



COMMISSION ON REFORMS IN THE EDUCATION SYSTEM OF INDIA

Structural & Institutional Reforms to the
Education System of India

Background Guide

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Introduction to Ad Hoc Commission

What is an Ad Hoc Commission?

The phrase ad hoc, is Latin, meaning “for this”. In English, it generally signifies a solution designed for a specific problem or task, non-generalizable, and not intended to be able to be adapted to other purposes. In India, commissions are constituted by the Government either in ad hoc or permanent basis, to guide, advice or provide solutions to various issues.

Procedure of the Commission

Delegates with a basic understanding of MUN Rules of Procedure (in terms of General Speakers Lists, Motions, Points, and Yields) will be able to comfortably handle the procedure of the Ad Hoc Commission. All basic rules will apply, as is given in your delegate handbook. In addition to this there will be a special provision to give Official Statements:

- Given that the members of committee will be representing individuals, delegates will be permitted to make "Official Statements" if they believe their own personal character/character of an institution they represents needs defending under special circumstances, such as crises.
- Permission to make such a speech may be obtained from the Executive Board. This can be done either by directly approaching the EB, or through a note. After the delegate has made their requirements known, the decision to allow such a statement will be at the discretion of the EB.

The Ad Hoc Commission is expected to develop a series of recommendations, and come up with a report with a format similar to a United Nations Resolution. An example of the same can be found in your delegate handbook. As for your research, you will not be bound by the rigidity that delegates of other committees face. As commissioners, you will have more freedom, however, this does not mean that you may use any site you wish to. Please ensure that your sources have some amount of credibility, for if you make a statement in committee you will have to provide *credible documents to substantiate your facts*.

Agenda

Structural & Institutional Reforms to the Education System of India

Introduction:

The impact of education on the future of a country, especially one as young as India, cannot be overestimated. How India chooses to organize and administer its education system both in rural and urban areas is now of paramount importance. As part of this commission, you will be required to prioritize issues that you believe are most relevant to a long-term policy that will shape the destiny of the economy and fabric of the nation.

These issues are also separate from the mania of coaching classes and the university entrance frenzy that wreaks havoc on the lives of students from the tenth grade upwards. We cannot then ignore the fact that some Indian students are privileged enough to be able to afford to study under the International Baccalaureate at schools apparently overflowing with money.

As members of this commission will be aware, the current HRD Minister has promised that his draft of a new national education policy will be released within a month. Measures he has suggested include reducing the syllabus by half, and introducing new subjects on 'ancient Indian science'.

The country needs a stable policy of education and evaluation that does not come saddled with the controversies and U-turns that exam boards have had to face in the last few years.

Right to Education Act:

The Right to Education Act was enacted on the 4th of August 2009. It was meant to ensure that all children had access to free and compulsory education up to Class 8.

The Act has primarily been criticized for its lack of effectiveness and the discouraging pace of changes to the lives of people. Proponents of the Act have however attributed its results to poor implementation on the ground. For one, the Act needs an enforceable redress mechanism at the local level, rather than the sparsely-known and existing one present on the national level.

The Act also does not address the issue of the quality of education and teacher training. The Commission will be expected to draw on other countries with progressive education systems that are also of significantly high quality.

Some opponents have criticized the Act for having been unclear in provisions regarding implementation and enforcement on the ground, such as distance clauses, etc.

The Act makes a very controversial provision for 25% of seats to be freely awarded to children from disadvantaged groups and communities; many critics wonder if there are better ways to ensure that high-quality education is available to children from all socio-economic backgrounds.

The commission is expected to evaluate the effectiveness of the RTE Act and suggest reforms to the Act.

Teacher Development and Management:

Pre-service teacher training programs run in a fragmented system of 18000+ teacher education institutions, which has around 13 lakh seats. The vast majority of this capacity is of extremely poor quality. The quality of teacher preparation can be gauged by an abysmal low pass-percentage in Teacher Eligibility Test, which is a test that every new teacher needs to take.

In addition to the problem of teacher preparation, we need to address challenges in continuous professional development teachers in our school system. Teacher professional development is almost non-existent in the unaided private schools

A uniform assessment system:

The Central Board of Secondary Education (CBSE) vide its Advisory No. 39 dated 20.9.2009 introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the CBSE.

CCE refers to Continuous & Comprehensive Evaluation, a system of school based assessment that covers all aspects of a student's development. It was designed to reduce student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It attempts to shift

the focus from 'testing' to 'holistic learning' with the aim of producing young adults with well-developed personalities, in addition to valuable skills.

This system of education was introduced to tackle two major issues:-

1. The traditional system of education was said to focus only on final examinations and evaluate only the scholastic aspects of education.
2. It discriminated between students with a difference of a few marks for college admissions.

These problems were in addition to several other issues submitted by the then HRD Minister, Shri. Kapil Sibal.

However recently, the Central Board of Secondary Education has made it compulsory for students to attempt the class X board examinations from academic year 2017-18. This has made teachers reevaluate teaching methodology in classrooms in the upcoming years.

The HRD Ministry backed up their policy with evidence that consisted of testimonials from parents and teachers, and letters of complaint against the CCE pattern of examination.

University Entrance:

In a letter to Dr Manmohan Singh, his principal scientific advisor Prof. C.N.R. Rao criticized India for having 'an examination system and not an education system'. There are numerous entrance exams to India's universities in different states; the most notorious of which is the Joint Entrance Examination conducted by the IITs.

There are several problems to be dissected here, the most pressing of which is the issue of extravagantly expensive 'coaching classes' that India's rural and urban poor are unable to afford. If the exams continue to be designed such that an entirely different strain of education needs to be imparted to their aspirants, then they will continue to feed into the toxic system of coaching classes. The exams and the culture of supposed “nurturing” entrances are leading them to

effectively shut out bright minds from India's 'best' institutions, condemning them to be trapped in their family circumstances with no possibility of escape.

Regulation of Private Sector Education:

Private fee charging schools are a visibly ubiquitous phenomenon in urban and rural India. On the one hand they are in high public demand and growing in numbers, on the other, in public discourse their growth is often dubbed the 'mushrooming of teaching shops' and opposed.

One way for benchmarking private schools' fee is to ask: for what percentage of rural private school pupils is their actual monthly fee below the daily minimum wage of their state. Research suggests that one third or more of the private schools in Indian states are 'low fee' schools i.e. that educate the poorest children.

Despite sharing the word 'private' in their names, private unaided and private aided schools differ fundamentally in their modes of operation. Private aided schools are virtually like public schools in the way they are governed. Although nominally and de jure run by their private management boards, de facto they are heavily governed by the state.

Student activism and parent-vocalism have brought about little change but is essential for future improvement. How many of these queries will be addressed, and by when, is a question that needs to be defined and an expedited way to solve these issues needs to be created.

Vocational Training:

Vocational education or skill based education enables students to acquire skills which are traditionally non-academic and totally focused on a specific trade, occupation or vocation.

Vocational education consists of practical courses through which one gains skills and experience directly linked to a career in future. It enables students to learn skills valuable in the workplace, and therefore offers better employment opportunities.

The Vocational Training in India is imparted by mainly two types of bodies:

Public Industrial Training Institutes (ITIs)

Private owned Industrial Training Centers (ITCs)

Questions the commission will be expected to answer:

1. How can the RTE Act be made more effective in truly providing opportunities to the underprivileged, and getting children into school?
2. How can the education system guarantee all-round development?
3. How can we address the issue of the understaffing of schools and the quality of teachers?
4. How can the Indian system of university entrance be expanded to include the disadvantaged? How can these exams scientifically choose the best and the most logical minds amongst the lakhs of students appearing for them every year?
5. How can vocational training in India be improved such that unemployment reduces in India? How does this help in reducing other social contrasts in Indian society?

Useful Links:

<http://www.icbse.com/cce/introduction-cce-cbse-board-cce-guidelines>

[http://eduvisors.com/dwnld_assets/PDF/Eduvisors_Monograph_-
_Continuous_and_Comprehensive_Evaluation_ \(May2011\)1.pdf](http://eduvisors.com/dwnld_assets/PDF/Eduvisors_Monograph_-_Continuous_and_Comprehensive_Evaluation_(May2011)1.pdf)

[https://timesofindia.indiatimes.com/city/jaipur/Class-X-compulsory-board-exam-will-
eliminate-CCE-system-in-CBSE-schools/articleshow/56161463.cms \](https://timesofindia.indiatimes.com/city/jaipur/Class-X-compulsory-board-exam-will-eliminate-CCE-system-in-CBSE-schools/articleshow/56161463.cms)

<http://www.csae.ox.ac.uk/materials/papers/csae-wps-2017-04.pdf>

<http://centralsquarefoundation.org/investigating-challenges-teacher-development/>

P.S. You will have to research on topics beyond the above mentioned, across various other websites as well. These are just for your quick reference. ALLTHE BEST!!