

Student - Shashi Meshram  
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भारत का ज. संस्वान  
कौटिल्य एकेडमी  
सफलता का प्रवेश द्वार

प्रश्न  
संख्या

मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

1.	1	As per the <del>theorates</del> theory of good there are 2 <del>and</del> values - (1) <u>virtue</u> & (2) <u>happiness</u> . Happiness provides you <u>self generated good</u> which has a <u>lasting impact</u> . <u>virtue</u> on the other hand <u>externally generated good</u> which helps bringing happiness & satisfaction.
1.	2	' <u>Lord Rama</u> ' is at the centre of social consciousness of Tulsidas. Tulsidas <del>post</del> portrayed Rama as the supreme god. He translated Ramayan into <u>Awadhi</u> language by the name of ' <u>Ramcharitmanas</u> '. The modern day picture of Rama is created by Tulsidas only.
1.	3	<u>Nayrad</u> is related to <u>Jainism</u> . In this philosophy the reality is considered to be inquired on <u>facts</u> and <u>empiricism</u> .
1.	4	Stereotypes are <u>beliefs</u> based on <u>irrational</u> & <u>overgeneralized</u> notions. such as <u>Men are not good at cooking</u> . While <u>negative aspect</u> of stereotyping is <u>prejudice</u> having a <u>negative behaviour</u> towards certain group is called <u>prejudice</u> . such as which leads sometimes into <u>discrimination</u> . such as <u>violence</u> against <u>women</u> , <u>attributes</u> on <u>dalit</u> .



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1.	5	<p>The ways to manage emotional intelligence are adherence to <u>laws, rules, regulation</u> &amp; one's own <u>conscience</u>. e.g. following <u>code of ethics &amp; code of conduct</u>, sticking to <u>constitutional values</u>, following values such as <u>integrity, compassion, tactfulness</u> etc.</p>
1.	6	<p><u>Administrative integrity</u> can be described as <u>coherence</u> between <u>thought, speech &amp; actions</u> at administrative level. Following the highest standards of values such as <u>honesty, probity, transparency</u> at administrative level. In other words, <u>replicating</u> the values of an institution into its <u>actions</u>.</p>
1.	7	<p>Ethical guidance can be sourced through <u>constitution of India, Code of conduct &amp; code of ethics</u> such as <u>civil services code of conduct rule, 1968</u>. Other than this religious scriptures such as <u>Bhagwad Gita</u> etc. More than anything following one's <u>conscience</u> can be the best source for ethical guidance in any situation.</p>

Daniel Johnson



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(Mains Answer Sheet)

भारत का नं. 1 संस्थान  
कौटिल्य एकेडमी  
सफलता का प्रवेश द्वार..

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. 8</p> <p>The <u>choices &amp; decisions</u> based on one's <u>morality &amp; ethics</u> are called <u>moral choices</u>. e.g. Not taking even a <u>fetty bribe</u>. <u>Moral choice</u> help resolving the situation of <u>moral &amp; ethical dilemmas</u>.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. 9</p> <p>United Nations <u>declaration</u> against <u>corruption</u> was made in <u>2003</u> &amp; it came into force in <u>2005</u>. Under this <u>United Nations convention</u> against <u>corruption</u> was signed. It is a <u>legally binding</u> <u>conventions</u> on <u>parties</u>. India is a party to it.</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. 10</p> <p><u>Neo-vedanta</u> was propounded by <u>Swami vivekananda</u>. It shows the <u>liberal side</u> of the <u>vedas</u>. <u>Swami vivekananda</u> preached how <u>vedas</u> hold <u>much water</u> in the <u>modern day</u>. etc</p>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. 10</p> <p><u>Lokpal &amp; Lokayukta</u> are appointed under <u>Lokpal &amp; Lokayukta Act, 2013</u>. It gives <u>statutory backing</u> to these two offices. <u>Lokpal</u> is appointed at <u>National level</u> to look into the <u>complaint</u> regarding, <u>Prime Minister</u>, <u>Ministers</u>, <u>Member of Parliament</u> &amp; <u>Group A, B, C, D officers</u>. While <u>Lokayukta</u> is appointed at <u>state level</u> &amp; <u>jurisdiction</u> over <u>Chief Ministers</u>, <u>MLA</u>, etc.</p>

award  
limit



<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	Integral humanism was coined by Pt. <u>Jainendra Upadhyay</u> . He believed the humans are at the <u>care of social, economic &amp; political planning of any country</u> . He gave this concept regarding his ideas of <u>nation building</u> .
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	13	When there is a discrepancy between what one preaches & what one practices, it is called <u>intellectual hypocrisy</u> . It is <u>contradictory to the intellectual integrity</u> . In other words <u>lack of or absence of intellectual integrity</u> . e.g. One says he is concerned about environment protection & climate change but keeps littering here & there.
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	14	Variations at individual levels are called as <u>individual differences</u> . They can be <u>physical, psychological, political etc.</u> e.g. - The meaning & feeling of <u>patriotism</u> will be different for a student, a office goer, a politician & a soldier serving at border
<input type="checkbox"/>	<input type="checkbox"/>		

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(Mains Answer Sheet)

भारत का जं.। संरक्षण  
कौटिल्य एकेडमी  
सफलता का प्रवेश द्वार...

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	The spirit of service can be defined as the will & commitment to do something & contribute in nation's building or the welfare & betterment of society without having any self motive or vested personal interest. e.g. It can be seen in working of social workers, civil servants, soldiers or even general people.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	Compassion fatigue is lack of compassion towards people in a situation. It happens due to long term exposure to patients of chronic illness, victims of natural calamities etc. When you are not able to convert your empathy into actions for long it results into compassion fatigue.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	Work culture can be defined as the set of values, norms, objectives & principles an organization follows. The vision & mission of an organization form part of it. e.g. values such as integrity, objectivity, impartiality, compassion are bedrock of Indian civil service as an intrinsic part of its work culture.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



write in points  
Don't exceed word limit  
content good.

प्रश्न संख्या

मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

भारत का नं. 1 संस्करण  
कौटिल्य एकेडमी  
सफलता का पथ है।

प्रश्न संख्या

1.	18.	The declaration of United Nations on corruption was issued in <u>2003</u> & it came into force in <u>2005</u> . Under this <u>United Nations Convention against corruption</u> was signed. It is a <u>legally binding convention</u> . <u>India</u> is a party to it.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
1.	19.	Right to Information Act, <u>2005</u> was enacted in <u>2005</u> . Under this an authorised authority is required to furnish information to the public as and when asked for by filing formal application. It gives statutory backing to Article <u>19(1)(a)</u> of constitution which <u>implicitly</u> talks about right to information as part of right to freedom of speech & expression.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
1.	20.	Corruption Perception Index is annually released by Berlin, Germany based <u>Naο</u> Transparency International. India ranked <u>85</u> out of <u>180</u> countries in <u>2021</u> report. <u>Denmark, Sweden &amp; Finland</u> topped it. This index <del>is</del> ranks the country on the basis of <sup>privatising</sup> transparency in their administrative system.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	





2.	1	<p><u>Stereotypes</u> are overgeneralized, irrational &amp; illogical beliefs towards a particular groups of people. eg. Women are bad drivers. Stereotypes are <u>cognitive component</u> of an attitude. Whereas the <u>affective component</u> of it is <u>Prejudice</u>. When we have <u>negative attitude</u> towards a particular group, it is called prejudice. The behavioural component of it reflect into <u>discrimination</u>. eg. Not renting your house to the people from certain communities.</p>
2.	2	<p>The following ways can be adopted to resolve the ethical dilemma :-</p> <ol style="list-style-type: none"> <li>(1) Sticking to the highest values such as integrity, empathy &amp; compassion.</li> <li>(2) Pursuing the matter more objectively.</li> <li>(3) Following the code of ethics &amp; the code of conduct of your organization.</li> <li>(4) Evaluating the case on the basis of merits &amp; facts.</li> <li>(5) Adherence to the constitutional values of equality &amp; welfare.</li> <li>(6) Looking at the larger picture of the cases &amp; taking in account the larger public good.</li> </ol>



मुख्य परीक्षा उत्तर पत्रिका  
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	To prevent corruption in public life following measures can be taken :-
<input type="checkbox"/>	<input type="checkbox"/>	(1) According to 2nd ARC proper & periodical ethical training modules should be
<input type="checkbox"/>	<input type="checkbox"/>	(2) Strict adherence to <u>code of ethics</u> & <u>code of conduct</u> .
<input type="checkbox"/>	<input type="checkbox"/>	(3) Public workshops for general citizens to make them aware of the <u>social cost</u> of corruption.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(4) Effective implementation of existing <u>laws</u> & <u>exemplary</u> punishment to the people caught in corruption.
<input type="checkbox"/>	<input type="checkbox"/>	(5) Use of technology to maintain more transparency. eg. <u>e-auction</u> of coal fields, <u>Direct benefit transfer</u> etc.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

11  
9







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2.	5	Swami Vivekananda was a social reformer. A lot can be learned by his life story.
		such as:-
		(1) <u>Social equality &amp; rejection of caste system.</u>
		(2) <u>Women education</u> - <sup>open</sup> girls school.
		(3) <u>Helping the down-trodden &amp; marginalised section of the society by providing them basics such as food &amp; shelter.</u>
		(4) <u>Women empowerment through education &amp; widow remarriage.</u>
		(5) <u>Breaking the <sup>social</sup> stereotypes.</u>
2.	6	Undesirable <del>behav</del> attitude can be changed to a desirable one by using these methods:
		(1) <u>By changing the need if the attitude serves the need function.</u>
		(2) <u>By giving them alternate attitude.</u> eg. more children can not be result into more helping hands as Child Labour Act exists.
		(3) <u>By using various types of powers such as reward power, expert power, coercive power.</u>
		(4) <u>By using Charismatic personalities.</u> eg. Amritabh Baktham's call for time during Covid
		(5) <u>Virtuous reinforcement</u> - eg. Incentivising on the birth of girl child.

Quote Ex. from like

Give substance Leadership

or eg



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संख्यामुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

2. 7. According to Daniel Goleman the components of emotional intelligence are: - (1) Self awareness, (2) Self motivation, (3) self regulation, (4) Empathy, (5) Social skills. \* Motivation

Emotional intelligence can be learned through :-

(1) Making conscious efforts to learn it.

(2) By adopting values such as empathy, compassion, objectivity etc.

(3) By observing others.

(4) By having a flexible attitude.

(5) By following the laws, rules, regulations & most importantly your conscience.

2. 8. Role of family - Family plays a key role in primary socialization of a child. Children replicate the behaviour & attitudes of the people around them in the family. Family acts as the first agency to impart the value system to the child.

9. 11. (2) Role of society - Society as peer group affects the value system in choosing occupational goals & imparts societal values such as collectivism & fraternity.

(3) Role of education - Education bridges the gap between family & society. It helps inducting the child as an adult in the society. Impart



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3. 1

Charvaka is an unorthodox school of Indian philosophy. Unorthodox schools of philosophy in Indian context, are those schools which do not believe in the authority and infallibility of Vedas. They are also called heterodox schools of thought.

Charvaka is one such school of thought. The core philosophy of this school is based on materialism and atheistic aspect of a lifestyle.

It is also known as the Lokayata Philosophy, which means the philosophy of masses. It is called so because it is believed that it is <sup>generally</sup> found among the people.

Core philosophy of Charvaka:

- It rejects the authority of the Vedas.
- It did not believe in the theory of Karma, rebirth or after life.
- It gave priority to sensual pleasure.
- It advocated that human life is made to enjoy all the earthly pleasures available & avoid pain.





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make into more appealing

3.	2	<p>When we allocate <u>worth</u> to something on the basis of its <u>desirability</u> or <u>undesirability</u> it is called the <u>values</u>. When these values are tied to an object it becomes the <u>attitude</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>Attitude reflects the <u>sublimen</u> of <u>psyche</u> to act or react in certain ways. It is about <u>positive</u> or <u>negative</u> evaluation of <u>people</u>, <u>object</u>, <u>event</u> etc.</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<p><u>Characteristics features of attitude</u> :-</p> <p>(1) It is <u>enduring</u>. It lasts over a period of time.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(2) They are <sup>acquired</sup> <u>acquired</u> or <u>learned</u> as a result of <u>socialization</u>.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>(3) They are <u>evaluative judgements</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(4) They can be expressed <u>verbally</u> or <u>non-verbally</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(5) They <u>conform</u> to the principle of <u>consistency</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(6) Attitudes are held because they <u>serve</u> or <u>perform</u> some <u>functioning</u> for the <u>attitude holder</u>.</p>

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 (Mains Answer Sheet)

<input type="checkbox"/>	<input type="checkbox"/>	The components of attitudes :- According to CAB model there are 3
<input type="checkbox"/>	<input type="checkbox"/>	components of an attitude -
<input type="checkbox"/>	<input type="checkbox"/>	(i) Cognitive component (Belief)
<input type="checkbox"/>	<input type="checkbox"/>	(ii) Affective component (Emotions)
<input type="checkbox"/>	<input type="checkbox"/>	(iii) Behavioral component (Action tendency)
<input type="checkbox"/>	<input type="checkbox"/>	Attitudes serve certain functions for the
<input type="checkbox"/>	<input type="checkbox"/>	attitude holder. According to <u>Daniel Katz</u>
<input type="checkbox"/>	<input type="checkbox"/>	these functions are: - <sup>goal</sup>
<input type="checkbox"/>	<input type="checkbox"/>	(1) <u>Need function</u> - some attitudes are held if
<input type="checkbox"/>	<input type="checkbox"/>	they fulfill any of our needs.
<input type="checkbox"/>	<input type="checkbox"/>	eg. Some corporate house positively disposed
<input type="checkbox"/>	<input type="checkbox"/>	towards a particular political party as it will
<input type="checkbox"/>	<input type="checkbox"/>	advance their <u>economic need</u> or rewards.
<input type="checkbox"/>	<input type="checkbox"/>	(2) <u>Knowledge function</u> - These are held when
<input type="checkbox"/>	<input type="checkbox"/>	they help in organizing & interpreting some
<input type="checkbox"/>	<input type="checkbox"/>	information. eg. Attitude towards African
<input type="checkbox"/>	<input type="checkbox"/>	nationals to be morally corrupt & lawless.
<input type="checkbox"/>	<input type="checkbox"/>	But <sup>such</sup> these <del>these</del> attitudes are changed when they
<input type="checkbox"/>	<input type="checkbox"/>	stop providing the knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	(3) <u>Ego defensive function</u> - to protect one's ego.
<input type="checkbox"/>	<input type="checkbox"/>	eg. - idet of moral policing over sipped years.
<input type="checkbox"/>	<input type="checkbox"/>	(4) <u>Value expressive function</u> - expresses your value
<input type="checkbox"/>	<input type="checkbox"/>	system. eg. → T-shirts with 'Ferdinand' quote.



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<input type="checkbox"/>	<input type="checkbox"/>	Integrity is an internal system of principles that empowers the individual to behave consistently to high standards that he or she has set for himself or herself.
<input type="checkbox"/>	<input type="checkbox"/>	Integrity includes:
<input type="checkbox"/>	<input type="checkbox"/>	→ Consistency with respect to following morals & values in all circumstances.
<input type="checkbox"/>	<input type="checkbox"/>	→ Following the path of rightness across <u>TIME &amp; SPACE</u> .
<input type="checkbox"/>	<input type="checkbox"/>	→ Maintaining coherence between one's <u>thought, speech &amp; actions</u> .
<input type="checkbox"/>	<input type="checkbox"/>	→ Steadfast adherence to ethical conduct & <u>values</u> .
<input type="checkbox"/>	<input type="checkbox"/>	Since, integrity is one of foundational values of civil services, yet very difficult to be adopted & practice as there are many challenges in the path of following & practicing integrity. They can be list down as follows:
<input type="checkbox"/>	<input type="checkbox"/>	① <u>Economic Challenges</u> :- Inadequate remuneration or pay scale and rising cost of living. It makes civil servants to be

<input type="checkbox"/>	<input type="checkbox"/>	indulged in corruption, hence they compromise on their integrity.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	② <u>Historical challenges</u> - British administration introduced the culture of 'Bakshish' or bribery which continues till today.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	③ <u>Environmental</u> - Fast industrialization & <u>urbanization</u> has promoted the spirit of <u>consumerism</u> & <u>commodification</u> .
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	④ <u>Legal</u> <del>Other</del> <u>Challenges</u> → Inadequate laws to deal with evils of corruption.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	⑤ <u>Other challenges</u> → in collection of commercial & individual magnets to serve their individual interests.
<input type="checkbox"/>	<input type="checkbox"/>	⑥ <u>Complicated &amp; cumbersome procedures &amp; working of government offices.</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	However, integrity can be inculcated through proper <u>institutional training</u> , <u>vicarious reinforcement</u> , by following <u>code of ethics</u> & <u>code of conduct</u> , by <u>teaching</u> integrity at <u>primary stages</u> of <u>socialization</u> .
<input type="checkbox"/>	<input type="checkbox"/>	



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Q. 4	<p>According to <u>Wolcott</u> Bank's definition, "Corruption is abuse of power or position for one's <u>private gains</u>."</p>
<input type="checkbox"/>	<p>These are numerous causes why corruption exists &amp; thrives. Some of them are:</p>
<input type="checkbox"/>	<p>(1) <u>Social &amp; ethical</u> - (i) Increasing <u>materialism &amp; consumerism</u>.</p>
<input type="checkbox"/>	<p>(ii) <u>Subjective realization of objective reality</u>.</p>
<input type="checkbox"/>	<p>(iii) <u>Failure of education system to impart value education</u>.</p>
<input type="checkbox"/>	<p>(iv) <u>Social discrimination &amp; relative deprivation</u>.</p>
<input type="checkbox"/>	<p>(2) <u>Economic causes</u> - (i) High share of <u>informal sector</u></p>
<input type="checkbox"/>	<p>(ii) <u>Overregulation, licenses &amp; permit systems lack of ease of doing business</u>.</p>
<input type="checkbox"/>	<p>(iii) <u>Prevalent economic inequalities</u>.</p>
<input type="checkbox"/>	<p>(3) <u>Political causes</u> - (i) Use of <u>black money</u> in election &amp; <sup>the</sup> political activities</p>
<input type="checkbox"/>	<p>(ii) <u>Criminalization of politics</u></p>
<input type="checkbox"/>	<p>(iii) <u>Crony capitalism</u></p>
<input type="checkbox"/>	<p>(4) <u>Administrative causes</u> - (i) <u>Lack of accountability</u></p>

(ii) Red tapism

(iii) Politicization of bureaucracy

(iv) Failed administrative reforms

(v) Lack of effective grievance redressal mechanism

The deeprooted corruption in Indian system has severe impact on the society as whole.

These impacts are:-

(1) Ethical impacts:- (a) Tolerance for corruption

(b) Degradation of moral fabric of society

(c) Honesty no more a value to watch for

(d) Now means may not justify ends

(e) Leads to a cycle of vengeance

(2) Political:- (a) Political disinterest among people

(b) Increases the trust deficit between

govt & public

(c) Pushes people toward radicalism eg. ~~Maximalism~~

(3) Social:- (a) Damages social capital

(b) Perpetuates social inequalities

(c) Violent extremism & discontent

(4) Economic:- (a) Govt cost overruns

(b) Leakage in policy & schemes

(c) Discourages investments & ~~FDI~~ FDI



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मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)



भारत का नं. 1 संस्थान  
कौटिल्य एकेडमी  
सफलता का पथ है।

A. J

First case

Facts of the case - The principal's son is weak in mathematics. But good in other subjects & sports. The <sup>mother</sup> family of this boy fears he will fail in exam so she asks her husband (Principal) to help his son cheat in the exam with the help of his math teacher who happens to be their family friend.

Stakeholders involved - (1) Principal & his wife, (2) his son, (3) the math teacher, (4) the other students who worked hard for the exam.

Ethical values at stake - (1) Integrity, (2) honesty, (3) objectivity, (4) impartiality, (5) Truthfulness, (6) Tactfulness, (7) conflict of interest

The case is a classic example of ethical dilemma. It involves the conflict of interest between the Principal's professional integrity & objectivity & his personal interest for his son to be passed in the exam.

Personal vs Professional  
Conflict

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(Mains Answer Sheet)

भारत का नं. 1 संस्थान  
कौटिल्य एकेडमी  
सफलता का पथ है दाता

<input type="checkbox"/>	<input type="checkbox"/>	So that it doesn't negatively impact his future prospects in his career.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	These are following <u>options</u> available to me in the capacity of the Principal & the father of this boy:-
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	(i) I <del>can</del> can ask the math teacher to help my son cheat in the exam.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Merits</u> - (i) It will help him clearing the exam & <sup>there</sup> will be no black blot in his academic records.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) It will also make my wife happy & will <del>down</del> away with her fear to see her son failing.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	(iii) It will also save my image to be damaged as a principal whose own son failed in math.
<input type="checkbox"/>	<input type="checkbox"/>	<u>Demerits</u> - (i) I <sup>will</sup> have to <u>compromise</u> on my <u>integrity</u> & <u>honesty</u> as a principal & a father.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) It will <u>spoil</u> my <u>image</u> as an honest person in the eyes of the math teacher who is also a family friend. It may also sour my

can check on precaution  
case 1

1  
Return  
Merit  
Demerit



<input type="checkbox"/>	<input type="checkbox"/>	relationship with this guy if he is an honest person himself.
<input type="checkbox"/>	<input type="checkbox"/>	(iii) It will send a message to my son as a teenager who is in early age of his socialization, that he can cheat in future & easily get away with it.
<input type="checkbox"/>	<input type="checkbox"/>	(iv) It will tarnish the image of institution of school & office of principal when comes out to public that I being the principal let my son cheat.
<input type="checkbox"/>	<input type="checkbox"/>	(2) I can ask my son to work hard & do not do cheating
<input type="checkbox"/>	<input type="checkbox"/>	<u>Merits</u> - (i) It will not have to compromise on my values.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) My son will understand that cheating is not a virtue to <u>boast</u> for, in fact it's a vice.
<input type="checkbox"/>	<input type="checkbox"/>	(iii) My wife will be fearful but I will make her understand that it will inculcate values of <u>hard work, dedication &amp; honesty</u> in <u>my</u> son, and which will <u>help</u> in the <u>longer run</u> .

(iv) It will not sour my relationship with the matter teacher.

402  
Case & Marking missing

प्रश्न संख्या

मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

<input type="checkbox"/>	<input type="checkbox"/>	<u>Demerit</u> - (i) My son might <sup>get</sup> fail if he doesn't work hard.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) My wife can get angry if she fails to understand why I choose this.
<input type="checkbox"/>	<input type="checkbox"/>	(iii) It can make angry <sup>the</sup> other members of the family that I don't use my position to help my own son, which can disrupt the <u>familial equations</u> for a <u>short while</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<u>Course of action</u> - Being a Principal I can easily convince the math teacher to help my son cheat in the exam. But that is not right option to choose. Or right thing to do. In fact for a person of integrity it is <u>never the option</u> .
<input type="checkbox"/>	<input type="checkbox"/>	So, I as the Principal and <del>the</del> father will <u>choose the second option</u> . I will sit with my son & tell him how <u>cheating</u> can not be an <u>option</u> at <u>any situation</u> . I will tell him & convince him <u>try to</u>

Be mindful of what you write in Parents Registerably



मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

प्रश्न  
संख्या

<input type="checkbox"/>	<input type="checkbox"/>	that there are some values which are non-negotiable. I will do further things to make sure that he works hard, such as:
<input type="checkbox"/>	<input type="checkbox"/>	① Inducting a home tutor for him, or
<input type="checkbox"/>	<input type="checkbox"/>	② Myself teaching him after my office work.
<input type="checkbox"/>	<input type="checkbox"/>	③ Tell him how he can take use of technology to study e.g. Youtube video lectures.
<input type="checkbox"/>	<input type="checkbox"/>	④ I will also ask other family members to give extra attention on him.
<input type="checkbox"/>	<input type="checkbox"/>	⑤ I will make sure his peer group is good & helping him.
<input type="checkbox"/>	<input type="checkbox"/>	By doing so I will make sure, he works hard & gives his 100% in the exams.
<input type="checkbox"/>	<input type="checkbox"/>	I will also tell him that even if he doesn't make it or gets fail in the subject, it's not going to impact his career in that disastrous way as he thinks.

श्न  
ख्या

मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

भारत का नं. 1 संस्था  
कौटिल्य एकेडमी  
सफलता का प्रवेश द्वार...

I will ~~to~~ make him realise by giving  
 examples of sports persons that  
 how they are successful in life even  
 without ~~fairing~~ well in academics,  
 as he is good in sports. The sports  
 & other fields are equally important  
 as the academics.

But, there are some values which  
 are non-negotiables in both academics  
 & sports & in any other field such  
 as not cheating, being honest,  
 being truthful to yourself & to others.

This is how I will convince my son  
 to work hard for his exam instead  
 of cheating. ~~on~~

On the other hand, I will try to  
 convince my wife that ~~the~~ her  
 fear is genuine but it should lead  
 to follow unethical & unethical  
 immoral practices. As Gandhiji  
 rightly said, "There can be no  
 wrong means to achieve the  
 right ends."



मुख्य परीक्षा उत्तर पुस्तिका  
 (Mains Answer Sheet)

प्रश्न संख्या

<input type="checkbox"/>	<input type="checkbox"/>	<p>By exercising this option I will show the <u>values of integrity, honesty, impartiality &amp; objectivity.</u> It will not only portray my image as a <u>man of integrity</u> in my <u>professional life</u> but it will also <u>strengthen</u> my image as father. And it will teach my son to <u>never resort to any unethical or immoral means</u>, which ultimately help him in his <u>character building</u> &amp; will make him a <u>good citizen</u> as well as a <u>good human being</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>word limit exceeded</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

4.	2.	<u>Second case</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>Facts of the case</u> - Helpless woman
<input type="checkbox"/>	<input type="checkbox"/>	begging at public places with her
<input type="checkbox"/>	<input type="checkbox"/>	child. It can be seen very often in
<input type="checkbox"/>	<input type="checkbox"/>	India.
<input type="checkbox"/>	<input type="checkbox"/>	<u>Stakeholders</u> - <sup>1</sup> Begging woman, her
<input type="checkbox"/>	<input type="checkbox"/>	<sup>2</sup> child, <sup>3</sup> society as whole.
<input type="checkbox"/>	<input type="checkbox"/>	<u>Ethical issues</u> - (i) Integrity,
<input type="checkbox"/>	<input type="checkbox"/>	(ii) Ignorance, (iii) Indifference towards
<input type="checkbox"/>	<input type="checkbox"/>	such people, (iv) empathy, (v) compassion
<input type="checkbox"/>	<input type="checkbox"/>	The given case <del>is</del> displays the
<input type="checkbox"/>	<input type="checkbox"/>	miserly of certain sections of society.
<input type="checkbox"/>	<input type="checkbox"/>	These people are marginalized & are
<input type="checkbox"/>	<input type="checkbox"/>	left behind in their own. They
<input type="checkbox"/>	<input type="checkbox"/>	are often stereotyped and
<input type="checkbox"/>	<input type="checkbox"/>	indignified by the common people.
<input type="checkbox"/>	<input type="checkbox"/>	There are various <u>socio-economic</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>reasons</u> with respect to this
<input type="checkbox"/>	<input type="checkbox"/>	issue. These <u>reasons</u> can be -
<input type="checkbox"/>	<input type="checkbox"/>	① <u>Widespread socio-economic inequalities</u>



मुख्य परीक्षा उत्तर पुस्तिका  
(Mains Answer Sheet)

प्रश्न संख्या	
<input type="checkbox"/> <input type="checkbox"/>	in the Indian society.
<input type="checkbox"/> <input type="checkbox"/>	(2) Lack of <u>education</u> & awareness.
<input type="checkbox"/> <input type="checkbox"/>	(3) Lack of <u>accessibility</u> to <u>health</u>
<input type="checkbox"/> <input type="checkbox"/>	<u>facility</u> .
<input type="checkbox"/> <input type="checkbox"/>	(4) Lack of <u>proper employment</u>
<input type="checkbox"/> <input type="checkbox"/>	<u>opportunities</u> .
<input type="checkbox"/> <input type="checkbox"/>	(5) Lack of <u>skills</u> & <u>skill development</u>
<input type="checkbox"/> <input type="checkbox"/>	of <u>women</u> .
<input type="checkbox"/> <input type="checkbox"/>	(6) <u>Gender stereotypes</u> .
<input type="checkbox"/> <input type="checkbox"/>	(7) Lack of <u>social security</u> .
<input type="checkbox"/> <input type="checkbox"/>	(8) Lack of <u>social capital</u>
<input type="checkbox"/> <input type="checkbox"/>	(9) <del>Lack of</del> <u>Prvalent indifference</u>
<input type="checkbox"/> <input type="checkbox"/>	& turning a <u>blind eye</u> on such
<input type="checkbox"/> <input type="checkbox"/>	<u>issues</u> .
<input type="checkbox"/> <input type="checkbox"/>	(10) Lack of <u>political will</u> to bridge
<input type="checkbox"/> <input type="checkbox"/>	the gaps of <u>socio-economic</u>
<input type="checkbox"/> <input type="checkbox"/>	<u>inequalities</u> .
<input type="checkbox"/> <input type="checkbox"/>	(11) <u>Social discrimination</u> .
<input type="checkbox"/> <input type="checkbox"/>	(12) <u>Degradation of moral fabric</u>
<input type="checkbox"/> <input type="checkbox"/>	of <u>society</u> .
<input type="checkbox"/> <input type="checkbox"/>	(13) <u>Absence of values</u> such as <u>empathy</u> ,
<input type="checkbox"/> <input type="checkbox"/>	<u>compassion</u> etc
<input type="checkbox"/> <input type="checkbox"/>	(14) <u>Compassion fatigues</u> as this is so
<input type="checkbox"/> <input type="checkbox"/>	<u>common</u> to be seen everyday.

<input type="checkbox"/>	<input type="checkbox"/>	By evaluating the given case there are various measures can be taken to control & manage the situation. The <u>suggestions</u> are:-
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	① <u>Effective implementation of existing laws, -rules, government schemes.</u> e.g. <u>PM Awas Yojna</u> <u>PDS system</u> <u>PM skill development scheme etc.</u>
<input type="checkbox"/>	<input type="checkbox"/>	② <u>Financial inclusion through various schemes.</u> such as <u>Mudra Yojna.</u>
<input type="checkbox"/>	<input type="checkbox"/>	③ <u>Skill development &amp; better employment opportunities need to provided.</u>
<input type="checkbox"/>	<input type="checkbox"/>	④ <u>Special schools for such people.</u>
<input type="checkbox"/>	<input type="checkbox"/>	⑤ <u>Taking help from NGOs working in this direction to take bring out these people from the cycle of poverty.</u>
<input type="checkbox"/>	<input type="checkbox"/>	⑥ <u>Inclusion in society.</u>
<input type="checkbox"/>	<input type="checkbox"/>	⑦ <u>Sensitization of common people with respect to the situation.</u>
<input type="checkbox"/>	<input type="checkbox"/>	⑧ <u>Intervention by charitable personal,</u>



