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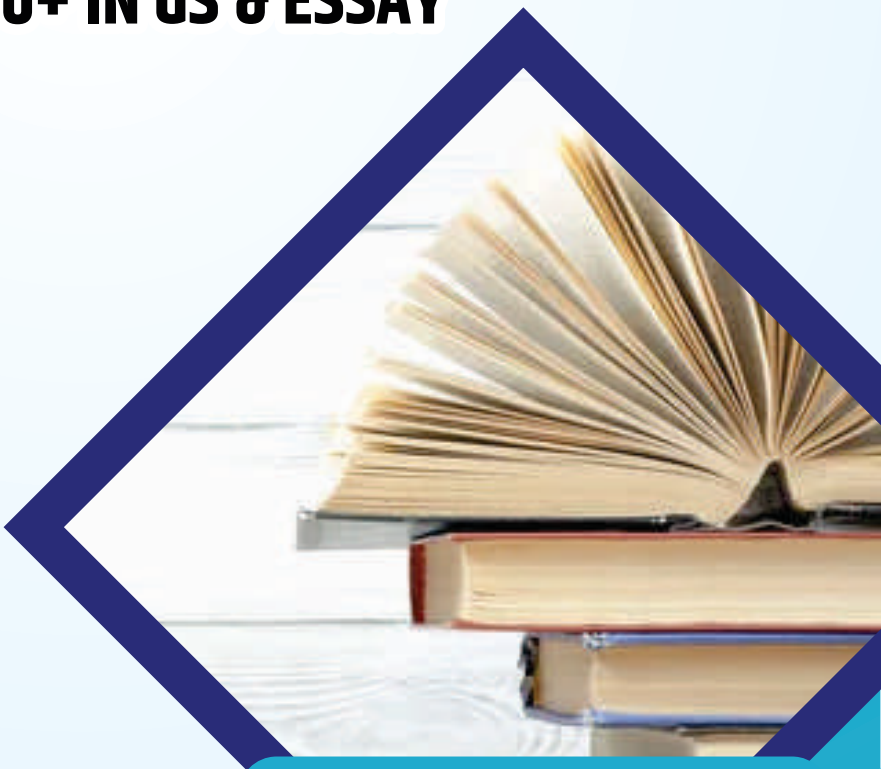

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THEME

EDUCATION & SKILL DEVELOPMENT

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SAMPLE HANDOUT

S.#	WHAT UPSC DEMANDS?	COVERED IN QEP?	QEP COVERAGE	Pg #
1	Understanding UPSC Trends	✅	**PREVIOUS YEAR QUESTIONS (2013-2022)** - Repeated Themes from PYQs - Expected Questions For 2024/25	4
2	Facts to Support Arguments	✅	**KEY FACTS**	6
3	Relevant Keywords for Mature Answers	✅	**THEME WISE KEYWORDS** - As per Usage in Body of Answer & Way forward	7
4	Case Studies / Good Examples	✅	**CASE STUDIES & BEST PRACTICES: LOCAL, NATIONAL & INTERNATIONAL**	9
5	Alignment with Govt. Broad Policies	✅	**SPEECHES OF PM, VP & PRESIDENT**	10
6	Quality Core Content with Micro Diagrams for Multidimensional Answers	✅	**EDUCATION SYSTEM IN INDIA** • **TOPIC-LIST OF COVERAGE:** Comprehensive Coverage Based on Previous Trends & Expected Questions • **CHALLENGES IN EXISTING EDUCATION SYSTEM**	11
7		✅	**USING ACRONYMS: AS WAY FORWARD**	12
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	THE REVAMPED QEP 2024! **ADDITIONAL DELIVERABLES. ADVANCED PREPARATION.**			
9	Express MORE in LIMITED TIME & Space	✅	**THEMATIC REVISION CARDS** (Revision at a Glance!)	15
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11	Write Topper-Like Answers	✅	**PRACTICE TEST SERIES: 400+ Qs ANSWER WRITING** (Every Alternate day, On Spot Writing with Solutions & Discussions!)	17

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1	General State of Indian Economy
2	Taxation & Fiscal Policy
3	Agriculture: Part 1
4	Agriculture: Part 2
5	Agriculture: Part 3
6	Manufacturing & Labour Sector
7	Physical Infrastructure
8	Energy: Conventional & Renewable
9	Internal Security: Part 1
10	Internal Security: Part 2
11	Internal Security: Part 3
12	Digital India & Cyber Security
13	Climate Change & Sustainable Development
14	Disaster Management
15	Good Governance: Part 1
16	Good Governance: Part 2
17	Good Governance: Part 3
18	Cooperative Federalism
19	Health & Nutrition
20	Education & Skill
21	Poverty, Inequality, Social Exclusion
22	International Relations: Part 1
23	International Relations: Part 2
24	Globalisation & Indian Society
25	Gender Issues & Other Vulnerable Sections (Part 1)
26	Gender Issues & other Vulnerable Sections (Part 2)
27	Urbanization: Problems & Remedies
28	Geography: Key Natural Resources & Their Distribution
29	Geography: Physical Geography & Geophysical Phenomena
30	Indian History
31	Post Independence & World History
32	Ethics: Part 1
33	Ethics: Part 2
34	Essay
35	Science & Technology

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S. No	Themes/Deliverables	Relevant Syllabus	GS Paper	Average Marks Each Year (Last 5 Years)	Theme Wise Practice Tests
1	General State of Indian Economy	Society, Governance, Economy	GS - 1 & 3	17	Test 1
2	Taxation & Fiscal Policy	Society, Governance, Economy	GS - 1, 2 & 3	12	Test 2
3	Agriculture: Part 1	Society, Governance, Economy, Ethics	GS - 1, 2, 3 & 4	51	Test 3 & 4
4	Agriculture: Part 2				
5	Agriculture: Part 3				
6	Manufacturing & Labour Sector	Geography, Society, Economy	GS - 1 & 3	10	Test 5
7	Physical Infrastructure	Society, Governance, Economy	GS - 1, 2 & 3	7	Test 6
8	Energy: Conventional & Renewable	Geography, Society, Governance, Economy, Environment and Disaster Management	GS - 1,2 & 3	16	Test 7
9	Internal Security: Part 1	Society, International Relations, Internal Security	GS - 2 & 3	26	Test 8 & 9
10	Internal Security: Part 2				
11	Internal Security: Part 3				
12	Digital India & Cyber Security	Society, Governance, Economy, Internal Security, S&T	GS - 1, 2 & 3	27	Test 10
13	Climate Change & Sustainable Development	Geography, Governance, International Relations, Economy, Environment & Disaster Management	GS - 1, 2 & 3	33	Test 11
14	Disaster Management	Geography, Governance, International Relations, Economy, Environment & Disaster Management	GS - 1, 2 & 3	15	Test 12
15	Science & Technology	Economy, S&T	GS - 3	34	Test 13
16	Good Governance: Part 1	Society, Governance, Economy, Ethics	GS - 1, 2, 3 & 4	45	Test 14 & 15
17	Good Governance: Part 2				
18	Good Governance: Part 3				
19	Cooperative Federalism	Governance, Economy, Internal Security	GS - 2 & 3	23	Test 16
20	Health & Nutrition	Society, Governance, Economy, Ethics	GS - 1, 2, 3 & 4	13	Test 17
21	Education & Skill Development	Society, Governance, Economy, Ethics	GS - 1, 2, 3 & 4	12	Test 18
22	Poverty, Inequality, Social Exclusion	Society, Governance, Economy, Ethics	GS - 1, 2, 3 & 4	30	Test 19
23	International Relations: Part 1	Society, IR, Internal Security, Ethics	GS - 1, 2, 3 & 4	47	Test 20 & 21
24	International Relations: Part 2				
25	Globalisation & Indian Society	Society, Governance, International Relation, Economy, Ethics	GS - 1, 2, 3 & 4	15	Test 22
26	Gender Issues & other Vulnerable Sections: Part 1	Society, Governance, Economy, S&T, Environment & DM, Ethics	GS - 1, 2, 3 & 4	15	Test 23 & 24
27	Gender Issues & other Vulnerable Sections: Part 2				
28	Urbanization: Problems & Remedies	Geography, Governance, Economy, Environment & Disaster Management	GS - 1, 2, & 3	11	Test 25
29	Geography: Key Natural Resources & Their Distribution	Geography, Economy, Environment & Disaster Management	GS - 1 & 3	25	Test 26
30	Geography: Physical Geography & Geophysical Phenomena	Geography, Economy, Environment & Disaster Management	GS - 1 & 3	35	Test 27
31	Indian History	History	GS - 1	75	Test 28 & 29
32	Post Independence & World History				
33	Ethics: Part 1 (Section A)	Ethics	GS - 4	250	Test 30 & 31
34	Ethics: Part 2 (Section B)				
35	Essay	Essay	Essay	250	Test 32

COVER SYLLABUS OF 1000+ MARKS with QEP ENRICHMENT

1 PREVIOUS YEAR QUESTIONS (2013-2022)

2014

GS2

- Should the premier institutes like IITs/IIMs be allowed to retain premier status, allowed more academic independence in designing courses and also decide mode/criteria of selection of students. Discuss in light of the growing challenges.

GS3

- Scientific research in Indian universities is declining, because a career in science is not as attractive as our business operations, engineering or administration, and the universities are becoming consumer oriented. Critically comment.

Essay

- Are the standardized tests good measure of academic ability or progress? (2014)

2015

GS2

- The quality of higher education in India requires major improvement to make it internationally competitive. Do you think that the entry of foreign educational institutions would help improve the quality of technical and higher education in the country? Discuss.

Essay

- Education without values, as useful as it is, seems rather to make a man more clever devil.

2016

GS2

- Professor Amartya Sen has advocated important reforms in the realms of primary education and primary health care. What are your suggestions to improve their status and performance? (200 Words)
- "Demographic Dividend in India will remain only theoretical unless our manpower becomes more educated, aware, skilled and creative." What measures have been taken by the government to enhance the capacity of our population to be more productive and employable?

2017

Essay

1. Destiny of a nation is shaped in its classrooms.

2019

Essay

2. Neglect of primary healthcare and education in India are reasons for its backwardness.

2020

GS1

- How have digital initiatives in India contributed to the functioning of the education system in the country? Elaborate your answer.

GS2

- "National Education Policy 2020 is in conformity with the Sustainable Development Goal-4 (2030). It intends to restructure and reorient education system in India. Critically examine the statement."

2021

GS2

- "'Earn while you learn' scheme needs to be strengthened to make vocational education and skill training meaningful." Comment.

2022

GS2

- The Right of Children to Free and Compulsory Education Act, 2009 remains inadequate in promoting incentive-based system for children's education without generating awareness about the importance of schooling. Analyse

REPEATED THEMES FROM PREVIOUS YEAR QUESTIONS (PYQs)

- **THEME 1: SCHOOL EDUCATION**
  - Primary Education: Status; Performance.
- **THEME 2: HIGHER EDUCATION**
  - Quality of higher education in India; Academic Independence of Universities; Internationalisation of Higher Education; Scientific Research and R & D in Universities.
- **THEME 3: TECHNOLOGY IN EDUCATION**
  - Contribution of digital initiatives to the functioning of the Indian education system
- **THEME 4: POLICY & ACTS**
  - National Education Policy (NEP), 2020; RTE Act, 2009
- **THEME 5: SKILL DEVELOPMENT**
  - Harnessing demographic dividend through Vocational Education & Skill Training.

OTHER EXPECTED TOPICS FOR 2024/25

- **EDUCATION ASSESSMENT REFORMS:**
  - 'The current assessment systems do not live up to the potential they have in ensuring quality education in India'. Highlighting the challenges of present assessment system in India, suggest measures to overcome them.
- **REINVENTING TEACHER EDUCATION:**
  - 'Teachers are the linchpin of an Education System. What measures must be undertaken to ensure holistic empowerment of teachers to become torchbearers of quality education in India.
- **INNOVATION ECOSYSTEM IN EDUCATIONAL INSTITUTIONS** – need, opportunities & challenges.
- **NEW AGE SKILLS FOR 21ST CENTURY:** Need & Nature

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2 EDUCATION & SKILL DEVELOPMENT: KEY FACTS

GENERAL FACTS: EDUCATION IN INDIA

Literacy rate *(Census 2011)*

- **All India** – 74%, **Males** – 82%, **Females** – 65%
- **Rural** – 74%, **Urban -** 88%

Adult Illiteracy in India *(15 years & above)*

- **Adult Non Literates** – >20 crore (largest population of illiterate adults in the world)

Gross Enrolment Ratio *(MoE, UDISE 2021-22)*

Level	(2021-22)
Primary (I-V)	103%
Upper Primary (VI - VIII)	95%
Secondary (IX - X)	80%
Senior Secondary (XI - XII)	58%
Higher Education (AISHE, 2020-21)	27%

- **GER Declines** at higher education level.
- **GER of girls** across all levels of education is now **higher than boys.**

Drop-Out Rates *(UDISE, 2021-22)*

- **Primary Level:** 1.5%; **Secondary level:** 13% (High dropouts at higher education level)
- **Out-of-school Children (6-17 yrs):** More than 3 crore *(NSSO)*

Poor Learning Levels

- **Drop in Learning levels of students** in almost all subjects, including Maths & Language, as they progressed to higher classes *(National achievement Survey, 2021)*
- **Foundational Literacy & Numeracy (FLN):** 11% of Grade 3 students did not have even basic level skills. *(Foundational Learning Survey (FLS) by MoE & NCERT)*
- **Increase in Paid Tuitions:** among students in govt & private schools. *(ASER, 2022)*

Pupil: Teacher ratio *(MoE, UDISE 2021-22 & AISHE, 2020-21)*

Level	Pupil Teacher Ratio
Primary (I-V)	26
Secondary (IX - X)	18
Senior Secondary (XI - XII)	27
Higher Education (AISHE, 2020-21)	24

- **Single Teacher School:** About 8% of India's schools have only one teacher

Schools amenities & Infrastructure

- **Girl Toilets** in >95% schools, **Drinking water** within school premise in >95% schools
- **Computers** available in <50% schools**, & Internet** in < 35% schools.

Higher Education

- **Total Enrolment:** Female - 49%, Male – 51%
- **Colleges in Private Sector – 80%,** but it caters to only 65% of the total enrolment.
- **QS Global Ranking**: Only 3 Indian Institutes in Top 200.

Expenditure on Education and R&D

- **Expenditure on Education: 3%** of GDP (Target – 6%)
- **Expenditure on R&D**: 0.7% of GDP (China: >2%, USA: >3%)

Vocational Education

- **Indian Workforce (15-59 yrs) receiving formal Vocational Training** – 3%
- **Other Countries** – USA (>50%), Germany (75%), S. Korea (95%)

Placement under Skill India Mission

- **Only 20% placed,** out of total people trained.

3 EDUCATION & SKILL DEVELOPMENT: KEYWORDS

Sr.#	KEYWORDS FOR USE IN BODY OF THE ANSWER
1	• 4As – Access, Affordability, Availability, Accountability • 4Ss – Skill, Scale, Speed with Standards • 4 Ds – Demand, Demography, Deregulation and Democracy
2	Knowledge society, Knowledge Hub, Knowledge superpower
3	Skill Capital of the World
4	Quantity without Quality Syndrome
5	Commodification of education; Massification of higher education; Smallification of schools; Hollowing out of the public schools
	KEYWORDS FOR USE IN WAY FORWARD
6	From 'Right to Education' to 'Right to Learning'
7	From 'Crisis of Credibility' to 'Nexus of Ability & Faith'
8	From 'Degree shops' to 'Knowledge Temples'/'Skill Marts'
9	From 'Ocean of Mediocrity' to 'Centres of Excellence'
10	From 'Over Regulated & under governed' to 'Light but Tight' Regulation
11	From 'Learning crises' to 'Lifelong learning opportunities' for all
12	• From 'Culture of rote learning' to 'Culture of Creative Thinkers/Disruptive Innovation' • From mindset of 'utilising the known' to the approach of 'exploring the unknown'
13	From Conventional "Chalk & Talk" model to "Digital Learning"
14	Transforming teachers from 'Ring Masters' to 'Zen Masters'
15	From Pre Packaged Courses to Flexible Interdisciplinary/Transdisciplinary courses

4 CASE STUDIES & BEST PRACTICES

NATIONAL & LOCAL

- **Pota Cabins:** Residential schools for children in LWE-affected areas of **Chhattisgarh**
  - Building schools with impermanent materials like bamboo and plywood.
  - **Impact:** Reduced number of **out-of-school children** & improved enrolment since its introduction
- **Education reforms in Dantewada, Sukma, Chhattisgarh (IAS OP Chaudhary)**
  - Developed an **education city** & **hubs** close to district headquarters in LWE affected areas.
  - **Back to school - Gyanodaya** - bridge courses for making children school ready
  - **Residential schools -** focus on multi-lingual and contextual pedagogy
  - **Aarohan -** coaching facility for engineering and medical exams
- **Baste Ka Bojh Kam project, Rajasthan** – Integrated book for different subjects, thus, reduced psychological pressure. New books more colourful and interactive as well.
- **e-Talim, Kishangarh district, Bihar –** Mobile app to provide access to pre-recorded lectures by best teachers in the district, available to students free of cost.
- **Tribal languages to be medium of education in pre-school, Chhattisgarh –**
  - **Linguistic map created** - 10 languages shortlisted including - Sadri, Gondi, Halbi etc
  - **Impact:** Not let the local kids feel left out at schools + increase their interest in studies
- **Training children on civic sense included in school curriculum, Goa -** Topics included –
  - **Sanitation** (including personal hygiene & menstruation); **Traffic sense**; **Waste management** etc.
- **Education Leadership Program for Teachers, Piramal Foundation**: Western states
  - Principal and teacher leadership development by working on motivation, technology usage, skills and capacity building etc.
- **Adopt a government primary school by primary individuals in Uttar Pradesh -** to improve performance, Mid Day Meal scheme etc.
- **Saakshar Bharat: Sustaining and enhancing efforts in 'Adult Education'** in **Andhra Pradesh**
  - Emphasis on basic literacy, post-literacy and continuous education, the initiative forms a continuum as opposed to segmenting adult education
- **Ammachi Labs**: **Mobile Vocational Education (MoVE) in rural India:** Solar powered classroom on wheels equipped with emerging vocational tools like 3D printers, laser cutters etc.

INTERNATIONAL

- **Inculcating Civic Values: Japan -** The cleaning service staff in Japanese schools does not exist. The children (as young as 6 years) spend 15 minutes cleaning classrooms, corridors & toilet as a collective responsibility for clean surroundings.
- **Rigorous 'Teachers Education' systems, Singapore -** Each teacher has the right to spend 100 paid hours per year on improving their skills. This ensures very high quality of education and professionalism of the teaching staff.
- **Learning outside of the classroom, Finland:** The student spends relatively little time in school, and is involved in more extracurricular activities ➔ better holistic development of child.
  - **Focus on vocational education:** Children in Classes 1-9 are exposed to art, music, cooking, carpentry, metalwork, to develop their collaborative skills & respect for people in these vocations.

5 SPEECHES OF PM, VP & PRESIDENT

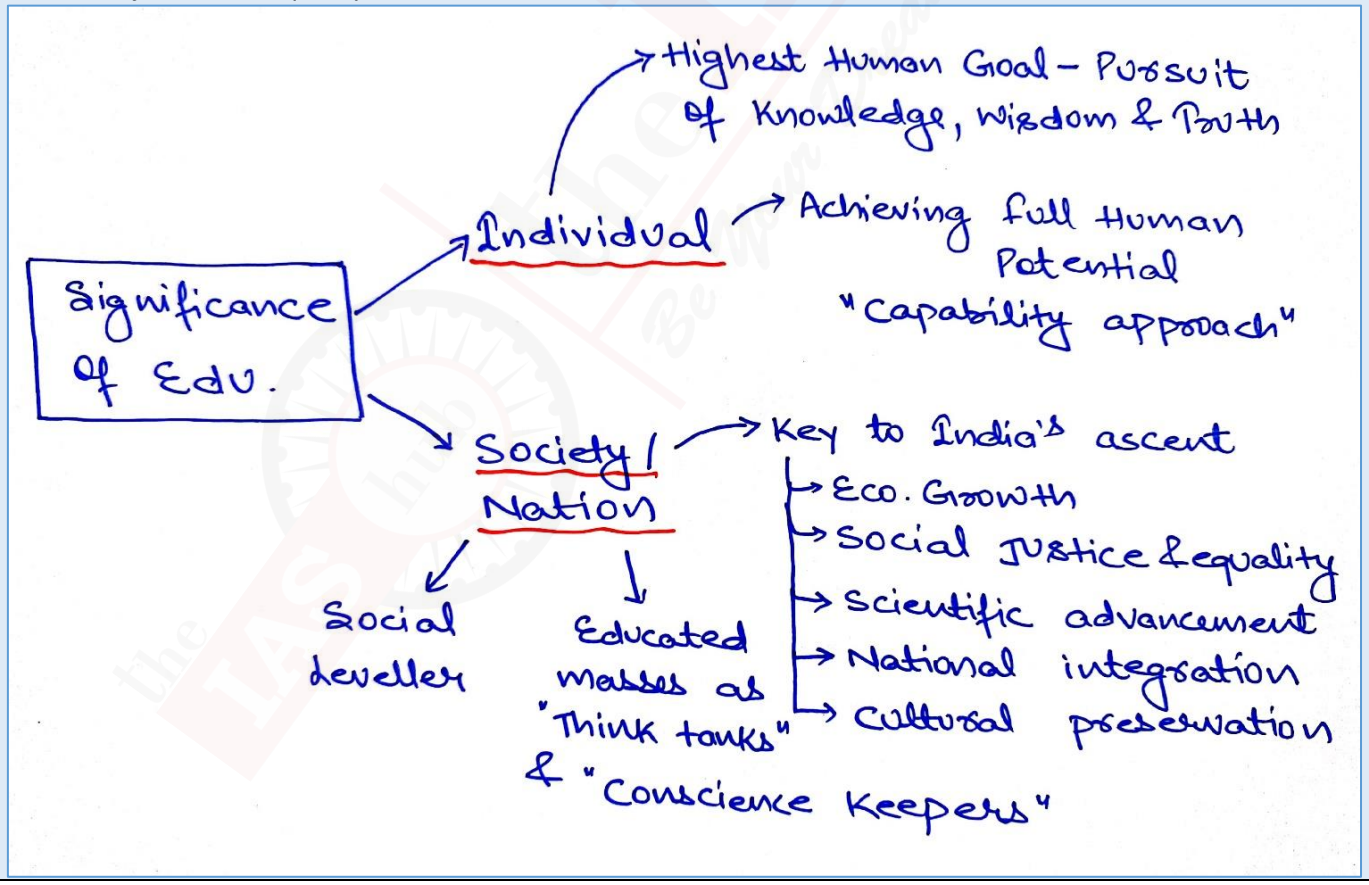
5.1 FROM THE SPEECHES OF HON'BLE PRIME MINISTER

- **On Education & Youth:** Skill and Education are the two principal tools during India's Amrit Kaal and it is the youth who are leading the nation's Amrit Yatra with the vision of a developed India (by 2047).
- **On India's Contribution**: India showed the way to the world by carrying out research in the fields ranging from 'atma tattva' to 'paramatma tattva', from spirituality to ayurveda, from social science to solar science, from maths to metallurgy, and from zero to infinity.

5.2 SOME QUOTES FROM NATIONAL EDUCATION POLICY & OTHER SOURCES (FOR ESSAY)

Significance of Education for Individual/Society/Nation

- The pursuit of **knowledge** (Jnan), **wisdom** (Pragyaa), and **truth** (Satya) was always considered in Indian thought and philosophy as the highest human goal.
- Education is fundamental for achieving **full human potential**, developing an equitable and just society, and promoting national development.
- Providing **universal access to quality education** is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.
- Collectively, educated masses are **think thanks**, **growth drivers** as well as **conscience keepers** of any nation.
- Education is a **great leveller** and is the **single greatest tool** for achieving economic and social mobility, inclusion, social justice and equality.



6 EDUCATION SYSTEM IN INDIA

Comprehensive Coverage Based on Previous Trends & Expected Questions

SNO.	TOPICS COVERAGE
1	**INDIA'S CURRENT EDUCATION SYSTEM**: Structure, Challenges, & Way Forward
2	**PRIVATIZATION OF SCHOOL EDUCATION**
3	**HIGHER EDUCATION SYSTEM:** Structure, Challenges, & Way Forward
4	**R & D AND INNOVATION ECOSYSTEM IN EDUCATIONAL INSTITUTIONS**
5	**NATIONAL EDUCATION POLICY (NEP):** A Critical Analysis & Way Forward
6	**VOCATIONAL EDUCATION IN INDIA:** Significance, Current status & Way Forward
7	**ROLE OF DIGITAL TECHNOLOGY IN EDUCATION**
8	**TEACHER EMPOWERMENT:** A Key Education Reform
9	**REFORMING INDIA'S EDUCATION ASSESSMENT SYSTEM**
10	**SKILL DEVELOPMENT IN INDIA**: Institutional Set up, Need for Skill Development, Harnessing Youth Power through Education & Skilling, Challenges & Way forward
11	**NEW AGE SKILLS FOR 21ST CENTURY: Need & Nature**

6.1 CHALLENGES IN EXISTING EDUCATION SYSTEM

- **Access and Participation:** Low participation in **pre-school education** (Early Childhood Care and Education) and high **out of school** children (> 3 crore).
  - **Low GER in higher education – 27%** (despite having **second largest higher education** system).
  - Largest no. of youth and adult illiterates in the world.
- **Equity issues among Disadvantaged section:** Higher proportion of **out of school** children (Girls, children with special needs, migrant children, urban poor, SC/ST, minorities) etc.
- **Quality of education**
  - **At Pre-school level: Inappropriate curriculum**, ineffective pedagogy, untrained educators, poor infrastructure, inadequate funding ➔ lack of **school readiness** at primary level.
  - **At School level: Dismal learning outcomes**, as observed by ASER survey and National Achievement Survey (NCERT)➔ spills over to higher education in college and universities level.
  - **At Higher education level:** 70% universities & 90% colleges are average/below average on quality parameters set by National Assessment & Accreditation Council (NAAC).
- **Curriculum & Current Assessment system:** Serious disconnect between existing curricula and skills needed for employability. **For eg.** Only 50% of Graduates are employable (India Skills report 2022).
  - Assessment system promotes **rote learning** instead of work skills, critical thinking, life skills etc.
- **Teacher development & Management:** Poor **recruitment process**; dismal teacher quality & shortage of teachers; issues relating to **motivation** (salary, promotion) and **accountability** of teachers.
- **Governance and Management:**
  - **Ineffective implementation of RTE:** Overemphasis on **physical inputs** and not **learning outcomes**.
  - **Insufficient Financing and delayed fund flows –** Currently at 3% (Vs. ideal Target of 6%).
- **Unutilised Potential of ICT**: For eg. Computers available in <50% schools, & Internet in < 35% schools.
- **Lack of R&D** in universities; low investment (**0.7% of GDP);** limited international exposure/alliances,

7 ACRONYM: WAY FORWARD (FOR SCHOOL EDUCATION)

ACRONYM AS WAY FORWARD | **'UNIVERSAL'**

WAY FORWARD: INDIA NEEDS UNIVERSAL EDUCATION

- **U** - Understand and implement RTE in letter & spirit.
- **N** - Need for multi stakeholder participation to build social accountability - local self government, parent-teacher associations, school management committees, civil society networks
- **I** - Interventions using ICT tools to improve access, quality, equity
- **V** - Vocational education – streamlined with NSQF, flexible, standardised
- **E** - Enhance teacher quality, motivation, accountability, training capacity
- **R** - Revamp the governance mechanism
- **S** - Skill oriented education - job skills, entrepreneurship, life skills, digital skills, self awareness etc
- **A** - Access to funds (6% of GDP), infrastructure, digital facilities
- **L** - Learning outcomes, and robust pedagogy, curriculum, and assessment focus

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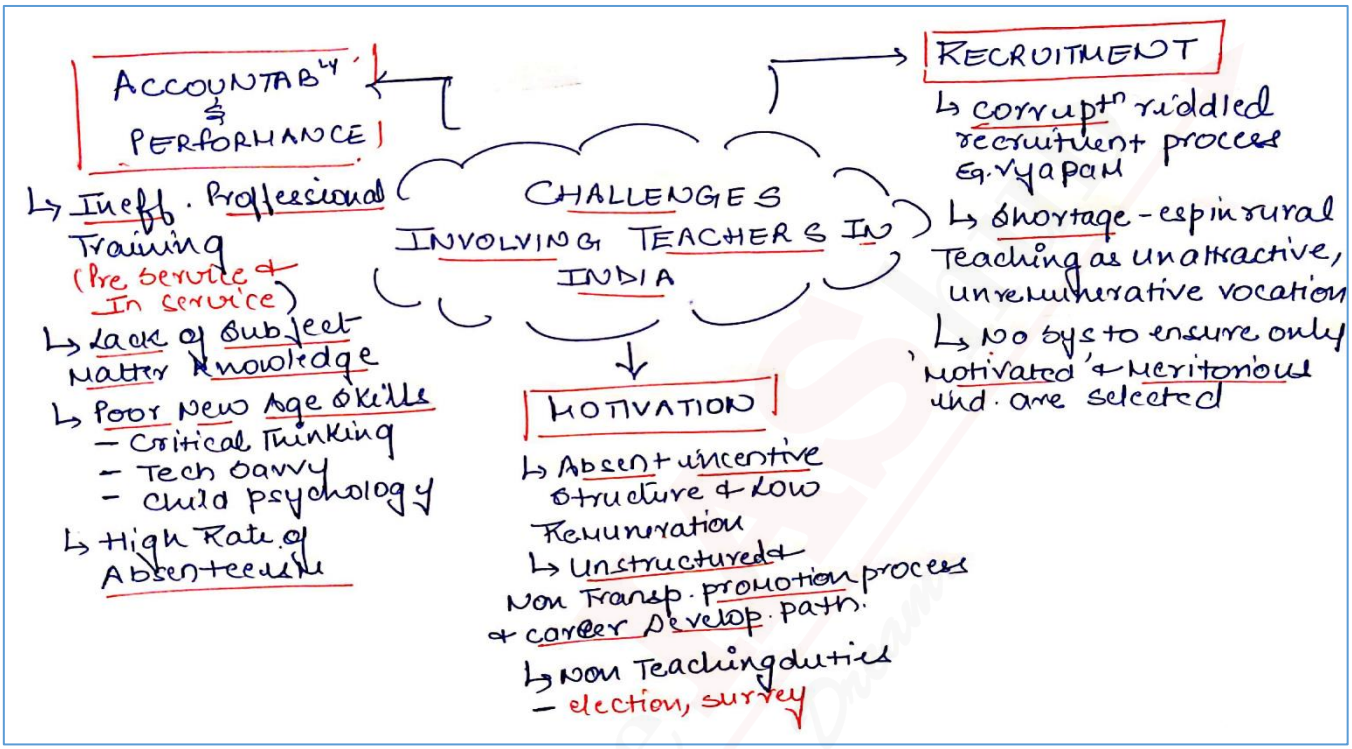
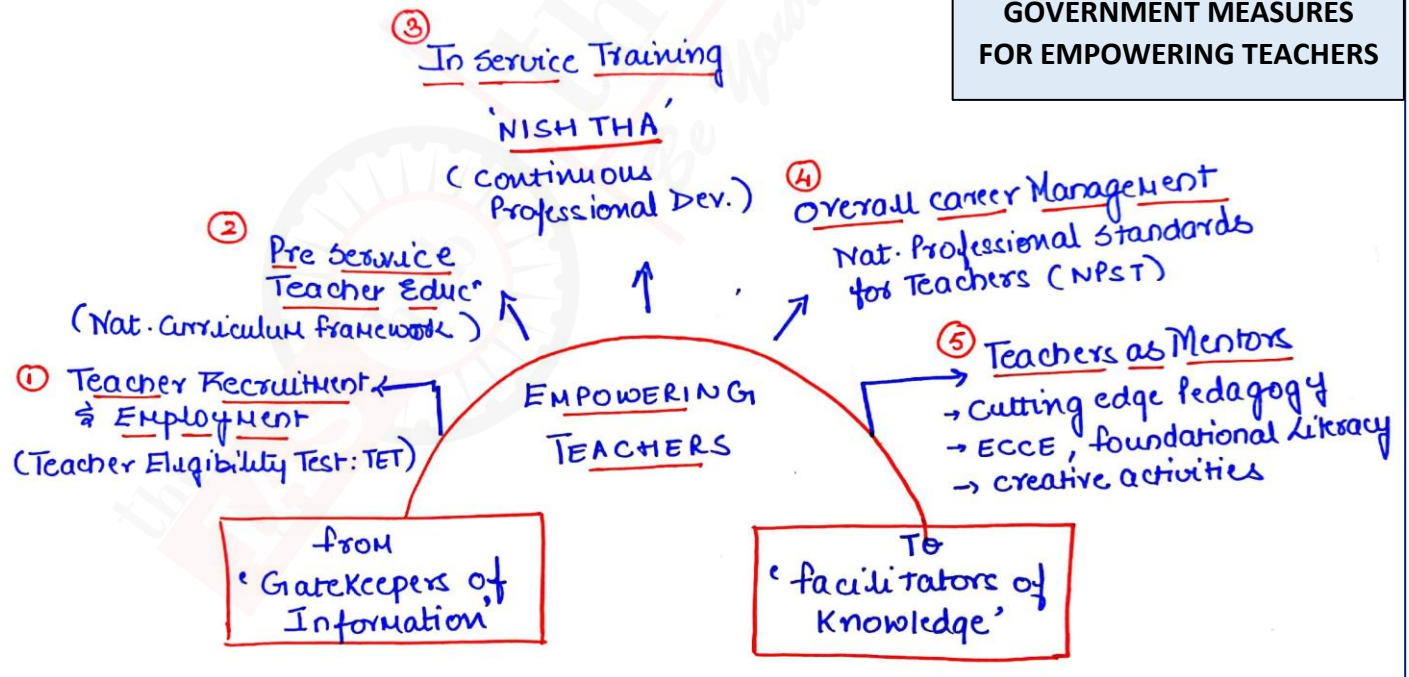
8 TEACHER EMPOWERMENT: A KEY EDUCATION REFORM

The **Kothari Commission, 1966**, very aptly mentioned that the quality, competence, and character of teachers are undoubtedly the most significant in ensuring **quality education** and **national development**.



GOVERNMENT MEASURES FOR EMPOWERING TEACHERS



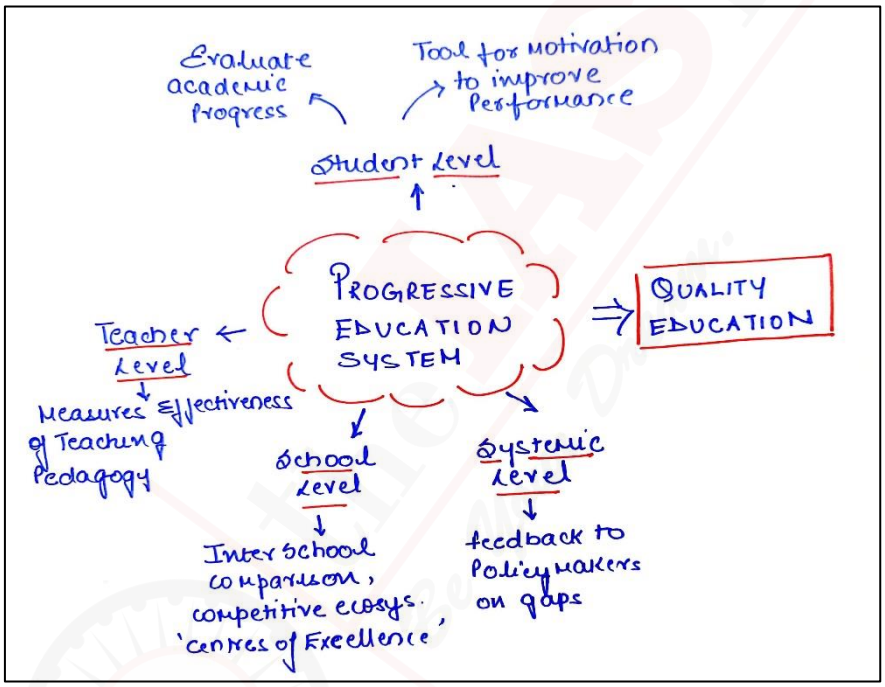
9 REFORMING INDIA'S EDUCATION ASSESSMENT SYSTEM

Q) 'The current assessment systems do not live up to the potential they have in ensuring quality education in India'. Highlighting the challenges of present assessment system in India, suggest measures to overcome them.

PART & SUB PARTS OF QUESTION

- Meaning of Quality education
- Potential of Assessment Systems in achieving Quality education (can draw a diagram)
- Challenges of present assessment system
- Way forward & Conclusion

Quality education, a crucial component of SDG goals (SDG-4), focuses on **the whole child**—the social, emotional, mental, physical, and cognitive development. It prepares the child for life and not just for testing.



Challenges of present assessment system

- **Lack of standardisation** – different boards, different grading systems
- **Content heavy examination**: focuses on rote learning rather than clarity of concepts ➔ prioritises 'content over competency'.
- **Promotes Narrow range of learning**: Textbook centred, limited syllabus focussed ➔ Ignores assessment of critical thinking, creativity, and socio emotional skills needed for active participation in the society.
- **'Student focussed' exams** – Exam as a yardstick of student's performance ➔ fails to take into account efficiency of teacher, teaching method, learning resources, curriculum etc.
- **'Marks focussed' outcomes** ➔ Increased pressure of performance ➔ increase in academic stress & massification of 'coaching culture'.
- **Poor follow-up mechanism**: absence of remedial courses to bridge learning/teaching gaps of students/ teachers.
- **Lack of Training:** of Education institutions on assessment techniques, technology and methods.

Way forward

- **Standardisation of assessment system** – PARAKH, CUET etc are steps in right direction.
- **Reorienting the 'culture of assessment'** – more learning focussed ➔ codification of learning outcomes, e-tracking of individual's learning outcomes, & remedial coaching.
- **From 'Syllabus completion' to 'acquiring competencies'** – assessments must take into account higher order thinking skills, 21st century skills, and socio emotional skills.
- **Holistic progress cards** - For eg. NEP, 2020 proposes a 360 degree, multidimensional report that reflects the progress as well as uniqueness of each child ➔ help decide on career choices earlier in life.
- **Building consensus among stakeholders** – NCERT, SCERT and Boards should together work towards reforming the curriculum, the syllabus & associated assessments.
- **Generating awareness among key stakeholders –** ie. teachers, parents, school principals, block officers about the rationale & motivation of the education & assessment policy.
- **Capacity building on various aspect of assessments –** Teacher's ability to analyse, report & use results for child's development.
- **3rd Party assessment:** for eg. Haryana, **Saksham Ghoshna initiative**.

21st Century Education must move from 'Pressure of Performance' culture to 'Coexistence of Pleasure & Performance', followed up with **holistic educational reforms**, that prepares the child for life and not just for examinations.

OR

In keeping with the spirit of reforms in education, we need to now move from *Pariskha pe Charcha* to *Bhavishya pe Charcha.*

==========

GS 3 THEMATIC REVISION CARDS [SAMPLE] FOOD PROCESSING SECTOR

INTRODUCTION:

Food Processing Sector: Status	Food processing is the utilization of various methods and technologies to convert **raw agricultural materials** into **edible food products**. India has 6th largest food market but contributes only 1.5% in world processed food trade.
Food Processing & Hunger	Food processing plays a critical role in **reducing food wastage** (annually 50 Kg per Indian - UNEP) and **eliminating hunger** (16% of Indians under-nourished).

FORMULA BY theIAShub	**1) ↑ FOOD PROCESSING = ↓ FOOD WASTAGE + ↓ HUNGER** **2) ↑ FOOD PROCESSING = ↓ FOOD WASTAGE + ↑ EMPLOYMENT + ↑ FARMER EMPOWERMENT**

CURRENT DEVELOPMENT:

- **One District One Product (ODOP)** approach launched under **PM Formalisation of Micro Food Processing Enterprises**.
- **Farmer Connect Portal** - platform for farmers, FPOs and cooperatives to interact with exporters (Fork to farm).
- **Convergence portal** launched for inter-ministerial coordination in food processing sector.
- **7500 cr investment** in food processing under **PLI scheme** so far (Minister of Food Producing Industry).

DATA/FACT:

Global position	India has the 6t largest food and grocery market globally.
Share in world processed food trade	1.5%
Share in India's exports	More than 10%
Share in Employment	More than 12% (Highly employment Intensive sector)
Informalisation	40% of the sector is Unorganised

KEYWORDS:

- Shopping mall culture; Paradox of hunger amidst plenty; Sunrise industry; Farm gate to Firm Gate to Home Gate Approach; Hidden Hunger; Agriculturists to Agri-preneurs; Monetisation of the agrarian economy; etc

COMMITTEES RECOMMENDATIONS/NATIONAL OR INTERNATIONAL REPORTS:

- **Ashok Dalwai committee Report**: India's food production industry is worth over $400 billion, but the level of food processing across categories is significantly low.

PM SPEECH/RECOGNITION IF ANY:

- **PM Modi:** "21st century India needs post-harvest or food processing revolution and value addition amid increasing agriculture production."

GOVT SCHEMES, POLICIES AND INITIATIVE:

- **Schemes** – National Food Processing Mission, PM SAMPADA Yojana, Matsya Sampada Yojana, National Horticulture Mission, Dairy Development Programme, PM Formalisation of Micro Food Processing Enterprises etc
- **Marketing reforms** - Operation Greens ('Top to Total'), Developing & upgrading existing rural haats into Gramin Agricultural Markets (GrAMs), One District, One Product (ODOP), e-NAM etc.
- **Credit & finance** - Special 'Food processing Fund' in NABARD; Nivesh Bandhu portal to assist investors.
- **Focus on infrastructure** - Setting up of Agri Export Zones, Mega Food Parks, etc.

EXAMPLES/CASE STUDIES:

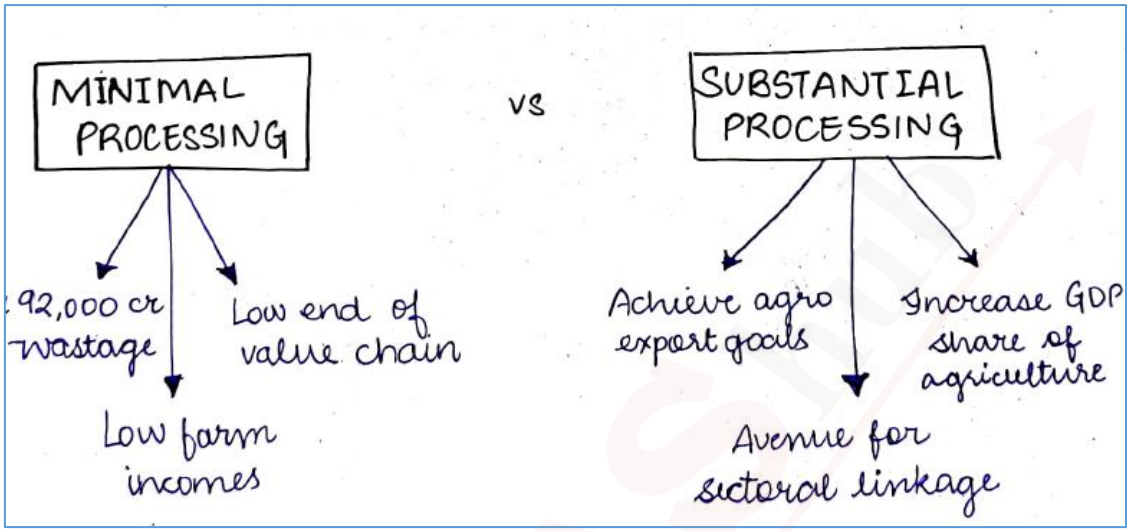
- **New Zealand:** Despite being a small country, it is a major exporter of food and beverage products. Food sector accounts for 45% of all goods exported by New Zealand.
- **GoodFood India's** successful adoption of cold chain logistics and innovative food preservation techniques led to a significant reduction in food wastage.

CONCLUSION

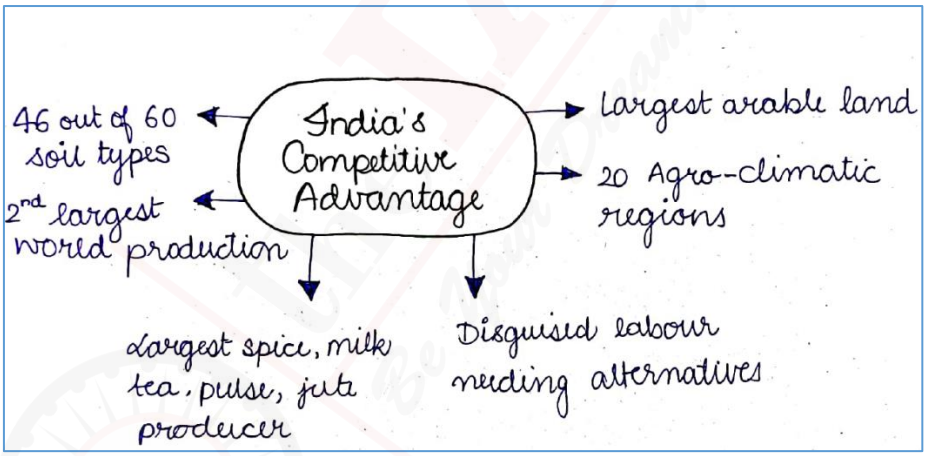
- A sweet synthesis of **'Institutional reforms'** and **'ease of logistics'** is the key to attract private investment and develop food processing sector in India.

GS 3 MICRO-DIAGRAM BOOKLET [SAMPLE] — FOOD PROCESSING SECTOR

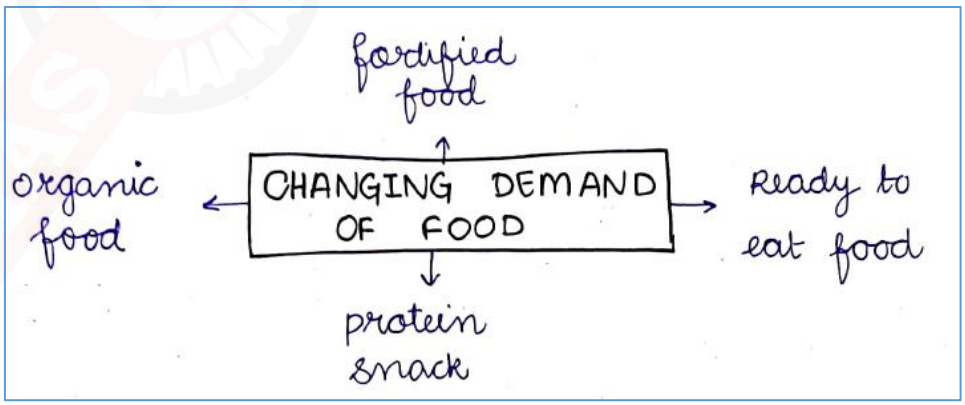
NEED FOR FOOD PROCESSING



FOOD PROCESSING: INDIA'S COMPETITIVE ADVANTAGE



CHANGING FOOD HABITS & EXPANSION OF FOOD PROCESSING



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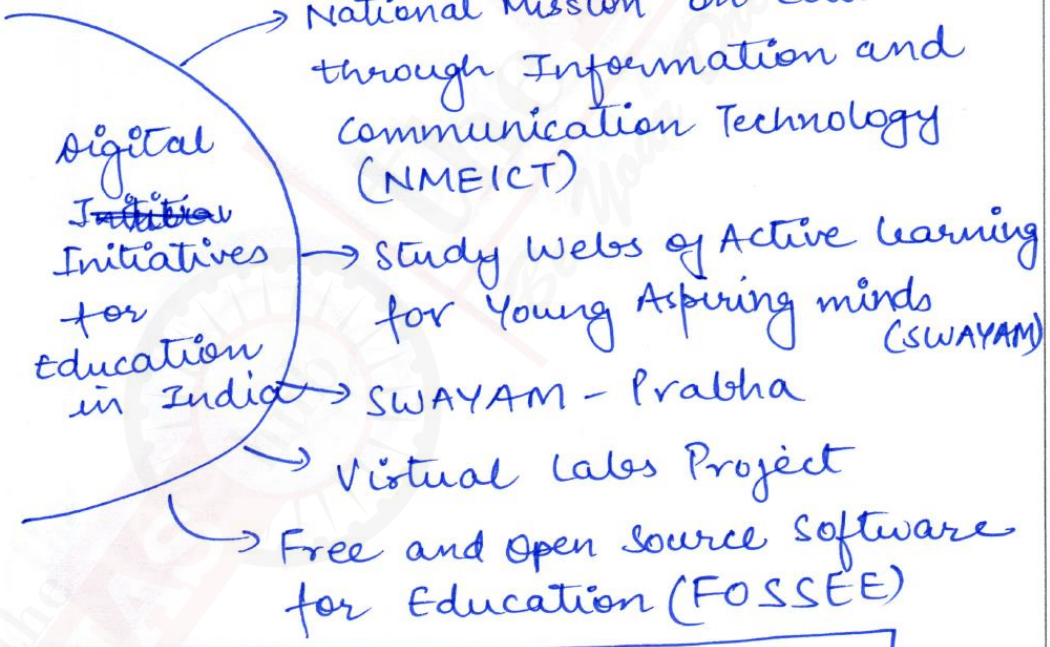
Q20 How have digital initiatives in India contributed to the functioning of the education system in the country? Elaborate your answer. (2020)

COVID 19 Pandemic has popularised the digital initiatives in education. It has become a way in the restrained and difficult situation. It has helped to promote inclusivity of education.



Contribution of digital initiatives

① Wider reach and accessability: People with distant habitat can also

access education through SWAYAM-Prabha

2) Flexibility of education to acquire wider skills and knowledge
   Eg e-Pathshala providing ebooks free

3) Cost effective method through the use of internet
   ↳ Eg Teaching fees and material are much less expensive in online model of education.

4) Inclusivity : Breaking the barriers of social discrimination against multiple castes and class

5) Learning is made more engaging and interacting
   ↳ From "Blackboard to e-board"

6) Personalized learning : Can help teachers to personalize lessons and tailor them to the needs of the students

7) Better student's progress tracking through maintaining and tracking online records
   ↳ Data analysis of performance

Candidates must not write on this margin

Some challenges of digital education

(1) Digital divide : Privilege for the students from rich or decent background
↳ Poor students remain inaccessible

(2) Prolonging of screen time
↳ (i) Affect on eyes and brain nervous system
(ii) Also may lead to misuse of internet → "children or youth may divert to adult content"

(3) No or less Physical activity, team building spirit
↳ Restrict the children to 4 walls with no socialization.

(4) ASER Report : serious issue of access, testing, training, exams, grades etc during COVID times.

(5) Lack of infrastructure in all the government schools and institutions

To promote education in long term, India's "Guru-Shishya" tradition is one which is sustainable. While digital initiatives can complement traditional education but can not replace it.

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/mkyadav
info@theiashub.com
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