

INTEGRATED LEARNING PROGRAMME (ILP) 2023

Your Road to Mussoorie...

MAINS PEDIA (SAMPLE)



Issue/Analysis	Application/Value Add/ Think
Topic: Post-1991 Reforms	GS-III- Economic Development
<p>Context: 1991 Economic Reforms and its relevance in present scenario</p>	<p>UPSC Dimensions:</p> <ul style="list-style-type: none"> • Backdrop of Reforms • Implications of the Reforms • Relevance of Reforms in Indian Economic landscape
<p>Implication of reforms on the industrial landscape of India:</p> <ul style="list-style-type: none"> • Consumer is the King: The reforms gave centrality to the consumer who till 1991 did not have a choice. Consumer was given choices and companies wanted to be their first choice. • Boosted Economy: The surge of new demand from the marketplace transformed the scenario, reflected in GDP growth rapidly moving up to 7 per cent per annum. • Competition in Market: For the first time, Indian companies faced real competition from other Indian as well as foreign companies. Some Indian companies sought more time to adjust while many restructured themselves into competitive forces adopting innovation to stay afloat. • Government's dialogue with industry deepened: Government- industry relationship was based on mistrust. The 1991 reforms changed this outlook & made them view as partners in development. As a result, Consultations were frequent & Feedback was taken from Industry. • Global aspirations of the industry: There was excitement and ambition to be world-class. Fear became a matter of the past. The IT industry led by TCS, Infosys and Wipro exuded confidence which spread to others. • Spurred Entrepreneurship not just from the big boys of the industry, but also, from MSMEs. 	<p>Some companies resisted 1991 reforms and sought more time to adjust, seeking a “level playing field”. It was the same logic which made India not to sign RCEP. They feared that Chinese goods would flood the market through RCEP which could threaten their businesses.</p> <p>RCEP = Regional Comprehensive Economic Partnership – Free trade Agreement between ASEAN & China, Japan South Korea, Australis & New Zealand.</p>

Over the last 30 years, the Indian industry has expanded its global reach. Its products and services are internationally competitive, matching the best. The period from 1991-2021 was truly transformational.

Conclusion

Issue/Analysis	Application/Value Add/ Think
Topic: Government Schools	GS-II- Education (Social Sector)
Context: <ul style="list-style-type: none"> Non-competitive Government Schools as compared to Private Schools Non-regulated Private Educational Institutions (School) and its impact (Soaring Fee) 	UPSC Dimensions: <ul style="list-style-type: none"> Education as Right Education is still not universal in access Budgetary Allocation to Education Sector
Issues with Public School System: <ul style="list-style-type: none"> About 51% students are in government schools and nearly 10% in aided schools. Yet this area has witnessed policy & bureaucratic apathy. Heterogeneous Public Schools System: There are different kinds of government schools: there are Kendriya Vidyalayas & Jawahar Navodaya Vidyalayas, run by Union govt., which are very well-resourced, with good infrastructure and good teachers. There are also schools run by State govt & Zilla Panchayats where quality of education is sub-standard. Social Status associated with Private Schools: many reports suggest, not enough teachers in govt. schools, or they may not be functioning regularly. They get carried away by private school, who brand themselves as provider of quality education which may not always be the case. English Medium: Private schools are offering instruction in English medium on the 	<p>Education in the mother tongue in the primary years helps a child build on prior knowledge and concepts.</p> <p>The RTE gave us the approach of looking at the child not as a bucket to be filled but as a person who is growing and bringing to the class rich and valuable experiences and the ability to learn.</p> <p>What has been your experience with Indian schooling system? Mail us your thoughts/opinion/ suggestions to team@iasbaba.com</p> <p>Challenges:</p>

<p>aspirational grounds that it will be useful for future career prospects. This makes Parents to prefer private schools over State govt. schools who teach in regional language.</p> <ul style="list-style-type: none"> • Non-Compliance with RTE Provisions: Barely 15% of the schools can be called as compliant with the RTE. That is also a reason why children are being pushed out. • Net enrolment falls sharply beyond the primary level: Several obstacles like transportation, location, infrastructure etc., may be preventing teenagers, especially girls, from accessing secondary education. • Weak professional development of Teachers: Now, 95% of teacher education is in private hands and most of it is substandard. Even today, almost half the regular teacher vacancies are filled by guest or ad hoc teachers. <p>Also,</p> <ul style="list-style-type: none"> • <i>Poor infrastructure.</i> • <i>Poor student to teacher ratio.</i> • <i>Low education standards of teachers.</i> • <i>Lack of dedication from teachers.</i> • <i>Overloading of teachers with miscellaneous works.</i> • <i>Political interference in the administration.</i> • <i>Corruption in all affairs of the primary school.</i> • <i>Lack of concern of state government in providing quality education.</i> 	<p><i>Access to virtual education:</i> The Annual State of Education Report 2021 noted that 67.6 per cent of students' families had one android phone.</p> <p><i>Learning Gap:</i> During COVID-19, "90 per cent of students have lost at least one language ability and 80 per cent of students have lost at least one mathematical ability"</p> <p><i>Government School Teachers engaged in non-teaching or other jobs:</i> In many instances and reports, it is found that many teachers were doing other jobs hampering quality time to be spent on teaching and children in school.</p> <p><i>Non-timely Salary and Allowances to Teaching Staff in Government Schools:</i></p>
<p>Way Ahead</p> <ul style="list-style-type: none"> • We should make a micro plan for every school, a larger plan for schools at the district level, and then at the State level. • Then basic needs — drinking water, rainwater harvesting, school gardens, dining areas — need 	<p>The courts have asked civil servants to send their children to government schools.</p> <p>Is this a logical course to pursue? Is this not coercive? Does punitive measures like these help in long run? Mail us your opinion to team@iasbaba.com</p>

<p>to be taken up before talking about levels of learning and teaching.</p> <ul style="list-style-type: none">• The role of local bodies should be enhanced. Local bodies can take ownership, and school development committees can be linked with elected local bodies, so they can support the needs of schools.• Model Schools to be developed by Government: Example: Schools Developed by Delhi Government and its performance	
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