

Subject: **ESSAY TEST 1**

Name of Candidate	<b>TINA DABI</b>	Test Code	<b>604</b>
Schedule	<b>15.09.2015</b>	Registration No.	<b>13773</b>
Place	<b>NEW DELHI</b>	Time	<b>11AM-12PM</b>
Classroom	<input type="checkbox"/>	Distance Learning	<input checked="" type="checkbox"/>
		Classroom & Distance Learning	<input type="checkbox"/>
		Module	<b>433</b>

## EVALUATION INDICATORS

1. Alignment Competence
2. Context Competence
3. Content Competence
4. Language Competence
5. Introduction Competence
6. Structure - Presentation Competence
7. Conclusion Competence

## INDEX TABLE

Q.No.	Page No.	Maximum Marks	Marks Obtained
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

Total Marks Obtained

Remarks:

Signature of Examiner

## INSTRUCTIONS:

1. Do furnish the appropriate details in the answer sheet (viz. Name, ID Number and Test Code)  
The Candidate should fill the index table, especially for him/her.
2. In the left margin, she/he should write only question number and in the right margin, nothing should be written.
3. The page number should be coded by the candidate himself and the range of page number related to the answer of the question should be used to complete the index table.
4. All Parts of the questions should be written at one place.
5. No Supplementary sheet shall be provided by the management. So the candidate is advised to accommodate required information within the space provided.
6. The candidate need not write anything in his/her answer that derogates the dignity of an individual or an organization.
7. The candidate should respect the instructions, given by the invigilator.
8. The Examinee has to submit the answer sheet to the invigilator after completion of examination.
9. However, he/she is allowed to take away the question paper.

1.

“POVERTY IS THE WORST FORM OF VIOLENCE”  
- MAHATMA GANDHI

It is a paradox that as India climbs the ladder of economic growth to become the third largest economy of the world in GDP terms, nearly 30% of its population continues to be the victim of poverty. Amartya Sen and Jean Dreze call this the “UNCERTAIN GLORY” of India. UNDP's 2014 Multidimensional Poverty Index holds 56% of India's population poor against education, health and standards of living indicators.

There are ample of studies and statistics to prove that the so called ‘TRICKLE DOWN THEORY’ has failed to uplift India's poor masses and that India's growth story continues to be plagued by the malaise of poverty.

However, what is often ignored

and what has impeded our mission against poverty is the true understanding of poverty which goes beyond the simple bread and butter issue. Poverty is not simply the absence of means to meet the basic subsistence needs but a full blown ASSAULT ON BOTH THE INDIVIDUAL AS WELL AS SOCIETY. It is an assault of the worst kind which renders both the individual and society immobile in ways well beyond any other kind of violence be it caste or communal violence, or state perpetrated or terrorism induced violence. It attacks the individual and society at its very root, making it impossible for both to achieve their full potential.

The Individual is the primary victim of violence perpetrated by poverty. A poor person gets entangled in a vicious circle which renders him or her weak in multiple

dimensions — physical, political, social, economic and psychological.

The assault of poverty at the most basic level causes bodily harm to an individual. A person inflicted by poverty subsequently suffers from hunger and malnutrition. This impacts his or <sup>her</sup> health and shortens his or her lifespan.

At the social level, a poor person feels himself to be excluded. This social exclusion is best manifested in the "gated communities" of the middle and rich classes. Access to places of social congregation, social participation and engagement be it public parks or shopping malls, being hindered by "gates" and "security checks", makes poor people feel their presence being unwanted and undesired. A social chasm has developed between the "rich" and the "poor", with the latter

suffering from disenchantment with the society in general. Thus, poverty attacks an individual's social sensibilities. This disenchantment might even take the form of resentment and induce social violence and crimes.

With growing consumerism and materialism in the economy, it is but natural for even a poor person to dream of "the good life". And, when things do not look up for the poor, they are again driven to desolation since even making even the basic ends meet is a challenge. Things are compounded with inflation and price rise when these dreams further seem out of grasp. It may then result in petty thefts to even larger organized crimes like smuggling.

At the political level, violence perpetrated by poverty is of the

gravest kind. It disempowers an individual, stripping him of all abilities to enjoy the rights and liberties guaranteed to him or her by the constitution. He or she does not participate meaningfully in the polity, there is no active engagement with the state, which further makes it difficult for them to make informed decisions.

540.

At the psychological and cognitive level, the assault of poverty is almost crippling. Since all doors of developing one's capabilities and potential seem closed, an individual suffers from the feeling of utter worthlessness. He sees no hope for his future which descends into depression and attacks his mental well being.

An attack so vicious on the individual cannot but leave a

deep imprint of destruction on society too, in its wake. Society is too impacted by the perils of poverty so much so that it can be seen almost as a violence against Society.

At the social level, a society becomes dysfunctional due to the wide gulf that develops between the rich and poor. The society loses out on social engagement and social cohesion, which ~~is not conducive~~ hampers peace and harmony in society.

Economically, the society loses out on a healthy workforce which can contribute to its growth story. Instead, the economy is burdened with millions being spent on poverty alleviation programmes and subsidies, which could have been utilized productively elsewhere had poverty not existed in the first place.

Politically, democracy is weakened. Democracy has no meaning if significant proportion of the population can't participate in it meaningfully because of poverty. Thus, poverty strikes at the very root of democracy and the empowerment it guarantees to a society practicing it.

Psychologically, the society lacks mutual trust, cohesiveness and harmony. This weakens the bonds among people and hampers their unity.

Thus, poverty has indeed proved to be the worst sort of violence against the individual and society. It injures the individual and society at so many levels that without its complete eradication, the nation cannot progress, and that any

growth or development without eradication of poverty would always be weak and incomplete. Gandhiji who believed poverty to be the worst sort of violence supported "SARVODAYA", which means "UPLIFT OF ALL." He asserted that rather than "mass production", we should have "production by masses."

Indeed, as Gandhiji talisman suggests, without uplifting the masses out of poverty nothing can be truly achieved. However to tackle all forms of violence ~~prep~~ perpetrated by poverty, we require a change in our approach. Rather than relying on a spirit of "charity", we need to go for a RIGHTS BASED APPROACH. We need to guarantee to poor decent standards of life as ENTITLEMENTS, only then can psychological and social

dimensions of poverty can be eliminated. Recent schemes of the government such as the 'RIGHT TO FOOD' and the pending 'RIGHT TO HEALTH' are in the right direction.

To conclude, the violence of poverty ~~can indeed to eliminated~~ against the individual and society can indeed be eliminated by its shoot and root, if all aspects which make poverty the worst sort of violence are understood. Only then can India come out of its paradoxes and achieve a 'certain' glory?

2.

“TRUE EDUCATION IS THAT WHICH PROVES USEFUL IN LIFE AND MAKES YOU INDUSTRIOUS.”

“True education does not consist merely in acquiring of a few facts of science, history, literature or art, but in the development of character.”

- DAVID O. MCKAY

The state of education in India at present, unfortunately, cannot be called either 'useful' or ~~con~~ 'industrious'. India may have made many strides in increasing its literacy rates from 11% pre independence to 76% at present, however, it has been unable to ~~sto~~ shake itself <sup>to</sup> ~~from~~ moving from literacy to education.

There is a need to revisit the whole idea of what constitutes

education in India . No Indian University ranks among the top 100 Universities in the world and India ranks among the bottom set in all creativity and innovation indexes . According to 2014 ASER Survey, a student of class V cannot read a text of class II . surely, all these statistics from different sphere of education should be enough to jolt the country out of its slumber to make education in India meaningful, and address the various challenges in the education sector .

India has celebrated 68 years of independence , however in terms of education it retains the colonial mindset . Indian schools and universities continue to emphasize on rote learning which kills all creativity and originality . True

education is one which propels an individual to innovate to improve the society and help the nation progress. Innovation, creativity and originality can never come from rote learning and writing. Such a methodology suppresses the cognitive faculties of the mind.

While Indian education tends to be fact and knowledge oriented, even this aspect of education is found wanting. Books and study material of NCERT have not been updated since 2000. How can knowledge which lacks an understanding of the present context be useful. Even the teaching pedagogic methods remain unchanged, which are purely focused on teaching what is there in textbooks without an attempt to go beyond it.

The Indian education system's basic weakness also is its inability to incorporate vocational training. This has often rendered Indian students being ~~err~~ unemployable. There is a mismatch between skills of Indian students and skills required by the industries. This aspect again undermines education's usefulness.

One big failing of Indian education which ~~f~~ makes it fall short of becoming 'true education' is ignoring the different types of education. While India focuses only on fact based education, it neglects value based education, such as SOCIAL EDUCATION, MORAL EDUCATION and POLITICAL EDUCATION.

social education ~~ref~~ requires a student to develop sensitivity

towards the various communities that comprise a society. It requires a person to develop tolerance and respect for different castes, classes, races and religions. It aims at developing a culture respecting women and other vulnerable sections in society. With increasing integration due to globalization, encounters of cultures and peoples of different countries has emerged. ~~To prevent a~~ For better social cohesion and social harmony, individuals must be socially educated to acquire the required <sup>social</sup> skill set.

Moral education is again a big question mark in the scheme of Indian education. Inculcating values of honesty, truthfulness, kindness etc. can go a long way in curbing various ills of society. Not only will it prevent social violence,

crimes, but even eliminate the culture of corruption from its roots.

Political Education is also required to strengthen the very foundations of democracy. If people are educated from the very start about the benefits of political engagement and participation and the role of active citizenry, the many malaises which plague our political system such as nepotism, criminalization of politics, etc., will be removed.

Some state the importance of even PHYSICAL EDUCATION in the overall scheme of education. Many believe that a healthy body is often a key to a healthy mind.

Thus, there is much left to be desired in Indian scheme of education. It is not 'useful'

nor 'industrious' as it is not wholesome. It neglects<sup>^</sup> social, moral and political education. It is not skill oriented as it does not focus on vocational training. Unemployment among students is<sup>then</sup> a consequence which generates widespread disillusionment. Even the knowledge is not updated in textbooks and teaching skills are wanting.

All of this has crushed creativity and thereby any chance at innovation. India has not produced an original thinker since many years now. It has fallen short of developing the character of individuals conducive to a multicultural society.

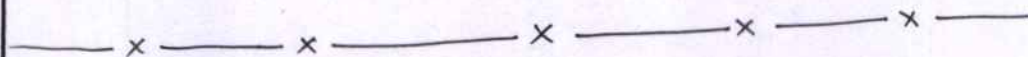
All of this can only go if we change our approach of focusing on QUANTITY and move towards

focusing on QUALITY OF EDUCATION. Indeed, The Government has succeeded in increasing enrollment rates ~~but this has not resulted~~ at primary education level which has boosted literacy, but literacy of mere reading and writing is not equal to education, or rather true education.

True education is one which builds social cohesion, establishes ~~a~~ trust, peace harmony in society, strengthens democracy and ~~the~~ transforms individuals into moral agents. It is one which builds capacities of people in such a way that they achieve their full potentials <sup>and</sup> develop their faculties. It is also one which provides students with market ready skills.

To conclude, India can follow

Gandhi's 'NAI TALIM' (New Education) Model, which incorporates the social, moral and political dimensions of education and follows the principle of 'LEARN AS YOU WORK' (vocational training). This can truly transform India's scheme of education and make it a 'true' education, one which is wholesome and beneficial. There is an urgent need to debate the whole idea of education in India, and turn the whole idea <sup>on</sup> of its head. We need to go back to producing great thinkers like Kautilya, scientists like Aryabhatta and C.V. Raman, <sup>and</sup> social scientists like Amartya Sen, to take the country to higher and higher levels of excellence.



# VISION IAS™

Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

# VISION IAS™

Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

Call us : 9650617807; 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

# VISION IAS™

Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

Call us : 9650617807, 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

# VISION IAS™

Don't write  
anything this  
margin  
(इस मल में  
कुछ नल लिखें)

Call us : 9650617807, 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

# VISION IAS™

Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

Call us : 9650617807, 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

# VISION IAS™

Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

Call us : 9650617807, 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

# VISION IAS™

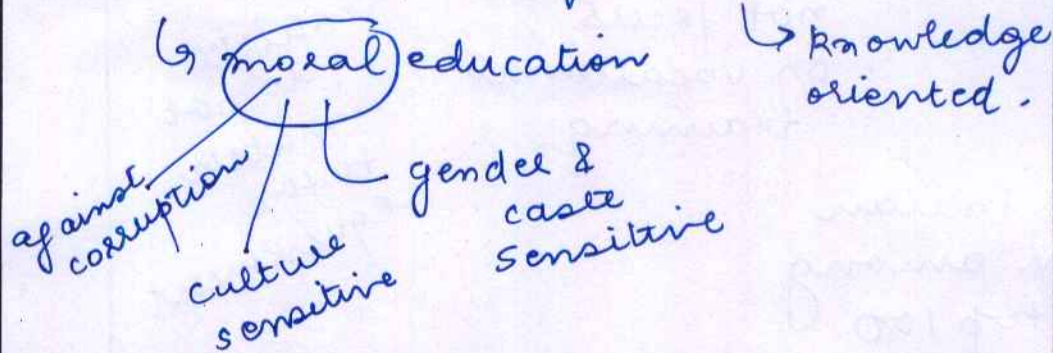
Don't write  
anything this  
margin  
(इस भाग में  
कुछ ना लिखें)

## INDUSTRIOUS

develops vision, faculties, potentials  
growing disillusionment

↳ skills not matching up to the employment sought.

the idea education needs to move beyond the obvious knowledge sense



## INTRO

quote

Imp. of education

Problems of Indian education in general.

## BODY

- ① Idea of edu. to be debated
- ② Improvement in present edu scheme. → updation
- ③ Address mismatch in skill sets
- ④ Vocational training.

# VISION IAS™

Don't write anything this margin  
(इस भाग में कुछ ना लिखें)

TRUE EDUCATION IS WHICH PROVES USEFUL  
IN LIFE & MAKES YOU INDUSTRIOUS

education  
not out of  
colonial  
legacy

Emphasis  
on ROTE learning

not focus  
on vocational  
training

No Indian  
Univ. among  
the top 100  
because does  
not meant  
benchmarks

Nai Talim of Gandhi  
↳ ~~not~~ 'LEARN AS  
YOU WORK'

focus on  
quantity of  
education  
and not  
Quality

skills  
do not  
match  
to the  
requirement

no creativity  
India does  
not  
produce  
an original  
thinkers.

## PROVES USEFUL

- ★ Updation of syllabi  
↳ most NCERTS not updated since 2015.
- ★ Pedagogic skills need work
- ★ No Vocational Courses
- ★ Social Sciences ignored

Call us : 9650617807, 9968029039  
Blog : [www.visionias.wordpress.com](http://www.visionias.wordpress.com)

Visit us : [www.visionias.in](http://www.visionias.in)  
Email : [ajay.visionias@gmail.com](mailto:ajay.visionias@gmail.com)

give basic  
social skill set,  
prepares us for the global world -

## INTRODUCTION

PARADOX → India one of the fastest growing economy, in 2014 became the 3<sup>rd</sup> largest economy in GDP terms, but 30% of the country POOR. UNDP's Multidimensional Poverty Index holds 56% of the country multidimensionally poor in STANDARDS OF LIVING, EDU & HEALTH INDICATORS. Trickle down theory failed.

## BODY

### HOW IT IMPACTS INDV

1. PHYSICAL INJURY — hunger & malnutrition
2. SOCIAL — Health exclusion
3. ECONOMIC — link with caste & women crime dimension
- ↳ deprivation of a healthy workforce
- ↳ aspirations → growing consumerism
- ↳ resentment towards rich
- ↳ not conducive to peace & harmony
4. PSYCHOLOGICAL & COGNITIVE

## CONCLUSION

An Uncertain  
Glozy  
HOOK → Sen & Dreze

Indeed a malaise plaguing the Indian Society.

Poverty is not simply absence of

**THESIS**

but an ASSUALT

on both INDV. & SOCIETY.

It is an assault of the worst sort, rendering an Indv. & society immobile far more than other kinds of violence.

**"POVERTY IS THE WORST FORM OF VIOLENCE"**

↳ GANDHI

- caste based violence
- gender based violence
- communal violence
- terrorism induced violence
- State perpetrated violence

renders a person so helpless that cannot enjoy other freedoms & liberties & rights

replace mass production by PRODUCTION BY MASSES

"SARVODAYA"  
uplift of masses  
(John Ruskin's UNTO THE LAST)

vicious circle of poverty

POVERTY has multiple dimensions

Why the worst form of violence?

violence not only on the individual, but the society as a whole

NO true democracy  
↳ weaken it.

society deprived of a healthy work force

instigates social crime in the hope of a good life  
↳ threaten law & order

renders half of its population un-empowered

deprives society of active citizenship, the tangible SOCIAL CAPITAL asso. with a healthy, PARTICIPATORY citizenry

PSYCHOLOGICAL  
↓  
feeling of utter worthlessness of self, desolation, no hope for the future

Solution?

↳ change in the approach of measurement of poverty

moving away from "CHARITY", but RIGHTS BASED APPROACH → 'entitlement'

Rights Based Approach

Failure of Trickle down Theory

"Champaign Glass" distribution

Incidence of poverty is inadequate. DEPTH OF POVERTY measure is the need of the hour

violence not only includes BODILY HARM, but SOCIAL → HUNGER, Mal-nutrition, exclusion

POL. ↳ cannot exercise civil-legal rights dependent on doles of the state; no informed decisions

ECO. ↳ dissatisfaction can barely subsistence meet basic needs → GROWING WORLD OF CONSUMERISM

Growth & development incomplete without each other.