

*Published Biannually***By National Educationist Council****EDITORIAL**

India and America lie 180° apart, in terms of geographical location, culture, thinking, philosophy and education. In spite of both, being democratic country, the form of democracy has marked differences. Former is a developing country and the latter a more developed, rather dabaang super power of the world. Considering our circumstances America should not be taken as a role model for Indian development, instead, our development should be rooted deep into our soil and based on Indian philosophy of life as life philosophy of a nation and quality of its human resource capital (i.e. education) holds the key to nation's development. Education, be it primary, secondary, higher, professional, technical or management, makes human resource both skillful and capable of utilizing the national resources to maximum that ultimately ensures development of the nation. Indian official human resource statistics paints a bleak picture, with literacy rate below 70%, with less than 10% having access to higher education. Moreover, the quality of the education of Indian schools, colleges and universities can be gauged by the fact that it has not a single world class centre of learning, with exception to IIT's and IIM's. To become a superpower in 2020, as per Ex-President A.P.J. Abdul Kalam's vision, Indian needs a super class education policy and its implementation at all levels.

Ministry of Human Resource Development under the able leadership of Honorable Minister Mr. Kapil Sibbal is doing remarkable job to transform the national education policy by introduction of much needed, much awaited Right to Education act., common admission test for medical and engineering and continuous and comprehensive evaluation in primary and secondary schools. Most of the steps taken are legendary, yet, a few contradict our philosophy and progress. One such being the elimination of public examinations up to VIII standard, another being replacing class X board examination by school examination and a similar proposal towards class XII examinations as well. Examinations are useful tool, rather volatile tool of quality control, therefore, should be handled with utmost care and respect. This useful tool helps in setting our national education quality benchmarks and provides us with necessary education health check of our upcoming generation. One cannot think of quality education in absence of examination or by diluting its effectiveness. Government policy that no student from I to VIII standard shall be declared fail in future would certainly dilute the power of examination and in turn the quality of education. Even in our ancient vedic education system some students had to remain in the gurukul longer than the others, based on their differential knowledge assimilation power. HRD ministry logic behind examination abolition is fundamentally flawed and awkwardly ridiculous. It dwindles around the fact that excess pressure on student leads to depression and anxiety, which in some might lead to suicides. They believe that by abolishing traditional examination system the selected few young individuals who are unable to effectively handle pressure would eventually be saved in long run. This decision of HRD ministry seems fundamentally flawed rather childish. Every year many farmers end their lives due to crop failure. Can government ban farming? No certainly not. It deals with them differently. It takes measures like waving off their loans and providing them with fresh loan and subsidies, besides boosting their moral by lifting up the purchase price of the crop. Similarly everyday many people die in road accidents. Is a total ban on road transportation a solution to the problem, Rather policies are made to increase the safety levels in transportation.

It is the duty of the government, especially of human resource development ministry, to make examination student friendly, instead of abolishing them. A more wise and mature step would be to take effective steps to increase the pressure handling capacity of the students and train them to take examinations as challenges, not as something that has to be feared.

Recently US president Obama warned his students to study science and maths like Indian students to maintain their nation's superpower status. Indian government that advocates and adopts American model of education and examination should take a look at their stance with some fresh light. Should we repeat the American education policy blunder by eliminating our well established and proven primary and secondary level of examination system? We should not take unidirectional approach and lose track of our bigger picture of national progress for which we might pay a heavy price in future.
