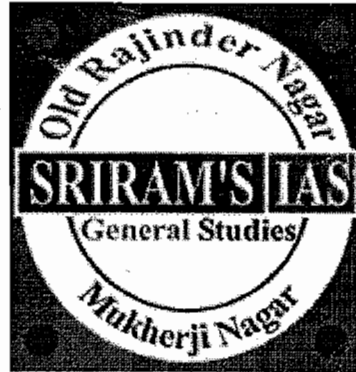


# SRIRAM'S IAS



## GENERAL STUDIES

### *Framework Of Some More Essays*

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11A/22; 1<sup>st</sup> Floor; Old Rajender Nagar; New Delhi -60

Ph. 011-25825591; 42437002; 9811489560

73-75; 1<sup>st</sup> Floor; Ring Road; Beside GTB Metro Station

Kingsway Camp; New Delhi.

Ph. 08447273027



# ESSAY WRITING

**DEFINITION:** Analytic, interpretative, or critical literary composition, usually dealing with its subject from a limited and often personal point of view. Flexible and versatile, the essay was perfected by Michel de Montaigne, who chose the name *essai* to emphasize that his compositions were “attempts” to express his thoughts and experiences. The essay has been the vehicle of literary and social criticism for some, while for others it could serve semipolitical, nationalistic, or polemical purposes and could have a detached, playful, earnest, or bitter tone.

## Organisation of an essay

Three parts:

- Introduction
- Body
- Conclusion

The order should be

1. Introduction
2. Background / History related
3. Main concept / theory / what the subject is about
4. Current scenario related to it.
5. Good sides
6. Negative sides / obstacles
7. Suggested reforms/ what the government is already doing about it
8. Conclusion

## Six honest servants

1. Why
2. What
3. Where
4. How
5. Who
6. When

## Some Do's

- Select a topic in which you have an in-depth knowledge
- Brainstorm
- Include relevant dimensions: social, economic, political, judicial, administrative, historical, international, humanitarian, environmental, geographical, ethical, moral, women, oppressed sections, etc.
- Be balanced, WHERE APPLICABLE.
- Use short sentences

- Use quotes
- Be creative
- Be optimistic
- Use facts
- Use examples
- Clarity is priceless
- Most importantly, have a unity in your answer.

**Some Don'ts**

- Repeat yourself
- Beat around the bush
- Be a radical/extremist in opinion
- Be factually incorrect
- Make grammatical error
- Personalize
- Point out any particular person/organisation in negative sense except for terrorist organisations
- Too many facts, quotes and others' opinions

**Best way to prepare**

Read more. Think more. Write more.

## **Women in India**

**Intro**

Background: Mythology, census figures, India's preference for male child, etc.

Indian or worldwide problem?

**Types of inequalities**

1. Mortality inequality
2. Natality inequality
3. Basic facility inequality
4. Special facility inequality
5. Professional inequality
6. Ownership inequality
7. Household inequality

**Extent of disparities:**

- Geographical disparities
- Class disparities
- Age wise disparities

**Reasons for inequality**

- Patriarchal society
- Social desire for male child
- Dowry
- Child marriage and early marriage
- Poverty
- Shifting to husband's house after marriage
- Disempowerment
- Lack of control over finances
- Poor implementation of laws
- Poor social security nets
- Poor education
- Poor political representation

**Impacts of discrimination against women**

- Economic
- Social
- Health
- Political
- International image of the nation

Solutions: what is being done and what needs to be done

- ❖ Govt policies: Women's bank, SABLA, IGMSY, JSSY, MCTS, National Mission for Empowerment of Women, NRHM, etc.
- ❖ Laws: PCPNDTA, Dowry prohibition Act, Domestic Violence Act, Amendments to Criminal law, etc.
- ❖ 73<sup>rd</sup> and 74<sup>th</sup> amendments
- ❖ NGOs role e.g. SEWA
- ❖ Role of private sector
- ❖ International experience
- ❖ Good governance
- ❖ Use of technology
- ❖ Societal awareness
- ❖ Women's reservation bill
- ❖ Reservation in the private sector

**Some sample topics:**

1. Preventing violence against women and girls
2. Addressing the needs of vulnerable and marginalized women and accelerating gender equality
3. Political partnership and leadership; empowering the rural and marginalized women
4. Strengthening social protection systems within the developmental framework
5. Gender responsive budgeting

**Some facts:**

- India's female labour participation rate was just 29 percent in 2010, according to the International Labour Organization, representing a slight *decline* over the previous two years.
- India's profile nevertheless compares very unfavourably to the 68 percent female labour participation in China, and among G20 economies, only Turkey (28 percent) and Saudi Arabia (17 percent) lag behind.
- True parity in terms of employment - the addition of about 203 million women to the Indian workforce, given sufficient demand for such labour - would boost the economy by roughly \$900 billion, assuming consistent levels of productivity. Under those circumstances, India's average annual growth over the past decade could have been 11.6 percent instead of 7.7 percent. Women's inequality may, in other words, have cost India's economy almost 4 percent of annual growth over the past 10 years.
- India's labour laws protect existing workers -primarily men - at the expense of aspiring ones, which include most women.
- Girls make up 60 percent of the world's children not in school
- At least two-thirds of illiterate adults in the world are women
- Women account for 60 percent of the working poor earning less than US\$1 a day
- Women are more likely than men to work in the lowest-paid informal or non-standard wage employment
- Closing the gender gap in employment in the BRIC countries (Brazil, Russia, India, and China) and in the so-called N-11 countries (Bangladesh, Egypt, Indonesia, Iran, Mexico, Nigeria, Pakistan, the Philippines, South Korea, Turkey, and Vietnam) could push per capita incomes 14 percent higher than current projections by 2020 and 20 percent higher by 2030.
- Gender Empowerment Score for India is 0.416 in 1996 and 0.497 in 2006
- The Hudson Institute estimates total private philanthropic flows to developing countries at US\$59 billion in 2010

- Provisional data from the census was released on 31 March-2011 (Updated 20 May 2013).

• <b>Population</b>	• Total	• 121,07,26,932
	• Males	• 623,121,843
	• Females	• 587,447,730
• <b>Literacy</b>	• Total	• 74.04%
	• Males	• 82.14%
	• Females	• 65.46%
• <b>Density of population</b>	• per km <sup>2</sup>	• 382
• <b>Sex ratio</b>	• per 1000 males	• 940 females
• <b>Child Sex ratio (0–6 age group)</b>	• per 1000 males	• 914 females

- Project for International student assessment is an international comparative survey of 15 year-olds' (46,000 learners) knowledge and skills across reading, mathematical and science literacy. India was represented by the states of Tamil Nadu and Himachal Pradesh. The recently unveiled PISA report spread over 74 countries including the Plus nations (10 countries were added to the original 64), the two Indian states (Tamil Nadu & Himachal Pradesh) came up 72nd and 73rd out of 74 in both reading and Math. In short, India faired miserably across the three areas.

	Total	Rural	Urban
1. Percentage distribution of population by broad age groups			
0-14	32.3	33.7	28.3
15-59	60.5	59.1	64.6
60+	7.2	7.2	7.2
2. Fertility indicators			
Crude birth rate	24.8	26.4	19.8
General fertility rate	95.3	103.5	71.9
Age-specific Fertility rate			
15-19	46.1	52.5	25.4
20-24	214.4	235.1	157.6
25-29	171.3	180.4	147.2
30-34	90.6	98.8	66.9
35-39	41.1	50.5	25.8
40-44	18.5	22.2	8.6
45-49	6.8	7.8	3.9
Total fertility rate	3	3.2	2.2
Gross reproduction rate	1.4	1.5	1
General marital fertility rate	132.6	141	106.4
Total marital fertility rate	4.7	4.9	4.2
Mean age at effective marriage for females	20.1	19.8	21.1
3. Total fertility rate by level of education of the mother			
Illiterate	4	4.1	3.1
Literate	2.4	2.6	2
Without any formal education	3.8	3.8	3.8
Below primary	3.2	3.3	2.8
Primary	2.4	2.5	2.1
Middle	2.1	2.2	2
Class X	1.9	2	1.7
Class XII	1.5	1.6	1.4
Graduate and above	1.8	2	1.6
4. Percentage distribution of live births by birth order			
1	35.1	33.7	40.7
2	28.1	27.4	31.4
3	16.5	17.1	14.2
4+	20.3	21.8	14
5. Percentage distribution of current live births by birth interval ( in months )			
10 to 12	0.8	0.9	0.7
12 to 18	8.4	8.4	8.6
18 to 24	14.5	14.8	13.5
24 to 30	23.2	23.8	20.4
30 to 36	10.3	10.5	9.3
36+	42.6	41.6	47.5
6. Mortality indicators			
Crude death rate	8	8.7	6
Percentage of infant deaths to total deaths	18.7	20.1	12.7
Percentage of deaths of less than one week to total infant deaths	40.9	42.2	31.4
Infant mortality rate	60	66	38



Neo-natal mortality rate	37	41	22
Early neo-natal mortality rate	25	28	12
Late neo-natal mortality rate	12	13	10
Post neo-natal mortality rate	23	25	16
Peri-natal mortality rate	33	36	20
Still birth rate	9	9	8
<b>7. Percentage distribution of births by type of medical attention at delivery</b>			
Insitutional	28.3	20.6	59.9
Doctor, nurse or trained midwife	19.7	18.9	23.1
Traditional birth attendants	48.5	56.5	15.9
Relatives and others	3.4	4	1.1
<b>8. Percentage distribution of deaths by type of medical attention before death</b>			
Insitutional	21.7	18.3	37.1
Medical attention other than institution	65.5	67.2	58.3
No medical attention	12.7	14.6	4.6

### Some quotes:

"For most of history, Anonymous was a woman."

- Virginia Woolf

"You educate a man; you educate a man. You educate a woman; you educate a generation."

- Brigham Young

"In politics, If you want anything said, ask a man. If you want anything done, ask a woman."

- Margaret Thatcher

I measure the progress of a community by the degree of progress which women have achieved.

- B. R. Ambedkar

"It doesn't matter who you are, or where you came from. The ability to triumph begins with you. Always."

-Oprah Winfrey

Women who seek to be equal with men lack ambition.

- Timothy Leary

"A woman is the full circle. Within her is the power to create, nurture and transform."

-Diane Mariechild

"Never underestimate the power of a woman."

-Nellie McClung

"You don't have to be anti-man to be pro-woman."

-Jane Galvin Lewis

## **EDUCATION**

**Definition:** Learning that takes place in schools or school-like environments (formal education) or in the world at large; the transmission of the values and accumulated knowledge of a society. In developing cultures there is often little formal education; children learn from their environment and activities, and the adults around them act as teachers. In more complex societies, where there is more knowledge to be passed on, a more selective and efficient means of transmission—the school and teacher—becomes necessary. The content of formal education, its duration, and who receives it have varied widely from culture to culture and age to age, as has the philosophy of education. Some philosophers (e.g., John Locke) have seen individuals as blank slates onto which knowledge can be written. Others (e.g., Jean-Jacques Rousseau) have seen the innate human state as desirable in itself and therefore to be tampered with as little as possible, a view often taken in alternative education.

### **The role of government**

#### **Formal education**

#### **Non-formal education**

- Alternative education
- Autodidacticism
- Vocational
- Informal education
- Indigenous
- Education through recreation
- Anarchistic free schools

## **EDUCATION IN INDIA**

### **History**

#### **Post-independence scenario**

#### **National Policy on Education - 1986**

National Policy on Education - 1986 and the Revised Plan of Action - 1992 gave an unqualified priority to the following three programmes for eradication of illiteracy:

- a) Universalisation of Elementary Education and universal retention of children upto 14 years of age.
- b) Systematic programme of non-formal education in the educationally backward states.
- c) National Literacy Mission to impart functional literacy to adults in the age-group of 15 - 35 years.

### **Functional Literacy**

The adult literacy programme, defines literacy as the achievement of reading, writing and numeracy skills of a predetermined level. However, the goal goes beyond the simple achievement of self-reliance in the 3 R's, to 'functional literacy', which is the ability to apply what one has learnt, to daily life.

**Functional Literacy implies:**

- achieving self reliance in literacy and numeracy;
- becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation, and participation in the process of development;
- acquiring skills to improve the economic status and general well-being;
- imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norms, etc.

The acquisition of 'functional literacy' results in empowerment, a definite improvement in the quality of life and helps ensure that the majority of India can be participants in, and recipients of, the benefits of the information era.

**Pattern of education in India**

- **10+2+3 pattern**
- **Primary education system in India**
- **Private education**
- **Secondary education**
- **Higher education:** As per Report of the Higher education in India, Issues Related to Expansion, Inclusiveness, Quality and Finance, the access to higher education measured in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960-61. By 2006/7 the GER increased to about 11 percent. Notably, by 2012, it had crossed 20%.
- **Technical education**
- **Open and distance learning**

**Literacy vs Attainment**

*The Economist* reports that half of 10-year-old rural children could not read at a basic level, over 60% were unable to do division, and half dropped out by the age 14.

An optimistic estimate is that only one in five job-seekers in India has ever had any sort of vocational training. However, this figure is likely to be much higher in 2013.

**Higher education****Women's education****Rural education****Education and economic growth****Education and democracy****Education and the middle class****Foreign education and its relevance to India****View of prominent Indians on education**

**Issues**

- **Workforce quality, funding and infrastructure**
- **Curriculum issues:** *BusinessWeek* criticizes the Indian curriculum, saying it revolves around rote learning and *ExpressIndia* suggests that students are focused on cramming.
- **Participation and high dropout rate**
- **Controversy** regarding withdrawal of Deemed university status from as many as 44 institutions. The Government claimed in its affidavit that academic considerations were not being kept in mind by the management of these institutions and that "they were being run as family fiefdoms".

**Reasons for poor education**

- Political will
- Health related factors
- Roads
- Poverty
- Poor participation
- Corruption
- No/inadequate toilets
- Irrelevant curriculum

**Suggestions for improving quality of education**

1. Towards a Learning Society-
2. Industry and Academia Connection
3. Incentives to Teachers and Researchers
4. Innovative Practices
5. To mobilize resources
6. Coming of Information Age
7. Student-Centred Education and Dynamic Methods
8. Public Private Partnership
9. To Provide Need Based Job-Oriented Courses
10. International Cooperation
11. Towards a New vision
12. Action Plan for Improving Quality
13. Individuality
14. Privatization of Higher Education
15. World Class Education
16. Personality Development-
17. Stipends to Research Fellows
18. Fair Quality Assurance System
19. To increase Quantity of Universities
20. Examination Reforms
21. High-tech Libraries

**Govt policies:**

RTE, RMSA, Mid day meal programme, Kasturba Gandhi Balika Vidyalayas, etc.

**Some facts**

Project for International student assessment is an international comparative survey of 15 year-olds' (46,000 learners) knowledge and skills across reading, mathematical and science literacy. India was represented by the states of Tamil Nadu and Himachal Pradesh. The recently unveiled PISA report spread over 74 countries including the Plus nations (10 countries were added to the original 64), the two Indian states (Tamil Nadu & Himachal Pradesh) came up 72nd and 73rd out of 74 in both reading and Math. In short, India fared miserably across the three areas.

75% of technical graduates and more than 85% of general graduates are unemployable by India's most demanding and high-growth global industries, including information technology. India's higher education system is the third largest in the world, after China and the United States.

According to a survey, 25% of public sector teachers and 40% of public sector medical workers were absent during the survey. Among teachers who were paid to teach, absence rates ranged from 15% in Maharashtra to 30% in Bihar. Only 1 in nearly 3000 public school head teachers had ever dismissed a teacher for repeated absence.

A study on teachers by Kremer etc. found that 'only about half were teaching, during unannounced visits to a nationally representative sample of government primary schools in India.'

A study of 188 government-run primary schools found that 59% of the schools had no drinking water and 89% had no toilets. 2003-04 data by National Institute of Educational Planning and Administration revealed that only 3.5% of primary schools in Bihar and Chhattisgarh had toilets for girls. In Madhya Pradesh, Maharashtra, Andhra Pradesh, Gujarat, Rajasthan and Himachal Pradesh, rates were 12-16%. In fact, the number of secondary schools is almost half the number of upper primary schools available in the country.

The University Grant Commission found 39 fake institutions operating in India.

Only 10% of manufacturers in India offer in-service training to their employees, compared with over 90% in China.

**ASER 2012 (RURAL) FINDINGS**

**Enrollment in the 6-14 age group continues to be very high. But the proportion of out of school children has increased, especially among girls in the age group of 11 to 14.**

Overall, enrollment numbers remain very high. Over 96% of all children in the age group 6 to 14 years are enrolled in school. This is the fourth consecutive year that enrollment levels have been 96% or more.

Nationally, the proportion of children (age 6 to 14) who are not enrolled in school has gone up slightly, from 3.3% in 2011 to 3.5% in 2012. A slight increase is seen for all age groups and for both boys and girls.

Girls in the age group of 11 to 14 years are often the hardest to bring to school and keep in school. In 2006, in eight major states, more than 11% girls in this age group were not enrolled in school. By 2011, this figure had dropped to less than 6.5% in 3 of these states (Jharkhand, Gujarat and Odisha) and less than 5% in 3 others (Bihar, Chhattisgarh and West Bengal). The situation in these states remained more or less unchanged in 2012. However in Rajasthan and Uttar Pradesh, the proportion of out of school girls (age 11-14) has increased from 8.9% and 9.7% respectively in 2011 to more than 11% in 2012.

### **Private school enrolment continues to rise in almost all states.**

At the All India level private school enrollment has been rising steadily since 2006. The percentage of 6 to 14 year olds enrolled in private schools rose from 18.7% in 2006 to 25.6% in 2011. This year this number has further increased to 28.3%. The increase is almost equal in primary (Std. I-V) and upper primary (Std. VI- VIII) classes. In 2012, among all private school children (age 6-14), 57.9% were boys.

In 2012, more than 40% of children (age 6-14 years) in Jammu & Kashmir, Punjab, Haryana, Rajasthan, Uttar Pradesh and Meghalaya are enrolled in private schools. This percentage is 60% or more in Kerala and Manipur.

Increase in private school enrollment is seen in almost all states, with the exception of Kerala, Nagaland, Manipur and Meghalaya (where private school enrollment was over 40% even last year) and Tripura.

Since 2009, private school enrollment in rural areas has been rising at an annual rate of about 10%. If this trend continues, by 2018 India will have 50% children in rural areas enrolled in private schools.

### **Reading levels continue to be a cause for serious concern. More than half of all children in Std. V are at least three grade levels behind where they should be.**

In 2010 nationally, 46.3% of all children in Std. V could not read a Std. II level text. This proportion increased to 51.8% in 2011 and further to 53.2% in 2012. For Std. V children enrolled in government schools, the percentage of children unable to read Std. II level text has increased from 49.3% (2010) to 56.2% (2011) to 58.3% (2012).

For all children in Std. V, the major decline in reading levels (of 5 percentage points or more) between 2011 and 2012 is seen in Haryana, Bihar, Madhya Pradesh, Maharashtra and Kerala. Even private schools in Maharashtra and Kerala, with a large proportion of aided schools, show a decline in reading ability for Std. V.

The percentage of all children enrolled in Std. III who cannot read a Std. I level text has increased steadily from 53.4% (2009) to 54.4% (2010) to 59.7% (2011) to 61.3% in 2012. For children enrolled in government schools, this figure has increased from 57.6% in 2010 to 64.8% in 2011 to 67.7% in 2012.

**2012 was the year of mathematics. But it has been a bad year for basic arithmetic for children in India.**

In 2010, of all children enrolled in Std. V, 29.1% could not solve simple two-digit subtraction problems with borrowing. This proportion increased to 39% in 2011 and further to 46.5% in 2012. Barring Andhra Pradesh, Karnataka and Kerala, every major state shows signs of a substantial drop in arithmetic learning levels.

Comparing the cohort of children who were in government schools in Std. V in 2011 with the cohort in Std. V in 2012, there is evidence of a more than 10 percentage point drop in the ability to do basic subtraction in almost all states. Exceptions are Bihar, Assam and Tamil Nadu where the drop is less; and Andhra Pradesh, Karnataka and Kerala where there has been either improvement or no change from 2011.

The proportion of all children enrolled in Std. V who could not do division problems has increased from 63.8% in 2010 to 72.4% in 2011 to 75.2% in 2012. In rural India as a whole, two years ago about two thirds of all children in Std. V could not do simple division. In 2012 this number is close to three fourths. Himachal Pradesh, Punjab, Haryana, Chhattisgarh, Madhya Pradesh, Gujarat and Maharashtra are all states where the cohort in Std. V in 2012 seems to be substantially weaker than the cohort in Std. V in 2011. In the southern states, the situation is unchanged from 2011 except in Kerala where there is a significant improvement.

**ASER 2012 assessed basic English.**

In ASER 2012, children were given a set of simple English reading and comprehension tasks. Across rural India, 48.9% children enrolled in Std. V could read English words or more, and 22.5% could read simple English sentences. Among all children enrolled in Std. VIII, 47% could read sentences. Of those who could read words or sentences, well above 60% could convey the meaning in their own language.

**Private inputs into children's education, such as private schooling and private tutoring, are widespread.**

And their influence on children's learning outcomes is substantial.

Whether enrolled in government schools or private schools, across rural India in the elementary grades (Std. I-VIII) about a quarter of all children also go to paid private tutors.

Another way to think about private inputs into education is to categorize children into four groups:

1. Children in government schools who do not go to private tutors;
2. Children in government schools who go to private tutors;
3. Children in private schools who do not go to private tutors; and
4. Children in private schools who go to private tutors.

In 2012, the above four groups comprised 54.5%, 18.8%, 20.7% and 6% of all students in Std. V. Children in categories 2, 3 and 4 – amounting to about 45% of all children in Std. V in rural India - receive some form of private input into their education, either in the form of schooling or tuition.

**The influence of additional inputs in the form of tuition on children's ability to read or to do arithmetic is clear.**

Whether enrolled in government schools or in private schools, children receiving this additional support have better learning outcomes than those who do not.

**The proportion of small schools is rising in India.**

A total of 14,591 schools were visited during ASER 2012. Of these about 60% were government primary schools with classes up to Std. IV or V and the rest were upper primary schools which had primary sections.

The proportion of government primary schools with enrollment of 60 or fewer students has increased over time. In the last 3 years, this figure has increased from 26.1% in 2009 to 32.1% in 2012.

The proportion of children in primary grades who sit in multigrade classrooms is also rising. For Std. II, this number has gone up from 55.8% in 2009 to 62.6% in 2012. For Std. IV, it has risen from 51% in 2010 to 56.6% in 2012.

**School facilities show improvement over time.**

Based on RTE norms, the pupil teacher ratio shows improvement. In 2010, the proportion of schools meeting these norms was 38.9%. This number has risen to 42.8% in 2012.

73% of all schools visited had drinking water available. However, just under 17% did not have drinking water facility at all. A water facility was available, though not usable in the remaining schools.

The proportion of schools without toilets has reduced from 12.2% in 2011 to 8.4% in 2012 and the proportion of schools with useable toilets has increased from 47.2% in 2010 to 56.5% in 2012. Approximately 80% of schools visited had separate provision for girls' toilets. Of schools which had this separate provision, close to half had useable girls' toilets, as compared to a third in 2010.

The mid-day meal was observed being served in 87.1% schools that were visited.



**QUOTES**

"Live as if you were to die tomorrow. Learn as if you were to live forever."  
— Mahatma Gandhi

Education is the most powerful weapon which you can use to change the world.  
— Nelson Mandela

The only thing that interferes with my learning is my education. — Albert Einstein

"When you know better you do better." — Maya Angelou

It is the mark of an educated mind to be able to entertain a thought without accepting it.  
— Aristotle

An investment in knowledge pays the best interest. — Benjamin Franklin

Education is the key to unlock the golden door of freedom. — George Washington Carver

Education is not preparation for life; education is life itself. — John Dewey

"Education without values, as useful as it is, seems rather to make man a more clever devil."  
— C.S. Lewis

"Study without desire spoils the memory, and it retains nothing that it takes in."  
— Leonardo da Vinci

"The educated differ from the uneducated as much as the living differ from the dead."  
— Aristotle

"Children must be taught how to think, not what to think." — Margaret Mead

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young." — Henry Ford

"Knowledge will bring you the opportunity to make a difference." — Claire Fagin

The only person who is educated is the one who has learned how to learn and change.  
— Carl Rogers

**Sample Questions**

1. India's education challenge
2. Can India educate its way to prosperity?
3. Education and politics
4. Moral education is more important than technical education.

# MEDIA

**Definition:** means of mass communication

**Types:** In order of emergence

1. Print (books, pamphlets, newspapers, magazines, etc.) from the late 15th century
2. Recordings (gramophone records, magnetic tapes, cassettes, cartridges, CDs, DVDs) from the late 19th century
3. Cinema from about 1900
4. Radio from about 1910
5. Television from about 1950
6. Internet, including social media, from about 1990
7. Mobile phones from about 2000

**Classification according to the active thinking on part of recipient:**

- Hot media
- Cold media

## Characteristics

- Comprises both technical and institutional methods of production and distribution. This is evident throughout the history of the media, from print to the Internet, each suitable for commercial utility.
- Involves the commodification of symbolic forms, as the production of materials relies on its ability to manufacture and sell large quantities of the work. Just as radio stations rely on its time sold to advertisements, newspapers rely for the same reasons on its space.
- Its reach to those 'far removed' in time and space, in comparison to the producers.
- Information distribution – a one to many form of communication, whereby products are mass-produced and disseminated to a great quantity of audiences.
- Audiences are usually self selected
- Channels use technology
- Feedback is usually minimal
- Existence of noise,

## Functions of media

- Surveillance: warning surveillance and instrumental surveillance
- Interpretation
- Socialization
- Entertainment
- Advocacy and persuasion
- Mint money

**Impact on society**

- Limited effects theory
- Class dominant theory
- Culturist theory

**Media and culture:** elitist culture, populist culture, cultural spread, cultural imperialism.

**Freedom of press and democracy**

**Women and mass media**

**Mass media and social stability**

**Ethics and media:** truth vs privacy, public interest, sensibility; news manipulations; conflict with law, etc.

**Media and governance**

**Media and the poor**

**Social media and the society**

**Community radio**

**Cyber security?**

**Some quotes:**

"Propaganda is to a democracy what the bludgeon is to a totalitarian state."

— Noam Chomsky

"People are sheep. TV is the shepherd." — Jess C. Scott

"Whoever controls the media, controls the mind" — Jim Morrison

"All I know is just what I read in the papers, and that's an alibi for my ignorance."

— Will Rogers

"The advancement and diffusion of knowledge is the only guardian of true liberty."

— James Madison

What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish. — W. H. Auden

Social media is not about the exploitation of technology but service to community.

— Simon Mainwaring

We have more media than ever and more technology in our lives. It's supposed to help us communicate, but it has the opposite effect of isolating us. — Tracy Chapman

Whoever controls the media, the images, controls the culture. — Allen Ginsberg

**Some facts**

India had a total of 100 million Internet users—comprising 8.5% of the country's population—by 2010. By 2010, 13 million people in India also had access to broadband Internet—making it the 10th largest country in the world in terms of broadband Internet users.

With 1,400 television stations as of 2009, the country ranks 4th in the list of countries by number of television broadcast stations.

Newspaper sale in the country increased by 11.22% in 2007. By 2007, 62 of the world's best selling newspaper dailies were published in China, Japan, and India. India consumed 99 million newspaper copies as of 2007—making it the second largest market in the world for newspapers.

The French NGO Reporters Without Borders compiles and publishes an annual ranking of countries based upon the organisation's assessment of their press freedom records. In 2011-12 India was ranked 131st out of 179th countries, which was a setback from the preceding year.

Steps taken by the Government to counter cyber crime:

- i. Computers Security Policies, Standard Operating Procedures and guidelines were formulated and circulated to all Ministries / Departments for implementation.
- ii. All Central Government Ministries / Departments and State / Union Territory Government have been advised to conduct security auditing of entire Information Technology infrastructure including websites periodically to discover gaps with respect to security practices and take appropriate corrective actions.
- iii. National Informatics Centre (NIC) has been directed not to host web sites, which are not audited with respect to cyber security.
- iv. A "Crisis Management Plan for countering cyber attacks and cyber terrorism" is in place and circulated for implementation by all Ministries / Departments of Central Government, State Governments and their organizations and critical sectors.
- v. The Information Technology Act, 2000 as amended by the Information Technology (Amendment) Act, 2008 has been enforced with effect from 27.10.2009. The Act provides legal framework to address the issues connected with security breaches of information technology infrastructure.
- vi. The Indian Computer Emergency Response Team (CERT-In) issues alerts and advisories regarding latest cyber threats and countermeasures on regular basis.
- vii. National Cyber Security Policy
- viii. Collaboration with other countries to further our cyber security, e.g. the US.

### **Sample Questions:**

1. Media as an opiate of the masses
2. Should media be regulated
3. Social media and its impact
4. Does the media overstep its boundaries?
5. Media and technology
6. Mass media is the main cause of moral decline.

# ESSAY WRITING

## NATIONALISM

**Definition:** Loyalty and devotion to one's nation or country, especially as above loyalty to other groups or to individual interests. Before the era of the nation-state, the primary allegiance of most people was to their immediate locality or religious group. The rise of large, centralized states weakened local authority, and society's increasing secularization weakened loyalty to religious groups, though shared religion—along with common ethnicity, political heritage, and history—is one of the factors that draws people together in nationalist movements. Early nationalist movements in 18th- and early 19th-century Europe were liberal and internationalist, but they gradually became more conservative and parochial. Nationalism is considered a major contributing cause of World War I, World War II, and many other wars of the modern era. In Africa and Asia in the 20th century, nationalist movements often arose in opposition to colonialism. After the fall of the Soviet Union, powerful nationalist sentiments in eastern Europe and the former Soviet republics contributed to ethnic conflicts, such as those in the territories of the former Yugoslavia.

**Outline:** Two major perspectives on the origins and basis of nationalism, one is the primordialist perspective that describes nationalism as a reflection of the ancient and perceived evolutionary tendency of humans to organize into distinct groupings based on an affinity of birth; the other is the modernist perspective that describes nationalism as a recent phenomenon that requires the structural conditions of modern society in order to exist. Indian form of inclusive nationalism is very old, can be traced back to Mauryan empire and Ashoka.

**Identification of state and people:** earlier, it was religion; then the then most advanced civilisation.

### Cultural nationalism

#### Varieties

- Anti-colonial nationalism
- Civic nationalism
- Ethnic nationalism
- Left-wing nationalism
- Territorial nationalism
- Ultrationalism

#### Causes for the rise of nationalism

- Economic slowdown
- Colonialism and exploitation
- Growth of infrastructure
- Growth of political parties
- Spread of education
- Growth of technology

- Spread of ideals like equality
- Role of press
- Emergence of leaders like Swami Vivekananda, Gandhiji, Nehru, Nelson Mandela, Hitler, etc.
- Cultural insecurity
- Rise of middle class

### **Criticisms**

- Absence of clear definition of nation and its claim as the sole legitimate political identity
- Divisive nature of nationalism
- Submerges and oppresses other nationalities
- Submerges sub-nationalities
- Submerges individual identity
- Marxist critique of nationalism

### **Nationalism vs patriotism**

In his classic essay on the topic George Orwell distinguishes nationalism from patriotism, which he defines as devotion to a particular place. Nationalism, more abstractly, is "power-hunger tempered by self-deception."

For Orwell, the nationalist is more likely than not dominated by irrational negative impulses.

### **Nationalism and democracy**

### **Nationalism and decentralisation**

### **Women and nationalism**

### **Science and nationalism**

### **Human rights and nationalism**

### **Nationalism in the era of globalisation**

### **Gandhiji on Civic nationalism**

### **Nehru on Nationalism**

### **Tagore on nationalism**

### **Vivekananda on Nationalism**

### **Case study:**

Rise of European nationalism in current era.

Tamils in Sri Lanka, Tibetans in China, African independence movements, etc.

### **Sample Questions:**

1. Is nationalism a necessary evil?
2. Nationalism is the soul of a nation
3. Colonialism has been the chief architect of nationalism
4. Nationalism is based on falsehood.
5. Globalisation will destroy nationalism

**Quotes**

"There has never been nationhood without falsehood." — Felipe Fernández-Armesto

"Our true nationality is mankind." — H.G. Wells

"Patriotism is the virtue of the vicious" — Oscar Wilde

"Nationalism is an infantile thing. It is the measles of mankind." — Albert Einstein

Nationalism is power hunger tempered by self-deception. — George Orwell

It is nationalism which engenders nations, and not the other way round."

— Ernest Gellner, *Nations And Nationalism*

Born in iniquity and conceived in sin, the spirit of nationalism has never ceased to bend human institutions to the service of dissension and distress. — Thorstein Veblen

"Patriotism is your conviction that this country is superior to all other countries because you were born in it." — George Bernard Shaw

"Patriots always talk of dying for their country, and never of killing for their country."

— Bertrand Russell

"To me, it seems a dreadful indignity to have a soul controlled by geography."

— George Santayana

"The love of one's country is a splendid thing. But why should love stop at the border?"

— Pablo Casals

# GLOBALISATION

**Definition:** This is the integration of economies, industries, markets, cultures and policy-making around the world.

Globalisation describes a process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation.

In the more recent past, globalisation was often primarily focused on the economic side of the world, such as trade, foreign direct investment and international capital flows, more recently the term has been expanded to include a broader range of areas and activities such as culture, media, technology, socio-cultural, political, and even biological factors, e.g. climate change.

**Ancient or recent phenomenon?**

**Basic aspects of globalisation**

**History of globalisation**

- Archaic
- Proto-globalization
- Modern

**Facets of globalisation, especially in the Indian context**

- **Economic:** International trade, trade agreements, capital movement, illegal trade,
- **Political:** Supranationalism, G8, G20, UN, ICC, etc.
- **Sociocultural:** international standards of education, dress, diet, health care, lifestyle, family patterns, media, tourism, international sports, cultural events, consumerism, etc. It also includes the opposition to globalisation.
- **Environmental:** Climate change, global warming, thinning of the ozone layer, overfishing, invasive species, deforestation, peak water, peak wheat, outsourcing of pollution, UNFCCC, Aichi targets, etc.
- **Security dimension**

**Proponents**

- Economic liberalism and free trade
- Dissemination of knowledge and skills
- Dissemination of technology e.g. mobile phones
- Convergence of living standards
- Fall in poverty levels
- Reduction in child labour
- Improvement in education levels
- Urbanisation



- Global democracy
- Democratic globalization
- International cooperation
- Military cooperation
- Environmental cooperation
- Global civics
- Cosmopolitanism

**Critiques**

- Neocolonization
- Political instability
- Breakdown of democracy
- Subversion of national institutions
- Rule of MNCs
- Cultural imperialism
- Poverty
- Inequality
- Weaker labour unions
- Outsourcing, job losses and associated unemployment
- Child labour
- Economic instability
- Corruption
- Security challenge
- Environmental damage
- Spread of new diseases
- Women and globalisation

**Anti-globalization movement**

**Global justice and inequality**

**Gender inequality in the global workforce**

**Anti-consumerism**

**Anti-global governance**

**Environmentalist opposition**

**Opposition to globalisation in EU, US, etc.**

**India and globalisation**

**Constitutional provisions related to globalisation**

**Tagore on internationalism, Nehru's views, etc**

**Trade**

**Balance of Payments**

**Investment**

**Remittances**

**Some facts**

Per capita Gross Domestic Product (GDP) growth among post-1980 globalizing countries accelerated from 1.4 percent a year in the 1960s and 2.9 percent a year in the 1970s to 3.5 percent in the 1980s and 5.0 percent in the 1990s. This acceleration in growth seems even more remarkable given that the rich countries saw steady declines in growth from a high of 4.7 percent in the 1960s to 2.2 percent in the 1990s. Also, the non-globalizing developing countries seem to fare worse than the globalizers, with the former's annual growth rates falling from highs of 3.3 percent during the 1970s to only 1.4 percent during the 1990s.

In the developing world as a whole, life expectancy rose by four months each year after 1970 and infant mortality rate declined from 107 per thousand in 1970 to 58 in 2000 due to improvements in standards of living and health conditions. Also, adult literacy in developing countries rose from 53% in 1970 to 74% in 1998 and much lower illiteracy rate among the young guarantees that rates will continue to fall as time passes. Furthermore, the reduction in fertility rate in the developing world as a whole from 4.1 births per woman in 1980 to 2.8 in 2000 indicates improved education level of women on fertility, and control of fewer children with more parental attention and investment.

Joseph Stiglitz argues that countries that have managed globalization on their own have succeeded in reaping benefits from globalization, while countries that were economically managed by international institutions such as the IMF have not gained as much from globalization.

India's international trade as a proportion of GDP reached 24% by 2006, up from 6% in 1985 and still relatively moderate.






India currently accounts for 1.2% of World trade as of 2006 according to the World Trade Organisation (WTO).

Despite reducing import restrictions several times in the 2000s, India was evaluated by the World Trade Organisation in 2008 as more restrictive than similar developing economies, such as Brazil, China, and Russia. The WTO also identified electricity shortages and inadequate transportation infrastructure as significant constraints on trade. Its restrictiveness has been cited as a factor which has isolated it from the global financial crisis of 2008–2009 more than other countries, even though it has reduced ongoing economic growth.

India is the world's leading receiver of remittances, claiming more than 12% of the world's remittances in 2007. Remittances to India account for approximately 3% of the country's GDP.

Foreign direct investment in India has reached 2% of GDP, compared with 0.1% in 1990, and Indian investment in other countries rose sharply in 2006.

**Share of top five investing countries in FDI inflows. (2000–2007)**

Rank	Country	Inflows (Million USD)	Inflows (%)
1	 Mauritius	85,178	44.24%
2	 United States	18,040	9.37%
3	 United Kingdom	15,363	7.98%
4	 Netherlands	11,177	5.81%
5	 Singapore	9,742	5.06%

Source: FDI in India Statistics

**Quotes**

If you're totally illiterate and living on one dollar a day, the benefits of globalization never come to you. — Jimmy Carter

It has been said that arguing against globalization is like arguing against the laws of gravity.

— Kofi Annan

Outsourcing and globalization of manufacturing allows companies to reduce costs, benefits consumers with lower cost goods and services, causes economic expansion that reduces unemployment, and increases productivity and job creation. — Larry Elder

Globalization was a deep trend pushed by technology and right ideas, as much as anything else. — Jeffrey Sachs

Contagion has become very much a phenomenon, and it's a phenomenon of globalization.

— Lawrence Summers

Globalization is not a monolithic force but an evolving set of consequences - some good, some bad and some unintended. It is the new reality. — John B. Larson

Globalization doesn't have to be a bad thing as long as government provides us all with the tools to cope in a changing world. — John B. Larson

# FREEDOM OF SPEECH

**Freedom of speech** is the political right to communicate one's opinions and ideas using one's body and property to anyone who is willing to receive them. The term **freedom of expression** is sometimes used synonymously, but includes any act of seeking, receiving and imparting information or ideas, regardless of the medium used. In practice, the right to freedom of speech is not absolute in any country and the right is commonly subject to limitations, as with libel, slander, obscenity, sedition (including, for example inciting ethnic hatred), copyright violation, revelation of information that is classified or otherwise.

## Basis facets of the right to freedom of expression

### History of freedom of speech

**Why is it essential:** Information and knowledge are the most powerful weapons. Freedom of speech enables their dissemination.

Link between freedom of speech and: democracy, science, economic progress, religious freedom, right to life, etc.

### What types of freedoms are included under this:

Press

Internet

Voice

Movies

Art

Any other form of expression

### Established position of law in India

The Constitution of India provides the right to freedom, given in articles 19, 20, 21 and 22, with the view of guaranteeing individual rights that were considered vital by the framers of the constitution. The right to freedom in Article 19 guarantees the Freedom of speech and expression.

### Constitutional law

In a landmark judgement of the case *Maneka Gandhi v. Union of India*, the Supreme Court held that the freedom of speech and expression has no geographical limitation and it carries with it the right of a citizen to gather information and to exchange thought with others not only in India but abroad also.

The constitution of India does not specifically mention the freedom of press. Freedom of press is implied from the Article 19(1)(a) of the Constitution. Thus the press is subject to the restrictions that are provide under the Article 19(2) of the Constitution. Before Independence, there was no constitutional or statutory provision to protect the freedom of press. As observed

by the *Privy Council in Channing Arnold v. King Emperor*: "The freedom of the journalist is an ordinary part of the freedom of the subject and to whatever length, the subject in general may go, so also may the journalist, but apart from statute law his privilege is no other and no higher. The range of his assertions, his criticisms or his comments is as wide as, and no wider than that of any other subject". The Preamble of the Indian Constitution ensures to all its citizens the liberty of expression. Freedom of the press has been included as part of freedom of speech and expression under the Article 19 of the UDHR. The heart of the Article 19 says: "Everyone has the right to freedom of opinion and expression, this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."

In *Romesh Thapar v. State of Madras*, Patanjali Shastri, CJ observed: "Freedom of speech and of the press lay at the foundation of all democratic organisations, for without free political discussion no public education, so essential for the proper functioning of the process of popular government, is possible."

The Supreme Court observed in *Union of India v. Assn. for Democratic Reforms*: "Onesided information, disinformation, misinformation and non-information, all equally create an uninformed citizenry which makes democracy a farce. Freedom of speech and expression includes right to impart and receive information which includes freedom to hold opinions".

In *Indian Express v. Union of India*, it has been held that the press plays a very significant role in the democratic machinery. The courts have duty to uphold the freedom of press and invalidate all laws and administrative actions that abridge that freedom. Freedom of press has three essential elements. They are: 1. freedom of access to all sources of information, 2. freedom of publication, and 3. freedom of circulation.

In India, the press has not been able to practise its freedom to express the popular views. In *Sakal Papers Ltd. v. Union of India*, the Daily Newspapers (Price and Page) Order, 1960, which fixed the number of pages and size which a newspaper could publish at a price was held to be violative of freedom of press and not a reasonable restriction under the Article 19(2). Similarly, in *Bennett Coleman and Co. v. Union of India*, the validity of the Newsprint Control Order, which fixed the maximum number of pages, was struck down by the Court holding it to be violative of provision of Article 19(1)(a) and not to be reasonable restriction under Article 19(2). The Court struck down the rebuttal of the Government that it would help small newspapers to grow.

In *Romesh Thapar v. State of Madras* (1950 SCR 594, 607; AIR 1950 SC 124), entry and circulation of the English journal "Cross Road", printed and published in Bombay, was banned by the Government of Madras. The same was held to be violative of the freedom of speech and expression, as "without liberty of circulation, publication would be of little value". In *Prabha Dutt v. Union of India* ((1982) 1 SCC 1; AIR 1982 SC 6.), the Supreme Court directed the Superintendent of Tihar Jail to allow representatives of a few newspapers to interview Ranga and Billa, the death sentence convicts, as they wanted to be interviewed.

There are instances when the freedom of press has been suppressed by the legislature. The authority of the government, in such circumstances, has been under the scanner of judiciary. In the case of *Brij Bhushan v. State of Delhi* (AIR 1950 SC 129), the validity of censorship previous to the publication of an English Weekly of Delhi, the Organiser was questioned. The court struck down the Section 7 of the East Punjab Safety Act, 1949, which directed the editor and publisher of a newspaper "to submit for scrutiny, in duplicate, before the publication, till the further orders, all communal matters all the matters and news and views about Pakistan, including photographs, and cartoons", on the ground that it was a restriction on the liberty of the press. Similarly, prohibiting newspaper from publishing its own views or views of correspondents about a topic has been held to be a serious encroachment on the freedom of speech and expression.

### **Restrictions**

Under Indian law, the freedom of speech and of the press do not confer an absolute right to express one's thoughts freely. Clause (2) of Article 19 of the Indian constitution enables the legislature to impose certain restrictions on free speech under following heads:

- I. security of the State,
- II. friendly relations with foreign States,
- III. public order,
- IV. decency and morality,
- V. contempt of court,
- VI. defamation,
- VII. incitement to an offence, and
- VIII. sovereignty and integrity of India.

Reasonable restrictions on these grounds can be imposed only by a duly enacted law and not by executive action.

**Practical constraints and curtailments: POTA, Official Secrets Act, etc.  
Sedition, and Gandhiji's, Nehru's views on sedition law**

### **Obscenity**

**Press Freedom Index:** In 2013, India (140th, -9) is at its lowest since 2002 because of increasing impunity for violence against journalists and because Internet censorship continues to grow.

**Gandhiji and freedom of speech:** Satya, ahinsa have freedom of speech implicit in them.

**Tagore on freedom of speech:** individual freedom includes freedom of speech.

**Freedom of speech and privacy:** Niira Radia tapes, Snowden's leaks, Leveson inquiry, etc.

**Freedom of speech and national security:** Bradley Manning.

**Link between freedom of speech and economic growth**

**Freedom of speech and the private sector**

**Role of media**

**Role of judiciary:** concept of basic structure, etc.

**Right to Information act****Role of Election Commission****Freedom of speech from women's perspective****Rights and concomitant responsibilities****The idea of relatedness and absence of vacuum****LEVESON INQUIRY SUMMARY****Briefly:**

- New self-regulation body recommended
- Independent of serving editors, government and business
- No widespread corruption of police by the press found
- Politicians and press have been too close
- Press behaviour, at times, has been 'outrageous'

**Regulation**

An independent regulatory body for the press should be established.

It should take an active role in promoting high standards, including having the power to investigate serious breaches and sanction newspapers.

The new body should be backed by legislation designed to assess whether it is doing its job properly.

The legislation would enshrine, for the first time, a legal duty on the government to protect the freedom of the press.

An arbitration system should be created through which people who say they have been victims of the press can seek redress without having to go through the courts.

Newspapers that refuse to join the new body could face direct regulation by media watchdog of com.

The body should be independent of current journalists, the government and commercial concerns, and not include any serving editors, government members or MPs.

The body should consider encouraging the press to be as transparent as possible in relation to sources for its stories, if the information is in the public domain.

A whistle-blowing hotline should be established for journalists who feel under pressure to do unethical things.

**Police**

No evidence of widespread police corruption.

Former Met Police Assistant Commissioner John Yates's relationship with media publisher News International, where he had friends working at the News of the World, including the deputy editor, was criticised.

**Politicians**

Politicians of all parties had developed "too close a relationship with the press in a way which has not been in the public interest".

The relationship between politicians and press over the last three decades has damaged the perception of public affairs.

But former Culture Secretary Jeremy Hunt and PM David Cameron were cleared of being too close to the Murdoch media empire.

**Public**

When chasing stories, journalists have caused "real hardship and, on occasion, wreaked havoc with the lives of innocent people". This happened to both famous people and members of the public. Press behaviour, at times, "can only be described as outrageous".

At the News of the World, quite apart from phone hacking, there was a failure of systems of management and compliance. There was a general lack of respect for individual privacy and dignity at the paper.

**The Whistle Blowers Protection Bill, 2011 (INDIA)**

Commonly known as the Whistleblower's Bill, it seeks to establish a mechanism to register complaints on any allegations of corruption or wilful misuse of power against a public servant. The Bill also provides safeguards against victimisation of the person who makes the complaint.

**Highlights of the Bill**

- The Bill seeks to protect whistleblowers, i.e. persons making a public interest disclosure related to an act of corruption, misuse of power, or criminal offence by a public servant.
- Any public servant or any other person including a non-governmental organization may make such a disclosure to the Central or State Vigilance Commission.
- Every complaint has to include the identity of the complainant.
- The Vigilance Commission shall not disclose the identity of the complainant except to the head of the department if he deems it necessary. The Bill penalises any person who has disclosed the identity of the complainant.
- The Bill prescribes penalties for knowingly making false complaints.

**Key Issues and Analysis**

- The Bill aims to balance the need to protect honest officials from undue harassment with protecting persons making a public interest disclosure. It punishes any person making false complaints. However, it does not provide any penalty for victimising a complainant.
- The CVC was designated to receive public interest disclosures since 2004 through a government resolution. There have been only a few hundred complaints every year. The provisions of the Bill are similar to that of the resolution. Therefore, it is unlikely that the number of complaints will differ significantly.
- The power of the CVC is limited to making recommendations. Also it does not have



any power to impose penalties. This is in contrast to the powers of the Karnataka Lokayukta and the Delhi Lokayukta.

- The Bill has a limited definition of disclosure and does not define victimisation. Other countries such as US, UK, and Canada define disclosure more widely and define victimisation.
- The Bill differs on many issues with the proposed Bill of the Law Commission and the 2nd Administrative Reform Commission's report. These include non-admission of anonymous complaints and lack of penalties for officials who victimise whistleblowers.

### Quotes

"I disapprove of what you say, but I will defend to the death your right to say it."

— Evelyn Beatrice Hall, *The Friends of Voltaire*

People demand freedom of speech as a compensation for the freedom of thought which they seldom use. — Soren Kierkegaard

If the freedom of speech is taken away then dumb and silent we may be led, like sheep to the slaughter. — George Washington

It is easy to believe in freedom of speech for those with whom we agree. — Leo McKern

"Hypocrites get offended by the truth." — Jess C. Scott, *Bad Romance: Seven Deadly Sins Anthology*

This is slavery, not to speak one's thought." — Euripides, *The Phoenician Women*

### Sample Questions

1. Freedom of speech v/s national security
2. Freedom of speech v/s privacy
3. Freedom of speech is the soul of democracy
4. Freedom of speech is never free
5. We should be able to counter the slur on our reputations without stifling legitimate debate

# DEMOCRACY

**Definition:** Form of government in which supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. In a direct democracy, the public participates in government directly (as in some ancient Greek city-states, some New England town meetings, and some cantons in modern Switzerland). Most democracies today are representative. The concept of representative democracy arose largely from ideas and institutions that developed during the European Middle Ages and the Enlightenment and in the American and French Revolutions. Democracy has come to imply universal suffrage, competition for office, freedom of speech and the press, and the rule of law.

## History of democracy

The term originates from the Greek δημοκρατία (*dēmokratía*) "rule of the people", which was coined from δῆμος (*dēmos*) "people" and κράτος (*kratos*) "power" or "rule" in the 5th century BCE to denote the political systems then existing in Greek city-states, notably Athens; the term is an antonym to ἄριστοκρατία (*aristocratie*) "rule of an elite". While theoretically these definitions are in opposition, in practice the distinction has been blurred historically. The political system of Classical Athens, for example, granted democratic citizenship to an elite class of free men and excluded slaves and women from political participation. In virtually all democratic governments throughout ancient and modern history, democratic citizenship consisted of an elite class until full enfranchisement was won for all adult citizens in most modern democracies through the suffrage movements of the 19th and 20th centuries. The English word dates to the 16th century, from the older Middle French and Middle Latin equivalents.

Karl Popper defined democracy in contrast to dictatorship or tyranny, thus focusing on opportunities for the people to control their leaders and to oust them without the need for a revolution.

## Importance of Magna Carta

### Characteristics

- Sovereignty residing at the lowest level
- Equality
- Freedom
- Periodic free and fair elections
- Rule of law
- Democratic societies are committed to the values of tolerance, cooperation, and compromise
- Minority rights
- Civil liberties

- Political pluralism
- Civil society
- Inclusive

### **Types of democracies**

#### **Direct**

#### **Representative**

- Parliamentary
- Presidential
- Constitutional
- Hybrid

Democracy outside the government: in the political parties, private sector and the civil society.

Supranational democracy and institutions like UN, WTO, UNFCCC, etc.

Democracy and role of free press

Democracy and civil society

Democracy and economic growth

Democracy and human rights

Democracy and constitutionalism

Democracy and judiciary, especially in the context of India

Role of institutions like the EC

### **Weaknesses of democracy**

- Inefficient: Milton Friedman et al and their irrational voter
- Oligarchy masquerading as democracy
- Mobocracy and tyranny of the majority
- Political instability

Current scenario: overthrowing of Morsi in Egypt, role of IMF, Greek situation, Syrian crisis and response in the west, etc.

### **Evolution of democracy in India**

Role of leaders of our freedom struggle in entrenching democracy in India

National Emergency under Indira Gandhi

Coalition politics

73<sup>rd</sup> and 74<sup>th</sup> amendment acts

Women's reservation bill

Working of the Parliament

Relationship between the temporary and permanent executives

Dual centres of power

Dynastic politics in India

Lokpal: cure for all ills?

Caste and politics

Religion and politics

Anti-Sikh riots and Gujarat riots, Modi's development as an excuse for the Gujarat carnage

Bihar miracle

Electoral reforms

Conflict of interest in Parliament

Democracy draws strength from and itself strengthens equality. Equality is not merely political, it is also economic, social, physical, healthcare point of view, gender point of view, educational, sexual, etc.

### **Some quotes:**

Democracy and socialism are means to an end, not the end itself. — Jawaharlal Nehru

No man is good enough to govern another man without the other's consent. — Abraham Lincoln

As I would not be a slave, so I would not be a master. This expresses my idea of democracy. — Abraham Lincoln

Democracy is when the indigent, and not the men of property, are the rulers. — Aristotle

The spirit of democracy is not a mechanical thing to be adjusted by abolition of forms. It requires change of heart. — Mahatma Gandhi

We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution. — Abraham Lincoln

People shouldn't be afraid of their government. Governments should be afraid of their people." — Alan Moore

I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts. — Abraham Lincoln

My definition of democracy is - A form and a method of Government whereby revolutionary changes in the social life are brought about without bloodshed. That is the real test. It is perhaps the severest test. But when you are judging the quality of the material you must put it to the severest test. — B R Ambedkar

Democracy is not merely a form of Government. It is primarily a mode of associated living, of conjoint communicated experience. It is essentially an attitude of respect and reverence towards our fellow men. — B R Ambedkar

Democracy is a pathetic belief in the collective wisdom of individual ignorance. — H. L. Mencken

Democracy passes into despotism. — Plato

The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy. — Charles de Montesquieu

### **Some facts**

Of the 65 years of post-independence rule, almost 60% of the time in office was held directly by Prime Ministers from the Nehru-Gandhi family and currently, some 12%, again by another member from the same family, where the power to rule vests in her by proxy.

Presently 37% of India's parliament members between ages of 41-50 hold seats inherited from their fathers. It's 65% between 31-40. And 100% for <30 years of age.

- Each Member of Parliament (MP) in India represents over two million constituents.

**Fewer MPs under 40, more MPs over 70 in Lok Sabha**

There has been a noticeable shift in the age profile of MPs in Lok Sabha. The percentage of older MPs has increased significantly. In 1952, only 20 per cent of MPs were 56 years or older. In 2009, this figure had increased to 43 per cent.

In the 1st Lok Sabha, there was no MP over the age of 70. This number has risen to 7 per cent in the current Lok Sabha.

The number of MPs below 40 has decreased from 26 per cent in 1952 to 14 per cent in the current Lok Sabha.

Women MPs are younger than their male counterparts. At the beginning of the 15th Lok Sabha, the average age of women MPs was 47 while the average age of male MPs was 54 years. There were no women MPs over 70 years of age.

**The current Lok Sabha has the highest number of Women MPs**

Women constitute 11 per cent of the 15th Lok Sabha. In comparison, only 5 per cent of MPs in the 1st Lok Sabha were women.

Of the larger states in Lok Sabha, Madhya Pradesh has the highest percentage of women MPs (21 per cent), followed by Uttar Pradesh (15 per cent) and Gujarat (15 per cent). Though the percentage of women MPs has increased over the years, it is still lower in comparison to some countries. These include Sweden (45 per cent), Argentina (37 per cent), UK (22 per cent), and USA (17 per cent).

**In the 1950s, Lok Sabha met for an average of 127 days a year; in 2011, it met for 73 days**

Lok Sabha met for an average of 127 days in the 1950s and Rajya Sabha for 93 days. This has decreased to 73 days for both Houses in 2011.

However, it must be noted that Departmentally Related Standing Committees were instituted in 1993. Since then, Parliament refers many Bills/ issues to these committees for detailed analysis. This work happens outside the scheduled sittings of Parliament.

**The number of Bills passed by Parliament has declined over the last few decades**

The 1st Lok Sabha passed an average of 72 Bills each year. This has decreased to 40 Bills a year in the 15th Lok Sabha.

Parliament passed 118 Bills in 1976. This was the highest number of Bills passed by Parliament in a single year.

The lowest number of Bills was passed in 2004.

**No Private Members' Bill has been passed by Parliament since 1970**

Every MP, who is not a Minister, is called a Private Member. Private Members' Bills are Bills introduced by these MPs.

In Lok Sabha, the last two and a half hours of a sitting on every Friday are generally allotted for transaction of Private Members' Business, i.e., Private Members' Bills and Private Members' Resolutions.

Till date, Parliament has passed 14 Private Members' Bills. Six of these were passed in 1956 alone.

In the current term of Parliament, 264 Private Members' Bills have been introduced in Lok Sabha and 160 in Rajya Sabha. Of these, only 14 have been discussed in Lok Sabha and 11 in Rajya Sabha.

In the recent Gujarat and Himachal Pradesh Assembly elections, 74 per cent and 65 per cent respectively of the winning candidates are crorepaties (31 per cent and 21 per cent respectively have criminal cases against them).

**Sample Questions:**

1. Who is the boss: executive or legislature?
2. Genuine democracy never existed in India
3. Towards a more democratic India
4. Democracy in the era of LPG.
5. Electoral reforms: need of the hour

# ESSAY WRITING

## CORRUPTION

### Definition:

*a* : impairment of integrity, virtue, or moral principle

*b* : decay, decomposition

*c* : inducement to wrong by improper or unlawful means (as bribery)

### Types of corruption

- Legal and Moral Corruption
- Corruption for need v/s corruption for greed

### Scales of corruption

- Systemic corruption
- Sporadic (individual) corruption
- Political (Grand) corruption
- Grand corruption
- Petty

corruption

### Methods of corruption

- Bribery
- Embezzlement, theft and fraud
- Extortion and blackmail
- Abuse of discretion
- Favoritism, nepotism and clientelism
- Improper political contributions

### Causes of corruption

#### Corruption equation

A corruption equation can be set out as follows:

$$C = M + D - A$$

In the above equation, C stands for corruption, M for monopoly, D for discretionary powers, and A for accountability.

- Scope for extracting economic rent
- Discretionary powers
- Poor accountability
- Tolerance for corruption amongst the public
- Scarcity, whether real or artificial
- Lack of transparency
- Moral corruption
- Materialism
- Electoral dynamics
- Low social capital
- Section 197 of CrPC
- Section 19 of PCA
- Archaic Police Act, 1860

**The Bribe taker (Demand side)**  
**The Bribe Giver (Supply Side)**

**Sectors affected by corruption**

- Politics
- Bureaucracy
- Judiciary
- Mining
- Government contracts and licensing
- Private sector
- Army
- Media
- Real estate and construction
- Petty corruption
- NGOs

**Link between corruption and**

- Poverty
- Foreign aid
- Economic growth
- Awareness level
- Social capital
- Social security nets

**Consequences**

- Poor economic growth i.e. the vicious cycle
- Underground economy and unstable macroeconomic conditions
- Mismanagement, wastage, inequity
- Impact on investment
- A type of tax on poor, rich, businesses, etc.
- Lower FDI
- Erosion of faith in the institutions
- Danger to national security
- Social costs: e.g. circumventing the building codes leads to collapse of buildings and death of innocent people.
- Poor tax collection
- Inflation, subsidy and associated corruption
- Environmental costs

**Combating corruption**

- Leadership
- People's involvement
- Oversight institutions e.g. Lokpal
- Business process reprogramming
- Responsible press



- Improving institutions
- E-governance, m-governance
- RTI
- Decentralisation
- Democratisation: strengthen local self governance institutions
- Social capital
- Improving the moral foundations of the society
- Economic growth
- Strengthening the social security nets
- Education
- Electoral reforms
- Having the conviction that things can be changed and that every action counts
- Broken window approach
- Role of private sector
- Role of NGOs
- Reforming the Police act, 1860
- Role of judiciary

**What the government is doing:**

- Whistle blower's bill
- DTC
- GST
- Aadhaar
- Lokpal
- Deregulation, liberalisation
- Citizen charters
- Steps taken by EC, CAG, etc.
- The new Companies Bill
- Signing UN convention against corruption
- E-filing of RTI
- Public Procurement Bill
- E-governance
- Judicial Standards and accountability bill
- Joining the FATF

**Some facts**

In 2012 India has ranked 94th out of 176 countries in Transparency International's Corruption Perceptions Index, tied with Benin, Colombia, Djibouti, Greece, Moldova, Mongolia, and Senegal.

Professor Bibek Debroy and Laveesh Bhandari claim in their book *Corruption in India: The DNA and RNA* that the public officials in India may be cornering as much as Rs.921.22 billion (\$18.42 billion), or 1.26 per cent of the GDP, through corruption. The book claims most bribery is in the transport industry, real estate and government delivered services.

A **2013 EY Study** reports following sectors, perceived as the most vulnerable to corruption: Infrastructure & Real Estate, Metals & Mining, Aerospace & Defense, Power & Utilities. There are a range of specific factors that make a sector more susceptible to bribery and corruption risks than others. Factors like high use of middlemen, large value contracts, liaisioning activities etc. drive the depth, volume and frequency of corrupt practices in vulnerable sectors.

A 2011 KPMG study reports India's real estate, telecommunications and government-run social development projects as the three top most corruption plagued sectors. The study found India's defence, information technology industry and energy sectors are the most competitive and least corruption prone sectors.

CMS India claims in its 2010 India Corruption Study report that socio-economically weaker section of the Indian society is most adversely affected by government corruption – these include the rural and urban poor. The study additionally claims that corruption perception nationwide has decreased between 2005 to 2010. Over the 5-year period, significantly more number of people from the middle class as well as the poorest segments of Indian society surveyed, in all parts of the India, claimed government corruption had dropped over time, and they had lesser direct experiences with demands for bribes.

C. K. Prahalad estimates the lost opportunity caused by corruption, in terms of investment, growth and jobs for India is over US\$50 billion a year.

“Globally, roughly one out of four people reported paying a bribe in the preceding year. In India, the bribe-paying rate was twice that, with a little over one out of two people reporting paying a bribe,” the Wall Street Journal.

Transparency International's survey in India reported: 65% of respondents in India felt that our parliament and legislature were extremely corrupt, while 45% held the low opinion of the Indian judiciary. The same was viewed of the police, who were condemned by 75% of the responders, and public servants who 65% saw as corrupt. Nearly 55% of the respondents believed that ordinary people can make a difference in the fight against corruption. About 40% believed that corruption had seen a multiple fold increase in last two years, while 31% felt that it had increased steadily. Only 6% believed that the level of corruption had seen a decline.

### Some quotes

If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher. — Abdul Kalam

In a state where corruption abounds, laws must be very numerous. — Tacitus

Corruption is worse than prostitution. The latter might endanger the morals of an individual, the former invariably endangers the morals of the entire country. — Karl Kraus

Corruption is like a ball of snow, once it's set a rolling it must increase. — Charles Caleb Colton

The first sign of corruption in a society that is still alive is that the end justifies the means. — Georges Bernanos

The accomplice to the crime of corruption is frequently our own indifference. — Bess Myerson

Corruption never has been compulsory. — Anthony Eden

“Power tends to corrupt; absolute power corrupts absolutely.” — Lord Acton

“Power-lust is a weed that grows only in the vacant lots of an abandoned mind.” — Ayn Rand, *Atlas Shrugged*

### Sample Questions:

1. *Corruption* is a Necessary Evil for Success in Any Sphere
2. *Corruption* is the Price we pay for democracy
3. Is corruption a moral or legal issue?
4. Is technology the solution to curbing corruption?
5. Corruption starts at the bottom.

# Indian Economy

**What's wrong with the economy:** Basic reason is the crisis of confidence in Indian economy

**Domestic reasons:**

- Burgeoning CAD
- High fiscal deficit
- Corruption
- Falling rupee
- Gold imports
- Falling investments: fall in gross fixed capital formation (GFCF), popularly known as the investment rate, to below 30 per cent of the GDP for the first time since 2004-05
- Declining savings
- Infrastructure deficit
- Policy problems
- Credibility issues
- Role of judiciary: e.g. in cancelling the 2G licenses and mining leases.
- High interest rates
- Distortionary subsidies
- Services centric growth model
- Rising crude prices
- Food security bill and land acquisition bill
- Collapse of iron ore exports

**International causes:**

- Global financial crisis, Greek crisis and Eurozone crisis
- Tapering of quantitative easing by the US Federal Reserve and end of global "carry trade"
- Relative recovery of the US economy
- Syrian crisis

**Impacts of economic slowdown:**

**Negatives:**

- Unemployment
- Setback to the fight against poverty, hunger, malnutrition, etc.
- Probability of downgrading by the rating agencies
- Political instability
- Social instability
- Migration
- Impact on women and children

- Anti-competitive mergers
- Increased crimes
- Cost of lost opportunities

**Positives:**

- Creative destruction
- Newer business strategies
- Increased efficiencies
- Decreased pollution
- Increased time spent with families
- Possibility of developing new consensus and emerging stronger

**Steps taken so far/planned to be taken in the near future**

- Cabinet committee on Investment
- DMIC and other projects
- Liberalisation of FDI regime
- GST
- DTC
- Land Acquisition Bill
- FSLRC
- Aadhaar
- Decontrol of petrol prices
- Fiscal consolidation
- NMIZs
- Raising capex of PSUs
- Recapitalising the PSBs
- Resolution of the GAAR issue
- Further deepening of reforms
- Financial inclusion
- Improving the human capital

**Some facts**

India has a short-term debt of around \$172 billion and forex reserves of around \$280 billion. The fundamentals of the Indian economy continue to be strong. India's overall public-debt to GDP ratio has been on a declining trend from 73.2% of GDP in 2006-07 to 66% in 2012-13. Similarly, India's external debt is only 21.2% of our GDP and while short-term debt has risen, it stands at no more than 5.2% of our GDP. Our foreign exchange reserves stand at US\$278bn, and are more than sufficient to meet India's external financing requirements. Banks are fortunately well capitalized much above the Basel norms and they have the capacity to provide for any non-performing assets until those assets are turned around.

During China's three-decade boom (1978-2010), manufacturing accounted for about 34 per cent of China's economy. In India, this number peaked at 17 per cent in 1995 and is now around 14 per cent.

The subsidies consume as much as 2.7 per cent of gross domestic product.

India's fiscal deficit amounts to about 9 per cent of gross domestic product (compared with structural deficits of around 2.5 per cent in the United States and 1.9 per cent in the European Union).

India has lost 5 million jobs in a five-year period ending 2010, according to the Planning Commission.

China has succeeded in transferring as many as 150 million people from agriculture to the manufacturing sector and has a 15 per cent share in world trade while India has a mere 1.4 per cent share.

There will be around 63.5 million new entrants to the working age group between 2011 and 2016, the bulk of whom will be in the relatively younger age group of 20-35 years.

Corporate have cut investment by Rs.90,000 crore in 2011-12 compared to 2010-11 due to high interest rates and policy bottlenecks.

The economy of India is the tenth-largest in the world by nominal GDP and the third-largest by purchasing power parity (PPP). The country is one of the G-20 major economies and a member of BRICS. On a per-capita-income basis, India ranked 141st by nominal GDP and 130th by GDP (PPP) in 2012, according to the IMF. India is the 19th-largest exporter and the 10th-largest importer in the world.

### **Some quotes**

"India is not, as people keep calling it, an underdeveloped country, but rather, in the context of its history and cultural heritage, a highly developed one in an advanced state of decay."

— Shashi Tharoor

We're living in a time when the world has suddenly discovered India because it's run out of raw material for its imagination. The raw materials for imagination are inexhaustible here.

—Deepak Chopra

India conquered and dominated China culturally for 20 centuries without ever having to send a single soldier across her border. — Hu Shih

"India, I expect, will sustain a higher growth rate relative to the rest of the world, even higher than China because its interdependencies are less." — Mr David Calhoun  
CEO, Nielsen

### **Sample Questions:**

1. The biggest losers in India's economic slowdown
2. Is India's current economic slowdown due to cyclical or structural factors?
3. Is India headed for a repeat of 1991?
4. Is India headed for a crisis similar to the Asian Tigers of 1997?
5. Given the on-going turmoil, economic conditions look likely to get worse before they get any better.
6. No one can doubt the country's promise.

# **SHIFT OF POWER AND INTERNATIONAL PEACE**

## **From the Great Divergence to the Great Convergence**

### **Decline of the West, Rise of the East, especially China**

- Shift of manufacturing to the East
- Demographic dividend in the East
- Globalisation
- Liberalisation
- Good infrastructure and investor friendly policies of the developing nations
- Technological advancements in the East
- Better human capital in the East
- Global financial crisis of 2008 and its aftermath

## **Power transition and power diffusion**

### **Challenges before China**

### **Rise of India, Brazil, Russia, Indonesia, etc.**

### **Implications of this shift for:**

- Global peace
- Global governance structures
- Freedom and democracy
- Human rights
- Supply of raw materials

### **Implications for Indian foreign policy**

- Dealing with the rise of China as a military power
- Huge trade deficit
- Border issue
- Potential threat from Pakistan
- Problem of Maoism and Left Wing Extremism

### **Lessons for India**

- How to grow relentlessly
- Technology
- Execution of projects

### ***International Conflict is caused by:***

- opposing interests and capabilities (specific sociocultural differences and similarities between the parties),
- contact and salience (awareness),
- significant change in the balance of powers,

- individual perceptions and expectations,
- a disrupted structure of expectations,
- a will-to-conflict.

**It is *aggravated* by:**

- sociocultural dissimilarity,
- cognitive imbalance,
- status difference,
- coercive state power.

**It is *inhibited* by:**

- sociocultural similarity,
- decentralized or weak, coercive state power.

**It is *triggered* by:**

- perception of opportunity, threat, or injustice,
- surprise.

**Interests can diverge in many ways:**

- Over **resources**—territory, money, energy sources, food—and how they should be distributed.
- Over **power**, how control and participation in political decision-making are allocated.
- Over **identity**, concerning the cultural, social and political communities to which people feel tied.
- Over **status**, whether people believe they are treated with respect and dignity and whether their traditions and social position are respected.
- Over **values**, particularly those embodied in systems of government, religion, or ideology.

**What preserves peace?**

- Democratic peace theory
- Economic norms theory
- Capitalism peace theory
- Mutual assured destruction
- United Nations Charter and International law
- Globalization
- Isolationism and non-interventionism

**The EU experiment**

**Syrian crisis and the prospect of war**



### **Some facts**

A report in May 2011 on the Global Peace Index highlighted that had the world been 25% more peaceful in the past year, the global economy would have benefited by an additional \$2 trillion, which would account for 2% of global GDP per annum required to mitigate global warming, cover all costs to achieve the Millennium Development Goals, cancel all public debt held by Greece, Ireland and Portugal, and cover the rebuilding costs for the 2011 Tōhoku earthquake and tsunami.

In armed conflicts since 1945, 90 per cent of casualties have been civilians compared to 50 per cent in the Second World War and 10 per cent in the First. The planning and execution of war remains controlled by men. But women and children are the main victims of violence in war and peace.

A contribution to the militarization of society is to socialize children into thinking violence and war are justifiable and glorious. From military, defence and weapons-industry recruitment schemes to action-hero toys, society creates killers.

- There are at least 250,000 child soldiers fighting in armed conflict.
- Most countries consider young soldiers 'volunteers'. But often coercion is involved – in Uganda around 8,000 children have been abducted for use as soldiers or prostitutes.
- By the age of 16 an American child has seen, on average, 18,000 murders on television.

Many individual countries spend over the three-per-cent average of GDP that the world spends on defence – more than half of the Cambodian national budget (around 50 per cent of which is supplied by foreign aid) is spent on defence and security.

About 50% of arms exports go to non-democratic regimes.

### **Sample Questions**

1. Global governance structures have failed to prevent wars
2. China holds the key to global peace in the 21<sup>st</sup> century
3. Might is right
4. Is it true that India punches way below its weight?
5. Relevance of Nehru's Panchsheel in 21<sup>st</sup> century

