





**CMIS GLOBAL VOICES MUN**

# **LOK SABHA**

## **STUDY GUIDE**

### **AGENDA**

**Reforming the Indian Education System  
to Prepare Students for the Future**

## STUDENTS FOR THE FUTURE

### MANDATE

The Lok Sabha, or House of the People, is the lower house of the Parliament of India and an essential institution of India's parliamentary democracy. Its members are directly elected by citizens and are responsible for representing their constituencies, debating national issues, making laws, scrutinising government policies and holding the executive accountable.

Under this agenda, the Lok Sabha will examine how India's education system can be reformed to prepare students for a rapidly changing future. The discussion will focus on the implementation of the National Education Policy (NEP) 2020, examination reform, skill-based education, artificial intelligence and technology in education, digital learning, financial literacy, career readiness, rural and urban education, and equal access to quality education. Delegates are expected to approach the agenda as Members of Parliament, considering both national priorities and the practical realities faced by students, teachers, schools, families and communities across India.

### INTRODUCTION

Education is one of the most important foundations of India's social and economic development. India's education system serves a vast and diverse population, ranging from students in metropolitan schools with access to

advanced technology to children in rural and remote areas who may face shortages of teachers, infrastructure and digital connectivity.

The nature of education is also changing rapidly. Artificial intelligence, automation, digital platforms and emerging industries are transforming the skills required in higher education and employment. As a result, students increasingly need more than traditional academic knowledge. Critical thinking, communication, creativity, problem-solving, financial literacy, digital literacy and practical skills are becoming increasingly important.

The National Education Policy 2020 provides a major framework for transforming India's education system. It promotes a more holistic and multidisciplinary approach, competency-based learning, vocational education, technology integration, flexibility in subject choices and reforms in assessment. However, implementing these reforms across India presents significant challenges. Differences between rural and urban schools, unequal access to technology, teacher shortages, examination pressure, affordability and varying levels of infrastructure can affect the ability of students to benefit equally from educational reforms.

The central question before the Lok Sabha is therefore:

How can India build an education system that gives every student the knowledge, skills and opportunities required to succeed in the future?

## KEY ISSUES

### 1. Implementation of NEP 2020

Implementing the National Education Policy 2020 effectively across different states and educational institutions.

Moving from rote memorisation towards conceptual and competency-based learning.

Promoting multidisciplinary education and flexibility in subject choices.

Strengthening foundational literacy and numeracy.

Expanding vocational education and practical learning.

Ensuring that reforms are implemented without creating excessive burdens on teachers or students.

### 2. Examination Reform

Excessive dependence on high-stakes examinations.

Academic pressure associated with board examinations and competitive examinations.

Need to evaluate understanding and application rather than memorisation alone.

Greater use of competency-based assessment.

Continuous and formative assessment.

Reducing unnecessary examination stress while maintaining academic

standards.

Exploring appropriate use of technology in assessment.

### 3. Skill-Based Education

Preparing students for employment and entrepreneurship.

Introducing practical skills alongside academic subjects.

Expanding vocational education and internships.

Developing communication, teamwork, leadership and problem-solving skills.

Connecting education with emerging sectors and industry requirements.

Giving vocational education equal dignity and recognition.

### 4. Artificial Intelligence and Technology in Education

Using AI as an educational tool while maintaining human oversight.

Teaching students responsible and ethical use of AI.

Preventing excessive dependence on AI for assignments and learning.

Addressing misinformation and inaccurate AI-generated content.

Protecting student data and privacy.

Training teachers to use emerging technologies effectively.

Ensuring technology complements teachers rather than unnecessarily replacing them.

### 5. Digital Learning

Expanding access to online educational resources.

Addressing the digital divide between students.

Improving internet connectivity and access to devices.

Supporting students who cannot afford smartphones, computers or high-speed internet.

Developing high-quality multilingual digital content.

Combining classroom teaching with digital resources rather than relying exclusively on online education.

## 6. Financial Literacy

Teaching students basic financial concepts before entering adulthood.

Understanding saving, budgeting, banking, taxation and responsible borrowing.

Introducing awareness about digital payments and financial fraud.

Teaching students about investments and financial decision-making at an age-appropriate level.

Preparing young people to manage their personal finances responsibly.

## 7. Career Readiness

Helping students understand different career pathways.

Providing career counselling in schools.

Connecting education with emerging employment opportunities.

Increasing awareness of vocational, technical and entrepreneurial careers.

Providing internships, mentorship and exposure to workplaces.

Helping students make informed choices rather than choosing careers solely because of social pressure.

## 8. Rural and Urban Education

Differences in infrastructure and teacher availability.

Unequal access to laboratories, libraries, computers and internet connectivity.

Difficulty attracting specialised teachers to remote areas.

Transportation and accessibility challenges.

Differences in educational opportunities between urban and rural students.

Need for locally appropriate solutions rather than assuming that one policy will work equally everywhere.

## 9. Equal Access to Education

Economic barriers affecting access to quality education.

Gender and social inequalities.

Challenges faced by students with disabilities.

Educational disadvantages affecting remote and underserved

communities.

Ensuring digital reforms do not create a new form of inequality.

Improving accessibility and affordability while maintaining educational quality.

## 10. Teacher Training and Wellbeing

Teachers are central to implementing educational reforms.

Need for continuous professional development.

Training teachers in digital tools, AI and competency-based education.

Reducing excessive administrative responsibilities.

Supporting teachers in rural and underserved schools.

Ensuring teachers are not expected to adopt new technologies without adequate training or infrastructure.

WHAT IMPACT DOES THIS TOPIC HAVE ON A STUDENT IF IT IS NOT RESOLVED?

Continued dependence on rote memorisation rather than understanding.

Increased academic and examination pressure.

Students graduating without sufficient practical or employability skills.

Difficulty adapting to AI and rapidly changing workplaces.

Poor financial decision-making due to limited financial literacy.

Students making career choices without adequate guidance.

Greater inequality between students with and without access to technology.

Rural students potentially falling further behind urban students.

Unequal opportunities for students from economically disadvantaged backgrounds.

Greater mismatch between education and the requirements of India's future workforce.

## HISTORY AND NATIONAL ACTION

### 1968 – First National Education Policy

India's first National Policy on Education was adopted in 1968, establishing broad national priorities for education and emphasising areas such as access, national integration and educational development.

### 1986 – National Policy on Education

A new National Policy on Education was introduced in 1986 and subsequently modified in 1992. It focused on expanding access to education, improving quality and addressing educational inequalities.

### 2009 – Right to Education Act

The Right of Children to Free and Compulsory Education Act, 2009 established a legal framework for free and compulsory education for children within the

specified age group and strengthened India's commitment to universal elementary education.

## 2020 – National Education Policy

The National Education Policy 2020 represented a major proposed transformation of India's education system.

Key areas include:

Foundational literacy and numeracy.

The 5+3+3+4 curricular structure.

Holistic and multidisciplinary learning.

Reduced emphasis on rote learning.

Competency-based assessment.

Greater flexibility in subject selection.

Vocational education and exposure to practical skills.

Use of technology in education.

Promotion of Indian languages.

Higher-education reforms.

Greater emphasis on research and innovation.

## 2020s – Expansion of Digital Education

The COVID-19 pandemic accelerated India's adoption of online and digital learning. Platforms and initiatives such as DIKSHA, SWAYAM, digital content

and other technology-based educational resources demonstrated the potential of digital education while also exposing the country's digital divide.

### Current Direction

India continues to work towards implementing different aspects of NEP 2020.

However, implementation requires coordination between the Union

Government, state governments, educational institutions, teachers, students and other stakeholders.

For the purposes of this MUN, delegates should distinguish between:

A policy being announced → a policy being implemented → a policy producing measurable results.

### KEY STAKEHOLDERS

#### 1. Members of Parliament

MPs are the primary participants in this committee. They represent constituencies and political positions and are expected to debate the agenda from their assigned parliamentary perspective.

Delegates should understand:

Their assigned MP.

Their political party.

Their constituency.

Their party's position on education.

Relevant statements or policies associated with their MP.

The interests and concerns of their constituents.

## 2. Union Government and Ministry of Education

The Union Government plays a major role in developing national education policy and coordinating programmes at the national level.

The Ministry of Education is a key stakeholder in implementing national educational reforms.

## 3. State Governments

Education involves substantial responsibilities at the state level. States differ considerably in their infrastructure, finances, population, languages and educational priorities.

Successful national reform therefore requires cooperation between the Union Government and state governments.

## 4. Teachers

Teachers are responsible for translating educational policies into classroom practice.

They are particularly important in:

Implementing competency-based learning.

Using technology.

Identifying students who need additional support.

Developing practical skills.

Reducing dependence on rote learning.

## 5. Students

Students are the primary beneficiaries of education policy.

Their experiences should be considered when discussing:

Examination pressure.

Digital learning.

Career counselling.

Skill development.

Mental wellbeing.

Accessibility.

Financial literacy.

## 6. Parents and Families

Parents influence educational choices, career decisions and access to private or supplementary education.

Education reforms must consider differences in family income, awareness, expectations and access to technology.

## 7. Educational Institutions

Government schools, private schools, colleges, universities, vocational institutions and training centres all play different roles in the education

system.

## 8. Industry and Employers

Businesses and industries can help identify the skills required in the future workforce.

Potential areas of cooperation include:

Internships.

Apprenticeships.

Skill training.

Career mentorship.

Industry-linked curricula.

Exposure to emerging technologies.

## 9. Technology Companies and Digital Platforms

Technology providers can support digital education, AI-based learning, educational content and online platforms.

However, issues of affordability, privacy, data security and unequal access must be considered.

## 10. Civil Society and Educational Experts

NGOs, researchers, education specialists and community organisations can provide evidence and help identify problems affecting underserved communities.

## LOK SABHA – QUESTIONS FOR DELEGATES

1. What is your assigned MP's position on NEP 2020?
2. What are the major education challenges in your MP's constituency?
3. How should NEP 2020 be implemented more effectively?
4. Should India reduce its dependence on high-stakes examinations?
5. How can examinations test skills rather than memorisation?
6. Should vocational education be introduced at an earlier stage?
7. What skills should every Indian student possess before leaving school?
8. How should schools prepare students for AI and automation?
9. Should AI tools be permitted for school assignments?
10. How can schools teach responsible AI use?
11. How can student data be protected when technology is used?
12. How can India close the digital divide?
13. How can students without personal devices access digital learning?
14. Should financial literacy become compulsory in schools?
15. How can schools improve career counselling?
16. How can India reduce the education gap between rural and urban areas?
17. How can disadvantaged students receive equal educational opportunities?
18. How can students with disabilities receive better access to education?

19. How should the Union Government cooperate with state governments?
20. How can teachers be trained without increasing their workload excessively?
21. How can industry participate in skill-based education?
22. How should the success of education reforms be measured?
23. How will your proposal be funded?
24. How will your proposal be implemented at the grassroots level?
25. What safeguards will prevent education reforms from increasing inequality?

#### SUGGESTED MODERATED CAUCUS TOPICS

1. Implementing NEP 2020 effectively across India
2. Reforming India's examination and assessment system
3. Integrating skill-based and vocational education into schools
4. Preparing students for artificial intelligence and automation
5. Responsible use of AI in classrooms
6. Bridging India's digital education divide
7. Making financial literacy a part of school education
8. Strengthening career counselling and career readiness
9. Reducing the rural–urban education gap
10. Ensuring equal access to quality education

11. Improving teacher training and professional development
12. Strengthening school infrastructure and digital connectivity
13. Reducing academic pressure and examination stress
14. Connecting education with industry and employment
15. Improving accessibility for students with disabilities
16. Promoting critical thinking, creativity and problem-solving
17. Developing future-ready skills among Indian students
18. Balancing technology-based education with classroom learning

#### CHALLENGING POIs / CROSS-QUESTIONS

1. Your proposal requires additional funding. Where will the money come from?
2. How will your proposal reach rural schools with limited infrastructure?
3. If schools do not have reliable internet access, how can your digital-learning proposal work?
4. How will you prevent AI from encouraging students to stop thinking independently?
5. If AI is restricted in schools, how will students learn to use it responsibly?
6. How will your examination reforms maintain academic standards?
7. If examinations are reduced, how will universities fairly compare students?

8. How will you ensure that vocational education does not become an option only for economically disadvantaged students?
9. How will your proposal address the shortage of qualified teachers?
10. If teachers are already overburdened, who will implement your additional programmes?
11. How will you ensure that rural students receive the same opportunities as urban students?
12. What happens to students whose families cannot afford computers or smartphones?
13. How will you protect students' personal data while using AI and digital platforms?
14. How will financial education be made age-appropriate?
15. How will your career-readiness programme prevent students from being pushed into careers based only on market demand?
16. How will you measure whether NEP 2020 has actually improved learning outcomes?
17. What will happen if a state government disagrees with the proposed national policy?
18. How will your proposal account for India's linguistic and cultural diversity?

19. What evidence supports your proposed education reform?
20. If your proposal cannot be implemented nationwide immediately, what is your alternative?

#### RESOLUTION / POLICY-FOCUSED QUESTIONS

Although a Lok Sabha committee may use a different format from a traditional UN resolution committee, delegates should ensure that their final proposals answer the following:

1. What problem is being addressed?
2. What specific reform is being proposed?
3. Which ministry or government body will implement it?
4. What role will state governments play?
5. How will the proposal be funded?
6. How will rural and underserved areas benefit?
7. How will teachers be trained?
8. How will students and parents be involved?
9. What role will technology and AI play?
10. What safeguards will be established?
11. How will implementation be monitored?
12. What measurable outcomes will determine success?
13. How will the proposal be implemented without increasing inequality?

14. What is the timeline for implementation?

15. What happens if the proposal fails to meet its targets?

## PARLIAMENTARY TERMS – BASIC GUIDE

### 1. Chairperson / Speaker

The authority responsible for maintaining order, recognising speakers and ruling on procedural matters.

In a MUN Lok Sabha simulation, the Chairperson acts as the presiding authority of the committee.

### 2. Member of Parliament (MP)

An elected representative who participates in parliamentary proceedings.

In the simulation, each delegate represents an assigned MP.

### 3. Government

The party or coalition that forms the government and exercises executive authority.

### 4. Opposition

Members or parties that are not part of the government. Their role includes scrutinising government policy and proposing alternatives.

### 5. Treasury Benches

The government side of the House.

### 6. Opposition Benches

The side occupied by members who oppose or scrutinise the government.

## 7. Parliamentary Question

A question directed towards a minister concerning government policy, actions or information.

## 8. Point of Order

A delegate may raise a Point of Order when they believe that parliamentary procedure or the committee's rules are not being followed correctly.

A Point of Order should concern procedure, not disagreement with another delegate's argument.

## 9. Point of Personal Privilege

A delegate may raise this when something prevents them from participating effectively, such as being unable to hear the speaker.

## 10. Motion

A formal proposal made by a delegate requesting that the committee take a particular procedural action.

For example:

"The Member of Parliament for \_\_\_\_ moves for a moderated caucus on examination reform for a total duration of 10 minutes, with a speaking time of 60 seconds."

## 11. Moderated Caucus

A structured discussion in which the Chairperson recognises delegates to speak on a specific sub-topic.

## 12. Unmoderated Caucus

A period during which delegates may freely discuss, negotiate and develop proposals with other members.

## 13. Amendment

A proposed change to a bill, resolution or policy proposal.

An amendment may seek to add, remove or modify a particular provision.

## 14. Bill

A proposed piece of legislation introduced for consideration by Parliament.

In a Lok Sabha simulation, delegates may work together to develop and debate bills depending on the committee's specific rules.

## 15. Act

A bill that has successfully completed the legislative process and received the required approval becomes an Act.

## 16. Quorum

The minimum number of members required for a meeting or proceeding to formally take place, depending on the committee's rules.

## 17. Division / Vote

A formal process through which members indicate their support or opposition

to a proposal.

## 18. Adjournment

The suspension or ending of a parliamentary sitting, usually until a specified or later time.

## 19. Yielding the Floor

In some MUN formats, a delegate may indicate that they have finished their allotted speaking time. Whether yielding is permitted depends on the conference's specific rules.

## 20. Parliamentary Decorum

The expectation that delegates maintain respectful, formal and appropriate conduct during proceedings.

## IMPORTANT DIFFERENCE: LOK SABHA VS TRADITIONAL MUN

In a traditional MUN committee:

Delegate → Represents a Country → Negotiates internationally

In a Lok Sabha committee:

Delegate → Represents an MP → Debates Indian national policy

Therefore, delegates should not simply say:

"India should..."

Instead, they should speak as their assigned Member of Parliament, for example:

"The Member from this constituency believes that..."

or, where permitted by the committee's rules:

"Our party's position is..."

Delegates should remain consistent with their assigned MP's political position while also considering the interests of the constituency they represent.

## RESEARCH BRIEFS FOR DELEGATES

Unlike a traditional MUN, delegates in the Lok Sabha are not assigned countries. They are assigned Members of Parliament.

Each delegate should therefore research the following:

### 1. Assigned MP

Name

Political party

Constituency

State

Parliamentary position

Previous statements on education

Major policy priorities

### 2. Political Party

Research:

Party ideology

Education policies

Position on NEP 2020

Views on government spending

Position on technology and digital education

Views on vocational education

Relevant election manifesto promises

### 3. Constituency

Research:

Urban/rural characteristics

Literacy and education challenges

Major schools and educational institutions

Internet and digital access

Economic conditions

Major local educational concerns

### 4. National Policy

Delegates should understand:

NEP 2020

Right to Education framework

School education structure

Examination systems

Skill-development initiatives

Digital education programmes

Government scholarship programmes

Vocational education

Career guidance initiatives

## POSSIBLE POLITICAL POSITIONS

Delegates may find themselves debating several broad approaches.

### Position A — Technology-First Reform

Focus on:

AI

Digital classrooms

Online resources

Smart classrooms

Personalised learning

Digital teacher training

Challenge: How will the digital divide be addressed?

### Position B — Teacher-First Reform

Focus on:

Teacher recruitment

Teacher training

Better classroom resources

Reduced administrative workload

Professional development

Challenge: How will the government finance large-scale teacher expansion?

Position C — Skill-First Reform

Focus on:

Vocational education

Internships

Apprenticeships

Entrepreneurship

Industry partnerships

Career readiness

Challenge: How will skill-based education be integrated without weakening foundational academic learning?

Position D — Equity-First Reform

Focus on:

Rural education

Government schools

Scholarships

Digital access

Students with disabilities

Economically disadvantaged students

Challenge: How can equal access be achieved while maintaining quality?

Position E — Examination Reform

Focus on:

Competency-based assessment

Continuous evaluation

Reducing rote learning

Flexible assessment

Reducing examination pressure

Challenge: How can India maintain objective and fair standards for university admissions?

POSSIBLE SOLUTIONS FOR DELEGATES

Delegates may consider proposals such as:

Establishing stronger career-counselling systems in secondary schools.

Introducing age-appropriate financial literacy.

Expanding vocational education and apprenticeships.

Developing AI and digital-literacy curricula.

Providing teacher training in AI and digital tools.

Creating community digital-learning centres in underserved areas.

Expanding access to devices for disadvantaged students.

Developing multilingual digital educational resources.

Strengthening competency-based examinations.

Creating stronger links between schools and industries.

Providing additional support to rural and remote schools.

Improving accessibility for students with disabilities.

Establishing measurable implementation targets for NEP 2020.

Creating mechanisms for students to provide feedback on education policies.

Expanding practical learning through projects and experiential education.

Supporting entrepreneurship and innovation clubs in schools.

#### DELEGATE PREPARATION CHECKLIST

1. Learn your assigned MP's political background and constituency.
2. Understand your MP's political party and ideology.
3. Research your MP's position on education.
4. Read the key provisions of NEP 2020.
5. Prepare at least three reliable statistics about Indian education.
6. Know one major success and one major challenge of India's current education system.

7. Research the education situation in your MP's constituency.
8. Prepare a 60–90 second opening speech.
9. Prepare at least five strong POIs for other MPs.
10. Prepare answers to difficult questions about funding and implementation.
11. Identify MPs who could become political allies.
12. Identify at least one issue on which your MP may disagree with another political group.
13. Prepare at least three concrete policy proposals.
14. Know how your proposals will be funded.
15. Know which government body would implement each proposal.
16. Consider how your proposal would affect rural and urban students differently.
17. Consider the impact of your proposal on government and private schools.
18. Prepare amendments that could improve other delegates' proposals.
19. Use parliamentary language and maintain decorum.
20. Remember: represent your assigned MP and constituency, not your personal opinion.

## IMPORTANT NOTE FOR DELEGATES

This study guide is designed for Grade 7–9 Lok Sabha MUN delegates and simplifies complex educational and parliamentary issues for easier understanding.

Delegates should remember that India's education system is implemented through multiple levels of government and institutions. Conditions can differ significantly between states, districts and individual schools.

Delegates should therefore avoid presenting a single example as representative of the entire country.

A strong Lok Sabha delegate should not only identify problems but also answer three essential questions:

Who will implement the solution?

How will it be funded?

How will it reach every student who needs it?

The objective of this committee is not simply to criticise the existing education system. Delegates should work towards practical, inclusive and future-oriented reforms that can realistically improve educational opportunities for India's students.

#### FINAL QUESTIONS FOR THE COMMITTEE

Before supporting any major proposal, ask:

Is it affordable?

Is it implementable?

Is it equitable?

Is it measurable?

Will it work in both rural and urban India?

Will it prepare students for the future without abandoning foundational education?

Does it strengthen the existing system or unnecessarily replace what already works?

The strongest parliamentary proposals will be those that balance innovation with accessibility, technology with human teaching, academic knowledge with practical skills, and national priorities with the needs of individual students.