



राष्ट्र के हित में शिक्षा

• शिक्षा के हित में शिक्षक

• शिक्षक के हित में समाज

अखिल भारतीय राष्ट्रीय शैक्षिक महासंघ

General Body Meeting

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Resolution - 1

Digital Society and Human Values in the Era of AI

ABRSM recognises that Artificial Intelligence (AI) has emerged as one of the most transformative forces of the 21st century. Its applications now extend across healthcare, education, governance, industry, communication and creative expression, making it a significant contributor to economic growth. Its capacity to analyse vast volumes of data, enhance efficiency and support innovation has made it an indispensable instrument of national development and global engagement.

The General Body of ABRSM is concerned that the rapid expansion of AI also poses challenges: job displacement, ethical concerns such as data privacy and algorithmic bias, deepfakes, and increasing digital surveillance threaten to widen inequalities and weaken social trust. Moreover, the concentration of AI capabilities within a small number of large corporations and technologically advanced nations threatens to deepen disparities. These concerns compel humanity to reflect on the kind of society we wish to build, as AI is poised to become an ecosystem that influences behaviour, decision-making and even moral frameworks.

ABRSM believes that Bharat, as one of the world's largest users of digital platforms, is also poised to confront the challenges of the AI era sooner and more intensely. While rapid digitisation has made individual lives more transparent and accessible, it has also heightened personal vulnerability. In such an environment, secrecy and privacy become the first casualties. This issue requires urgent attention and a broad-based consensus shaped by intellectual, ethical and policy-oriented dialogue.

At the same time, the world has begun to look towards Bharat with renewed hope, as many global actors have expressed confidence in its guiding philosophy of 'Vasudhaiva Kutumbakam'. The belief that Bharat can offer solutions to emerging global challenges posed by widespread digitisation and artificial intelligence is rooted in the enduring strength of its civilisation, which has survived and thrived for thousands of years. This resilience stems from its worldview that regards society as a living, organic entity.

ABRSM is firm in its view that the principle of Integral Humanism, which has guided Bharat's civilizational journey, remains a key source of strength. As the AI-driven world becomes more mechanistic and efficiency-oriented, Integral Humanism brings the focus back to the central question: how can technological progress serve human flourishing? Its emphasis on harmony — between the material and the spiritual, the individual and the collective, and progress and sustainability — offers a profound framework for examining the ethical and social dilemmas of the present era. Many now believe this holistic philosophy is well positioned to offer meaningful responses to the challenges humanity faces amid the expanding influence of AI.

ABRSM opines that AI cannot be judged by efficiency alone, for every decision it makes is an act of judgement, and judgement is never free of values. Five values must guide AI wherever it reaches: human dignity, privacy and autonomy, truth and trust, fairness and inclusion, and accountability.

The General Body of ABRSM appeals to every section of society to engage in honest, sustained dialogue, ensuring that AI's growth in Bharat remains aligned with human dignity and social well-being. This responsibility begins closest to home, in the classroom and the family. Teachers are expected, in keeping with the guru-parampara, to remain as guides of character and to use AI thoughtfully without surrendering their own judgement. Students are expected to think independently, choose honesty over shortcuts and become creators of AI, not merely its consumers. Families, government, industry and media are looked to for guiding children's digital lives, reaching rural and poor communities, building with privacy by design, and protecting truth.

The General Body of ABRSM emphasises that AI may remain a tool that assist human judgment without replacing human conscience. Affirming Integral Humanism as the ideal ethical framework for the AI era, the body resolves to use its national network to raise awareness of AI risks and ethical use among teachers, students, and families.

Furthermore, ABRSM appeals to policymakers, educational institutions, industry, and civil society to keep human dignity, privacy, fairness, and accountability at the centre of all AI decisions. Because no single group can shoulder this responsibility alone, everyone must navigate the road ahead carefully and together. ABRSM reiterates that Bharat need not look elsewhere for an answer. While the world asks how AI can be made more powerful, Bharat asks how it can be made more human.



Resolution - 2

Comprehensive Reforms on Public Examination

General Body of ABRSM, strongly feels that there is a need for a **credible and robust public examination system**. A credible public examination system is fundamental to maintaining merit, fairness, and public confidence in the education system. The objective should not merely be to prevent question-paper leakage or malpractice, but to establish an examination and assessment ecosystem that is secure, valid, reliable, fair, transparent, accountable, accessible, and responsive to the needs of students and the changing requirements of education and employment.

ABRSM, in its General Body Meeting, is of the opinion that public examination reform should begin with a fundamental shift from an examination-security-centric approach to a broader **Assessment Integrity** approach. Preventing question-paper leaks, impersonation, cheating, and unauthorised access is indispensable; however, security alone cannot guarantee the quality and effectiveness of an assessment. Every major public examination should periodically review its purpose, learning outcomes, assessment methodology, validity, reliability, fairness, and fitness for purpose, ensuring that each examination measures what it claims to measure and that its results are sufficiently valid and reliable to support high-stakes academic and professional decisions.

The General Body of ABRSM resolves that India should gradually reduce excessive dependence on a single high-stakes examination on a single day and strengthen alignment among school, board, entrance, and higher education through understanding, reasoning, problem-solving, application, and competency rather than memorisation. NCERT, PARAKH, NTA, State Boards, and universities should develop common standards for validity, reliability, fairness, transparency, and accountability, while allowing assessment methods suited to different objectives. Where appropriate, multiple opportunities, improvement windows, two-stage or multi-stage systems, and On-Demand Examination Windows may be piloted using secure, validated question banks, supported by stakeholder consultation and independent psychometric evaluation. The long-term objective should be **“One Student, Multiple Validated Assessments and One National Merit Framework.”**

General Body of ABRSM, strongly believes that a secure and scientifically developed **National Question Bank** should become the foundation of major public examinations. Questions should be sourced from a geographically diverse pool of experienced and academically credible subject experts from Central and State Universities, IITs, NITs, government colleges, and other appropriate institutions, with periodic rotation. Each question should be mapped to the syllabus, learning outcomes, competencies, cognitive level, difficulty level, and language, and undergo **academic, technical, and psychometric validation**. The question bank should maintain a record of question usage and, wherever appropriate, ensure traceability to authentic academic or official sources. Question setting should involve **multiple independent expert panels and moderation**. AI may be used as an assistive tool for question selection, syllabus coverage, difficulty balancing, duplication detection, and language analysis; however, **final academic validation and approval must remain with qualified human experts**.

General Body of ABRSM believes that **question-paper security must cover the entire lifecycle**, from question creation and moderation to encryption, storage, transmission, printing, examination, and post-examination custody. No individual or agency should have unilateral control over the complete confidential chain. The functions of question creation, review, validation, final approval, and release should be separated through a formal **Separation of Duties** mechanism, supported by multi-person authentication and need-based access. Confidential personnel should be protected through robust confidentiality protocols, controlled devices and communications, and periodic rotation. Encrypted digital transmission followed by time-locked decryption and secure printing at authorised centres may be progressively adopted.

General Body of ABRSM is of the strong opinion that NTA and other major examination authorities should be strengthened as professionally managed, academically led, and operationally independent

institutions with appropriate checks and balances. Examination conduct, evaluation, grievance redressal, and policy functions should have adequate functional separation to minimise conflicts of interest. Sensitive responsibilities should be handled by trained and professionally vetted personnel, with appropriate **tenure, rotation, and cooling-off arrangements**. Regional and zonal offices should have adequate technical, administrative, security, and grievance-redressal capacity. External examination agencies and technology vendors should be subject to periodic performance and security reviews, independent audits, cybersecurity standards, incident-reporting requirements, and contractual accountability.

General Body of ABRSM strongly reiterates that for major national examinations, an **independent Examination Security Authority/Directorate** may be established to oversee examination security, cybersecurity, intelligence, risk assessment, security audits, and coordination during major incidents. A specialised examination-intelligence and fraud-detection mechanism should identify organised malpractice, impersonation, cyber threats, unusual examination patterns, and other systemic risks. Security measures should be **risk-based**, supported by periodic and surprise audits, with enhanced safeguards at high-risk centres. The focus should be on **prevention, early detection, rapid response, and clear accountability**.

General Body of ABRSM believes that the Government must proactively work towards building a **National Examination Technology Architecture**. Technology should enhance, not merely monitor, examinations by improving quality, reliability, accessibility, flexibility, and transparency. **Computer Based Testing (CBT) should be adopted wherever feasible**, while secure offline options should remain available for geographically difficult and infrastructure-deficient areas. Biometric authentication, CCTV, secure networking, digital attendance, scanning, and on-screen evaluation should be deployed according to the **nature and risk profile** of each examination. **Computer Adaptive Testing (CAT)** may be introduced on a pilot basis using a large, validated question bank, subject to rigorous psychometric, language, accessibility, cybersecurity, and independent evaluation.

General Body of ABRSM emphasises that **evaluation should minimise human error, bias, and unauthorised alteration**. Anonymised or automated evaluation should be used wherever academically appropriate, supported by statistical quality checks and targeted second evaluation in defined borderline cases. Where multiple sessions or question-paper versions are used, **normalisation and equating must be scientifically validated and transparent**, with the methodology published in advance and independently audited. Candidates should, wherever applicable, have secure access to their responses, question-paper version, answer key, marks, and relevant normalisation details. The entire evaluation and result-generation process should maintain a **tamper-evident digital audit trail**.

General Body of ABRSM believes that it is **high time to establish a transparent, time-bound, and independent examination grievance mechanism**. A unified digital portal should provide a unique complaint number, defined timelines, status tracking, escalation mechanisms, and multilingual support. An **independent Examination Ombudsman/Grievance Authority** should be established so that appeals are not decided solely by those responsible for the original decision. The mechanism should address incorrect or ambiguous questions, answer keys, technical failures, examination-centre problems, malpractice allegations, accessibility, result delays, revaluation, and procedural irregularities, with **independent and reasoned decisions**.

General Body of ABRSM strongly insists on a **predictable and student-centred examination system**. A National Examination Calendar should coordinate major national, State, board, university, and entrance examinations to minimise clashes and compressed schedules. Key examination details should be announced well in advance, with retrospective changes avoided. Examination processes should protect the academic calendar through **efficient scheduling, timely evaluation, and faster declaration of results**. The examination experience should be simple, accessible, and respectful, with unnecessary waiting and procedural difficulties minimised. Where appropriate, multiple examination opportunities and scientifically validated models such as **Best-of-Two or Average-of-Two** may be considered.

General Body of ABRSM strongly insists that the Government develop a **National Public Examination Centre Network** using suitable public institutions such as IITs, NITs, AIIMS, Central and State

Universities, with expansion to district and, where feasible, tehsil-level centres. All centres should meet national standards for **security, infrastructure, connectivity, cybersecurity, accessibility, and trained personnel**, with centres located as close as reasonably possible to candidates, especially in rural, tribal, and remote areas. Examination systems should ensure **full accessibility and inclusion**, including appropriate facilities for persons with disabilities and validated examination materials in Indian languages, while safeguarding security and candidate dignity.

General Body of ABRSM believes that every major examination should have an **Examination Accountability Matrix** defining responsibility, verification, audit, and accountability, supported by a complete digital audit trail. A **Disaster Recovery and Incident Response Protocol** should address paper leaks, cyberattacks, system failures, natural disasters, malpractice, and other emergencies, with clear provisions for continuation, postponement, cancellation, or re-examination. **System failure must not automatically become a student penalty**. Question-paper leakage should attract **zero tolerance**, with immediate containment, independent investigation, accountability, and appropriate legal action. Affected students should receive fair remedial opportunities without academic disadvantage. Candidates should have appropriate access to their examination data, while anonymised aggregate data should be available for public scrutiny. **Whistle-blower protection, annual examination integrity reporting, and candidate feedback** should form part of a continuous improvement framework.

General Body of ABRSM believes that the State should strengthen **free or affordable public examination preparation** through official mock tests, question banks, CBT practice facilities, sample papers, regional-language resources, MOOCs, and other open educational resources, thereby reducing dependence on costly coaching. The coaching sector should be subject to an appropriate **regulatory framework** covering registration, advertising and success claims, and misuse of confidential examination information. Potential **conflicts of interest** involving coaching institutions, examination agencies, officials, and question setters should be systematically monitored.

General Body of ABRSM strongly insists that **teachers and academic experts should be institutional partners in assessment reform**, participating in its design, implementation, and evaluation. National programmes should strengthen teacher capacity in competency-based assessment, question construction, psychometrics, digital assessment, and responsible use of AI, while involving experts from diverse regions and institutions in policy, item development, moderation, and independent review. Assessment should increasingly support **feedback, remediation, and reassessment**, rather than functioning only as a mechanism of selection. Student and parent counselling, career guidance, and awareness of diverse educational and professional pathways should also be strengthened.

ABRSM, as a nationwide educational organisation, strongly believes that **examination reform must be accompanied by adequate educational capacity** to address excessive competition for limited opportunities. In sectors such as medical education, expansion of colleges and seats should ensure adequate **faculty, teaching hospitals, clinical exposure, infrastructure, and regulatory quality standards**. Quality-controlled expansion of educational capacity can help reduce structural scarcity and excessive dependence on a single high-stakes entrance examination.



Resolution - 3

Timely Resolution of Key Issues Affecting Education and Teachers

Several important issues concerning education and teachers have remained unresolved for a considerable period, reflecting delays in decision-making and inadequate policy attention. The General Body of the Akhil Bharatiya Rashtriya Shaikshik Mahasangh (ABRSM) urges the Central and State Governments to adopt a sensitive and responsive approach and resolve the following long-pending issues on a priority basis without any further delay -

1. A comprehensive nationwide review should be undertaken to assess the implementation of the National Education Policy (NEP) 2020, including its progress, ground-level realities, outcomes and challenges encountered during the five years since its adoption.
2. The recent decision of the Honorable Supreme Court on 29 May 2026 regarding the Teacher Eligibility Test (TET) has adversely affected millions of teachers and their families. The General Body strongly demands an immediate solution to protect the service condition and promotion of school teachers appointed before 2010.
3. Permanent and regular appointment of teachers and on all other vacant posts in the education sector should be ensured at all levels all over the country and adhoc appointments should be discontinued.
4. Ensuring timely and uniform implementation of the 8th Pay Commission and simultaneous implementation of the pay commission by the States.
5. The old pension scheme before 1 January 2004 should be restored for all teachers.
6. The retirement age of teachers of all levels should be uniformly 65 years across the country.
7. Systematic and regular arrangements should be made for the training of teachers at all levels.
8. Time-bound benefits of career advancement scheme to the teachers of higher education should be ensured.
9. The 2025 draft regulation of UGC must be modified/ withdrawn as per the representation submitted by ABRSM to UGC.
10. Serving teachers should be exempted from Ph.D. course work or there should be paid leave / online arrangement for course work.
11. The treasury system for payment of aided educational institutions should be ensured.
12. The teachers of schools and higher education should be provided with free Health Care facilities for their proper medical treatment and its proper implementation be ensured.
13. UGC Regulation 2018 should be implemented uniformly throughout the country and anomalies in the regulation should be removed by making the report of the Anomaly Redressal Committee public.
14. A parity in the service conditions of librarians, physical education teachers and such other equal services be maintained along with that of teachers.
15. Teachers should be enabled to focus primarily on their core academic responsibilities. They should be relieved of administrative and implementation-related responsibilities like Mid-Day meal, so that their time and efforts can be devoted to teaching and student development.
16. The Central Government and the State Governments should ensure that 10% and 30% of their budget respectively is spent on education so that an adequate number of teachers can be provided along with other basic facilities like books, buildings, playgrounds etc.
17. Educational autonomy and teachers dignity should be strengthened across the country, with meaningful participation of teachers and academic professionals in decisions concerning education. Unwarranted political and administrative interference in academic and educational

matters should be safeguarded towards academic integrity, professional Autonomy and maintaining quality of education.

18. The provisions of the Right to Free and Compulsory Education should be made consistent and practical and necessary resources and facilities should be provided to ensure their compliance.
19. Ensure Effective Regulation of the Privatization of Education & stop its Commercialization.
20. The tenure of the college principal should not be limited to 5 years and should be extended till retirement.
21. A balanced and adequate teacher–student ratio should be ensured across all educational institutions to maintain the quality and effectiveness of teaching and learning. In primary schools, there should be at least one teacher for each class, while at the upper-primary and secondary levels, adequate subject-specific teachers should be provided. In higher education, the teacher–student ratio prescribed under applicable UGC regulations and the National Education Policy (NEP) 2020 should be effectively implemented and regularly monitored.
22. Effective arrangements should be made for the proper regulation of appointments, minimum salaries and service conditions for the safety of teachers in self-financing educational institutions.
23. Service benefits for teachers in State education institutions, including Leave Travel Concession (LTC), medical facilities, and financial support for travel related to research, academic conferences, and paper presentations, should be provided at par with the corresponding norms and entitlements applicable to Central Government teachers.
24. The National Assessment and Accreditation Council (NAAC) introduced a two-tier system of assessment and accreditation in early 2025. The implementation of the new framework and the commencement of regular institutional assessments has been pending resulting into a large number of institutions awaiting assessment re-accreditation for a considerable period, creating uncertainty and adversely affecting institutional planning, academic development and quality-improvement initiatives. There should be an immediate commencement of assessment and accreditation of Higher Education Institutions to expedite and complete the long pending assessment of the institutions in a time bound manner for continuance of qualitative assessment.
25. General Body calls to strengthen and promote research at State and national level through adequate, sustained and accessible funding mechanisms, including Major and Minor Research Projects, addressing national and regional priorities.
26. The existing system of research and academic evaluation in higher education is largely dependent on Western-centric parameters, particularly Scopus-based publication and citation metrics. There is an urgent need to develop a Bharat-based, transparent and academically credible Research and Academic Evaluation Framework inclusive of science technological research, languages and literature, humanities, social sciences, Indian knowledge systems, interdisciplinary research, field-based studies, regional and community-oriented research, patents, innovations, books and scholarly contributions.
27. Expedite the establishment and operationalization of the Viksit Bharat Shiksha Adhishthan (VBSA) in a time bound manner, ensuring that its institutional framework reflects inclusive and broad based representation of all relevant stakeholders. The four verticals under the VBSA should enjoy appropriate functional and academic autonomy, with clearly defined mandates and safeguards against undue interference, while remaining accountable to the overarching objectives of the VBSA and the national education framework.

