



# VISION IAS

www.visionias.in

## GENERAL STUDIES (TEST CODE : 1420)

|                   |          |                     |          |
|-------------------|----------|---------------------|----------|
| Name of Candidate | P. SRIJA | Registration Number | 633454   |
| Medium Hindi/Eng. | ENGLISH  | Date                | 18/12/20 |
| Center            | ONLINE   |                     |          |

| INDEX TABLE                                                                                                   |               |                | INSTRUCTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|---------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q. No.                                                                                                        | Maximum Marks | Marks Obtained | <p>1. Do furnish the appropriate details in the answer sheet (viz. Name, Registration Number and Test Code).<br/>उत्तर पुस्तिका में सूचनाएं भरना आवश्यक है (नाम, प्रश्न-पत्र कोड, विद्यार्थी क्रमांक आदि)।</p> <p>2. There are FOURTEEN questions printed in ENGLISH &amp; HINDI<br/>इसमें चौदह प्रश्न हैं अंग्रेजी और हिन्दी में छपे हैं।</p> <p>3. All questions are compulsory.<br/>सभी प्रश्न अनिवार्य हैं।</p> <p>4. The number of marks carried by a question/part is indicated against it.<br/>प्रत्येक प्रश्न/भाग के अंक उसके सामने दिए गए हैं।</p> <p>5. Answers must be written in the medium authorized 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 authorized one.<br/>प्रश्नों के उत्तर उसी माध्यम में लिखे जाने चाहिए जिसका उल्लेख आपके प्रवेश पत्र में किया गया है और उस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यूसीए) पुस्तिका के मुख्य पृष्ठ पर अंकित निर्दिष्ट स्थान पर किया जाना चाहिए। उल्लिखित माध्यम के अतिरिक्त अन्य किसी माध्यम में लिए गए उत्तर पर कोई अंक नहीं मिलेंगे।</p> <p>6. Word limit in questions, if specified, should be adhered to.<br/>प्रश्नों में शब्द सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।</p> <p>7. Any page or portion of the page left blank in the Question-Cum-Answer Booklet must be clearly struck off.<br/>उत्तर पुस्तिका में खाली छोड़ा हुआ पृष्ठ या उसका अंश को स्पष्ट रूप से काटा जाना चाहिए।</p> |
| 1(a)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1(b)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2(a)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2(b)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3(a)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3(b)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4(a)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4(b)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5(a)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5(b)                                                                                                          | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6                                                                                                             | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7                                                                                                             | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8                                                                                                             | 10            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9                                                                                                             | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10                                                                                                            | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 11                                                                                                            | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 12                                                                                                            | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 13                                                                                                            | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 14                                                                                                            | 20            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Total Marks Obtained:                                                                                         |               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Remarks:                                                                                                      |               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Signature of Examiner                                                                                         |               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 16-B, 2 <sup>nd</sup> Floor, Above National Trust Building, Bada Bazar Marg, Old Rajinder Nagar, Delhi-110060 |               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Plot No. 857, 1st Floor, Banda Bahadur Marg (Opp Punjab & Sindh Bank), Dr. Mukherjee Nagar Delhi- 110009      |               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## EVALUATION INDICATORS

1. Contextual Competence
2. Content Competence
3. Language Competence
4. Introduction Competence
5. Structure - Presentation Competence
6. Conclusion Competence

Overall Macro Comments / feedback / suggestions on Answer Booklet:

1.

2.

3.

4.

5.

6.

**All the Best**

## SECTION - A

1. (a) Man is not only a product of his environment but can also modify the environment. Do you agree with this view? Justify your answer with suitable examples. (150 words) 10

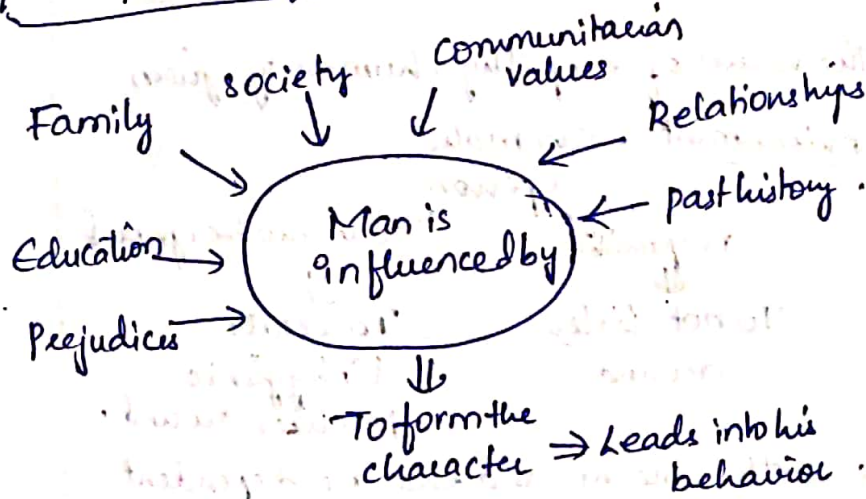
मनुष्य न केवल अपने परिवेश का उत्पाद है, बल्कि वह परिवेश को रूपांतरित भी कर सकता है। क्या आप इस दृष्टिकोण से सहमत हैं? उपयुक्त उदाहरणों के साथ अपने उत्तर का औचित्य सिद्ध करें।

Ans-

The above statement implies that man is a result of actions of his environment, has their effect on him. But, also can man change the same environment with his efforts either positively or negatively.

Yes, the statement holds true because:-

Man - product of Environment



↳ Thus, man is the endproduct of the action of various environmental events.

↳ Ex A child, learns the values of humanity, respect from family and applies



the same, in his laterage to either

become someone like → Abdul Kalam

(or)  
→ Osama Bin Laden

all due to the influences on him.

Man - Can also modify

1) As, Man is a part of that environment.

2) He also adds his values into the society.

[Env. Empathy, hatred]

3) He co-habits with environment for sustainable living.

4) He can't be separated from Environment.

Env. The values of empathy, humanity gives  
by environment - can make  
a person

responsible

↓  
To not litter  
around

→ Can also be ignored

↓  
To create  
Unhygienic  
practices around.

Thus, both means and end are dependent  
on man with his relation to Environment as  
per Kantian philosophy.



1. (b) Though it may seem that accountability and efficiency are antithetical to each other, accountability is a sine qua non for good governance. Discuss. (150 words) 10

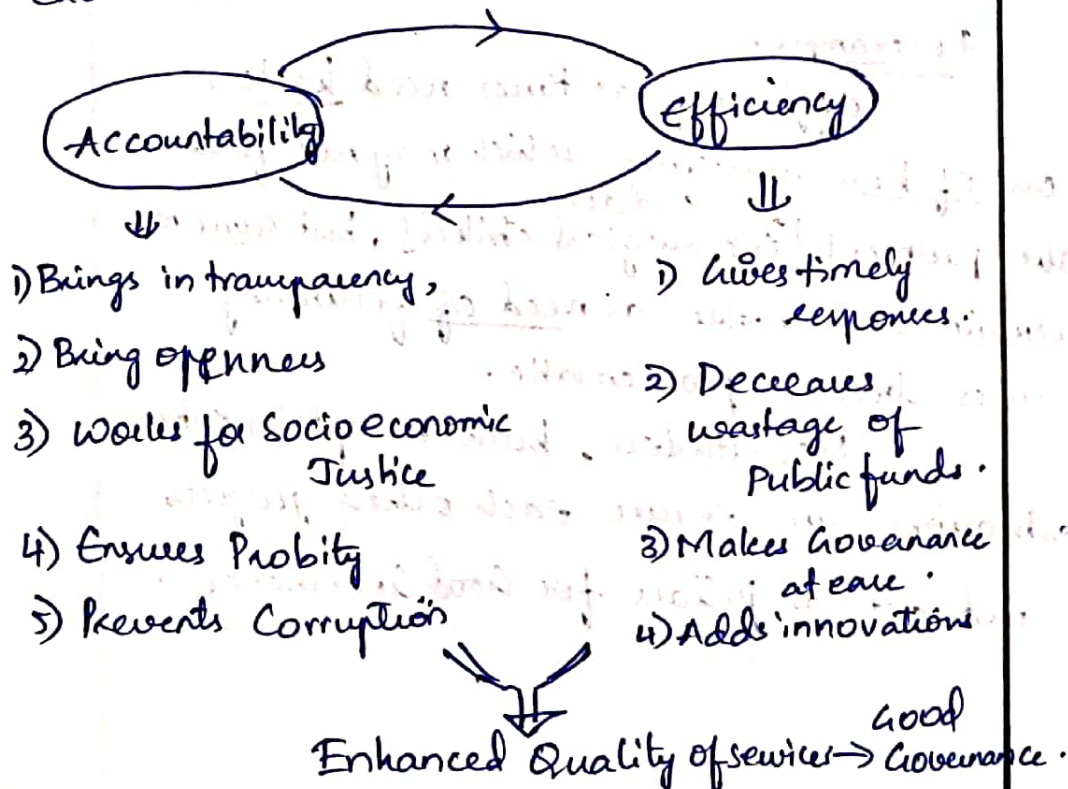
हालांकि यह प्रतीत हो सकता है कि जवाबदेही और दक्षता एक-दूसरे के प्रतिपक्षी हैं, किंतु जवाबदेही सुशासन के लिए अपरिहार्य और आवश्यक है। विवेचना कीजिए।

Ans:-

'Accountability' refers to quality of being answerable to one's actions both legally and morally. While "efficiency" is the ability to perform an action with perfect outcome.

Are they Antithetical?

→ No, they are aren't, instead help each other to enhance.



-Accountability.- Sine qua non for Good Governance

- ↳ Accountability ensures, proper working of an agency as per rules, sides [probity]
- ↳ It creates a sense of deterrence to prevent nexus and corruption  $\Rightarrow$  [⊕ efficiency]
- ↳ It makes governance responsible and equitable.
- ↳ It ensures integrity, truth, conscience of the officials to stand tall.
- ↳ Provides a trust worthy environment.

For example

efficiency at times need haste, out of box solutions which may not follow the protocol [<sup>sudden</sup> Surgical strikes], but same to remain accountable as need of following rules becomes problematic.

Nevertheless, both except in extreme situations can ensure each others progress and act as pillars for Good Governance.



2. (a) Gandhian ideals can be of immense help in dealing with the Covid-19 pandemic. Evaluate. (150 words) 10

कोविड-19 महामारी से निपटने में गांधीवादी आदर्श अत्यंत सहायक सिद्ध हो सकते हैं। मूल्यांकन कीजिए।

Ans COVID-19 situation has brought into limelight the need of for moral and inclusive society to prevent such pandemics in future.

Gandhian Ideals :-

- ① Trusteeship model :-

In times of COVID-19, supply of medicines, test kits as per ICMR have led to profiteering (140%) by private companies.

Here, the trusteeship model of Gandhiji which asks the corporate to not own profits but be a trustee to help the society comes into play.

- ② Need for Tolerance and Truth :-

It was needed in times of continuous rumours "unceasing about Tablighi Jamaat" propensities, online which resulted in infodemics of fakenews and doctors not treating muslim patients.



③ Non violence & and Sahyagrah

In the times of assault against doctors in spite of their humongous role.

Depicted the need to be strong while one holds truth, to protect the society as per duty.

④ Work as Worship with Punctuality

Policemen and Municipality Sanitary staff have provided unrelentless services in spite of risk to their lives.

This indicates need for one to perform his/her duty in all times.

⑤ Humanity above all

Work done by few volunteers to bury the dead COVID-19 patients, depicts the need for humanity and its greatness above all ideologies.

⑥ Gandhi's Talisman

To help the migrant poor labourers in times of loss of economic support and livelihoods.

[Gur Sonusood foundation, Baba ka Dhaba]

Thus, time and again Gandhi's ideas helped and will help to deal emergencies like Pandemic (COVID-19).

2. (b) While civil servants have the legal right to undertake post-retirement jobs it raises key ethical issues. Comment. (150 words) 10

यद्यपि सिविल सेवकों को सेवानिवृत्ति के बाद नौकरी करने का विधिक अधिकार है, किंतु इससे महत्वपूर्ण नैतिक मुद्दे भी उत्पन्न होते हैं। टिप्पणी कीजिए।

Ans.

Civil servants are the "steel frame" of our nation. They form the bridge in between the Government and public to provide necessary public services as per Social Contract theory.

Legal Right - Post retirement Jobs / Yes, because:-

- 1) As they are part of executive for more than 3-4 decades, can help in expertise.
- 2) Can enhance working of private sector with their efficiency.
- 3) Can lead to good work culture as learnt to deal with public at grass root level.
- 4) Can help emerging youth entrepreneurs with their suggestions and strong values and political connections.
- 5) Civil servant, has right as enjoyed by any other official to use his expertise to earn income after retirement.



But issues like

- 1) Post retirement job offers [due to favours done during service]  $\Rightarrow$  Conflict of Interest in working officials.
- 2) It can increase trend of Corporate-bureaucratic nexus.
- 3) It can thus result in Corruption (Coal gate, 2G scam).
- 4) It can result in questioning the objectivity, Probity, integrity of an official.
- 5) It can decrease the honour in the eyes of Public to the Bureaucracy.
- 6) Right to work Vs Right to maintain official secrecy.
- 7) Personal interest Vs Public interest.
- 8) Can stand as example; to future generations - to expect favours for present work.  
 $\Rightarrow$  Bad work culture.

Thus, post retirement benefits though depict civil servants right, ~~its~~ his/her role as a public officer [social influence] should also be kept in mind to reject certain posts.



3. Given below are quotations of moral thinkers/philosophers. Bring out what they mean to you in the present context:  
नीचे नैतिक विचारकों/दार्शनिकों के उद्धरण दिए गए हैं। वर्तमान संदर्भ में आपके लिए उनके क्या अर्थ हैं:

(a) Try not to become a man of success but rather try to become a man of value. Albert Einstein

(150 words) 10

सफल व्यक्ति बनने का प्रयास न करें, बल्कि मूल्यों के लिए जीने वाला व्यक्ति बनने का प्रयास करें। अल्बर्ट आइंस्टीन

Ans  
The above statement said by Albert Einstein, implies that it is a important for a person to maintain his values in the process of achieving a task, rather than focussing only on the success.

It implies Kashian philosophy of strenug over the importance of means.

Values are those preferences, which an individual adopts in performing an action.

Ex Values like empathy, honesty, truthfulness.

Mean in Present context:-

1) As an individual:-

One has to perform an action with set values. Ex:- A Doctor cannot perform a surgery risking a life of patient.

to earn money (or) with aim to get good name but has to do it as his duty with values of medical ethics - compassion, secrecy maintained.

### 2) At community level:-

A community needs to adopt values like tolerance, inclusivity, instead of just working for growth.

Sir In Delhi - rampant industrial growth led to increased economy (success), but the value of stakeholder ship to Environment is denied.

### 3) At Global level:-

For example, in case of illegal immigrant Crisis of Rohingyans - one cannot make them deported and feel success for security but their humane needs - to have right to food, education, livelihood also have to be recognised.

Thus, values remind us the ethical outcome of an actions, hence values are much superior to success.



3. (b) Having knowledge of an unethical act and allowing it to continue can spread a contagion that can affect multiple beings in society. Bertrand Russell (150 words) 10

अनैतिक कार्य का ज्ञान होने और इसके बावजूद उसे जारी रहने देने से एक प्रकार का संक्रमण फैल सकता है जो समाज में अनेक व्यक्तियों को प्रभावित कर सकता है। बर्ट्रेण्ड रसेल

Ans.

The above statement implies that -  
having the cognisance of an unwanted event [bad/illegal/illegitimate], ~~can~~ and not exposing it can affect many others in the society.

Its relevance lies in the need to break the silence (or) need to be honest to have responsibility to prevent such future scenarios to others.

Its relevance is

① In Individual level:-

In times of present growing trend of child sexual abuses as per NCRB, 2020 reports.

When a parent asks her/his child to remain silent, the perpetrator (accused) can take it as advantage exploiting other children in future.



## ② In society:-

→ In times of corruption, when a citizen tries to remain silent, not exposing truth of the public servant. The same official can threw a family into poverty on name of bribe.

→ Also in times excessive actions of executive [Custodial deaths - Toohekudi] no public outrage or need to address concerns, can create a culture of Custodial torture.

## ③ Global:-

→ In terms of Environment pollution also the same can hold good.

~~For~~ When the global nations are not reminded of their faulty Industrial practices, unsustainable thermal power projects.

It ~~can~~ leads to present increase in global temperature.

Climate change → Climate refugees

Thus, this effect of silence to an unethical task is as damaging to one's conscience and it is to others living.

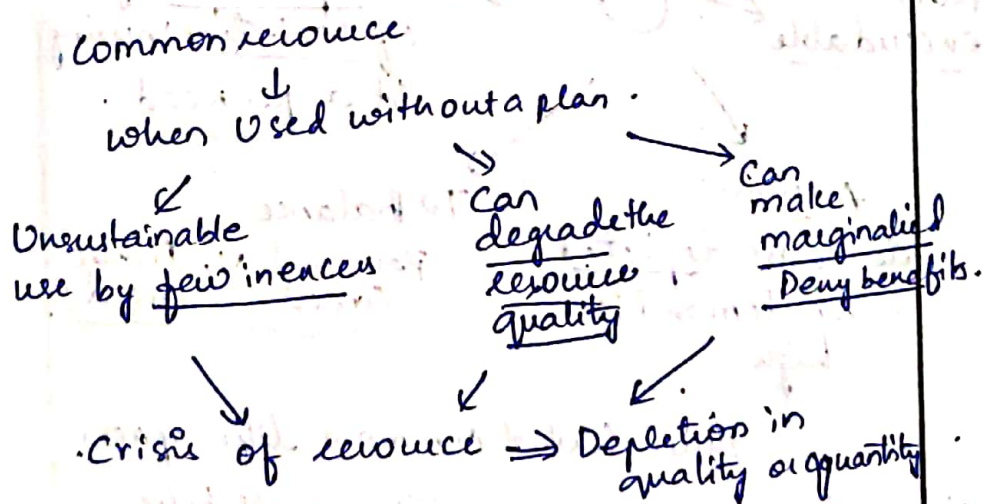
4. (a) When people use a common resource without a coordinated plan the result is often a tragedy of the commons in which the resource is depleted. In this context, discuss the various ethical challenges arising out of utilization of Global Commons. (150 words) 10

जब लोग समन्वित योजना के बिना किसी सर्वनिष्ठ संसाधन का उपयोग करते हैं, तो इसके परिणामस्वरूप प्रायः ट्रैजेडी ऑफ कॉमन्स घटित होती है जिसमें संसाधन का अवक्षय हो जाता है। इस संदर्भ में, वैश्विक सर्वनिष्ठ संसाधनों के उपयोग से उत्पन्न विभिन्न नैतिक चुनौतियों की विवेचना कीजिए।

Ans:- "Common Resources" are those which are shared by all with no/minimal charges, whose effect of depletion however can be felt by all.

Ex:- Water, Air, Coal, Trees etc.

### Tragedy of Commons



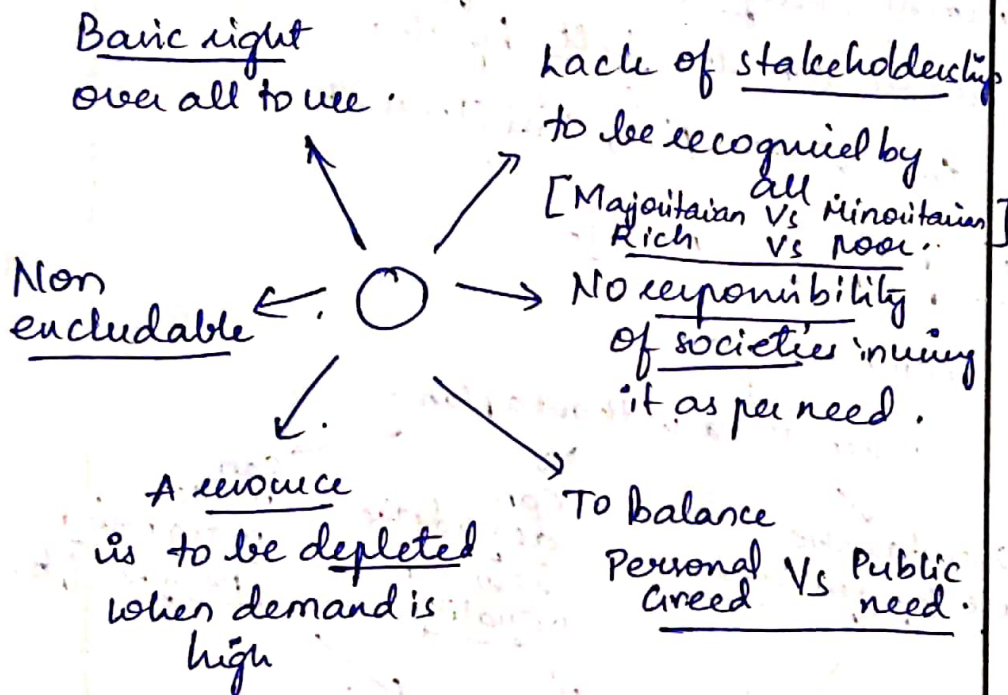
Ex:- In case of water as a common resource, when used as a resource when in excess can lead to depletion.



It can also result in water pollution  
when majoritarians (rich) exploit water due to  
underground heavy metal pollution.

thus, result in loss of quality (Arsenic/  
lead pollution) and quantity - for both poor and rich.

### Ethical challenges



Thus, Global commons like space, air, water have responsibility on all to be saved and used in limit to ensure their availability with EQUITY.



4. (b) While a code of conduct merely establishes minimal standards of conduct, a better strategy to promote ethical work culture is through internalization of values. Discuss. (150 words) 10

जबकि आचार संहिता केवल आचरण के न्यूनतम मानकों को स्थापित करती है, नैतिक कार्य संस्कृति को बढ़ावा देने के लिए मूल्यों का आंतरीकरण बेहतर रणनीति है। विवेचना कीजिए।

Ans

"Code of conduct" is the list of values to be followed by an individual working in an organisation during his work.

It is more formal, rigid, static group of values.

For Objectivity in decisions,  
Transparency in <sup>following</sup> rules  
No Gifts (> 5000 Rs)

Merely Standard of conduct

- Because it can't be monitored in all time  
(For Kautilya - honey on tip of tongue)  
of official
- It is formal, expected to be followed
- It cannot stop an individual from having Conflict of interest.
- It cannot being objectivity.

[∵ Loopholes in conduct can be used for rules benefits]

Internalization of values → Ethical work Culture

- ① It brings in change in the perception of an issue.
  - ② It promotes integrity, honesty, fidelity in working
  - ③ It enhances efficiency, attitude at work place
  - ④ It bring guide in workmanship
- Influences the working of an institution
- It  
Ethical  
work  
Culture

For An IAS officer has a conduct rule to not take gift worth 5000Rs, but the same can be taken by him as a ~~do~~ private obligation in the form providing a service at free (worth more than 5000).  
Instead the same, with a value officer with values can deny in all cases.

Thus, both values in private and public life can be maintained with ethical actions rather than formal codes.



5. (a) A state that does not have the political will and the discipline to enforce probity in governance, can not get rid of the menace of prolonged corruption. Discuss. (150 words) 10

वह राज्य जिसमें शासन में ईमानदारी को प्रवर्तित करने की राजनीतिक इच्छाशक्ति और अनुशासन नहीं है, वह दीर्घकाल से व्याप्त भ्रष्टाचार की समस्या से छुटकारा नहीं पा सकता है। विवेचना कीजिए।

Ans.

"Probity" refers to the character & possess values of high end nature like Integrity, honesty, objectivity. It is the ability to be efficient and Trustworthy.

Political will :-



- 1) Can create laws to cause deterrence (Ct & Lokpal Act, 2013)
- 2) Can create ecosystem to prevent corruption.
- 3) Can create transparent working.
- 2) Can enhance accountability (Ct & social audit, RTIs)

Discipline



- ① Can ensure strict enforcement of laws.
- ② Can create examples to officials to prevent acceptance of corruption as norm.
- ③ Can create a ecosystem with good work culture.

No Probity - No Curb of Corruption

No Discipline, No political will

Thus, cannot enforce laws to  
create deterrence in administration,

↓  
Lacks Probity in Governance

Results  
in more  
secrecy in  
procedures

↓  
It results  
in lack  
of  
objectivity

↓  
Denial of  
Rule of  
law.

④ Political-Bureaucratic nexus + poor quality of services

↓  
"Corruption" as norm in a state.

For Ex In state of Bihar, it has been identified  
lack of political will and discipline

↓  
As breeding corruption ⇒ which has  
been reason for its poor governance and  
economic backwardness

Thus, both are part and parcel of  
Good Governance and probity in governance.

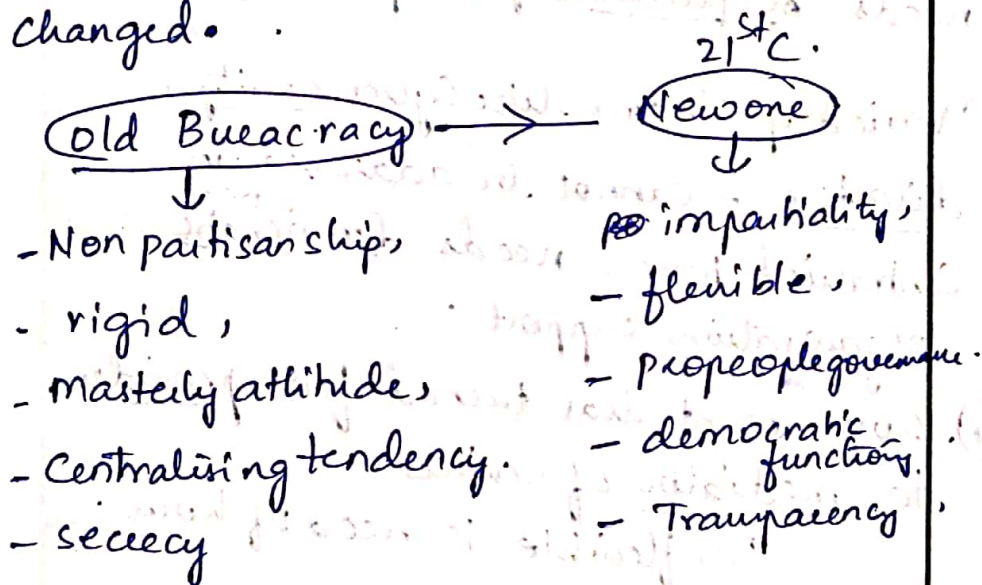


5. (b) India cannot march successfully in to the 21st century with the administrative system having a colonial mindset. Discuss in context of the bureaucratic work culture in India. (150 words) 10

भारत औपनिवेशिक मानसिकता वाले प्रशासनिक तंत्र के साथ 21वीं शताब्दी में सफलतापूर्वक प्रगति नहीं कर सकता है। भारत में नौकरशाही कार्य संस्कृति के संदर्भ में विवेचना कीजिए।

Ans.

Indian bureaucracy is regarded as the "steel frame" of our nation. But, the values on which it is run have changed.



Cannot march in 21<sup>st</sup> C with colonial mindset

- ① Because, recent era has been privatizing many sectors, which needs more empathetic behaviour towards civil societies rather than ordering them.

- ② 21<sup>st</sup> C - has been an era of transparency, democratic attitudes of people have been high

↓  
It cannot accept 'One man show'; needs equitable participation from all.

- ③ Varied problems like Cybersecurity, disasters - cannot be addressed in centralised <sup>local</sup> tone; needs democratic organisations support.

- ④ Government has turned from provider to mediator of services.  
So, flexible is need of hour.

- ⑤ Government post CPA (1991) reforms, regard private companies as wealth creators - so, need for flexible, expertise comes into play.

Thus, role of civil services has to suit the people's needs rather than remaining static - as they need to serve people at large (as mandate).



6. Which corporate leader has inspired you the most and what moral lessons have you learnt from their life? (150 words) 10

किस कॉर्पोरेट नेतृत्वकर्ता ने आपको सबसे अधिक प्रेरित किया है और आपने उनके जीवन से कौन-से नैतिक पाठ सीखे हैं?

Ans:-

"Corporate leader" is the one who has influenced the working of the company with values.

[Ex- Equitable, Equal, Trusteeship values]

The leader whom I was inspired the more was ~~Mamagor~~ "Azim Premji"

Moral lessons:-

① He has been the most humane corporate leader, providing funds to major sectors of nation - education, health.

② His Foundation, has lead to many Surveys - to identify the poor condition of the workers.

Ex- Recently MNRECA delays in payments resulting in loss of wages by (1/3rd) in travelling costs (2010) was brought by it.

Thus, his value to give equal  
[statehoodship] to rich and poor is  
to be noted.

- ③ He has been most compassionate,  
by helping the real and tribal  
youth and girls - to get educated

Provide <sup>II</sup> sponsorships

To be <sup>II</sup> part of entrepreneurship  
platform.

⇒ Depicts his ability to [create leaders].

- ④ [Trusteeship] model of Gandhi is  
followed by him, intends donating more  
than half of his property to the development  
of nation.

- ⑤ His respect and [gender equality] norms  
by making WIPRO - gender neutral with  
equal chances to women are also  
rewardable.

Thus, assaid leader himself,  
shows, walks the path, so, is Azim Premji  
and his ideals...



7. Increasing participation of people in governance and easy access to information is what transforms governance to good governance. Elaborate. (150 words) 10

शासन में लोगों की बढ़ती भागीदारी और सूचनाओं तक सरल पहुँच ही शासन को सुशासन में परिवर्तित करते हैं। विस्तारपूर्वक बताइए।

Ans

Good Governance introduced by world bank in 1995, refers to the ability of procedures providing services to people, be based on certain values of transparency and accountability.

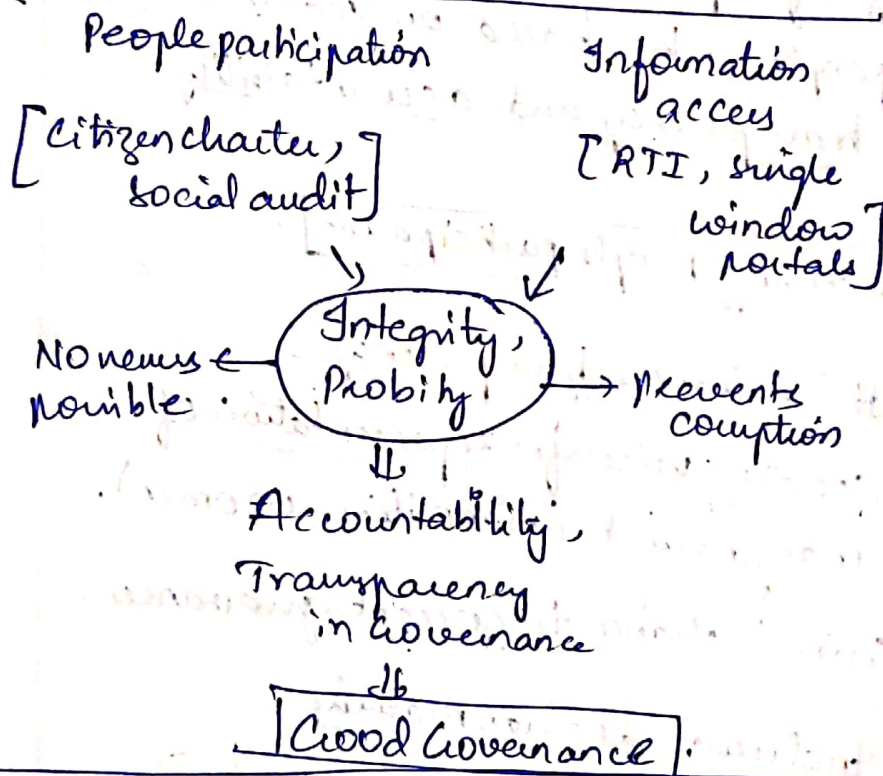
### Increasing People participation

- ↳ It enhances transparency.
- ↳ Creates voice for representation of marginalised (minorities, women).
- ↳ Gives chance to correct grievances.
- ↳ Inclusive decision making
- ↳ Involves stakeholders ⇒ inclusive development

### Access to information

- ↳ It results in transparency.

- ↳ It creates deterrence involving -
- ↳ Prevents corruption and misuse.
- ↳ It creates information as power  
[∵ no place for secrecy]



Thus, both accessibility of information and people's participation form basis for "Good Governance".



Write this

1420

# VISION IAS™

Don't write anything this margin (यह भाग न लिखें)

8. It is sometimes believed that moral scrupulousness in one's private life automatically guarantees high moral stature in professional life. Do you agree? Justify your stand with logical arguments. (150 words) 10

कभी-कभी यह माना जाता है कि किसी के निजी जीवन में नैतिक सत्यनिष्ठा, स्वतः ही पेशेवर जीवन में उच्च नैतिक उच्चता की गारंटी देती है। क्या आप सहमत हैं? न्यायसंगत तर्कों के माध्यम से अपने दृष्टिकोण का औचित्य सिद्ध कीजिए।

Ans:-

Professional and private lives are mostly integrated due to the kind of values they share at the same time.

I do agree with the above statement.

Because:-

- ① Private, public life can't be separate as they are performed by single individual.

- ② Values like → Fidelity } common  
honesty }  
empathy }



- ③ There cannot be two different thoughts at one time.

4) Personal life struggles acts  
as a part of behavior framing  
which can effect profession.

[Ex If a person has issues with police  
in younger age → he tries to become  
one / hates them  
forever]

5) Personal life events influence  
professional life.

[Ex Atthamaram Bapu, Uber chair - ~~was~~  
↓  
were removed from people's trust  
due to their adverse personal  
relations]

Thus, both personal and public  
life have mutual interdependence,  
and can't be separated at any said  
time without conflict of interest.



## SECTION - B

In the following questions, carefully study the cases presented and then answer the questions that follow (in around 250 words):

9. You are working as a District Magistrate in an aspirational district where women literacy and sex ratio is one of the lowest in the country. It is brought to your notice that a woman who has been elected as 'Sarpanch' on a seat reserved for women candidates in a panchayat in your district is head 'only on the paper'. All the work related to the panchayat is actually carried out by her husband. Even the flag hoisting ceremony on Independence Day is carried out by her husband. However, her husband happens to be a good administrator as indicated by that panchayat's performance on various developmental parameters as compared to other panchayats in the district. Also, her husband enjoys the support of the local people. Given the situation, answer the following:

(a) Identify the stakeholders and issues involved in this case?

(b) What options are available to you as the District Magistrate in such a scenario? Also, evaluate each option and indicate what option will you choose. (20)

आप एक आकांक्षी जिले में जिलाधिकारी के रूप में काम कर रहे हैं जहां महिला साक्षरता और लिंगानुपात देश में सबसे कम में से एक है। आपके ध्यान में यह बात लाई जाती है कि आपके जिले की एक पंचायत में महिला उम्मीदवारों के लिए आरक्षित सीट पर 'सरपंच' के रूप में चुनी गई एक महिला केवल 'कागजों पर ही सरपंच' हैं। पंचायत में संबंधित सभी कार्य वास्तव में उनके पति द्वारा संपन्न किए जाते हैं। यहां तक कि स्वतंत्रता दिवस पर ध्वजारोहण समारोह की अध्यक्षता भी उनके पति द्वारा की जाती है। हालांकि, जिले की अन्य पंचायतों की तुलना में विभिन्न विकास मापदंडों पर पंचायत के प्रदर्शन में मिलने वाले संकेतों से पता चलता है उनके पति एक अच्छे प्रशासक हैं। साथ ही, उनके पति को स्थानीय लोगों का समर्थन भी प्राप्त है। उपर्युक्त स्थिति को देखते हुए, निम्नलिखित प्रश्नों के उत्तर दीजिए:

(a) इस मामले में सम्मिलित हितधारकों और मुद्दों की पहचान कीजिए?

(b) ऐसे परिदृश्य में जिलाधिकारी के रूप में आपके पास क्या विकल्प उपलब्ध हैं? साथ ही, प्रत्येक विकल्प का मूल्यांकन कीजिए और इंगित कीजिए कि आप कौन-सा विकल्प चुनेंगे।

Ans-

The above case scenario depicts the recent trend of "Sarpanch pathi" culture due to 1/3<sup>rd</sup> reservation granted by 73<sup>rd</sup>, 74<sup>th</sup> Constitutional amendment acts.

a) Stakeholders

- 1) District magistrate (myself)
- 2) women in village (said).
- 3) Other villages
- 4) ~~Village~~ Sarpanch (elected woman)
- 5) Sarpanch's husband
- 6) Villagers of that village.
- 7) Government - state
- 8) Local administration.

Issues:-

- ① "Sarpanch pathi" culture - denying the right of Sarpanch elected legally by her husband.
- ② Sarpanch' / political post - ornamental position
- ③ Patriarchy in attitude, modernity is working.
- ④ Local villagers voting - with name of man as supporting ~~as~~ his wife due to lack of options.



- ⑤ No change in behaviour of local panchayat.
- ⑥ Lack of legal deterrence in the  
with Sayarch and her husband.
- ⑦ Poor Local administration will to change  
the scenario.

### b) Options

- ① To leave the  
issue as it is.

Evaluation It prevents unnecessary influx  
in the local villagers. It allows proper  
administration by Sayarch husband (as he  
is good administrator).

No role of me as a leader,  
cannot change behaviour of villagers.  
Denies major purpose for 1<sup>st</sup> 3<sup>rd</sup> recommendations.

- ② To take formal action against Sayarch  
and her husband.

Evaluation:-

It can create deterrence to others. Can bring change in attitude of other Sarpanch husbands (local villages). My crisis of conscience solved.

However, can create law and order issue in village. The public mandate can be derided as Sarpanch is an elected post. No behavioral change in villagers guaranteed.

- ③ To meet the Sarpanch villagers, explain the relevance of reservation, and warn them if similar actions followed. Ask her husband to <sup>help</sup> her wife in administration and not totally replace her.

Evaluation:- Can prevent such issues, changes of change in behavior. Leadership role, <sup>emulated</sup> conscience crisis is prevented. Can serve as example to others.

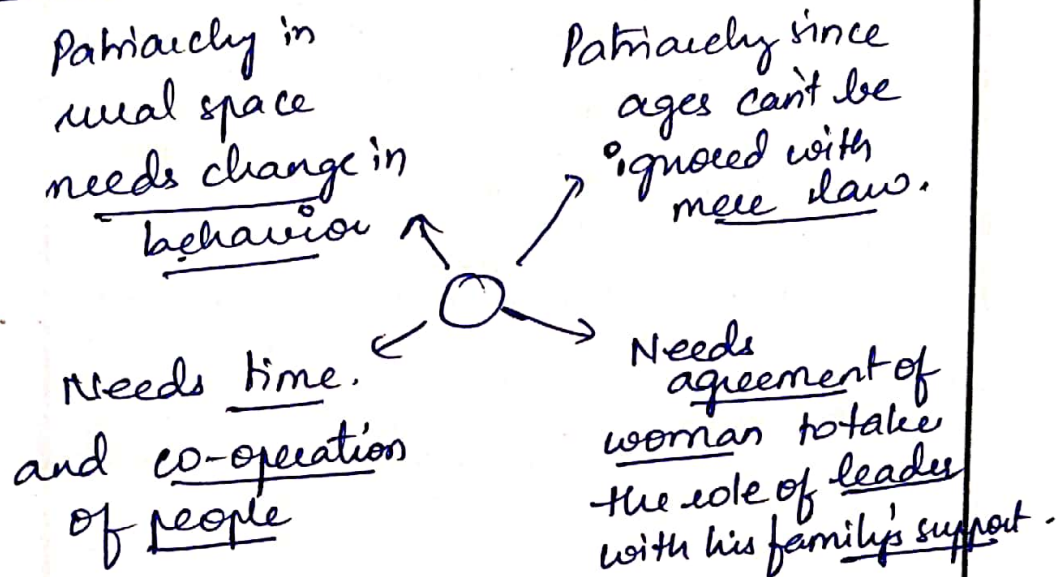
Repetition can still be an issue.



Choose:-

... I would choose option-③

Because



Thus, by forming local women SHCs, engaging the ~~sp~~ Sarpanch (woman) as leader of these groups, using ~~her~~ her husband's experience can all be steps ahead.

Thus, issues related with patriarchy needs wholistic and gradual change rather than quick impulsive notions.

10. The issues confronting humanity are multifaceted - from political conflicts and human rights abuses to pandemics and climate change. They are not contained within national borders, nor do they fit into the silos of separate government agencies or academic specialties. What is required is greater international cooperation, mutual respect, abiding by international laws and participative global decision-making. However, over the last decade, it has been observed that international relations have overshadowed these basic tenets of global governance and now we are at the verge of serious global catastrophic risks. When it comes to the structures of global governance, business as usual, is no longer an option. Not only an improvement in our understanding of risks is required but also taking responsibility to lead collective action for a coordinated global response.
- What do you think are the factors hindering collective actions?
  - Provide a case for the moral obligation of the international community to come together and find solutions to the problems we face.
  - What should be the principles guiding such international cooperation?

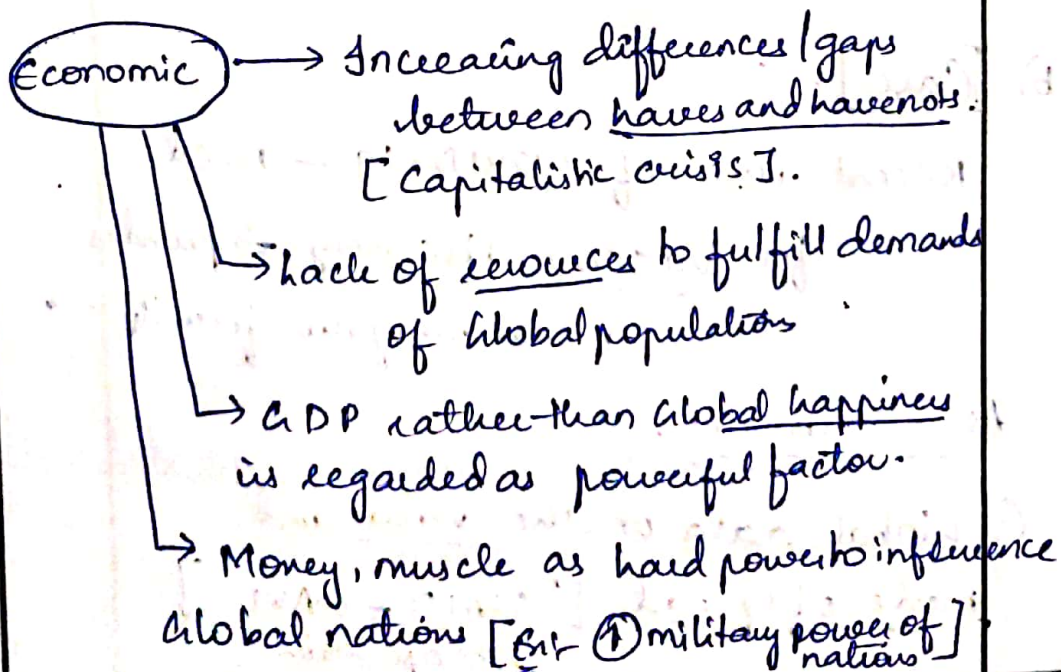
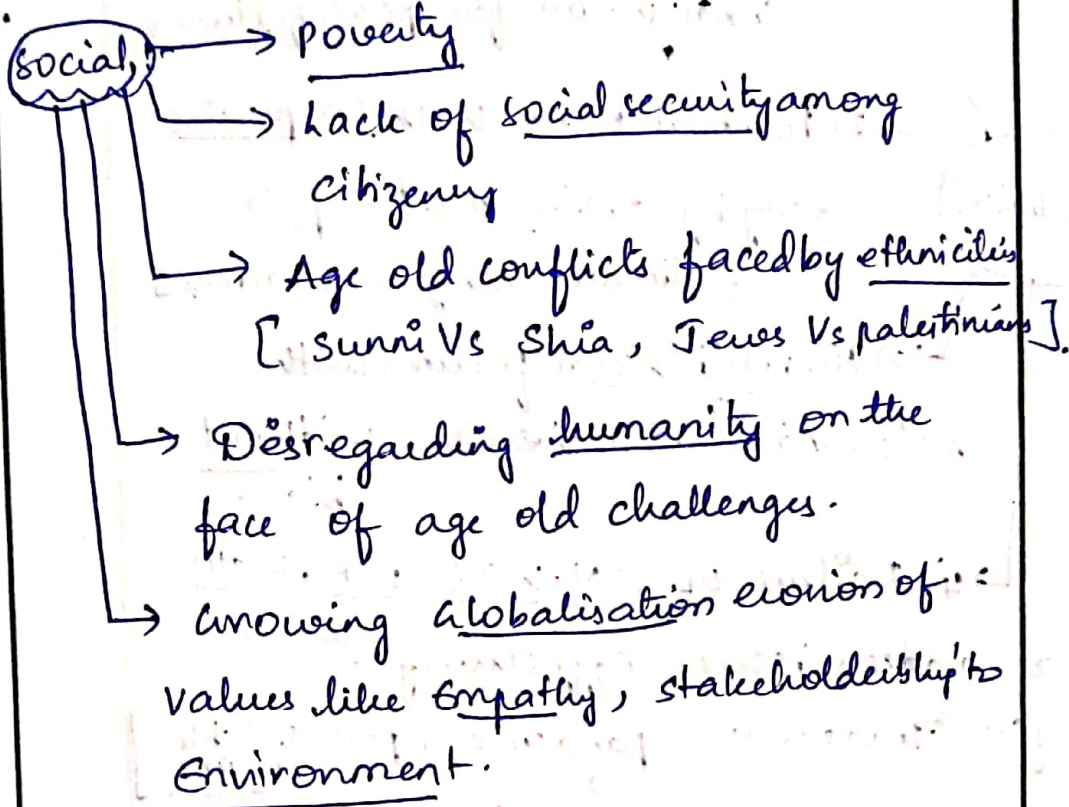
(20)

मानवता के सामने राजनीतिक संघर्षों और मानव अधिकारों के दुरुपयोग से लेकर महामारी और जलवायु परिवर्तन तक के बहुआयामी मुद्दे हैं। वे राष्ट्रीय सीमाओं तक सीमित नहीं हैं। न ही वे अलग-अलग सरकारी एजेंसियों या अकादमिक विशिष्टताओं के पृथक्-पृथक् निकायों में समायोजित होते हैं। इन्हें संबोधित करने के लिए अधिक से अधिक अंतर्राष्ट्रीय सहयोग, परस्पर सम्मान, अंतर्राष्ट्रीय कानूनों का पालन करने और मिलजुल कर वैश्विक निर्णय लेने की आवश्यकता है। हालांकि, पिछले एक दशक में, यह देखा गया है कि अंतर्राष्ट्रीय संबंधों ने वैश्विक शासन के इन मूलभूत सिद्धांतों को तेषथ में धकेल दिया है और अब हम गंभीर वैश्विक विनाशकारी जोखिमों की अंतिम सीमाओं पर पहुंच गए हैं। जब वैश्विक शासन की संरचनाओं की बात आती है, तो हमेशा की तरह व्यापार करते रहना, अब कोई विकल्प नहीं है। न केवल जोखिमों के विषय में हमारी समझ में सुधार किए जाने, अपितु समन्वित वैश्विक अनुक्रिया के लिए सामूहिक कार्यवाई का नेतृत्व करने की जिम्मेदारी लिए जाने की भी आवश्यकता है।

- आपके विचार से सामूहिक कार्यों में बाधा उत्पन्न करने वाले कारक कौन-से हैं?
- अंतर्राष्ट्रीय समुदाय के लिए एकजुट होने और हमारे द्वारा सामना की जाने वाली समस्याओं के समाधान निकालने हेतु नैतिक दायित्व का औचित्य सिद्ध करने हेतु प्रकरण प्रस्तुत कीजिए?
- इस प्रकार के अंतर्राष्ट्रीय सहयोग हेतु दिशा-निर्देशक सिद्धांत क्या होने चाहिए?

The above case study deals with multiple challenges being faced by 21<sup>st</sup> Century Global nations.



a) Factors :-

- Political**
- 1) Lack of leaders who have global vision for peaceful living.
  - 2) Political nexus with corporates denying Environment rights -  
[climate change, disasters]
  - 3) No multilateral forums with relevant global views, without bias.
  - 4) Failure of UN, WTO, WB, WHO to address issues effectively -  
[Trade wars, pandemic, poverty, epidemic] <sup>SHU EN min</sup>

b) **Case** :-

Recent issue of COVID-19 - need for Vaccine discovery ⇒ provides moral obligation for unity.

As, it needs :-

- ① Global data on the virus and mode of spread [ASAID, GAVI co-operation]



2) Science and Technological outputs can be shared across nations

⇓  
To supplement research

⇓  
① Time for inventing vaccine

3) It can ensure crossborder co-operation to prevent vaccine nationalism and ensure low costly vaccine to all nations

4) Its production and method needs Universal certification ⇒ To make vaccination successful and prevent future epidemics.

4) Principles :-

① Equity and Rights of all people based on Rule of law.

② Giving equal say for all nations  
[rich | poor | militarily strong].

- ③ To maintain privacy and of individuals involved.
- ④ To carry values of Compassion and humanity, ONE PLANET concept.
- ⑤ To have multipolar world with Universal peace as major aim.  
(Non nuclear proliferation, responsible power)
- ⑥ To put Inclusive and sustainable development before profiteering.
- ⑦ To give preference to Global development rather than national development.  
[Ex- Vaccine nationalism]
- ⑧ Humanity > Nationalism.
- ⑨ Scientific temper, tolerance gives higher stage [To prevent climate changes as mere concept].

Thus, it needs consciousness of global nations of the concept of Vasudhaiva Kutumbakam (world is one small family).



11. You are posted as Superintendent of Police in a district. A case has come up in which more than 30 girls were allegedly raped and sexually exploited at the city shelter home run by an NGO. The scandal came to light when media flagged complaints of sexual abuse of inmates of the city shelter home. A nexus of police, politicians, administration and criminals have been allegedly responsible for the racket going on for the last few years. In light of this, a lot of protests have erupted across the city.

While, on one hand, media glare has meant that people are demanding swift action, you have been asked to go slow in investigating the case by top officers in your department. Elections in the state are due in a few months, so it has become a politically sensitive issue. You are also under immense political pressure from the ruling party to not take strict action and make compromises to cover up the case.

Given the situation, answer the following:

(a) Identify the issues involved in the case.

(b) What are the options available to you? Which of these options will you choose? Justify your stand with logical arguments. (20)

आप एक जिले में पुलिस अधीक्षक के रूप में नियुक्त हैं। एक मामला सामने आया है जिसमें एक गैर सरकारी संगठन द्वारा चलाए जा रहे नगर आश्रय गृह (सिटी शेल्टर होम) में 30 से अधिक लड़कियों के साथ कथित रूप से बलात्कार और यौन शोषण किया गया। यह मामला तब सामने आया जब मीडिया ने शहर के आश्रय गृह में अंतर्वार्तियों के यौन शोषण की शिकायतों को उजागर किया। पिछले कुछ वर्षों से चल रहे इस रैकेट के लिए कथित तौर पर पुलिस, राजनेताओं, प्रशासन और अपराधियों की सांठगांठ जिम्मेदार है। इसकी जानकारी मिलने पर संपूर्ण शहर में अनेक विरोध प्रदर्शन हुए हैं।

हालांकि, एक ओर मीडिया के द्वारा इस बात को अधिक से अधिक उछाले जाने का अर्थ यह है कि लोग इस मामले में तत्परतापूर्वक कार्यवाही करने की मांग कर रहे हैं, वहीं दूसरी ओर, आपके विभाग में उच्च अधिकारियों द्वारा आपसे इस मामले की जांच पड़ताल में धीमी गति बनाए रखने के लिए कहा गया है। कुछ ही महीनों में राज्य में चुनाव होने वाले हैं, इसलिए यह राजनीतिक रूप से संवेदनशील मामला बन गया है। आप पर भी सत्ताधारी दल की ओर से कड़ी कार्रवाई नहीं करने और मामले को दबा देने के लिए समझौता करवाने का दबाव है।

इन परिस्थितियों में, निम्नलिखित प्रश्नों के उत्तर दीजिए:

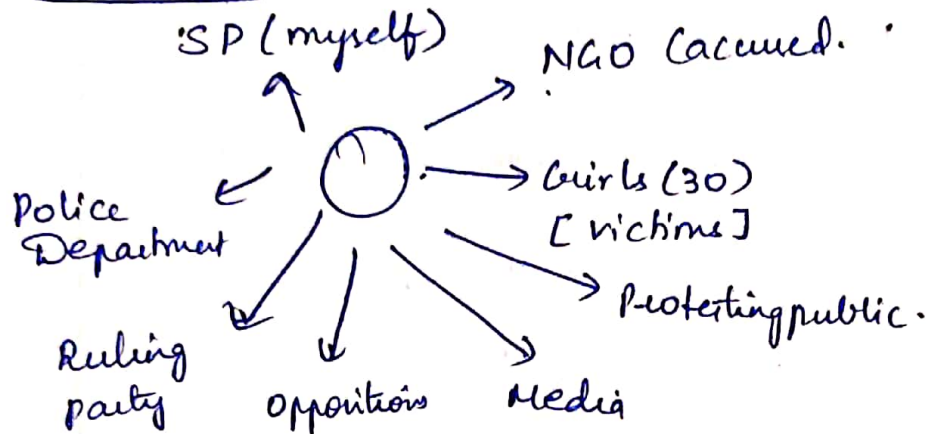
(a) प्रकरण में शामिल मुद्दों की पहचान कीजिए।

(b) आपके पास कौन-से विकल्प उपलब्ध हैं? आप इन विकल्पों में से किसका चुनाव करेंगे? इस विषय में अपनी ओर से लिए जाने वाले निर्णय का औचित्य सिद्ध कीजिए।

Ans

The above case study depicts the recent Bihar shelter home sexual abuse case which resulted into havoc in the concept of "humanity".

Stakeholders;



a)

Issues:-

- ①. Right to get proper rehabilitation by girls Vs sexual exploitation.
- ② Erosion of values in society.
- ③ Nexus between government - accused - police department.
- ④ Loss of proper case redressal [free and fair] [due to political, Departmental reasons].
- ⑤ Vulnerability of women - commodification Due to.
- ⑥ Poor maintenance and regulation of shelter homes by Government.



- 7) Public protests - creating law and order issue.
- 8) Populistic media stances.  
[TRP journalism].
- 9) Elections as mere barriers to stop the corruption as temporary stands, not as mandate changers.

b) Options :-

- ① To go as per departmental and Government pressure.

Demerits

- Against conscience,
- Against Integrity as a police officer.
- Civils denied justice

Merits

- Prevents outrage from department and government
- Transfer, can still allow others to do same.

- ② To move the case as per its own pace with strict investigation.

Merits

- solves conscience, ensures justice

Demerits

- creates deterrence
- punishes accused

- ③ To whistle blow about the same  
to media with evidences.

Merits

→ Can ensure justice,  
crisis of conscience

Demerits

→ Bad leadership role,  
→ denies my duty  
as police.

Choose:-

I would choose option-2

Justification:-

→ 1) It ensures justice to the girls,  
as a police officer I need to provide  
equitable justice to all.

→ 2) Can prevent medial trolls on corruption  
in police department

→ 3) To ensure that accused get  
punishment, to prevent future  
similar scenarios :



||

This I would:

- Give a media statement that justice to girls would be ensured with facts and evidences.
- provide girls first aid and required medical help, psychological.
- shift them to other safe home.
- Take help of Election Commission if political interference is noted in times of elections.

Thus, ensuring equitable, quick, fair justice <sup>some</sup> ~~are~~ of the important characters of 10 issues of sexual abuse.

12. Being the senior-most IAS officer, you are in line to be promoted as Chief Secretary after the incumbent retires in the next two months. Currently, you are heading the Public Works Department (PWD) and a road construction project worth crores has been opened for tender. A company X belonging to the son-in-law of the incumbent Chief Minister has also applied for the same. The director in charge of the screening process, a young IAS officer, has reported that company Y and the state PSU have submitted the best bids. Both you and the director are facing political pressure to favour the company X. The young IAS officer may be demoralised if you give in to the pressure. But if you don't give in then he may be transferred and your chances of promotion may also suffer. In light of the situation, answer the following:
- (a) Discuss the ethical issues faced by you in the given case.
- (b) What are the options available to you? Which of these options will you choose? Justify your stand with logical arguments. (20)

वरिष्ठतम आईएएस अधिकारी होने के नाते, आप अगले 2 महीनों में पदामीन मुख्य सचिव के सेवानिवृत्त होने के बाद मुख्य सचिव के रूप में पदोन्नत होने वाले हैं। वर्तमान में, आप लोक निर्माण विभाग (PWD) के प्रमुख हैं और करोड़ों की लागत वाली मड़क निर्माण परियोजना के लिए निविदाएं आमंत्रित की गई हैं। वर्तमान मुख्यमंत्री के दामाद से संबंधित एक कंपनी X ने भी इसके लिए आवेदन किया है। स्क्रीनिंग प्रक्रिया के प्रभारी निदेशक, एक युवा आईएएस अधिकारी ने यह रिपोर्ट दी है कि कंपनी Y और राज्य सार्वजनिक क्षेत्रक उपक्रम (PSU) ने सर्वश्रेष्ठ बोलियां प्रस्तुत की हैं। आप और निदेशक दोनों को ही कंपनी X का पक्ष लेने के लिए राजनीतिक दबाव का सामना करना पड़ रहा है। यदि आप इस दबाव के सामने हार मान लेते हैं तो युवा आईएएस अधिकारी का मनोबल गिर सकता है। लेकिन यदि आप उनके दबाव के सामने हार नहीं मानते हैं तो उस युवा अधिकारी का स्थानांतरण किया जा सकता है और इसके कारण आपकी पदोन्नति भी प्रभावित हो सकती है। इस स्थिति को देखते हुए निम्नलिखित प्रश्नों के उत्तर दीजिए:

- (a) दिए गए प्रकरण में आपको किन मुद्दों का सामना करना पड़ रहा है, उसकी विवेचना कीजिए?
- (b) आपके पास क्या विकल्प उपलब्ध हैं? आप इनमें से कौन-सा विकल्प चुनेंगे? उपयुक्त तर्कों से अपने निर्णय का औचित्य सिद्ध कीजिए।

*The above case study depicts the regular Conflict of Interest and political interference faced by Bureaucracy.*



stakeholders

- ↳ (Myself) Senior most IAS (head of PWD)
- ↳ Young IAS (Director)
- ↳ chief minister
- ↳ His son in law (company X)
- ↳ company Y
- ↳ state PSU
- ↳ people in large.

Ethical Issues

- ① Conflict of Interest  
 Private interest vs. Public Interest  
 ↓  
 To get promoted as chief secretary (CS).  
 ↓  
 To ensure transparent bidding
- ② Actions of political interference denying transparent working of Government bodies.
- ③ Can result in corruption allegations later.
- ④ Can create bad example to the young IAS officers.

- ⑤ No credit to merit, transparency is bidding ⇒ can lead to wastage of public funds ⇒ poor infrastructure
- ⑥ Derogatory to the work culture of organisation.
- ⑦ Against my conscience, integrity, code of Civil services Conduct.

b) Options:-

|                                                                              | <u>Demerits</u>                                                        | <u>Merits</u>                                                                          |
|------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| ① To obey with <u>Chief minister</u>                                         | 1) Against my integrity, conscience<br>2) Bad example to young officer | 1) Prevents any further loss of position<br>2) No transfer<br>3) Solves issue at merit |
| ② To <u>disobey</u> the <u>Chief minister</u> if <u>sitting interference</u> | 1) Can transfer (or) prevent promotion                                 | 1) Conscience Integrity saved<br>2) Good work culture<br>3) Merit appreciated          |



③ To create a Criteria for selection, and would ensure the CM that if his son in law would fulfill it he would get the bid for sure

Merits

- 1) Integrity
- 2) Conscience saved
- 3) Objectivity appreciated
- 4) Good example for young officer

Demerits

- ① May not be agreed
- ② Transfer risk

Justification:-

- 1) chance of getting bid by CM's son in law is still not denied.
- 2) Objectivity in framing criteria - prevents any litigation in future.
- 3) Criteria / Guidelines - ensures bidding selection to right company on basis of merit.
- 4) Can create objectivity, integrity instilled in work of young officer.
- 5) Still I can be credited for my integrity and honesty at work.

6) Can face corruption with emotional Intelligence.

Thus, issues which deal with public money needs objectivity, probity, emotional intelligence to prevent corruption from getting into the procedures and ~~also~~ depleting the necessity for equity equitable development.



13. As the head of the Special Purpose Vehicle (SPV), you are tasked to complete the construction of a power plant. The project needs to be completed expeditiously to fulfil the promise made by the government to ensure access to power for all. The selected site is in a remote area and is ideal for plant construction. However, the project would require relocation of the people living in the vicinity. Initially, the local community objected to disruption in their lives but were convinced later about the economic benefits that would accrue to the region through this plant. The project had started gathering pace, but recently a local NGO working for environment protection got involved with the local community regarding the issue. And now the local community has started protesting against any developmental activity in the region.

As the officer-in-charge for the speedy execution of the project, answer the following:

(a) What are the issues involved in this case?

(b) What course of action will you take and why?

(20)

विशेष प्रयोजन वाहन (SPV) के प्रमुख के रूप में, आपको एक विद्युत संयंत्र का निर्माण पूरा करने का काम सौंपा जाता है। सभी के लिए विद्युत की उपलब्धता सुनिश्चित करने हेतु सरकार द्वारा किए गए वादे को पूरा करने लिए परियोजना को शीघ्र पूरा करने की आवश्यकता है। चयनित स्थल एक दूरस्थ क्षेत्र में है और संयंत्र निर्माण के लिए आदर्श है। हालांकि, इस परियोजना के लिए निकटवर्ती क्षेत्र में रहने वाले लोगों को स्थानांतरित करने की आवश्यकता होगी। प्रारंभ में, स्थानीय समुदाय ने इससे उनके जीवन में पड़ने वाले व्यवधान पर आपत्ति जताई, लेकिन बाद में उन्हें इस संयंत्र के माध्यम से क्षेत्र को होने वाले आर्थिक लाभों के विषय में आश्वस्त किया गया। इस परियोजना ने गति प्राप्त करना प्रारम्भ कर दिया था, लेकिन हाल ही में पर्यावरण संरक्षण के लिए काम करने वाले एक स्थानीय गैर सरकारी संगठन ने इस मुद्दे के विषय में स्थानीय समुदाय के साथ सहभागिता करके कार्य करना आरंभ कर दिया। और अब स्थानीय समुदाय ने क्षेत्र में किसी भी विकासात्मक गतिविधि का विरोध करना प्रारम्भ कर दिया है।

परियोजना के त्वरित निष्पादन हेतु प्रभारी अधिकारी के रूप में, निम्नलिखित प्रश्नों के उत्तर दीजिए:

(a) इस प्रकरण में सम्मिलित मुद्दे क्या हैं?

(b) आप क्या कार्रवाई करेंगे और क्यों?

*Ans. - The above case study depicts the excessive involvement of civil societies in process of Governance stalling development decreasing GDP by 2 to 3%, as depicted by NITI Aayog.*

StakeholdersFacts:

- |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>① Head of SPV (myself)</li> <li>② Government</li> <li>③ Local community</li> <li>④ Local NAO.</li> <li>⑤ Public at large:</li> </ol> | <ol style="list-style-type: none"> <li>1) Power plant - to <u>generate</u> power for all.</li> <li>2) Need for <u>rehabilitation</u></li> <li>3) Agreement of local public earlier, is outraged by <u>NAO now</u></li> <li>4) Need for <u>speedy</u> completion (∵ <u>Government</u> promise)</li> </ol> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

a)

Issues

- ① Right to protest  
↓  
by locals      Vs      Right for development  
↓  
for public in large.
- ② Excessive interventions in governance by civil societies.
- ③ Loss of livelihood, land by locals for development of many.  
[ Teleological theory ]



4) site being remote area - needs no  
alternative / change in choice  
for powerplant construction -

5) Local NAO's role to protect environment

6) Right to save environment Vs Right to develop people  
at large  
(with electricity)

b) Course of Action -

① I would first bring in the  
local community, NAO leader into  
a common platform  $\Rightarrow$  for a meet

② Would ask their grievances

③ If all of environment related

would argue afforestation  
around powerplant  
involving NAO postconstruction

If not  
 $\downarrow$

↓  
Then would address ~~the~~ / discuss  
economic benefits  
once again with local community

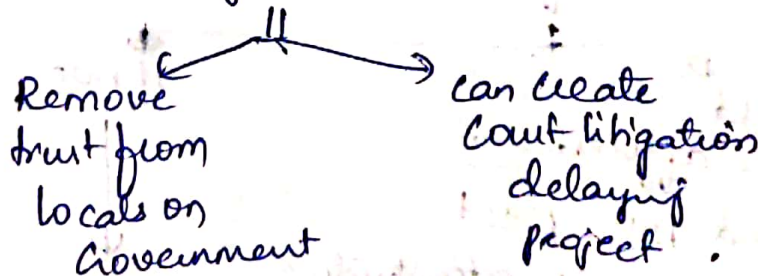
④ Would present EIA, social Impact  
Assessment, done on the plant to  
the local NAO

⇒ Getting legal conformity to  
continue the construction

⑤ If denied — would ask the NAO  
to face legal action for their  
excessive interference

### Justification :-

① Any untoward action / excessive  
action against NAO





- ② Right to Environment, protect, livelihood } as justifiable demands.
- ③ Engaging civil societies can increase pace of working.

Thus, any issue dealing with development agenda needs group talks and addressal of specific grievances rather than centralised actions.

14. Genetic editing has several applications with its potential to edit the
- genomes of both somatic and germ cells. This allows for the ability to not only cure genetic diseases but to edit the characteristics of future offspring.
  - The last few years have seen the development of several efficient, more precise genetic engineering techniques.
- However, with growing sophistication, various issues of bioethics have also have come to the forefront.

(a) Discuss the ethical considerations associated with genome editing.

(b) In the light of these ethical issues, provide an ethical framework on how this technology can be used for the betterment of humanity. (20)

जेनेटिक एडिटिंग में कायिक-कोशिकाओं और जनन-कोशिकाओं दोनों के जीनोम को संपादित करने की क्षमता से युक्त कई अनुप्रयोग हैं। इससे न केवल आनुवंशिक रोगों का उपचार करने बल्कि भावी संतानों के लक्षणों को भी संपादित करने की क्षमता प्राप्त होती है। पिछले कुछ वर्षों में कई कुशल, अधिक सटीक जेनेटिक इंजीनियरिंग तकनीकों का विकास होते देखा गया है।

(a) जीनोम एडिटिंग से संबंधित नैतिक चिंताओं की विवेचना कीजिए।

(b) इन नैतिक मुद्दों के आलोक में, मानवता के कल्याण के लिए इस प्रौद्योगिकी का उपयोग की जाने की कार्यप्रणाली का नैतिक ढांचा प्रदान कीजिए।

Ans =

The above answer comes in the context of recent discovery of CRISPR-Cas9 genetic scissors, which received Nobel prize for chemistry 2020.

(i) Ethical Considerations:-

① It can create genetically engineered babies

↳ creating Darwinian philosophy of fittest to survive.

→ Denies nature's selection.



- ⑤ Can prevent natural pregnancy and natural selection of species.
- ③ Can be misused by richer, majority majoritarian military nations to monopolise the population in a nation.  
[Uyghur Xinjiang - Islamic - China] genocide
- ④ Privacy of genetic coding can be easily deprived.
- ⑤ Can result in Objectification of BIRTH.
- ⑥ Can further create a false notion of supremacy of a race.
- ⑦ Biomedical ethics - can be under stress.

b) Ethical framework:

- ① To limit genetic engineering to somatic cell engineering.
- ② To correct lethal hereditary disorders in selected cases, with strict protocols to be undertaken by ethics committee.
- ③ To make the technology available to all nations on International platform  $\Rightarrow$  ( $\because$  prevents exploitation)
- ④ To provide options for consent legally questionable in court of law.
- ⑤ Provide Privacy guidelines on storage, usage of collected genetic information with third parties in future.



⑥ To prescribe penalties, if used to  
produce germ cell mutations  
making genetically engineered babies

As though science can  
emerge to solve problems, morals  
cannot be denied as said by  
Gandhiji as - "Science without morals"  
can't co-exist for long.