

Komal Aggarwal

UPSC

Please do not
write anything except
the question number
in this space.
कृपया इस स्थान
में प्रश्न संख्या को
अतिरिक्त कुछ
न लिखें।

Answer Questions in NOT MORE THAN the Word Limit specified for each in the Parenthesis.
Content of the Question is more important than length.
(Specimen Answer Booklet - For Practice Purpose Only)

उम्मीदवारों को
इस स्थान में
कोई लिखावट
ना करनी है।
Candidates
must not
write on this
margin.

29
—
50

Your content coverage
and delivery is
commendable

only suggestion is
discern Key demands and
focus on dimensions of the
stated demands only.

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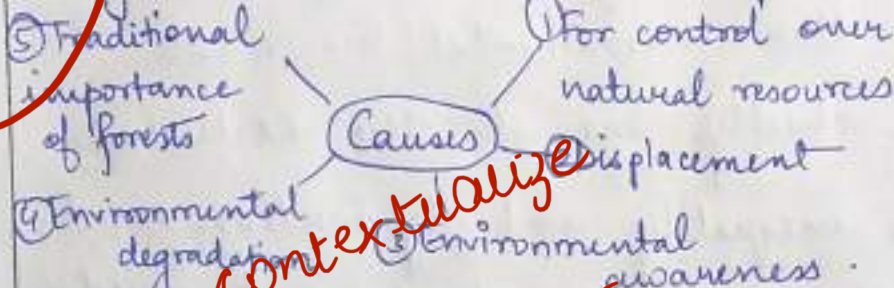
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Q.1

Environmental movement in India is an exported ideology having roots far away from India. Evaluate this line in context to the class element present in the environmental movement in India.

1007

Environmental movements in India began in 1980s when 40 tons of methyl isocyanate was leaked in Bhopal.



*you need to contextualize in sociology
could mention Yanqi Tong!*

The environmental movements in India are said to be exported ideology. The movements began with the issue of control over natural resources against the Western concept of development adopted by the state. The victims of the developmental projects were not the beneficiaries of the same. This gave birth to the environment movements in India. eg.

protection of endangered species



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The Chipko Movement was to protect the source of firewood for women.

Similarly, Narmada Bachao Andolan was to protest against the displacement due to flooding caused by dam.

The environmental movements were chiefly against the exclusion,

inequality and deprivation perpetuated by the development projects.

The new government post-independence was expected to work for all the classes but these projects favoured

the corporates (have class) and displaced the have-not class into poverty.

Environmental movements have today gained new momentum with the development of environment NGOs and spread of awareness.

Incorporate displacement due to mining
unequal local communities livelihood

could incorporate ecological Marxists

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Q 2

Peasant movement in India is driven by Marxist ideology. Critically analyze.

10M

Peasant movements are the social mobilization of people living in village communities practicing subsistence agriculture rebelling against taxation policy, control over land etc.

could define peasants
Iyan Habib

These movements are believed to be driven by Marxist ideology by Gail Omvedt, Ashok Rudra, Hardiman etc.

They believe peasant movements are similar to Proleterian movements as -

could evaluate about the lines of Land as commodity
- Capitalistic MOP economic base

They are driven by common economic agenda - abolition of intermediaries, excessive taxation etc. against they are excessively exploited and marginalized.

Mention AR Desai
Dipankar Gupta

They develop true class consciousness and mobilize themselves into movements.

But there are other dissenting

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You could include a brief diagram of historical progression

Opinions as well -

1. Lynton Moore and Hayke believe that there is no peasant movement in India because of the lack of objective class consciousness in Indian peasants.

2. Nationalists like Dhanagre and Ashok Gadgil posit that Indian peasantry is not an economic class and peasant movements are the foundation to Indian National Movement.

well analysed comprehensive

3. Most of the peasant movements were issue-based, reflexive and temporary and cannot be said to be based on true class consciousness.

could briefly touch upon Marxian ideology - caste

Peasant movements were subclass movements and they shifted to class movements after independence called farmer movements (PC Joshi). However, Marxist ideology can be said to be present because of inequality among them.

critique



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Q 7
5 1/2
10

10M

Poverty in India is both absolute and relative. Bring out the difference between relative poverty and relative deprivation in this context.

Poverty is a relative condition of absence of some desirable component in a society, mostly considered in an economic sense.

It is of 2 types -

1. Absolute - lacking truly basic needs
 - Food
 - Clothing
 - Shelter
2. Relative - lacking things which most people in the society possess.

According to NITI Aayog's MPI, poverty headcount is 25% (2015-16) which stands in between 22% and 30% as estimated by

Jendulkar and Rangarajan Committee respectively.

This data highlights the difference between relative poverty and relative deprivation -

* Relative poverty is when people lack the financial resources to meet their needs while relative deprivation is



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relative deprivation is a perception of lack of resources when in comparison or contrast

They lack any kind of resources.
The NITI Aayog's MPI measures not just income and basic needs but various other factors like school attendance, bank account, cooking fuel, sanitation etc.

It measures the relative deprivation of people which is a

you could incorporate pierre Bourdieu forms of capital

broader concept than relative poverty. Relative poverty is a specific form of relative deprivation.

~~Relative deprivation is a broader and better criteria to gauge the beneficiaries of government schemes for India to develop truly as a 'welfare state'~~



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Q4

India's ranking in Global Hunger Index is one of the major reasons that India won't be able to reap the benefits of the Demographic Dividend. Analyse approach that India should adopt for countering the same

10 M

India's rank in the latest Global Hunger Index slipped 101st among 116 countries. This is one of the major reasons that India won't be able to reap the benefits of its demographic dividend.

Demographic dividend is the state when majority of the country's population falls in the working age group. The fall on the GHI indicates the poor state of hunger in the country.

The population which is well-fed with nutritious food develops a healthy working population to benefit the country. The approach that India should adopt

7
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you could mention
low IMR, MMR



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includes -

1. Women-centric

Improving nutrition of female children, infants, pregnant mother
Iron and folic acid supplements to address anemia.

2. Tribal-centric

Active Inclusion in PDS and NFSA
Improving the nutrition in hitherto untouched areas.

3. Dalit-centric

Improvements in Mid Day Meal Scheme to provide benefits to Dalit students who are often excluded.
Social audits of schemes and sensitization of society towards them.

4. Migrants - Availability of food grains in any parts of the country - One Nation One Ration Card is an appreciable step.

To prevent the transformation of demographic dividend into demographic disaster, these steps along with proper education and skilling should be adopted.

food fortification

apt mention

quite specific and well contextualised

commendable effort

you could include ICDS, awareness, law & policies

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Q5

Discuss major sociological imperatives on Education as an ideological state apparatus.

10 M

Education is the spread of knowledge and information that not only raises person's awareness but also develops personal thinking ability.

It is often said that education acts as an ideological state apparatus -

1. Marxists like Althusser posit that education propagates false class consciousness and prepare a submissive proletariat to work in Bourgeoisie factories.
2. Amartya Sen says that education in India is a means of spread of majority culture and undermine the minority.
3. Pierre Bourdieu - The formal education system rewards only those who possess cultural capital.

only underline key words

43
10

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4. Gramsci - Through education, ideological hegemony gets transferred to pupils.

crisp

Keep it crisp

However, there are other dissenting views as well -

1. Durkheim - Education socializes the children

Focus on ideological state apparatus

into society and teach them their roles as adults.

2. Symbolic interactionists believe that educational institutes help in the reinforcement of gender roles.

Incorporate impact and criticism

3. Merton - education helps in keeping the children out of the workforce.

4. Education helps in establishment of peer relationships and ethical values.

Education is a means of socialization and integration but is often used to propagate ^{the} majority class propaganda.

