ANANTH KRISHNAN

Many of the ‘Chinese’ accounts that mushroomed on social media this summer and spread false information about the border clash with India have been traced to Pakistan, in what is believed to be a coordinated disinformation campaign aimed at India.

Handles with Chinese names, Mandarin content traced to earlier avatars in Urdu

India, China hold talks

India and China on Sunday held the fifth round of Corps Commanders talks at Moldo on the Chinese side to take forward the stalled process of disengagement at the Line of Actual Control. The Corps Commanders had earlier held talks on June 6, 22, 30 and July 14 to de-escalate from the build-up.
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*C – Chennai; B – Bengaluru; D – Delhi; H – Hyderabad; T – Thiruvananthapuram
Part A—Preliminary Examination

Paper I - (200 marks)

- Current events of national and international importance.
- Economic and Social Development-Sustainable Development, Poverty, Inclusion, Demographics, Social Sector Initiatives, etc.

Part B—Main Examination

PAPER-III

General Studies- II: Governance, Constitution, Polity, Social Justice and International relations

- Government policies and interventions for development in various sectors and issues arising out of their design and implementation.
- Welfare schemes for vulnerable sections of the population by the Centre and States and the performance of these schemes; mechanisms, laws, institutions and Bodies constituted for the protection and betterment of these vulnerable sections.
- Issues relating to development and management of Social Sector/Services relating to Health, Education, Human Resources.
- Issues relating to poverty and hunger.

PAPER-IV


- Indian Economy and issues relating to planning, mobilization, of resources, growth, development and employment.
- Effects of liberalization on the economy, changes in industrial policy and their effects on industrial growth.
- Investment models.
Impact of COVID19 in Indian economy:

- On employment:
  - Reversal of many years of progress
  - A significant number among the weaker sections of our society may slip back into poverty,
  - Many enterprises may shut down.
  - An entire generation may be lost due to severe unemployment.
  - Contracting economy can adversely impact our ability to feed and educate our children owing to a shortage of financial resources.
  - Severe impact, especially on the poor.
  - Weaker sections of our society are the most vulnerable.

- A large demand for MGNREGA work from displaced non-agricultural workers who lost their jobs due to the pandemic.
- Good monsoon → Agricultural employment → low demand for MGNREGA In normal days.
- Lockdown + Behavioural change → affecting demand → reduced confidence

- People must feel confident about their lives and livelihoods. Entrepreneurs must feel confident of reopening and making investments. Bankers must feel confident about providing capital. Multilateral organisations must feel confident enough to provide funding to India.
Take steps to revive the economic sectors and work towards employment growth.
✓ The government should work to build confidence among people to spend and among bankers to lend.
✓ This will then give confidence to the private sector to reopen and invest fuel the economy.

• On financial system:
  ✓ COVID-19 assistance measures undertaken by the RBI and the government such as interest rate reductions, credit guarantee and liquidity enhancement schemes are welcome steps, but they have largely failed since banks are not confident of lending.
  ✓ Failure of monetary policy transmission.

What can be done to revive the economy and to improve the lives of the people:

• For the poor:
  ✓ Direct cash transfer schemes for the poor.
    ➢ This can instill confidence among the poor and it can also boost demand in the market.

• For financial institutions:
  ✓ Concentrate on reviving the health of the banking sector not be merely by capital infusion or disinvestment of public sector banks but by giving autonomy to banks. For example, insolvency processes should be allowed to function smoothly without intervention.
  ✓ Institutions like RBI, bankruptcy boards, securities and insurance regulators should be
✓ Institutions like RBI, bankruptcy boards, securities and insurance regulators should be allowed to function freely and professionally.
• High Government spending
• Finance of Government:
  ✓ Taxing is not a feasible option as of now because of poor financial condition of the people.
  ✓ Deficit monetization should be the last option.
    ➢ Monetizing the deficit means RBI creating new money to help the government meet its expenditure.
    ➢ With this newly created money, RBI buys govt securities directly from the primary market to fund government’s expenses.
  ➢ Lead to an increase in total money supply in the system, and hence inflation, as RBI creates fresh money to purchase the bonds.
  ✓ Instead, Government should borrow from international institutions such as the IMF and the World Bank.
  ✓ We should maintain our credibility by making them feel confident about India’s ability to fulfill its financial obligations and restore economic growth.
  ✓ This will also help in increasing our credit ratings.
Conclusion:

• Government should inject confidence back in the entire ecosystem by restoring confidence in people
• through direct cash assistance and other welfare programmes
• Restoring confidence among business by giving greater access to capital.
• Giving more autonomy to financial institutions.
Cyberbullying

- Bullying that takes place over digital devices like cell phones, computers, and tablets.
- Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.
- Includes sharing personal or private information about someone else causing embarrassment or humiliation.
Legal provisions related to cyber-bullying

Under the Information technology Act, 2000

66. Computer related offences.
66A. Punishment for sending offensive messages through communication service, etc.
66B. Punishment for dishonestly receiving stolen computer resource or communication device.
66C. Punishment for identity theft.
66D. Punishment for cheating by personation by using computer resource.
66E. Punishment for violation of privacy.
66F. Punishment for cyber terrorism.

67. Punishment for publishing or transmitting obscene material in electronic form.
67A. Punishment for publishing or transmitting of material containing sexually explicit act, etc., in electronic form.
67B. Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc., in electronic form.

Under Indian Penal Code

354C. Voyeurism
354D. Stalking
509. Word, gesture or act intended to insult the modesty of a woman and other relevant provisions.

- Article – the law enforcement machinery is not effective with reference to investigation and enforcement of such provisions against cyber bullying.
• National Cyber Crime Reporting Portal
  ✓ a portal of Government of India to facilitate victims/complainants to report cybercrime complaints online.
  ✓ special focus on cybercrime against women and children.
  ✓ caters all types of cybercrime complaints including complaints pertaining to online Child Pornography (CP), Child Sexual Abuse Material (CSAM) or sexually explicit content and other cybercrimes.
  ✓ provides an option of reporting an anonymous complaint for reporting online Child Pornography or sexually explicit content

• Cyber B.A.A.P.
  ✓ A Non-Governmental initiative for Cyber Bullying Awareness, Action and Prevention.
  ✓ A Mumbai based anti-cyberbullying organisation
  ✓ Provides guidance and counselling to victims, then provides guidance on action against bullies and creates awareness among children, parents, educators, organisations, police and schools.
The significance of the Char Dham board verdict

It is a setback to Hinduuva and a victory for state regulation of temples

Faleen Mustafa

In a major setback to Hinduuva arguments on the state's control of Hindu temples, the Uttarakhand High Court on July 21 upheld the constitutionality of the Uttarakhand Char Dham Devasthanam Management Board Act, 2019 that was surprisingly enacted by the Bharatiya Janata Party government though Hinduuva forces are opposed to such kind of laws.

All religious reforms are resisted. Thus the Habibullah judgment (2018) saw huge public protests similar to those after the Babri Masjid judgment (1992). From the bogey of 'minority appeasement,' the nation has now moved to resisting Hinduuva. Hindus are under threat is the new battle cry. This writer favours grant of autonomy to Hindu temples in managing their religious affairs as state control of temples is neither constitutionally permissible nor desirable. But in the last six years, the central government has not taken any initiative to release temples from the clutches of the state.

The Uttarakhand law allegedly takes control of four of the most sacred places in the state including Kedarnath and Badrinath, which was challenged by MP and former Minister Subramanian Swamy. Such laws are in place for a number of temples such as Jagannath Puri (1989), Vaishno Devi (1988), Shri Ram Dhuni (1989), Mahakal at Ujain (1982), and Kashi Vishwanath (1983), and Tirupati Balaji temple (1987). Interestingly even Manu's code provides that priests do not have the absolute right in temple management; instead, kings (state) in ancient India had a vital say in temple management.

The Chief Justice of the Uttarakhand High Court, Ramesh Ranjanathan, on July 27, 2020, held that though offerings of money, fruits, flowers or any other thing are given to the deities, religious practice ends with these offerings, and that collection and distribution of these offerings for the maintenance and upkeep of the temple are secular activities.

The Supreme Court in Nar Hari Sastri and Others vs Shri Badrinath Temple Committee (1972) had already held Badrinath to be a public temple of Hindus and not confined to any family or denomination, and that secular activities of such temples have been regulated by the state. The Court explicitly said that the statue of the idol is not bound to demonstrate mismanagement of temples while enacting such laws.

One of the major arguments of Hinduuva victimhood is that this kind of state control is absent in other religions. The Courts, in the Shiramoni case, held that the management of a temple is primarily a secular activity. Chief Justice Kanganathan (retired on July 27, 2020) held that though offerings of money, fruits, flowers or any other thing are given to the deities, religious practice ends with these offerings, and that collection and distribution of these offerings for the maintenance and upkeep of the temple are secular activities.

From Kinnavatna, the BhedHB had a vital say in temple management, even Kedarnath and Badrinath were under state management as prescribed by the Sthri Badrinath and Kedarnath Temples Act, 1939. The newly enacted law merely replaced this Act. The Chief Justice of the Uttarakhand High Court, Ramesh Ranjanathan, held that though offerings of money, fruits, flowers or any other thing are given to the deities, religious practice ends with these offerings, and that collection and distribution of these offerings for the maintenance and upkeep of the temple are secular activities.

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Char Dhaam of Uttarakhand

- There are four holy shrines in Uttarakhand dedicated to Hindu Gods and holy rivers of India, collectively referred as “Char Dhaam of Uttarakhand”.
- Pilgrims from all over India and abroad visit the shrines as “Char Dhaam Yatra”.
- Haridwar, located in the plain of Uttarakhand, is the traditional point to start Char Dhaam Yatra.

- The Char Dham/four abodes are the names of Yamunotri, Gangotri, Kedarnath, and Badrinath.
- They are devoted to a specific deity or river.
  - Yamunotri is dedicated to the River Yamuna.
  - Gangotri is dedicated to the River Ganges.
  - Kedarnath is dedicated to Lord Shiva.
  - Badrinath is dedicated to Lord Vishnu.

https://www.chardhamtourism.co.in/chardham-route-map.htm
News: A PIL was filed in the HC against the Uttarakhand Char Dham Devasthanam Management Board Act, 2019.

- Law allegedly takes control of several temples including the Char Dham temples.
- The Uttarakhand HC has upheld the constitutionality of the 2019 Act.
- HC said that offerings such as money, fruits or flowers are given to the deity but religious practice ends with these offerings.
- The collection and distribution of these offerings for the maintenance and upkeep of temple are secular activities.
- Secular activities of temples can be regulated by the state.

26. Freedom to manage religious affairs.—Subject to public order, morality and health, every religious denomination or any section thereof shall have the right—

(a) to establish and maintain institutions for religious and charitable purposes;
(b) to manage its own affairs in matters of religion;
(c) to own and acquire movable and immovable property; and
(d) to administer such property in accordance with law.
Chardham Project/Pariyojana

• To improve connectivity for Char Dham holy shrines.
• The project is worth Rs 12,000 Crore with approximate length of 889 Km.
• Implemented by Uttarakhand State PWD, Border Roads Organization (BRO) and National Highway & Infrastructure Development Corporation Limited (NHIDCL).
A policy with many a right intention

The NEP has several innovative ideas and daring proposals, but also makes a few problematic assumptions.

A majority of the path-breaking proposals submitted by the Dr. K. Kasturirangan Committee, in the 2019 draft National Education Policy, seem to have been approved. Those proposals saw extensive debates and discussions in the country and generated a lot of feedback. Very few important proposals that figured in the draft have been ignored in the final policy. There are a couple of major new proposals in the 2020 policy which were not proposed in the draft or which have been marginally modified from the draft policy.

I welcome the policy as it promises a large set of transformative reforms of the entire education system, I refer to some proposals and issues here.

may be welcomed. For instance, the policy promotes a holistic education as well as “each student’s holistic development in both academic and non-academic spheres”, emphasises extra-curricular activities, emphasises research, speaks of “substantial investment in a strong, vibrant public education system”, and so on.

The major recommendations of the Committee that have been approved include a 5+3+4 system in school education that incorporates early childhood care and education; universal education that includes the secondary level; adoption of school complexes; breakfast in the school meal programme; and introduction of vocational education at the upper primary level. A series of reforms have been proposed in higher education too. These include a multidisciplinary system offering choices to students from among a variety of talising the system, we may applaud many of these moves.

Some policy decisions are bold. For instance, the policy says, “Whichever possible, the medium of instruction until at least Grade 5 will be the home language/mother tongue/local language/regional language.” It also says the three language formula will be implemented. The first proposal, which should apply to all schools including private schools, will reduce elitism and dualism in schools to a great extent, though one might expect a bolder move like a common school system, which would be a greater equaliser.

The three-language formula will promote national integration. Reforms like revamping the University Grants Commission and abolishing the affiliating system were only dreamt of earlier by many experts. Of course, implementation of these audacious

NEP being pushed through without consultation: Cong.

‘It misses basic goals, circumvents parliamentary scrutiny’

SPECIAL CORRESPONDENT
NEW DELHI

The Congress on Sunday said the new National Education Policy (NEP) missed “the fundamental goal of human development and expansion of knowl edge”, and questioned the government’s move to push it through during the COVID-19 pandemic without adequate consultation.

The party alleged that the policy circumvented parliamentary oversight, and there had been no discussion with academics but only with the Rashtriya Swayamsevak Sangh (RSS).

Randeep Surjewala

middle class and the disadvantaged in society.

The Congress asked how the government would deliver on its promise of spending 6% of the GDP on education when it had already almost the entire academia has complained of no consultation, no discussion and no deliberations except with BJP-RSS affiliates,” Mr. Raju said.

He, however, complimented K. Kasturirangan and other team members who worked on giving the outlines for the policy.

Mr. Gowda, a former IIM faculty member, said, “Any policy coming out of the Modi government must be assessed against its track record over the last six years. For example, Delhi University (DU). One of the first actions of this government was
A policy with many a right intention

The NEP has several innovative ideas and daring proposals, but also makes a few problematic assumptions

A majority of the path-breaking proposals submitted by the Dr. K. Kamath Committee, in the 2019 draft National Education Policy, have been approved. There are a couple of important proposals which were not proposed in the 2020 policy, but which have been marginally modified from the draft policy. While I welcome the policy as it promises a large set of transformative reforms for the entire education system, I refer to some proposals and issues here.

Bold moves

It is heartening that there are statements in the policy such as “education is a public good” and “the public education system is the foundation of a vibrant democratic society.” I support these statements forcefully, but I do not quite understand the implementation of the policy in all aspects. The recognition of education in a public good has important implications for public policy in planning, providing, and financing education. It also has important implications for the way education is approached towards private education. In fact, both private and public policies and private philanthropists are drawing inspiration from the nature of education as a public good. It is public education which contributes to the building of nations, their growth – socially, economically, politically, culturally, and technologically – and the building of a humane society. There are many more statements in the policy that may be welcomed. For instance, the policy proposes a holistic education as well as “each student’s holistic development in both academic and non-academic spheres”, emphasis on extra-curricular activities, research, and “substantial investment in a strong, vibrant public education system”, and so on.

The major recommendations of the Committee have been approved include a 5:0:1:4 system in school education that incorporates early childhood care and education; universal education that includes the secondary level; adoption of school complexes, breakaway in the school meal programme; and introduction of vocational education at the upper primary level. A series of reforms have been proposed in higher education too. These include a multidisciplinary system offering choices to students from among a variety of subjects from different disciplines; integrated (undergraduate, postgraduate and research level) education, a four-year undergraduate programme; and overhauling of the governance structure in higher education. There will be just one regulatory body for the entire sector in the Higher Education Commission of India. The policy also places emphasis on the liberal arts, humanities, and Indian heritage and languages; facilities to select students on the basis of SAT; and facilities to the faculty to select students in foreign universities; and on increasing public investment in education to 6% of the GDP, promises to provide higher education free to about 50% of students with scholarships and fee waivers; and aims to increase the gross enrolment ratio in higher education to 50% by 2030. Some of these proposals are suggested by the experts such as the Yagdip Committee and the C.B.E. Committee, and several experts. As they have immense stake in revising the system, we may applaud all these moves.

Some policy decisions are bold. For instance, the policy says, “Wherever possible, the medium of instruction until at least Grade 5... will be the home language/mother tongue/local language/regional language.” It also says the three-language formula will be implemented. The first proposal, which should apply to all schools including private schools, will reduce elitism and dullness in schools to a great extent, though one might expect a bolder move like a common school system, which would be a greater equalizer. The three-language formula will promote national integration, reforms like revamping the University Grants Commission and abolishing the affiliation system were only dream of earlier by many experts. Of course, implementation of these incremental reforms is still a major challenge.

Missing in the final policy

What are the shortcomings that were emphasized in the draft but are missing in the policy? One important statement that was repeated in the draft policy, that all commercially oriented private institutions will be closed, is missing in the final policy – though the 2020 policy promises closure of sub-standard teacher education institutions. The policy simply states, “The matter of commercialization of education has been dealt with by the Policy through multiple relevant reforms from, including the ‘light but tight’ regulatory approach that mandates full public self-disclosure of finances,” though almost every policymaker and administrator in education recognizes that there is a serious problem with the private sector education in India. Second, the draft policy promised doubling public expenditure on education to 20% of the total government expenditure, from 10%. The 2020 policy simply reaffirms the commitment to allocation of 5% GDP. A few other recommendations of the Committee were not found a place in the final policy. They include setting up of a National Education Commission at the national level and a similar one at the state level. There is no mention of State School Education Regulatory Authorities in the 2020 policy. The state level, the Department of School Education is regarded as the apex body. There is also no promise of “full” recruitment of teachers at all levels, though the policy promises robust recruitment mechanisms to be put in place.

Among the few new proposals, the establishment of a model Multi-Disciplinary Education University in every district is one. In school education, a National Assessment Centre has been promised to make assessment and evaluation more holistic. The policy, unlike the draft, recognizes the need to strengthen the Central Advisory Board of Education.

Apart from a few controversial proposals, a few uncontroversial basic beliefs and assumptions of the Committee prevail. The Committee solemnly declared that India should have a public policy aimed at achieving a happy, just, and prosperous life for all. The Committee clearly states its belief in the adequacy of common norms for public and private institutions. It also makes a leap of faith in the government’s ability to implement many reforms – for example, in doing away with the affiliating system and making all higher education degree-awarding institutions of high quality, ensuring institutional and faculty autonomy, and in the autonomous functioning of institutions of governance with no external interference. Policymakers and administrators have been struggling unsuccessfully with one of these three by now. A major challenge for policymakers will continue to face is how to differentiate the benevolent philanthropic private sector from unattractive and self-generating market forces in the education sector and regulate the entry and growth of the latter.

Part A—Preliminary Examination

Paper I - (200 marks)

- Current events of national and international importance.
- Indian Polity and Governance- Constitution, Political System, Panchayati Raj. Public Policy, Rights Issues, etc.

Part B—Main Examination

PAPER-III

General Studies- II: Governance, Constitution, Polity, Social Justice and International relations

- Government policies and interventions for development in various sectors and issues arising out of their design and implementation.
- Issues relating to development and management of Social Sector/Services relating to Health, Education, Human Resources.

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Key provisions of the National Education Policy, 2020

- Modifies existing school education structure in to 5+3+3+4 system and incorporates ECCE.
- To achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.
- Establishment of a grouping structure called the school complex.
- A simple but energizing breakfast in addition to midday meals.
- Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.

Source: National Education Policy, 2020
• One regulatory body for the higher education sector.
• Centre and the States together to increase the public investment in Education sector to 6% of GDP, at the earliest.

Criticisms/concerns/challenges of the policy
• Draft NEP 2019 called for regulatory structure at the levels of both centre and states.
  ✓ It envisaged a State School Regulatory Authority.
  ✓ NEP 2020 – State School Standards Authority
• Lacks vigour related to full recruitment of teachers at all levels.

• Draft – Commercially oriented institutions will be closed –
  ➔ NEP, 2020 → Light but tight regulatory approach.
• Transparency and accountability
  ✓ In school education, calls for the enforcement of complete transparency and full public disclosure of all finances, procedures, and educational outcomes.
  ✓ In higher education sector, there will be transparent public disclosure of all financial matters with recourse to grievance-handling mechanisms to the general public.
  ✓ Author – too much confidence in the private sector that they will make honest self-disclosures of all aspects of their operations.
• Challenges
  ✓ In implementing doing away with the affiliating system and making all colleges autonomous degree-awarding colleges of high quality.
  ✓ To combat and stop the commercialization of education.
Why ECCE is necessary?

- Over 85% of a child’s cumulative brain development occurs before the age of six.
- To cognitively and emotionally prepare for Class 1 studies.
- Quality ECCE is associated with great dividends for children who come from economically disadvantaged families.
- To ensure learning of foundational skills required to succeed in school.
- ECCE also has a bearing in ensuring continuity in learning.
NGT stays felling of coconut trees on Agatti

T.K. ROHIT
CHENNAI
The Southern Bench of the National Green Tribunal has granted an interim stay on felling of coconut trees on Agatti island in Lakshadweep for the purpose of forming a beach road. The Tribunal has constituted a committee to find out whether there has been any violation of the Integrated Island Management Plan (IMP) approved by the Lakshadweep Administration.

The Bench of Justice K. Ramakrishnan and expert member Saibal Dasgupta directed the Union Territory of Lakshadweep and the Lakshadweep Public Works Department to maintain status quo as of July 30 and not cut any more coconut trees till the next hearing in November.

Vital green belt
The applicant, Agatti Island Kera Karshaka Sanghom, moved the Tribunal alleging that the administration was indiscriminately cutting coconut trees for a beach road, which was against the IMP.

The IMP for Lakshadweep was formulated on the basis of a report submitted by the Supreme Court-appointed Expert Committee, headed by Justice R.V. Raveendran, former judge of the SC.

The applicant submitted that due to the large scale cutting of the coconut trees, local residents were not only affected by losing income but also face environmental disaster as the trees on the coastline act as a green belt to protect the rest of the island during cyclones and other natural calamities.

Directing the committee appointed by it to investigate the issue thoroughly and probe any violation, the NGT asked the panel to assess the quantum of environmental compensation. The Tribunal said the recovery of compensation would be from the person responsible for the damage.

NGT forms panel to remove encroachments near lake

T.K. ROHIT
CHENNAI
The Southern Bench of the National Green Tribunal has appointed a committee to remove encroachments from the Medavakkam lake and ascertain the original extent of the lake as per revenue records. It has asked the panel to trace the encroachers.

The Bench of Justice K. Ramakrishnan and expert member Saibal Dasgupta, taking up the matter suo motu, directed the committee to find out whether there was any illegal discharge of untreated effluents or sewage into the waterbody.

The NGT has directed the committee to find out whether there was any illegal discharge of untreated effluents or sewage into the waterbody. "The NGT has directed the committee to find out whether there was any illegal discharge of untreated effluents or sewage into the waterbody."

Panel to ascertain the original extent of Medavakkam lake

The encroachment of the lake as per government records is 145 acres and extent of the lake has been reduced to 50 acres under the control of the Public Works Department, originally spanned 200 acres and used to irrigate agricultural lands in Medavakkam, Vadakampatty, Vellakkal and Kovalambakkam and that the lakebed had been encroached upon several years ago and sites were sold with a fake survey numbers. "The encroachment of the lake as per government records is 145 acres and extent of the lake has been reduced to 50 acres and authorities are issuing land tax receipt for encroached lands to encroachers and using that electricity connections had been obtained for the houses unauthorisedly constructed by the encroachers," the Bench noted from the report.
National Green Tribunal:

- Established in 2010 under the National Green Tribunal Act 2010.
- A statutory body.
- A specialised judicial body equipped solely for the purpose of adjudicating environmental cases in the country.
- Established for effective and expeditious disposal of cases relating to environmental protection and conservation of forests and other natural resources.
- Present in five zones which are North, Central, East, South and West.
- The Principal Bench is situated in the North Zone, headquartered in Delhi.

Structure:

- Headed by the Chairperson
- At least ten but not more than twenty judicial members.
- At least ten but not more than twenty expert members.

Functioning of the tribunal:

- Any person seeking relief and compensation in the legislations mentioned in Schedule I of the NGT Act, 2010 may approach the Tribunal.
- Not bound by the procedure laid down under the Code of Civil Procedure, 1908, but it is guided by principles of natural justice.
- Mandated to dispose of applications or appeals finally within 6 months of filing of the same.
The Tribunal’s orders are binding and it has powers to review its own decisions.

- If this fails, the decision can be challenged before the Supreme Court within ninety days.

The statutes in Schedule I are:

1. The Water (Prevention and Control of Pollution) Act, 1974;
2. The Water (Prevention and Control of Pollution) Cess Act, 1977;
3. The Forest (Conservation) Act, 1980;
4. The Air (Prevention and Control of Pollution) Act, 1981;
5. The Environment (Protection) Act, 1986;
6. The Public Liability Insurance Act, 1991;

Source: https://greentribunal.gov.in/faqs
Practice Question – Prelims

Q1. Consider the following statements with reference to National Green Tribunal:

1. It is a statutory body.
2. It is mandated to dispose of applications or appeals within 6 months of filing.
3. It functions are bound by the procedure laid down under the Code of Civil Procedure, 1908.

Which of the following statements is/are correct?
(a) 1 and 2 only
(b) 1 and 3 only
(c) 2 and 3 only
(d) 3 only
Practice Question – Prelims

Q2. ‘CYBER B.A.A.P’ sometimes seen in the news refers to

a) A law enforcement agency that registers complaints against cyber-bullying.

b) A Non-Governmental initiative that helps and guides victims on how to report cases of cyberbullying.

c) A cyber attack through ransomwares.

d) A portal of Government of India to facilitate victims/complainants to report cyber crime complaints online.
Practice Question – Prelims

Q3. Consider the following statements with reference to ‘National Education Policy, 2020’.

1. The policy sets to replace the current 10+2 form of schooling with 5+3+3+4 form of schooling.
2. The policy contains provisions regarding stress management of students.

Which of the above statement(s) is/are incorrect?

a) 1 only
b) 2 only
c) Both 1 and 2
d) Neither 1 nor 2
Practice Question – Prelims

Q. Consider the following statements with reference to ‘National Education Policy, 2020’.

1. The policy sets to replace the current 10+2 form of schooling with 5+3+3+4 form of schooling.

2. The policy contains provisions regarding stress management of students.

Which of the above statement(s) is/are incorrect?

a) 1 only
b) 2 only
c) Both 1 and 2
d) Neither 1 nor 2
Practice Question – Prelims

Q4. Consider the following statements regarding the term ‘Monetization of deficit’:

1. It means creation of new money by the RBI to help the government meet its expenditure.

2. In monetization of deficit, the RBI supplies free money to government without purchasing any securities.

Which of the following statements is/are incorrect?

(a) 1 only
(b) 2 only
(c) Both 1 and 2
(d) Neither 1 nor 2
Practice Question – Prelims

Q5. Consider the following religious/tourist places:

1. Kedarnath
2. Ayodhya
3. Amarnath
4. Gangotri
5. Yamunotri

Which of the above places come under Chardham Pariyojana?

(a) 1 and 3 only
(b) 2, 3 and 5 only
(c) 1, 4 and 5 only
(d) 1, 3, 4 and 5 only

Answers

1. Option ‘a’ – 1 and 2 only
2. Option ‘b’ – A Non-Governmental initiative that helps and guides victims on how to report cases of cyberbullying.
3. Option ‘d’ – Neither 1 nor 2
4. Option ‘a’ – 1 only
5. Option ‘c’ – 1, 4 and 5 only