

**Draft
National Policy
on Education
1979**

**MINISTRY OF EDUCATION & SOCIAL WELFARE
GOVERNMENT OF INDIA
1979**

DRAFT NATIONAL POLICY ON EDUCATION, 1979

Preamble

1.1. An ideal system of education should enable individuals to know and develop to the fullest, their physical and intellectual potentialities and promote their awareness of social and human values, so that they can develop a strong character and live better lives and function as responsible members of the society. It is by transforming the human being that social transformation can be brought about.

Aim

1.2. The aim of education should be the growth of the individual through truthful life without detriment to the welfare and progress of society and our cherished ideals of freedom, equality and social justice. To this end it should strengthen values of democracy, secularism and socialism. Education should promote national unity, pride in our cultural heritage, and faith in the country's future. The effort must be to inculcate scientific and moral values and to facilitate pursuit of knowledge.

Content

1.3. The content of education at all levels needs to be recast so as to make the education process functional in relation to the felt needs and potentialities of the people. Emphasis should shift from teaching to learning, the role of the learner being more crucial. Gandhiji's ideas and experiments in the matter of education, his introspective approach to all learning, his insistence on the co-relation of hand and heart leading to

complementarity of intellectual and manual work and on the social responsibilities of education have enduring relevance and are therefore vitally necessary and useful. Community service and participation in constructive and socially useful productive work should be an integral part of education at all stages so as to foster self-reliance and the dignity of labour. Moral education should form part of the content through inter-related curricular and co-curricular programmes in all subjects and should be the responsibility of all teachers and the entire institution. The content should also include the lives and teachings of great national leaders and the history of freedom movement.

System

1.4. The present system of education must be reorganised in the light of contemporary Indian realities and requirements. Subject to the nationally agreed basic concepts of freedom, equality and justice, the system should be flexible and responsive to varying circumstances. Every effort should be made to pursue excellence, without losing sight of the ideal of equality. The system must endeavour to narrow the gulf between the educated classes and the masses and overcome feelings of superiority, inferiority and alienation. With flexibility in the choice, content and duration of courses, the student can choose his own time and channel of study and progress at his own pace. The educational institutions and the community should help each other, the teachers and parents cooperating in providing knowledge and skills and a better future for the children. The school should be closely associated with the development activities of the area.

2. UNIVERSAL ELEMENTARY EDUCATION

Elementary Education for All

2.1. Highest priority must be given to free education for all up to the age of 14 as laid down in the Directive Principles of

the Constitution. Education up to this stage should be general and not specialized, and should give pupils a confident command of language and tool subjects and inculcate a scientific attitude. Elementary education should be an integral stage.

Objective and Content of Elementary Education

2.2. The accent in elementary education should be on the development of personality and character. The content of elementary education needs to be restructured keeping in view not only the tradition and values that make up the country's composite culture but also the present realities and the vision of a common future. The content of education at this stage should include language, arithmetic, history, simple elementary sciences with special reference to environment, cultural values and physical education. The curriculum should necessarily include socially useful productive work through purposive manual labour contributing towards goods and services useful to the community. Wherever possible, provision must be made for agricultural or horticultural activity. Thus education will become functional and related to the lives of the people and the environment. It should promote a scientific temper which results in a capacity for self-criticism and a liberal and human outlook. Flexibility and room for innovation will help the teachers to meet the varying requirements of children.

2.3. There is need for a change in the approach to the learning process in the early years of elementary education. The accent has to be on more creative and joyful activities than formal instruction. Formal instruction must be reduced to the minimum and should not exceed three hours a day. No rigid academic year need be prescribed. The school session should be scheduled according to local needs.

Facilities for Elementary Education

2.4. While it is necessary to expand the facilities for formal education in elementary schools for all children in the age

group 6—14, it is also important to formulate schemes of non-formal education for dropouts and the older children in the age group who have not had any schooling. The aim should be to cover all the children in the age group 6—14 in the next ten years. Steps should be taken to prevent children giving up schooling without completing the course. The problem of wastage should be studied in detail and remedial measures taken.

2.5. The curriculum must be capable of catering to the requirements of a wide range of learners and learning circumstances and built around local situations. There has to be a core of basic content for comparability of educational attainment and the acquisition of further skills and knowledge. The core should be minimum. Learning system may be organized through either formal or non-formal arrangements, which may be partly institutional and partly personal. The institutional arrangements should not be so rigid as to exclude those learners who wish to make use of them partially.

Incentives

2.6. Incentives such as mid-day meals, free textbooks, stationery and uniforms should be provided to poorer pupils. Special attention should be given to the education of girls and children of Scheduled Castes and Scheduled Tribes.

School and the Community

2.7. The school should function as a focal centre for the development of the neighbourhood. The community in its turn should involve itself in the educational effort. Skills available within the community should be utilised for education programmes in the school.

Common School System

2.8. Beginning with the elementary stage, steps should be taken towards the common school system. The effort should be

to provide education of good quality. It should be ensured that in all schools, the medium of instruction is the regional language and fees and rules of admission are uniform.

Neighbourhood School Plan

2.9. The neighbourhood school plan will be the main feature of the common school system by which the schools in the area will be required to enrol all the children in the neighbourhood. This will promote common interests and social integration.

3. ADULT EDUCATION

Need for Adult Education

3.1. It is estimated that 230 millions of our adult population are illiterate. These form mostly the poorest and the most neglected sections of the nation. Their contribution to national well-being could be far greater than it is, if they received some education. Their condition is such that they are not able to take advantage of the benefits available to them under the development plans and continue to be exposed to exploitation and social disabilities. The nation should deem it its solemn duty to impart education to them. The National Adult Education Programme, which has been organised, should be implemented with urgency and sustained vigour. The immediate target should be to educate under this programme 100 millions in a period of five years so that universal literacy becomes a reality in our country within the shortest possible time.

Concept

The Adult Education Programme should mean not only acquisition of literacy and numeracy, but also functional development and social awareness with a view to cultivating the habit of self-education.

Revised Minimum Need Programme

3.2. Adult Education is an integral part of the Revised Minimum Needs Programme (RMNP) whose thrust is (a) to reach to the poor people, (b) to coordinate all such programmes with developmental departments, and (c) to integrate them with area planning. The RMNP programmes, including Adult Education, cannot be the sole responsibility of one Ministry, department or agency.

Agencies

3.3. Since this massive programme stipulates a large investment, its operational content has to be carefully worked out. The most important point to be kept in view is that the programme is community-oriented. Agencies and instruments for this programme have to be so identified that the maximum interaction takes place between the local community and the Government.

3.4. The programme will be conducted through multiple agencies with precedence to voluntary agencies in so far as they are available. The involvement of teachers, students, trade, industry, youth and women organisations, social workers, developmental departments, municipalities, panchayats and other local bodies will be ensured right from the beginning.

Emphasis on Rural Areas

3.5. Since the real problem of adult illiteracy exists in the rural areas, special efforts will have to be made to involve the rural community and the teachers in the rural areas to conduct this programme. A special effort should be made to activate Mahila Mandals and Youth Organisations. Some input from the community would be desirable to make it a continuing programme.

Women Instructors

3.6. Since the programme is not only meant for removing illiteracy alone but its aim is also to create awareness about other problems, it would be desirable that such programmes as family planning, health and nutrition, child and mother care should be built into this programme. For this it would be desirable that the newly appointed instructors for this programme should be women as far as is possible.

Skill Development

3.7. Besides removing illiteracy and creating awareness, adult education programme has to have some developmental content. It should also aim at improving the skills of the targeted groups so that their productivity can be improved. For this, institutions of vocational education should be pressed into service.

Post Literacy Programmes

3.8. The adult education programme should include measures for continuing education to sustain the interest of those adults who have taken advantage of it and to enable them to develop knowledge and skills on their own. These measures would include low-priced books and literature, village libraries, material put out through the mass media etc. The development of a rural library system is necessary to support the programme of continuing education.

4. SECONDARY EDUCATION

Improving Quality of Secondary Education

4.1. While the highest priority has to be given to the expansion of elementary education and promotion of adult education, it is equally important to improve secondary education so that on leaving the schools a student can enter life with self-reliance and confidence and take up work well equipped with general knowledge and relevant skills.

Diversification and Lightening of Academic Load

4.2. The curriculum of the secondary education should be diversified and its burden made lighter by shedding excess academic load so as to facilitate and help the development of the total personality. The curricular and co-curricular programmes, physical education, games, socially useful productive work and social service should be designed to help students acquire the knowledge and skills, attitudes and values, essential to a democratic, secular and socialist society with Gandhian values of life.

4.3. Diversification of education programme should take note of the pattern of diversified decentralized economy in rural areas where the accent is on rural industrialization, minor irrigation, rural health, rural electrification, rural housing and other programmes of rural development.

Role of Secondary Education

4.4. The entire educational system has to be seen as one chain. The central link in this chain is that of secondary education because it is through this that backward and forward linkages are established. Elementary education has to be so structured as to strengthen the foundations of secondary education and secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to straightway join any part of economic life. Secondary education should be comprehensive both to be terminal for those who do not want or cannot proceed for further education, and to have a strong academic foundation for higher studies for those who show intelligence and aptitude for that education. Besides, the system should be so evolved that the students can opt out of one stream to the other as and when they desire.

Vocational Education

4.5. However, both streams in secondary education should have strong vocational component in the curricula and should

be diversified to satisfy the needs of both the above mentioned streams. Obviously, for terminal secondary education vocationalization would have much larger component than for the other stream. Foundations for vocationalization of secondary education will have to be laid even earlier through socially useful productive work with accent on practical work becoming an integral component of elementary school curriculum.

4.6. The vocational education spectrum will consist of a range of knowledge and skills, training in technologies, together with a study of the related sciences, farming and other practical work. For this purpose a systematic linkage should be established with the facilities available in the neighbourhood. The objective should be to give students fitness for employment or a capacity for self-employment.

4.7. Introduction of programmes of vocationalization would have to be preceded by surveys which would indicate broad and qualitative assessment of emerging employment opportunities which are local specific. Such surveys and assessments should be periodic so that vocationalization programmes are reviewed, modified and changed from time to time.

4.8. Vocationalization programme, by its very nature, will have to involve all development departments. However, there is need for one coordinated agency to look after various aspects of the programme like programme information, development of course, content, standards of achievement, liaison with employment agencies, identification of institutional courses, etc.

4.9. Efforts should be made to provide for vocational courses and opportunities for vertical and horizontal mobility through the provision of appropriate diploma and certificate courses through non-formal methods. The products of vocational courses should have opportunities for upward professional mobility.

4.10. Vocationalization for self-employment should reckon with the need for supplementary inputs like credit, market, etc. and should also aim at extending the scope of possibilities of effective tie-up with the district industrial centres and other institutions being set up in the country. The student completing the existing vocational courses should be given due recognition. To promote vocationalization, apprenticeship schemes should be extended to those courses also.

Community Involvement

4.11. The school and the community will have to be brought together. Involvement of the community in identifying the kinds of programmes and courses and provision of facilities by them in their enterprises and establishments will ensure success of the programme. This will also, among other things, throw up work opportunities for self-employment.

4.12. In view of the decentralization of economic planning where the thrust is on area development with improving the lot of individual families, the programme of vocationalization has to be decentralized and local bodies and communities involved in its formulation and implementation.

Expansion of Secondary Education

4.13. Facilities for secondary education will have to be expanded in rural areas and the smaller towns in order to reduce the gap between rural and the urban population. Special efforts will be made to provide access to the weaker sections. Access may also be enlarged by the introduction of correspondence part-time and own-time courses of study and by allowing private candidates to appear in public examinations.

5. HIGHER EDUCATION

Importance

5.1. Though priority must be given to elementary and adult education and the improvement of secondary education, the

importance of the role and contribution of higher education in national development must be fully recognised.

Relieving Pressure on Higher Education

5.2. The proliferation of colleges and universities with little regard to the need for them or the resources required for sustaining them at acceptable standards is a matter for concern. Measures will have to be devised to relieve pressure on higher education. Vocationalization of Secondary education should help in this process. New recruitment policies and procedures with in built pre-service training programmes and tests appropriate to specific job requirements, will also help to lessen the craze for degrees for securing jobs. The general run of jobs not requiring university education for their performance, should be de-linked from the requirement of a degree.

Facilities for Higher Education

5.3. Facilities for higher education may be expanded through correspondence courses, part-time and own-time studies and by permitting private candidates to appear in university examinations. Great restraint should be exercised in the establishment of new institutions. Admission to institutions of higher learning should be selective. Due safeguards, however, have to be provided to ensure accessibility of these institutions to first-generation learners, scheduled castes and scheduled tribes and other disadvantaged groups. Vigorous efforts should be made to improve the quality of higher education.

Under-Graduate Education

5.4. It is preferable that the duration of the under-graduate stage of higher education is three years. This may be followed by courses of post-graduate study and research. Courses of study will be re-structured and made inter-disciplinary so that they can meet the varying requirements of students and also help in social transformation and national development. Participation in constructive programmes with a component of socially

useful productive work should be made an integral part of the courses of study at the under-graduate stage.

Research

5.5. Efforts will be made to raise the quality of post-graduate education. Universities will be encouraged to undertake fundamental and applied research especially in sciences relevant to the needs of national development in collaboration with national research laboratories, industry and other organisations. The programmes of scientific and technological research should conform to the National Policy on Science and Technology.

Extension Programmes Linking Community with the Education System

5.6. The university system should assume increasing responsibilities for the development of the community and more particularly for the education system as a whole. The Universities should collaborate with the colleges which in turn may work with secondary and elementary schools in the neighbourhood and the entire complex should help to improve the standards of education at all levels. There should be close relationship of mutual services and support between the universities and colleges and the local community. Extension programmes in the universities should have the same status as teaching and research. Vacations should, where necessary, be curtailed and re-scheduled to enable students and teachers to lend a hand in programmes of rural and community development.

Centres of Excellence

5.7. Centres of excellence, whose standards should be comparable to the best in the world, are essential and every effort will be made to promote them.

6. STRUCTURE OF EDUCATION

6.1. The educational structure will broadly comprise elementary, secondary and under-graduate stages of education.

School education shall be of 12 years' duration and will comprise the elementary and secondary stages. There will be a public examination at the end of the secondary education. The under-graduate stage of education may be of 3 years' duration. However, where a university desires, it can have 2 years' pass and 3 years' honours course.

7. TECHNICAL EDUCATION

Manpower Needs and Technical Education

7.1. In the area of technical education, an efficient national manpower information system is necessary, which should be developed within the next five years. In view of the changed priorities of socio-economic development, a more balanced technical education system at all stages should be organised. The programme of technical education should be on a more efficient and meaningful basis.

Restructuring of Courses

7.2. Technical education institutions, especially polytechnics, will form the focal points where problems of rural areas will be studied and solutions found. Programmes will be designed to ensure meaningful interaction and collaboration with industry. Laboratories and workshops should be strengthened and the quality of training should be improved. Technical education courses should be designed also to impart entrepreneurial skills. Courses in management education should be restructured to provide for managerial manpower for villages, small and medium-sized industries and also for sectoral needs such as transport, power, health, agriculture, cooperation and rural development. Appropriate courses in humanities and social studies should be provided in technical education institutions to promote a sound value system.

7.3. In view of the fact that the country has already achieved a highly diversified industrial structure, both in public and private sector, industries should play a larger role in maintaining a balance system of technical education and in the optimum utilization of technical manpower in the building up of a research and development base.

Research

7.4. Emphasis in research will be on industrial and rural development. Institutions will be expected to undertake advanced research in areas of vital importance to the nation, such as energy resources and technology for rural development.

8. AGRICULTURE EDUCATION

Courses of Study

8.1. Facilities for agricultural education should be expanded to meet the requirements of all states and should emphasize self-employment through diverse agricultural operations. Agricultural Universities wherever they exist should have state-wide responsibility for research in agriculture and allied areas. Every agricultural University should have one strong centre of research in each agro-climatic region to do location-specific research. Agricultural Universities should also conduct advanced studies and basic research relevant to agricultural development. Agriculture Departments and faculties of other universities which have the necessary potential should also be assisted to develop complementary programmes of agricultural education.

Linkage

8.2. Linkages should be developed between Agricultural Universities and development departments to facilitate the transfer of new technology to villages. Agricultural Universities should also actively pursue programmes of non-formal education, including correspondence courses, for continuing education to meet the functional requirements of the rural community.

Krishi Vigyan Kendras

8.3. Agricultural Universities as well as suitable voluntary agencies should organize and run Krishi Vigyan Kendras to impart training to rural youth in relevant skills and also participate in programmes of adult education.

9. MEDICAL EDUCATION

9.1. In the field of medical education, the type of education imparted, particularly at the under-graduate level, is hospital-oriented and has little relevance to the actual overall health care needs of the country. As a result, while the modern medical system has, to a large extent, kept pace with the developments in the rest of the world, yet the graduates coming out of our medical colleges are unable to appreciate adequately the problems of the community and handle the problems and dilemmas at that level. Our medical education system, therefore, needs to be reorganised on a realistic assessment of the health manpower requirements of the country. Towards this end, the system has to be reoriented to bring it in tune with the needs and aspirations of the community.

9.2. At the same time, the indigenous (traditional systems of medicine) like Ayurved, Unani, Siddha, Yoga, Naturopathy and also Homoeopathy have, after years of comparative neglect, started coming into their own. It is essential from the point of view of optimal utilisation of national resources that all these systems, as well as the modern system, should realise their limits as well as potentials, should support each-other mutually, and draw inspiration from one another.

10. CULTURE

Linking Culture and Education

10.1. A positive effort has to be made to ensure the integration of traditional and contemporary cultural elements with formal and non-formal education. The education system has

so far not made full use of the rich and varied cultural heritage of the country and the vast cultural resources available in communities which are socially and economically backward. All these resources should be drawn upon and woven into the fabric of education, at all stages.

11. PHYSICAL EDUCATION

Physical Education as an Integral Part of Education

11.1. Physical education, consisting of sports and games and athletics, including rural sports, indigenous games, yoga exercises and activities promoting a spirit of adventure, should form part of education at various levels. Effort should be made to locate talent among boys and girls and facilities should be provided to enable them to develop their capacities and attain national and international standards of excellence, in sports. Practical knowledge for maintaining one's health and physical fitness should be given at all stages.

12. MEDIUM OF INSTRUCTION

Medium and Language Study

12.1. The medium of instruction at all stages shall be the regional language except at the primary stage where it will be the mother-tongue.

12.2. Facilities will be provided in schools for teaching English or a foreign language so that pupils can have direct access to specialized and growing knowledge in the world in their chosen fields.

13. THREE LANGUAGE FORMULA

13.1. The Three Language Formula will be implemented at the secondary stage. It includes the study of a modern Indian language, preferably a South Indian Language, in addition to Hindi and English in the Hindi speaking states and of Hindi in

addition to the regional language and English in non-Hindi speaking states.

14. DEVELOPMENT OF LANGUAGES

14.1. Efforts will be made to improve the techniques of teaching languages.

14.2. Efforts will be continued and strengthened to develop Indian Languages and Literature.

14.3. Sanskrit has influenced in one way or another most of the modern Indian Languages. Efforts will be made to popularise the study of Sanskrit.

14.4. Study of other classical languages will be promoted.

14.5. Programmes to promote the development and propagation of Hindi as a link language will be strengthened.

14.6. The study of Urdu will be accorded due recognition and encouragement.

14.7. The study of Sindhi will also be promoted.

15. EXAMINATION REFORM

Place of Examinations

15.1. Examinations, especially public examinations, should be made more objective and reliable. Evaluation should enable the teacher to see the effectiveness of his instruction and enable the pupils to judge the results of their learning efforts. It should thus act as an instrument of improving both the teaching and learning processes including the content of courses and methods of teaching.

15.2. The mode of evaluation should discourage memorization and should be comprehensive enough to cover the total learning experience in the curricular and co-curricular programmes.

Public Examinations

15.3. Generally, there should be no more than three public examinations during the entire course of education till the end of undergraduate stage. These may be at the end of elementary, secondary and the under-graduate stages.

Internal Evaluation

15.4. All other examinations should be internal. Besides the annual examinations there must be regular periodical tests to evaluate the progress of students. A regular system of sessional evaluation should be followed so as to identify the pupils lagging behind and needing special attention.

Credit System

15.5. We must gradually provide for the credit system which facilitates multi-point entry and promotes an open learning system.

16. BOOK DEVELOPMENT

Text Books

16.1. Efforts will be made to improve the quality and content of textbooks and to make them available at reasonable prices. The States and Universities will be assisted to produce books and periodicals and other reference material in regional languages to facilitate the medium change-over.

17. EDUCATIONAL OPPORTUNITIES

Problem of Disadvantaged Sections

17.1. While there has been considerable expansion in all sectors of education in our country, imbalances and inequalities still persist. Girls, Scheduled Castes and Tribes, landless labourers, backward classes and urban slum poor generally continue to lag behind in education. Special effort must be made to identify the problems in these cases and to bring all such people into the fold of education.

Talent Search

17.2. Scholarships and fellowships based on merit-cum-means should be expanded at different levels of education. Some of these should be earmarked for rural and backward areas and weaker sections, to ensure that talented students from the weaker sections of the population are identified and helped to acquire good quality education.

Monitoring

17.3. Close monitoring of programmes intended for the disadvantaged classes will be undertaken at the State and national levels at all stages of education so that they may be enabled to reach levels attained by other sections of the population, within the next decade.

Pre-School Education

17.4. Pre-School education for children of first generation learners should be provided through existing schools system.

Public Schools

17.5. Some schools, notably 'public schools' remain outside the system of public education. They should be brought under the purview of the laws and regulation that govern the system of public education especially those relating to fees and content of courses. They must have regional language as the medium of education and uniform fees and rules of admission. These institutions should be integrated with the common school system of education with its neighbourhood plan. The Special rights of institutions administered by minorities will be given due recognition.

Regional Imbalances

17.6. Certain States lag behind the rest of India in education. The centre and states concerned must make special efforts to

bring them on par with the other states in education generally and more particularly in universalisation of literacy within the shortest possible time. It has been observed that educational development even within one and the same state is not uniform. Hence, close monitoring will be introduced during the next Plan period, and emphasis will be laid on area planning to ensure that all relatively backward pockets are assisted to raise their standards.

Education for the Handicapped

17.7. Every effort should be made to expand educational opportunities to cover all handicapped children. For the more severely handicapped children, education may be provided in especially suitable settings for the full development of their potential. The others could be placed in regular schools and provided with the requisite additional facilities. Appropriate curricula and techniques of teaching suited for handicapped children should be evolved through research and through study of techniques adopted elsewhere.

18. TEACHERS

Role of Teachers

18.1. Teachers have to play a pivotal role in reforming education at all levels. In order that they can play this role they should be inspired by creative idealism and feel pride in their professions. Suitable steps should be taken to improve professional competence of teachers at all levels. The academic freedom of teachers to conduct research and make experiments and innovations will be assured.

18.2. The teaching community should become increasingly aware of the crucial importance of their role in moulding the lives and character of the future citizens of the country. They should themselves be model citizens, committed to the task of national and social reconstruction.

Teacher Education

18.3. The curriculum of teacher-education at the elementary and secondary stages, will be suitably changed in order to enable the teachers to play their proper role in reforming education. Pedagogical and professional preparations for teachers in higher education should also be provided. Facilities for inservice training will be expanded. Centres for developing curricular materials and teaching aids will be established, especially for the benefit of teachers in rural areas and for both formal and non-formal systems of education.

19. COMMUNITY PARTICIPATION

Local Community Participation

19.1. It is desirable to associate the local community with the schools in the area through the setting up of local committees which will improve the facilities in the institutions and help them to function more efficiently.

20. VOLUNTARY ORGANISATIONS

20.1. Voluntary organisations will be encouraged to support and supplement the programme formulated to implement the national policy.

21. EDUCATION OF MINORITIES

21.1. Government are aware of the valuable contribution to the country's composite culture that can be made by institutions run by religious and linguistic minorities and recognize and uphold their right to establish such educational institutions of their choice and administer them in accordance with law, in order that the goal of an integrated Indian Community is achieved.

22. INVESTMENT IN EDUCATION

22.1. Government expenditure on education in the country has steadily grown and is now of the order of 2800 crore Rupees per annum. A larger outlay will be needed to implement the policy outlined above. However, efforts must be made to realise the objectives through exercise of economy, more effective utilisation of existing resources, additional outlays and programmes such as "Food for work."

22.2. Fees may be charged in secondary and higher education stages from those sections of population who are in a position to pay at rates which bear a reasonable relationship to the cost of providing education.

22.3. Support from local communities in cash and kind should also be encouraged on a wider scale than is done at present.

22.4. While financial inputs are an important part of the total effort required to implement the policy, even more important will be the human element, the intellectual and moral energy dedicated to the task. Without this human contribution, the transformation and expansion of the education system on the above lines and improvement of its quality will not be possible.

23. REVIEW

23.1. The Government of India will review every five years the implementation of the National Policy on Education and modify it in the light of experience.