

**GS Advanced Program 2023****Generic Booklet**

Test Name/Code/No. : #11... (692011)

Name			
Email ID			
Roll No			
Mobile No.		Date	

Allotted Time : 60 Minutes**Instructions to Candidates -**

- There are 7 Questions in this Question paper
- All Questions are Compulsory
- For all updates, please visit the noticeboard -
<https://noticeboard.forumias.com/Gspp-2023/>

Important -

- Answers must be attempted in the QCA Booklet only.
- To upload the Answer Copies please visit to "My Course" section on -
<https://academy.forumias.com/>
- Only those copies will be evaluated which will be submitted before the next class.

Q. No.	Grade/Score
1	
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Overall Grade/Score	

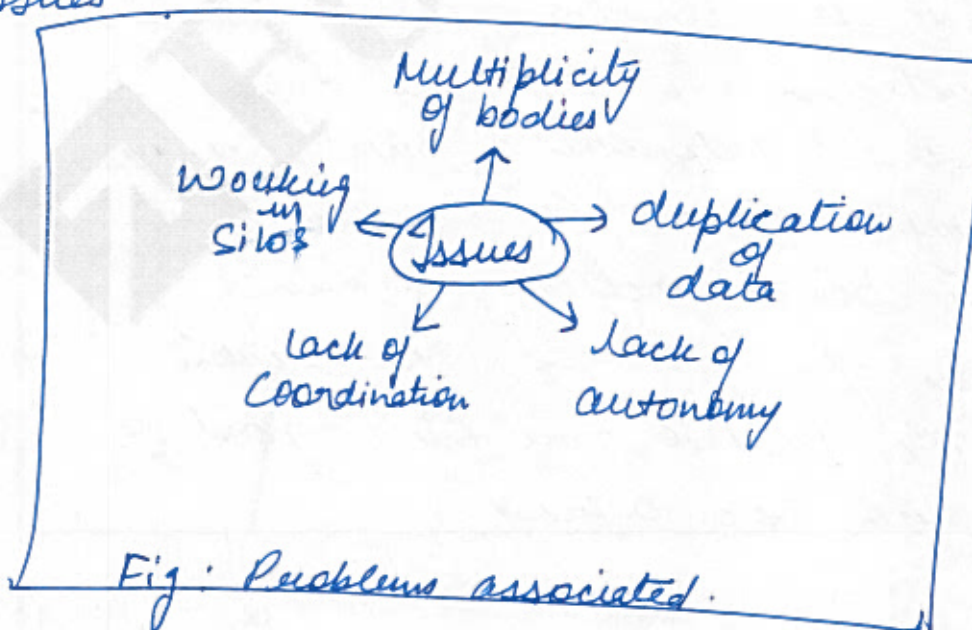
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Q.1) Multiplicity of commissions for vulnerable sections of the society has led to duplication of efforts and all these commissions should be merged in NHRC. Critically examine.

Ans. ~~V~~ Vulnerable sections includes the sections like elderly, ~~people with~~ SC, ST, OBC, women, children who are lacking social-economic and political empowerment.

Multiple commissions like National commission for (ST, SC, OBC, Women, children) have been constituted to look into the issues of these sections. However it has certain issues



A solution to the above problems is provided in the form of merging all commissions into National Human Rights Commission.

Advantage:

- will lead to creation of one umbrella entity for all vulnerable sections.
- Counter the duplication of efforts and data collection.
- Solve the issue of ^{working in} 'silos' culture.
- Better equipped to solve issues at multi-sectional level.

However, just merging will not serve the purpose unless funding, and functioning is left to the commissions ^{autonomy}. This includes giving more power to commission to ^{take} give penal actions against violation of rights of vulnerable section. This will ensure SDG goal of leave no one behind.

Overall Grading (✓)

Poor			Average			Good		
1	2	3	4	5	6	7	8	9

Q.2) Covid-19 has increased educational inequality in India. Examine this statement along with remedial measures.

Ans. Educational inequality refers to a situation where education is ~~not~~ ^{not available to} ^{children from} all sections of society.

Effect of Pandemic on ~~the~~ education

- Created a new class of Haves and have not's
 - in terms of access to digital education.
- Rich class students and majority students from urban private schools were not affected much from school closure.
- Increased dropout rate among children from poor households and pushed them into child labour.
- Government schools could not respond soon in terms ~~to~~ of shift from offline to online education mode.

- Digital divide led to digital divide in education and digital 'device poverty'
- Access to ^{school} material was available to few students and not all.

All in all pandemic which started as a health crisis eventually led to human resource crisis, ~~and~~ rising inequality in terms of education, health and economic opportunity.

Steps:

- Identification & Integration - of children who dropped out of school
- Making government schools equipped for future crisis like this.
- Bridge course to counter the learning loss during pandemic.
- Increasing parents income so that it gives children chance for education.

Inequality in any form is deterrent for growth of any society and ~~an~~ inequality in terms of education is the worst.

Overall Grading (✓)

Poor			Average			Good		
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Q.3) Technology has changed the nature of education system in India. In the light of this statement mention some government and non-government digital education initiatives.

Ans. While technology has been growing on exponential rate its effect has been on multiple dimensions. Latest being that on education.

Effect of Technology on Education -

- Shift from classroom based education to home based digital education.
- More interactive through multimedia slides, ~~pop~~ powerpoint animated demonstration.
- Broken the barrier between rich and poor students to avail best teachers.
- From strict schedule of traditional education system to flexible routine.
- From text based to digital smartphone based.

However it ~~to~~ has ~~created certain~~ certain limitations also in form of lack of practical application through field trips etc, lack of socialisation skills and sportsmanship among students, more screen time has been associated with low eye sight, low concentration and focus.

Government to reap the benefits to this digital education came up with DISHA (TV broadcast of channels for every class), dedicated channels for NT, NEET preparation, DIKSH, Shiksha etc.

Private sector through teched platforms like Byju's, Unacademy made online education available to even the backward areas of India.

We can conclude that Technology has not only changed but revolutionised the education system.

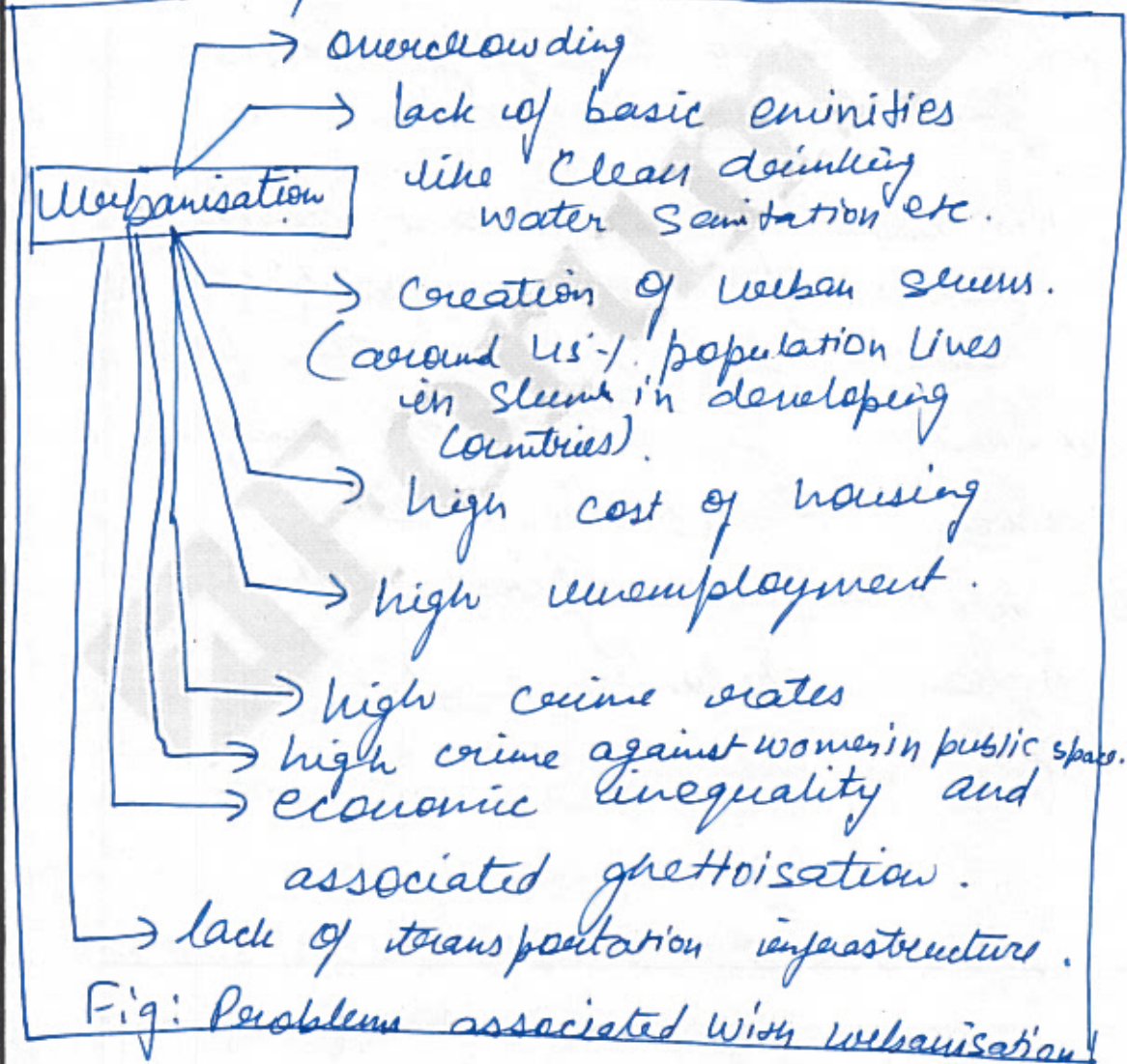
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Q.4) Urbanisation is not a problem by default rather it is a government's response towards urbanisation that is a problem. comment.

Ans. According to census 2011, 31.1% of India's population resides in urban areas.

Urbanisation has led to multiple problems



Government's faults

- Not enough employment opportunities to meet growing urban population.
- Not enough provisions or for sanitation.
- ~~to~~ Poor urban planning
- Lack of infrastructure in term of last mile connectivity ~~the~~
- Lack of women safety provisions in public spaces.

☞ The above problems are associated with government's lack of political will! However this problem can be solved through giving funds, functionaries to Urban local bodies who are the first respondent to urban population needs.

Overall Grading (✓)

Poor			Average			Good		
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Q.5) Pandemic has accelerated class inequalities in and poverty in India. Examine.

Ans. ~~Covid-19 pandemic~~ According to Oxfam's Inequality report 'top 1% people of India hold 52% resources and 99% remaining have 48% resources.

Covid 19 accelerated this already existing class inequalities.

Effect of pandemic on class inequality and poverty.

1) Stringent lockdown

- led to economy standstill, unemployment and loss of jobs.

2) Unequal effect on different segments.

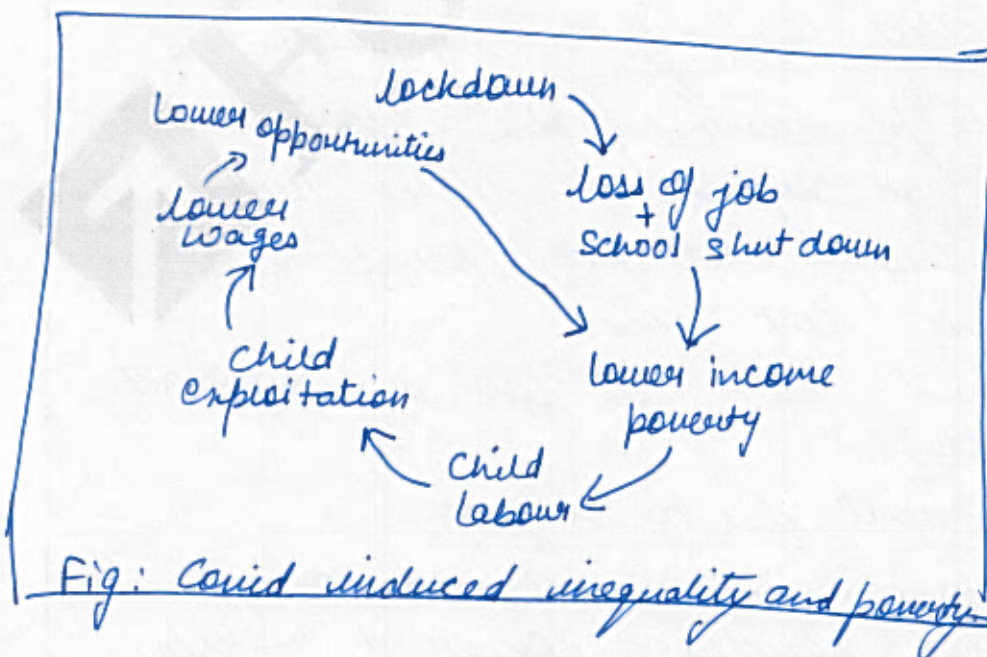
- rich people and people from white collar jobs shifted to work from home mode but poor people like migrants lost jobs.

(around 75% job loss in informal sector).

3) Unemployment due to stigma

- poor people who worked as watchman, vendors, household workers

- were declined of their work.
- Healthcare became a refuge of the rich.
 - poor women lost the support of anganwadi and primary healthcare centres.
- Shift to digital mode.
 - education shifted to digital mode and students of affluent class and private schools were the 1st to reap the benefit.
- Shut down of school along with economic compulsion.
 - increased dropout rate from government schools and pushed children from lower sections into child labour.



~~To counter~~
 Pandemic not only accelerated class inequality but also led to gender inequality (18% women unemployed), inter-sectional poverty (Transgenders, elderly poor, SC, ST most affected).

Government took steps to like PM Garib Kalyan Yojana, Atma Nirbhar Bharat, digital education through DISHA i.e (T.V channels), deposition of ₹1500 in women jan dhan account holders etc.

But these initiative had limited impact as pandemic pushed the development indicators to around 10 years back status.

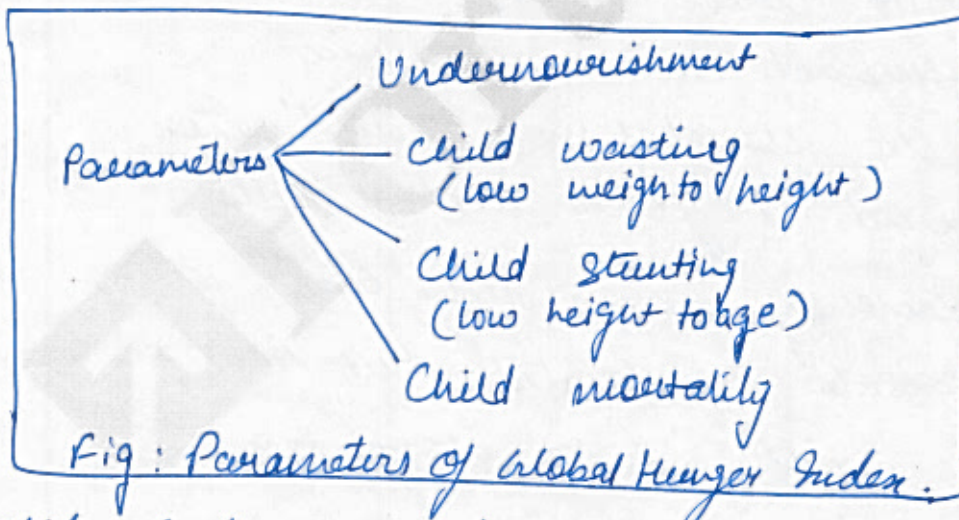
Removing inequality and poverty created accelerated due to pandemic will take long term policy effect.

Overall Grading (✓)

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Q.6) Why India continues to perform poor in global hunger index despite adequate food stocks and statutory laws to ensure food security? provide solutions to deal with this problem.

→ While India is a self sufficient country in terms of food production since Green Revolution post 1980 and the implementation of Food Security Act which covers 67% of Indian population solved the issue of accessibility. But India's rank of 107 out of 121 in global Hunger Index (2022) presents a different picture.



While India has performed better in child stunting and child mortality parameters & The performance in undernourishment and wasting is very poor.

Reasons for poor performance.

- Lack of agriculture infrastructure like cold storage and efficient transportation mechanism
- Wastage of food. (around 45 ton wasted in FCI storage)
- Lack of climate resilient agriculture
- Lack of diversified food like pulses, coarse grains etc.
- Lack of nutrition diverse security.
- Problem of accessibility due to inclusion and exclusion error (ghost beneficiaries)
- Problem of affordability due to high food inflation!
- Lack of diversification in menu in mid-day meal.
- ~~Created~~ dimension of hunger.
 - Around 50% Indian women anaemic.

The ^{above} reasons are among few responsible for India's poor performance in global hunger index.

Remedies

- Better agriculture Infrastructure on the lines of Agri-roads
- Increasing the capacity of FCI godowns through aluminium silos etc.
- R & D to find solution towards climate resilient agriculture.
- Addition of provision of pulses, coarse grains in ICDS system & PDS shops.
- Bio-fortification of rice, milk etc.
- Addition of egg in mid-day meal scheme to provide protein requirement of children.
- Expansion of schemes like Poshan Abhiyan 2.0 etc. to middle class women also.

Government schemes like Poshan 2.0, Janani Shishu Suraksha Yojana, TN's breakfast scheme in government schools are steps in the right direction. However, the problem of inter-sectional elimination of hunger needs to be addressed through covering transgenders, person with disability, elderly in nutrition and food programmes to achieve SDG-2.

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Q.7) Despite multiple government efforts annual status of education report underlines the sorry state of affairs in school education in India. what are the reasons behind this sub-optimal performance? Also mention remedial measures.

Ans According to Annual Status of Education Report (ASER) released by Pratham NCO a majority of class 5 students were not able to read text of class 2.

This highlights the state of learning and numerical education among children.

Despite government initiatives like Sarva Shiksha Abhiyan, RTE Act which provides free and compulsory education till class 8, Rashtriya Madhyamik Shiksha Abhiyan etc. The ASER report highlights the sorry state of affairs in school education.

P.T.O.

Reasons behind sub-optimal performance.

- Focus on quantity of education rather than quality.
 - Through RTE Act ~~compulsory~~ compulsory education till class 8 however equality of education to be provided was not ensured.
- High dropout rate post class 8th
 - Among boys due to end of provision of mid day meal.
 - And due to ~~very~~ ~~excessive~~ difficult syllabus post class 8th
- Condition of school.
 - Lack of basic facilities like toilets and sanitation.
 - increases a girl's dropout rate.
- Issue with the teaching staff.
 - Teachers absent in many schools.
 - not skilled enough.
 - low no. of teachers i.e. high low teacher to pupil ratio.
- Lack of inclusion
 - Tribal students found no relation between their culture and the syllabus.

Remedial measures.

- Focus on quality of education being provided through adoption of technology and skill training to teachers.
- To counter drop out rate mid-day meal can be extended till class 10th.
- Better toilet and sanitation facilities to ~~to~~ keep girls in school education.
- Monitoring of schools quality through community participation and report by community.
- ^{framing of} School curriculum which is inclusive in terms of syllabus and language for tribal students.

Government's schemes like PM-SHRI and NIPUN (Enhancing numerical & learning outcome) and new Education Policy's rollout as early as possible will work in the right direction to enhance learning outcome.

Overall Grading (✓)

Poor			Average			Good		
1	2	3	4	5	6	7	8	9

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