



## Ethics Full Length Test\_TS - 2 (APSC Mains 2023)

|           |                    |               |         |
|-----------|--------------------|---------------|---------|
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| DATE:     | 13/05/23           | APSC ROLL NO: | 1501876 |
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(Please fill your details correctly)

Medium:

English ☒

Assamese ☐

| INDEX NUMBER     |               |                 | INSTRUCTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|---------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.NO.            | Maximum Marks | Marks Obtained. | <p>Please read each of the following instruction carefully before attempting the questions:</p> <ul style="list-style-type: none"> <li>There are NINETEENTH questions divided in TWO SECTIONS and printed in ENGLISH.</li> <li>All questions are compulsory.</li> <li>The number of marks carried by a question/part is indicated against it.</li> <li>The answers must not exceed 150 words for 10 marks and 250 words for 20 marks.</li> <li>Content is more important than the number of words.</li> <li>Answers must be written in the medium authorised in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in medium other than the authorised one.</li> <li>Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off</li> </ul> |
| <b>Section A</b> |               |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 6                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 7                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 8                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9                | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 12               | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 13               | 10            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Section B</b> |               |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 14               | 20            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 15               | 20            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 18               | 20            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 19               | 20            |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>TOTAL:</b>    | <b>250</b>    |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Remarks:

Signature of the Student: Madhusina Dihingia



### Brief report of Performance Evaluation of student in the paper

|                                                       | Poor | Average | Good | Very good | Excellent |
|-------------------------------------------------------|------|---------|------|-----------|-----------|
| Understanding the context and demand of the questions |      |         |      |           |           |
| Relevancy of the content                              |      |         |      |           |           |
| Structure and flow of the answer                      |      |         |      |           |           |
| (a) Introduction                                      |      |         |      |           |           |
| (b) Body                                              |      |         |      |           |           |
| (c) Conclusion                                        |      |         |      |           |           |
| Subject knowledge                                     |      |         |      |           |           |
| Language of the answer                                |      |         |      |           |           |
| Presentation                                          |      |         |      |           |           |
| (a) Underline to the keywords                         |      |         |      |           |           |
| (b) Use of flowcharts or diagrams                     |      |         |      |           |           |
| (c) Paragraph limits and overall                      |      |         |      |           |           |
| Understanding of directives                           |      |         |      |           |           |
| Factual correctness                                   |      |         |      |           |           |
| Overall performance                                   |      |         |      |           |           |

**Detail Feedback**

**SECTION A**

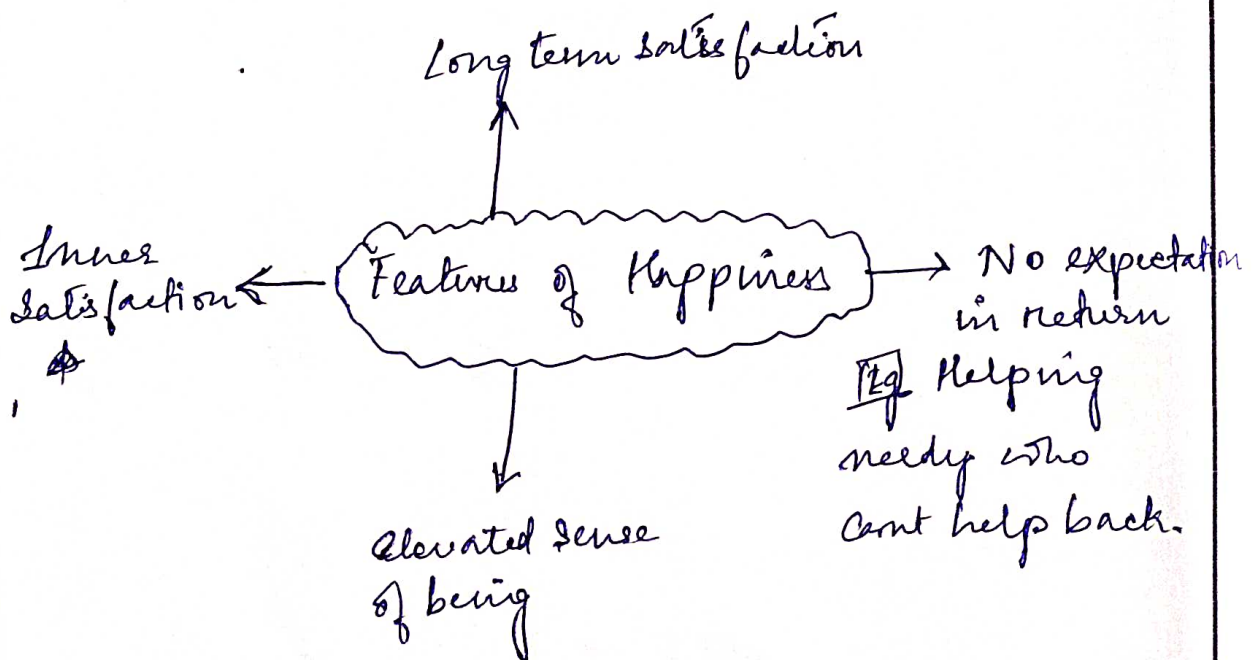
**Q1. Probity in governance is an essential requirement for good governance and socio economic development. Discuss. Also mention ways to enhance probity in governance. [150 words]**

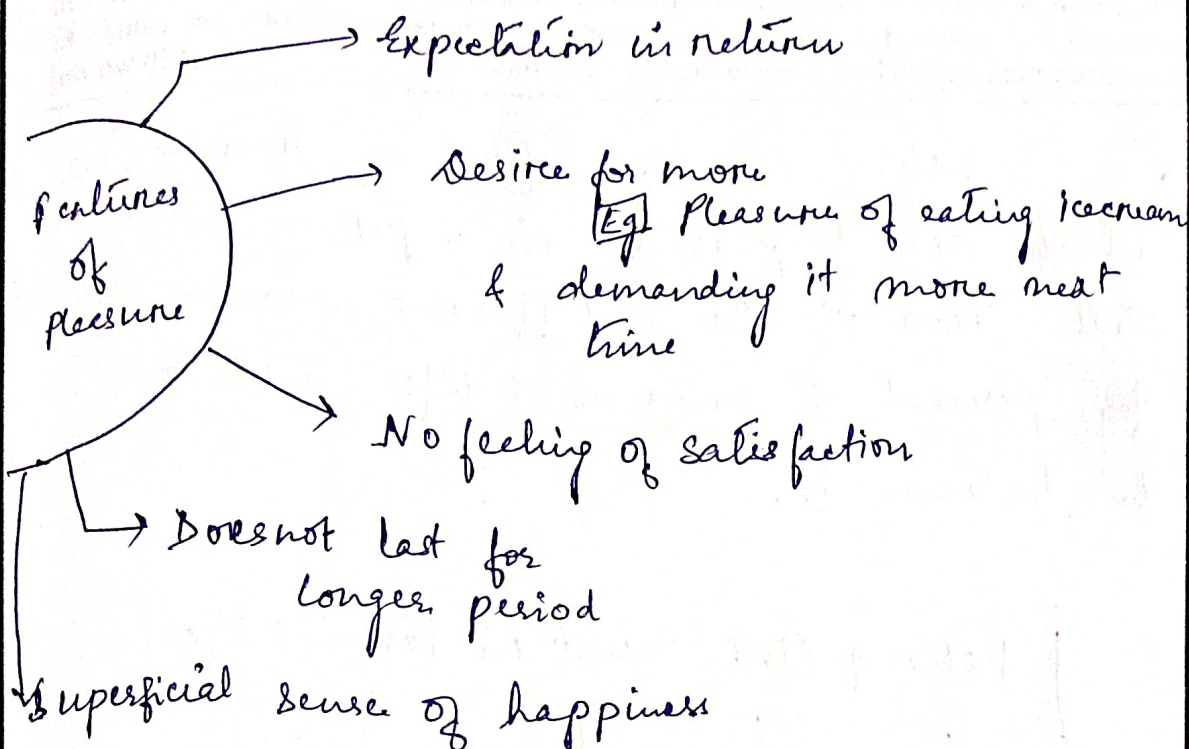


Q2. What is the difference between happiness and pleasure? Explain with suitable examples. [150 words]

→ Happiness can be defined as elevated sense of being where one feel satisfied working for something without expecting in return. Whereas, pleasure is short term happiness which seeks more & expects returns of favours.

Happiness & Pleasure both seems similar but are contradictory.





### Examples of Real happiness

- Helping poor & needy
- Giving happiness to others sacrificing yours.  
[Eg] donating blood.

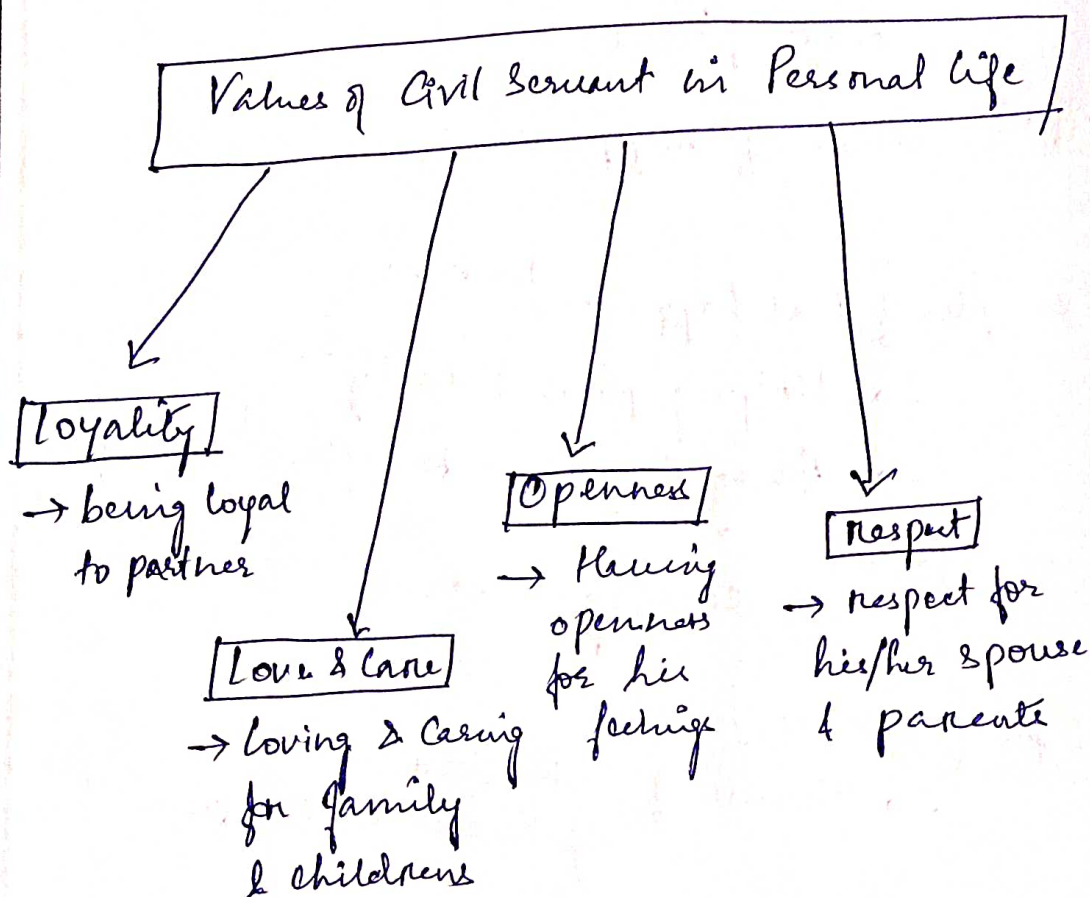
### Example of Pleasure

- Pleasure of Tasty Food  
[Eg] Icecream, Fast food
- Pleasure of watching movies

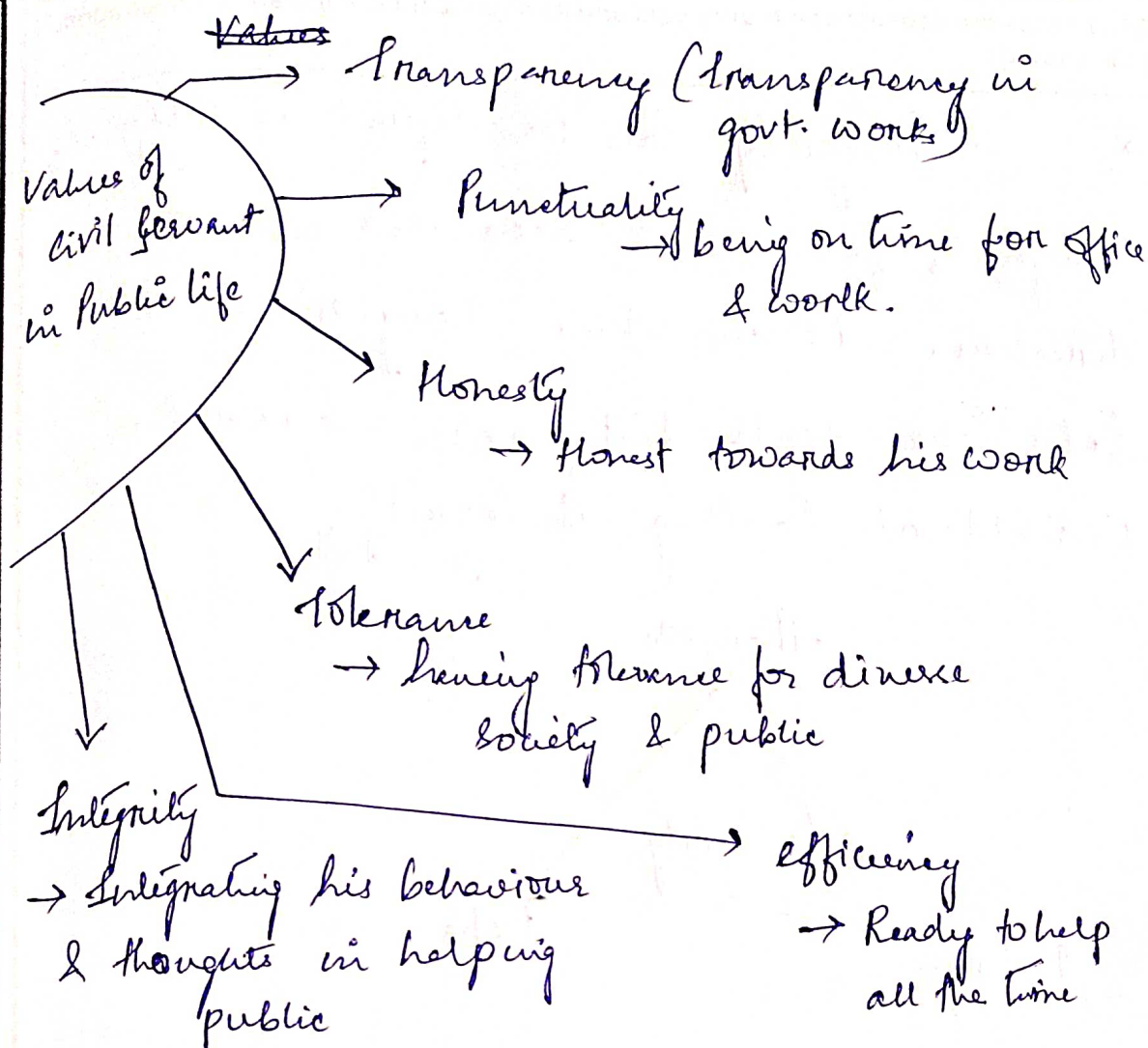
Thus it can be said that happiness is transcendental value while pleasure is superficial value.

Q3. There is almost a dichotomous relation between values for a civil servant in personal and public life. Yet a civil servant must balance the two set values to discharge their duties in a sincere manner. Discuss. [150 words]

→ Values can be defined as strong belief which are deep rooted in a person. A civil servant have different values for personal & professional life & needs to balance it.



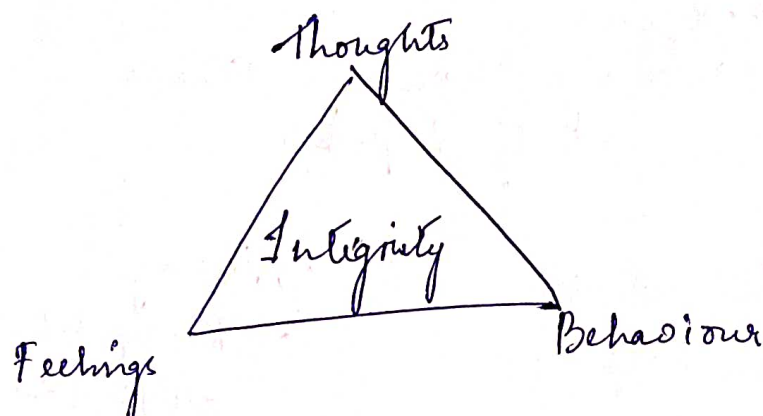
Whereas the values in public life of civil servant is different.



Thus it can be said that a person, specially civil servant must carry balanced approach towards his work life & personal life with his values being his identity.

Q4. Discuss the concept of integrity pact and its significance in Indian administration.  
 [150 words]

→ Integrity can be defined as integrating thoughts, feelings & behaviour in one direction. Person whose thoughts & behaviour contradict are considered as individual lacking integrity.



Integrity has much significance in life of an administrator. Because if she lacks integrity then it would hamper her efficiency of work.

Significance of Integrity in Administration

"A people who value its privileges above its principles  
 soon loses both" → Dwight D

- Helps taking firm decision  
 [Eg] Helping poor despite of facing challenges.
- Keeping duty as utmost priority  
 [Eg] Kannan Gopinathan, IAS efforts during Kerala flood.
- Helps reducing conflict of interest.  
 [Eg] Taking correct needful action despite political pressure
- [Eg] Laxmipriya IAS, Project Sampurna for fighting malnutrition. Shows integrity in action to help poor.

Thus it can be said that Integrity have utmost value/importance in administration for delivery of efficient public service.

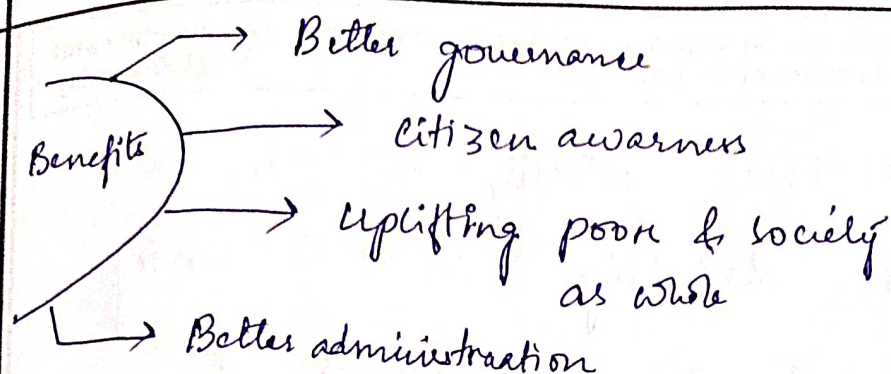
Q5. Citizen charter will naturally lead to empowerment of citizens. In this regard discuss benefits and issues associated with Citizen charter. [150 words]

→ Citizen charter can be defined as set of rules to be followed by citizens for upliftment of society & better participation in governance.

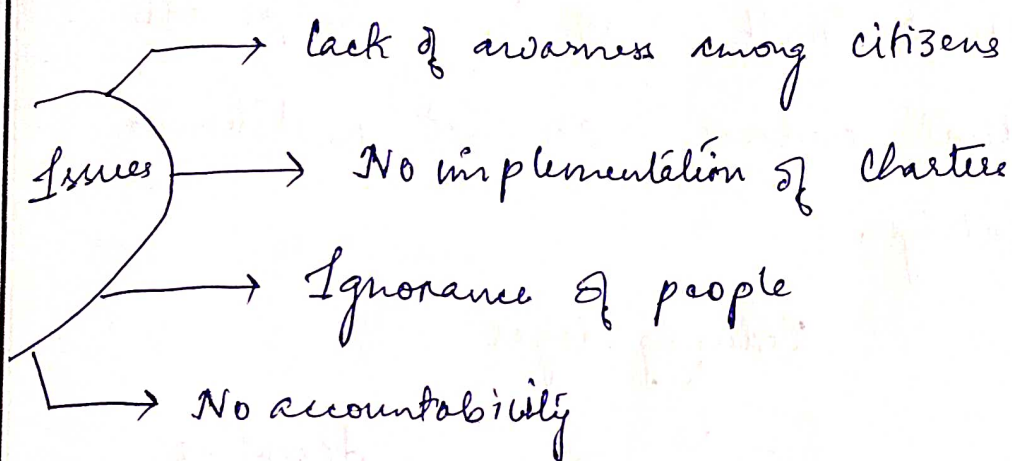
Citizen charter leading to empowerment of citizens

- ① Helping the weaker section would lead to upliftment of society.
- ② Participatory in policies would lead to accountability of govt.
- ③ Active role in govt. policies for better implementation.

There are many benefits associated with Citizen Charter.



Yet there are certain issues related to citizen charter.

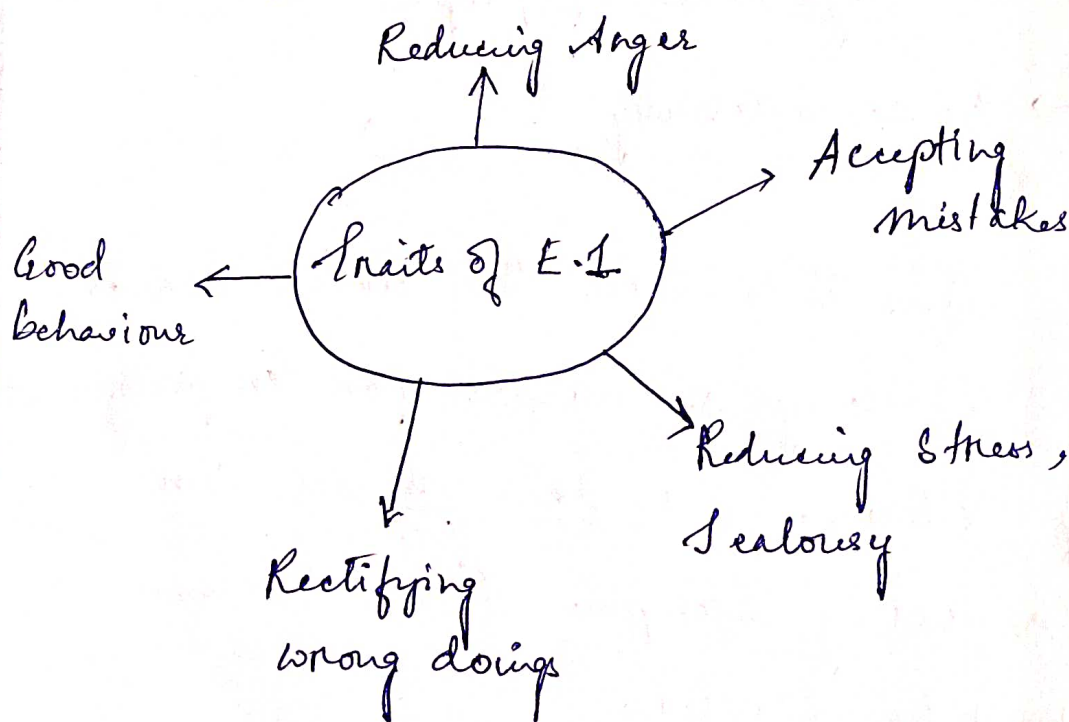


Thus it is seen that citizen charter is basically a weapon for empowerment of citizen. Swatantra model can be a leading example. Thus awareness must be created.

Q6. Emotional Intelligence is an important trait to imbibe in a highly competitive and achievement oriented environment. Elucidate. [150 words]

→ Emotional Intelligence can be defined as deciding what is wrong or right about one's feelings & emotions.

Emotional Intelligence is an important trait which helps an individual reduce conflict or dilemma of feeling.



## Significance of EI in present world

### ① Helps deciding

[Eg] NOT deciding to take revenge from someone to intend to hurt.

### ② Controlling Emotions

[Eg] During a situation of stress, EI helps calming down

### ③ Better Coordination

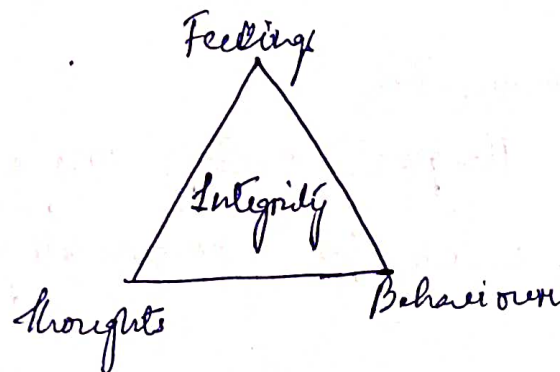
[Eg] Helps rectify one's mistake work for progressing.

Thus it can be said that Emotional intelligence is an important tool in one's life to act better in competitive world.

Q7. Differentiate between Integrity and Honesty by giving suitable examples to distinguish between the two at the workplace. [150 words]

→ Integrity is integrating one's feeling, thoughts & behaviours. Whereas honesty means being true about his/her actions.

Honesty & Integrity may seem similar yet both are different from each other.



### Differences betn Integrity & Honesty

#### Integrity

- ① Aligning thoughts, feeling & Action

#### Honesty

- ① Being true about its behaviour & feelings

## Integrity

① Integrity can never decline.

[Eq] Integrity obliged person will always be honest

③ [Eq] APJ Abdul Kalam was person of integrity

④ Workplace  
A helpful person would always help his colleagues

Thus it can be said that a person

with Integrity is always lovable

& is trusted by others. Honesty is

part of Integrity but cannot be as whole.

## Honesty

① Honest person can decline

[Eq] Honest person can lack integrity

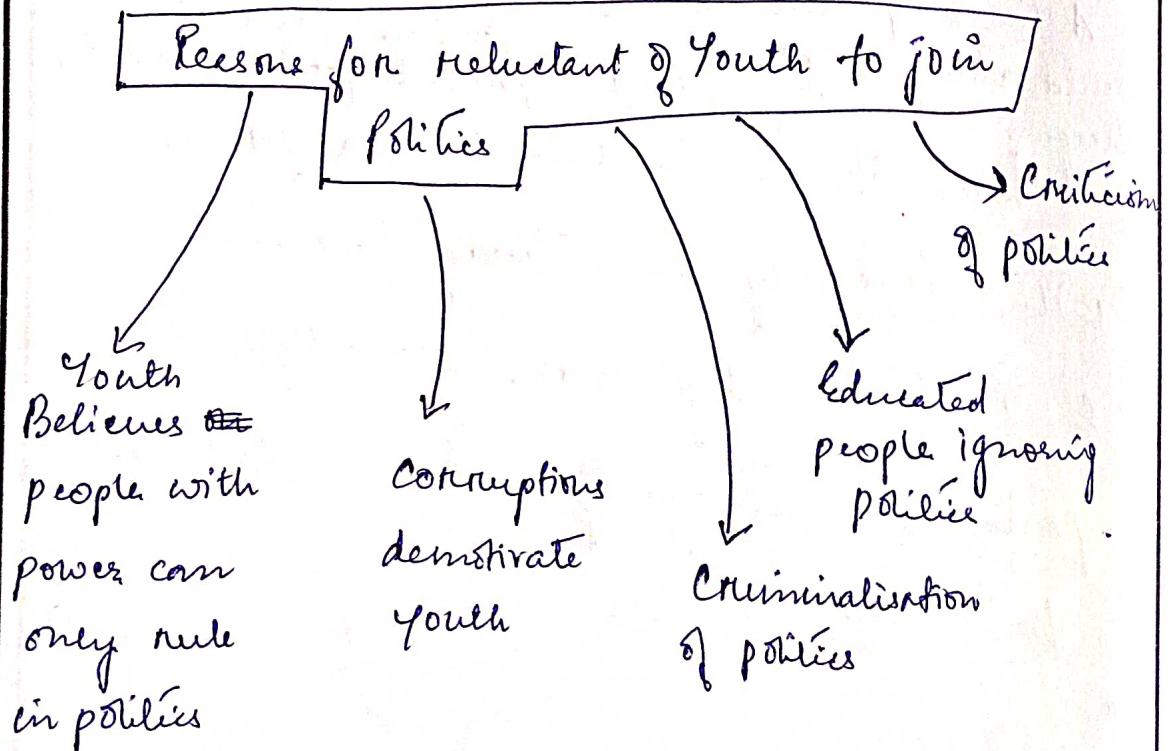
② An honest person can tend to be cheating however can later accept his mistake.

④ Honesty in workplace  
An honest person can cheat in project yet later admit.

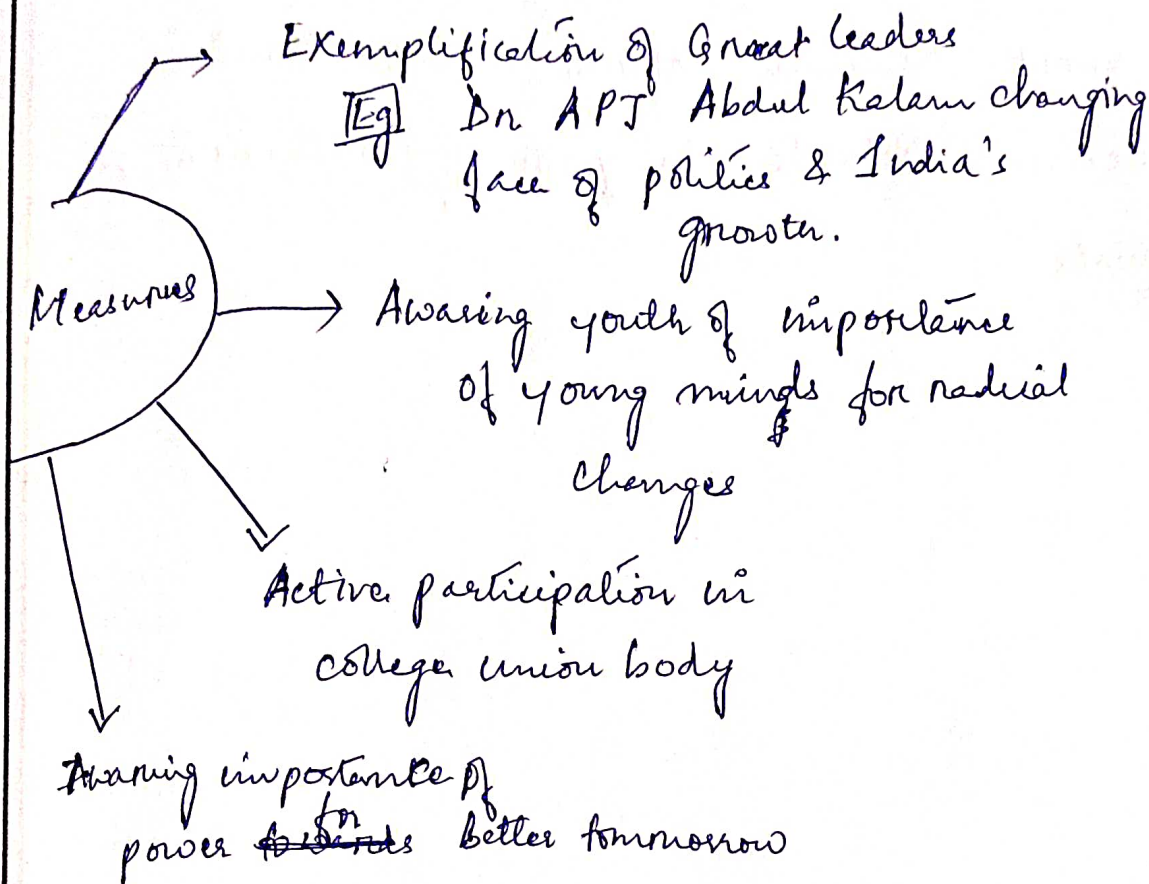
Q8. Explains why youth are unwilling to join politics. Suggest steps to motivate them to come forward. Also highlight the ethical concerns of youth joining politics.  
 [150 words]

→ Politics and youth together can bring developmental changes and uplift society as whole. Yet youth in present are reluctant to join politics.

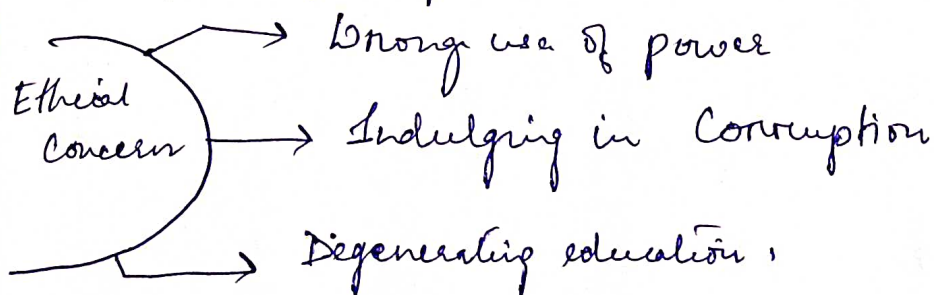
Educated youths nowadays are seen declining from politics. They consider politics are dirty politics.



However, measures to motivate youth can be taken for active participation —



Yet ethical concerns are related to youth joining politics.



Thus it can be said that youths must be taught to actively participate in politics keeping balance of education & its values.

Q6. "I should think he a BRAVER who overcomes his desires than he who overcomes his enemies." — Aristotle.  
[150 words]

→ The above statement describes about human desires which sometimes become obstacle in path of achievement goal.



Q10. Explaining the concept of political neutrality, discuss its significance in administration. Also highlight how Civil Services Code of Conduct rules seek to ensure political neutrality in civil services. [150 words]

→ Political neutrality or non-partisanship can be defined as neutrality in political decisions on work.

Political neutrality is a key demand from civil servants in administration.

### Significance of Political neutrality in administration

- ① It ensures efficiency with<sup>out</sup> being biased.
- ② Honest output of work without any political influence.
- ③ Continuing integrity
- ④ Trust in administration doesn't hamper.

However, political neutrality can be ensured better when code of conduct rules is followed.

### Significance of Code of Conduct in maintaining political neutrality

- ① Code of conduct rules describes non partisanship of civil servant to be utmost.
- ② Civil Servant can vote but cannot publicly display his/her preference.
- ③ They cannot use any political symbol in home & cars.
- ④ They cannot support or disown criticise any party publicly.

Thus code of conduct can be a shield for civil servant to follow political neutrality.

Q11. Ethics gets meaning essentially in a social context. But not all social norms can be called ethical. Discuss. [150 words]

→ Ethics can be defined as standards set up by society that accepts a behaviour socially.

Ethics is socially accepted norms & thus gets its meaning essentially in social context. But not all social norms can be called ethical.

Societal norm considered ethical

- ① Respecting elders
- ② Helping poor and needy
- ③ Disregarding rape, murder, injustice as unethical.
- ④ Following values.

But however all ~~ethical~~ social norms are not considered

Ethical.

Social norms considered unethical

- ① In ancient days Sati was considered as social norms. But it is unethical.
- ② Nippte Talag was considered as social norms but is unethical
- ③ Child marriage was considered as social acceptance but is unethical.
- ④ Heterosexual only is considered normal. But Homosexual is also an ethical behaviour.

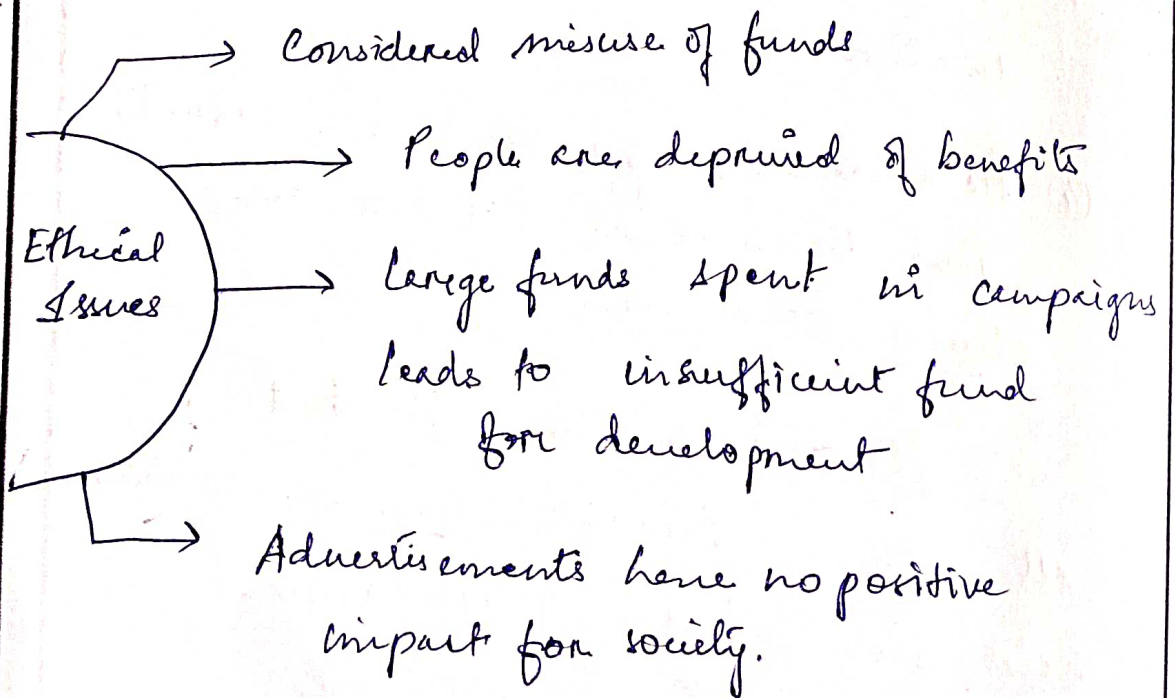
Thus it can be said that all ethical behaviour can be considered social norms but not all social norms be considered ethical.

Q12. Explain the ethical issues involved in spending government funds for advertisements campaigns and publicity. [150 words]

→ Government funds are sanctioned for upliftment of societal needs but same are used for advertisement of campaigns & publicity.

Spending government fund in advertisements & campaigns are considered unethical.

Ethical issues related to it



Such funds by government must be used for benefits of people. Helping poor & needy with various developmental schemes would definitely aware people of good work of government.

Campaigns, advertisement without any actual work can never win trust of masses in long run.

These funds must be utilised to benefit people rather than promoting political parties.

**Q13. The phenomenon of "Vaccine Nationalism" presents an ethical conundrum in the Age of Global Pandemic. Analyse.**  
[150 words]





**SECTION B**

Q14. You are a young honest IAS officer who has been recently posed as an SDM in a district of a state in western India. The state has high incidence of agricultural poverty and farmers' suicide. This year has been especially bad for the farmers. The Covid Induced lockdown drove down prices of food commodities, reduced purchasing power of people and restricted the supply of many agricultural inputs. During summer months the state witnessed locust attacks. Standing crops of farmers were destroyed. The government launched a loan waiver programme for the affected farmers. Many of the farmers whose crops were destroyed were compensated. After a few months, your district witnessed another agricultural disaster. A sudden hail storm severely affected the standing crops in your district. Given the widespread agricultural distress, the state government again launched a loan relief scheme. The state government laid down certain criteria for eligibility under the scheme. One of the criteria was that farmers can claim loan waiver only once. The process for the loan waiver started and you paid special attention that all eligible farmers get benefited as early as possible. One day, a group of distressed farmers approached you. They told you that due to a hail storm their house collapsed and all the documents were lost. They pleaded that you use your discretion and approve their name for the loan waiver scheme. They told you that if they don't get any help from the state, they have no other options but to commit suicide. You were moved by their plight and approved their name in the beneficiary list for loan waiver on compassionate grounds.

After some days, you saw a headline in your local newspaper mentioning scam and corruption in loan waiver schemes. The report mentioned multiple cases where a farmer was able to secure benefit under both loan waiver schemes: one for the locust attack and other for the hail storm. Many farmers who did not even have standing crops during the hail storm, as it was destroyed in locust attack, got the benefit of the loan waiver under hail storm related scheme. You have been accused of using your discretionary power and benefiting some undeserving farmers. A corruption enquiry has been started against you for your alleged role in this multi crore rupee scam.

- The entire episode has come as shock to you, where a decision in good faith has landed you in trouble. What approach will you adopt to handle the situation in hand? Justify.
- What measures can be taken to ensure that honest civil servants are not punished for bonafide mistakes on their part?

[250 words]

→ Me being an honest IAS officer tried helping farmers from their distress is being accused of using discretion for scams.

### Ethical concerns involved

- ① Honesty of mine at stake
- ② Reputation at stake
- ③ Integrity questioned
- ④ Trust of people on administration  
Shaken

### Stakeholders involved

- ① Me, as an IAS officer
- ② The farmers I ~~aimed~~ <sup>awaited</sup> loan benefits
- ③ Farmers left out
- ④ Administration
- ⑤ People as whole

### Steps by me to handle the situation

- ① Inform higher authority about my intention & whole story.  
Ask them to suggest me.

- ② Inspect the farmers I helped and investigate whether they were honest to me or not.
- ③ Publicly keep my intention in mind & ask people to decide whether my decision is justifiable or not.
- ④ If farmers actually lied & availed double benefits, I would charge FIR on them for fraud.
- ⑥ Measures to be taken to ~~take~~ ensure that honest civil servants are not punished for bonafide mistakes on their part —

(A) I will highlight my fraud happening as an example & advise civil servants to investigate before.

(b) Before using discretion thorough investigation must be mandated, of situation.

(c) Always taking advice of higher authority must be advisable.

(d) Publicly aware such scans in media & newspaper to alert other civil servants.

(e) Punish scammers legally to set an example to discourage such type of activity.

Q15. You are a senior manager in one of a MNC. One day you receive a harassment complaint from one of your female employee against Mr. X, a star performer of the software development unit. Mr. X is leading a major project of the company after which the company will be eligible to bag government contracts. On preliminary investigation you find that Mr. X is liable for the offence. At this juncture, serving a suspension notice to him or setting up a departmental inquiry will have serious repercussions on the project in particular and image of the company in general. You have the following options.

- Ignore the issue as giving warning or initiating an enquiry will have repercussions on the company's image.
- Giving a warning to Mr. X.
- Assure the female for a stringent action so that she may remain quite till the completion of Project and then initiating an action.
- Initiating an action against Mr. X as the act done by him should have zero tolerance. What will be your stand in the above mentioned scenario? [250 words]

→ Mr. X who is leading ~~an~~ an important project is accused of harassment from a female employee. In this case Mr. X has acted for something which would have zero tolerance towards his action.

### Ethical Concerns

- ① Safety of women at workplace is violated
- ② Trust of women in workplace
- ③ Punishable Crime

### Stakeholders involved

- ① Me, as senior manager
- ② Mr. X.

- ③ Woman (Victim)
- ④ Women as whole & their safety
- ⑤ Trust in companies safety  
working environment
- ⑥ The Project

### Options I had

- ① Ignore the situation

### Merits

- ① Project won't be hampered
- ② Company's image would be saved.

### Demerits

- ① Women, and all other women would never feel safe to work.
- ② Degradation of healthy work culture
- ③ Encourage Max to do same in future

④ My conscience crises.

② Giving Warning to Mr. X

Merits

- ① Project won't be hampered
- ② Mr. X would realise his mistake

Demerits

- ① Women won't get justice
- ② My conscience crisis

③ Assure action after project completion

Merits

- ① Project would be completed
- ② Women would get justice

Demerits

- ① Demoralising the women for company's profit
- ② Selfish interest for company

## ④ Taking action against Mr X

### Merits

- ① The woman would get justice
- ② Mr X could be punished for his ill deeds.

### Demerits

- ① Company's name would degrade
- ② Loss of project

I will choose the fourth action of taking action against Mr X immediately.

### Justification for my action

- ① Sexual harassment must be of zero tolerance
- ② Set an example for others that women safety matters.
- ③ Also I will <sup>replace</sup> ~~replace~~ ~~for~~ other eligible employee in place of Mr X for the project.

Q16. Sunita is a brilliant student with a lot of interest in biology and medical sciences. She wants to seek admission in medical stream in a private college because she missed the cut off to get admission in government run medical colleges. Her father has sufficient wherewithal and he has no objections to pay the heavy fee structure for private medical education. However, Sunita's grandfather as well as mother say that, what is the use of spending so much money on a daughter as eventually she would go to somebody else's family. It is better to keep money for her marriage or for their son's requirements, who will look after the family.

Assess the attitudinal differences between father and daughter on one side and grandfather and mother on the other side and its repercussions on society. How Sunita can persuade her family to allow her to become a doctor? [250 words]

→ Sunita being bright student wanted to opt. medical in private institution as she didn't clear government's college cut off. She is encouraged for private education by her father but her mother & grand-mother is against it.

In this case there is attitudinal differences between father daughter on one side & mother & grand mother on other side.

### Differences of attitude

#### Sunita & Father

① Encouraging girl's education despite of expenditure.

#### Mother & Grand Mother

① Doesn't want girl's education & cost of expenditure

### Son's & Father

- ② Believing girl as asset
- ③ Support girl & boy's education

### Mother & Grand Mother

- ② Believing girl as liability.
- ③ Support boy education

This attitudinal problem bring  
repercussion to society.

### Repercussions

- ① Encourage child marriage
- ② Consider girl as liabilities
- ③ Discourage girl education
- ④ Degrade status of women in society
- ⑤ Encourage believe of girl born to be a housewife.

① Disregard women empowerment

② ~~Do not~~ discourage for women to be an asset.

However, Sunita in this case can convince her mother & grand-mother.

### Steps for Sunita to be taken

① Give example of women who are helping in nation building.

[Eg] Kalpana Chawla, Lata Mangeshkar

② Persuade her family to accept that women can be asset too.

③ Promise her family to become a

Successful doctor one day.

- ① Emotionally persuade her mother  
& grandmother.

Q17. Saraswathi has been recently appointed as a Labor Enforcement Officer (LEO). Saraswathi has always lived with her family in a metropolitan area. Due to her new posting, she has shifted to a suburban area and this is the first time that she is living away from her family. Though Saraswathi is enjoying her work, some cultural difference, especially related to gender discrimination, has come as a rude shock to her. One day, Saraswathi was inspecting a construction site as part of her official duty of protecting the rights of labourers and ensuring a safe work environment. Upon her arrival on the project site, she was greeted by Ajith, the chief contractor of the project. Ajith showed her around the project site and everything appeared sound at first. However, when she was about to leave, she saw an injured woman, Shanti. Saraswathi initially assumed that Shanti was injured in some work-related accident.

She asked Shanti about her injury and what Shanti revealed to Saraswathi shook her. Shanti told Saraswathi that she was a 17-year-old girl belonging to a tribal community and the contractor had brought her to the construction site with a promise of a decent working wage. While the male labourers were paid 25 rupees/day, Ajith paid Shanti just 15 rupees/day for her back-breaking manual labour. Shanti approached Ajith and demanded an increase in her daily wage to 20 rupees/day or she would go back to her village. Shanti was accompanied by some other women labourer. Not only Ajith refused to accept her demand but also thrashed her with a steel rod to set an example for the other labourers. Further, Shanti was forced to work on the construction site and not allowed to go back to her village, so that she can serve as a constant reminder of terrible repercussions for defying the contractor.

Saraswathi, who had never witnessed such barbarism in her sheltered urban life, was overwhelmed by emotions. Saraswathi was furious with the contractor Ajith and demanded an explanation on the incident. Ajith brazenly replied that he pays his employees what they deserve implying gender and the caste status of the employees. Saraswathi decided to initiate legal action against Ajith. However, her subordinates advised her against taking any action as Ajith is a local strongman and politically well-connected with the ruling dispensation. Ajith also threatened Saraswathi, who lives all by herself in a small town, of dire consequences for her activism. Considering this case, answer the following questions:

- What explains the widespread gender-based pay gap in jobs across sectors?
- Highlighting ethical issues involved in this case, evaluate different courses of actions available to Saraswathi.
- If you were in Saraswathi's position, what would you have done? Justify.

[250 words]

→ Saraswathi witnessed Shanti who was beaten by contractor for demanding equal pay for equal work. Saraswathi being Labour Enforcement Officer wanted to take legal action against the contractor Ajith.

(a) Gender based pay gaps across job sectors defines the patriarchal set of mind of society.

It defines that women are born to be treated as inferior to men.

Women being exploited since ancient time are at present too considered as weak & fragile & can be punished as per desires of men & society.

(b) Ethical Issues Involved in this case

① Integrity of Saraswathi to help needy.

② Gender based discrimination

③ Unflow of equal pay for equal work.

Different Courses of Action available to  
Saraswathi

① To ~~late~~ ignore the situation

Merits

① She won't be liable for any consequences.

② No threatening by the Contractor

Demerits

① Conscience crisis

② No justice to Shanti.

② Ask contractor to pay Shanti equally as men

Merits

① Shanti equally paid

② No harm to Saraswathi by contractor

### Demerits

- ① Shanti won't get justice
- ② Wrong message to people & workers
- ③ Guilt of doing wrong.

### ③ Taking legal ~~example~~ action

#### Merits

- ① Shanti would get Justice
- ② Set an example for others
- ③ Contractor would pay for his deed.

#### Demerits

- ① Contractor may take revenge
- ② In this situation I would take legal action against contractor & set an example for everybody to not discriminate on gender & class or caste basis.

Q18. According to some reports, gambling and betting together, while illegal, have evolved into a multi-billion dollar industry in India with one estimate pegging the market at \$60 billion. Added to this is the wide reach of cricket as a sport and the periodic cases of betting in it making to news. It has been suggested by some that making gambling and betting legal would resolve many issues and also contribute to the exchequer.

On the other hand, there remains a strong opinion against doing so.

(a) What is your opinion on the matter?

(b) Also, identify the merits of the arguments in opposition to the stand you have taken. [250 words]

→ Gambling & betting have ~~become~~ evolved to become a multi-billion dollar company. But both are considered to be illegal.

Gambling are suggested by few to make legal.

Cause to make legal

① It would evolved as multi dollar company

② It would contribute to exchequer.

Whereas other remain strong in doing so.

Cause to remain betting & Gambling as illegal

① It is source of easy money.

② Handwork & to income money would be avoided by people.

(A) My opinion on the Matter

In this regard I support with the ones who want betting and gambling to be considered as illegal & legal action to be taken to the ones doing so.

Justification of my action

① Betting & gambling would encourage people to go for easy money making process.

② At same time few will be very rich by winning the

betting & few would come to roads.

③ Betting & Gambling are bad addition same as alcohol & other narcotics.

④ If one taste easy money he/she could never work hard to earn money.

So, I think betting & gambling are bad addition which bring instability in society. This may also lead to sports player getting corrupted to huge dollars of betting. Sport would just remain as gambling & not entertainment.

(b) Arguments in opposition

(i) Even if it is considered illegal people would continue doing so without any profit to exchequer.

(ii) Thus if made legal atleast would profit the economy too.

(iii) Betting can bring huge exchequer than any other work by hardwork.

Q19. You are a District Education Officer in the Tribal District of the Country. On a survey of the district you found a need of setting up schools in several zila panchayats as they have only private schools to the zila panchayat, they denied the proposal citing land acquisitions concerns as it being a tribal district. But the real motive is that they have their own schools and their business will be hampered. Convincing the gram sabhas for acquiring a village land seems a tough job as many members of gram Sabha are affiliated to zila panchayat.

- a) What options do you have? Explore each option vis-à-vis constraints.  
b) What will be your course of action?

[250 words]

→ Being a District Education Officer in Tribal District, I am given responsibility to set up schools in several zila panchayats but zila panchayat denied with their selfish interest stating reason of land acquisition concerns.

In this regard ~~I have~~ ethical concerns related are —

- ① Integrity to help needy
- ② Self vested motive

### Stake holders Involved

- ① Me as an officer
- ② Members of Zila Panchayat
- ③ Members of Gram Sabha
- ④ Tribal community as whole

## Options regarding the situation

### 1. Inquire about land

#### Merits

- ① Truth of ZP members would come up
- ② Could establish a school

#### Demerits

No demerits

### 2. Ignore the situation & don't build school there

#### Merits

- ① there would be no merits in such situation where establishing school can help a whole community

#### Demerits

- ① Students bound to study in private schools with high fees
- ② ZP members would be in profit of their private Institutions

(b) [Course of Action]

My course of Action would  
be that —

(i) I would try to convince members  
of gram Sabha & Zila Panchayat  
the benefits of government school  
for the community.

(ii) If the members still arise  
same concern of land then  
I would investigate thoroughly  
about the availability of land.

(iii) I would held a meeting  
with people of the Panchayat  
& explain my motive & benefits

behind it.

I think people of the society  
of Gram Panchayat would understand  
the benefits of government school.

Thus they would help me  
in smooth implementation of  
the project while the profit  
makers would have created  
obstacles while doing so.

**Rough Page**