

**GUJARAT NATIONAL LAW UNIVERSITY  
SILVASSA CAMPUS**

**Course: Development Studies  
Semester- V (Batch: 2023-28)**

**End Semester Examination: October – November 2025**

**Date: 3<sup>rd</sup> November, 2025**

**Duration: 3 hours**

**Max. Marks: 50**

**Instructions:**

- Read the questions properly and write the answers in the given answer book.
- Do not write anything on the question paper.
- The respective marks for each question are indicated in-line.
- Indicate correct question numbers in front of the answer.
- No questions or clarification can be sought during the exam period, answer as it is, giving reason, if any.
- Word Limit: 10 Marks: 1000 words, 5 Marks: 500 words.

**Part A**

**Marks**

Answer any **four** of the following questions:

- Q.1 Some colonies, like Australia and Canada, saw large numbers of European settlers and developed institutions that protected property rights and encouraged participation. Others, like Congo and India, were governed through centralised, extractive systems designed for resource extraction. What key factors influenced whether a colony became a settler colony or an extractive colony? (10)
- Q.2 India's Right to Education Act, 2009, guarantees free and compulsory education for children aged 6 to 14. It introduced legal entitlements, compulsory enrolment, infrastructure norms, and a 25% quota for disadvantaged groups in private schools. Yet, implementation outcomes have been uneven. Using Yong-Shik Lee's regulatory framework model, assess the RTE Act. Are its legal provisions and institutional arrangements well-structured to achieve its development goals? Support your answer with examples. (10)
- Q.3 Imagine you are participating in a classroom debate on the following motion: "This House believes that economic growth must take precedence over climate mitigation in India until poverty is eradicated." Critically examine this statement by presenting well-reasoned arguments for either in favour or against the motion. In your answer, consider the historical context of India's development, contemporary climate challenges, legal and policy frameworks, and the implications for social and environmental justice. Conclude your answer with your own reasoned position on whether prioritising growth over climate action is a sustainable strategy or not? (10)
- Q.4 What do you understand by the digital divide? What are the social implications of the digital divide, and does it contribute to inequality, access to opportunities and social integration in different communities? (10)

- Q.5 Economic growth is often analyzed using per capita Gross Domestic Product (GDP) as a measure of the overall well-being of a country's citizens. How does this notion of development overlook social factors such as income inequality and unequal access to education and healthcare? (10)

**Part B**

Answer any **two** of the following questions:

- Q.6 Imagine you are advising the Government of India on drafting a revised National Food Security Act, 2013. Based on lessons from *People's Union of Civil Liberties v. Union of India* [W.P.(C) No. 196 of 2001], what three legal provisions would you include to ensure effective implementation of the right to food? (5)
- Q.7 Foucault's concept of *biopower* refers to the ways States and institutions exercise power over populations by regulating life itself; including food, health, and reproduction. In what ways does corporate control over seeds be understood through Foucault's concept of biopower? (5)
- Q.8 The Indigenous view hold that land is a living entity with sacred meanings, embedded in social relations and fundamental to the definition of a people's existence and identity. Based on indigenous land relations, what are the social, cultural and economic impacts of development on indigenous communities? (5)
- Q10 The information-based global economy appears to be a panacea for human development as it allows countries to leapfrog into the new age of development without having to go through the intermediate and painful stages of infrastructural development. In what ways is technological transformation marginalising a new group of people—the technological have-nots? (5)

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