



Akhil Bhartiya Rashtriya Shaikshik Mahasangh

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Resolution No. - 1

Challenge of Quality Education

The thunderous applause to the comments made by President Obama about education of India is being repeatedly shown on T.V. and we are naive enough to express our joy but a report published recently exposed the lamentable state of education in India. A study made in 2011 says that 60% of the class - III students could not read simple words which they have learnt in previous classes, 70% of the students of class V could not read easily the text provided for class - III and 80 percent of the students failed to solve numerical one-digit problem they were taught in class - I. Program for International Students' Assessment (PISA) conducted an examination in 74 countries among students aged 15 years or more. The result shows that the students of Himachal Pradesh and Tamil Nadu who represented India ranked 73 in subjects like Science and Mathematics among 74 Nations coming above only to Kirgistan which came last. The education imparted at present is destroying the dreams of the next generation of students and the quality of education imparted is going from bad to worse every day.

Now -a-days education is increasingly becoming limited to dissemination of information only. It is losing the ability of creating curiosity, power of assessment, discussion, developing vision, original thinking, innovation, research, building up national identity, a sense of belonging to the society and participating in its activities. Because of these anomalies in education, quality of education has been marginalized. The standard of education is steadily declining and the door to creation of new knowledge is all but getting closed. Under this grim situation the steady decline in the quality of education is becoming a serious concern to intellectuals, social workers and those who deliberate on the well being of the Nation.

Both political and administrative interference in appointment of teachers, setting up of educational institutions, selecting the syllabi and teaching materials and display of total unconcern towards education and pursuing a policy of day-to-day approach have virtually turned the schools, colleges and universities into factories of distributing degrees. For political compulsions nobody has time to deliberate on the quality of education and its relevance to the greater need of the society. Because of the day-to-day approach and policy of indifference by the Government the dream of the future generation to acquire knowledge remains ever elusive.

The continuing limited number of teaching staff in schools, colleges and universities is having a direct bearing on the quality of education and causing a steady decline. It is said there is a shortfall of at least 15 lakh teachers in the whole country. This is directly creating an unfavorable impact on the quality of education. So long as there remains a lack of properly trained, adequately educated and regularly and permanently appointed teachers, it will be impossible to create the best standards through education.

Even after 65 years of attaining independence India's leadership has failed in providing necessary fund despite being an emerging economy, the country has failed to make an increase in the expenditure on education, corresponding to growth in Gross Domestic Product. No action has been initiated to bring it at par with the GDP growth. At present even less than 4% of the GDP is being spent on education by both the central and state governments. This is leading to limiting the reach of education and is resulting in depriving thousands of people from the opportunity of gaining knowledge. Not only this, in the educational institutions fundamental amenities like teachers, books, playgrounds etc are found to be highly insufficient. Unfortunately, as a result of all this the quality of education is getting adversely affected. In Teachers Eligibility Test (TET) conducted by CBSE, out of 7.50 Lakh candidates only 93000 were successful. Therefore, for enhancing the quality of education the Government need to spend more for teachers, teachers' education and training.

The implementation of the Right to Free and Compulsory Education Act, and not failing students up to class VIII, have definitely helped in the growth of admission in schools but on the other hand these very decisions have been squarely responsible for the fall in the standard of education. Today even under severe constraints of insufficient teachers in primary schools, teachers have to maintain 6 files for every student under Continuous and Comprehensive Evaluation (CCE) system in which records of day today activities have to be mentioned. Apart from this, teachers are burdened with extra-teaching activities like census, counting cattle heads, collecting children for pulse-polio, arranging mid-day meal etc. Evidently quality of education is severely affected as result of all such activities and the future generation of students will be compelled to move through this dark bylanes of education.

Under the above circumstances it is the considered view of the Mahasabha of the national conference of ABRSM that the structure of education needs to be improved, political and administrative interference should be stopped, appointment of adequate number of eligible teachers be made, expenditure on education be raised, commercialization of education be controlled and accountability be established so that the future generation be built into eligible and responsible citizens. If the Central and the State Governments do not take appropriate steps they will have to face strong resistance from the people. □

Resolution No. - 2

Educational institutions coming to India should conform to the needs of the country and controlled by Indian educationists.

In the process of globalisation of higher education the pro-active and continuous attempt of the present Government for allowing entry of foreign institutions is becoming increasingly visible. In May 2010 Foreign Educational Institutions (Regulation of Entry and Operations) Bill was presented in the parliament. Even before preparing the bill more than 600 such foreign Institutions had already entered India in some form or other. Reputation of most of such foreign educational Institutions in their own countries are at a very low level. While presenting the bill the Government gave vent to its intention saying that allowing foreign institution in the country will stop the exodus of students for studying in foreign universities. As a result the money flowing out of India can be saved. Similarly, flight of teachers to foreign countries will be arrested and talented students and teachers will get opportunities in the country. Universities in India can bring about the improvement in their quality of education through the healthy competition of such talented students, Teachers and research scholars. The foreign institutions coming to India have not been able to do any such thing so far.

In the provisions of the bill prepared there are a number of anomalies. No steps have been specified in the said bill for evaluation of the educational Institution. These foreign institutions are not bound to accept the evaluation procedure of India. They can leave the future of the students in lurch any time. In America and in Europe fraudulent educational institutions in large number are active. The foreign institutions coming to India may be fraudulent or may be affiliated to such institutions. They have neither any knowledge of the cultural background of the country, nor do they display any eagerness to acquire knowledge about it. Their curriculum is market oriented. To them social well-being, reservations, providing incentive to promising students, ensuring admission to handicapped yet talented students and Indian values of life are secondary to them and therefore ignorable. These foreign institutions may pursue different criteria, one for India and another for their own country. The object of the foreign institutions appear to be more business oriented than qualitative,

Under the emerging situation it is but quite natural for Indian educationists to be worried. It is therefore necessary for these foreign universities to be under the control of Indian educationists. Just like the central universities in India these universities be also controlled by Indian rules and regulatory institutions here. Indians should be included compulsorily in academic and administrative bodies. In addition to technical education and business management, social sciences and humanities and Indian languages be included in their curriculum. The fees charged by the foreign universities be decided upon by the Government of India and the regulatory institutions. In its curriculum the subjects taught for years by the established universities in India, for example - philosophy, Sanskrit, music, arts, yoga, comparative religion must be included. Before entering India these universities must compulsorily undergo tough scrutiny and only those educational institutions be allowed entry which are included in the list of 200 best universities of the world. If these points are not taken into consideration, the entry of foreign universities would in itself be akin to striking with the axe at our own feet. The need of the hour is to adopt necessary steps to stop the entry of suspect foreign universities into India.

The Mahasabha of this conference of Akhil Bhartiya Rashtreeya Saikshik Mahasahgh urges the government of India to set up a committee of Indian educationists to regulate its physical infrastructure, curriculum, admission fees, location and compulsory scrutiny and in every such committee eligible and influential educationists must be included.

If, according to the bill, foreign educational institutions, after entering India function like those foreign institutions which have already entered India, the people of the country will not accept them. If action is not taken as suggested in this resolution, ABRSM will be compelled to resort to movement against foreign educational institutions. □

Resolution No. - 3

Autonomous Regulatory Commission in Education Necessary

The wide spread extension and expansion of education as compared to past, Right to Education and efforts to create an educated society has resulted in great expansion in number of schools, colleges and universities. The efforts of the Central and State Governments in limiting its role in education and encouraging private enterprise to take up this responsibility has led to commercialization of education.

The encouragement given to private educational Institutions by the Central and State Governments has opened the flood gate for establishing private educational Institutions. Taking advantage of the weak administrative system and rules innumerable universities and colleges have mushroomed. They have not only disappointed the students, guardians and educationists but also raised a question mark on the relevance of entire higher education. In the same way a network of private schools at primary and secondary levels have also been spread. In these schools education means only giving information and teaching the use of the English language and thus has been misleading the guardians through glossy advertisements.

The private educational institutions, instead of working with purpose of selfless service, purity, dissemination of knowl-

edge and preservation of Bharatiya values, are working in the field of education with commercial purpose so that by investing a small amount they can earn both money and respect. For them education, rather than being a medium of attaining intellectual excellence, and enriching and preserving Indian Philosophy and values of life, is an instrument of amassing wealth. This education system has not only widened the fissure between the rich and poor but has also made a large section of the society a victim of inferiority complex.

Since the attainment of independence setting up of educational institutions, their administration, fee structure, decision on the curriculum, evaluation system, selecting the faculty and pay scales has been controlled by the Central and State Governments and they have been taking decisions according to their vested interests. On the other hand in the institution run by the private sector it has the sole right to make its own arrangement free from government control. Decision on the curriculum, service conditions of teacher and fees to be taken depend totally on the whims of the management and are full of irregularities. Unfortunately, both the government and the present regulatory institutions have miserably failed to control the activities of these private institutions.

Under the circumstances it is the considered opinion of Mahasabha of this National conference that to save education from doom Autonomous Regulatory Commission by both the Central and State Governments be set up which can regulate the total education system and can guide them from time to time. They should ensure that the system of evaluation and scrutiny runs properly. They should also start a procedure to punish those Institutions holding out false assurances and temptations. Creating such a system immediately is the need of the hour, otherwise inordinate delay will turn the whole education system in India extremely harmful to the interest of the Nation.□

Resolution No. - 4

Check on Corruption and bring back black money

The whole of India has been severely convulsed in the preceding years by revelation of unprecedented scams in various fields. On the one hand all pervading corruption has created doubts in peoples' mind on the social set-up in the country. On the other hand people have lost confidence in its politicians and political system, endangering democracy in the country. Before embarking on any noble work and carried to its logical conclusion many doubts crop up in mind. Among them the first is how shall we encounter corruption and fight with it. Technological development, growing education, development in the level of health standards have led the youth of the country to feel self respected and they are full of energy. This youth class can give a new direction to the country's development. But in the meantime revelation of a series of scams and large scale corruption has created a feeling of helplessness and distrust among this class of youth and caused great anguish in them. In a very systematic manner these corrupt people have denigrated the prestigious institutions and tried to abolish their very existence.

The country has created many institutions like Central Vigilance Commission and CBI to control and eradicate corruption. But all such institutions working under Central and State Governments have been affected by excessive interference which has created a question mark on their credibility. The laws for enquiring into corruption are lax and weak. Although these institutions are independent in working but they lack proper resources and also freedom to carry out their duties.

In the last five decades there has been a huge and illegal outflow of capital from India to foreign banks. Our country has not entered into International treaties which can enable us to bring back this capital to India. For bringing this illegally deposited Indian wealth we have to follow a definite process and observe international laws and treaties to prosecute and bring back the accused to our country. The Indian Government till date has not taken effective and active initiatives to bring back this money to India. The condition has reached such a state that according to one report Rs. 240 crores are being taken to other countries illegally from India at every 24 hours. Indian economy cannot bear this pressure of outgoing black money for a long time. The growing number of suicide due to hunger and poverty is continuing in the country.

There is an urgent need of new initiatives and effective laws to combat graft charges and black money. The enactment of laws of Jan Lokpal is in jeopardy. Government wants to create an ineffective institution of Jan Lokpal which will exist only in name but will go the way of all other institutions created for fighting corruption. There is an urgent need to create a transparent, effective, independent and impartial Jana Lokpal. There should be provision to enquire and confiscate the money obtained through corrupt means. There should be a provisions to penalize the corrupt people and all the laws and rules about corruption should be disseminated and advertised at a wide level by the Government.

We need such provisions and efforts at Government level which can keep a check on the nexus among real estate developers, politicians, bureaucrats, Government and private companies, NGOs and foreign corrupt institutions. The unholy alliance of all these has developed such a strong barrier which cannot be easily pierced.

Along with Government the private sector is also a great den of corruption. The laws relating to tax evasion are not working effectively to this date. NGOs meant for social service and philanthropic works have become source of looting public

money. Corruption in trusts, misuse of money and lack of security of anticorruption witness are on the increase and the commercial establishments are ignoring Government rules. It is a great wonder that we have a large number of anti-corruption people but rarely we find a complainant of high integrity .

The Mahasabha of ABRSM demands a strong Jana Lokapal bill and effective arrangements to bring back illegally amassed black money to the country which may be spent on development, promotion of education and other public welfare works. □

Resolution No. - 5

Problems of Teacher be Solved Immediately

Great changes have taken place in education system in recent years. The education is becoming more dependent on private sector rather than government. These changes have affected economic condition, service condition, nature of appointment and system. Due to these changes teachers who were the main instrument of human building and change , have been converted to merely bread and butter earner. The Primary, Secondary, College and University teachers have been tormented by several basic problems. The Mahasabha of ABRSM express great concern and regret neglect and indifferent attitude of Central and state Governments and demand immediate solution of these problems.

Present day education system requires urgent restructuring. The restructured education system should be such that incorporate the values of Indian life, Sanskars, national identity, ignite national pride, human and character building and a means to creation of new knowledge. It needs constitution of an independent and impartial education commission of education-ist to prepared a draft curriculum and education policy which incorporates ancient and newer dimentions of education and should be Indian in true sense.

Keeping the potential of education expansion in view, there is a need of more and more financial resources for creating basic infrastructure and whole education system. For this it is essential that Central Government should spend at least 15% of its gross income on education. The execution of this plan should be transparent and should ensure participation of teachers' representatives.

The Central and State Government are gradually withdrawing from the responsibility of education in the name of financial stringency. Thus temporary arrangements like Vidyarthi Mitra, Para teachers, Contract teachers, Guest teachers, Prabodhak, Shiksha Mitra, are getting prevalent in place of regular, permanent and duly selected teachers in schools, colleges and universities. Teachers are not only depressed for nominal pay and meager facilities but unable to work with fullest capacity. It is causing incalculable loss to education and weakening the very foundation of learning of future generation. We demand that not only the teacher-student ratio be corrected but duly selected regular and permanent teachers be appointed in Schools', Colleges and Universities .

Central Government implemented the recommendation of 6th Pay Commission and on the bases of which these were also implemented in the form of UGC pay scales for college and university teachers. Several States have failed to implement these recommendations in the name of constraints of financial resources and deprived its teachers from these scales and benefits. These scales and other benefits be implemented uniformly in the whole country wef 1st January 2006 The States be directed to remove anomalies of pay scale and other benefits. We demand a special financial package to States for removing the anomalies.

States have different age of retirement for school, college and university teachers. It is 60 years in Rajasthan, 55 in Kerala, 62 in UP and 65 years in Central universities and other institutions. For making education career attractive and helping educational institutions to combat these anomalous situation it is essential to have a uniform age of retirement. The retirement age of teachers in the whole country be 65 years which will also be in fitness of rising average expectancy of life in the country.

The Right to Free and Compulsory Education Act provides a ban on teachers performing non-educational duties. In spite of these provisions State Governments are engaging teachers for census, counting cattle heads, economic data collection, relief works, Mahanarega, mid-day meal programs, pulse-polio and such other works. The participation in non-educational work impedes the basic function of teaching by teachers. Thus the availability of teachers is lesser in number than required, function of teaching becomes more difficult and challenging. For maintaining the dignity of teachers and providing quality education the teachers should be freed from non-educational duties and should only be engaged in the essential works of national importance like census, election duty and assign them duties according to their status and pay scales.

New pension scheme implemented from 1st January 2004 is against the basic concept of employees' welfare. The pre 1st January 2004 pension scheme be revived and extend to all school, college and university teachers.

The Mahasabha of the 5th National Conference of ABRSM demands immediate steps by the Central and State Govts to resolve their problems urgently and not compelling the teachers organization to resort to agitational measures. □