

Q. Discuss law as an important instrument for women's empowerment.

a protective framework

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Law is an 'corrective' and 'transformative' instrument for 'society'. parson argued 'Law' performs 'integrative' function.

### Existing laws for women empowerment

- Dowry prohibition Act, 1961
- Hindu succession Act.
- Domestic violence Act, 2005
- prevention of Harassment of women at workplace Act, 2013

can be  
integrated with  
points below

Medical Termination of Pregnancy Act

### Law - instrument for empowerment

- ① Act as Deterrent against perpetrators. guarantee equality, non-discrimination and dignity
- ② Legal Rights for women - protecting her dignity
- ③ Law helps in dislodging traditional norms. Leela bube good
- ④ Triple Talaq Abolition Act
- ⑤ Law provides political visibility to women's issues (Nivedita menon)

(c) Post Act made issue of harassment publicly visible.  
valid

(5) Brings 'socio-cultural' change though gradually.  
Empower women Beti Bachao, Beti Padhao

(c) PCPNDT act nice breaking economic dependence - Right to Property  
- Reducing instances of infanticide of girl-child

Representation in Governance - 33% reservation for women in local bodies

However, 'law' as an LGBTQ+ Inclusion

instrument though necessary not 'sufficient' to bring 'social change' because:

① Real success depends on 'social-structure' ..... (Andre Beteille)  
good

② Legal loopholes being exploited by those in 'power'

(c) Dowry rechristened as gift.

③ Top-down approach of bringing change need 'social movement' as well. .... (Upendra Baxi)

Law, despite its limitation act as 'shield against discrimination' and 'spear for social change' well concluded



# Comment on the critical issues of commercialization of higher education in India

Higher education a key instrument of 'social change' and a 'tool' of social mobility has been increasingly commercialized in India. from a public good to a profit oriented service

e.g. private coaching industry.

## Commercialization of higher education:

① Education sold as 'commodity'.

e.g. Competition for different exams - courses sold as product. Coaching Culture

focused on revenue rather than academic credentials

② Higher fees charged at premier institutes - leading to 'exclusion' of those from poorer sections.

Poor funding and brain drain from public universities

③ Economic value being attached to degree. quality becomes a concern

- selection of college depends on 'placement package' the students get, rather than 'quality of learning'.

- ④ Stratification of 'subjects' as per their 'market-relevance'  
- professional courses more preferred for than academic humanities subject.

add --> Caste-Class Reproduction

Gender Disparities may continue

### Sociological implication

Value-Based Education point can be dealt

- ① continued 'stratification' based on 'class' & 'caste'

- ② Disenchantment with learning process, as argued by 'Weber'

valid and comprehensive points

- ③ Education as 'super-structure' and 'ideological state apparatus' for capitalist - argued by Marx

good answer

- ④ Elite maintain 'dominance' - cultural capital.

Government steps

like scholarships, reservation based on class (EWS) & caste aims to counter the 'exclusionary' impact of commercialization.

good

4.75/10



Q. Assess the role of state in promoting education of girl child.

To correct 'social inequalities' based on gender & promote 'enrolment' of girls in schools 'state' has played a vital role.

by formulating inclusive policies and legal safeguards --> Prohibition of Child Marriage Act

Steps taken by state:

① providing 'education institutes' in every area

residential schools

- Sarva Shiksha Abhiyan

allow affirmative action for women and girls

② Special 'scholarship' and 'free supply' of books, stationery.

Scholarships, bicycles, and midday meals

③ Social awareness campaign

- Beti Bachao, Beti Padhao scheme

Separate toilets, female teachers, and safe transport systems

Impact of such steps

Digital Learning Initiatives

① Rise in Enrolment of girl child.

② Access to education especially for 'marginalised sections'

- Eklavya model Residential school

③ changing 'social-structures' and 'patriarchal attitude'

Education as Violence Prevention and for empowerment, STEM enrollment, less dropout, inclusivity, Reproductive Health and Menstrual Education awareness

is 'restricted' and 'limited' due to :

- ① Behavioral change difficult to bring.
- ② Tribals, Nomadic communities - still out of school. (inter-sectionality)
- ③ Enrollment beyond primary education - low. valid

For effective outcome 'state's effort' must be complemented with 'social-change' and change in 'patriarchal mindset'. good

add more points to the core demand

4.5/10



Q. Assess the role of state in promoting education of girl child.

The education of girl child is key indicator of 'social development' and 'gender justice'.

Steps taken by state

① Constitutional & legal measures:

- Right to education (Art. 21A)
- Affirmative Actions:
  - Art 15(2), 16(2)

② Policy measures:

- NEP, 2020 - Inclusive & holistic framework.

③ Schemes:

- Beti Bachao, Beti Padhao:
  - Awareness generation.
- Eklavya Balika Vidyalaya
  - For girls from Tribal region.

④ Financial support

- Scholarships - Sukanya Samridhi Yojana.
- Free Books (Mahatashro) etc.

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Yet, challenges remain:

① Societal mindset and patriarchal attitude **poverty, and child labor**

- Restricting mobility of girls

② Early marriage, child labor, safety concerns & menstrual taboos impact retention.

③ Intersectionality: **good**

- Dalits, tribals, poor faces multiple challenges.

**Implementation gaps, urban-rural disparity**

For gender equity,

community sensitization,

safe infrastructure & inclusive policies are need of the hour

4.5/10

which approach is better?

first **use thinkers' points** second

**mix of both is needed, it should have GS content but given using sociological keywords and dimensions**