
UNIT 7 DEVELOPMENT OF SCHOOL EDUCATION – 1964 TO 1985

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7.1 INTRODUCTION

In the previous Unit, we learnt about the development of school education between 1947 to 1964. We read about the Sargent Plan, The University Education Commission, 1948-49, Mudaliar Commission, 1952-53, as well as the first three Five Year Plans. In this Unit, we will study about the development of school education between 1964 to 1985. We will read about the Education Commission, 1964-66, popularly known as Kothari Commission, as the Chairperson of the Commission was Prof. D.S. Kothari. We will also read about the National Policy on Education, 1968, which was based on the recommendations of the Kothari Commission, 1964-66. We will go on to take a look at the 4th, 5th and 6th Five Year Plans – how school education progressed under them. We will understand the development of school education system as well as the 10+2+3 system which was an outcome of the Kothari Commission's recommendation.

7.2 OBJECTIVES

After reading this Unit, you will be able to:

- acquainted with the developments of school education from 1964 to 1985;
- analyse the recommendations of the Kothari Commission;
- discuss the National Education Policy 1968; and
- critically analyse the progress of school education during the 4th, 5th and 6th Five Year Plans.

7.3 THE EDUCATION COMMISSION, 1964-66

The Education Commission, 1964-66, popularly known as Kothari Commission, was appointed by the Government of India by a Resolution, dated 14 July 1964, with the aim to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. There were 17 members in the commission. Chairman of the Commission was Prof. D. S. Kothari, the then Chairman, University Grants Commission.

The Commission set up twelve Task Forces on (1) School Education; (2) Higher Education; (3) Technical Education; (4) Agricultural Education; (5) Adult Education; (6) Science Education and Research; (7) Teacher Training and Teacher Status; (8) Student Welfare; (9) New Techniques and Methods; (10) Manpower; (11) Educational Administration; and (12) Educational Finance. In addition, it set up seven Working Groups on (1) Women's Education; (2) Education of Backward Classes; (3) School Buildings; (4) School-Community Relations; (5) Statistics; (6) Pre-Primary Education; and (7) School Curriculum.

The Report is divided into three parts. The first part deals with general aspects of educational reconstruction, common to all stages and sectors of education. These include reorientation of the educational system to national objectives, structural reorganization, and improvement of teachers, enrolment policies and equalization of educational opportunity.

The second part deals with the aspects of school education such as: problems of its expansion, curriculum, teaching methods, textbooks, guidance, evaluation, administration and supervision. It also discusses problems of higher education which include, the establishment of major universities, programs of qualitative improvement, enrolment and university governance. Apart from these, it also recommended agriculture, technical and vocational education, science education and research, and problems of adult education. The third part deals with educational planning, administration and finance.

The essence of the Commission's Report, as stated in its Foreword, is: "Indian education needs a drastic reconstruction, almost a revolution", the major reconstruction needed was as follows:

- improvement in the effectiveness of primary education;
- introduction of work experience as an integral element of general education;
- vocationalization of Secondary education;
- improvement of the quality of teachers at all levels and to provide teachers in sufficient strength;
- liquidation of illiteracy;
- strengthening of centers of advanced study strive to attain, in some of our universities at least, higher international standards;
- laying special emphasis on the combination of teaching and research; and
- paying particular attention to education and research in agriculture and allied Sciences.

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. Explain the structure of the Report of Education Commission, 1964-66.

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2. What, according to the Foreword of the Commission's Report, is the foundation as well as the instrument for the nation's progress, security and welfare?

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7.3.1 Reforms Needed in Education

According to the Commission Report, "The most important and urgent reform needed in education is to transform it, endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals." For this purpose, the Commission suggested four objectives, such as:

1. increase Productivity;
2. achieve social and national integration;
3. accelerate the process of modernization; and
4. cultivate social, moral and spiritual values.

1. Education and Productivity: The programs needed to relate education to productivity are Science Education, Work Experience and Vocationalization of Secondary education.

2. Social and National Integration: The achievement of social and national integration is an important objective of the educational system and the following steps were suggested to be taken to strengthen national consciousness and unity:

- The Common School
- Social and National Service

- **Language Policy:** Mother-tongue has a pre-eminent claim as the medium of education at the School and College stages.
- Promotion of National Consciousness should be attempted through the promotion of understanding and re-evaluation of our cultural heritage and the creation of a strong driving faith in the future towards which we aspire. This can be achieved by:
 - (a) Well-organized teaching of the languages and literatures, philosophy, religions and history of India, and by introducing the students to Indian architecture, sculpture, painting, music, dance and drama.
 - (b) There is no contradiction between the promotion of national consciousness and the development of international understanding which education should simultaneously strive to promote.
 - (c) The educational programme in Schools and Colleges should be designed to inculcate democratic values.
- 3. **Education and Modernization:** In a modern society, education is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product, but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge for oneself. Apart from raising the educational level of the average citizen, it must try to create an intelligentsia of adequate size and competence, which comes from all strata of society and whose loyalties and aspirations are rooted to the Indian soil.
- 4. **Social, Moral and Spiritual Values:** The education system should emphasize the development of fundamental social, moral and spiritual values. A syllabus giving well-chosen information about each of the major religions should be included as a part of the course in citizenship or as part of general education to be introduced in schools and colleges up to the first degree. It should highlight the fundamental similarities in the great religions of the world and the emphasis they place on the cultivation of certain broadly comparable moral and spiritual values. It would be a great advantage to have a common course on this subject in all parts of the Country and common textbooks which should be prepared at the national level.

7.3.2 Structure and Quality

Structure

The Commission recommended that the new educational structure should consist of:

- One to three years of pre-school education.
- A ten-year period of general education which may be subdivided into a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of 2 or 3 years of general education or one to three years of vocational

education (the enrolment in vocational courses being raised to 20 per cent of the total).

- A Higher Secondary stage of two years of general education or one to three years of vocational education (the enrolment in vocational education being raised to 50 per cent of the total).
- A Higher Education stage having a course of three years or more for the first degree followed by courses of varying duration for the second or research degrees.
- The age of admission to class I should ordinarily be not less than 6+.
- The first public external examination should come at the end of the first ten years of schooling.
- The system of streaming in Schools should be made until beyond Class X.
- The pre-university course should be transferred from the universities and affiliated Colleges to Secondary Schools.
- A uniform system of nomenclature for the different stages and sub-stages of education should be evolved by the Government of India in consultation with State Governments.
- Part-time education should be developed on a larger scale at every stage and in every sector of education and should be given the same status as full-time education.

This led to the 10+2+3 system of education that exists today.

Quality: The Commission recommended dynamic and evolving standards as well as optimum utilization of facilities in order to enhance quality in education.

Dynamic and Evolving Standards: An intensive effort should be made to raise standards continually for all stages of education. The first ten years of school education should be qualitatively improved so that the wastage at this stage should be reduced to the minimum. Within a period of ten years, the standards reached at the end of Class X should be those now attained at the end of the higher secondary course. Similar efforts should be made to raise the standard of the university degrees by adding one year of content.

Universities and Colleges should assist secondary schools in improving their efficiency through a variety of measures and school complexes should be formed. Each complex should consist of a secondary school and all the lower and higher primary schools within its neighborhood.

Utilization of Facilities: In this regard, the Commission recommended that (1) Emphasis should be laid, in plans of educational reconstruction, on programs of intensive utilization of existing facilities (2) The number of instructional days in the year should be increased to about 39 weeks for schools and 36 weeks for colleges and pre-primary schools (4) Vacations should be utilized fully through participation in studies, social service camps, production experience, literacy drives, etc. (5) The duration of the working day should be increased at the school stage and (6) Steps should be taken

to ensure full utilization of institutional facilities such as libraries, laboratories, workshops, craft, etc., all the year round.

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. Mention the objectives of the Education Commission, 1964-66.

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4. What are the three programs needed to relate education to productivity?

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5. Explain the steps recommended for the achievement of social and national integration.

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6. Explain the 10+2+3 system of education.

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7.3.3 School Education

The second volume of the Kothari Commission Report dealt exclusively with School Education. The important recommendations of School Education were as follows:

- The entire pre-university period of education should be treated as one single and continuous unit. It may be subdivided into pre-primary, lower and higher primary, and lower and higher secondary. But it has to be noted that the similarities between the problems of different sub-stages are more significant than the differences.
- Pre-primary education is of great significance to the physical, emotional and intellectual development of the children, especially those with unsatisfactory home backgrounds.
- The objective of primary education should prepare individuals to be responsible and useful citizens. The constitutional directive of providing free and compulsory education for every child up to the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the Country through the development of the following programs:
- Five years of quality and effective education should be provided to all children by 1975-76.
- Seven years of such education should be provided by 1985-86.
- Emphasis should be laid on the reduction of wastage and stagnation. The objective should be to ensure that not less than 80 per cent of the children that enter class I reach class VII in a period of seven years.
- Children who are not yet fourteen years old at the end of class VII and do not wish to study further should be retained in the educational system till they complete 14 years of age, but should be provided with short vocational courses of their choice.
- Each State and District should be required to prepare a perspective plan for the development of primary education in its area, in the light of the targets stated above and its local conditions.
- The expansion of primary schools should be so planned that a lower primary school is available within a distance of about a mile and a higher primary school within one to three miles from the home of the child.

The following steps were suggested for achieving the Universal retention:

- Most important programme to be implemented in this regard, during the next ten years is to improve the quality of primary education and to bring wastage and stagnation to the minimum. The target should be to reduce wastage and stagnation by about half by 1976 and to almost eliminate them by 1986.
- Stagnation and wastage are very high in class I and their reduction should be a major programme. The measures taken to reduce them were: (a) treating classes I and II (and wherever possible even classes I-IV) as one integrated unit; (b) introducing a year of pre-school education; and (c) adopting play-way teaching techniques in class I.
- Wastage and stagnation in other classes should be reduced by providing various forms of part-time education, by implementing a nation-wide programme of school improvement, and by an intensive programme of parental education.

- All children in the age-group 11-14, not attending schools, and have not completed the primary stage of education and become functionally literate, should be required to attend literacy classes for a period of at least one year. The classes should be organized in primary schools and in a flexible manner to suit the convenience of the pupils. They should begin on a voluntary basis; but compulsion may be tried when the local community has become familiar with the concept.
- Similar facilities for part-time education should be provided for children who have completed the lower primary stage and desire to study further. The curriculum may follow the general education pattern or contain a large vocational element as required by the local needs.

Steps recommended for the expansion of Secondary Education were:

- Enrolment in secondary schools should be regulated during the next 20 years by (a) proper planning of the location of Secondary schools, (b) maintaining adequate standards and, to that end, determining the enrolment in terms of facilities available, and (c) selecting the best students.
- Development plan for Secondary Education should be prepared for each district and implemented in a period of ten years. All new institutions should satisfy essential standards and existing institutions should be raised to the minimum level.
- The best students should be selected for admission into secondary schools, through a process of selection at the lower secondary stage, and on the basis of external examination results and school records at the higher secondary stage.
- Vocationalization of Secondary Education should be done on a large scale and enrolment in vocational courses raised to 20 per cent of total enrolment at the lower secondary stage and 50 per cent of total enrolment at the higher secondary stage by 1986. The strategies recommended in this regard were as follows:
 - A variety of part-time and full-time facilities in vocational education should be made available at both these stages to meet the needs of boys and girls, in urban and rural areas. Special sections should be set up in the Education Departments to help young people who drop out after class VII or VIII to obtain training on a full-time or part-time basis and to be in overall charge of the organization of these Courses.
 - Facilities for part-time education should be provided on a large scale at the lower and higher secondary stages, in general and vocational courses. Special emphasis will have to be placed on agricultural courses for those who have taken to farming as a vocation and courses in home science or household industries for girls.
 - Efforts should be made to accelerate the expansion of girls' education so that the proportion of girls to boys reaches 1:2 at the lower secondary stage and 1:3 at the higher secondary stage in 20 years. Emphasis should be placed on establishing separate schools for girls, provision of hostels and scholarships, and part-time and vocational courses.

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.

7. What was the most important recommendation of the Commission with regard to school education, apart from the change in structure?

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8. Explain the objective of primary education according to the Commission.

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9. Explain the steps suggested to reduce wastage and stagnation in class I.

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7.4 THE NATIONAL EDUCATION POLICY, 1968

The National Policy on Education, 1968, was based on the recommendations of the Education Commission of 1964-66, which you have read in the previous section. The Commission recommended that the Government of India should issue a National Policy on Education which provides guidance to the State Governments and the local authorities for preparing educational plans and implementing them. Accordingly, a committee consisting of Members of Parliament was constituted by the Govt. of India in 1967. The Committee comprised of prominent members of almost all political parties in the Country. They prepared a draft which was approved by the Central Advisory Board of Education.

7.4.1 Recommendations of NPE, 1968

The Policy laid down its recommendations on several aspects, which are being discussed as follows:

Free and Compulsory Education

The Policy emphasized that strenuous efforts should be made for an early fulfillment of Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.

Status, Emoluments and Education of Teachers

Teachers are the most important factor that determines the quality of education. The Policy recommended that teachers should get an honourable position in the Society. Their emoluments and other service conditions should be adequate and satisfactory, considering their qualifications and responsibilities. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected. Teacher education, particularly in-service education, should be given due importance.

Development of Languages:

The Policy stressed on the importance of developing languages. Emphasis was laid on developing regional languages, apart from Hindi, Sanskrit and international languages. It also laid down the Three Language Formula at school stage.

Regional Languages: According to the policy, development of Indian languages and literature is crucial for educational and cultural development of the country. The use of regional languages should be not only at primary and secondary stages, but urgent steps should be taken to adopt them as medium of instruction at the University stage.

Hindi: Further, the policy stipulated that all efforts should be made to promote the development of Hindi as the link language. It should be ensured that Hindi serves as a medium of expression for the composite culture of India, as provided in Article 351 of the Constitution.

Sanskrit: The policy reiterated that, "Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the Country, facilities for its teaching at the school and University stages should be offered in a more liberal way".

International Languages: It was also thought that special emphasis needs to be laid on the study of English and other international languages for coping with the global development of Science and Technology.

Three Language Formulas: The Policy recommended Three-Language Formula at the Secondary stage. The directive was that the State Governments should adopt and vigorously implement three language formula that "includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States."

Equal Educational Opportunity

The policy directed that strenuous efforts should be made to equalize educational opportunity. In this regard, the recommendations were as follows:

- Regional imbalance in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.
- Common School System should be adopted in order to promote social cohesion and national integration.
- Education of girls should be given due emphasis, not only on grounds of social justice but also to accelerate the social transformation.
- Efforts are needed to develop education among the backward classes and especially among the tribal people.
- Education for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programs, enabling the handicapped children to study in regular schools

Check Your Progress 4

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

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

10. Explain the recommendation of the Three languages formula.

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11. Why the study of Sanskrit was important according to the Commission?

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12. Explain the recommendation with regard to equal educational opportunity.

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Identification of Talent

The policy directed that in order to cultivate excellence, it is necessary that talent in diverse fields should be identified at an early age and every opportunity should be given for its full development.

Work-experience and National Service

It was recommended that the school and the community should be brought closer through suitable programs of mutual service and support. Work-experience and national service, including participation in meaningful and challenging programs of community service and national reconstruction, should accordingly become an integral part of education. Emphasis should be given on self-help, character formation and in developing a sense of social commitment in these programs.

Science Education and Research

The policy emphasized that, in order to accelerate the growth of the national economy, Science Education and Research should be given high priority. Science and Mathematics should be an integral part of general education till the end of the school stage.

Examination Reform

The policy laid emphasis on reform in the examination system. It was recommended that the major goals of examination reform should be twofold: i) to improve the reliability and validity of examinations and ii) to make evaluation a continuous process.

Secondary Education

Recommendations of the National Policy on Education, 1968, regarding Secondary Education were as under:

- a) Educational opportunity at the secondary level is a major instrument for social change and transformation. Facilities for Secondary Education should be extended where the facilities have not reached yet.
- b) There is a need of provisions and facilities for Secondary and Vocational Education for developing economy and generating real employment opportunities. Such facilities should be diversified to cover a large number of fields such as Agriculture, Industry, Trade and Commerce, Medicine and Public Health, Home Management, Arts and Crafts, Secretarial Training, etc.

Part-time Education and Correspondence Courses

The policy recommended that part-time education and correspondence courses should be developed on a large scale at the University stage. Such facilities should also be developed for Secondary School students. Education through part-time and correspondence courses should be given the same status as full-time education.

The Educational Structure

The Policy recommended a broadly uniform educational structure in all parts of the Country. The ultimate objective was to adopt the 10+2+3 pattern, i.e. ten years of school education up to completion of Secondary stage, the higher secondary stage of two years being located in schools, and three years of degree courses in the Colleges.

Check Your Progress 5

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

13. Explain the recommended for examination reform.

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14. What were the recommendations with regard to:

a) Work-experience and National Service.

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b) Structure of Education.

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7.5 FOURTH FIVE YEAR PLAN

The duration of Fourth Five Year Plan was from 1968 to 1973. It focused on, “suitably oriented system of education that can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower for specific tasks of development but, perhaps even more important, by creating the requisite attitudes and climate. Facilities for Universal Elementary Education are a pre-requisite for equal educational opportunity.”

The approach to education was laid down as: “Priority will be given to the expansion of elementary education and emphasis will be on the provision of facilities for backward areas and communities and to the girls. Deficiency in infrastructure and equipment of educational institutions will be removed.

Other aspects of importance were:

- improvement of teacher education;
- expansion and improvement of Science Education;
- raising standards of post-graduate education and research;
- development of Indian languages and book production, especially text books; and

- consolidation of technical education including reorganisation of polytechnic education and needs of industry and its orientation towards self-employment.

Apart from these, it emphasizes on the efforts made to involve people in educational programs and to mobilise public support. It emphasized on:

- utilizing existing facilities to the maximum possible extent;
- streamlining of the planning, implementing and evaluating machinery;
- increasing the use of educational technologies;
- part-time and correspondence courses;
- modern media of communication;
- optimum size of institutions to promote, expansion and development with minimum investment without lowering standards;
- undertaking new tasks only after careful preparation through pilot projects; and
- improving curricula and text-books, in-service education of teachers and research in methods of teaching.

7.6 FIFTH FIVE YEAR PLAN

The 5th Five Year Plan commenced on 1974 and extended till 1979. The objective of the 5th Five Year Plan was to: increase the level of employment, reduce poverty and to attain self-sufficiency in agriculture. The world economy was in great trouble when the fifth five year plan was chalked out.

The 5th Five Year Plan was laid out during a crisis to overcome the impediments posed by the wavering economic condition. It was designed in a way to meet the needs of the time. There was nothing specific about education in it, but there were implications of education in the issues that were emphasized as follows:

- Reducing the discrepancy between economic development at the regional, national and international level. It emphasized on putting the economic growth at par with each other.
- Improving the agricultural condition by implementing land reforms.
- Improving the scope of self-employment through well-integrated programs.
- Reducing the rate of unemployment both in the urban and the rural sectors.
- Encouraging growth of small scale industries.
- Enhancing the import substitution in the spheres including chemicals, paper, mineral and equipment industries.
- Applying policies pertaining to finance and credit in the industrial sector.
- Stressed on the importance of a labour intensive production technology in India.

7.7 SIXTH FIVE YEAR PLAN

The period of 6th Five Year Plan was from 1980 to 1985. On Education, it stated that, “Education, broadly perceived as a seamless continuum of lifelong learning, is essential for human resource development at every age level”. In a package of developmental inputs available to the community, education should form an effective means to improve the status and character of living patterns of the people, help intellectual social and emotional development of the individuals and to enable them to meet their basic needs for daily life.

The Plan stated that the Programmes of human resource development have a four-fold perspective; i.e.

- to prepare individuals for assuming their role as responsible citizens;
- to develop in them a scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the processes of development;
- to sensitise them to ethical, social and cultural values which go to make an enlightened nation; and
- to impart them knowledge, skills and attitudes which would enable them to contribute to the productive programs in the national development.

The Plan went on to say that in order to realise this perspective, educational system and programs have to be directed towards a set of goals and tasks like to:

- guarantee all equality of opportunity for education for improving the quality of life and their participation in the tasks of promoting the general well-being of the society;
- provide to all young people and adults, irrespective of age, the means for ample self-fulfillment within the framework of harmonious development which reflects the needs of the community to which they belong;
- provide for a continuous process of lifelong education for physical, intellectual and cultural development of people and for inculcating in them capabilities to cope with and influence social change;
- establish dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the Community;
- promote respect for, and belief in values of national integration, secularism, democracy and dignity of labour;
- sensitize academic communities to the problems of poverty, illiteracy and environmental degradation through extension services and organized participation in poverty reduction and environment improvement programs;

- facilitate development, mobilization, organization and utilization of the youth to involve and participate in the process of national development; and
- support the growth of Arts, Music, Poetry, Dance, and Drama, including folk art, as instrument of culture, education and national integration.

The Plan emphasized that the approach to achieve these objectives have to be characterized by flexibility and diversity to suit varying needs and circumstances and by a stress on coordination of efforts, resources and programs of different sectors and agencies. The need to maintain high quality of education, aiming at academic excellence, and its relevance to national development objectives needs to be articulated throughout the system.

Check Your Progress 6

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

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

15. Mention four important programs emphasized by the 4th Five year Plan that you think were important.

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16. Describe the fourfold perspective regarding the programs of human resource development as stated by the 6th Five Year Plan.

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7.8 LET US SUM UP

In this Unit, we studied about the development of school education between 1964 and 1985. We discussed the recommendations of Education Commission, 1964-66, popularly known as Kothari Commission and the National Policy on Education 1968. We also learnt about the 4th, 5th and 6th Five Year Plans, especially focusing on how school education progressed under them. The implementation aspects of the Education Commissions, 1964-66, and 1968, have been focused in the 4th, 5th and 6th Five Year Plan. It, also, equally suggested the strategies to achieve the target of education at every stage, including School Education. The present Unit provides a base to the learners to understand National Policy on Education, 1986, and the further Five Year Plans which have discussed in the next Unit.

7.9 REFERENCES AND SUGGESTED READINGS

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[Note: The report of the Education Commission, 1964-66, National Policy on Education, 1968, and report of 4th, 5th and 6th Five Year Plan. available in Govt. of India websites, have been referred to develop the content of the Unit]

7.10 ANSWERS TO CHECK YOUR PROGRESS

1. The report was divided into three parts, i.e. deals with general aspects of education reconstruction, aspects of school education, and educational planning, administration and financing.
2. Self-exercise.
3. Self-exercise.
4. Self-exercise.
5. Self-exercise.
6. 10 Years of School Education, 02 Years of Higher Secondary Education and 03 Years Degree/College education.
7. Self-exercise.
8. Prepare individuals to be responsible and efficient citizens.

**Policy Frameworks for
Education in India**

9. Integrating Class I and II and if possible Class I to IV, introducing one year pre-school education and teaching through play-way method.
10. Self-exercise.
11. Regarding its unique contribution to the cultural Unity of the Country.
12. Self-exercise.
13. Improve the reliability and validity of the examination and to make evaluation as continuous process.
14. Self-exercise.
15. Qs. No. 15 and 16 are self-exercise.

