

VAJIRAM & RAVI

ESSAY PROGRAMME

Test - 2

ADMIN. NO.:

17300202

Mains Roll No.

0851890

NAME:

ANNU KOUSIK NARASIMHA

MOBILE NO.:

EMAIL.:

SUBMISSION
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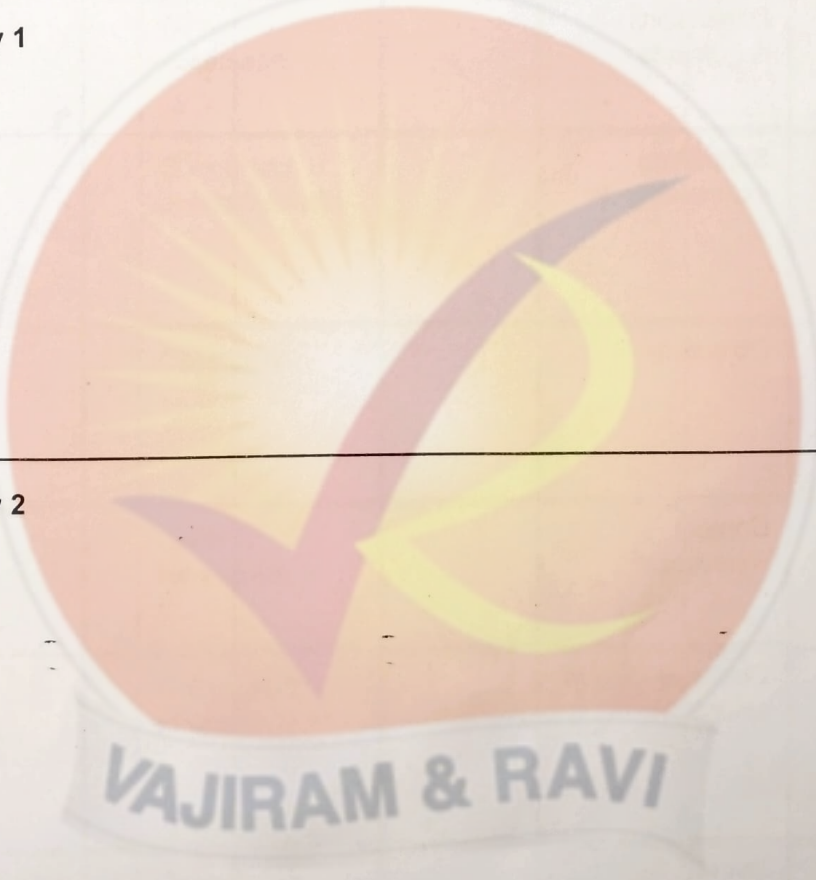
UPSC CSE 2024

AIR-225

Overall Performance

Essay 1

Essay 2



Evaluator Code and Signature:

Essay 1:

	Parameters	Below Average	Average	Good	Excellent
Introduction	Context building, Thesis Statement, Scope				
Body	Presentation (Handwriting etc)				
	Macro Dimensions				
	Micro Dimensions - Arguments				
	Supporting examples/facts				
	Objectivity				
	Content Relevance				
	Continuity/flow in writing				
Conclusion	Overall Summary, Vision; Tone etc				

Essay 2:

	Parameters	Below Average	Average	Good	Excellent
Introduction	Context building, Thesis Statement; Scope				
Body	Presentation (Handwriting etc)				
	Macro Dimensions				
	Micro Dimensions - Arguments				
	Supporting examples/facts				
	Objectivity				
	Content Relevance				
	Continuity/flow in writing				
Conclusion	Overall Summary; Vision; Tone etc				

Evaluator/Reviewer Suggestions





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Section - A (Essay I)

- a) Hope is a good breakfast, but it is a bad supper
b) It is seldom that liberty of any kind is lost all at once

a) Hope is a good breakfast, but it is a bad supper

Lance Armstrong was an American cyclist who had the hope of winning every tournament he participated. He had begun his journey on a high note, filled with optimism. But he struggled to keep his momentum on realising the hardships and competition involved in the sport. His overtly reliance on hope proved to be a backlash. On lacking other values like honesty and courage, he decided to cheat. He used performance enhancing drugs which was illegal and unethical.

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He then won the Tour de France 7 times consecutively between 1999 and 2005. But when he was caught, he was seen as a black spot in sporting history. Showing us truly, how hope may be a good breakfast, but may be a bad supper.

It is often said that a journey of a thousand miles begins with a small step of hope. Having hope at the beginning provides us energy and ~~it~~ reinforces our identity to perform a specific task. But at the middle of journey, one faces difficulties and setbacks which require courage and perseverance to move ahead. It is then an individual realises that only reliance or excessive reliance of hope may turn into a bitter experience.

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In this context, how hope gives us a good breakfast? what is its role in the beginning?

Having hope is an important component which provides us energy for action. It enables us to take larger and motivated actions which contribute positively towards our goal achievement. An example is Joyce Banda, the President of Malawi. When she entered the office, she had the hope that she can eradicate poverty in her country. This made her sell her Presidential fleet of 60 Mercedes cars and use the money for development.

Further, the presence of hope can build an optimistic outlook of our goal oriented journey. This enhances will and interest in our actions. A case in point is about the Mother of Thomas Alva Edison. When her son was

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expelled out of school, ~~she~~ was hopeful and optimistic that he would become a genius. She trained him by her-
-self willingly. No wonder, she made him the greatest inventor of the 20th century.

Followingly, a comprehensive approval and evaluation of our plans towards our goals is done by a ray of hope. This helps recognize our Capab-
-ilities vis-a-vis the environment. For example, Chuwang Norphel was a child of Ladakh, who had the hope of miti-
-gating water crisis in his hometown. His hope of a water adequate town made him develop and evaluate plans of artificial glacier development. He later succeeded and was even award-
-ed the Padma shri-

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Additionally, our intuition of hope helps influence and motivate others. This enables us to display leadership and build collective actions towards common goals. In this context, Tilak and Gandhi ~~are~~ are great examples. Tilak had a hope of swadeshi society and led the masses to resist colonial rule. While Gandhi had a hope of sarvodaya samaj and led the people in following methods of satyagraha.

Lastly, hope for a nation during its start of an independent journey is as important as the goal of collective welfare itself. For instance, when India was made independent in 1947, she had high hopes towards development, justice and liberty. The hope is reflected in our preamble which enshrines the ideals of justice, equality, liberty and fraternity. Showing us how hope can be a good breakfast.

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But what are those reasons which may make hope a bad supper? How can a good start can face dejections and setbacks at the middle?

One of the most important reason is the excessive reliance on hope. This makes us perform diluted actions towards our goals. For instance, operation 136 'Red spider' showed how media houses were agreeing to publish blatantly communal topics in return for funds. They relied only on hope of profits, rejecting efforts for publishing content in public interest.

Further, a negative reinforcement from the environment may worsen our hopes and demotivate us. A case in point is the Volkswagen company. When they began, they hoped of supplying

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cost effective and environment friendly vehicles. But they faced setbacks due to difficulties in engineering and cost optimisation. These negative factors made them manipulate \approx their emission readings, which led to the greatest emission scandals of 2015.

Similarly, a pessimism bias may develop at the mid of our journey which may contradict our hopes. Thus making us feel dejected and demoralised. For instance, when India achieved green revolution, it started with a high hope of becoming 'granary of the world'. But even till this day, a pessimistic bias has been hindering us to liberalise agri-trade with other countries.

Perhaps the burnout and fatigue caused in the middle of our journey is the most important factor in making

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hope a bad supper. Such instances drain us of our energy and prevent us from ~~the~~ moving further in our path. This was seen several times in history. When Napoleon Bonaparte had the hope of invading Russia, his troops were energised and active. But on facing the harsh winters in Russia, they were fatigued and de-energised, causing a major loss of lives. Showing how hope may be a bad supper.

In such challenging situations, what are those elements which can make hope a good supper? How can we make our hopes fruitful even in the middle of our journey?

Firstly, a sense of courage has to complement our hopes. This enables us to face adverse situations.

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and prevent demoralization in our goal oriented journey. A case in point was the Battle of Saragarhi in 1897 when 21 Indian soldiers had to face 10,000 Afghans. They had hopes of retaining their fort from the start. They even had the courage which made them hold their hopes and fight valiantly till the last man -

secondly, our perseverance in our efforts makes hope a fruitful entity at all times. Perseverance makes us focus on our efforts rather than the outcomes, avoiding uncertainty bias. An inspiring example is of Dasharath Manjhi, a labourer from Bihar. He had the hope and perseverance which made him pave a road by cutting a mountain single handedly and reduce the distance to hospital by 40 kilometers!

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Thirdly, patience is necessary to supplement hope, to ~~make~~ align our efforts in the right direction. This ensures consistency in our actions without any fear of fatigue. For example, Thomas Edison had failed a thousand times in the course of making a light bulb. But he had the patience in addition to hope, making him a genius inventor of the century.

Lastly, at the national level, a sign of unity is crucial for our hopes to flourish at all times. For instance, the PM CARES Fund has shown how Indians maintained unity in the event of COVID crisis. Despite financial and social crisis, people have generously contributed with unity and hope. These efforts amplified our actions towards collective goals even in the events of crisis.

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In such situations, how to develop good values which complement hope? What are the actions to be implemented at various levels?

At the individual level, it is crucial to have a good child value education practices. For instance, the Japanese education practices foster independence and responsibility ^{right} from childhood which leads to development of various good values.

At the institutional level, it is essential to establish responsible citizen charters which uphold hope and commitment of the organization. The government has highlighted its importance in the 'Sevottam mission' for excellence in service delivery.

At the societal level, setting up SMART goals - which are specific, measurable, achievable, reliable and time bound is necessary to maintain the spirit from hope.

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At the national level, fostering patriotism and sense of service is integral to amplify the hope of national development. This can be seen in the initiative of 'Har Ghar Tiranga' where citizens are encouraged to hoist the national flag and show allegiance to the nation.

Thus, it becomes quintessential to inculcate a wholesome set of values across various levels. But it is the hope which drives us forward and makes our efforts meaningful. As it is famously said, 'we may have finite disappointments, but should not lose infinite hope'.

Section - B (Essay II)

- a) The aim of education is the knowledge, not of facts, but of values.
b) The higher pedestal for women is as much a prison as any small, confined space.

a) The aim of education is the knowledge, not of facts, but of values

Switzerland is one such nation which holds the top spot among the comity of nations. It is one of the most corruption free countries and always holds a rank in the top 10 in Corruption Perceptions Index. This is attributed to its robust education system. Children are taught social responsibility by making them clean their surroundings and to stay patriotic from an early age. Values like empathy and compassion are inculcated in them by visits to orphanages and oldage homes. On the other hand, Switzerland has been holding the first spot in the Global Innovations

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India since more than a decade. Even this is attributed to its education system. Children are encouraged to innovate and learn about facts in nature. This is done through robust experimental learning and use of latest pedagogies. Proving that education is the knowledge, both of facts and values.

In such context, why should education prioritise values? What is the importance of value system?

Firstly, education of values steers individuals and societies to put efforts for positive-actions. This results in inter-generational benefits and raises our goodwill. To illustrate, Skilled Veteran Corps were a group of engineers who were retired. When the Fukushima disaster happened in 2011, the Corps decided to

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clean the nuclear waste ^{by} themselves. This prevented the younger generation from cont-
-acting to the radiation. They were educ-
-ated not only with the principles of
science, but also with values like sacrifice,
which resulted in greater good of society.

Further, facts can be inculcated into the memory at any stage, but the inculcation of values once done, is relat-
-ively permanent. It is often said that it is easy to build strong
children than to repair broken men.

This is also evident in the fact that 85% of the brain-development takes place in children within 8 years, showing how important it is to enrich them with values.

To further elaborate, value based education builds strong social capital. This ensures minimal tensions and raises

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Social ~~is~~ cohesion. A case in point was the Indian society during the Chandrayaan 3 mission landing in August 2023. Values like unity and secularism were displayed and the nation rejoiced in unison when the mission succeeded.

Lastly, education with good values helps build the national image and raise soft power. This enhances trust in the nation's character which enhances future growth prospects. An inspiring example was set by India during COVID crisis. When other nations like the US engaged in vaccine hoarding and diplomatic bullying, India generously shared its meagre vaccine resources. India had technological prowess to develop vaccine on her own, but ~~she~~ more importantly had the values of empathy to share her resources through programmes like Vaccine Maitri.

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The next question which arises is that, 'Are facts totally irrelevant?' Why should education also include facts?

To answer, facts are necessary to develop rationality in an individual. This enables us to question archaic practices which go against the values of objectivity. For instance, in the Indian society, women are mostly blamed for not delivering a male child. To counter this, it is necessary to educate people about the fact that the gender of the child is decided by male's sperm and not the female ovum which contains only X-chromosomes.

Additionally, facts are necessary to establish livelihood and earn income. This enables us to live a contentful life and prevents us from ~~go~~ going down the ¹⁷ slippery slope of

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bad value like greed, caused due to relative deprivation. For example, financial education is necessary to earn and store our income. The knowledge about banking and insurance is useful in accessing credit, earning interest and mitigating losses.

Besides, education of facts is critical in ensuring economic growth and development. Facts enable us to shift to new technologies which result in higher productivity. This was seen during India's shift to green revolution during the 1960s.

Personalities like MS Swaminathan and Norman Borlaug used ~~the~~ facts about genetic engineering to develop high yield varieties of seeds. This enabled the country to not only achieve food security but also export the surplus grains.

Lastly, at the international level, facts are essential to drive innovation and competition among the nations. This enhances the individual capabilities of the nation as well as collective capabilities of the globe. A case in point is about the trade settlement system across various financial markets. Countries are increasingly competit^{ing} to deploy educated developers to develop the T+0 system for better and faster financial markets.

But what are the consequences of education of only values? What situations may arise due to the absence of facts?

Firstly, focussing on only values leads to the absence of practicality. It is often said that theory without experience is mere intellectual play. This hinders the validation of scientific concepts and development of innovations. This can be seen during the medieval Indian history

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when people more focused on value based and literature education. The lack of scientific learning and innovation made us lose many battles. This was evident in Muhammad Ghazni conducting many raids on temples with his small and efficient forces.

Secondly, it hinders us from developing a rational approach to the problems. This has multiple consequences across health, economy and livelihood. For instance, the Potraj community in Maharashtra had resisted covid vaccination. Although they were educated with environmental values, they were not literate with regard to modern scientific innovations:

Thirdly, excessive reliance on values may lead to ivory tower approach. This ignores the facts - regarding ground reality, causing limited success in

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project implementation. For instance, the PM - Jan Arogya Yojana was initially designed ~~not~~ for only 5 members in a family. The ignorance of the fact that Indian society was largely patriarchal made it harder for women to get registered for the scheme. Showing us that even if policymakers were educated with good values like empathy and responsibility, ignorance of facts may lead to unintended consequences.

To synthesise, how can the education combining both values and facts be inculcated ~~in~~ in the society? How can they prove to be optimal for development?

The child level education is the most important. Use of latest pedagogies like Augmented and Virtual reality based learning can help them better learn the facts. Also, it is more important to make them learn values like responsibility,

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team work, pride in nation, compassion etc. This can be done through emphasising on practical learning. Participating in cleaning drives, emphasis on sports, visits to old-age homes, museums etc can be of great help.

Secondly, at the institutional level, it becomes important to leverage beneficiary oriented learning to enhance human touch and also learn about the latest technologies. For example, Mission Kar-mayogi by the government emphasises on courses based on moral learning as well as use of latest technologies in auditing, inspection and other capacity building.

Lastly, at the national level, it is essential to raise awareness on the values which challenge national as well as international existence. A comprehensive knowledge of scientific facts could also

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Complement the positive values. A case in point is about Mission LiFE (Lifestyle for Environment). The government aims to inculcate the values of sustainability and nature based living, by making people aware of the fact that fibres like jute and cotton are degradable and cause minimal environment harm.

Indeed it is the combination of values and facts which lead to an enlightened individual.

Education as an exercise should involve both facts as well as values. Though either of them have their own individual importance, the combination of both is the optimal solution. Facts drive an individual, society or nation forward with time. But it is the values which ensure whether we are

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heading in the right direction.

As it is rightly said, 'Educational opens the doors where none seem to exist.' Values inside us help us find the right door while facts provide us energy to walk through the door.

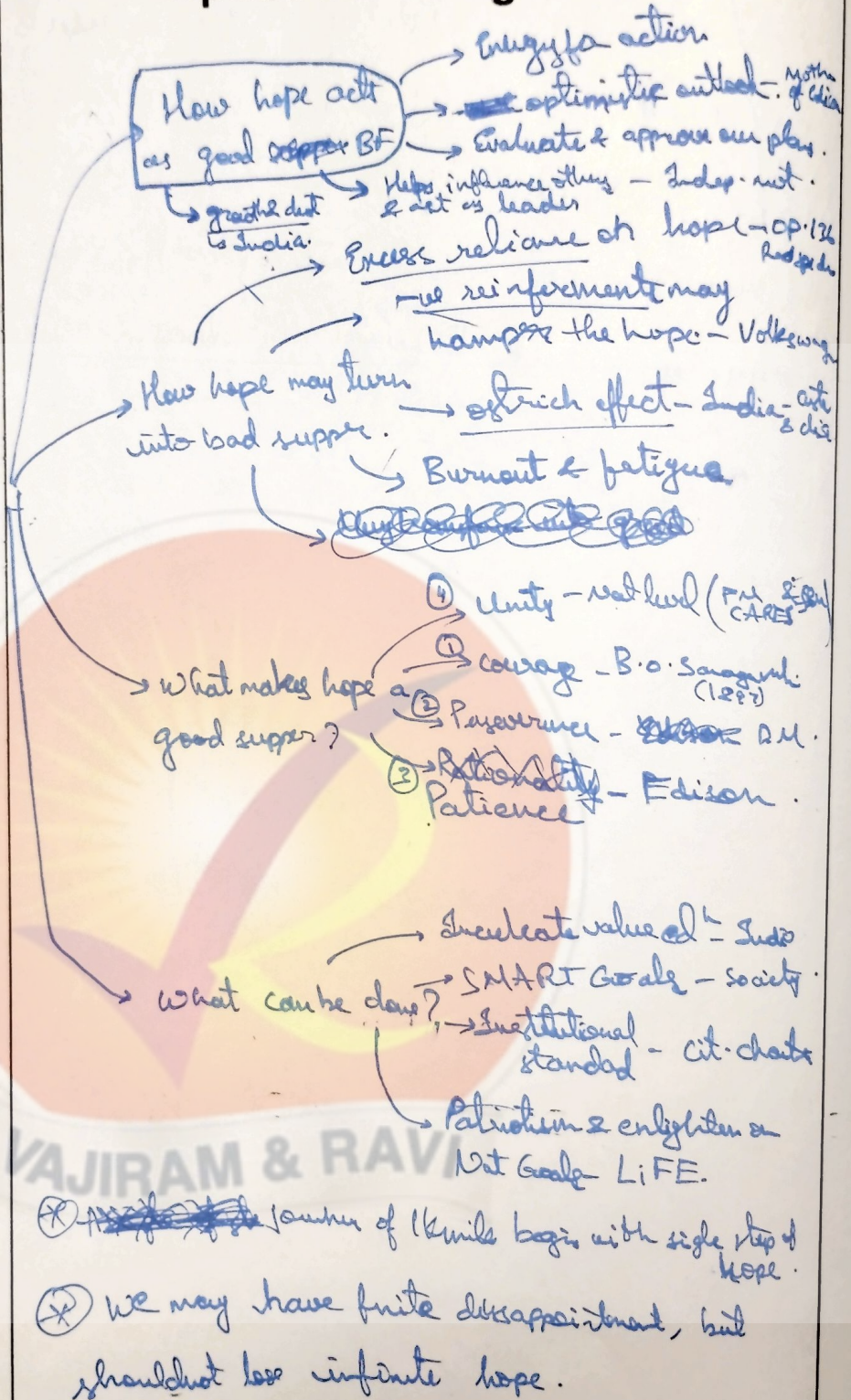


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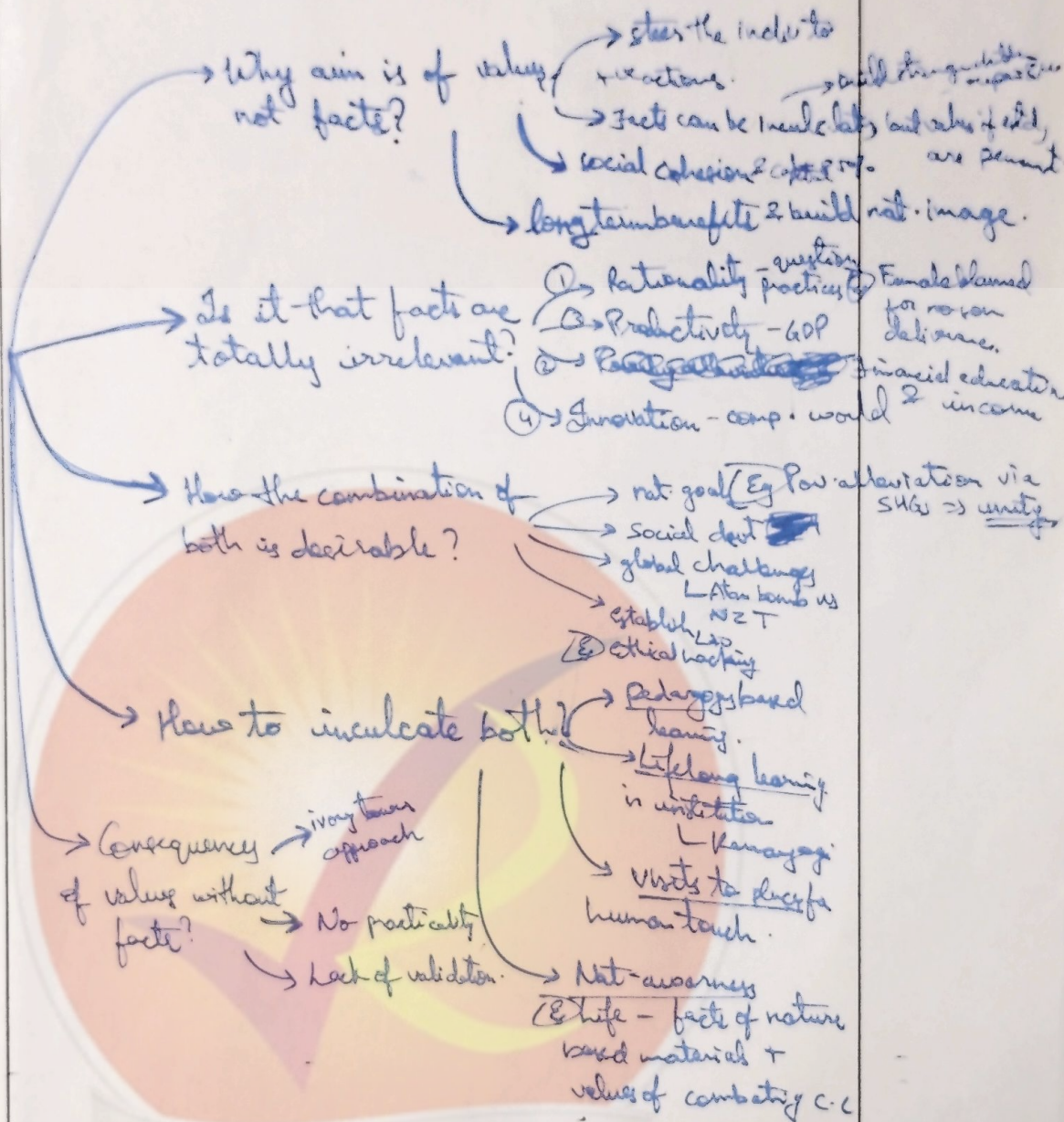
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Space for Rough Work



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Space for Rough Work



⊛ Edn is bridge from misery to hope ⊛

⊛ Edn ~~is~~ opens the door where none seems to exist ⊛



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