

Ethics_SS Class 01

A BRIEF INTRODUCTION OF THE PAPER (1:00 PM)

- No standard books to refer to.
- Only the development of the thought process.
- Use everyday examples
- Teaching pedagogy includes
- Conceptual understanding.
- Asking for doubts is important.
- Strict focus on answer writing practice.
- ***Introduction to ethics***
- The entire paper can be divided into three parts:
- Theory
- 1. Ethics and human interface
- 2. Role of socialization
- 3. Attitude
- 4. Emotional Intelligence
- 5. Moral thinkers
- 6. Aptitude and foundational values
- Application
- 1. Ethics in public administration
- 2. Probity in governance
- ***Case Studies***
- ***Syllabus Discussion***
- The four pillars for the preparation
- 1. Syllabus
- UPSC has already given detailed deconstruction of the syllabus
- The syllabus tells you the minimum you need to prepare (not the maximum)
- 2. Terminology
- 3. PYQs as themes are repeated
- 4. Answer writing
- Approach to preparing terminology
- 1. Definition
- 2. Characteristic features.
- 3. Examples - history, mythology, political leadership, administrative leadership, sports leadership, individual, etc.
- 4. Prescription
- Greed
- Insatiable desire with respect to material gains
- It can exist for other than material gains
- For example, greed for power or status in the society
- It is about desiring more than what we need
- It is a vice (negative undesirable trait/quality)
- It not only harms individuals but also has a negative impact on society as well as the negative impact on the nation
- For example, the legend of King Midas, the story of the greedy fox in Jatak tales, the greed of Duryodhana, crony capitalism
- Crony capitalism impacts sustainable development
- Prescriptions:
- As per Aristotle, charity and generosity are the prime virtue to contain
- Gandhiji's seven sins e.g. wealth without work, politics without principle, pleasure without conscience, or knowledge without character

ETHICS, INTEGRITY, AND APTITUDE (1:42 PM)

- ***Ethics***
- Ethics is defined as a prescriptive Code of Conduct for an actor in a situation with respect to what is right and what is wrong

- For example, the ethical responsibility of a defense lawyer to defend his client who is a rape accused
- Ethics are external and imposed from outside whereas integrity is an inherent quality that comes from within
- ***Integrity***
- When the path of righteousness is followed across time and space, it is referred to as reliability in ethical conduct or consistency in honest behavior and uncompromising adherence to ethics and values
- For example, honestly confessing about taking a bribe is an example of honesty, but a person of integrity will never even think of taking a bribe
- *A person with integrity has the following characteristics*
- Responsibility assumptions like Lal Bahadur Shastri, Dr. Satish Dhawan
- Manifest humility e.g. Dr. APJ Abdul Kalam
- Honest in all actions e.g. Ashok Khemka, Rajni Shekri Sibal (IAS Haryana who exposed the JBT scam), Poonam Malkondials (she pulled MONSANTO before MRTP commission forcing them to reduce BT cotton price)
- To think about others before promoting their vested interest e.g. race between Abel Mutei and Ivan Anaya (runner-up who won the race of integrity)
- Integrity is a value that ensures transformation from being a human being to being humane
- ***Why study ethics? or Significance of ethics***
- *Individual*
- 1. Quick decision-making due to faster resolution of dilemmas
- 2. Sense of contentment, and peace of mind as there is no sense of guilt
- 3. Source of confidence and provide courage to confront challenges
- 4. Manifest humility improving interpersonal relation
- 5. Improves credibility of an individual, thus increasing prestige/status in society
- 6. Reduced cognitive dissonance
- ***Note:***
- Cognitive Dissonance refers to a situation of mental discomfort due to a discrepancy between thought and behavior
- For example, you want to live a long life but do not want to quit smoking
- *Societal*
- Strengthens societal capital
- Ensure peace and harmony
- Prevent societal conflict on the basis of gender, caste, race, ethnicity, etc.
- Corrects stereotypes and prejudices
- Eradicate social evils
- Promote sustainable development

VALUES, ATTITUDE, MORALS, ETHICS - (VAME) (2:44 PM)

- VAME is a mental construct that acts as an instrument for behavioral regulation
- *It serves three purposes*
- 1. It guides our decision making
- 2. It influences our choices
- 3. It directs our behavior
- ***VAME is made up of three components***
- 1. Belief
- 2. Emotion
- 3. Behaviour tendency
- *Belief*
- Belief is referred to as an internal feeling that something is true
- It can be rooted in tradition, culture, myths, folklore, or very viable facts
- It can be defined as ideas or thoughts held by a group or society
- There are two types of belief- core belief and peripheral belief, both can be challenged and preferable beliefs can be easily changed
- *Emotions*
- It refers to bodily arousal which is a reaction to an event either internal or external
- Emotions are expressed through actions and when expressed through appropriate actions, it gives us a sense of relief

- Behavioral Tendency
- Emotion generates a desire for action, but it does not guarantee action
- **Characteristic Feature of VAME**
- Static vs Dynamic
- It is relatively permanent
- VAME is a source of identity
- It involves an investment of time, energy, and emotions
- Any digression from existing values generates a sense of guilt
- However, we accommodate change by admitting:
 1. Different behavior under the same value
 2. Change in value due to drastic changes in the environment
- For example, the radicalization of youth by anti-social elements or behavioral change from individualism to collectivism post-Covid pandemic
- 3. Overnight Changes e.g. Angulimal, Maharishi Valmiki, Samrat Ashoka, etc.

Topics for the next class: Continuation of VAME

Ethics Class 02

REVISION OF THE PREVIOUS CLASS (01:07 PM)

ABSOLUTE VERSUS RELATIVE (WITH RESPECT TO CONTEXT) (01:12 PM)

- Truth is a truth even if no one speaks.
- The lie is a lie even if everyone speaks.
- There cannot be a wrong way of doing the right thing.
- The rightness or wrongness of an action is independent of the situation of the context.
- For example, the Robinhood concept is unethical.
- For example, Jumping the traffic signal to save someone's life.
- This absoluteness has a touch of rigidity and a certain flexibility is desirable to operate successfully with the environment.
- Hence, the attitude of relativeness is preferred as according to this approach nothing is right or wrong for all time to come.
- According to **Gautam Buddha, "Being kind is more important than being right"**.
- For example, Speak the truth but speak pleasantly.
- (Example from Newton movie or the story of a sage).
- **Characteristic Feature:**
- **Culture-specific versus Universalism:**
- Values are the adhesive which binds people of the society together----> For any such society to survive ---> It needs to have stability and harmony----> One of the pre-requisite is to have **value consensus** =====> Hence, we can say values are culture-specific.
- **Indian society:**
- Collectivism.
- Cooperation.
- Strong religious orientation.
- Familial obedience.
- Delayed gratification.
- There are some values which can transcend the boundaries of society and are universal.
- For example, love, Happiness, compassion, wisdom, etc.
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Empathy + Desire for action=Compassion

- Imaginatively placing oneself in the position of others to understand their emotional profile.
- For example, Avani Saran's concept of bike ambulance which reduced the cost of health care by 90% for tribals.
- **Wisdom:**
- Knowledge /intelligence+ Morality = Wisdom.
- **Objective versus Subjective:**
- Value is not the property of the object but the judgment of the subject.
- Values exist independent of the individual.
- For example, According to Plato, Beauty is an objective virtue.

- Usually, the values are perceived to be subjective as individual variation can occur due to differences in understanding, perception, and judgment.
- If every value will be subjective then there would be a challenge of uniformity.
- Hence, values such as wisdom, love, and compassion are objective.
- Although values can be objective but their manifestation can be subjective.
- For example, for a long period of time, stalking was the acceptable form of expression of love as depicted in Cinema.
- **Characteristics feature of values:**
- General determinant of behaviour.
- Guiding principles.
- Worth you allocate to something.
- Expressed in terms of "should".
- Largest canvas which subsumes all other examples.
- **Beliefs:**
- Long-lasting beliefs based on preferences with respect to desirable or undesirable.
- **Attitude:**
- Specific determinant of behaviour.
- Readiness of the psyche to act in a certain way.
- **Values and attitude:**
- Values are more general and are not related to any object whereas attitude is specific and is related to distinct objects, people, event, etc.
- Values represent "**what ought to be**" and helps in decision making whereas attitude is well-established thoughts which shows the likeliness of a person to behave in a particular manner.
- Values are derived from culture, traditions, social agencies, etc, Attitude is often based on personal experiences.
- Hence, it is relatively less enduring as compared to values.
- For example, respect is a value but it does not specify that you will be respectful towards people of a certain community.
- Being religious is a value but it does not specify that you will regularly visit religious shrines.
- **Ethics and Morals:**
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Dimensions	Ethics	Morals
Concept	What is the right thing to do in a situation for an actor	Standard of behaviour with respect to right/wrong set by an individual
Source	External society	Internal/individual
Why do we follow?	Because society says it is the right thing to do	Because we think it is the right thing to do
What if we deviate?	Social exclusion/boycott	Guilt, remorse, anxiety
Flexibility	The collective proposition of the society hence relatively more objective	Varies from individual to individual hence it is subjective.

- **Examples where Morality and Ethics are not in sync:**
- Defence Lawyer:
- X has committed the heinous crime but is your client.
- **Morality:**
- Strictly punished.
- **Ethics:**
- Right to be heard.
- Declares fair trial.
- **Doctor:**
- X is a patient who is terminally ill but a rape convict.
- **Morality:**
- Deserve to die.
- **Ethics:**

- Saving the life of the patient is the utmost priority and duty.
- **Administrative Official:**
- Distributive ration only to those with Adhaar card.
- X is a poor, hungry, and starving person without Adhaar.
- **Morality:**
- Give Ration.
- **Ethics:**
- Strictly follow written rules.

CRISIS OF CONSCIENCE (CoC) (02:42 PM)

- Conscience refers to the intuitive, authoritative judgment regarding the moral quality of action.
- CoC is defined as a situation where you worry because:
 1. You think you have done something wrong.
 2. You had a dilemma between two options and you were compelled to take action against your conscience.
 3. When there is a feeling of guilt.
- For example, State of mind of Arjun before Kurukshetra, there was a feeling of guilt that he has to fight his own family members.
- Inertia to appear as a witness in criminal cases or with respect to career choices although you believe in social welfare, you don't choose a career in this field as you think it would not be economically viable.
- Hence, wisdom, courage, and integrity are required to solve CoC.
- Conscience is like a dog that can never bite but never stops barking.
- CoC is a moral manifestation of **cognitive dissonance**.
- **Norms:**
- These are informal guidelines with respect to behaviour of an individual in society.
- Agreed upon the societal members.
- Binding on all.
- Referred to as **social expectations**.
- Tool of **Social control** as it ensures conformity and uniformity, and checks deviance.
- For example, touching the feet of elders as a matter of respect or early marriage with respect to the girl child, arranged marriages, universalisation of marriage, and heterosexual form of marriages.
- The highest stage of the evolution of norms which is codified with respect to expected/unexpected behavior is known as laws.
- **Ethics:**
- **What is the right thing to do?:**
- It can have many answers depending upon sources of ethics.
- Hence to ensure a minimum state of enforceable behaviour for all in society laws are made.
- **Laws:**
- Laws are based on an ethical framework and aim to bring social order while controlling the immoral behaviour of individuals in society.
- The law acts as an external set of standards imposed on the individual by the appropriate authority.
- An individual disobeying the law is liable to face penalties and punishment.
- Laws have societal sanction and hence have an important role in the smooth functioning of society.
- (*It is not the severity of the law but the certainty of the law which acts as a deterrence factor).
- However, it is ethics that acts as a moral compass in guiding our behaviour even when the law is silent.
- Ethics is the first line of defense against deviance whereas law enforcement is remedial and reactive.
- "Law determines the direction in which society should move but its the culture which determines the direction in which society actually moves". ----Andre Bettrille
- **Ethical and Legal (examples):**
- Right to education for all.
- Prohibition of child labour.
- Right to privacy.
- **Ethical but not legal:**
- A hungry child steals a loaf of bread for a starving family.
- Jumping traffic signals to save someone's life.
- **Unethical and illegal:**
- Trafficking.

- Untouchability.
- Child marriages.
- Bonded labour.
- **Unethical but legal:**
- Medical Termination Pregnancy.
- Altruistic surrogacy.
- Passive Euthanasia.
- Moonlighting
- Mankading.
- Breaking promises.
- Not donating from personal wealth.
- Suicide (Under section 115 of Mental Health Care).

The topic to be discussed in the next class- Socialisation.

Ethics Class 03

REVISION OF THE PREVIOUS CLASS (01:14 PM)

- **HOW THE VALUE SYSTEM IS DEVELOPED**
- The process is called "**Socialisation**"
- **Socialisation is a process-**
- By which a child is inducted into society's culture.
- By which values are transmitted from one generation to another.
- By which the personality of an individual is shaped by the culture of society and enables them to become productive assets of society.
- **MECHANISM OF SOCIALISATION**
- **1)Observation learning.**
- The process of learning by watching others. It occurs through social role models, parents, teachers, friends etc(This argument can be used to justify the persistence of social evil despite government efforts)
- **2)Rewards and punishment-Conditioning**
- Agencies of socialization attach rewards and punishment to various actions to socialise the individual (This emphasises how the glorification of disapproved behaviour has led to the creation of a morally corrupt society)
- Vicarious reinforcement- The tendency of people to replicate the behaviour for which someone is publically rewarded.
- **3) Role-taking.**
- It is a process of imagining and visualising oneself as someone else and acting like him. While playing such roles individual is able to understand the feelings of others.
- **4)Trial and error**
- Learning through your own experience.

AGENCIES OF SOCIALISATION (01:47 PM)

- **1)FAMILY**
- It is the informal agency of socialization that plays an important role in value consensus by socialising the children in their formative years with respect to the values of society.
- Values such as love, compassion etc. are inculcated through storytelling and personal experience.
- However, over the period of time, it is observed that the structure of the family is changing from a joint to a nuclear family.
- These structural changes ignited changes in preferences hence changes in values.
- For Example, Joint family-delayed gratification and Nuclear family-consumerism.
- **STYLE OF PARENTING**
- **1)Autocratic parenting**
- Parents want to restrict the autonomy of children.
- Impose their value system on children.
- The power distance between parents and children is very vast.
- The child either becomes too compliant or too hostile.
- **2)Democratic parenting**
- Communication is based on rationality.
- Interaction is characterised by openness, equality, and receptivity to feedback.
- Parents exhibit values of patience and tolerance.

- Positive reinforcement of display of desired behaviour-When you exhibit desired behaviour you will be rewarded.
- Following values are inculcated for example-objectivity, empathy, impartiality, rationality etc.
- **3)Permissive parenting**
- Too much freedom is given to an extent to the extent that it is compatible with the physical survival of a child.
- Characterized by apathy, neglect, and indifference.
- This type of parenting is based on individuality to an extent.
- This kind of parenting is not desirable.
- It may lead to an increased tendency to identify with anti-social elements.
- **2)ROLE OF A MOTHER (02:24 PM)**
- Mother-child attachment can be
- **a)SECURE**
- Mother is consistent and acts as a rational role model.
- The relationship is driven by mutual respect and trust.
- Whenever the mother-child attachment is secure we observe leadership skills, Achievement orientation, cooperation, and leadership skills.
- **b)INSECURE**
- Mother is impervious(Not bothered) to the needs of the children.
- The relationship is characterised by apathy/Neglect and excessive indulgence.
- Whoever I am today and whatever I will be tomorrow I owe this to my angel mother-Abraham Lincoln.
- **3)ROLE OF FATHER (02:35 PM)**
- According to WHO, In the first 1000 days, Socialisation both by mother and father is important for the growth of a child.
- With respect to boys, they learn gender-appropriate behaviour from fathers, similarly with respect to girls they learn to make heterosexual adjustments from their fathers.
- For example The role of the father in the life of the Phogat sisters, Life of Gunjan Saxena.
- **4)ROLE OF THE EDUCATION SYSTEM (02:56 PM)**
- It provides a platform for children to interact with those who are not our family.
- It prepares children for their role as adults.
- It inculcates values such as achievement, brotherhood, Honesty, and achievement which prepares children for their role in adulthood.
- **ROLE OF TEACHERS**
- Teachers are role models for children who have a great impact on children in their impressionable age.
- They use observation learning, role-taking and conditioning for socialization.
- **The teacher influences the process in the following manner:**
- a)They can ensure the breaking of stereotypes through unbiased treatment(However the problem magnifies when the teachers themselves have prejudiced attitudes.
- b) Teachers can influence the self-attribution pattern of the children. (The perception about ourselves is based on the viewpoint of the teachers.
- c) Walking the talk i.e. practising what you preach. for example, attributes of commitment, timeliness, diligence etc. can be instilled through the conduct of teachers.
- d) The interest of students can be enhanced by promoting activity-based learning.
- e) Teachers can also widen the horizon of children's thought processes by invoking curiosity and developing the ability to critically thinking. That is why today's youth is more a job seeker rather than a job generator.
- **Examples:**
- Role of the late Sampath Kumar in the life of Mitali Raj, Mitali Raj said "A teacher is one who dreams your dream and helps you in turning them into reality"
- Role of Chanakya in the life of Chandragupta Maurya.
- **ROLE OF CONTENT (03:28 PM)**
- The content should be driven by the scientific temper without any ideological colouration.
- Culture-specific inputs show that they facilitate the adjustment of a child in a social fabric. For example, elementary education in the mother tongue focuses on vocational training, and value-based education through storytelling and anecdotes.
- **ROLE OF CO-CURRICULAR ACTIVITIES**

- The lessons learnt are leadership, teamwork, confidence, personality development, Creativity, oratory skills, cooperation, patience, and tolerance of diversity.

The topic for the next class: Socialisation continues

Ethics Class 04

REVISION OF THE PREVIOUS CLASS (01:05 PM)

- **How to write an introduction in the answers?:**
- Definition;
- Interpretation;
- Definition of parent concept;
- Quote;
- **Premise:**
- Current Affairs;
- Examples.
- Paradox.

CONTINUATION OF THE PREVIOUS CLASS TOPIC SOCIALISATION (01:15)

- **Value-based Education:**
- Value is the generalised preferences which enable us to lead a certain kind of life.
- It is developed through a process of socialisation.
- One of the agencies is the Education system.
- Responsibility for inculcating the right values such as honesty, compassion, wisdom, and tolerance.
- According to Aristotle, "Educating the mind without educating the heart is no education at all".
- According to Gandhiji, "Literary education is of no use if it fails to build a sound character".
- According to CS Lewis, "Education without values, no matter how useful it is, it tends to create a clever devil."
- Note:
- Persistence of social prejudices.
- Social conflict.
- Corruption.
- Consumerism.
- Environmental degradation.
- Westernisation.
- Misuse of technological advancement.
- Value education prepares the young generation to develop their creative way to respond to the wave of Westernisation.
- Value education can serve as a vehicle for the promotion of **National Integration and harmonious living**.
- Value education also guides individual action on the principle of wisdom to differentiate between the potential and pitfalls of various advancements.
- With strong values, the individual learns of being considerate towards the weaker section.
- Hence, it helps us to overcome prejudices.
- Value education creates a virtuous society which in turn promotes unity in diversity, reduces incidences of crime, etc.
- **Role of peer group:**
- Interaction among co-equals.
- Power distance is minimum.
- A wide range of topics are discussed.
- Influence is at its peak during adolescence.
- Life goals.
- Behavioural Patterns are shaped by the peer group.
- Occupational Goals.
- However, sometimes there is a fear of negative socialisation if peer group turns out to be negative.
- For example, cyberbullying, drug abuse, gaming addiction, etc.
- **Role of Religion:**
- Religion is defined as a "Unified system of beliefs and practices with respect to sacred things which binds people into single moral Community".
- Religion helps in promoting group solidarity and cohesion.
- For example, rituals, customs, festivals, etc.

- It gives an individual sense of belongingness because it is acting as the source of identity for many.
- Religion provides us with the framework to manage misery and frustration.
- For example, it provides the courage to people to accept their life experiences as divinely predestined.
- It helps in answering unanswered questions.
- For example, spiritual deprivation is faced by the educated upwardly mobile middle class.
- Religious teachings help in shaping the goals of an individual's life.
- For example, the Eightfold path of Buddhism or the philosophy of **Kaivalya in Jainism**, teachings of **Bhagwadgeeta** for example, **Stithapragnya** which means the emotionally stable person, similarly it talks about **Nishkama Karma**, prioritise right over pleasure by acquiring knowledge, never give up on yourself.
- Value your blessings.
- For example, always be grateful for what you have as comparison is the enemy of all happiness.
- For example, the pitfalls of social media.
- Being good is a reward in itself.
- For example, virtue such as patience, truth, and humility is always desirable over vices.
- A negative attitude is the root cause of all the problems.
- However, the same religion sometimes is used as a tool by certain anti-social elements to serve their vested interests which in turn create grounds for social conflict.
- (For example, Communalism, and religious fundamentalism).
- **Role of media:**
- It is defined as the **channel of communication** through which ideas, information, education, entertainment, etc get disseminated.
- It has the following manifestation:
 - Print media;
 - Digital media;
 - Broadcasting media;
 - Outdoor media.
- It influences the process of socialisation through:
 - It provides us with a topic for discussion.
 - For example, creating awareness about UCC or highlighting the issue of violence against women.
 - Media provides us with a platform for debate, discussion, and dissent.
 - Media participates in the conditioning of belief, attitude, behaviour, etc through the process of observation, learning, role-taking, etc via cinema.
 - For example, the objectification and commodification of women through cinema.
 - Glorification of negative characters which at times may result in increased incidences of crime.
 - Media plays an important role in socialisation through vicarious reinforcement.
 - Media shapes our attitudes, influences our aspirations, and teaches us important values and lessons.
- **Discuss the impact of social media in the context of Indian society.**
- **Impact:**
- **Social Culture:**
- **Positive:**
 - Enhances activism of civil society.
 - More interaction thereby forms the social capital,
 - Better and quick flow of information.
 - Awareness with respect to diverse cultures therefore correcting our stereotypes.
 - It can provide a platform for discussion on social issues which can bring about social change.
 - For example, #Metoo.
 - It is providing a voice to the voiceless which is leading to democratisation of social culture.
 - It can ensure social change such as generating compassion by ensuring crowdfunding.
 - It can also play a significant role in generating awareness and funding for research.
 - For example, ALS ice bucket challenge.
 - Exposing crimes.
 - For example, Adarsh Srivastava
 - It provides a platform for creative expression, especially in the context of introverts.
 - It helps in mainstreaming talent in society.
- **Negative:**

- In the name of anonymity, many deviant activities are performed.
- For example, cyberbullying, trolling, naming and shaming, etc.
- It provides a platform for radicalisation which creates polarisation.
- It reinforces stereotypes.
- Social media is a platform for the diffusion of responsibility.
- Social media creates an **echo chamber** (It leads to the consolidation of existing viewpoints where the person is not exposed to the other side of reality).
- Behavioral addiction to social media, depersonalisation of social relationships.
- Outsourcing of our identity to social media.
- It leads to **self-alienation**.
- It promotes a **sedentary lifestyle** which has a negative impact on health.
- Increased incidences of relative deprivation (increased incidences of suicide among youth.).
- **Political Culture:**
- **Positive:**
- It helps in drawing the attention of the Government towards the issues which might have been over looked by them.
- For example, the Manipur issue.
- It provides a platform to give policy inputs to the Government which can ensure **Good Governance**.
- For example, with respect to acts, policies such as **National Education Policy**.
- It provides a platform for voicing concerns and ensuring participative democracy.
- It gives legitimacy to the government policies by creating awareness about them.
- It strengthens democracy through accountability and transparency.
- It provides a platform for **constructive dissent**.
- It creates awareness about rights and entitlements.
- It helps in strengthening the soft power.
- Revival of local culture.
- **Negative:**
- Fake news.
- Paid news.
- Propaganda.
- Hate speech (sometimes divisive and emotionally charged content challenges the stability in the society).
- **Role of leaders:**
- This is expected to be read by the student on their own.

ATTITUDE (03:22 PM)

- Attitude is defined as a perception or opinion towards something.
- It is about **positive and negative evaluation** of people, object, idea, events, etc.
- It is defined as the lasting evaluation of different aspects of life.
- **Features of attitude:**
- 1. It is enduring.
- 2. Attitude is learned through the process of socialisation.
- For example, agencies and mechanisms of socialisation.
- Attitudes are held because it performs functions for the individual.
- For example, the Need function, Knowledge function, Ego defensive Function, and Value expressive function.
- 3. Attitude is always communicated either verbally or non-verbally.
- 4. Attitude conforms to the principle of consistency.
- 5. Attitudes are subjective as it depends upon the individual.

The topic to be discussed in the next class- Continuation of the topic of attitude.

Ethics Class 05

THE CLASS STARTED WITH A BRIEF DISCUSSION OF THE PREVIOUS CLASS AT: (01:11 PM):

ATTITUDE (01:13 PM):

- Components Of The Attitude:
- 1) Beliefs/Cognitive: Opinions or ideas held by attitude holder with respect to attitude object.
- Example: X believes India has a rich cultural heritage or Y believes corruption is the root cause of all asocial problems.
- 2) Emotions/Affection: Family generated.

- Under emotions, In this X has the emotion of respect towards our culture whereas Y has the emotion of anger towards corrupt people
- 3) Actions/Behavioural tendency: Range of actions.
- Under actions X wants to promote 'vocal for local' and Y wants to blow the whistle.

PREJUDICE (01:41 PM):

- It is a negative attitude towards a particular group.
- It is based on a stereotype which is often accompanied by dislike or hatred.
- Prejudice may get translated into discrimination however, the behavioral component is often controlled by means of law.
- Throughout history, there have been numerous examples of discrimination based on various factors.
- **Examples:**
- Apartheid in South Africa, which institutionalized the racial discrimination of black people.
- Persecution of Jews during Nazi Germany & caste-based discrimination in the Indian society, discrimination faced by the LGBTQ community based on gender identity & sexual orientation.
- The cognitive & emotional component of Prejudice is difficult to change, hence the following strategies can be adopted:
- 1) Knowing the reason behind the development of prejudice.
- Example: African nationals at times projected as lawless people by the means of cinema which has generated a prejudiced attitude that has been manifested as violent behavior against the African nationals residing in India. This impacts India's soft power, education, business, etc.
- 2) Minimizes the Opportunities of learning the prejudice by correcting the stereotype through education, information & cultural integration.
- Encouraging direct communication between groups is a powerful approach to reduce prejudices e.g. community lunches can be organized for inter-caste groups.
- These direct communications will help us to engage with people of different backgrounds in meaningful conversations which can lead to increased understanding empathy & breaking down of barriers.
- 3) Demphasizing the narrow social identity based on ingroups.
- 4) Discourage the tendency towards negative behavior among the victims of the prejudices which reinforces the prejudice.
- **Ingroup:**
- A group from where an individual sources his/her identity.
- Ingroupism is a tendency.
- **Question:** 'Prejudice is what fools use for a reason'- Voltaire.

FUNCTIONS OF ATTITUDE: (02:40 PM):

- 1) Need of functions.
- 2) Knowledge function.
- 3) Ego-defensive.
- 4) Value expressive.
- Function means a positive purpose many attitudes are formed as a result of past rewards & punishments for saying & doing things.
- We develop a favorable attitude towards those things which maximize our pleasure & minimize our pain.
- Once formed these attitudes usually continue to be useful in satisfying our needs hence, this function is also known as Utilitarian Function.
- **Example:** You develop a favorable attitude towards a social issue as everyone around you is supporting it & you want to be a social fit.
- The day it stops fulfilling our needs we abandon the attitude changes hence the attitude changes either the need changes or alternative attitude can serve the existing need better.
- **Example:** In order to convince a person running a furniture business the concept of green furniture can be suggested which can serve the economics needs better along with promoting environmentalism.
- The attitude with respect to reservation largely depends upon the needs it serves e.g. for many reservations is the source of income security hence, they have a positive attitude.
- To ensure changes in the attitude e.g. entrepreneurship, upgradation of skills, scholarship, etc to serve the need for income security.

KNOWLEDGE FUNCTION (03:06 PM):

- Good things happen to good people so if something bad happens means you are bad people.
- This attitude helps the attitude holder to organize & interpret diverse sets of information.

- The knowledge function of attitude does not imply that it is proving to be factually truthful but it provides a picture that is meaningful & understandable to the individual.
- It helps people in establishing the cause of an event.
- **Example:** There exists stratification in society despite the constitutional provisions, hence people developed a perspective that the pool of talent is limited.
- Similarly, with an obsession with a fair complexion, we develop the attitude the white race is superior.
- Hence this attitude can be changed only when counter-attitudinal information is presented on a sustainable basis.
- **Ego-Defensive Attitude:**
- This attitude helps us to enhance our self-image & defend ourselves against various arrows of life.
- This attitude helps us to justify the actions which can make us feel guilty e.g. blaming culture.
- This attitude prevents us from acknowledging basic truths about ourselves e.g. feedback that we received from our near & dear ones if it is not pleasant we don't want to accept it.
- This attitude is very difficult to change as it stems from limitations in individual personalities hence, to change this attitude the need of the hour is to provide a conducive environment where the person feels truly valued & agrees to lower their defenses.
- **Examples** are incidences of domestic violence, punishment of children, blame culture, social media trolls, and the son of soil theory.

VALUE EXPRESSING (03:40 PM):

- This attitude helps the person to establish his identity & exercise impression management.
- This attitude helps us to communicate, who we are & makes us feel good because we are able to assert our identity.
- For example, quotations on t-shirts, bio in Insta profile, Whatsapp Status & through our conduct.
- **Question:** We can easily forgive a child whose afraid of the dark, however, the real tragedy of life is when men are afraid of the light.

TOPICS OF THE NEXT CLASS: Continuation of Attitude, Prejudices, etc.

Ethics Class 06

ATTITUDE-BEHAVIOUR CONSISTENCY (1:03 PM)

- I] Background
- **Examples-**
- 1. If X disapproves of cheating, he will never cheat.
- 2. If Y has a prejudice against a community then Y will never rent accommodation to those people.
- A hates corruption yet he voted for the corrupt person as he belongs to his community.
- According to the **Corey study(1937)** whether an **individual cheats or not does not depend on the attitude towards cheating but on how poorly one has performed in the exam.**
- Hence, **behaviour is not always consistent with attitude.**
- **Lappeire's study(1934)** was meant to establish racial biases with respect to Chinese people in America.
- However, he found, that it is **not always behaviour consistent with his attitude.**
- II] Factors affecting attitude-behavior consistency-
- A. At the individual level -
- **1. High on self-monitoring -**
- In different situations with different people, they act like different people.
- They are good at adapting to the situation and hence promote interpersonal harmony.
- However, many can consider them as fake or people pleaser
- **2. Low on self-monitoring-**
- Their behaviour is usually an expression of their true feeling.
- Hence they are rigid and may not be able to present themselves in a socially desirable manner.
- B. At the situational level -
- **1. Attitude as heuristics -**
- When there is information overload and no time to plan or contemplate behavior then whatever attitude we possess, we act accordingly.
- For example, brand impact on behaviour.
- **2. Bandwagon effect-**
- **For examples-**
- As a **result of Westernization**, there is an **obsession with the English language**, the **McDonaldisation of food habits**, etc.

- **Sanskritisation of corruption-**
- It is a concept by Kaushik Basu where people emulate the culture of corruption to improve their status in society.
- Persistence of social evil in society, child marriage, dowry, restrictions on inter-caste marriages, etc.
- It also impacts **voting behaviour**, the **culture of consumerism**, etc.
- **C. At attitude strength-**
- **1. Attitude relevance-**
- The **attitude-behaviour consistency is determined by the vested interests of the attitude holder** with respect to the attitude object.
- **For example -**
- With respect to blood donation, whether it will be reflected in your behaviour or not will depend upon the relevance of the attitude object that the one who requires blood is a family member or stranger.
- **2. Attitude specificity-**
- The **specific attitude is stronger than the general attitude.**
- **For examples-**
- Are you religious or how often do you visit the religious shrines?
- Similarly, are you foody or asking about food preferences?
- **3. Attitude accessibility-**
- The moment the attitude holder is exposed to the attitude object and if the attitude is immediately accessible, then it is strong and behaviour will be consistent with it.
- Opinion with respect to social issues.
- **Ambivalent attitude** refers to simultaneously holding, negative and positive evaluations of attitude objects.
- For example,
- One might enjoy the sensation of smoking, but at the same time, it releases that it is injurious to health.
- Reservation helped in strengthening democracy but its politicization led to conflict in society.
- **4. How has one acquired an attitude?**
- If the **attitude is acquired due to direct exposure to the attitude object, then it is a strong attitude.**
- **For example,**
- The attitude of victims with respect to social evil.

SOCIAL INFLUENCE(2:09 PM)

- **Social influences are defined as a process where a person's behaviour thought, feeling, or attitude changes due to interacting with one or more person directly or indirectly.**
- **Examples-**
- Covid caller tunes or role of social media influencers in influencing the behaviour of people around.
- Political logans used in election campaigns and social influences can be brought about through walking the talk.
- For example, a person following a traffic rule can influence the behaviour of those who don't follow them.
- The outdoor media, carry slogans those as Speed thrills but kills, etc.
- **I] Background-**
- The concept emerged as a significant area of inquiry post World War II.
- During World War II, social psychologist Carl_Hovland was recruited by the US armed forces to bolster the morale of American soldiers to continue fighting against Japanese soldiers.
- **III] Concept-**
- Theoretical perspectives on social influence-
- **French and Raven perspective-**
- According to them, social influence can be brought about through the application of social power.
- There are **different manifestations of power according to them-**
- **1. Reward power-**
- On successful Swachha Bharat Abhiyan.
- There will be a reward of 12000ruppes.
- With respect to reward power, people have the perception that the social agent has the ability to give rewards.
- **2. Coercive power-**
- There will be a fine for open urination and defecation.
- Under coercive power, people have the perception the social agent has the ability to give punishment.

- **3. Expert power-**
- Under expert power, people believe the social agent is superior as they have special knowledge.
- When there is open defecation, there will be the spread of worms which will result in stunting of health, malnutrition
- **4. Legitimate power**
- Ghatpatila Where the children were given the order by BDO to blow whistles when anyone is openly defecating.
- Under legitimate, the social agent has the legitimate right to influence people's behaviour.
- For example, administrative officers, judiciary, political leadership, etc.
- **5. Referent power-**
- Under this power, people identify with a social agent because the agent is charismatic to the people.
- Q- What do you mean by social influence? How you can use social influence to promote girl education/family planning?
- **III] Mechanism through which social influence can be manifested-**
- **A. Conformity-**
- **1. What do you mean by conformity?**
- Conformity is a type of social influence in which a person changes both attitude and behaviour to fall in line with existing norms.
- **2. How do people conform?**
- **i) Normative social influence-**
- People are desired by those whose acceptance matters to them.
- The more important the group is, the more would be adherence to the norms.
- Conformity is assured because there is fear of being rejected.
- Radicalization, mob violence, child marriage, etc. are the impacts of normative social influence.
- **ii) Informational social influence-**
- In order to be correct, in one's own judgment or actions people conformed to the group, the more you are uncertain or lack the expertise, the more you go with a group.
- For example,
- Vaccine hesitancy during covid
- **iii) Self-categorization or ingroup tendency-**
- When people lack self-efficacy, then there is a high dependence on the group to trace their identity.
- The more important the group is, the more important would its membership to promote its identity and hence stronger will be conformity.
- **3. What affects conformity?**
- 1. Numeral strength of the group.
- 2. Unanimity among the group.
- 3. Ideological proximity with the group
- **B. Compliance-**
- **1. What do you mean by compliance?**
- It is referred to as making the request.
- It is technically a change in behaviour without any change in attitude.
- People agree to change their behaviour without change in their attitude because of the satisfaction after accepting the influence.
- **2. Principles of Compliance-**
- **Robert Galdeni- gave 6 principles of compliance-**
- **i. Liking and friendship-**
- We comply with the requests of those whom we like.
- For example -
- A charismatic personality such as the role of Amita Bachan in the eradication of polio or a famous player endorsing the brand
- **ii. Commitment and consistency.-**
- Once we are committed to our position or action, we are more willing to comply with requests for that behaviour that are consistent with that position.
- **iii. Reciprocity-**
- We comply with the request of someone who has provided us with the favour.
- For example, ex-political parties declare job vacancies before the elections.

- **iv. Social validation-**
- We comply with the request for action, if this action is consistent with what we believe a person similar to us doing.
- For example-
- Consumerism behaviour, voting behaviour.
- This technique can be used for the implementation of government policy.
- **v. Scarcity-**
- People have a tendency to secure the opportunity that is scarce.
- This technique is openly used in marketing.
- **For example**
- Shopping deals on the e-commerce market online or limited edition products.
- **vi. Authority-**
- We show a willingness to comply with requests from someone, who has legitimate authority
- For example, political executives, police officers, judiciaries, etc.
- **The given topics related to social influence will be covered in the next class-**
- **3. Technique of compliance-**
- **C-Obedience**

THE TOPIC OF THE NEXT CLASS IS THE CONTINUATION OF SOCIAL INFLUENCE AND PERSUASION.

Ethics Class 07

REVISION OF THE PREVIOUS CLASS (1:03 PM)

SOCIAL INFLUENCE (1:06 PM)

- **I] COMPLIANCE**
- **Technique of Compliance-**
- **1. Foot-in-the-door technique**
- It is the procedure of gaining compliance in which we begin with a **small request and when it is granted we increase it to a larger one.**
- **For example-**
- Swatch Bharat Abhiyan,
- Example-Implementation of Swatch Bharat Abhiyan
- ODF
- ODF+
- ODF++
- Water plus
- Garbage free cities
- Garbbage
- Uniform civil code(individual legislation with respect to adoption inheritance, divorce, etc are the means to achieve acceptance for UCC)
- Digitalization of society.
- With respect to abolition or amendments with respect to 377.
- **2. Door-in-the-face technique-**
- In this technique, **the requester believes in the large request but when it is refused, they retreat to a smaller one which was actually desired.**
- **For example,**
- Grants asked by the ministry, salary negotiation, bargaining in the local market, etc.
- **3. That's not all technique**
- With respect to female labor force participation-
- **i) At the individual level-**
- Increase independence.
- Increase potential for upward social mobility.
- opportunity to realize the potential.
- Transformation of human capital.
- Cognitive development.
- **ii) At the family level-**
- Increase in standard of living.
- Better availability of resources for children.

- Good interpersonal relations.
- **iii) At the societal level-**
- Challenge patriarch.
- Promote gender equality.
- Reduce violence against women.
- **iv) At the national level-**
- Overall economic growth.
- Potential to harness the demographic dividend.
- Achievement of SDG-5.
- Overall development of the nation at the global level.
- Use this technique with respect to the implementation of UCC, promotion of girl education, prohibition of child labor, and small family norms.
- Q-Discuss how social influence can be used to improve work culture in the organization(10 Marks, 150 Words).
- **4. Deadline technique-**
- Target persons are told that they **only have limited time to take advantage** of some offers.
- **For examples,**
- With respect to sustainable development goals or exploring the window of opportunity due to demographic dividend or preparing the country to reap the benefits of longevity.
- **5. Playing hard to get-**
- We ensure compliance by suggesting that a person or **object is scarce to obtain.**
- **For examples,**
- Convincing the youth to become job generators rather than job seekers.
- Convincing youth to participate actively in politics.
- **II] OBEDIENCE (1:49 PM)**
- It is a type of social influence, where an **individual accepts the order of others to perform a task.**
- **A. Why do we obey?**
- i) **Visible badges**-title, degree, the beacon on cars, etc
- **ii) Transfer/ diffusion of responsibility-**
- People view themselves not as an individual but as an instrument to carry out the desires of others.
- They no longer perceive themselves as responsible for their action.
- **For example,**
- Mob violence or bystander apathy
- **iii) Socialized to obey the authority.**
- **iv) Proximity with authority figures.**
- **B. Stanley Milgram experiments on destructive obedience-**
- Explained through the diagram.
- During the experiment, the subjects were supposed to ask questions from Confederates.
- And for every wrong answer, the subject will give them a shock.
- For every subsequent wrong answer, the intensity of the shock will increase.
- Post the experiment, it was found, that more than 65% of the subject were given the shock of 440 Volts.
- However when questioned subjects told that it is due to the transfer of responsibility and their socialization to always the authority.

PERSUASION (2:17 PM)

- Concept.
- Elements of persuasion.
- Steps involved in persuasion.
- Aristotle's perspective of persuasion.
- Characteristic of elements of persuasion-source, message, and receiver.
- Cognitive dissonance.
- **I] CONCEPT-**
- Persuasion is a **type of social influence** that is aimed at **changing a person's attitude or behavior towards an event, object, idea, or person** through **direct communication** by using written or spoken words.
- **For examples,**
- Speeches at political rallies to persuade people to vote for political parties.

- Similarly street plays with respect to social issues in the society.
- Example-Drug abuse, domestic violence, etc.
- Similarly pictorial warnings on cigarette packets.
- Advertisement in theater hall with respect to tobacco consumption.
- Persuasion is often considered a positive concept as it is believed to be an act that will enable people to do things that have positive outcomes.
- Whereas manipulation is considered immoral because it is an act of convincing someone by unfair means for your advantage.
- For example, Gas lightning
- **II] ELEMENTS OF PERSUASION-**
- Who(source) said what(message) to whom(Receiver) by what means(Channel factors)?
- **III] STEPS-**
- Steps involved in persuasion-
- **1. Attention-**
- For sources to catch the attention of the target group, the message presented should be interesting.
- Utilitarians should generate curiosity in the mind of the receiver.
- **2. Comprehension-**
- It refers to the ability of the source to make the target group understand the message.
- It is possible only when the message is designed taking into consideration target groups.
- **3. Retention-**
- The target group should be able to retrieve the message presented and this is possible only when the message is presented repeatedly and salient features are highlighted.
- **4. Acceptance-**
- Persuasion is said to be successful if the target group not only receives the message but also acts upon it.
- COVID caller tunes, a celebration of girl child day, cinema-Toilet-ek prem katha(sanitation), Padman(sanitary pads), Thappad, etc.
- **IV] ARISTOTLE PERSPECTIVE ON PERSUASION**
- The father of persuasion.
- **1. Modes of persuasion-**
- **Ethos-appealing to ethos-**
- It is a means of convincing someone of the character, authority, or credibility of the speaker.
- It can be done in multiple ways-
- i) Being a notable figure in the concerned field.
- ii) Demonstrating mastery over the specialized vocabulary of the field.
- iii) Being introduced by some established authority.
- **Logos-appealing to logic-**
- It refers to the logical appeal that is to sight facts or statistics.
- Having logos further enhances ethos, as it makes the speaker look more knowledgeable.
- It can be done in multiple ways-
- i) Constructing a logical argument.
- ii) Substantiate arguments with examples.
- iii) One can also use historical analogies.
- **Pathos-appealing to emotions-**
- It refers to appealing to the emotions of the target group.
- Pathos is most effective when the speaker demonstrates agreement with the underline of the listeners.
- It can be developed by using emotional tone or emotion-evoking examples or making funny illustrations.
- **V] CHARACTERISTIC OF ELEMENTS OF PERSUASION-**
- **A. Source-**
- **i) Credibility-Trustworthy, expertise.**
- For reinforcing credibility-
- Good governance.
- Good corporate leadership.
- Sustainable development
- Law and order.
- Walk the talk.
- Media Management.

- **For example-**
- Environmental Degradation-
- Businessman(low credibility)
- Industrialists are responsible for pollution.
- Tries to persuade by shutting down the industry.
- Environmentalist-
- High credibility.
- **ii) Attractiveness-**
- Physical attractiveness, Good communication skills, and Ideological compatibility.
- **iii) Power-**
- It is the ability of the individual to exercise the will through collective action despite resistance from others.

THE TOPIC OF THE NEXT CLASS IS THE CONTINUATION OF THE PERSUASION.

Ethics Class 08

[1:05 PM] BRIEF RECAP

[1:16 PM] PERSUASION CONTINUES...

- **CHARACTERISTIC FEATURES OF ELEMENTS OF PERSUASION:**
- **Facilitator** - open-minded, educated, rational, compassionate, tolerant, and patient (Zone of Acceptance)
- **Fence Sitter** - indecisive, lacks courage, (Zone of Indifference)
- **Register** - stubborn, rigid, orthodox, pessimist, conservative (Zone of Rejection)
- Step 1 - Choose a target group that consists of facilitators, that is, kind, warm-hearted, optimistic people
- Step 2 - further widen their zone of acceptance by choosing a source that is credible, attractive, and powerful, making the message interesting and utilitarian, present the message in a culturally congruent manner.
- **Zone of Acceptance:**
- With respect to the zone of acceptance, it is perceived that discrepancies in the position advocated by the source and the one held by the target group are underestimated, hence the message will be accepted.
- However, if the message falls in the zone of rejection then discrepancies are over-estimated and the message will be rejected.
- Hence we should always look for facilitators.
- **PEER APPEAL:**
- It is the most common way of persuasion.
- It is believed that mild peer appeal works better as compared to strong peer appeal.
- Because strong peer appeal produces a defense mechanism where the target group insulates themselves from the message issued by the source and reduces the level of trust in the source
- **For example**, persuading the younger sibling to study hard by creating the fear of failure.
- Advertisements related to food supplements such as Bournvita, Horlicks, Complain, and fear of peer pressure are created to ensure the consumption of these products
- Similarly, fear of growing old is created to promote anti-aging products
- However, strong appeals such as pictorial warnings on cigarette packets, or the role of media during COVID
- Peer appeal appears to be effective if they provide a solution about how the change in attitude or behavior would prevent the negative consequences described in the message.
- Over time repeated peer appeal may reduce trust in the authority that conveys the message
- **Misc Examples** - Application of KARMA theory, fear of social boycott in case of intercaste marriage, homosexuality, inter-faith marriage, etc.
- **[1:49 PM] DRAWING CONCLUSION:**
- *It works best when -*
- The message is unstructured, Audience is not very intelligent,
- The message is not related to the core belief
- Drawing a conclusion is not perceived as an insult to the intellect by the target group
- There exists no hostility/suspicious between the source and target group
- **SIDENESS OF THE MESSAGE:**
- Either you are providing a one-sided message or you are providing a two-sided message (both pros and cons)
- *This works when -*

- The audience is intelligent,
- When the target group is aware of the other side of the message,
- When the target group holds a counter attitude,
- When the target group is suspicious of the intention of the source
- **However, one-sided works when -**
- The target group is not intelligent,
- They are not aware of the other side,
- They already agree with your point,
- We just need to make them agree further.
- For Example, the Son of Soil theory
- **EMOTIONAL AND FACTUAL APPEAL:**
- **For example,** Selfie with the daughter to promote Beti Bachao Beti Padhao
- Govt messages wrt COVID vaccination
- **PLEASANT FORM OF DISTRACTION:**
- The attention span of an individual is limited, hence, people often resort to pleasant forms of distraction to increase the effectiveness of the persuasive appeal
- For example, food, sense of humor, children, etc.
- **CHANNEL FACTORS:**
- Channel is the medium through which information is presented and hence the channel should be compatible both with the **message** as well as the **frame of reference** of the target group.
- **For example,** street plays to create awareness in rural areas wrt social issues, imparting education in the mother tongue, or bultoo experiment for tribals

[2:13 PM] CHARACTERISTICS OF THE RECEIVER:

- **Selective Exposure** - many times target group members do not intentionally avoid information but because of the culture in which they live, they get exposed only to that information which happens to support their existing viewpoint.
- For example, the role of patriarchy in middle-class working women or calling people names or racist slurs,
- **Selective Attention and Comprehension** - even though the persuader is able to overcome the cultural barrier and reach the target group there is always a possibility of selective attention and comprehension.
- The problem of selective attention can be addressed by making the message interesting and useful.
- Selective interpretation can be prevented if proper context and illustrations are provided to explain the message.
- **Intelligence** - the intelligence of the receiver determines the extent to which persuasion will be successful.
- For example, if the receiver is intelligent, initially it will be difficult to persuade them, however, if the message is logical and supported with relevant facts then they can be persuaded and it will be long-term persuasion
- How will you convince or persuade people to ensure the effective implementation of the Uniform Civil Code (UCC)?

[2:46 PM] COGNITIVE DISSONANCE (CD):

- The theory is given in Social Psychology - given by Leon Festinger
- Defined as the situation of emotional/mental discomfort due to a discrepancy between thought and behavior.
- According to Festinger, **CD can be overcome through the following measures -**
- Change the thought about the situation
- Change the behavior
- Add more thoughts to justify the behavior
- Trivialize the inconsistency
- **Case Study:**
- 'X' is a 25-year-old graduate. He follows a political party as it promises better job opportunities. Despite 5-years of governance 'X' is still unemployed. As the next election approaches the political party requests for his support what will 'X' do?
- **Answer -**
- Change the thought about the situation:
- 'X' looks at his neighbors who are also graduates. They have started chai and samosa shop respectively, hence 'X' concluded that although the job is not created in the conventional sense still employment is generated.
- Changing the behavior:

- 'X' accepted that the political party did not fulfill the promises, hence he decided not to vote for them.
- Adding more thoughts:
- 'X' analyzed the activities of the government. He concluded although jobs are not provided there was infrastructural development. Hence, his behavior of voting for them is justified.
- Trivializing the inconsistency:
- 'X' compares the state of his country with economically poor neighboring countries where unemployment is relatively higher. He trivializes the fault in the governance of the political party.
- **Case Study:**
- A woman Badrunisa married Hamza considering him to be caring and giving respect, however, after marriage, Hamza turned out to be a classic abuser. In such a situation what would Badrunisa do?
- **Answer -**
- Change the thought about the situation:
- She can consider this domestic violence to be a sign of love and thus accepts it
- Changing the behavior:
- Being a victim of domestic violence, she can recognize the abusive nature of her husband and file a complaint against him.
- Adding more thoughts:
- She analyzes other activities of her husband and concluded that although he beats her, he expresses his love by purchasing gifts for her.
- Trivializing the inconsistency:
- She can compare her situation with the neighbors where relatively more intense domestic abuse is practiced and hence she trivializes the faults in her husband.
- Thousands of aspirants come to Delhi for UPSC preparation, however, influenced by the culture here some do get addicted to smoking. They have this thought in mind that smoking is quite injurious to health but still, the behavior of smoking continues. In such a situation how to resolve cognitive dissonance?

NEXT CLASS TOPICS - TYPES OF ATTITUDE & EI

Ethics Class 09

TYPES OF ATTITUDE (1:02 PM)

- **I] POSITIVE AND NEGATIVE ATTITUDE-**
- **A. Positive attitude-**
- The people who carry this attitude always focus on the good in other people, situations, events, etc.
- They have an optimistic approach, hence they always focus on opportunities rather than challenges.
- They have a problem-solving approach.
- They can achieve long-term goals as they exhibit the values of patience and perseverance.
- **For example,**
- Thomas Edison, J.K. Rowling, Dr. Satish Dhawan, Sandeep Singh, Arunima Sinha, socio-religious reformers.
- **II] BUREAUCRATIC AND DEMOCRATIC ATTITUDE-**
- **A. Bureaucratic attitude-**
- **Attributes-**
- Top-down.
- Rigid.
- Objectivity.
- Impersonality.
- Rule orientation.
- **Merits-**
- Clarity of responsibility.
- Easy to hold accountability.
- Uniformity.
- Lack of scope of nepotism/groupism.
- Disciplined approach.
- Quick decision-making through the easy resolution of dilemmas.
- **Demerits-**
- Status Quo
- Red Tapism
- Apathy

- Alienation
- Lack of ability to deal with emergent problems.
- **B. Democratic Attitude-**
- Decision-making is based on people's participation.
- **Attributes-**
- Bottom-up.
- Fluid communication, flexible.
- Humanistic.
- Participative.
- **Merits-**
- People-oriented approach.
- Better internalization of policies and programs.
- Proper evaluation by means of constructive feedback.
- Development of trust-social capital.
- **Demerit-**
- Delay in decision making.
- Very difficult to arrive at a consensus.
- The problem of un-informed participation.
- Hence we can conclude that while making policies or standard operating procedures, we can have a bureaucratic attitude.
- However, at the level of application on the ground level, one can have a democratic attitude.
- **III]. Moral and political attitude.**
- **A. Moral attitude-**
- It refers to an attitude of an individual based on a moral conviction with respect to what is right and wrong
- It is biased toward righteousness
- **This attitude indicates-**
- Individual opinion on morality.
- Individual attitude towards moral lapses.
- Determine the behaviour when the individual is confronted with a moral dilemma.
- Moral attitude is shaped through the process of socialization.
- Hence agencies such as family, religion, and education system play an important role in shaping the moral attitude.
- **People who possess moral attitude have the following virtues-**
- **1. Reverence -**
- It is a feeling of deep respect toward others.
- **For example,**
- Folding hands to greet others
- Encourage constructive dissent or abide by the provisions of the constitution
- **2. Faithfulness-**
- Regardless of the circumstances, the concept of being loyal to someone or something.
- Putting loyalty into practice on a regular basis
- **For example-**
- When we refrain from cheating on our partner or individual remain loyal to the workplace.
- **3. Awareness of responsibility -**
- A morally conscious person is always aware of their responsibility.
- **For example-**
- Responsibility of parents with respect to the socialization of children.
- Responsibility of administration officials with respect to good governance.
- Responsibility of citizens with respect to strengthening democracy by informed participation-example-voting
- **4. Veracity-**
- A person with a moral attitude will always observe the truth.
- **For example-**
- In the current era, post-truth public opinion is not influenced by objective facts but by emotions and personal beliefs.
- Veracity has become an important topic of discussion.

- Similarly in the age of paid news, fake news, and propaganda, upholding veracity is important.
- **5. Goodness-**
- It broadly encompasses the character of a person consisting of qualities such as kindness, generosity, compassion, forgiveness, sacrifice, etc.
- **B. Political attitude-**
- It refers to liking or disliking any political issue.
- The attitude of the individual toward a political party or public issue is governed by political attitude.
- Political attitude is shaped in terms of political gain and losses.
- Knowing the political attitude will help us determine how they will participate in political affairs and whom will they vote for.
- **Factors influencing the political attitude of the individual-**
- 1. Political ideology.
- It is primarily concerned with how power is distributed and used in society.
- 2. Performance of political parties with respect to the implementation of schemes and ensuring sustainable development.
- 3. Charismatic leadership.
- 4. Media -shaping the opinion through different narratives.
- **5. According to Rajni Kothari, there are two factors that determine the political attitude in society that is caste and religion.**
- The class positioning of an individual also determines their attitude.
- For example - have nots will always prefer a welfare state with policies such as freebies, direct benefit transfer, etc.
- 6. Agency of socialization such as family, peer group, workplace, etc.
- 7. Demographic factors such as age, for example, older people are relatively more status quo whereas the younger population is open to change.
- Q-Discuss the impact of social media on moral and political attitudes. (10 Marks, 150 Words)

EMOTIONAL INTELLIGENCE (EI) (2:20 PM)

- **I] WHAT ARE EMOTIONS?**
- It refers to personal experiences due to the complex interplay between physiological, cognitive, and situational variables.
- **II] TYPES OF EMOTIONS-**
- **A. POSITIVE AND NEGATIVE EMOTIONS-**
- **Positive emotions-**
- These are some emotions that give us feel good factor, we feel pleasant, and it is rewarding.
- **For example,**
- Happiness, joy, love, etc.
- However there are some emotions that make us feel miserable, lower our confidence and it is often responsible for our downfall.
- They are known as **negative emotions**.
- For example,
- Jealousy, hate, anger, greed, lust, desire, etc.
- **B. PRIMARY AND SECONDARY -**
- **Primary-**
- A direct emotional response to a situation is known as a primary emotion.
- **Example-**
- X is sad because a friend said something hurtful.
- Emotional responses to primary emotion are referred to as **secondary**.
- For example, X became angry due to the sadness he experienced.
- **III] MYTH WITH RESPECT TO EMOTIONS-**
- **There exist some myths-**
- **For example,**
- Emotion dilutes rationality.
- It leads to distractions and arbitrary behaviour.
- It hinders objective decision-making.
- It negatively impacts overall efficiency.
- In fact, emotions help us to remain motivated.

- It builds trust in society and better inter-personal relations which overall can improve the efficiency of the organization.
- **IV] CONCEPT OF EMOTIONAL INTELLIGENCE-(2:50 PM)**
- The ability of an individual to reason with emotions and use emotion in reasoning.
- EI is the ability of an individual to identify, use, understand, and manage emotions in a positive way to -
- 1. Communicate effectively.
- 2. Relieve stress.
- 3. Diffuse conflicts.
- 4. Overcome the challenge.
- 5. Empathize with others.
- **V] BUILDING BLOCKS OF EI-**
- **A. DANIEL GOLEMAN'S PERSPECTIVE ON EMOTIONAL INTELLIGENCE-**
- **There are five building blocks of E.I-**
- **1. Self-awareness-**
- According to Aristotle, knowing yourself is the beginning of all wisdom.
- Awareness is respective to our strengths and weaknesses.
- It will lead to realistic goal setting.
- There will be frequent goal achievement.
- Awareness about emotions-
- Better interpersonal relations.
- Self-awareness is referred to as the core of emotional intelligence.
- That is the ability to accurately perceive our own emotions, strength, motivation, etc., and understand how they affect others around us.
- **Benefits of self-awareness-**
- It helps in self-evaluation by accepting constructive feedback.
- Understanding one's own motivation helps a person to enjoy what they do and keeps them focused in case of setbacks.
- Example
- Armstrong Pame-Miracle man.
- Those who are aware of their limitations refrain from setting unrealistic goals both for themselves and the organization.
- The self-aware person has the ability to relate and empathise with those in similar situations which creates sensitivity among people.
- It helps us in dealing with external factors which cannot be controlled.
- A self-awareness person will always be able to identify their responsibility and serve their duty.
- **For example-**
- If parents fail to identify their responsibility to inculcate the values, the children might fall prey to bad influences.
- Q. What do you mean by emotional intelligence? Is self-awareness is core of emotional intelligence? (10 Marks, 150 Words).
- **VI] ROLE OF EI IN ADMINISTRATION.**
- **VII]EI IN THE INDIAN CONTEXT.**

THE TOPIC OF THE NEXT CLASS IS THE CONTINUATION OF THE EMOTIONAL INTELLIGENCE.

Ethics Class 10

INTRODUCTION (9:06 AM)

- Brief overview of the previous class.

EMOTIONAL INTELLIGENCE

Daniel Goleman's Building Blocks of EI (Continued from the previous class)

(1) Self-Awareness (Done in the previous class)

(2) Self-Motivation (9:10 AM)

- It is referred to as an energetic and persistent approach toward goal achievement.

It can be ensured through the following means:

- (1) Listening to motivational talks, reading motivational quotes, etc.
- (2) Positive self-affirmation- recalling past achievements.
- (3) Consequences of action/inaction (Generating mild fear approach).
- (4) Remembering your loved ones.

- (5) Creating guilt feeling.
- (6) Create small targets and start tracking your progress.
- Make achieving these targets your habit.
- Reward yourself for small achievements.
- (7) Express or be grateful towards self or others.
- (8) Embrace positive peer pressure.
- (9) SWOT Analysis

(3) Self-Regulation (9:23 AM)

- **"Rule your feelings, else your feelings will rule you." (Publius Syrus)**
- One should not become a prisoner of their emotions.
- Self-regulation is referred to as the ability of an individual to control impulsive feelings, think before acting, and ability to hold judgment about others.

Self-regulated people exhibit the following features:

- (1) Calmness
- (2) Rationality
- (3) Discipline
- (4) Internal locus of control
- (5) Integrity
- (6) Trustworthiness
- (7) Tolerance

(4) Empathy (9:31 AM)

- The ability to understand the emotional profile of others by imaginatively placing oneself in the position of others.

These people have the following traits:

- (1) Kindness or manifesting humility or unconditional positive regard towards others.
- (2) Selflessness
- (3) Effective listener
- (4) Observant- ability to acknowledge the perspective of others
- (5) Exhibiting virtues of patience and tolerance.
- (6) Service orientation or bottom-up approach

(5) Social Skills (9:36 AM)

- It refers to proficiency in relationship management and network building.

It encompasses the following traits:

- (1) Good Communication skills
- (2) Tactfulness
- (3) Openmindedness
- (4) Good Leadership skills
- (5) Strong wit
- (6) Confidence
- (7) Effective listener
- (8) Social memories
- (9) Charismatic personality
- (10) Being humane

Questions Discussed (9:49 AM)

(1) "EI is the ability to make your emotions work for you instead of against you." Do you agree with this view? Discuss. (10 Marks/ 150 Words) (UPSC)

- Introduce by defining EI.
- Elaborate on each component of EI by Daniel Goleman.
- Substantiate with examples.
- Conclude appropriately.

(2) What do you mean by Emotional Intelligence? What are the building blocks of Emotional Intelligence? (10 Marks, 150 Words) (UPSC)

(3) How crisis of conscience can be resolved by EI? (10 Marks, 150 Words) (UPSC)

Mayer and Salovey's Perspective (10:05 AM)

(1) Emotional Perception

- Ability to perceive your emotions and express them accurately.

(2) Emotional Assimilation

- Ability to identify different emotions and identify which emotion is facilitating the thought process.

(3) Emotional Understanding

- Ability to understand complex emotions, their transitions, and how they impact the relationship.

(4) Emotional Management

- Ability to manage emotions by attaching or detaching from them in any situation.

Can EI be learned? (10:19 AM)

- One school of thought believes genetics and early experiences play an important role in how we manage our emotions.
- **However, the skill of EI can be learned by:**
- **(1) Motivation**
- Learning EI skills require commitment ie. conscious effort and willingness to honestly evaluate your emotions.
- **(2) Well-designed intervention**
- It helps the person to get accurate feedback about how others perceive him.
- It will help the person to pause and contemplate their own behavior.
- Individual gets a clear picture of what needs to be improved.
- **(3) Flexibility in attitude**
- People with better social skills and self-awareness are more flexible in attitude.
- Hence early socialization is significant in developing EI.
- **(4) Application**
- Make a deliberate effort to apply theories in real life.

Question: What do you mean by EI and how it can be learned? (150 Words, 10 Marks) (UPSC)

Question: How EI can help an individual to improve their efficiency at the workplace? (150 Words, 10 Marks)

Question: Given the importance of inculcating EI from an early age discuss how schools can play a prominent role in this regard. (150 Words, 10 Marks)

Role of EI in Administration (10:44 AM)

(A) Theoretical Background

- (1) F.W. Taylor
- (2) Max Weber
- (3) Elton Mayo
- (4) Daniel Goleman and Mayor & Solovey

(B) Applications

- Significance of EI in administration.

A. (1) Fredrick Winslow Taylor (10:48 AM)

- He was known as the '**Father of Scientific Management Theory.**'
- This approach was based on the idea of eliminating time and motion waste.
- It was only concerned with efficiency and maximization of output.

This theory was based on the following assumptions:

- (i) Efficiency can be improved by the application of scientific methods.
- (ii) A good worker is one who does not initiate action but only accepts orders.
- (iii) Worker is an economic man.

Scientific Management had the following principles:

- (i) One best way of doing the task.
- (ii) Selecting and training workmen.
- (iii) Making sure work is done according to that one best way.

However, the theory was criticized on the following grounds:

- (i) It was a mechanistic theory that ignored the human side of the organization.
- (ii) It treated workers as machines and expected them to be as efficient as machines.
- (iii) It was a monastic theory of motivation that underestimated and oversimplified human motivation only in economic terms.

"The theory treated man as a cock in the machine."

A. (2) Max Weber

- Power is the ability of an individual to exercise his will in collective action despite the resistance of others.
- Power when legitimate is known as **Authority.**
- **Authority can be:**
- **(i) Traditional**
- Basis of legitimacy are traditions.

- **(ii) Charismatic**
- Basis of the legitimacy of the charisma of the authority concerned.
- **(iii) Legal- Rational**
- There exists a formal organization that constitutes the administrative staff of legal-rational authority and it is known as **Bureaucracy**.

Bureaucracy has two components (11:10 AM)

- **(a) Structure**
- (i) Hierarchy
- (ii) Division of work
- (iii) Systems of Role
- (iv) Role specificity
- **(b) Functional**
- (i) Objectivity
- (ii) Impersonality
- (iii) Rationality
- (iv) Rule Orientation

Weber's Impersonal Management (11:14 AM)

- It is defined as the management through the system of official authority and pre-defined rules rather than emotions.
- It forms the core of Weberian bureaucracy where the aim is to maximise efficiency.

Necessity of Impersonal Management (11:16 AM)

- (i) To ensure rationality in decision-making
- (ii) Uniformity in action
- (iii) Just and fair decision
- (iv) Equality in the treatment of people
- (v) Quick Decision making
- (vi) Setting the precedence which can shape future decision-making.

Challenges of Impersonal Management

- **(i) Blind rationality**
- Over-obsession with rules which leads to displacement of goals.
- **(ii) Prostitution of Personality**
- It simply means to meet someone or live in a manner they do not wish or when a person is indulged in doing work where there is no scope for creative expression.
- **(iii) Occupational Psychosis**
- When you are named to do the same type of work over a long period then you develop preferences and antipathy.
- For Example, the use of IT in bureaucracy by senior officials.
- **(iv) Status-quo**
- Rigid adherence to the rules hinders the process of change.
- **(v) Trained Incapacity**
- It refers to the incapability of the officials to deal with new things since there exists a lack of scope for innovation and initiatives.
- (vi) Due to strict implementation of rules it leads to a lack of compassion among the officials which aggravates the problems of weaker sections.

Question for Practice:

- Write a short note on each of the following: (150 Words, 10 Marks)
- (a) Taylor's Scientific Management
- (b) Weber's Impersonal Management
- (c) Traits of an emotionally intelligent person
- (d) EQ vs. IQ

TOPICS FOR THE NEXT CLASS: CONTINUATION OF EI, ETHICS IN HUMAN INTERFACE

Ethics Class 11

EMOTIONAL INTELLIGENCE (1:06 PM)

- **Human Relation Theory**
- Elton Mayo is considered the father of the human relations theory
- The efficiency of administration is not limited to the physical condition of work or monetary aspects

- He conducted the "Hawthorne Experiment" and observed the following:
- 1. It is the social and physiological conditions of an individual that determine the efficiency rather than the physical condition
- 2. Supportive supervision, group cohesion, and a sense of belonging are the motivational factors
- 3. Man is a social being, hence cannot perform in isolation, hence Interpersonal relations at the workplace are significant
- 4. Informal groups formed within formal organizations determines its efficiency as it shapes norms and pattern of behavior
- 5. Participative management is the key, as it brings a sense of ownership, internalization of goals, and prevents alienation
- 6. All governance is people's governance, all service is people's service; hence, people constitute the basis of governance.
- So, if we fail to develop trustworthy relations we cannot ensure good governance, making emotional intelligence indispensable
- **Role of Emotional Intelligence (EI) in Administration**
- EI has positive implications for civil services:
- 1. EI officials will be aware of the needs of the citizens and hence will not go for a "one size fits all" approach
- Buy Ambulance initiative by Avneesh Saran
- 2. EI officials will be self-motivated to achieve the goal and hence will come up with innovative ideas
- For example, Operation Sulemani by Prashant Nair or the establishment of an exclusively run by persons with disabilities by Sandeep Nanduri
- 3. They are self-aware of their responsibility and will not be de-motivated because of certain hurdles
- For example, Armstrong Pame who is known as the "Miracle Man of India"
- Similarly, an initiative was taken by Shashanka Ala "My School, My Farm"
- 4. EI officials are able to regulate their emotions and can easily overcome crises of conscience
- For example, T. N. Seshan, Ashook Khemka, Rajni Sekhar Sibal, Poonam Malakondaiah, A.K. Jha, etc.
- 5. EI officials possess social skills, hence will be able to persuade people and diffuse the conflict
- For example, N Prashant, the District Collector of Kozikhode addressed the contentious issue involving the relocation of the street market
- 6. They serve as a role model by walking the talk
- For example, Pankaj Jain, the District Collector in Madhya Pradesh sends his daughter to Anganwadi
- Similarly, Ajay Shankar Pandey reaches his office ten minutes early every day and cleans his cabin
- 7. EI officials are empathetic
- For example, S. Somvanshi IAS officer removed AC from his office and got it installed in the Nutritional Habitation Centre to save malnourished children from scorching heat
- Moved by his action, people started donating and Rs 5 lakhs were collected within three days
- 8. EI officials ensure the development of a shared vision and can prevent the status quo
- **Emotional Intelligence in the Indian Context**
- Finds mention in Bhagwat Gita
- EI person is known as "Sthithapragnya"
- Desire is the root cause of emotional turmoil
- Desire generates attachment with something and someone
- It generates longing, which if not fulfilled generates anger
- Anger makes individuals delusional impacting the capacity to differentiate between right and wrong
- This makes the downfall of the individual inevitable
- Qualities of an emotionally intelligent person
- One who remains unperturbed in the face of calamity
- One who is not shaken by adversity
- One who takes both good and bad with equanimity
- How to become emotionally intelligent?
- By following the philosophy of "Nishkama Karma"
- It is the philosophy of performance of duties without any expectations in return
- It teaches us that duty should be performed without any selfish motive or desire with respect to the consequence of actions
- This philosophy can act as an asset in administrative services in the following ways:

- 1. A certain set of duties have to be performed selflessly as the most important attribute of a civil servant is anonymity
- 2. There should not be any conditions of service for example, based on caste, class, or religion; and only sincerity should motivate their action
- 3. The result of action should not agitate the mind even in a tense situation and it is possible only when action is performed with detachment
- 4. It helps in ensuring honesty, integrity, and accountability
- 5. Many a time, the situation is not in control and cannot guarantee the desired result, hence this philosophy enables us to remain focused and motivated
- "A perfect clarity profits the intellect but damages the will"

ETHICS AND HUMAN INTERFACE (2:06 PM)

- Topics to be covered
- Concept of ethics, characteristic features, and essence of ethics
- Consequence of ethics, and determinant of ethics
- Dimensions of ethics viz. descriptive ethics, metaethics, normative ethics, and applied ethics
- **Concept of Ethics**
- It is defined as a set of does and don'ts that governs human actions in a social setting
- It can be summarized on the basis of a principle "Atmanah Pratikulani, Paresham na Samacharet"
- It means, don't impose anything on others which you yourself don't want to go through
- Hence, ethics is a systematic study of human action with respect to righteousness or wrongness with the ultimate aim of happiness
- **Characteristic features of Ethics**
- Ethics will never prescribe a single course of action but will provide means to evaluate which action is ethical in a situation
- Every society requires ethics to ensure uniformity and conformity and prevent conflict
- Ethics remains the same within the context but changes with the context for example, with respect to society, culture, time period, etc.
- It exists at multiple levels like societal ethics, organizational ethics, environmental ethics, etc.
- Ethics shapes the individual's morality but it is also shaped by one
- Ethics is practiced out of a sense of responsibility rather than mere accountability to any external agency
- For example, helping an accident victim, voting in the election, or charity from personal wealth, etc.
- Ethics is applied in the context of voluntary actions
- Ethics is abstract due to the absence of any concrete manifestation, hence people often digress from the path of ethics
- **Essence of Ethics (2:40 PM)**
- Every individual is capable of making informed and intelligent choices
- Every choice has implications both for individual and others
- Hence, every individual should be responsible for their choices
- Ethics enables us to make the right choices
- Ethics enables us to lead a good life that is full of virtues and according to Socrates, a "virtuous life is the source of ultimate happiness"
- **Determinant of Ethics**
- No objective way to fulfill any action to be right or wrong for all time to come
- As there exists no single determinant of ethics
- God and religion
- They form the source of ethics through religious teachings and sculptures
- Ethics is traced to God
- Its nature is absolutist as something is right because God says so
- God and religion forms one of the determinant but not the only one as ethics is applied to atheist as well
- Human intuition
- For example, harming animals for fun is not advisable as it causes pain to them, and we should not cause pain to others.
- One should treat others as we want to be treated by them, as it is the right thing to do.
- Something is good because it is good and there is no justification for it
- Society and Culture
- The ethical principles of an individual are influenced by the culture to which they belong

- For example, in the West individualism, rationality, and competition are considered ethical, while in India
- Similarly, society also determines ethics depending upon its norms, but we cannot equate ethics with society as sometimes society accepts the practices that deviate from what is ethical
- For example, patriarchy, dowry, caste-based division of labor, etc.
- Agencies of socialization
- It includes agents like family, school, media, etc.
- Leadership
- Sardar Vallabhbhai Patel was known for being visionary, committed, and rationality
- Nelson Mandela was known for his integrity and perseverance
- However, leaders are also prone to unethical practices, hence one should not blindly follow them, e.g. Hitler, Stalin, etc.
- Philosophy
- It will be covered under normative ethics
- Constitution
- It is the supreme law of the land which is a way to establish the moral disposition of the society e.g. fundamental duties, etc.
- Although there are different determinants of ethics, in case of any dilemma it is constitutional morality that should govern human conduct
- **Other ways of determining the ethicality of action**
-

Object (Nature of Action)	Circumstances	Purpose (Intention)
The primary determinant of morality of an act	It can influence the ethicality of an action	
For example, truth is good and lying is bad, while running/jogging is indifferent	For example, giving food to a starving person (a good act is made even better), sitting with a lonely person (a morally indifferent action becomes good), robbing a beggar of his only meal of the day (a bad action becomes worse), etc.	Speaking truth to embarrass a friend (a good act but bad intention), lying to save someone's life (bad act but good intention), running amidst traffic to save a patient (indifferent act with a good intention)

- **Consequences of Ethics**
-

At individual level	At societal level
Ethical life is the source of ultimate happiness. E.g. small act like blood donation makes us feel good	It will ensure inclusive and equitable development as ethics will ensure fair distribution of resources
Ethical behavior makes a person emerge as a higher-order being who is beyond the lower-order needs. E.g. Lord Rama is the epitome of virtues. He never cared for power, wealth, or Kingship, but focused on courage, compassion, responsibility, etc.	Ethics of justice, virtues, and rationality will motivate the society to bring reforms and change
An ethical person is accepted, appreciated, and acknowledged in society.	Ethics will help us establish a sustainable societal order through the socialization of the younger generation with respect to ethical values
Ethical behavior leads to mutual kindness and good interpersonal relations	It will ensure efficiency in organizations, good governance in administration, and cohesion in society, as every individual will be motivated to perform their duties with utmost integrity

Topic for the next class: Dimension of Ethics
Ethics Class 12

THE CLASS STARTED (IN CONTINUATION) AT: (01:12 PM):
DIMENSIONS OF ETHICS: (01:13 PM):

- **1) Descriptive Ethics:** What people think is right?
- It is a value-free approach & provides insight into people's beliefs regarding what they consider right.
- It is an empirical investigation concerning beliefs & practices that society considers as right.
- For example, *Lawrence Kohlberg's* theory of Stages of Moral Development.
- According to him, like cognitive development, moral development also takes place in stages.
- He resorts to the 'story-telling' technique, involving dilemmas & how people respond to the dilemmas depicts the stage of moral development.
- One of the very famous dilemmas is the *Heinz's Dilemma*.
- Heinz's wife was dying of cancer, a chemist discovered the drug which could save the life of the wife. However, the chemist was charging 10 times the cost which Heinz was unable to afford. He pleaded & requested the chemist but when he did not relent out of desperation Heinz broke into the chemist's shop & stole the drug.
- **The questions asked by the Kohlberg were:**
- 1) Should Heinz have stolen the drug would anything change if Heinz did not love his wife?
- 2) Should the police arrest the chemist for murder if his wife died?
- By studying the answers from people of different age groups he identified three stages of moral development (Given Below):
- **Stages:**
- | | |
|--|-------------|
| 1)Pre
conventional (<9
years) | Stage (I) |
| | Stage (II) |
| 2)Conventional | Stage (III) |
| | Stage (IV) |
| 3)Post-
Conventional
(>19 years) | Stage (V) |
| | Stage (VI) |
- **Preconventional:**
- Stage (I): Right & wrong are defined by what they are punished for.
- Stage (II): Right & wrong is determined by what they are rewarded for.
- **Conventional:**
- Stage (III): A child possesses a conformist attitude to morality i.e. right & wrong are determined by the majority.
- For example, agencies of socialization.
- Stage (IV): They obey the law without questioning & most adults do not progress beyond this stage.
- **Post Conventional:**
- Stage (V): Right & wrong is determined by personal values. The individual is aware that laws exist for good but at times they are against the interest of the individual.
- For example, jumping the traffic signal to save someone's life.
- Stage (VI): People at this stage have their understanding of moral guidelines that may fit or may not be for the law.
- For example, people's opinions concerning homosexuality, euthanasia, surrogacy, etc.
- These principles are applied to everyone & people are ready to defend them even if it goes against the rest of society e.g. people fighting against the social evils of the society.

META-ETHICS: (01:55 PM):

- **2) Meta-Ethics:**
- What does right even mean?
- What is morality?
- Why is cheating/lying considered immoral?
- **There exist different philosophies under Meta-Ethics which are given below:**
- **Moral Absolutism:**
- There exists an absolute definition of moral conduct i.e. there are actions that are inherently right/wrong & exist irrespective of context.

- For example, Deontology, treating others as you want to be treated by them, and teachings of religious scriptures.
- **Moral Relativism:**
- There exist moral values but it is not absolute as there is no objective way to justify any act to be right under all circumstances.
- Hence, morality is relative to context.
- For example, some societies are patrilineal and some are matrilineal, cross-cousin marriages are allowed in some societies and disapproved in others.
- **Moral Objectivism:**
- There exist objective acts which are right or wrong but independent of an individual's opinion.
- For example, fundamental duties.
- **Moral Subjectivism:**
- Anything whether right/wrong is not determined by society, culture, or period but is determined by the individual's perception.
- For example, 'X' thinks of promoting economic growth through developmental projects, and 'Y' thinks such projects are detrimental to the environment.
- **Moral Nihilism:**
- It is a meta-ethical view that believes that there is nothing right or wrong in ethics.
- According to them, ethical claims are false because they can change anytime by the individuals or the society hence there are no inherent morals in any action.
- According to Moral Nihilists killing someone for any reason is not wrong but neither it is right.
- For example, capital punishment is justified in some countries whereas it is prohibited in others.
- However, it is different from moral relativism as it denies the existence of moral truth whereas relativism acknowledges the existence of moral truth although believes it is contextual.
- Moral Nihilist believes moral values are social construct designed to control & manipulate individuals (Nietzsche).
- **For example:**
- During ethical debates regarding issues such as abortion euthanasia, the use of humans in clinical trials, etc. a moral nihilist would argue that disagreements do not point to any ultimate moral truth rather they reflect diversity in individual viewpoints.
- Sometimes the filmmaker may explore different themes in their works e.g. they might present the characters who question or reject traditional moral values which can lead to thought-provoking narratives that can challenge the audience's assumptions about morality

NORMATIVE ETHICS: (02:33 PM):

- **3) Normative Ethics:** What is the right thing to do?
- Also known as Prescriptive Ethics.
- **The moral worth of an action is determined by the following principles:**
- Action Based Ethics:
- **The Moral worth of action is determined by:**
- | Means (Action itself) | Ends (Consequences) |
|---|--|
| It is also known as 'duty-based'. | Also known as Consequential Ethics/Teleology. |
| It is also known as Deontology. | The moral worth of an action is determined by its consequences. |
| The moral worth of an action is determined by the action itself & not its consequences. | Ends justify means. |
| It means, "There is no wrong way of doing the right thing". | E.g. Robinhood Concept. |
| E.g. Nishkaam Karma. | Criticized because you cannot predict with certainty the consequences of action. |
| Criticised for being rigid. | |
- **Teleology:** The moral worth of an action is based on its consequences.
- **Egoism:** It happens when the behavior is solely based on the desire to fulfill a vested interest.

- **Psychological Egoism:**
- It states that self-interest motivates all human actions. It is a descriptive approach & one of the major philosophers was Thomas Hobbes.
- **Ethical Egoism:**
- All individuals should be motivated by self-interest while performing their actions.
- It is a prescriptive approach & one of the major philosophers was Ayn Rand.
- **Positives Of Ethical Egoism:**
- It avoids any possible conflicts between self-interest & morality because according to this approach, moral decision-making should be guided by self-interests.
- It will make the moral behavior rational as it is believed that it is rational to pursue one's interest.
- Ethical egoism encourages self-awareness. It is believed if you can know yourself & what you need it is easier to stay productive in society.
- Ethical egoism makes it easier to work towards your goals & hence can implement a self-care routine.
- **Negatives of Ethical Egoism:**
- It is an approach that will create a self-centered society & will lead to a loss of empathy.

THOMAS HOBBS: (03:17 PM):

- He was an English Philosopher who gave his theory during the time of the English Civil War.
- He established the foundation for Western Political Philosophy.
- **Leviathan State:** Hence, he prescribed that people should come together through a social contract to form a state which will be known as Leviathan State, which will have absolute power to govern.
- People will not have absolute rights, no right to revolt against the State. The state provides education to people to induce obedience.
- According to Hobbes since human by nature is selfish & cannot maintain peace & stability & it is believed that they will be engaged in a fierce battle for scarce resources to fulfill their vested interest. Hence the prescription was suggested to form a Leviathan State.
- **Ayn Rand:**
- She was a writer & philosopher who supported Ethical Egoism.
- According to her, an individual should exist for their own sake neither sacrificing themselves for others nor expecting the same.
- According to her Ethical Egoism is the virtue of selfishness & she condemns Ethical Altruism as she considers it incompatible with human life & happiness.
- According to this Philosophy, altruistic surrogacy cannot be justified.
- Question: Write a short notes on the following:
- a) Deontology vs Teleology.
- b) Ethical egoism and psychological egoism.
- c) Heinz Dilemma.
- Utilitarianism:
- Revisited Utilitarianism:
- Concept of Good:
- Virtue Based Ethics:
- Justice-Based Ethics:
- Right Based Ethics:
- **4) Applied Ethics:** Application of moral knowledge in real life?

TOPICS OF THE NEXT CLASS: Explanation of Utilitarianism & Applied Ethics, etc.

Ethics Class 13

INTRODUCTION (01:09 PM)

- A Brief Review Of the Previous Class.

UTILITARIANISM (TELEOLOGY) (01:15 PM)

- It is based on the principle of pleasure and pain i.e. maximising the rewards.
- The moral worth of an action is determined by:
- 1) It benefits the majority.
- 2) It leads to happiness.
- Two scholars who have significantly contributed to the Utilitarian perspective:
- 1) Jeremy Bentham.
- 2) J S Mills.
- **Application:**

- At the individual level: It is the promotion of self-interest.
- At societal Level: GHGN. (Greater happiness for Greater Number)
- At governance Level: Formulation of govt. a policy with an intention to serve the benefit of many people.

JEREMY BENTHAM (01:18 PM)

- According to his approach, the moral worth of an action is based on greater Happiness for a Greater Number.
- For example if you need to establish a power plant that can generate opportunities for thousands, however, the interests of a few tribals are getting compromised.
- Bentham will not pay attention to it.
- It means there is no place for liberty individual dignity and rights in Bentham's theory.
- Secondly, according to him happiness is just about How much one is happy and not about its quality.
- **He justified it by saying "Pushpin is the same as poetry."**
- However, his philosophy was criticised because he overlooked the interest of the minority and defined happiness only in materialistic terms.

REVISITED UTILITARIANISM BY J.S MILL (01:33 PM)

- He put forward his perspective to defend Utilitarianism.
- He supported utilitarianism but in such a way that individual actions should not bring harm to society.
- The pleasure of an Individual should not cause displeasure to society.
- He differentiated between higher-order pleasure and lower-order pleasure.
- His perspective was known as qualitative Utilitarianism as he believed **"It is better to be Socrates dissatisfied rather than a fool satisfied"**.
- He has put forward the ideas of liberty where he mentioned that in the process of serving the interest of the majority, the interest of minorities shall not be compromised.
- **Because "Liberty is non-negotiable".**
- Example: Provisions of FRA, Surrogacy Act.
- Although Mill tried to defend utilitarianism, but he overturned it.
- Hence he was known as a **"Peter who denied his master"**

CONCEPT OF COMMON GOOD (01:45 PM)

- Utilitarianism:
- Unit: Individual.
- Maximise the benefit for a maximum number of individuals.
- For example: DBT, CCT, Subsidies, Free Ration.
- Giving A dole.
- **Common Good:**
- Unit: Society.
- Investment is made towards collective good.
- For example: School., College/Universities, Hospitals, Road Infrastructure.
- Lending a hand.
- Capability approach of Amartya Sen.

DEONTOLOGY (01:47 PM)

- No wrong way of doing the right thing.
- Father of Deontology: Immanuel Kant. (Gave the concept of categorical Imperative).
- Categorical means absolute non-negotiable and Imperative: need of an hour.
- **Principles underlying the concept of Ci:**
- **1) Principles of universality.**
- **2) Principle of equality.**
- **3) Principle of Humanism.**
- **4) Duty principle.**
- **1) Principle of universality:** Acting in such a way that it can be made into universal law.
- For example: Stealing or cheating can not be justified under any circumstances according to this philosophy.
- **2) Principle of Equality:** These universal laws should apply to all including the self.
- If there exists any exception and anyone is excluded then it is not based on categorical imperative.
- For example: "You show me the man, I show you the rule" does not apply here.
- **3) Principle of Humanism:** People should never be treated as means but as an end in themselves.

- Hence duty is done for the welfare of the people rather than using them in the process of fulfilling the duties.
- For example Bonded labour, surrogacy, Humans in clinical trials, objectification, commodification etc.
- **4) Duty Principle:** Acting in the right manner because it is the right thing to do and not due to any fear.
- For example: Nishkam karma.
- Charity is a good action however celebrities indulge in charity to increase their public engagement then it is not considered an ethical act.
- Humans should be treated as an end in itself and not as a means to achieve something. What do you mean by such a statement?
- **Threshold deontology:**
- According to this theory an action which is not morally right can still be justified if the consequences surpass a certain threshold of seriousness.
- **Question: With regard to the morality of actions, one view is that means is of paramount importance and the other view is that the ends justify the means. Which view do you think is more appropriate? Justify your answer. (150 words/10 marks)**

VIRTUE-BASED ETHICS (02:23 PM)

- Here 'WHO' is performing the action is more important than 'WHAT' action is performed.
- It is not an evolutionary approach.
- It is a character-based approach to morality.
- Focussed on building the moral character of the society.
- Hence, emphasis is laid on '**SOCIALISATION**'.
- A/C to Aristotle, the moral worth of an action is determined when "A virtuous person will perform the same action in the same situation".
- A Virtuous person always makes the right decision when confronted with ethical Dilemmas.
- **Criticism:**
- No definite model to resolve ethical dilemmas.
- Too much subjectivity regarding what constitutes Virtues.
- **Three main scholars wrt Virtue ethics:**
- **1) Socrates: Knowledge is Virtue.**
- **2) Plato: 4 Cardinal virtues: Wisdom, Temperance, Courage, Justice.**
- **3) Aristotle: Golden Mean is the Virtue.**
- **1) Socrates:**
- He was a Greek philosopher who is credited as one of the founders of Western philosophy.
- In his words an unexamined life is not worth living i.e. one should question accept and reject the facts.
- Through this philosophy he tries to build a scientific temper.
- The recent trend of fake news paid news and propaganda further signifies the utility of examining the facts.
- It also depicts the freedom to speak one's mind.
- Similar principles are also found in the Bhagavad Gita (Moksha Through Gyana Marga).
- Jainism (Right knowledge to achieve Kaivalya).
- Socrates also talked about happiness as a Virtue i.e. according to him virtuous living is always in the individual's best interest.
- And it is only through self-knowledge that we can find true happiness.

PLATO VIRTUES (02:57 PM)

- **1) Wisdom:**
- Application of knowledge in the right direction.
- Example: Dr. Rajendra Bharud (IAS) during Covid 19.
- Avnish Saran: Wrt to Bike Ambulance.
- Praveen Kaswan: (Forest official) used social media to create demand for water bottles made of bamboo.
- **2) Temperance:**
- Moderation in thoughts, emotions, behaviour.
- **Contemporary Relevance:**
- Consumerism.
- McDonaldisation of food habits.
- Lifestyle disease.
- Social Media addiction.
- online Gaming disorder.

- Drug Abuse.
- Solution: Emotional Intelligence.
- **3) Courage:**
- Ability to stand for Truth.
- To remove obstacles from the path of justice.
- To acknowledge, embrace, and fight for truth.
- Example: Socioreligious Reformers.
- Freedom fighters.
- Honest Administrative Officer.
- **4) Justice: A/C to Plato justice exists at 2 levels:**
- **A) Individual level: Plato says it is based on the theory of tripartite Soul.**
- **Reason (Head): To think, and learn.**
- **Spirit (Heart): To Motivate.**
- **Appetite (Stomach): To know what we need.**
- Justice is served when all three components of the soul are in harmony.
- A Wise Person is one who uses emotions to motivate others to do what intellect finds to be valuable.
- An Unwise Person is one who uses emotions to overindulge in appetite.
- **B) At the level of State:**
- **According to Plato** when people with the right ability acquire the right positions.
- For example: a person who has a Reason (Wisdom) will create a Ruling class.
- A person who has Courage then you will create a Warrior class.
- A person who has temperance, will create an Eco/Producer Class.

ARISTOTLE GOLDEN MEAN (03:21 PM)

- A/C to Aristotle Golden Mean is the Virtue.
- It is the character of an Individual that determines the Ethicality and not the action's intention or consequences.
- For example: If X is disenchanted with government policy then neither should indulge in violent protest nor should remain silent.
- But should follow the middle Path of taking the Path of established Means.
- **Golden Mean:**
- | Extreme | Golden Means | Extreme |
|------------|--------------|---------------|
| Humility | Modesty, | Pride. |
| Flattery, | Friendship | Quarrelsome |
| Indecisive | Self Control | Impulsive. |
| Stingy | Generous | Extravagant. |
| Apathy | Compassion | Irritability. |

(TOPIC FOR THE NEXT CLASS: RIGHTS-BASED ETHICS, JUSTICE-BASED ETHICS, ANSWER WRITING PRACTICE) **Ethics Class 14**

INTRODUCTION (01:06 PM)

- A Brief Review Of The Previous Class.

JUSTICE BASED ETHICS (01:10 PM)

- **1) Justice Wrt Crime:**
- Retributive Justice.
- Reformatory Justice.
- Justice as compensation.
- **2) Distributive Justice.**
- Aristotle.
- John Rawls.
- Amartya Sen.
- Retributive Justice:
- The literal meaning of retributive is exchange.
- It means quid pro quo/Reciprocity.
- If X has committed a crime, he/she will be punished.
- But while deciding the punishment, the following principles need to be observed:
- **a) Proportionate Justice.**

- **b) No retrospective law,**
- **c) No double jeopardy.**
- However, retributive justice has its limitations as it does not focus on reforms, which might lead to criminals falling into a spiral of committing Crimes.
- There is an issue of naming and shaming. (labelling theory).
- To address this problem we came up with the idea of Reformatory justice.

REFORMATIVE JUSTICE (01:21 PM)

- Based on the principle of Gandhi ji "Hate the Sin and not the Sinner".
- Hence, every individual should be given an opportunity to reform their behaviour.
- Even Apex court Wrt capital punishment" Rarest of rare Case.
- **"Every saint has a Past and every sinner has a future".**
- Solution: Therapy, Counselling, Inculcation of ethical values, vocational training.
- However reformatory justice should not replace retributive Justice but complement it.
- For example Prison reform initiative by Dr Kiran Bedi Wrt to Tihar Jail.
- **Justice as Compensation :**
- In order to ensure Justice especially in the context of the Vulnerable section or in the case of communal atrocities, Compensation constitutes an important element of justice as it is required for their basic survival.

DISTRIBUTIVE JUSTICE (01:35 PM)

- **Aristotle's theory:**
- "A/C to him it is unjust to treat equals unequally as it is unjust to treat unequal equally".
- Aristotle proposed the theory of distributive justice where the distribution of wealth will be directly proportional to their merit.
- **A/C to him Justice is the virtuous mean between the vices of giving more or less than what an individual deserves.**
- However, this theory was criticised for being elitist in nature and not taking into account the historical injustice, social pathologies and socioeconomic positioning of the individuals.

RAWLS' THEORY OF JUSTICE (01:44 PM)

- A/C to Rawls an individual is capable of making rational decisions and based on this assumption he gave the theory of justice.
- It is the standard used in decision-making considering the facts and without any prejudice.
- **It is known as the veil of ignorance.**
- It is a hypothetical situation prior to the starting of the society when people decide the principles on which society is built.
- These people are unaware of the social position that they will occupy in the future society.
- This will ensure fair and just principles will be developed as each individual will contribute to making provisions that will benefit the entire society keeping in mind the worst-case scenario.
- **Principles proposed by Rawls:**
- 1) Liberty is non-negotiable.
- 2) Equality of opportunity for all.
- 3) Difference principle: It is valid as long as it benefits weaker sections.
- **For example Dalit capitalism, Standup India, Affirmative action.**

AMARTYA SEN'S IDEA OF JUSTICE (01:57 PM)

- A/C to him resource distribution is not enough to ensure justice in society.
- Because it is not sustainable and will also make individuals dependent.
- He revised Rawls's theory by suggesting **the idea of capability.**
- Hence he prescribed investment in social infrastructure.
- Contemporary relevance of Amartya Sen's perspective:
- **Human capital formation.**
- **Demographic dividend.**
- **Longevity dividend.**
- **Sustainable development Goals.**

RIGHT BASED ETHICS (02:01 PM)

- The moral worth of an action is determined by whether/or not it is infringing upon the rights of others.
- **Rights:** It is defined as entitlements of individuals recognised by society backed and sanctioned by the state.
- Natural rights: They are enjoyed on the basis of mere existence.

- They are ordained by nature.
- However, they are abstract and difficult to enforce hence giving rise to human rights.
- **Human rights:** It is defined as basic minimum rights enjoyed by humans on the basis of the virtue that they are human beings.
- These rights are fundamental to the existence of humans as well as dignified living.
- It emerged in the post-World War period with the passage of **the Universal Declaration Of Human Rights.**
- **Contemporary Relevance: Human trafficking, development-induced development, rights of the LGBTQ community, right to privacy, mob lynching, media trials, capital punishment, food insecurity, and violence against women.**
- **JOHN LOCKE:**
- **He was** a huge advocate of freedom and governance by consent.
- A/C To him the purpose of the law is not to abolish or restrain but to preserve and enlarge freedom.
- **A/C to him there are 3 inalienable rights:**
- **Right to life.**
- **Right to liberty.**
- **Right to property.**

QUOTATION BASED QUESTIONS (02:32 PM)

- **1) Introduction:**
- Interpretation of the quote: Paraphrase, Define keywords, Example Paradox, premise/current event.
- **2) Body:**
- Explanation.
- Exemplification.
- **3) Conclusion:**
- Prescription.
- Overall Inference.
- **"Judge your success by what you had to give up in order to get it". (Dalai lama.)**
- **Question: "Every work has got to pass through hundreds of difficulties before succeeding. Those who persevere will see the light sooner or later."**
- **Question: "Life does not make any sense without interdependence. We need each other and sooner we learn that it is better for us".Eric Ericson.**

HOW TO THINK ABOUT EXAMPLES (03:15 PM)

- **1) Social, Political, Economical, Environmental.**
- **2) Individual, Society, Nation, Global.**
- **3) Ancient, Medieval, Modern, Post-independence.**
- **4) Individual :**
- Corporate.
- Administrative official.
- Religious scriptures.
- Sports.
- Political Leadership.

(THE SYLLABUS OF ETHICS IS NOW COMPLETED WITH THIS CLASS)