

VAJIRAM & RAVI

MAIN EXAM TEST SERIES (2021)

GENERAL STUDIES

Test 04

Ethics Full Paper

75

Time allowed: Three Hours

Maximum Marks: 250

ADMIN. NO.:

VRJ21M088

NAME:

SHRUTI SHARMA

MOBILE NO.:

(compulsory)

EMAIL:

(compulsory)

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions:

There are **FOURTEEN** questions printed in **ENGLISH**. All the questions are compulsory.

The number of marks carried by a question/ part is indicated against it. Word limit in questions, wherever specified, should be adhered to. Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

Q No.	Marks	Q No.	Marks	Q No.	Marks
Q1	5 /10	Q5 (b)	4 /10	Q10	8 /20
Q2 (a)	5 /10	Q6 (a)	4.5 /10	Q11	9.5 /20
(b)	4.5 /10	(b)	5.5 /10	Q12	8.5 /20
Q3 (a)	4.5 /10	(c)	4.5 /10	Q13	9 /20
(b)	3 /10	Q7	5 /10	Q14	6.5 /20
Q4	5 /10	Q8	5 /10	Total	111
Q5 (a)	5 /10	Q9	9 /20		250

Follow these steps to avail the facility of mentoring –

1. Go through the soft copy of your evaluated answer sheet and analyse all the comments and suggestions given.
2. Call 96672-73133 between 11:00 am to 5:00 pm to fix your mentoring slot.
3. Please follow the mentoring appointment timings properly.

RJT-150
VAJIRAM & RAVI
IAS STUDY CENTRE LLP
25 DEC 2021
FOR EVALUATION

VAJIRAM & RAVI
IAS STUDY CENTRE LLP
25 DEC 2021
REVIEWED

Parameters	Excellent	Very Good	Good	Average	Poor	Very Poor
Language and Articulation		✓				
Structure and Presentation			✓			
Conceptual clarity and Content		✓				
Number of Attempted questions		✓				

Evaluator/Reviewer Suggestions

Dear Shruti Sharma,

you have good understanding of concepts and related articulation.

- maintain this standard of writing, and keep on revising.

- you can also substantiate examples / case studies if not able to give meaningful definition. eg: Q4.

Though not significant, here are some points to improve on:

- avoid mistaken words & unnecessary cutting

- can explore some philosophers / leaders for effective arguments

eg: Q4: → demand of Q. unaddressed.

- maintain the structure you are following for case studies.

- Just focus on completing paper; and every question getting equal attention.

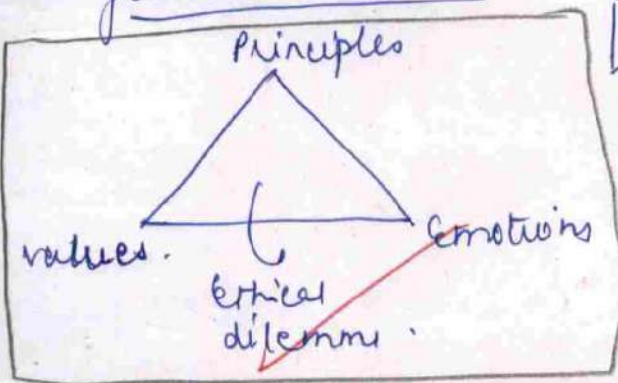
Please go through all the minor and major comments. All the best!

(Answer questions in NOT MORE than the word limit specified for each in the parenthesis. Content of the answer is more important than its length.)

1. What do you understand by the following terms in the context of public service? (10 marks, 150 words)

- (a) Ethical dilemma
- (b) Conscience
- (c) Conflict of interest
- (d) Trustworthiness

A) Ethical dilemma refers to the choosing between two or more equally desirable goals or values neither of both are ethically justifiable completely in public service



eg. ① objectivity v/s communal harmony

↳ spreading a true fact → which can cause communal riot nat. security

1.5

enclose diagram in Box

② Development v/s environment

↳ Narmada Sagar project effecting environment
 ↳ Recent char Dham Project - highway extension

nat. security
 v/s
Humana ecology

B) Conscience refers to a public servant's internal moral compass - sense of right or wrong

①

↳ Despite senior pressure for accepting bribe, one does not do so.

↳ Abdur Kalam returning of Presidential bill

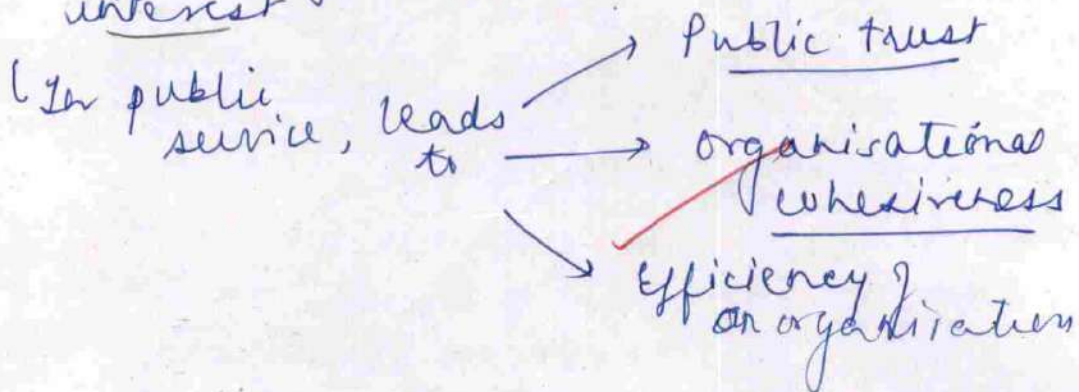
(elaborate a bit)

c) Conflict of interest refers to conflict between public and private interest

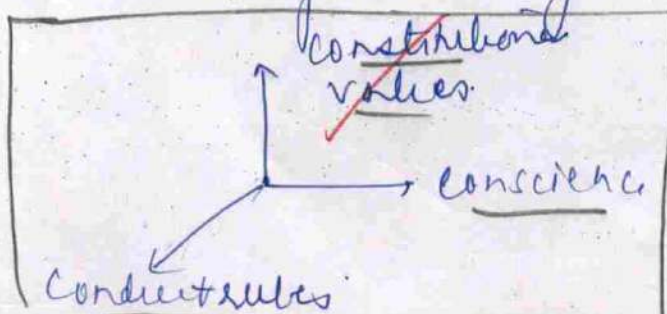
↳ Caring for own ^{duty} parents (Familial ethics)

Agreeing to transfer order, (professional adherence to duty), (ethics)

d) Trustworthiness - refers to adherence to a sense of objectivity - in the absence of deceit, lies and personal interest



In all above 4 cases, Public servant must be guided by



for the best results - work on presentation part

2.
(a) What do you understand by environmental ethics? How are laws and ethics different from each other?

(10 marks, 150 words)

In a country where the 'pipal' tree has been worshipped since Harappan times, environmental ethics refers to interests looking at the world keeping the interests of nature and man in continuum.

It finds expression in many ways:

- ① Finding balance between development and ethics

↳ Yadadi Tree Mkt. (urban forestry in Mumbai)
Urbanisation + Conservation.

- ② Preserving diversity

↳ Tulasi Gowade (Padme Shri awardee)
forefront of restoration of trees.

- ③ Animal welfare

↳ Elephant doctor in Assam. (Padme Shri awardee)

↳ Treating animals (tigers) as brothers / kin members

(Jaladishmi tribe) Arundhati

- good articulation with examples

Laws and ethics though having the same goal of an orderly, ethical society are different as well.

LAWSETHICS

① locus of control :
External

① Internal authority

② on breach :
Punishment

② Feeling of guilt

③ Depend on the context / country
↳ Abortion laws

③ Certain ethical principle universal
↳ Truth, Love, Non violence

④ All laws may not be ethical
↳ Holocaust in Germany

④ Ethics not necessary codified in law.

Yet, a truly just society from Hobbesian state of nature can only exist - when the laws of the society are in consonance with ethics
↳ Affirmative action laws

(b) Do you think the utilitarian approach can be the foundation of morals and legislation?

(10 marks, 150 words)

The utilitarian approach of ethics was put forward by Jeremy Bentham and James Mill - as 'pleasure for the greatest no.' or the 'maximum amount of happiness'.

Foundation of morals and legislation :

POSITIVE

① Can lead to quick decision making with less scope of moral dilemma

↳ In case of immediate danger - when to stop a train / trolley problems

② Helpful when multiple interests / stakeholders are involved.

∴ Interests of maximum no.

↳ Business decision - with maximum stakeholders
• or giving contract

can produce more points

in favour of utilitarian approach

HOWEVER, it is a very incomplete idea.

Foundation of morals / legislations

① Does not give enough importance to means involved. (Kantian ethics)

↳ supports torture to extract information

②

② Excludes common good approach
Constitutional ideas → Justice
neglected → Peace
→ Equality

③ Legislation will be short sighted

↳ Displacement

↳ Affected groups may protest.
↳ leading to long term instability, poverty.

Thus, as per Gandhiji, ai matters of conscience, law of majority (utilitarianism) has no place.

05

↳ virtue ethics along with common good approach must be followed. (in forming legislations)

U.S

→

3. (a) Education is much beyond acquiring information and skills. It goes deep into the domain of ingraining values. Discuss with suitable examples.

(10 marks, 150 words)

↳ by Dr. S Radhakrishnan

As per Mark Twain, 'Education begins when school education gets over'

Thus ~~infer~~ education goes beyond mere regurgitation of facts to an understanding of values, beliefs and their application to achieve ideals of justice, peace and fraternity.

Examples: (Role of Education in Integrating Values)

① Mahatma Gandhi learnt the values of truth and satyagrah through his mother (Idea of fasting)

↳ He thus propounded 'Nai Taleem' as an ideal of education (value based education) at the Wardha conference.

② Delhi govt's 'Happiness Curriculum' aims to inculcate 'emotional intelligence' among students to tolerance & empathy.

can then substitute
8. with
examples ←

③ scientific temper and analytical thinking

→ can mention them.
↓
as character building & attitudinal change.

② inculcating values of tolerance & empathy

to enable them to deal with anger, grief, negative emotions with equanimity.

(3) Rabindranath Tagore's idea of Nikhil Bharati University (Shanti Niketan) inculcated a love for nature and idea of internationalism in order to create a 'universal citizen' bond by ties of 'harmony' and 'brotherhood' besides rote knowledge.

(1.5)

(4) Japanese education system is based on concept of 'Chi-Toku-Tai' - a balance of knowledge - body - mind - fitness for wholesome physical & mental development.

The recent New Education Policy (2020) aims to balance the ideas of 'values' and 'information'. As Plato said, 'Information must be passed through the sieve of wisdom to become knowledge'.

(0.5)

(4.5)

(b) Closure of schools due to the pandemic has not only hampered the academic development of the students but also impacted the moral development of the pupils. Comment.

(10 marks, 150 words)

The closure of schools due to the COVID pandemic has affected the learning outcomes of more than $\frac{2}{3}$ rd of school going children (Azim Premji Institute report)

0.5

Academic development affected

- Girl child.. permanently dropping out (early marriage)
- Boy students forced into child labour (Lack of income)
- Inaccessibility to online education (AER - only 50% of children)
- Children have forgotten what they learnt.

Recent UNICEF meeting (2021) on impact of COVID on children education

①

Moreover, moral development has also been hampered.

① Ideals of teamwork and fraternity working together in groups for class project.

can contrast with children learning in

(Don't write anything in this part)

② Healthy competition and sportmanship - cultivated on the sportsfield in schools.
 - closed space of family
 - Patriarchal

②

③ Feeling of equality : The idea of a uniform school dress and eating together (mid day meal scheme) helps gloss over class, caste and religious divides.
 - Gender
 - Assigned Role
 - UNICEF
 - report on online child

④ Gender equity and awareness due to greater girl enrolment rates perception of boy students can also change.
 - sexual harassment cases rising during COVID

⑤ Dispute resolution skills through patience, empathy with fellow students, feeling of togetherness.
 - Domestic violence

①

As schools are opening gradually, the moral development of students must also be given equal heed and must be nurtured to develop Da Vinci's 'multifaceted' humans.

4. Explain briefly the contribution of Acharya Vinoba Bhave in establishing a society with justice and setting the tone for a better India for tomorrow.
 (10 marks, 150 words)

Acharya Vinoba Bhave is one of the foundations of India's project of nation making in the realms of independence, science, arts and culture as well as morals. explain his philosophies

Sarvodaya & Antodaya

05

Society of Justice

① Principal role played in "Individual Satyagraha": showing willingness to sacrifice for the nation. → "Bottom up" approach

② Establishment of schools and colleges forwarding women's education along with disadvantaged sections. → decentralised planning

1.5

③ Huge proponent of equality and justice through Bhoodan movement: demand for land reforms and Gandhi's trusteeship principle: Rich giving voluntarily to the needy → welfare approach

Sarvodaya: → Restructuring society in just manner

with focus on upliftment of down trodden

eg: Antodaya Anna Yojana → within NFSA (2013) ⇒

in larger goal of food security in

Role in Better India for Tomorrow:

① Laid the foundation for India's space and nuclear programme along with Homi Bhabha
 ↳ Role in setting up ISRO and BARC

② Emphasised need for self-sufficiency in defence - and other sectors and non dependence on dominant nations

③ Development of art and culture
 ↳ leading role in establishing institutions for theatre, languages and drama in Gujarat and Rest of India

Thus Bhave was truly a work contributor in developing an 'inclusive' and 'just' idea of India

→ sexual harassment at workplace
 → Manual scavenging
 → Need for progressive legislators -

③ Misunderstood the demand of Question

explain in light of Philosophy of Vinoba Bhave and reflection in current day circumstances & issues

"Sarvodaya"

"Antodaya"

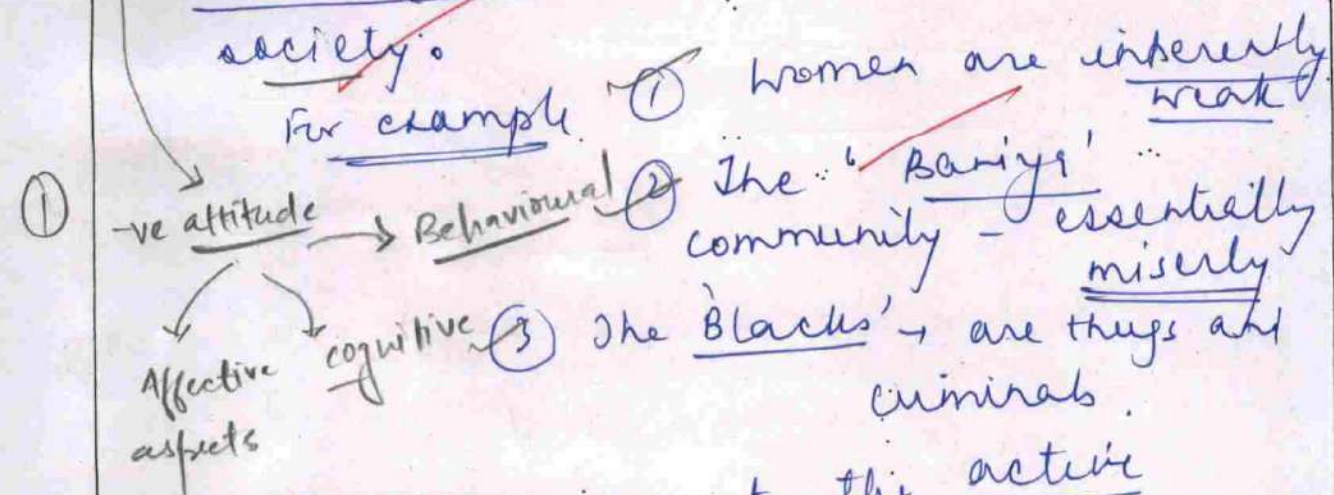
5. (a) What is the difference between prejudices and discrimination? Are there ways to overcome prejudices?

(10 marks, 150 words)

Art 15 of the Indian constitution enjoins us to reject discrimination and treat all individuals equally.

0.5

Prejudices are the precursor to discrimination - and refer to pre-conceived notions about sections of society.



Discrimination refers to the active action on the other, your prejudices, denying equality of opportunity.

1.8

- Example
- ① Black apartheid in South Africa
 - ② Untouchability (Salits)
 - ③ Non employment of women in the army.

Prejudices are the result of faulty socializations and education and can thus be remedied

HOW?

① Resocialization : counter repetitive messaging \rightarrow use of COVID Singapore

good example \leftarrow

messages against communal discrimination

② Use of effective leaders

②

\rightarrow Gandhiji's role in Noakhali violence

③ Interaction with 'other' community

\rightarrow Pew Research Centre : People with counter-religious friends less likely to be prejudiced.

Avoid spelling mistakes

④ Role of education

\rightarrow well worded textbooks - talking of gender, caste based discrimination

Thus, a conducive environment

0.5

and effective messaging and resocialization and incentives can truly lead to implemental of AITIS spirit

5

- (b) What is the application of Emotional intelligence to administration? How can emotional intelligence be enhanced?

(10 marks, 150 words)

~~Ques~~ Marcus Aurelius (stoicist) is known to have said - 'Masters of the world have been masters of their mind' } good analogy

① Emotional intelligence - this ability to be aware of your thoughts, emotions and act with equanimity is extremely helpful in administration.

② dealing with extreme situations
 Ex) Communal riots (IPS)
 → Chetan Singh Rathore - use of national anthem to control crowd

② Adverse, tough circumstances
 Ex) Marist areas - Tambeli Ayyaj (IAS)
 in Bijapur - constructed a hospital for adivasis instead of getting demoti voted

③ Best resolution of conflicts
 Ex) Suriy Naya - Kali conflict

4) Efficient diplomacy

↳ was happens when language fails

↳ 2008 nuclear deal
↳ effective example of emotional intelligence

5) Providing effective leadership and enabling teamwork

missed demand of 2nd part of question.

↳ Sanjay Kumar Parashar :
(Bada militancy area)
effectively led. her team.

1.5

6) Public orientation in public service

ways to enhance EI
→ being attentive & self aware

↳ SP K Sinishy herself carried a dead body for 2 kms
(Empathy)

7) Greater efficiency

→ recognise stress triggers & how to deal with it
- open minded & being curious etc.

↳ Ability to accept criticism leading to 'reflective intelligence'

↳ Mo Sankar initiatives (Odisha)

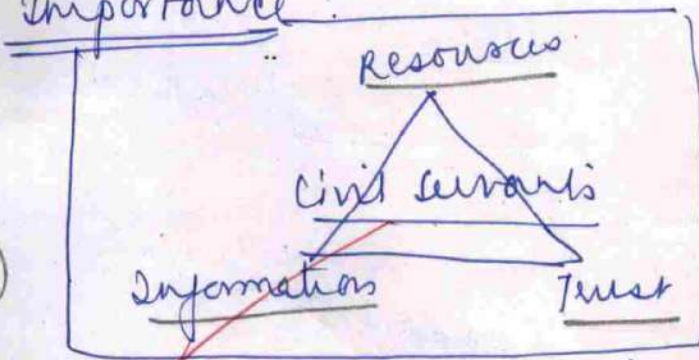
Emotional Intelligence thus leads to 'ethical governance' and public orientation in the true sense

4

6. (a) "Civil servants are the custodian of public resources." In the context of this statement, state the importance of holistic competence for civil servants in India. (10 marks, 150 words)

Lardner Pober referred to the bureaucracy as the steel frame of Indian polity

Importance:



Not only do they control material resources, but

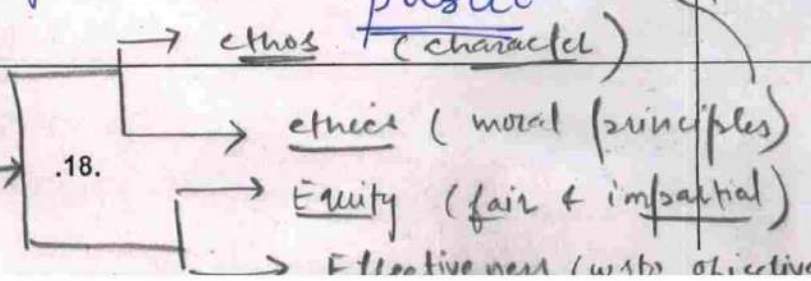
also - resources of public information and accountability to the people (through elected representatives).

Thus, competence in all areas is required.



1. Expertise in job. (IQ)
2. Emotional intelligence (ethical) this aspect missing
3. Domain expertise
4. Experiential work
5. Soft skills / dealing with public

DoPT → 4Es of holistic competence for civil servants



① Domain expertise and intellectuals knowledge needed for well thought out, evidence based policy making
 ↳ RTI Act formulation.

1.5 ② Emotional intelligence - required for dealing with public with empathy & creation of 'trust bridges' instead of chasms

③ Experiential work - along with regular monitoring for maintaining consistency in administration.

④ Soft skills: Ability to improve reflective morality, deal with criticism # good

209 ARE recommendations of Multi stage training modules.

① Performance appraisal to 360° performance management

and ② Public orientedness and IT infusion of 'Mission Karmayog' to be used.

↳ write structured conclusion

(enhancing capabilities of civil-servants)