

Student - Shashi Meshram
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भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

1.	1	As per the theorates theory of good, there are 2 the values - (1) <u>virtue</u> & (2) <u>happiness</u> .
		<u>happiness</u> provides you <u>self generated good</u> which has a <u>lasting</u> impact. <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 post 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 facts and empiricism.
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</u> behaviour towards certain group is called <u>prejudice</u> . such as which results sometimes into <u>discrimination</u> . such as <u>violence</u> against <u>women</u> , <u>atrocities</u> on <u>dalits</u> etc.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	The <u>choices & decisions</u> based on one's <u>morality & 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 moral & ethical dilemmas.	
<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"/>	1.	9	<u>United Nations</u> declaration against <u>corruption</u> was made in <u>2003</u> & it came into force in <u>2005</u> . Under this <u>United Nations</u> convention against <u>corruption</u> was signed. It is a <u>legally binding</u> conventions on parties. India is a party to it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	10	<u>Neo-vedanta</u> was propounded by <u>Swami vivekananda</u> . It shows the <u>liberal side</u> of the <u>vedas</u> . Swami <u>vivekananda</u> preached how <u>vedas</u> hold much water in the <u>modern day</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.	10	<u>Lokpal & Lokayukta</u> are appointed under <u>Lokpal & 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 complaint regarding, <u>Prime Minister, Ministers, Member of Parliament & Group A, B, C, D officers</u> . While <u>Lokayukta</u> is appointed at <u>state level</u> & jurisdiction over <u>Chief Ministers, MLA, etc.</u>

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1.	12	<p><u>Integral humanism</u> was coined by Pt. <u>Jeeb Dayal Upadhyay</u>. He believed the humans are at the core of social, economic & political planning of any country. He gave this concept regarding his ideas of <u>nation building</u>.</p>
1.	13	<p>When there is a discrepancy between what one preaches & what one practices, it is called <u>intellectual hypocrisy</u>. It is contradictory to the <u>intellectual integrity</u>. In other words lack of or absence of <u>intellectual integrity</u>. e.g. One says he is concerned about environment protection & climate change but keeps littering here & there.</p>
1.	14	<p>Variations at individual levels are called as <u>individual differences</u>. They can be physical, psychological, political etc. 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.</p>

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<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 or absence of compassion towards people or 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 etc are bedrock of Indian Civil Service as an institution, hence part of its work culture.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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<input type="checkbox"/>	<input type="checkbox"/>	<p>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</u> convention. <u>India</u> is a party to it.</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"/>	<p>Right to Information Act, 2005 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.</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"/>	<p>Corruption Perception Index is annually released by <u>Berlin, Germany</u> based <u>NGO Transparency International</u>. India ranked <u>85</u> out of <u>180</u> countries in <u>2021</u> report. <u>Denmark, Sweden & Finland</u> topped it. This index is ranks the country on the basis of ^{privatising} transparency in their administrative system.</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	



2.	1	<p><u>Stereotypes</u> are overgeneralized, irrational & illogical beliefs towards a particular groups of people. e.g. Women are bad drivers. Stereotypes are <u>cognitive components</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>. e.g. 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"> (1) Sticking to the highest values such as integrity, empathy & compassion. (2) Pursuing the matter more objectively. (3) Following the code of ethics & the code of conduct of your organization. (4) Evaluating the case on the basis of merits & facts. (5) Adherence to the constitutional values of equality & welfare. (6) Looking at the larger picture of the cases & taking in account the larger public good.



2	4	<p>Good governance is a prerequisite for ensuring probity in administration. It can be explained in following points:-</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(1) <u>Transparency</u> - Good governance is based on transparency & information sharing.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(2) <u>Responsiveness</u> - Probity is maintained through proper grievance redressal system.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(4) <u>Equitable & Inclusive</u> - It takes care of all the section of society especially the marginalized ones.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(5) <u>Follows the rule of law</u> - Strict adherence to the laws & rules for better ^{service} justice delivery.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<p>(6) <u>Participatory & consensus oriented</u> - Good governance is promotes public participation & consensus building of general public through taking feedback etc. which is the bedrock of probity in administration.</p>
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

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2.	5	Savitribai Phule was a social reformer. A lot can be learned by her life story such as :-
		(1) <u>Social equality & rejection of</u> <u>caste system.</u>
		(2) <u>Women education</u>
		(3) <u>Helping the down-trodden & marginalized</u> <u>section of the society by providing them</u> <u>basics such as food & shelter.</u>
		(4) <u>Women empowerment through education</u> <u>& widow remarriage.</u>
		(5) <u>Breaking the ^{social} stereotypes.</u>
2.	6	Undesirable beh attitude can be changed to a desirable one by using these methods:
		(1) <u>By changing the need if the attitude</u> <u>serves the need function.</u>
		(2) <u>By giving them alternate attitude.</u> e.g. more children can not be result into more helping hands as Child Labour Act exists.
		(3) <u>By using various types of powers such</u> <u>as reward power, expert power, coercive power.</u>
		(4) <u>By using Charismatic personalities.</u> e.g. Amitabh Bachchan's call for time during Covid-19
		(5) <u>Vicarious reinforcement</u> - e.g. Incentivising on the birth of girl child.



2.	7.	<p>According to <u>Daniel Goleman</u> the <u>components of emotional intelligence</u> are:— (1) Self awareness, (2) Self motivation, (3) self regulation, (4) Empathy, (5) Social skills.</p> <p>Emotional intelligence can be learned through:—</p> <ol style="list-style-type: none"> (1) Making <u>conscious efforts</u> to learn it. (2) By adopting values such as <u>empathy, compassion, objectivity</u> etc. (3) By <u>observing others</u>. (4) By having a <u>flexible attitude</u>. (5) By following the laws, rules, regulation & most importantly your <u>conscience</u>.
2.	8.	<p><u>Role of family</u>— Family plays a key role in primary socialization of a child. Children replicate the behaviour & attitude of the people around them in the family. Family acts as the first agency to impart the value system to the child.</p> <p>② <u>Role of society</u>— Society as peer group affects the value system in choosing occupational goals & imparts societal values such as <u>collectivism & fraternity</u>.</p> <p>③ <u>Role of education</u>— Education bridges the gap between family & society. It helps inducting the child as an adult in the society. Imparts the value of <u>participativeness, compassion</u> etc.</p>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Charvaka</u> is an <u>unorthodox</u> school of Indian philosophy. <u>Unorthodox</u> schools of philosophy in Indian context, are those schools which do not believe in the <u>authority</u> and <u>infallibility</u> of <u>Vedas</u> . They are also called <u>heterodox</u> schools of thought.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Charvaka</u> is one such school of thought. The <u>core</u> philosophy of this school is based on <u>materialism</u> and <u>atheistic</u> aspect of a lifestyle.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is also known as the <u>Lokayata</u> Philosophy, which means the philosophy of masses.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is called so because it is believed that it is ^{generally} found among the people.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Core philosophy of Charvaka :-</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	→ It <u>rejects</u> the <u>authority</u> of the Vedas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	→ It did <u>not</u> believe in the theory of <u>Karma</u> , <u>rebirth</u> or <u>afterlife</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	→ It gave priority to <u>sensual pleasure</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	→ It advocated that human life is made to enjoy all the <u>earthly</u> <u>pleasures</u> available & avoid pain.



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<input type="checkbox"/>	<input type="checkbox"/>	→ It rejected and criticized <u>religious practices</u> followed & propagated by <u>Hinduism, Buddhism & Jainism</u> .
<input type="checkbox"/>	<input type="checkbox"/>	→ It criticized <u>Vedas & other Hindu scriptures & Buddhist religious texts</u> .
<input type="checkbox"/>	<input type="checkbox"/>	→ It criticized & rejected the theory of <u>metaphysical truths & supernatural</u> .
<input type="checkbox"/>	<input type="checkbox"/>	→ It rejected the practice of any <u>religious rituals & sites</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<u>Brihaspati</u> is considered to be the <u>founder of Charvaka school of philosophy</u> .
<input type="checkbox"/>	<input type="checkbox"/>	He believed that human life is <u>not</u> made to experience the <u>sufferings</u> but to experience & enjoy the <u>pleasures</u> of life. As there is <u>no after-life</u> then human should <u>try to avoid pain</u> as much as possible and enjoy the <u>sensual pleasures</u> .
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

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

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<input type="checkbox"/>	<input type="checkbox"/>	The <u>components</u> 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 :-
<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"/>	<u>advance</u> 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 <u>corrupt</u> & <u>lawless</u> .
<input type="checkbox"/>	<input type="checkbox"/>	But ^{such} this form 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. - Act of moral policing over ribbed jeans -
<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 'Feminist' quote.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>3. 3</p> <p>Integrity is an internal system of principles that empowers the individual to <u>behave consistently to high standards</u> that he or she has set for himself or herself.</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"/>	<p>Integrity includes:</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>→ <u>Consistency</u> with respect to following morals & values in all circumstances.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>→ Following the path of <u>righteousness</u> across <u>TIME & SPACE</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>→ maintaining <u>coherence</u> between one's <u>thought, speech & actions</u>.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>→ <u>Steadfast adherence</u> to <u>ethical conduct & values</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"/>	<p>Since, integrity is one of foundational value of civil services, yet very difficult to be adopt & practice as there are many <u>challenges</u> in the path of following & practicing integrity. They can be list down as follows:</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>① <u>Economic challenges</u> :- Inadequate remuneration or pay scale and rising cost of living. It makes civil servants to be</p>

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<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 & urbanization 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> Other <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> → (i) collection of commercial & individual magnets to serve their individual interests.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) Complicated & cumbersome procedures & working of government offices.
<input type="checkbox"/>	<input type="checkbox"/>	
<input 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 of socialization</u> .



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



<input type="checkbox"/>	<input type="checkbox"/>	(ii) <u>Red tapism</u>
<input type="checkbox"/>	<input type="checkbox"/>	(iii) <u>Politicization of bureaucracy.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(iv) <u>Failed administrative reforms.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(v) <u>Lack of effective grievance redressal mechanism.</u>
<input type="checkbox"/>	<input type="checkbox"/>	The deeprooted corruption in Indian system has severe impact on the society as whole. These <u>impacts</u> are:-
<input type="checkbox"/>	<input type="checkbox"/>	(1) <u>Ethical impacts</u> :- (a) <u>Tolerance for corruption</u>
<input type="checkbox"/>	<input type="checkbox"/>	(b) <u>Degradation of moral fabric of society.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(c) <u>Honesty no more a value to vouch for.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(d) <u>Now means may not justify ends.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(e) <u>Leads to a cycle of vengeance.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(2) <u>Political</u> :- (a) <u>Political disinterest among people.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(b) <u>Increases the trust deficit between govt & public.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(c) <u>Pushes people toward radicalism eg. Naxalism.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(3) <u>Social</u> :- (a) <u>Damages social capital.</u>
<input type="checkbox"/>	<input type="checkbox"/>	(b) <u>Perpetuates social inequalities</u>
<input type="checkbox"/>	<input type="checkbox"/>	(c) <u>Violent extremism & discontent</u>
<input type="checkbox"/>	<input type="checkbox"/>	(4) <u>Economic</u> :- (a) <u>Govt cost overruns.</u>
		(b) <u>Leakage in policy & schemes.</u>
		(c) <u>Discourages investments & FDI FDI.</u>



A.	1	<p><u>First case</u></p>
		<p><u>Facts of the case.</u> - The principal's son is weak in mathematics. But good in other subjects & sports. The ^{mother} 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.</p>
		<p><u>Stakeholders involved</u> - (1) Principal, (2) his wife, (3) his son, (4) the math teacher, (5) the other students who worked hard for the exam.</p>
		<p><u>Ethical values at stake</u> - (1) Integrity, (2) honesty, (3) Objectivity, (4) Impartiality, (5) Truthfulness, (6) Tactfulness, (7) Conflict of interest</p>
		<p>The case is a classic example of <u>ethical dilemma</u>. 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.</p>

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<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 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 use can ask the math teacher to help my son cheat in the exam.
<input type="checkbox"/>	<input type="checkbox"/>	<u>Merits</u> - (i) It will help him clearing the exam & ^{there} will be no black blot in his academic records.
<input type="checkbox"/>	<input type="checkbox"/>	(ii) It will also make my wife happy & will down away with her fear to see her son failing.
<input type="checkbox"/>	<input 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 ^{will} 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 <u>sour</u> my

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<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 & ^{can} 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 vouch 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 hard work, dedication & honesty in ^{our} my son, and which will help in the longer run.

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

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<input type="checkbox"/>	<input type="checkbox"/>	<u>Demerit</u> - (i) My son might ^{get} 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 ^{the} angry 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 the father will <u>choose the second option</u> . I will sit with my son & tell him how <u>cheating</u> can <u>not be an option</u> at <u>any situation</u> . I will tell him & convince him try to

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

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<input type="checkbox"/>	<input type="checkbox"/>	I will to make him realise by giving examples of sports persons that
<input type="checkbox"/>	<input type="checkbox"/>	how they are successful in life even <u>without</u> <u>fairing well in academics</u> ,
<input type="checkbox"/>	<input type="checkbox"/>	as he is good in sports. The sports & other fields are equally important
<input type="checkbox"/>	<input type="checkbox"/>	as the academics.
<input type="checkbox"/>	<input type="checkbox"/>	But, there are some values which are non-negotiables in both academics
<input type="checkbox"/>	<input type="checkbox"/>	& sports & in any other field such as <u>not cheating</u> , <u>being honest</u> ,
<input type="checkbox"/>	<input type="checkbox"/>	<u>being truthful to yourself & to others</u> .
<input type="checkbox"/>	<input type="checkbox"/>	This is how I will convince my son to work hard for his exam instead
<input type="checkbox"/>	<input type="checkbox"/>	of cheating. On
<input type="checkbox"/>	<input type="checkbox"/>	On the other hand, I will try to convince my wife that the her
<input type="checkbox"/>	<input type="checkbox"/>	fear is genuine but it should lead to follow unethical & unethical
<input type="checkbox"/>	<input type="checkbox"/>	immoral practices. As Gandhi ji rightly said, " <u>There can be no</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>wrong means to achieve the</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>right ends.</u> "

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

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

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<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 type="checkbox"/>	<input 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>Pradhan Mantri Yojna</u>
<input type="checkbox"/>	<input type="checkbox"/>	③ <u>Skill development & 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 <u>charismatic personalities</u></u>

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<input type="checkbox"/>	<input type="checkbox"/>	⑨ Taking help from international organization such as <u>UNESCO</u> , <u>UNICEF</u> & <u>Bill & Melinda Gates foundation</u> .
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	⑩ Making the government schemes more accessible to them.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	By taking the above measures the problem of begging on the streets can be tackled. As the <u>Fundamental</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>charter</u> talks about <u>fraternity & brotherhood</u> , the society could
<input type="checkbox"/>	<input type="checkbox"/>	change its attitude toward these people to bring more <u>inclusivity</u>
<input type="checkbox"/>	<input type="checkbox"/>	& thus making a <u>egalitarian</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>society</u> . On the other hand,
<input type="checkbox"/>	<input type="checkbox"/>	<u>DPSP</u> also talks about <u>minimising</u>
<input type="checkbox"/>	<input type="checkbox"/>	<u>inequality</u> & <u>welfare state</u> ,
<input type="checkbox"/>	<input type="checkbox"/>	the government should consciously
<input type="checkbox"/>	<input type="checkbox"/>	intervene & take strict measures
<input type="checkbox"/>	<input type="checkbox"/>	& ^{effective} implementation of schemes. so
<input type="checkbox"/>	<input type="checkbox"/>	that the <u>Gandhiji's</u> dream of
<input type="checkbox"/>	<input type="checkbox"/>	<u>'Ramrajya'</u> or <u>'virtuous state'</u>
		can be realized.