

### Instructions to the candidate:

- There are 5 Questions.
- All Questions are Compulsory.
- You should download the question-and-answer booklet, take its print-out, attempt the questions and then scan the same using various mobile apps like Cam Scanner etc. on your mobile, Convert the file using these apps to PDF and upload.
- You will be able to upload the file from where you had downloaded the question-and-answer booklet.
- In case you face any difficulties, you can write to us at [sleepy.classes@gmail.com](mailto:sleepy.classes@gmail.com).
- Those candidates who are not writing on the printed booklet are to leave margins on their answer sheet for comments.
- The above-said candidates are to then make their own evaluation sheet in the format stated below to be uploaded with the answer.
- Compulsory to name your PDF file in the following format (Student Complete Name\_Test Number) e.g.: (Kriti Rathor\_Mains Test-5)

### Comments for the purpose of evaluation of Answer Writing:

<b>Relevance to the question</b>	<p><b>Your answers mostly address the questions, showing good conceptual understanding. However, some parts need sharper focus with contemporary examples, such as linking recent farmer protests. Ensure every sub-question is directly tackled, and 5 should be attempted systematically.</b></p>
<b>Structure of Answer</b>	<p><b>You've included key thinkers and theories effectively, which is a strong point. Adding 1–2 recent examples, data, or brief criticisms would make the content even more exam-ready. Your conceptual clarity is evident and can be leveraged further with contemporary references.</b></p>
<b>Content</b>	<p><b>Your presentation is neat and easy to follow. Underlining keywords and thinkers can help examiners quickly identify core points. Just work on spacing between lines and try to make diagram less congested.</b></p>
<b>Presentation (Neatness, charts, diagrams as required)</b>	<p><b>The answers are well-structured with clear introductions, organized arguments, and thoughtful conclusions.</b></p>
<p><b><u>You have good potential—just keep writing answers and add value through thinkers, examples, data, and case studies , also link them to the question's demand to score better marks.</u></b></p>	

**Question 1. Discuss the implications of declining fertility rates on India's demographic dividend. (10 Marks)**

The national average TFR has already dipped below Replacement level fertility (2.1) as per NFHS data

decent intro

These numbers have a bearing of demographic dividend - considered an advantageous asset but slowly declining :

highlight heading

① shrinking labour force eroding potential advantage over Korea & China + strategy

relevant point

kerala faces aging population challenges similar to developed countries.

② Ageing issue with more 50+ dependent population low resources for care

burden on resources

Informal workers - most of India - lack adequate old-age protection; schemes like Atal Pension Yojana remain shallow.

③ Changing patterns of family and kinship

e.g. → fewer kids - low labour force in rural areas

how is parson equilibrium disturbed?

As Parsons theory of functionality - equilibrium disturbed

Over time, an aging population will increase social security and healthcare burdens.

- ④ Feminist perspective represents better educational and employment opportunity but - 'patriarchal bargain' e.g. → son-meta performance.
- ⑤ Regional disparity as states like Bihar, U.P. grow at  $>3.1\%$  TFR while Kerala & T.N  $<1.6\%$  TFR
- ⑥ Politicization and regional aspirations fuel e.g. → Population based de-limitation

Despite challenges - new opportunities open up - focus on skill development, push for care economy [Japanese model] and sustainable family planning for population stability.

**Without timely reforms, today's dividend turns into tomorrow's dependency burden.**

Education is a constitutional right (Article 21A) and an instrument for social mobility. Emile Durkheim saw education as a means of social integration, but structural barriers hinder its role for marginalized groups



5

Question 2. Discuss how India can work towards a more equitable educational landscape that uplifts marginalized communities and paves the way for social progress. (10 Marks)

Ambedkar stated how education is the most powerful vehicle for social change, progress & mobility. Current model of education is marred with challenges:—

decent intro

what is this argument??

decent point but write some india specific examples

1) Focus on 'common values' [Durkheim's community] has eroded criticality

2) Marxists argue education has become an instrument of hegemony. e.g → Bowels & Gintis call it 'hidden curriculum'. **Poor Infrastructure: ASER (2022) shows 25% rural schools lack electricity and functional toilets.**

3) Circulation of cultural capital as Pierre Bourdieu described access challenging. e.g → sc/ST/ minority exclusion. **Caste & Gender Barriers: Dalit and Adivasi children face discrimination; girls face early dropout due to patriarchy (Leela Dube on gender bias in education).**

It is yet possible for equity and upliftment via education.

① Focus on access and criticality in education. e.g → Vernacular focus in NEP

good point

Learning gaps start before Grade 1. Strengthen Anganwadi-primary school linkages, nutrition + pre-literacy. Amartya Sen's capability approach underscores expanding

Textbooks must represent Dalits, Adivasis, women, minorities. Gopal Guru stresses dignity in representation; exclusion in curriculum perpetuates symbolic violence (Bourdieu)

② Affirmative action for adventurous  
e.g. → SC/ST scholarship relevant  
→ EKLAHYA model school

③ Digitization for democratization  
→ what Juan Illich calls as 'de-schooling'. e.g. → SVAYAM and MOOC courses, Digital library

④ Structural change via larger funding - freedom and teacher training programmes.

decent arguments → e.g. → 12<sup>th</sup> FYP called for Quality not just Quantity for RTE  
good point → Strengthens Public Education - Kerala's public school success shows strong state investment reduces dependency on private schools.

⑤ Curriculum politicization of education  
e.g. → Gannur - VGC tussle over VC appointments

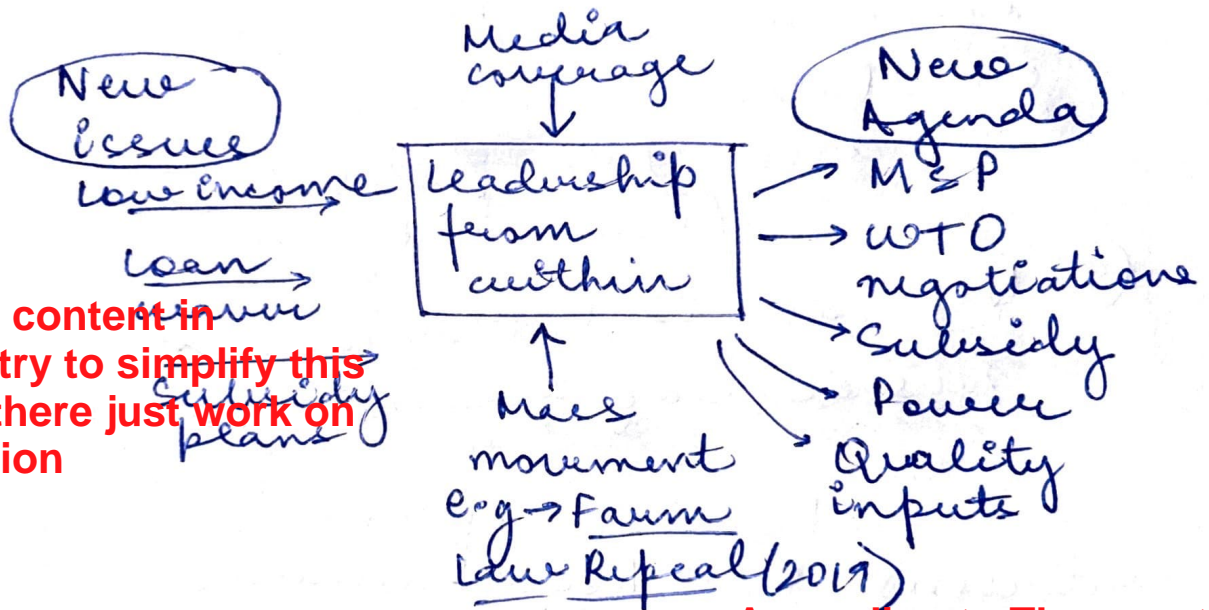
decent conclusion → Thus social progress will follow when 'structural brinkneck' - [K. Ahmed] are captured and capability [A. Sen] approach is utilized.

Equity in education is the engine of social mobility and inclusive development.

Question 3. Discuss the role that Neo-farmer's movement has played in the transformation of the Agrarian Class structure of contemporary India. (10 Marks)

Neo farmer movements emerged in post-green revolution era - 1970s-80s which were different from past 'peasant' and 'crisis' based movements

decent intro



too much content in diagram. try to simplify this .. idea is there just work on presentation

According to Thorner, there were three separate classes in early post-independence India's agrarian structure: **Malik** for agricultural landlords, **Kisan** for working peasants (including tenants), and **Mazdoor** for agricultural labourers

Role in transforming agrarian class

① Rise of middle class agriculturalists

e.g. → Kathleen Gogh new enterprising class

decent point

(Punjabi - nayana) beyond the 'Malik - Kisan - Mazdoor' stratification

Marxist professors like as Bardhan, Rudra, and Kathleen Gough argued that the neo-rich class dominated agricultural output and controlled a substantial percentage of the land.

**Rudolph & Rudolph:**  
"Bullock Capitalists" shaped state subsidies and farm price policies. The 2020-21 farm law protests highlight bargaining power of organized farmers.

② Shift from identity to centric mobilization & social leadership  
relevant point → Tikait's - BKU  
Sharad Joshi - Shetari  
Sangathan

③ Caste-class overlap and use of untrue 'farmer' identity  
e.g. → Dalit farmers along with Jats - Patidars (Dominant)

can mention example of recent farm protests

④ National-level discourse & new class of farmer - 'food giver'

decent criticism, try to present in clean and neat manner

Critics said that agricultural movements were driven by large landlords and zamindars and lacked the backing of wage labourers and others.

**Criticism** → Political capture [elite capture]  
e.g. → ATQR - alliance  
Alternate agenda  
e.g. → 'Toolkit' in farm agitation  
existing caste segregation - No dalit faces/women's leadership

Lindberg thinks that there is a relationship between Neo-rich farmers and urban elites, and that both aggressively exploit marginalised elements of society.

According to Bina Majumdar, women take on the job of housewife while males take on the duty of breadwinner in the neo-rich class, restricting women's economic freedom.

As Gail Omvedt states - the movements are re-configuration of old class

can write better conclusion

Neo-farmer movements transformed agrarian politics from feudal to state-market negotiation, empowered dominant peasant castes, and influenced national policy (MSP debates, farm law repeal). Yet, without integrating landless labour and gendered rural workers, agrarian inequality remains unresolved.



**Question 4.** India experiences both absolute and relative forms of poverty. Explain the distinction between relative poverty and relative deprivation in this scenario. (10 Marks)

Absolute poverty is when people lack basic necessities — food, shelter, clothing and relative is in comparison to social inequalities **relative poverty (economic inequality compared to a broader population).**

decent introduction

Peter Townsend defines relative poverty as lack of income, resources to lead a dignified life as most others in that society.

can write little bit about theories of poverty

Relative Deprivation as per

Ruth Lister is a wider form of in-ability to participate in socio-economics of society compared to others.

runciman

Basis	Relative POVERTY	Relative DEPRIVATION
Nature	Objective e.g → Intensity, head count	Subjective and psychological
Basis	Income and Resource e.g → < 100₹/ day 'Life chance'	socio-economic - civil participation e.g → Barrier to 'life-style'

TV/digital exposure raises expectations in rural youth; migration frustration reflects deprivation more than absolute poverty.

Farmers above subsistence still protest low MSP because relative income decline vs. non-farm sectors generates grievance.

OBC or Dalit upwardly mobile households compare themselves to upper-caste urban elites—fueling demands for reservations, protests.

Relative Poverty

DEPRIVATION

arguments are decent but need to write more arguments related to india

Outcome: Material inequality, low growth. SCs have lower income despite affirmative action.

Social unrest, demands of equity. Marginalized caste not mixed-excluded e.g. Dalit sarpanch house burning in Chhatisgarh.

give some example of intersectionality

Both forms assent hierarchy over the lower 'class' and are intersectional with other stratification forms.

As Bibek Debroy

decent conclusion

suggested not only targetting consumption based measures but tree-access and ability issues to tackle poverty and deprivation.

Question 5. How do structural and cultural factors in the digital age contribute to the rise in online child sexual exploitation? (10 Marks)

Ulrich Beck's Risk Society explains how modernization creates new global risks—digital technology enables education but also exploitation.

The ICRB records suggest multifold rise in online child sex abuse in past decade. There are anomic fallouts of the digital-revolution.

if you are quoting ICRB or any other source, try to give exact data. do not use ambiguous words like multifold

### Structural factors

- ① Institutional flaws of electronic media  
 e.g. → No control over global dominant brands pushing such content  
 Enforcement of POCSO + IT Act is uneven; cross-border content hosting complicates takedown. Lack of specialized cyber-policing in districts.
- ② Legal bottlenecks due to lack of imposition & slow trials  
 e.g. → POCSO, IT Act and Juvenile Justice complexity  
 try to write more sociological angle
- ③ Weak Digital security and regional disparity in access to awareness  
 e.g. → Use of public cafes / unmonitored setups — lack of personal diversity in rural areas  
 Closed groups, encrypted messaging, disappearing content features (e.g., some chat apps) enable predator anonymity. Tech-lag in detection tools in regional languages.

**Patriarchal Silence Around Sexuality - Children are told "don't talk to strangers" but rarely taught about online boundaries, consent, body autonomy—making them vulnerable.**

## ④ Cultural factors

① Dysfunctional impact on youth

need to link cultural lag in better manner. Read model answer

as Ogburn & Nimmo call 'cultural lag'

eg → Internet access without

**Bourdieu's idea of symbolic violence helps explain how these harmful behaviors become accepted as normal, making it harder for victims to speak up.**

② Youth delinquency and easy availability of pornography

③ economic bait and complicit family members

need to write better arguments with contemporary examples

④ Digital 'nakedness' due to influencer culture. eg → Kid-fluencers

**Victim-blaming discourages reporting; girls fear reputation damage. This emboldens abusers.**

⑤ hypermasculinity and hyperreality — which Baudillard had warned in post-modern order.

**Influencer culture + beauty filters normalize early sexual display; predators exploit performative posting for contact and coercion.**

Read model answer

Need for accountable

safe and secure digital space is a fundamental right [as per s.o.e]

decent conclusion

The DPDP '22 and new POCSD rules on material possession are steps in right direction.