities and their educational possibilities should be fully explored.
- Suitable legislation should be passed making it an offence to utilise students below the age of 17 for the purposes of political propaganda or election campaigns.
- Religious instruction may be given in schools only on a voluntary basis and outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and the managements.
- Extra-curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time for such activities.
- The State should give adequate financial assistance to the Scout Movement and the School should provide opportunity to the Students to spend few days every year at Scout camps.
- The N.C.C. should be brought under the central government which should take the responsibility for its proper maintenance, improvement and expansion.
- Training in First Aid, St. John’s Ambulance and Junior Red Cross work should be encouraged in all schools.

6.6.6 Examination and Evaluation

Regarding examinations and evaluation, the following recommendations were made:

- The number of external examinations should be reduced, and the element of subjectivity in the essay-type tests should be minimised by introducing objective tests and also by changing the type of questions.
- In order to find out the pupil's all-round progress and to determine their future, a proper system of school records should be maintained for every pupil indicating the work done by them from time to time and their attainments in different spheres.
- In the final assessment of the pupils, due credit should be given to the internal tests and the school records of the pupils.
- The system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations and in maintaining the school records.
- There should be only one public examination at the completion of the Secondary school course.
- The certificate awarded should contain, besides the results of the public examination in different subjects, the results of the school tests in subjects as well as the gist of the school records.
- The system of compartmental examinations should be introduced at the final public examination.

Check Your Progress 2

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

3. Highlight the main recommendations in relation to curriculum at the Secondary stage.

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4. Discuss the methods of teaching recommended by the Commission.

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6.7 FIRST FIVE YEAR PLAN

According to the First Five Year Plan, the most important needs for improving education prevailed at that time, were:

- re-orientation of the educational system and integration of its different stages and branches;
- expansion in various fields, especially in those of basic and social education, remodeled secondary, technical and vocational education;
- consolidation of existing secondary and university education and devising a system of higher education suited to the needs of the rural areas;
- expansion of facilities for women's education, especially at the rural areas;
- training of teachers, especially women teachers and teachers for basic schools, and improvement in their pay-scales and conditions of service; and
- helping backward States by giving preferential treatment at them in the matter of grants.

In the context of the remarks made above, the Commission was of the view that in the educational development envisaged, a serious attempt should be made to achieve the following broad targets in various sectors, subject to such modifications as may be required to suit local conditions:

- At the conclusion of the Five Year Plan, educational facilities should be provided for at least 60 per cent of the children of the school going age within the age group 6-11, and it should develop, as early as possible, so as to bring children up to the age of 14 into schools in order to cover the age-group 6-14, which should be regarded as an integral whole for the purpose of providing basic education. The percentage of girls of the school going age (6-11) attending schools should go up from 23.3 per cent in 1950-51 to 40.0 per cent in 1955-56.
- At the secondary stage, the target should be to bring 15 per cent of the children of the relevant age-group into educational institutions. The percentage of girls of this age-group attending schools should go up to 10 per cent.
- In the field of social education, we should envisage that at least 30 per cent of people (and 10 per cent of women) within the age group of 14 to 40 receive the benefit of social education.

For pre-university education (i.e. school education) the following schemes of the Centre were envisaged:

Basic and Primary Education:

Complete units of basic education, from the pre-basic School to the postgraduate basic training College, will be set up, at least one in each State. Research in the problem of methods and curricula, with a view to improve them, will be one of the special functions of these Units and results achieved by them will be made available to all basic institutions of the Country in a

systematic manner. The training colleges of these units will train teachers for junior and senior basic schools. Each of these units will also be a community centre as well as a research centre where the impact of a complete unit of basic education on the whole life of the community will be studied. Ordinary primary schools in the area in which a basic unit is set up will also help to improve their standards.

Social Education:

Janta Colleges will be established, at least one in each State, for experimental purposes. Their main object will be to train social education workers, community members and administrators. When some of these colleges are no longer needed for this training they will be turned into rural colleges. These colleges will also serve as community centers. An attempt will also be made to establish at least one school-cum-community center in each District. The Janata Colleges will be opened in association with the units of basic education mentioned above. Library service will also be integrated in these institutions. The aim of concentrating all these institutions in one area is to attempt intensive educational development of that area.

Secondary Education:

At least one multi-lateral high school will be opened as a pilot institution in each State. These schools will have not only sections for liberal Arts and Sciences but also sections for Technical Education, commerce, agriculture, etc. Occupational schools, particularly for children between the ages of 14-18 will also be established for experimental purposes. Grants will be given on a non-recurring basis to such experimental schools conducted by the States, if they satisfy the necessary conditions. Research bureau devoted to the study of problems of secondary education will be established at secondary training colleges or universities. Merit scholarships will be provided in existing public schools to enable the poor students to obtain the benefits of these institutions.

6.8 SECOND FIVE YEAR PLAN

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of College and University education, extension of facilities for technical and vocational education and the implementation of social education as well as cultural development programs. In the first five year plan about Rs. 169 crores were provided for the development of education – Rs. 44 crores at the Centre and Rs. 125 crores to the States. In the second five year plan, Rs. 307 crores were provided – Rs. 95 crores at the Centre and Rs. 212 crores to the States.

6.9 THIRD FIVE YEAR PLAN

The main emphasis in the Third Five Year Plan was on the provision of facilities for the education of all children between the age group of 6-11 years, extension and improvement of the teaching of science at the Secondary and University stages, development of vocational and technical education at all levels, expansion and improvement of facilities for the training of teachers for each stage of education, increase in scholarships, free ships and other assistance.

The Plan envisaged an increase in the number of primary schools by 73,000, of middle schools by 18,100 and of high schools by 5,200. The total number of schools in the Country would go up by about 24 per cent and to about 4,94,500.

As a result of the more intensive programs proposed for the Third Plan, the proportion of trained teachers in each category was expected to rise up to about 75 per cent.

The need for expanding facilities for pre-school education was being increasingly stressed. Schemes for child welfare, now being formulated by the Ministry of Education, included improvement of existing balwadis, opening of new balwadis, expansion of the training programme for 'bal sevikas' and a number of pilot projects for child welfare in which education, health and welfare services were to be organised in an integrated manner.

The Third Five year Plan postulated an increase in the number of children in the age-group 6-14 about equal to that achieved during the preceding decade. For girls the proportion in the age-group was aimed to go up to about 46 per cent and for boys to about 73 per cent. During the Third Plan, it was proposed to convert about 57,760 schools into Basic Schools and to link up the basic school education with the development activities of each local community.

By the end of the Third Plan, the number of training institutions was aimed to increase to 1424 (as against 1307 during the second plan) and all of them were to impart training on basic lines, the number of pupil-teachers on rolls being about 2,00,000 as compared to 1,35,000 in 1960-61. For teachers who had not been trained in basic education, short-term courses of training in the simpler aspects of basic education were to be provided.

In secondary Education the measures envisaged were the conversion of high schools into higher secondary schools, development of multipurpose schools with provision of a number of elective subjects along with and in addition to the academic courses, expansion and improvement of facilities for the teaching of Science, provision of educational and vocational guidance, improvement of the examination and evaluation system, enlargement of facilities for vocational education, increased facilities for the education of girls and the backward classes and encouragement to merit through scholarships.

A number of supporting measures had been proposed to improve and strengthen teaching of Science. The existing Science syllabi in different States will be reviewed and modified, where necessary, with a view to integrating them with the Science syllabi at the earlier and later stages of education. A programme of preparation of teachers' hand-books, students' manuals, Science text-books and supplementary reading material in Science will also be undertaken. The training of laboratory assistants in the techniques of handling laboratory apparatus had also been taken up during this period. In addition, steps had been taken to standardise designs of Science apparatus and to get them manufactured in the Country itself. In order to coordinate, guide and direct the entire programme of Science teaching as well as the training of key personnel, a central organisation for Science education is

proposed to be set up in the Third Plan. A scheme of Science talent search is to be introduced with a view to identifying promising talent at the secondary stage and providing opportunities for its development.

During the first two Plans, 2115 multipurpose schools were established. These offered one or more practical courses on Technology, Agriculture, Commerce, Home Science and Fine Arts in addition to humanities and Science. Although the concept of the multipurpose school had been readily accepted and the scheme had expanded rapidly, certain difficulties had been encountered, such as the lack of teachers trained to teach the practical subjects, insufficient teaching material, especially textbooks and handbooks, limited range of elective courses and inadequacy of educational and vocational guidance facilities. During the Third Plan, therefore, it was proposed to concentrate on the consolidation of the schemes by strengthening the institutions already established, the programme of expansion being limited to about 331 new schools. An integrated teacher training programme for the multipurpose schools was proposed to be undertaken, and for this purpose, it was planned to establish four regional training colleges that will prepare teachers for the multipurpose schools through in-service and pre-service training programmes both in the practical and the Science subjects. Steps were also to be taken to stimulate greater experimental work in multipurpose schools for providing courses of study suited to different levels of abilities, including special programs of education for gifted students.

Check Your Progress 3

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

5. Critically analyse the Secondary education during first five year plan.

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6. Discuss the increase of primary schools from first five year plan to third five year plan.

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6.10 LET US SUM UP

The Unit critically analysed the development of school education starting from 1947 to 1964. The status of education at the time of independence and its subsequent progress in school education in terms of quantity as well as quality have been discussed in this Unit. The report of Sargent plan on Basic

Education and the emergence of universal primary education have also been discussed in the Unit.

The recommendations of the two major education commissions, namely - the University Education Commission, 1948-49, and Secondary Education Commission, 1952-53, on the development of School Education have been critically analysed in this Unit. Further to complement the recommendations of the education commissions, the target as well as the achievements of school education have been addressed in the First, Second, and Third Five Year Plans in this Unit.

6.11 REFERENCES AND SUGGESTED READINGS

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[Note: The report of University Education Commission, 1948-49, and Secondary Education Commission, 1952-53 and report of five year plans available in Govt. of India websites, have been referred to develop the content of the Unit.]

6.12 ANSWERS TO CHECK YOUR PROGRESS

Almost all the questions in Check Your Progress are analytical and reflective in nature. It is, therefore, that the answers will be exercised by self.