Recorded Ethics Class 01

The class started with a brief objective of the ethics class (1:09 PM)
- Theory
- Ethnic and human interface
- Role of socialisation
- Attitude
- emotional intelligence
- Moral thinkers
- Aptitude and foundation values in civil services
- **How to prepare ethic**
- Preparation with the definition, features, Examples
- Previous year questions

Ethics, integrity ad aptitude(1:24PM)
- **Aptitude**-Professional competence, specialised ability, potential to develop specialised skill.
- It is different from intelligence.
- As intelligence ability to gain knowledge.
- Aptitude is the ability to apply the same knowledge.
- Aptitude is a necessary condition to ensure efficiency in any organisation.
- However it is not sufficient. In fact, without ethics and integrity, the person can cause more damage to the organisation.
- **Ethics** refer to a prescriptive code of conduct with respect to the rightness or wrongness of an actor in a situation.
- **Integrity:** when the path of right is followed across time and space it is referred to as integrity.
- It is the practice of being honest and showing uncompromising adherence to ethics and morals.
- **A person of integrity has the following features.**
- Responsibility assumption
- Manifest humility-Example APJ Abdul Kalam
- Being honest in all actions-Example-Rajni Sekhri Sibal, Ashok khemka, Poonam Malakondaiah
- Serving the interest of others before his or her interests
- Example-Satish Dhawan during failure of missile trials, Lal Bahadur Shastri- during an accident of train under his authority
- The story od Aven anaya and Abel Mutei.
- **Significance of Integrity:**
- It improves the credibility of the individual.
- It provides courage to confront challenges.
- It provides peace of mind as there is no sense of guilt.
- Opportunity for career growth.
- It helps in resolving dilemmas and facilitates quick decision-making.

Difference between ethics and integrity(2:02PM)
- Ethics can be defined as rules and regulations that have been formed to allow individuals to work according to the rules of right behaviour.
- Every organisation has a certain code of ethics to ensure less conflict and more professionalism.
- Where integrity is a quality of being honest and fair.
- It is a personal choice and unlike ethics which is imposed from outside, integrity comes from within.
- We look for people with integrity as they don't have to be under any observation because they are self-motivated to do the right thing.
- **Q-Integrity is a value which empowers human beings. Justify a statement with examples. (UPSC 2021)**
- **Q-In looking to hire people, the organisation looks for three qualities-integrity, aptitude and energy. However, in the absence of the first, the other two will kill you. Do you agree with the statement? If yes then explain with examples.**
- Example-Dr AQ Khan and APJ Abdul Kalam

What is the significance of ethics(2:20 PM)
- Harmony
- Social capital
- Accommodation of Diversity

- Unity in diversity
- Morally virtuous society
- Maintaining law and order
- Correcting stereotypes
- Confidence in decision
- Leadership quality
- Joy
- Sustainable development/Inclusive development
- **Q-What is the impact of ethics on individual and social well beings (10 markers)**

Values, attitude, morals, ethics(2:36 PM)

- What are the concepts
- What are they made up of
- Characteristics features-static versus dynamic
- Absolute versus Relative
- cultural specific verses Universal
- Subjective versus Objective
- There inter-relationship
- How do they develop?
- **The concept**: values, attitude, morals, ethics
- It refers to a mental construct which acts as an instrument of behaviour regulation.
- It is responsible for guiding our decision-making, influencing our choices, and directing our behaviour.
- **Components**
- **Three components:**
- Belief
- Emotion
- Behaviour tendency
- Belief is an internal feeling that something is true.
- It can be defined as an idea or viewpoint held by a group or society.
- They are rooted in our traditions, customs, folk tales, myths, superstition etc.
- There tow types of belief:
- Core beliefs and peripheral beliefs
- Both can be challenged, however, peripheral beliefs can easily be changed.
- Core beliefs are long-lasting-Based desirable or undesirable.
- **Q-Distinguish between beliefs and values.**
- Beliefs generate emotions.
- Emotions-it is referred to as bodily arousal which results from the reaction to an event either internal or external.
- They are often expressed through actions.
- But when expressed through appropriate action, it gives us a sense of relief.
- That emotion generates a desire for actions but does not guarantee action.
- **Characteristic features:**
- Static versus dynamic
- They are relatively permanent
- They are referred to as the source of our identity and any departure from the existing value system tends to create a sense of guilt.
- Hence, once shaped, values are difficult to change.
- However changes are accommodated when the environment changes.
- For example-Radicalisation of youth by anti-social elements.
- Sudden experiences in life-example-COVID, the story of ungalimar, the value system of Ashoka post-Kalinga war.
- The change is also accommodated by admitting different behaviour under the same value
- Different manifestations of patriarchy
- **Q-In defence services, patriotism means laying down one's life for the country. What according to you is patriotism in everyday life-give examples(2017)**

The topic of the next class: continuation of Values, attitudes, morals, and ethics.
Recorded Ethics Class 02

The class started with a brief revision and addressed the queries of the previous class(1:05 PM)

- **Absolute and Relative(1:10PM)**
- According to the absolute perspective, Values, Attitudes, Morals, and Ethics are constantly independent of the situation in that there can not be a wrong way of doing the right thing.
- According to the relative perspective, it is context specific, that is nothing is right or wrong for all time to come.
- Absoluteness has a touch of rigidity whereas being relative provides the flexibility which is needed to operate in the environment successfully.
- For example story of sage and dacoit.
- It is being said to evaluate whether the action is right or wrong we need to understand the intention behind it.
- As Gautum Buddha said to be kind is more important than being right.
- **Cultural specific and universal**
- Values are the adhesive that binds people and society together.
- It helps in the survival of society.
- It needs to have stability and harmony.
- One of the pre-requisite is values consensus.
- **Assignments**
- Operation Sulaimani
- Butto program
- Bike ambulance
- **Subjective and objective:**
- Subjective-Philosophies like the Protagonist
- Humans measure something and attach value to it.
- Hence it is subjective.
- Beauty lies in the eye of the beholder
- Objective:
- According to Plato, values are objective
- They exist independent of individual
- Beauty

Interrelationship(1:54PM)

- Explained through the flowchart:
- Morals-Individual standards of behavior with respect to right and wrong.
- Beliefs-Long lasting beliefs based on preference with respect to desirable and undesirable.
- Ethics-Framework to decide right and wrong
- Attitude-Specific determinant of behavior
- **Value-Features of value:**
- General determinants of behavioral
- They are expressed in terms of the should
- Denotes preference
- Largest canvas which subsumes all concepts
- The guiding principle of behavior
-

Parameters	Ethics	Morals
Concepts	What is the right way to act in a situation for an action	Principles of right behavior which help in judging the goodness and badness of a character
Source	Society/external	Individual/internal
Why do we follow	Because society says it is the right thing to do	Because we believe it is right
What if we deviate	Social boycott, exclusion, or ostracization	Feeling of guilt
Flexibility	The collective proposition of society hence more objective wrt to moral	Highly subjective

Crisis of conscience(2:37PM)

- Conscious referred to intuitive authoritative judgment regarding the moral quality of an action.

- Crisis of conscience: It refers to a situation:
- 1)Where you worry because you know you have done something wrong or
- 2)When there exists a dilemma between different options but you were forced to take action against your conscious or
- 3)When there exists a feeling of guilt.
- Example-State of mind of Arjun before Krushetray
- There was a strong sense of guilt that he is fighting against his own family members.
- Inertia to appear as a witness in a criminal case.
- The dilemma faced by public servants between individual morality and orders of Superior.
- Q-What do you understand by the crisis of conscience? Narrate one incident from your life where you have faced this crisis and how did you overcome it(10Markers)(150 words)
- **Q-What is a crisis of conscience? How it manifests itself in public life.Give examples(10Marks)**
- Conclusion: Hence wisdom, integrity, and courage needs to be developed to successfully overcome the crisis of conscience
- Conscience is like a dog that can never bite but never stop barking.
- **Norms(3:04PM)**
- One of the sources of ethics is norms:
- Informal guidelines for behavior
- Agreed upon by societal members
- Binding on the members of society
- These are social expectation
- To ensure conformity, and uniformity and check deviance.
- If not followed-social ostracization
- The later stage of the evolution of norms-Codification wrt expected and unexpected behavior is law
- **What do you mean by values and ethics? In what way, is it important to be ethical along with being professionally competent? (10Markers)(150 words)**
- **Structure:**
- Introduction-How ethics and value are mental constructs that act as institutions of behavior
- Body-Define values
- Features of values with example
- define ethics
- Features Examples
- Argument: established Professional Competence is a necessary condition for efficiency
- However, in absence of ethics, it can be detrimental
- give examples

The topic of the next class -is the continuation of law and ethics.
Recorded Ethics Class 03

Class started at (1:02 PM)
Ethics (1:06 PM)
- **What is the right thing to do? It can have different answers depending upon the source of ethics.**
- Hence, there arises a need to have minimum enforceable behavior, which is laws.
- Laws are based on an ethical framework and it aims to bring social order while controlling the immoral behavior of Individual in society.
- Laws act as an external set of standards imposed on an individual by an appropriate authority.
- Any individual disobeying the law is liable to face penalties and punishment.
- Often laws have the societal sanction and hence, play a significant role in the smooth functioning of society.
- Whereas, ethics act as a moral compass in guiding an individual even when the law is silent.
- Ethics is the first line of defense against deviance whereas law enforcement is remedial and reactive.
- **Ethical and legal**
- Providing education to children
- Prohibition of child labor
- Ensuring the right to privacy
- **Ethical and illegal.**
- Hungry child stealing a loaf of bread for a starving family
- Jumping a traffic light to save someone's life

- **unethical and illegal.**
- Dowry
- Child marriage
- Trafficking
- **Legal and unethical**
- Suicide (section 115 of the mental healthcare act)
- Passive euthanasia
- Prescribing branded medicine.
- Altruistic Surrogacy.
- **Question->**Ethics is knowing the difference between what you have the right to do and what is right to do. Potter Stewart. What do you mean by the statement, justify it with examples. **(10 Marks/150 words) CSE 2022 exam**
- **Distinction between the following (15 marks)**
- Law and ethics
- Values and attitude
- Cognitive dissonance and crisis of conscience.

Socialization (2:04 PM)

- It is a process by which a child is inducted into the culture of society.
- Process through which values are transmitted from one generation to another.
- **Mechanisms of socialization**.
- **Observation learning.**
- The process of learning by watching others. It occurs through social role models, parents, teachers, etc
- **Rewards and punishment or conditioning.**
- Agencies of socialization attach rewards and punishment to the action of an individual to help them differentiate between desirable and undesirable behavior.
- **Role taking**.
- The process of imagining and visualizing oneself as someone else and acting like them.
- However, while playing such roles individual is able to understand the feeling and situations of others and suitably modify their response.
- Trial and error.
- Learning through your own experiences.
- **Agency of socialization.**
- **Family**
- Informal agency of socialization.
- Helps in exercising value consensus by socializing the child in their formative years as per the social values.
- **Values**- Honesty, sacrifice, love, collectivism, etc are provided by family.
- Values are shaped through storytelling, and life lessons.
- Over time, the structure of the family has changed,
- Change in preferences so change in values.
- **Style of parenting.**
- **Autocratic.**
- Childs's autonomy is restricted by the parents.
- Parents impose their value system on the child.
- Child is too hostile or compliant.
- **Democratic**
- Relationship is characterized by trust, respect, openness, flexibility, receptivity to feedback
- communication is rational and based on issue-oriented interaction.
- Parents exhibit values of patience, tolerance
- Positive reinforcement of desired behavior
- **Permissive.**
- Too much freedom.
- To an extent being compatible with the physical survival of the child.
- Relationship is based on neglect, apathy, and indifference.
- With democratic parenting values of objectivity, empathy, impartiality, and cooperation is developed whereas in the context of permissive parenting the tendency to identify with antisocial elements is very high.

Role of mother (2:45 PM)

- **Secure attachment**
- Warm relationship
- Mothering is consistent
- Mother acts as a Rational role model
- Relationship is characterized by Mutual trust and respect
- **Values**
- Self-efficacy (confidence in my own abilities to overcome any challenges and accomplish goals)
- Courage.
- Rationality.
- Risk-taking.
- compassion.
- Responsibility assumption.
- **Insecure attachment.**
- Impervious to the need of the child.
- Either neglect/apathy/indifference.
- Excessive indulgence ->making unrealistic demands from the child.
- **Values.**
- Lack of display of bold behavior.
- Lack of cooperation, compassion, and more self-centered.

Role of the father (3:20 PM)

- Father acts as a role model for most of the children.
- Qualities of leadership, responsibility assumption, and discipline are developed under the influence of the father.
- **Boy -** learns gender-appropriate behavior
- **Girl-** Learns to make heterosexual adjustments.
- **Question-** Discuss the influence that parents have on the values of the children. Why is it that at times the values of children differ from that of parents? (10 Marks/150 words).

The topic of the Next class- Other aspects of socialization etc
Recorded Ethics Class 04 updated

Socialisation(1:08PM)
Education system

- Formal agency of socialization.
- Provides the platform for communication with those who are not family.
- Values-Equality, brotherhood, tolerance, achievement orientation.
- It acts as s buffer between family and society.
- It prepares the child for the role of adulthood.
- There is the role of teacher, content, and co-curricular activities.
- **Role of teachers:**
- Teachers are great role models for students as they leave a significant impact on the mindset of the children during their impressionable age.
- Teachers use observation learning conditioning, and role-taking to shape the value system of the children.
- They influence behavior.
- Unbiased treatment
- Influence the self-attribution pattern
- Through their conduct(example timeliness, diligence)
- Walking the talk
- Breaking stereotypes
- activity based learning
- Developing critical thinking
- You tell me I'll forget, you teach me I may remember, you involve I'll learn,
- **Role of content:**
- Content should be based on scientific temper without any ideological coloration
- Culture-specific input so that it helps the child in their adjustment to society.
- For example, elementary education in the mother tongue focuses on vocational education.
- Value-based education through storytelling.

- There should be a sync between text and practice to promote application-based learning.
- the evaluated standards should not be parochial and encourage 360-degree assessment of children.
- Outcome-based learning needs to be promoted that is rather than just focusing on inputs focus should be on the learning outcome of the students.
- **Role of co-curricular activities:**
- These activities help in responsibility assumption, achievement orientation, developing risk-taking ability, make a person high on self-efficacies.
- Despite these advantages, it is the most neglected area of school curricula.

Values-based education(2:00PM)

- **Q-Value-based education empowers the person to confront to challenges of contemporary Indian society. Discuss**
- Values are generalized preferences that help us in leading a particular type of life.
- Since values are learned through socialization. Therefore education must help us in inculcating appropriate values like harmony, peace, compassion, humility, respect for human dignity, etc.
- **Aristotle says educating the mind without educating the heart is no education at all.**
- **According to Gandhiji literally, education is of no use if it fails to build a sound character.**
- Value education can guide individual education based on fairness, constructive attitude, and wisdom so as to differentiate between the positives and negatives of technological advancements.
- It helps us in being considerate towards the marginalized and thereby fighting the challenges posed by prejudices.
- Hence this education based on values can empower the young generation by providing them with the critical ability to differentiate between right and wrong in contemporary times.

Assignment (2:25 PM)

- Q-If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are 3 key societal members who can make a difference. They are the mother, father, and teacher-Dr APJ Abdul Kalam
- Do you agree with the statement? justify with examples(10marker, 150 Words)(UPSC 2017,2022)

Role of peer group(2:45PM)

- Interaction among co-equals.
- The role of peer groups is most significant during adolescence.
- The range of topics discussed is very wide.
- Power distance is minimum.
- Occupational goals, life goals behavioral patterns are all shaped by peer groups.
- However, sometimes, there is a problem of negative socialization in case the reference group is negative.

Role of religion(2:57PM)

- Religion refers to a unified system of beliefs and practices related to sacred things(ie things that are worthy of worship devotion)which binds people into one single moral community.
- Religion act as an integrated social force which shapes the collective belief in society.
- Religious rituals help in promoting solidarity.
- For example celebration of festivals.
- Religion provides us with the courage to accept life experiences as divinely pre-destined.
- It provides us with the framework to manage misery and frustration.
- It also helps individuals to cope with dysfunctional influences.
- For example drug abuse, gambling, juvenile crime, etc.
- For example teaching of Bhagavad Geeta like being good is a reward in itself.
- Nishkam Karam.
- Always value your blessing that is be grateful for what you have because comparison is the ultimate enemy of all happiness.
- Many values of our constitution are fundamental principles of a different religion.
- For example-Equality, welfare fraternity, justice, etc
- However, when religion is used as a tool by certain anti-social elements to serve their vested interests it results in conflict in society.

Role of media(3:14PM)

- **"Neither bow and arrow, nor sword does you require, Publish a newspaper when faced with canon fire"**
- **You should not be a sycophant but a skeptic.**

- **Media should not be complementary but cast a critical on us so as to hold us accountable to those who have brought us to power.**
- Media influence socialisation.
- They are providing us with the topic for discussion.
- Vicarious reinforcement.
- Provides platforms for debates, discussion, deliberation
- Shapes our opinion.
- Influences aspirations.
- Guides our values, beliefs, and behavior.
- An individual has a tendency to replicate the behavior which is rewarded.
- Media can shape the value system by acting as an agent of social management, social diffusion, and social change.
- Home assignment-Discuss the impact of social media on the social and political culture of India.

The topic of the next class: Socialisation completed and Attitude.
Recorded Ethics Class 05

The class started with a brief revision of the previous class(1:06 PM)
The assignment question was discussed in detail(1:08 PM)
- **Media:**
- It promotes participative democracy through direct interactions.
- It provides voice to the stakeholders.
- It provides legitimacy to government policies by creating acceptance for them among the people.
- It provides policy inputs to the government so as to ensure better governance.
- It can help in drawing the attention of the government to the issues overlooked by them.
- **Issues:**
- Fake news
- Paid news
- Propaganda
- Divisive emotionally charged content on sensitive issues can disrupt any stable democracy.
- **Wayforward:**
- Presenting objective truth and hence reducing the scope for biasness.
- Fcat checking of all relevant information or content.
- Sharing opinions with consideration.
- Exercised caution and sensitivity while dealing with emotionally charged issues.

Attitude(1:50PM)
- Concept
- Characteristic features of attitude
- Components of attitude
- Concept of prejudices
- Functions of attitude
- Attitude-behaviour consistency
- Social influence
- Persuasion
- **Definition:**
- Attitude refers to opinion, perception, or belief with respect to something or someone.
- It is about the positive or negative evaluation of people, objects, events, ideas etc.
- The concept of attitude consists of two entities.
- Attitude holder and attitude object.
- **Characteristic features:**
- Attitude is a lasting evaluation.
- Attitudes are learned through the process of socialisation.
- Ambivalent-when people simultaneously hold negative and positive evaluations of attitude objects, it is referred to as ambivalent attitude.
- For example-One might enjoy the sensation of smoking and at the same time realise it is injurious to health.
- Attitude is always communicated either verbally or non-verbally.
- For example status on WhatsApp.

- Attitudes are held because they perform some functions for us.
- Attitude confirms the principle of consistency that is not changing frequently.
- Attitudes are subjective experiences.
- It varies from individual to individual.
- **Components of attitude(2:23PM)**
- Explained through the flowchart
- Stereotypes
- Emotions of hate, anger etc
- Discrimination, violence
- prejudice attitude
- beliefs/Cognitive
- Emotions/affective
- Behavioural tendency
- Cognitive-X believes India has a rich cultural heritage
- Affective-It has generated feelings of awe/respect in X towards India's culture
- Behavioural tendency-there is a desire in X to preserve, promote, and protect India's culture
- **Prejudices:**
- Prejudices are examples of negative attitudes towards a particular group and in many cases, it is based on stereotypes about that group.
- The cognitive component of prejudice is companied by dislike or hatred(affective component).
- Prejudice may get translated into discrimination that the behavioural component.
- History contains numerous examples of discrimination based on race(Apartheid in South Africa), caste(untouchability in India), ethnicity(persecution of Jews by nazis or Germany), sexual orientation or gender identity(biasness against the LGBTQ community etc).
- In many cases, discriminatory behaviour can be curbed by law.
- For example-Transgender protection act
- Prevention of atrocities act etc.
- However cognitive and emotional components of prejudice are more difficult to change.
- Hence following strategies can be adopted.
- Minimise the opportunity for learning prejudice through education, information regarding stereotypes etc.
- Correcting this attitude through increasing inter-group contact which allows for direct communication, removal of mistrust and discovery of positive qualities in others.
- Deempahsizing narrow social identity based on the in the group.
- Discourage the tendency towards negative behaviour among the victims of prejudices which reinforces the prejudices.
- **Q- Many of the present social conflicts arise due to prejudices and discrimination. Illustrate.What can be done to curb discrimination and handle prejudices (10 markers, 150 words)**

The topic of the next class: continuation of the attitude
Recorded Ethics Class 06

The functions of attitude(1:07PM)
- Daniel Katz
- **Four functions of attitude**
- According to Daniel Katz, attitudes are determined by the purpose they serve for us.
- **1)Need function**
- We develop a favourable attitude toward things that reward us.
- Once these attitudes are formed they continue to be useful in helping us satisfy our needs or achieve our goals.
- It can also be referred to as a utilitarian function.
- For example you developed a favourable attitude toward a political party or some social or economic issues because everyone around you is supporting it and you want to be socially fit.
- The attitude undergoes a change under two situations
- Either the need changes
- The new attitude suggested can meet the existing need better.
- **2)Knowledge function**
- Attitude helps the attitude holder to understand the complexities of life.
- It helps people attach a **cause to the events.**

- They provide explanations and understanding of the event.
- The knowledge function of the attitude does not provide us with a factually truthful picture but a picture that is meaningful to the individual holding the attitude.
- This attitude can be changed only when counter-attitudinal information is provided on a sustainable basis.
- For example -In obsession with fair complexion people develop an attitude that the white race is superior.
- Good things happen to good people so if something bad happens that means you are bad people.
- There exists stratification in society despite constitutional provisions that led to the development of attitudes that the pool of talent is limited in society.
- **3)Ego defensive**
- This attitude helps us to protect our self-image and defend ourselves against various arrows of life.
- It is a prejudiced attitude which is used to uplift the self-image of the attitude holder.
- These attitudes are created to protect the person in the movement of embarrassment and justify the actions that can make us feel guilty.
- For example incidences of domestic violence, social media trolls, blame culture, corporal punishment of children etc.
- These attitudes are very difficult to change as stem from an individual's personality.
- Hence to change this attitude we need to provide an environment where the attitude holder feels truly valued and agrees to lower his defences.
- For example unconditional positive regard.
- **Q-We can easily forgive a child who is afraid of the dark, the real tragedy of life is when men are afraid of the light.**
- **What do you understand by statement discuss?**
- **4)Value function:**
- It helps a person establish his identity which conveys to others the kind of person he is.
- It helps us to exercise impression management.
- For example-Quotations on our t-shirts.
- Status on social media
- Expressing core values through our conduct

Attitude behaviour consistency(2:35PM)
- **Factors affecting attitude-behaviour consistency**
- Individual
- Situation
- Strength of attitude
- Example-If you disapprove of cheating you will never cheat
- X had a prejudiced attitude towards the community.
- Hense refuse to rent accommodation.
- Your likeness for your job will be reflected in your job attendance.
- There was a study conducted by COREY in 1937 according to which cheating behaviour does not depend on the attitude toward cheating but on how poorly one has performed in the exam.
- Lapierre conducted a study to establish racial biases against Chinese people in America.
- However, he found not always is consistent with behaviour.
- High on self monitoring-In different situations with different people individuals act like different people.
- They are good at adapting to the situation and getting along with others.
- however, may appear fake to some.
- Low on self-monitoring-Behaviour of an individual is usually an expression of their true feelings, attitude etc.
- However, they may not be able to present themselves in a socially desirable manner.
- Attitude as a heuristic:
- When there is information overload and no time to plan and contemplate behaviour whatever attitude we possess we act accordingly.
- For example-brand impact our behaviour or recruit people in the organisation when there is a time crunch.
- Bandwagon effect-Herd mentality
- If an individual has an X attitude and others have a Y attitude and we hold others in high regard then very less probability of attitude-behaviour consistency.
- For example-Westernisation
- Westernisation is blinf imitation of cultue of west.

- Persistent - social evils in the society example dowry system.
- Most individuals succumb to societal pressure in the absence of courage.
- Hence, attitude is not consistent with behaviour.
- Strength to attitude-
- 1. Attitude relevance
- 2. Attitude specificity
- 3. Attitude accessibility
- 4. How you have acquired an attitude

The next class topic: dictation of attitude- behaviour consistency and social influence and persuasion
Recorded Ethics Class 07

[9:04 AM] Brief Recap - A-B consistency
Strength to Attitude continues...

- **Attitude Relevance:** The A-B consistency is determined by the vested interest of the attitude holder wrt the attitude object, **for eg.** *blood donation to a stranger vis-a-vis a family member.*
- **Attitude Specificity:** The specific Attitude is stronger than the general attitude, **for eg.** *Are you religious, or how often do you visit religious shrines?*
- **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 behavior will be consistent with it, **for eg.** *perspective on various social issues.*
- **How one has acquired the attitude?** - If attitude is acquired due to direct exposure to the attitude object then it is very strong, **for eg.** *the attitude of a victim wrt social evils or attitude wrt reservation whether favorable or unfavorable due to personal experiences.*

[9:15 AM] Social Influence (SI) and Persuasion:

- **Background:**
- **Carl Hovland (Social psychologist)** was recruited by the US defense forces to bolster the morale of soldiers to continue fighting against Japan during WW II.
- The knowledge of SI can help change people's attitudes, beliefs, actions, etc. for eg.
- 1. COVID caller tune
- 2. Cinema - for eg. Toilet Ek prem Katha, Padman, Dangal,
- 3. Influence consultants are recruited by political campaign managers to influence the behavior of the voters, **for eg.** Abki Bar Modi Sarkar, or Achche Beete Paanch Saal Lage Raho Kejriwal.
- 4. By walking the talk, (people following traffic rules can influence the behavior of those who do not follow)
- **Definition -** Social Influence is defined as a process where the person's behavior, thoughts, feelings, and attitude change due to interaction with one or more persons directly or indirectly.
- **Concept: French and Raven Theoretical Perspective-**
- **French and Raven's Theory of Social Power:**
- **1. Reward Power -** peoples' perception that social agent has the ability to give rewards, **for eg.** govt gave a reward of 12000 rs for building toilets
- **2. Coercive Power -** peoples' perception that a social agent has the ability to give punishment. **for eg.** a penalty or fine for Open defecation
- **3. Expert Power -** people believe that social agent is superior as they have special knowledge. Thus government can use experts like **doctors and health experts** to make people aware of the benefits of sanitation and hygiene and also the side effects in terms of the health and nutrition of children. Besides that, they can also inform people how lack of sanitation affects the stunting of children.
- **4. Legitimate Power -** people believe that a social agent has the legitimate right to prescribe behavior, **for eg.** an Open defecation case in Ghatpatila distt.
- **5. Referent Power -** people identify with a social agent as he/she is charismatic for people, **for eg.** Vidya Balan, Amitabh Bachchan on polio eradication, etc.

Question - how to use social influence to encourage parents to send their girl child to school/adoption of family planning methods? (150 words/10 marks)

- **[9:54 AM] Mechanism Through which SI is manifested:**
- **a) Conformity:**
- **What is conformity? -** it is a type of SI in which individuals change their attitude and behavior to fall in line with the existing norms
- **Why do people conform? -**

- i) Normative Social Influence - we tend to conform because we want to be accepted by those whose approval or likeness we desire. The more important the group is for me, the more will be adherence to the norms, **for eg. the persistence of social evils in society** (as there is a fear of being rejected)
- ii) Informational Social Influence - in order to be correct in one's judgment or actions. The more you are uncertain and lack the expertise the more you tend to go with the group. It happens when an individual does not have their own viewpoint.
- ***Factors affecting Conformity -***
- i) Numerical strength of the group
- ii) Unanimity among the group
- iii) Ideological similarity with the group
- **b) Compliance:**
- ***What is compliance? -*** it is technically a change in behavior without any change in attitude. One agrees to change behavior without changing attitude because of the satisfaction derived from the social impact of accepting the influence.
- ***Principles of Compliance - it is a perspective given by Robert Cialdeni***
- *i) Liking/friendship -* we comply with the request of friends or people whom we like, **for eg.** purchasing products endorsed by celebrities.
- *ii) Commitment and consistency -* once we have committed ourselves to a position or action we are more willing to comply wrt behavior that is consistent with that position, **for eg**. election manifesto
- *iii) Reciprocity -* we comply with the request of someone who has provided us with a favor, **for eg.** voting for a political party that has declared 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 is doing, **for eg.** consumerism, westernization, voting behavior, the culture of dowery, caste endogamy, arrange marriages, etc.
- *v) Scarcity -* we try to secure opportunities that are scarce, this technique is often used in marketing, **for eg.** limited edition goods, the deals on the e-commerce platforms,
- *vi) Authority -* we show a willingness to comply with requests from someone who has legitimate authority, **for eg.** Political leaders, administrative officials, wrt govt schemes.
- **[10:47 AM] Techniques -**
- *i) Foot in the door -* it is the procedure of gaining compliance in which we began with a small request and when it is granted we increase it to the larger one, **for eg.** wrt Swachch Bharat Mission (ODF -> ODF+ -> ODF++ -> water plus -> garbage-free cities), implementation of UCC, COVID protocols, name on single-use plastic, digitalization of society, etc.
- *ii) Door in the face -* in this technique the requester begins with a large request but when it is refused they retreat to the smaller one (which was actually desired), f**or eg**. grants asked by ministries, salary negotiations, etc.
- *iii) That's not all -* for eg. increasing female labor force participation, use this technique in encouraging people to send their girl child to school.
- *iv) Deadline technique -* target persons are told, they have only limited time to take advantage of some offer, **for eg**. Sustainable Development Goal (SDG), benefits of demographic dividend (it is expected that working age population will peak in 2041, hence the benefits have to be reaped before that. Longevity dividend (refers to economic growth potential created to increase life expectancy),
- *v) Playing it hard -* increases compliance by suggesting that a person or an object is scarce to obtain, **for eg.** convincing the youth to become a job generator from a job-seeker or convincing the youth to actively participate in politics.
- **[11:23 AM] c) Obedience:**
- ***What is Obedience? -*** It is a type of SI in which people obey the orders given by others to perform a task or action
- ***Why do people obey?***
- *i) visible badges -* degree, decorated uniform, a beacon on the car, etc.
- *ii) socialization to always obey the authority -* transfer of values from one generation to another, elders, teachers, superiors, etc.
- *iii) proximity with authority or figure -* physical or ideological
- *iv) transfer of responsibility -* people view themselves not as an individual but as an instrument to carry out the desire of others and hence no longer perceived themselves as responsible for their actions, **for eg.** mob violence, and bystander apathy.
- **Destructive Obedience (Stanley Milgram's experiment)**
- Subjects will ask questions from confederates (they will deliberately give wrong answers)

- For every wrong answer, subjects will give an electric shock to the confederates.
- For every subsequent wrong answer intensity of shock will increase and can go up to 440 Volts.
- 65% of subjects followed the orders and went for giving 440 Volts.

Next Class Topic - Persuasion
Recorded Ethics Class 08

Persuasion (09:05 AM)
- **Plan of topic discussion-**
- Concepts->Elements of persuasion
- Steps in process persuasion --> Aristotle's perspective on persuasion
- Characteristic of elements of persuasion->
- i)Source: Credibility, Attractiveness, power
- ii)Message: Discrepancy, Fear Appeal, drawing conclusion, Sidelines of the message, emotional and factual appeal, a pleasant form of distraction, channel factor.
- iii)Receiver: Selective exposure, attention, and comprehension.
- Cognitive dissonance

Concept of Persuasion(09:11AM)-
- It refers to the process of changing a person's attitude, behavior, thought, etc. towards some event, idea, object, or person through direct communication either using written or spoken words to convey information, emotions, reasoning, or their combinations.
- For example-
- Persuasion through cinema as in context-
- **wrt sanitation-**
- Cinemas like toilet-Ek Prem Katha or featuring charismatic personalities in advertisements,
- **wrt mensuration-**
- Cinemas like Padman
- **wrt social evils-**
- Such as dowry, domestic abuse, child marriage, drug abuse, etc. street plays can be used.
- Refer to Safdar Hashmi-Father of street play.
- **wrt drug abuse, tobacco consumption, etc.-**
- pictorial warnings on cigarettes packets or awareness campaigns by health experts
- **wrt covid protocols-**
- Awareness through covid collar tunes
- **wrt gender equality-**
- Gender empowerment schemes launched by the govt to ensure gender equality
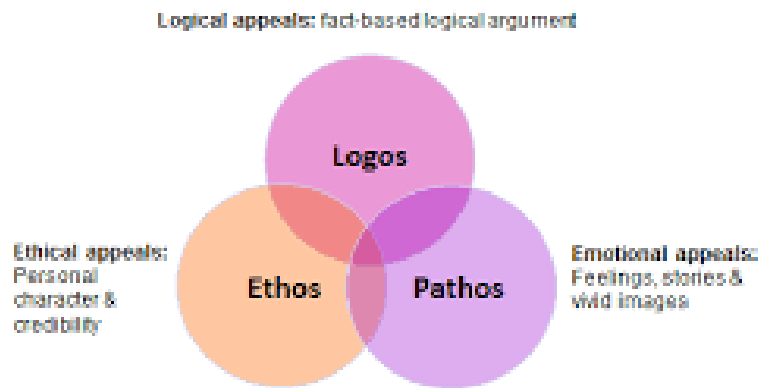
Elements of persuasion(09:23AM)
- i)Who (source) said
- ii)What (message)
- iii)To whom(receiver)
- iv)By what means (channel)?
- Note-Characteristics of elements of Persuasion to be discussed in next to next topic.

Steps of persuasion; (ACRA) (9:25 AM)
- **i)Attention-**
- For the source to catch the attention of the target group the message presented should be interesting, have utility, be distinct, and should create curiosity in the mind of the receiver.
- **ii)Comprehension**-
- It refers to the ability of the source to make the target group understand the message and it is possible only when a message is designed taking into consideration the frame of reference of the target group.
- **iii)Retention-**
- The target group should be able to retrieve the message presented and this is possible when the message is presented repeatedly and salient features are highlighted.
- **iv)Acceptance & Action-**
- Persuasion is set to be successful if the target group not only receives the message but also acts upon it as intended by the source.
- **For example-**
- Use of cinema to establish gender equality: **Dangal, Pink,** etc.

- Celebration of girl child day to improve the status of girls in society, Sukanya Samriddhi Yojana, Beti bachao Beti Padhao, etc.
- **Aristotle's perspective on Persuasion**-
- Aristotle is referred to as the father of persuasion.

Aristotle's 3 rhetorical appeals

Logical appeals: fact-based logical argument

Logos

Ethical appeals: Personal character & credibility

Ethos

Pathos

Emotional appeals: Feelings, stories & vivid images

-
- There are three ways to bring about persuasion-
- **1)Ethos-**
- Ethos means an appeal to the ethics of the speaker.
- It is 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 field in question.
- ii) Demonstrating mastery over the specialized vocabulary of the field.
- iii) Being introduced by the established authority.
- **2) Logos-**
- It refers to the logical appeal to the use of logos which means citing facts, statistics, etc.
- Having a logos appeal also enhances ethos because information makes the speaker look knowledgeable.
- Logos can be developed-
- i)By constructing logical arguments,
- ii)Substantiating these arguments with examples,
- iii)By using historical analogies.
- **Pathos-**
- It is an appeal to emotions and a way of convincing the audience of an argument by creating an emotional response.
- The speaker uses pathos to invoke sympathy in the audience.
- This is the most effective way of persuasion when both the speaker and the listener have the same value system.
- Pathos can be developed by using an emotional tone,emotion-evoking examples, or making funny illustrations.
- Making funny illustrations as the span of attention is short.
-
  - *Test yourself-*
  - *Question 1)How to use Aristotle's perspective on persuasion wrt the following-*
  - *i)successful implementation of the Swach Bharat Mission*
  - *ii) adoption of family planning methods*
  - *iii)Promoting girl child education*
  - *iv)Eradication of dowry*
  - *(Given in the Assignment section)*
  - *Question 2)According to Aristotle for persuasion, not only logos and ethos but also pathos is equally important. C*
  - *Question 3) Differentiate between persuasion and social influence. Give two examples from your personal life whe attitudinal change through persuasion. (150 words)*

Characteristics of elements of Persuasion(10:47AM)-

- i) Source
- ii) Message
- iii) Receiver.
- **1) Source-**
- **a) Credibility-**it refers to the extent to which the target group believes in the position advocated by the source. it can be assessed based on two factors-
- i)Expertise
- ii)Trustworthy
- Although both go hand in hand however if there exists a conflict trustworthiness gets the upper hand.
- Sometimes a low-credible source has more persuasion in comparison to a highly credible source provided they are arguing against their fundamental interest.
- In order to ensure good persuasion one should use credible sources.
- As time passes the gap between HCS and LCS reduces wrt degree of acceptance of a persuasive message. it is due to the reason that as time passes people tend to remember the message however the memory about the source dilutes. Hence the HCS needs to enforce its credibility on regular basis.
- **For example-**
- Good work, demonstration of knowledge, walking the talk, media management, etc.
- **b) Attractiveness-**
- An attractive source is perceived as more likable therefore the target group members are more receptive to counter-attitudinal messages issued by the source.
- i) Physical attractiveness
- ii) Communication skills
- iii) Ideological similarity
- **c) Power-**
- It is the potential to influence the target group in the intended direction. the greater the power of the source over the audience, the greater the chances of persuasion.
- **2)Message:**
- Diagram drawn.
- Message discrepancy, fear appeal, sidedness of message, Drawing conclusion, Emotional, factual appeal, Pleasant form of distraction.
- **Message discrepancy-**
- If the message falls in the zone of acceptance then the perceived discrepancy in the message is underestimated the message is likely to be accepted.
- However, if it falls in the zone of rejection then the discrepancy is overestimated ad the message is rejected.
- In order to ensure successful persuasion we should look for facilitators who have a wider zone of acceptance (educated, rational, tolerant, etc.)
- We should also try to further increase the **zone of acceptance** in the following ways-
- i)Choosing a source that is credible, attractive, and powerful
- ii)Message should be presented in a culturally congruent manner
- **For example-**
- Speeches in political rallies when given in the mother tongue.
- provision of NEP that educational instruction in the mother tongue
- iii)If msg is interesting and is of some utility then the zone of acceptance further increases.
- **Fear appeal-**
- Mild appeal to fear generally works better than strong fear appeals
- Strong appeals produce a defense mechanism where the target group insulates itself from the message issued by the source.
- fear appeal happens to be effective if they provide specific recommendations on how the change in attitude or behavior would prevent the negative consequences as mentioned in the fear-provoking message.
- **Example-**
- Persuading younger siblings to study hard
- Fear of growing old is created by promoting anti-aging products
- Fear of peer pressure to promote nutritional supplements.
- There are examples of **strong fear appeals**-

- Social ostracisation in the case of intercaste marriage, homosexuality,
- Pictorial warning on cigarette packets.
- Role of media during the covid pandemic.
- Although it is effective means of persuasion repeated use may reduce the trust in the source which issues the message.
- **Sidenes of the message-**
- **i)One-sided Message:**
- The audience is not intelligent.
- The audience is uninformed about another side of the message.
- Already agree with your position you need to make them agree further.
- **ii)Two-sided Message:**
- The audience is intelligent.
- The audience is aware of another side of the message.
- Holding counter attitudinal position
- There exists some hostile source and target audience.
- (Emotional and actual appeal)>emotima appeal>(neither emotional nor factual)
- Emotional and actual appeal->example-->selfie with daughter to promote Beti Bachao Beti padhao
- Video in movie theatre wrt negative impact of tobacco consumption
- Mann ki Baat
- **A pleasant form of distraction-**
- Since the attention span of an individual is limited people often resort to a pleasant form of distraction to increase the effectiveness of the persuasive appeal.
- **For example-** food, sense of humor, children, etc.

Next Class: Receiver, channel factor, cognitive dissonance,
Recorded Ethics Class 09

Channel factor(9:06AM)
- **Channel** is the medium through which information is presented and the channel used must be compatible with not only the message delivered but also the characteristic of the audience to whom the message is delivered.
- For example-Bultoo Experiment by Alex Paul Menon, Street plays specifically in rural areas, Mukti Karanvan under Bachpaan Bachao Andolan.
- **Receiver characteristics-**
- Many times the 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.
- Even when the persuader is able to overcome cultural barriers 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.
- And selective interpretation can be prevented if the context of the message is stated clearly and proper illustrations are provided.
- It is often suggested that one should look for an intelligent target audience.
- Although it is difficult to convince them in beginning with logical arguments and credible evidence once they are convinced they tend to stay with you.
- Q-It is often argued that there is a crisis of values in modern society. Do you agree with this view? Discuss with examples.
- Q-Explain the role of society in imparting values. In this context, discuss a situation where acquired values from family or school guided you in the situation of dilemma.

Cognitive dissonance(9:32AM)
- A popular theory in social psychology.
- One of the perspectives with respect to Cognitive dissonance is put forward by Leon Festinger.
- It refers to the situation of mental discomfort or undesirable emotional/psychological state of mind created by the inconsistency between thoughts and behaviours.
- Means to overcome cognitive dissonance-
- Change the thoughts about the situation.
- Change the behaviour.
- Add thoughts to justify it.

- Trivialised the inconsistency between thoughts and behaviour.
- **Case study-**
- Let's take the example of a 25-year-old graduate (unemployed) who follows a political party as they promised employment opportunities.
- However even after 5 years of governance no significant changes occurred in the employment sector and X is still unemployed.
- As the election approached, his support is requested in such a situation what will X do?
- X change his thought about the situation-His neighbours B and C who are graduates started Chai and Somasa shops.
- Hence X concluded that not in the conventional sense but still jobs are created.
- X can change his behaviour-He understands and accepts that promises made by the political party were false and decided not to vote for them.
- X can add a thought-He analysis of the activities of his government and observe that even though jobs are not created there has been infrastructural development.
- X can trivialise the inconsistency-X compares the state of his country with economically poor neighbouring countries and trivialises the faults in the party's governance.
- Q-1000 aspirants come to Delhi for UPSC preparation, influenced by the culture of Delhi some do get addicted to smoking. They have this thought in mind that smoking is injurious to health but still the behaviour of smoking continues. In such a situation how to resolve cognitive dissonance?
- Thoughts-smoking will not necessarily kill a person.
- Add thoughts-Smoking gives a sense of pleasure.
- Peer group influence, status symbol.
- It is a stress relief.
- Trivialising-There are charismatic personalities- Example-Shahrukh Khan.
- In the world many people smoke.

Attitude(10:08AM)
- **Types of attitude-**
- Positive and negative attitude
- Democratic and bureaucratic attitude
- Moral and political attitude
- **Positive attitude-**
- When the attitude of an individual is such that they always look for positives in other people, events, situations etc.
- They are optimistic in nature.
- Thye have a problem-solving mentality.
- They always look for opportunities in every situation rather than getting discouraged because of challenges.
- It is easy for them to achieve long-term goals because they exhibit the values of patience and tolerance.
- Attitude determines your altitude.
- When you are always towards the virtues of others.
- **Moral and political attitude-**
- **Moral attitude-**
- It is defined as an attitude which is based on moral convictions with respect to right or wrong.
- It is not a neutral concept but is biased toward righteousness.
- Moral attitude indicates one reasoning about morality, his attitude towards moral lapses and his behaviour when faced with moral issues.
- Being an agent of socialisation, family, society, religion and education plays an important role in shaping the moral attitude.
- **The virtues found in people with moral attitudes are as follows-**
- **Reverence-**
- It's a feeling of deep respect towards others that a person with a moral attitude will always have respect towards others and their opinion.
- Folding hands to greet the elders, encouraging constructive dissent, and abiding by the provision of the constitution.
- **Faithfulness-**
- Regardless of the circumstances remaining loyal to someone or something.
- For example-Professional integrity that not getting swayed by offers of corruption.

- Personal integrity-Refrain from cheating on your partner.
- **Awareness of responsibility-**
- A morally conscious person is always aware of their responsibilities.
- For example, the responsibility of parents with respect to the socialisation of children.
- Responsibility of citizens to vote in elections.
- Responsibility of administrative officials to ensure effective service delivery.
- **Veracity-**
- A person with a moral attitude always observes the truth.
- In the current context, this virtue is significant in the backdrop of paid news, fake news, and propaganda.
- **Goodness-**
- It broadly encompasses the character of a person consisting of qualities like generosity, kindness, compassion, being selfless, forgiving etc.
- Q-Bring out the role of social media in shaping one moral and political attitude(10 markers).
- **Political attitude-**
- The attitude refers to your liking or disliking with respect to a political issue.
- Attitude towards political parties, political culture, and general public issues is governed by political attitude.
- Political attitude is shaped in terms of political gains and losses.
- The attitude helps us in determining how will people participate in political affairs and who will they vote in elections.
- **Factors shaping the political attitude-**
- **Political ideology-**
- It is primarily concerned with how power should be distributed and how it should be used in society.
- Ideologies like socialism, capitalism, and liberalism play a key role in shaping one's political attitude.
- **Economic factors-**
- The class background of an individual also determines their attitude.
- For example-haves not will prefer welfare states with policies such as subsidies, freebies, and Direct benefit transfer whereas haves will prefer the liberal state
- **Social factor-**
- According to Rajni Kothari- caste and religion shape the political attitude of an individual.
- Foe example-politicisation of caste and the caste-isation of politics.
- **Agencies of socilaisation-**
- Family, teachers, media, workplace, peer group, personal experiences, and charismatic leadership shapes the political attitude.
- Government policies and schemes-For example-a state which provides freedom of opportunities for women and the third gender will shape positively their political attitude.
- **Bureaucratic and democratic attitude-**
- **Bureaucratic attitude-**
- Attitude of an individual where the focus is on decision-making based on written rules and regulations.
- Attributes- top-down, objectivity, impersonality, rationality rigid.
-

Merit	Demerits
Clarity of responsibility	Red tapism- obsessed with the procedure to the extent of compromising with the goals
Easy to hold accountable	Status quo
Uniformity in actions	Apathy
Ensure impartiality	Rigidity
Quick resolving o dilemmas	Alienation from self and others
Disciplined approach, more legitimacy, stability, cooperation and coordination, and Lack of emotional intelligence, limited acceptance of policy .	Inability to handle, the problem of cognitive dissonance.

- **Democratic attitude-**
- Attitude of an individual where he/she encourages participation in decision-making.
- Attributes-Flexible, humanistic, bottom-up, participation, compassion.
- Democratic attitude-
-

Merits	Demerits
Participation	Time-consuming
Target-based approach, rather than one size fit for all.	Difficult to arrive at a consensus, delay in decision-making, it reduces efficiency.
Strong internalisation of decisions, Better efficiency due to feedback, brainstorming of the idea, uplifts morale.	Problems of un-informed participation, difficulty to hold accountability and responsibility, the scope of partiality, favouritism, nepotism, instability, disruption.

The topic of the next class-Emotional intelligence.
Recorded Ethics Class 10

Emotional intelligence(9:07AM)
- Concept of emotions
- Types of emotions
- Myths with respect to emotions
- Emotional intelligence
- Concepts
- Building blocks of emotional intelligence
- IQ versus EQ
- Significance of EI
- Role of EI in administration
- Can EI be learned
- EI in India's context
- Prepare emotions-anger, greed, jealousy, joy, love
- **Emotions-**
- Emotions are personal experiences that arise due to complex interplay between physiological, cognitive and situational variables.
- By virtue of being humans we all have the capacity to experience emotion.
- Direct emotional response to a situation is referred to as primary emotions.
- For example-Yor are sad because your friend said something hurtful. However emotional response to the primary emotion is referred to as a secondary emotion.
- For example- because of sadness you also became angry.
- Positive emotions-The emotions which are pleasant give a feel-good experience -for example -love, and joy.
- The negative emotions which make us feel miserable, and lowers self-confidence are responsible for our downfall.
- Example -anger, desire, greed.
- **Myth with respect to emotions-**
- There exists a general perception that emotion leads to weakness, distraction, arbitrary behaviour, the inefficiency of management, dilutes rationality, and hinders objective decision-making.
- However various researchers have put beyond doubt that it's the emotions which motivate us, strengthened social capital, build trust enhanced our reasoning etc.
- However the challenge is the lack of ability to manage emotions which gave rise to emotional intelligence.
- **Emotional intelligence-**
- It refers to the ability of individuals to reason with emotions and use emotions for reasoning.
- It is defined as the ability of an individual to identify, understand, use and manage the emotions of self as well as of others in **a positive way.**
- To release stress.
- Communicate effectively.
- Empathise with others.
- Overcome challenges.
- Diffuse social conflict.
- **Building blocks of emotional intelligence-**
- 1. Mayor and Salovey
- 2. Daniel Goleman-Father of emotional intelligence.
- He said that 80 % of success at the workplace is due to EI and 20% because of IQ.

- **Mayor and Salovey-**
- He gave **Four branch model**.
- **Emotional understanding** -the ability to understand the emotions and their transition and also how it impacts the relationship.
- **Emotion assimilation**-ability to differentiate the emotion and identify the emotion which facilitates the thought process.
- **Emotional management** is the ability to manage the emotions connected or disconnected from situations.
- **Emotional perception**-It is the ability to be aware of emotions and express them accurately.
- This can be applied in the context of Mahabharat where Arjun had emotional perception and assimilation but lacked emotional understanding and management.
- Hence Lord Krishna helped him achieve these two stages and helped Arjun to become an emotionally intelligent person.
- **Daniel Goleman-**
- According to Daniel Goleman there are 5 building blocks-
- Self-awareness
- Self-motivation
- Self-regulation
- Social skills
- Empathy
- Self-awareness-Knowing yourself is the beginning of all wisdom.
- Be are emotions, strength, weakness, what motivates you, and responsibility.
- The core of emotional intelligence is self-awareness which is the ability to accurately perceive our own emotions, strengths, limitations etc and understand how they affect us and others around us.
- **Benefits of self-awareness-**
- It helps in self-evaluation by accepting constructive feedback.
- Understanding one's motivation in life helps the person enjoy what they do and keeps them focused in case of a setback.
- Those who are aware of their limits refrained from unrealistic goal setting both for self and organisation.
- Ability to relate and empathise with those in a similar situation which creates sensitivity in a person toward any issue.
- It helps in dealing with external factors that cannot be controlled and behaving appropriately in an adverse situation.
- Examples-
- For instance being struck in traffic after a long day can make one angry, and this may affect one's interaction with others at home.
- However if one is self-aware, the person at least has the option to change the way he reacts to it.
- Similarly parents who fail to identify their responsibilities to inculcate values might end up with their children falling prey to bad influences.
- **Self-motivation-**
- It is referred to as an energetic and persistent approach with respect to goal achievement.
- Reminding oneself of their goals in life.
- Creating guilt feeling by associating it with responsibilities, and duties.
- Imagining the scenario post-success.
- Drawing inspiration from successful people-
- For example-motivational talk, speech.
- Remembering loved ones.
- **Strategies to self-motivate-**
- Put your goals on the calendar.
- Make working towards a goal habit.
- Set small goals.
- Track your progress.
- Reward yourself for a little win.
- Embrace positive peer pressure.
- Practise gratitude towards self, others and the Almighty.
- **Self-regulation(10:45AM)**

- It is referred to as the ability of an individual to control impulsive behaviour, manage emotions and think before acting.
- Self-regulated people exhibit the following features -Integrity, Trustworthiness, Flexibility, Tolerance etc.
- Accomdative of constructive dissent.
- **Empathy-**
- Ability to understand the emotional profile of others by imaginatively placing oneself in the position of others.
- Thye exhibit the following features-
- Service-oriented action.
- Bottom-up approach.
- Effective listener.
- Acknowledging the perspective of others.
- Demonstrate unconditional positive regard.
- **Social skills-**
- Proficiency in managing relationships and building networks.
- For example-Patience, tolerance, sense of humour, self-confidence, effective listening, Persuasiveness, inspiring innovation, social memory, ability to build bonds etc.
- Q-What do you mean by Emotional intelligence? What are the building blocks of emotional intelligence? (11:00 AM)
- Q-What are the main components of emotional intelligence?
- Q-EI is the ability to make your emotions work for you instead of against you. Do you agree with this statement? Discuss
- Q-In the context of the COVID-19 pandemic discusses the importance of emotional intelligence among healthcare workers.
- Q-In case of a crisis of conscience, how does emotional intelligence help to overcome it? Critically examine.

The topic of the next class- is a continuation of emotional intelligence.
Recorded Ethics Class 11

Emotional Intelligence (09:05 AM)
Frederick Winslow Taylor
Taylor was a classical thinker who gave the **theory of scientific management.** It was based on the following assumptions.
- Efficiency can be improved by the application of scientific methods.
- A good worker is one who does not initiate action but just accepts orders.
- A worker is an **economic man.**

Principles of Scientific Management:
- The work needs to be **divided into components** and for each component devise one best way of doing the task.
- Select and train the workers to perform it in the best way.
- Introduce a **piece-rate** system to motivate the workers.
- However, the perspective has been criticized on the following grounds:
- First, it is a **mechanistic approach** that ignored the human side of the organization.
- It treated workers as machines and wanted to make them as efficient as machines.
- It is criticized for being the **monistic theory of motivation**, i.e. it underestimated and oversimplified human motivation by considering it only in economic terms.
- **The approach was impersonal in nature where the man was treated as a mere cog in the wheel.**

Weber Impersonal Management (09:44 AM)
- It is defined as a system of official authority that is governed by **pre-defined rules** rather than emotions.
- It forms the core of **Weberian bureaucracy**, where the main aim is to maximize efficiency.
- **The necessity of Impersonal Management:**
- It ensures equality in the treatment of people.
- It will ensure, fairness and objectivity in bureaucratic functioning.
- It will ensure easy resolution of dilemmas and quick decision-making.
- It will facilitate rational decision-making rather than emotional ones.
- It will help in ensuring the following, consistency, uniformity, accountability, better cooperation, coordination, etc.

- It helps in setting the precedent which can shape future decision-making.
- **Challenges of Impersonal Management**
- **Blind Rationality:** Over-obsession with the rules has led to the displacement of goals.
- **Trained Incapacity:** It refers to the incapability of dealing with new things since there is a lack of scope for innovation and initiatives.
- **Prostitution of Personality:** It simply means to make someone act and live life in a manner they do not wish to.
- **Occupational psychosis:** Doing the same kind of work over a period of time leads to preferences and dislikes.
- **Promotes Status Quoism**
- Lack of compassion is a result of impersonality which further aggravates the problem of the weaker section because they lack awareness about their rights. They do not have a platform to voice their concern. There is a lack of a strong pressure group to represent them and above all this apathy of the administration will make them more vulnerable.

Human Relation Theory (10:22 AM)
- This theory came as a reaction to the classical approach which stressed the formal structure of the organization and neglected the role of the human element in the organization.
- One of the main proponents of the theory was Elton Mayo, who conducted an experiment known as the Hawthorne experiment.
- The following are the finding of the experiment:
- Social and Psychological factors rather than physical conditions at work determine efficiency.
- Non-economic reward affects the output.
- Workers are social animals hence, interpersonal relations impact efficiency.
- It is the informal organization within the formal setup that determines efficiency as this organization sets the norms and behavioral patterns.
- Participative management is the key because it generates a sense of involvement, creates a pleasant environment, prevents alienation, internalization of goals by individuals, and higher productivity.

Question: Write a short note on each of the following: (10 Marks/150 words)
1. Taylor Scientific Management
2. Impersonal management of Weber
3. Hawthorne Experiment
4. Traits of an Emotionally Intelligent Person.

Significance of EI in Administration (10:51 AM)
- The work of Elton Mayo was carried forward by Daniel Goleman and Mayer and Saolvey.
- All governance is people's governance.
- All service is public service.
- People/relationship forms the basis of governance.
- Hence, if we fail to develop a trustworthy relationship, good governance cannot be ensured.
- Therefore, social skills are indispensable. Hence, EI is mandatory.
- Administrative success and failure are not based on technical proficiency but on how effectively public official can display their EI skills to manage interaction with people around them.

EI in Civil Services
- Emotionally Intelligent Officials will be aware of the **needs of the citizens** and hence will not go for one size fit all approach. E.g. Bike Ambulance Initiative by Awanish Saran in Chattisgarh.
- An EI official will be self-motivated to achieve the goals of public service and hence, will come up with innovative ideas.
- For Example, Operation Suleimani by Prashant Nair or a café run exclusively by persons with disability initiated by Sandeep Nanduri.
- An EI official will be self-aware of their responsibilities and hence, will not be demotivated due to certain hurdles.
- For Example, **Armstrong Pame** who is also known as the miracle man of India, and **Shashanka Ala** gave the idea of **'My School My Farm'** to fight malnutrition. It can be an example of walking the talk.
- EI officials will have the ability to **regulate their emotions** and can easily overcome the crisis of conscience.
- For Example, **Rajani Shekhari Sibal** w.r.t. Teachers recruitment scam.
- **Poonam Malakondia** forced Monsanto to appear before the MRTP commission and to reduce the price of Bt Cotton.

- EI officials possess **social skills** and hence, will be able to persuade people or diffuse conflicts, etc. For Example, Ex-IAS officer **OP Chaudhary** solved the problem of the lack of availability of skilled labor with the educational initiative **Choo Lo Aasmaan.**
- **Pankaj Jain**, district collector of MP sent his daughter to Anganwadi,
- **Ajay Shankar Pandey** reaches the office 10 minutes early every day and cleans his cabin himself.
- EI officials are one who is able to see things from the prism of citizens.
- For Example, **S. Somvanshi** an IAS officer in Madhya Pradesh removed AC from his office and got them installed in nutritional rehabilitation centers to save malnourished children from the scorching heat. Moved by the initiative of the young collector people started donating and within 3 days 5 lakh rupees were collected.
- EI officials can act as role models and help in establishing a morally virtuous society.
- They ensure the development of a shared vision. They are flexible in their approach and hence, will prevent the status quoism.

Question: What do you mean by Emotional Intelligence (EI)? Discuss the role of EI in administrative practices. (10 marks)

Discussion on Application Aspect of Emotional Intelligence (11:13 AM)

EI in Indian Context (11:17 AM)
- Find reference in Bhagavad Gita
- In Bhagavad Gita, it is mentioned about 'Sthithapragnya' (Emotionally Stable).
- **Reasons for Emotional Turmoil**
- Desire and anger are two vices that are responsible for the downfall of all individuals.

When we develop a desire

⇓

We become attached to something/someone

⇓

It generates a longing

⇓

When that desire is not fulfilled it generates anger

⇓

We become delusional

⇓

Our ability to differentiate between right and wrong gets crippled

Examples: Duryodhana (Use Rashmirathi by Ramdhari Singh Dinkar), Ravana, Kaikeyi, etc.

Qualities of Emotionally Intelligent People (11:35 AM)
- One who remains **unperturbed** in the face of calamity.
- One whose mind is **not shaken** by **adversity**.
- One who takes both **good and bad equally** i.e. Neither too happy when successful nor too demotivated when confronted with failure.
- However, this does not mean they are insensitive. It is that they have the ability to keep their **emotions in check.**

How to Develop Emotional Intelligence (11:42 AM)
- It is the philosophy of the performance of duties **without any expectations in return.**
- It teaches us that duties should be performed without any selfish motive, desire, or anxiety w.r.t. to the result of the actions. This philosophy can act as an asset in administration.
- A certain set of duties have to be performed **selflessly** and without any expectations, the most important character attribute of civil services is anonymity and neutrality.
- There should not be any condition to services e.g. based on caste, class, religion, etc., and only sincerity should motivate their actions.
- The result of action should not agitate the mind even in a tense situation and this is possible only when action is performed with detachment.
- Selfish action may lead to unethical practices such as corruption, nepotism, abuse of power, etc.
- Hence, **"Nishkaam-Karma"** will help in ensuring honesty, integrity, and accountability.
- Many times situations are not in the hand of the individual and one cannot guarantee the desired result.
- In such situations, the philosophy helps the civil servant to remain focused and motivated.

(Next Class: Ethics and Human Interface)

Recorded Ethics Class 12

Ethics and Human Interface (01:04 PM)

Concept of Ethics:

- It is defined as a set of do's and don'ts which governs human conduct in a social setting.
- The entire understanding of ethics can be conceptualised by a principle "Atmanah Pratikulani, Pareshan na Samacharet" (Never impose anything on others which you yourself don't want to go through)
- Ethics can be defined as the systematic study of human actions with respect to rightness or wrongness as a means for the attainment of ultimate happiness.
- <u>The characteristic feature of ethics:</u>
- Ethics never dictates a single course of action but prescribes or provides the means for evaluating the options and deciding among them.
- Every society needs a code of ethics to prevent social conflicts, ensure peace and harmony, ability to resolve the dilemmas among competing values.
- Ethics tend to remain consistent within the context but change with the context, for example, it depends upon the society, culture, time period, etc. For example, homosexuality, live-in relationship, abortion, euthanasia, etc.
- A man not only learns from the ethical system but also shapes it.
- Ethics operate at multiple levels, for example, organisational, socio-cultural, political, etc.
- Ethics are maintained and sustained by a sense of responsibility and not mere accountability to some external agency. For example, helping the accidental victims or charity from personal wealth or upholding democracy by voting in elections.

The essence of Ethics (01:34 PM)

- The human being is capable of making informed and intelligent decisions
- Decisions have implications for both the individual as well as collective
- Individuals should take moral responsibility for their actions
- Ethics helps in making better decisions and informed choices
- It helps in establishing morally virtuous societies by acting as the first line of defence against deviant behaviour. For example, it will prevent acts of misappropriation of funds, and violence against vulnerable sections or will reduce the incidences of prejudiced attitudes.
- Indispensable quality is referred to as an essence.
- It helps in establishing good life i.e. life full of virtues. According to Bhagwat Gita, the purpose of human life is to fulfil its duties and adhere to virtues.
- Ethical behaviour is beneficial both for the individual as well as the society as it provides us inner peace, happiness, joy, etc.
- In fact, according to many philosophies, ethical behaviour is the highest good.
- Ethics are applied only with respect to voluntary action.
- Ethics are abstract with respect to what is the right thing to do and since it does not have any concrete manifestation, many times, people fail to understand its meaning and significance and digress towards unethical behaviour.

Determinants of Ethics: (02:04 PM)

- Determining what is right/wrong is neither universal nor absolute.
- There is no objective way of justifying any action to be ethical for all time to come.
- There are different sources/ determinants of ethics:
- <u>God and religion:</u>
- Religion-based ethics trace the source to God which says something is good because God says so.
- Religious scriptures deal with the questions such as how an individual should behave and how society should be.
- Religion advocates universal and ideal ethical standards. For example, Nishkama Karma of Bhagwad Gita, the Eight-fold path of Buddhism, the Philosophy of Anekantavada of Jainism, etc.
- However, one should not equate ethics with religion as it is also applied to ethics.
- <u>Human Intuitions:</u>
- A - We should not harm animals for fun
- B - Why?
- A - Because it causes them pain and we should not cause pain to others
- B - Why
- A- We should treat others as we want them to be treated
- B - Why
- A - because it is the right thing to do
- What is good is good because it is good, hence, we don't any justification for it.

- Culture and Society:
- The ethical principles of individuals are also influenced by the culture to which they belong, for example, individualism, rationality, and competitvenss in the context of the west whereas in the context of India - collectivism, familial obedience, cooperation, strong religious orientation, delayed gratification etc. are considered ethical.
- It can be characterized by a dictum i.e. "Being a Roman in Rome".
- Society:
- Although society is an important source of ethics, one should not equate ethics to whatever society accepts as a society can also deviate from what is ethical. For example, patriarchy, the practice of dowry, caste-based discrimination, etc.
- Agencies of socialisation:
- For example, family, teachers, life experiences and media also play a significant role in shaping ethical values.
- For example, one can create cinema with a social bend of mind, for example, Article 15, Pink, Thappad, Dangal, etc.
- What society obscures, cinema reflects.
- Leadership also helps in determining the conduct of their followers. For example, rationality and vision from Sardar Vallabhbhai Patel, Integrity from Mahatma Gandhi, perseverance from Nelson Mandela, etc.
- However, leaders are also prone to unethical practices, hence, one should not blindly follow them. For example, Hitler.
- Philosophy:
- Will be covered under normative ethics.
- Constitution:
- It is a way to establish the moral disposition of the society, for example, Fundamental Duties, Preamble, DPSPs, etc.
- Although there are different determinants of ethics, however, in case of any dilemma, it should be constitutional morality which should govern human conduct.

Whether a human action is ethical or not? (02:50 PM)
- It can also be determined on the basis of:
- Object: The nature of the Act is the primary aspect of morality.
- An action can be morally right, morally wrong and morally indifferent.
- Circumstances: These impact the morality of the action.
- Purpose: The intention or purpose behind the action makes it ethical or unethical.

Consequences of Ethics: (03:06 PM)
- It simply means what are the implications of ethical action.
- At the individual level:
- Ethical life is the source of ultimate happiness, for example, the act of blood donation makes us feel good.
- Ethical behaviour makes a person a higher-order being who is beyond the lower-order needs.
- For example, Lord Rama didn't care about the lower order needs such as power, wealth, and kingship but focused on the virtues of compassion, kindness, responsibility, etc.
- An ethical person is acknowledged, appreciated and has credibility in society, for example, honest civil servants.
- Ethical behaviour leads to mutual kindness and hence, would enter personal relations.
- At the collective level:
- It will ensure good governance, for example, Armstrong Pame known as Miracle Man, reforms in Tihar Jail due to initiatives taken by Kiran Bedi.
- Ethics of care, justice and rationality will motivate society to bring desirable changes, for example, progressive laws such as decriminalisation of sections 377, 497 and 309 of IPC, and recommendation of the SC to treat sex workers and their children with dignity.
- It ensures equitable and inclusive development as ethics will ensure fair opportunities and fair distribution of resources.
- Ethical behaviour will help in establishing sustainable social order through the socialisation of the younger generation with respect to ethical values.

Dimensions of Ethics: (03:22 PM)
- Descriptive Ethics - what society thinks is right
- Meta-Ethics - what does right even mean
- Normative Ethics - what is the right way to act in a situation

- Applied Ethics - Application of moral knowledge in life
- Ethics is a systematic study of human action from the point of view of rightfulness and wrongfulness
- It refers to the use of conduct that society places on itself to guide behaviour, choices and action

Descriptive Ethics:
- It is the study of people's beliefs about morality.
- It tries to explain the moral and ethical practices of different societies and cultures.
- It involves empirical/scientific investigation of what actions society rewards or punishes.
- It is a value-free approach to ethics i.e. it does not make any judgements about the morality of practices and beliefs.
- One of the examples of descriptive ethics is Lawrence Kohlberg's stages of moral development:

The topic of the next class is the continuation of Descriptive Ethics.
Recorded Ethics Class 13

Lawrence Kohlberg's stages of moral development(1:04 PM)
- He was an American psychologist who believed that moral development follows a series of stages
- He adopted a storytelling technique to tell people about stories involving moral dilemmas
- It is the way in which an individual reason and respond to the dilemma that will determine the stage of moral development.
- One of the best-known dilemmas created was **Heinz's dilemma** which discussed the idea of obeying the law versus saving a life.

Heinz dilemma
- Heinz's wife was dying due to cancer
- According to the Dr. knew drugs might save her
- The chemist who discovered the drug was charging a higher cost which heinz could not afford
- Heinz pleaded and requested the chemist however he did not relent hence out of desperation heinz broke into the chemist's shop and stole the drug

The question asked by Kohlberg was -
1. Should heinz have stolen the drug
2. Will anything change if heinz did not love his life
3. Should the police arrest the chemist for murder if the woman died

By studying the answers of children from different age groups he identified **three stages of moral development**
1. **Pre-conventional stage (Age <9 years)**
- **Stage 1** - Right and wrong are defined by what they get punished for. For eg, if you get scolded for stealing then definitely stealing is wrong.
- **Stage 2** - Right and wrong are determined by what we are rewarded for and by doing what others want us to do. However, any concern for others is motivated by selfishness.
2. **Conventional stage (Age - 9 <20 years)**
- **Stage 3** - A child possesses a conformist attitude to morality i.e right and wrong are determined by the majority. (Agency of socialization such as family, school, society, etc)
- **Stage 4** - we obey the laws without questioning and also respect the authority however most adults do not progress beyond this stage
3. **Post-conventional stage (Age > 20 years)**
- **Stage 5 -** Right and wrong are determined by personal values. Here, the individual is aware that laws exist for good but at times, they may work against the interest of individuals. For eg, a hungry child steals a loaf of bread for a starving family or jumps the traffic signal to save someone's life
- **Stage 6** - People at this stage have their own stage of moral guidelines which may fit or may not fit the law (people's opinions wrt homosexuality, euthanasia, etc).
- These principles applied to everyone and people are ready to defend them even if it goes against the rest of society. For eg people fighting against social evil in society

Meta-Ethics (1:51 PM)
- What does right even mean
- It is a sub-discipline of ethics that deals with the evaluation of ethics
- For eg: what is morality?
- Why stealing is immoral?
- Why practices such as Santhara even exist i.e beliefs behind these practices

Philosophies under Meta-Ethics
Moral absolutism (1:55 PM)

- It is a philosophy according to which there exists an absolute definition for moral conduct and the definition does not change with circumstances
- According to these, certain actions are inherently right or wrong irrespective of the context of the act
- For eg golden rule of life or deontology
- Many religions have a morally absolutist position as they source their belief from god. Therefore it is universal, perfect, and unchangeable

Moral relativism(2:00 PM)
- Nothing is right/wrong for all time to come.
- No objective way of justifying any ethical principles to be always right
- It depends upon the society, culture and time period, etc
- For eg Cross cousin's marriage
- For eg patrilocal /patrilineal families or matrilocal /matrilineal families

Moral objectivism (2:07 PM
- It is the position that certain acts are objectively right or wrong independent of individuals' opinions.
- For eg fundamental duties as enshrined in the constitution.

Moral subjectivism(2:12 PM)
- They are of the view that moral judgments depend on the perceptions of the subjects.
- Morality is not dependent on rules or societal norms but on the individuals.
- For eg, according to X developmental projects should be carried out as they will lead to economic growth.
- According to Y, they are causing environmental pollution, and displacements of tribals hence not desirable.

Moral nihilism (2:18 PM)
- It is a meta-ethical view that believes that there is nothing inherently right or wrong in ethics.
- According to them, ethical claims are false because they can change and can be given meaning by humans, therefore, they are no inherent morals in any action
- Moral nihilists would say " killing someone for any reason is not wrong, but neither it is right
- For eg - " capitalist punishment is prohibited in many countries on ethical grounds while other countries are in favor of it "
- It is different from moral relativism which allows for actions to be wrong or right in relation to a particular culture.
- Moral nihilists do not deny people's claim to have moral absolutes but they would deny the existence of moral absolutes
- According to them, people don't act their own morals but according to social convention. Hence according to them, morality as a concept is a fabrication or an artificial tool of social control.

Normative ethics (2: 43 PM)
- What is the right thing to do?
- It is aka ' prescriptive Ethics '
- However, prescription can be based on the following: -
- a) Action-based ethics
- b) Virtue-based ethics
- c) Justice-based ethics
- d) Right-based ethics

Action-based Ethics (2:47 PM)
- It is also known as duty-based ethics
- Here, the moral worth of an action is determined by the act itself i.e " NO wrong way of doing right things "
- Here rightness is determined by focusing on the process rather than the outcomes eg: - Nishkama karma
- Decisions should be made considering one's duties & rights of others
- For eg: piracy is wrong or leaking class lectures on telegram, etc
- It is criticized for being rigid in its approach
- It is divided into two types i.e deontology and Teleology

Teleology(2:57 PM)
- It is also known as 'Consequential Ethics'
- Right /wrong does not depend on the process but outcomes as ' End justifies Means'
- The Robinhood concept is justified or even lying is also justified.
- There exists a debate between deontology and teleology while performing the actions and often deontology is considered to be highly rigid. Hence to do away with this rigidity the concept of threshold deontology has been introduced.

- According to this theory, an action that is inherently wrong can be morally justified if those consequences surpass a certain threshold of seriousness
- For instance, it is wrong to kill one person in order to save the life of three people but it can be still justified to torture one terrorist in order to save an entire city.

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. " (UPSC 2018)

Next Class Topic: continuation of deontology and teleology and thinker like Immanuel Kant, psychological egoism, utilitarianism, and Ethical Egoism

Recorded Ethics Class 14

A brief recap of the previous class. (01:03:00 PM)

Egoism (01:05:00 PM)

- Egoism refers to when behavior is solely motivated by the desire to benefit the self.

Psychological Egoism	Ethical Egoism
It states that self-interest motivated all human actions.	All individuals should be motivated by self-interest while performing their actions.
It is a descriptive approach and one of the major philosophers of theory is **Thomas Hobbes.**	It is a prescriptive approach and one of the major philosophers is **Ayn Rand**.

Positives of Ethical Egoism (01:17:00 PM)

- It avoids any possible conflict between self-interest and morality because according to this approach, moral decision-making should be guided by self-interest.
- It will make moral behavior rational as it is believed "It is rationale to pursue one's own interest".
- Ethical egoism encourages **self-awareness**.
- It is believed if you can know yourself and what you need it is easier to stay productive in society.
- Ethical egoism makes it easier to work toward your goals and hence can **implement self-care routines**.

Negatives of Ethical Egoism

- It is an approach that would create a **self-centered society** and also will lead to a **loss of empathy**.

Thomas Hobbes (01:26:00 PM)

- Thomas Hobbes was an English philosopher who gave his theory during the time of the **English Civil War**.
- He established the foundation for western political philosophy.
- According to him, human by nature is selfish, brutish, etc.
- Humans cannot maintain peace and stability and he believed that they will be engaged in **fierce battles for the scarce resource** to fulfill their vested interests.

Prescription

- He prescribed that people should come together through a **social contract** to form a state which will be known as the **Leviathan state**.

Leviathan State will have the following provisions

- Absolute power to govern.
- People will have no right to revolt against the state.
- People do not have absolute rights.
- The state should emphasize on education to induce obedience among the people. For example North Korea.

Ayn Rand (01:36:00 PM)

- She was a writer and philosopher who supported ethical egoism.
- According to her, **an individual should exist for his/her own sake** i.e. neither sacrificing yourself for others nor expecting the same.
- According to her, Ethical Egoism is the virtue of selfishness.
- She condemned **ethical altruism** as she considered it incompatible with human life and happiness.
- For example, according to this philosophy, altruistic surrogacy is not justified.

Utilitarianiasm (01:42:00 PM)

- It's a doctrine of ethics according to which an action is right **if it benefits the majority and brings happiness**.
- **Application:** At the individual level, it can be pursuing self-interest at the societal level it can be said **greater happiness for a greater number**, at the governance level it can be ensuring the maximum benefit of government schemes and policies.

Jeremy Bentham (01:56:00 PM)

- His philosophy was based on the **principle of pleasure and pain**. (**maximizing please and minimizing pain**)

- According to this 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 tribal families are getting compromised, and Bentham will not pay attention to it.
- There is **no place for liberty, individual dignity, and rights** in the Bentham scheme.
- Secondly, according to him, happiness is just about how much one is happy and not about its quality.
- He justified it by saying "**Push-pin is the same as poetry**".
- However, his philosophy was criticized because he **overlooked the interest of minorities** and **defined happiness only in materialistic terms**.

Revisited Utilitarianism by J.S. Mills
- To defend utilitarianism he put forward his perspective.
- 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 **distinguished between higher and lower pleasure** where **intellectual-based pleasure is considered more important**. For example hard work vs. entertainment. Hard work vs. sleep.
- Bentham provided "**Quantitative utilitarianism**" whereas Mills provided "**Qualitative Utilitarianism**".
- "**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 the minority shall never be compromised. As their liberty is non-negotiable. For example Provisions of the Forest Right Act.
- **Conclusion:** Although J.S. Mill tried to defend utilitarianism, but he overturned it hence it is said "He was a peter who denied his master".

Concept of Common Good   **(02:16:00 PM)**

Utilitarianism	Concept of Common Good
Individual = Unit	Society = Unit
Conditional Cash Transfer (CCT), Direct Benefit Transfer (DBT), subsidies	Schools, hospitals, and Highways.
The aim is to produce happiness for the majority of individuals	The aim is to promote happiness and the development of society as a whole.
It is more like giving a dole	It is more like lending a hand. It is similar to the capacity approach of the Amartya Sen.

Question: Lending hands to someone is better than giving a dole.
- Need to use the capacity approach.

Question:
Write a short note on each of the following.   **(150 Words/10 marks)**   **(50 Words for each)**
- Positives and negatives of ethical egoism.
- Utilitarianism vs. revisited utilitarianism.
- Concept of the common good.
- Ethical altruism.

Deontology   **(02:36:00 PM)**

Deontology
Duty based ethics
No wrong way of doing the right things.
Father of Deontological Approach
Immanuel Kant

He gave the concept of the **Categorical Imperative**
Absolute/Non-negotiable   Need of hour
The categorical Imperative is the fundamental principle of morality aka **Unambiguous Duties**
The categorical Imperative is based on the four Principles

Duty Principle: Acting in the right manner because it is the right thing to do and not because of any reward or fear of punishment. For example, Niskam Karma or Charity is a good action however, when celebrities indulge in charity to increase their public engagement

Principle of Universality: Acting in such a way that it can be made into **universal law**. For example, the act of stealing/cheating cannot be justified as per this philosophy.

then it will not be considered as
an ethical act.

**The categorical Imperative is
based on the four Principles**

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 duties. For example,
slavery child labour, bonded
labour, surrogacy, humans in
clinical trials objectification,
commodification, sex work, etc.
will not stand justified according
to this approach.

**Principle of
Equality:** These **Universal
Laws** should be applicable to all
including the self. If there are
exceptions and anyone is
excluded then it is not based on
the **Categorical Imperative**.
"You show me the man I show
you the rule" does not apply here.
Golden Rule: It justifies the
principle of equality.

Question: Humans should be treated as an end and not as the means to attain some
end. What do you mean by the statement?   (150 Words/10 marks)

Approach

- **Child labour:** Cheap Labour to fulfill their economic need.
- The family sends a child to work so that it could sustain the family.
- Manipulating the vote bank on the caste line.

Virtue-Based Ethics   **(03:08:00 PM)**

- Here **who** is performing the action is more important rather than **what** action is performed.
- **Virtue:** It refers to desirable traits. For example honesty, kindness, compassion, hard-working, etc.
- It is not an **evolutionary approach**.
- It focuses more on **building the moral character** of society.
- **Vice:** It refers to undesirable traits.
- It believes in order to establish a virtuous society we need to create virtuous people i.e. inculcating virtues and eliminating vices.
- It is believed that virtuous people always make the right choices when confronted with moral dilemmas.
- These virtues will be inculcated through the process of socialization by different agencies.
- Hence, value-based moral education is the need of the hour.

Socrates   Knowledge is a virtue.

Plato   4 Cardinal Virtues
         Wisdom
         Temperance
         Justice
         Courage

Aristotle   **Golden Mean is a virtue:** Similar to Buddha's middle
         path.

The topic for the next class discussion: Virtue-based Ethics will be continued.

Recorded Ethics Class 15

INTRODUCTION (12:06 PM)

- Overview of the previous class- Virtue-based ethics.

CONCLUSION (continuation from previous class)

- Virtue-based ethics is a character-based approach to morality.
- It is based on the idea that an action is right only if it is an action performed by a virtuous person in similar circumstances.
- **According to Aristotle,** virtuous people always make the right decisions when confronted with ethical challenges.
- **However, this approach is criticized on the following grounds:**
- (1) It fails to provide a definite model to arrive at moral decisions.
- (2) There is too much subjectivity in defining what constitutes virtues as they vary with respect to society, culture, and time period.

SOCRATES' VIRTUES (12:15 PM)

- He was a Greek philosopher from the classical period.
- He is credited as one of the founders of Western philosophy.
- (1) In his words, an unexamined life is not worth living ie. one should question, accept and reject the facts.
- Through this philosophy, he tries to build a scientific temper.
- **For Example,** the recent trend of fake news, paid news, and propaganda is creating conflict in society and this is due to a lack of examination of the facts.
- (2) It also depicts the freedom to speak one's mind.
- The ability to speak the truth and be objective.
- **For Example,** India's ranking on Press Freedom Index.
- (3) Similarly, the world believes that China has very aggressive policies but fails to speak up due to financial dependence on China. His approach was based on virtues and according to him, the most important virtue is knowledge.
- **Similar principles are also found in the following:**
- According to Bhagwat Geeta, one can achieve Moksha through Gyan marga.
- According to Jainism, having the right knowledge is the means to achieve Kaivalya.
- Just like seeds require soil, sunlight, and water for their germination, human life requires introspection and examination for its growth.
- (4) Socrates also talked about happiness as a virtue ie. according to him virtuous living is always in an individual's best interest and it is only through self-knowledge that we can find true happiness.

PLATO'S VIRTUES (12:42 PM)
- **According to Plato, there are 4 cardinal virtues:**
- (1) Wisdom
- (2) Temperance
- (3) Courage
- (4) Justice

Wisdom (12:46 PM)
- It refers to the application of knowledge in the right direction.
- It plays an important role in regulating all other virtues.
- **For Example,** Praveen Kaswan, Indian Forest Service official made use of social media to create awareness about organic honey collected from Sunderbans and also promoted indigenous products such as water bottles made of bamboo.

Temperance (12:51 PM)
- It is referred to as moderation in thoughts, emotions, and actions.
- It is the strength that protects us against any excess we commit and consist of self-regulation.
- **For Example,** Hate speech, communal disharmony, road rage, trolling, addictions, social media obsession, lifestyle diseases, consumerism, McDonaldisation of food habits, gaming disorder, drug abuse, credit card culture, etc.
- Hence, the development of emotional intelligence is the need of the hour.

Courage (12:58 PM)
- It is referred to as bravery to do justice, to remove obstacles that come on the path of justice.
- The ability to speak the truth, acknowledge the truth, and stand against the truth.
- **For Example:**
- (a) Freedom fighters, socio-religious reformers, honest administrative officials, etc.
- (b) TN Seshan, despite political pressure, introduced election reforms and said **'I will always cherish my rigid intention to integrity.'**
- (c) Sam Manickshaw before the 1971 War.

Justice (1:15 PM)
- **According to Plato, Justice exists at two levels:**
- (1) Individual
- (2) State
- **At the individual level**, it is believed every human being has 3 qualities- reason (to think & learn), spirit (to remain motivated), and appetite (to know what we need), although in different proportions.
- The reason resides in the head, the spirit resides in the heart, and the appetite resides in the stomach.
- Justice is served when all these 3 qualities serve their rightful purpose to make an individual complete.
- A wise man is one who will use their emotions to motivate them to do what intellect finds valuable.
- But, unwise people use their emotions to motivate them to overindulge in appetite which leads to various problems such as abuse, addiction, consumerism, etc.

- According to Plato, some people even after knowing what is wrong still do it because their emotions side with their appetite.
- **At the state level,** according to Plato, when these 3 parts that exist in every individual, are reflected in the state, which is the collective of human beings through the formation of 3 classes- Ruling class, Military class, and Economy class.

ARISTOTLE'S VIRTUES (1:29 PM)

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Extreme	Middle Path	Extreme
Flattery	Friendship	Quarrelsome
Humility	Modesty	Pride
Indecisiveness	Self-Control	Impulsiveness
Stingy	Generosity	Extravagance
Apathy	Composure	Irritability

- **According to Aristotle, Golden Mean is a virtue.**
- It is the character that determines the ethicality and not the action, intention, or consequences.
- For Example, let us say there exists discontent with some government policies of provision. One should not indulge in violent protest or should not also remain silent but should follow the middle path of fighting a legal battle.

JUSTICE-BASED ETHICS (1:49 PM)

It can be divided into:
- **(1) With respect to crime:**
- (a) Retributive Justice
- (b) Reformative Justice
- (c) As deterrence
- (d) As compensation
- **(2) Distributive Justice:**
- (a) Aristotle
- (b) John Rawl
- (c) Amartya Sen

Retributive Justice (1:53 PM)

- Refers to exchange/reciprocity/Quid-pro-Quo.
- If an individual has committed a crime he shall be punished.
- **However, the following principles should be observed:**
- (a) Proportional Justice
- (b) No retrospective law
- (c) No double jeopardy
- However, this approach is criticized as it does not focus on reforms and there is a high probability that a person might fall into the spiral of committing crimes.
- **That is because the focus has not been on reforming the value system which may further encourage criminal tendencies due to the:**
- (1) Revenge-seeking attitude
- (2) Naming and shaming of the person which makes it difficult for them to be socially integrated.

Reformative Justice (2:02 PM)

- It is based on the philosophy of **Mahatma Gandhi ie. 'Hate the sin and not the sinner.'**
- It focuses on the rehabilitation of criminals by introducing reforms by means of counseling, mediation, vocational training, ethical values, etc.
- It is said that every sin has a past and every sinner has a future.
- However, reformative justice should never replace retributive justice as there will be a **lack of deterrence.**
- For Example, before the amendment of the **Juvenile Justice Act,** juveniles were used as a shield by organized criminal groups due to the absence of fear.

Justice as Deterrence

- Prevention of crime should be ensured by creating deterrence and for which certainty is required.
- **Hence, the following steps can be taken:**
- (1) Proper infrastructure
- For Example, the creation of fast-track special courts,
- (2) Numerical strength of police personnel should be adequate.

- (3) proper training and sensitization to deal with all types of crime.
- (4) Separation of law & order from the investigative wing.

Justice as Compensation (2:14 PM)
- In order to ensure justice, especially in the context of vulnerable sections or in case of communal atrocities, compensation constitutes an important element of justice as it is required for their basic survival.

DISTRIBUTIVE JUSTICE (2:18 PM)
- **Aristotle:**
- 'It is unjust to treat equals unequally as it is unjust to treat equals unequally.'
- He proposed the **'Theory of Distributive Justice'** where the distribution of wealth will be directly proportional to their merit.
- According to him, justice is the virtuous mean between the vices of giving more or less than what an individual deserves.
- However, his theory was criticized for being elitist in nature and not taking into account the historical injustice, social pathologies, socio-economic barriers, or, socioeconomic position of the individual in the society.
- **John Rawl's Theory of Justice**
- Rawls was an American moral and political philosopher who was known for his book **"Theory of Justice."**
- **The idea of Justice**
- According 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, also 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 the society is built.
- These people are unaware of the social position that they will occupy in the future society ie. unaware of being rich, poor, majority, minority, etc.
- This will ensure fair and just principles will be developed as each individual will contribute in making the provision 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 the weaker section.
- It creates scope for state intervention to remove inequalities in society.
- For Example, affirmative action, progressive taxation, DBT, Stand-up India, Dalit capitalism, subsidies, etc.
- **Amartya Sen's idea of Justice**
- According to him, resource distribution is not enough to ensure justice in society as it is not sustainable and will also make the individual dependent.
- He revised Rawl's theory of justice by suggesting the idea of capability.
- According to him, we should focus on making them capable so as to empower them.
- Hence, the policy prescription was an investment in social infrastructure.
- **Contemporary Relevance:**
- (a) Human capital formation
- (b) Demographic dividend
- (c) Longevity Dividend
- Potential created due to an increase in life expectancy.
- Currently 8.6% of the population (>60). Expected to increase to 20% by 2050.
- (d) Sustainable Development Goals

TOPIC FOR THE NEXT CLASS: RIGHTS-BASED ETHICS AND QUESTION-ANSWER DISCUSSION
Recorded Ethics Class 16

Rights-based Ethics [09:08 am]
- The moral worth of an action is determined by whether the action is infringing upon the rights of others.
- **Rights**
- It is defined as entitlements enjoyed by individuals, recognised by society, backed and sanctioned by State.

- **i) Natural Rights**
- Enjoyed on the basis of mere existence.
- Ordained by nature.
- Abstract, not written anywhere.
- difficult to enforce and hold accountable.
- **ii) Human rights**
- It is defined as basic minimum rights enjoyed by the individual by virtue of being human.
- These rights are fundamental to the existence as well as dignified life for the Human being.
- The idea of human rights emerged post-World War.
- During the inter-war period, there was a rise of Fascist states which committed atrocities against Jews.
- It shook the collective conscience of the international community which led to the passing of the Universal Declaration of Human Rights on 10 Dec 1948.
- **Contemporary application of Right based ethics-**
- Human Trafficking, Development induced displacement, Forced migration, Mob Lynching, Custodial deaths, Fake encounters, Dowry deaths, Marital rape, Trial by Media, capital Punishment, Surrogacy, Euthanasia, etc.
- **John Locke**
- John Locke was a huge advocate of freedom and governance by consent.
- According to him, there are three natural rights- Life, Liberty, and Property. They are inalienable rights.

Questions based on Quotation [09:26 am]

- **The approach in answers-**
- **Introduction**
- Paraphrasing the quote in your own words.
- Write the context/premise in which the quote is given.
- Mention current example/ paradox etc which can justify the given quote.
- Define the keyword which is the essence of the quote.
- **Body**
- Write explanations and examples.
- The explanation can be given based on
- **Conclusion**
- Prescription
- Overall influence

Applied Ethics [10:35 am]

- Applied ethics, also called practical ethics, is the application of ethics to real-world problems.
- It attempts to answer the question of how people should act in specific situations.
- **Refer to handouts.**

The syllabus is concluded.