MEDHA ANAND - SCORE 140

I. Answer Writing Techniques & General Guidance (from Evaluator Comments)

Structure:

Follow basic structure: Introduction -> Body -> Conclusion.

Keep Introduction short, crisp, and to the point. Directly address the core demand after a brief intro.

For statement-based questions: Divide the question into parts and use each part as a heading.

Conclusion: Keep it brief. Add 2nd ARC recommendations, quotes, scholar views to enrich it.

Content:

Focus on the main argument. Add short, current, and relevant examples to substantiate.

Learn standard definitions of keywords and use them in the introduction to save time and set context.

Add contemporary examples (e.g., actions of current civil servants or leaders) for value addition.

Instead of just listing 'n' number of points, write 4-5 key points with brief elaboration.

Avoid over-explanation and irrelevant/extra/unnecessary information.

Stick to the core demand; avoid beating around the bush. Write to the point.

Presentation:

Make relevant figures, flowcharts, or schematics.

Use tabular format for differentiation or showing multiple dimensions.

Highlight keywords.

Case Study Approach:

Structure: Introduction -> Stakeholders -> Ethical Issues -> Body (options/course of action with merits/demerits) -> Conclusion (justified chosen path, short-term & long-term solutions).

Address all parts of the case study question.

Adhere to word limit.

Briefly introduce the essence of the case.

Write with a pragmatic and objective approach.

II. GS-4 SYLLABUS-WISE EXTRACTION

Ethics and Human Interface

Essence, determinants and consequences of ethics in human actions
* (Page 14-15, Anger Quote Interpretation): Actions (human actions) begun in anger (determinant: emotion, lack of control) often end in shame (consequence).
* Example (National Consequence): Post-Indira Gandhi assassination, riots led to the Sikh massacre, ending in "shame for many as innocent lives were taken."
* Example (International Consequence): The Komagata Maru incident was a "clear manifestation of anger for which Britishers later [implicitly expressed regret], resulting in huge disappointment." (This shows how actions driven by negative emotions by those in power can have lasting shameful consequences).

Dimensions of ethics
(Implicitly covered throughout, especially in case studies dealing with professional vs. personal ethics, etc.)

Ethics in private and public relationships
* (Page 28, Case Study - Prakash & Meena): "Private relationships should not come in between one's professional life." (A principle of maintaining ethical boundaries).
* (Page 29, Case Study - Prakash & Meena): For ensuring healthy private relationships alongside professional lives, partners should "try to ensure their private relationships flourish" irrespective of gender roles or professional competition.
* (Page 30, Case Study - Prakash & Meena): Advice to "try spending quality time with each other without discussing work" to nurture the private relationship.

Human Values – lessons from the lives and teachings of great leaders, reformers and administrators
* (Page 11, Persuasion): Mahatma Gandhi persuaded Indians for non-violence. If he had used coercion, it might have been counterproductive. (Lesson: Power of persuasive leadership based on strong values).
* (Page 11, Persuasion): Martin Luther King Jr.'s "I have a dream" speech created deep ripples in the psyche of people. (Lesson: Articulation of a value-based vision can mobilize masses).
* (Page 14, Quote): Benjamin Franklin's quote "Whatever is begun in anger, ends in shame" (Lesson on emotional regulation and its consequences).
* (Page 25, Stray Dogs Case): Reference to Jainism's principle that "all living beings have the Right to live" as a guiding value for compassion.

Role of family, society and educational institutions in inculcating values
* (Page 18, Seat Belt Case): Negative attitude towards seat belts is "not engraved in one's attitude - neither during schooling years, nor by parents. It is an inter-generational problem." (Highlights failure/gap in inculcating safety values by family and educational institutions).

Attitude

Content, structure, function
* (Page 4, Definition): "Attitude refers to the feeling of liking or disliking towards a particular object/person."
* (Page 4, Structure): "Attitude is made up using cognitive, behavioural & affective components."
* (Page 6, Function/Definition): "Attitude is a set of pre-dispositions one holds towards a particular object or thing." It influences choices, liking/disliking, lifestyle.
* Diagram Idea (Page 6): A see-saw showing "Attitude - a small thing making huge differences" (inputs: the way we react, our behaviour; outputs: choices, liking/disliking, lifestyle).

Influence and relation with thought and behaviour
* (Page 6, Influence on Thoughts):
* "Positive attitude towards women can lead to one thinking about how unjust the world is towards them."
* "Negative attitude towards women -> (thought that) women are weak & lazy."
* "Attitude towards lower caste -> (thought of) positive discrimination as good for society OR (thought of) discrimination & endorsing purity and pollution."
* (Page 7, Influence on Behaviour):

* "Negative attitude towards child labour -> (behaviour of ensuring) no child labour in one's locality."
* "Positive attitude towards secularism -> (behaviour of) no bias against religion."
* "Attitude towards LGBTQ+ -> (behaviour of) no discrimination in giving houses for rent."
* Answer Writing Technique (Page 7): To show how attitude affects thoughts/behavior, one can list "in which [positive/negative] attitude affects one's thoughts/behavior" in a structured manner.

Moral and political attitudes
* (Page 12, Definition - Political Attitude): "Political attitude refers to a feeling of like or dislike one has towards a particular political dispensation."
* Diagram Idea (Page 12): A diagram (Venn-like or interconnected circles) showing:
* SOCIETY (what society considers moral)
* POLITICS (undercurrent of politics in society)
* POLITICAL ATTITUDE (e.g., whether democratic/autocracy is present, how politics is embedded in society). The figure shows "how Political attitude are linked to politics and society."
* (Page 12, Political Attitude Example - Historical International): "During Hitler, it was [considered by his supporters] ethical to kill Jews to establish a pure race." (Shows how political attitude can shape moral justification for heinous acts).
* (Page 13, Political Attitude Example - Contemporary International):
* "The rise of Rishi Sunak as UK PM highlights conservative swing of people."
* "Bolsonaro's win in Brazil was a showcase of how Brazilians wanted economy over environment."
* (Page 13, Political Attitude Example - Historical India): "Even during India's freedom struggle, Labour party was more in favour of India's independence." (Political attitude of a party in another country influencing colonial policy).

Social influence and persuasion
* (Page 10, Definition - Persuasion): "Persuasion refers to the use of tools and techniques to change the attitude of a person in favour or against something."
* (Page 10, Persuasion vs. Coercion):
* Persuasion: easily accepted, readily utilized, brings change easily.
* Coercion: people resist, lead to conflict, often counterproductive.
* Answer Writing Tip: "First discuss limitations of coercion then significance of persuasion."
* (Page 11, Persuasion for Social Change - Examples):
* Swachh Bharat Campaign, Beti Bachao Beti Padhao: People are "nudged to behave differently," which inculcates a "sense of choice" and internalizes "values."
* (Page 11, Persuasion Techniques): "Classical conditioning, use of effective speaker using correct message can lead to good outcomes."
* (Page 19, Seat Belt Case - Persuasion Techniques):
* Role Models: "Propagating such messages by the likes of MS Dhoni, Amitabh Bachan, etc. will ensure more compliance."
* Nudge Theory (Page 20): "Use of catchy phrases and incentives should be given to ensure they wear their seat belts."
* Classical Conditioning (Page 19): "From a very early age, use of seat belts should be made a habit."
* Reward and Punishment Method (Page 19): "Rewarding the belt wearers and using innovative methods - like gifting a rose to violators can bring in huge change in attitude." (This is a creative nudge/persuasion).

Aptitude and Foundational Values for Civil Service

Integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker sections
* (Page 9, EI in Public Life): EI helps in "bringing empathy and compassion while dealing with issues." (Direct link to foundational values).
* (Page 9, EI in Public Life): EI "ensures integrity in one's working."
* (Page 9, EI in Public Life): EI leads to "more acceptance of people from varied age, sex, class etc." (Tolerance).
* (Page 25, Stray Dogs Case): The call for the Municipal Corporation to "timely sterilize dogs to ensure they don't grow to such levels that endanger humans living nearby" shows dedication to public service (safety).
* (Page 25, Stray Dogs Case): Suggestion that "dog lovers and dog fearers should amicably come to a

logical conclusion" based on facts and "not emotions" points to objectivity.

Emotional Intelligence (EI)

Concepts, and their utilities and application in administration and governance
* (Page 5, Emotion vs. Feelings - Conceptual Clarity):
* Emotion: "set of affection/disaffection towards a particular set of objects/things," "matured form of feelings," "difficult to change quickly," "easily expressed."
* Feelings: "set of attitudinal variations felt towards a particular set of objects/things," "result of cognitive awareness," "flexible version of emotions," "relatively easy to change," "often not that hardened as emotion."
* (Page 8, Definition - EI): "Emotional Intelligence implies understanding the emotions of not just oneself but also others to ensure full understanding of a situation." (Mention of D. Goleman on page 9).
* (Page 8, Utility of EI in Personal Life):
* "Helps in maintaining relationships (by understanding the perspective of the other person)."
* "Helps in building reputation (by maintaining coherence in words and action)."
* "By making a person a good listener (one understands the emotional needs of the other person)."
* (Page 9, Utility of EI in Public Life/Administration):
* "Helps in bringing empathy and compassion while dealing with issues."
* "Ensures integrity in one's working."
* "Ensure effective use of aptitude and attitude of a person." (Better team management).
* "Results in better service delivery."
* "Leads to better work culture."
* "More acceptance of people from varied backgrounds."
* (Page 14, Quote on Anger - Application of EI): Understanding that "whatever is begun in anger, ends in shame" is a reflection of EI, or lack thereof when acting in anger. Managing anger is a key EI skill.
* Diagram Idea (Page 14): Flowchart: Beginning in Anger (loss of self-control, heat of moment reduces sanity) -> Ending in Shame (regaining self-awareness, sanity regained, person feels foolish/shameful).
* (Page 28, Prakash & Meena Case): Prakash lacked "Emotional Intelligence – not congratulating one's spouse for her achievement out of sheer jealousy."
* (Page 31, Prakash & Meena Case): "Emotional Intelligence would have certainly helped in being able to tide the situation well."

Public/Civil Service Values and Ethics in Public Administration

Ethical concerns and dilemmas in government and private institutions
* (Page 22-25, Stray Dogs Case): Dilemma of public safety vs. animal welfare/compassion. Ethical concern of municipal inaction or ineffective action.
* (Page 26-31, Prakash & Meena Case):
* Dilemma for Meena: Professional duty (recommending suspension for Prakash after peon incident) vs. personal relationship (husband's career at stake).
* Ethical concern: Prakash's jealousy leading to unprofessional behavior (misbehaving with juniors, carelessness, slapping peon), abuse of power.

Laws, rules, regulations and conscience as sources of ethical guidance
* (Page 17, Seat Belt Case): For many, "the reason for compliance (wearing seat belts) is often law and not one's own conscience." (Highlights external vs. internal sources of ethical guidance).

Ethical issues in international relations and funding
* (Page 13, Political Attitudes): Bolsonaro's win showcasing preference for "economy over environment" hints at ethical issues in international environmental commitments or development models.
* (Page 15, Komagata Maru): Historical example of unethical treatment based on race/origin in an international context by a colonial power.

Probity in Governance

Concept of public service
(Covered implicitly under foundational values like dedication, empathy)

Codes of Ethics, Codes of Conduct
(Implicitly relevant in Prakash & Meena case where Prakash violates workplace conduct)

Quality of service delivery
* (Page 9, EI): EI "results in better service delivery."

Challenges of corruption
(Not directly addressed with specific examples of financial corruption, but Prakash's behavior like carelessness in work due to personal issues is a form of dereliction of duty which is a related challenge)

III. Case Study Analysis - Themes and Specific Extractions

Theme 1: Attitude, Social Influence, and Public Behavior Change (Seat Belt Case - Pages 16-20)

Introduction Idea: "The case highlights the challenge of negative public attitude towards safety regulations despite their life-saving potential, stemming from a complex interplay of cognitive, social, and enforcement factors."

Ethical Issues Identified:

Disregard for personal and public safety.

Prevalence of a compliance culture driven by penal action rather than internalized values.

Social ridicule (Alok being called "angrez") discouraging positive behavior.

Lack of proactive measures to foster a safety culture.

Justifications/Reasons for Negative Attitude (as per student's answer):

Resistance to "Top down approach" of enforcement.

Compliance due to "law, not one's own conscience" (lack of classical conditioning).

Attitude "not engraved...neither during schooling years, nor by parents" (inter-generational problem).

"Nie can't be the one" attitude (false sense of invulnerability).

"Role of Media - often not wearing safety gadgets is seen as being cool in movies."

Keywords/Theories Used:

Classical Conditioning

Nudge Theory

Role Models

Cognitive, Affective, Behavioral levels of attitudinal change.

Specific Solutions/Measures Proposed:

Role Models: "Propagating messages by the likes of MS Dhoni, Amitabh Bachan."

Innovative Nudge: "Gifting a rose to violators" (as part of reward and punishment method).

Affective Appeal: "Stories of those who have lost their near and dear ones should be widely publicized."

Conclusion Idea: "A multi-pronged approach involving education, persuasion through role models and

nudges, consistent enforcement, and fostering a sense of shared responsibility is crucial to shift the public attitude towards prioritizing safety measures like seat belts."

Theme 2: Human-Animal Conflict, Community Attitudes, and Governance (Stray Dogs Case - Pages 21-25)

Introduction Idea: "This case study presents a common urban challenge of managing stray animal populations, highlighting the conflicting attitudes within a community and the ethical responsibilities of citizens and local governance."

Ethical Issues Identified:

Balancing public safety (dog bites) with animal welfare and compassion.

Differing moral perspectives on animal rights and human intervention.

Responsibility of Municipal Corporation for animal population control and public safety.

Potential for misinformation or emotional responses to escalate conflict.

Reasons for Diametrically Opposite Attitudes:

"Not a homogenous lot - different value sets and cultural backgrounds."

"Differing attitude towards wild animals - while one set of people may have good memories with dogs, others' reluctance may be borne out of sheer fear."

"Different cultural history / Past experiences also often shape a person's attitude." (e.g., middle-class families seeing strays as a menace vs. others finding solace in tending).

Who is Responsible?

"Diminishing habitat - since mankind is stretching its living areas."

"Not allowing natural processes" (This point needs careful articulation to mean lack of scientific management rather than just non-interference).

"Role of Municipal corporation - It should timely sterilize dogs to ensure they don't grow to such levels that endanger humans."

"Dog lovers and Dog fearers should amicably come to a logical conclusion...based on logic and not emotions."

"Unnecessary pelting towards strays should be avoided...Painism (Jainism) also propagates that all living beings have the Right to live."

Keywords/Theories Used:

Jainism (Ahimsa/Right to life)

Conclusion Idea: "Addressing the stray dog menace requires a collaborative effort involving responsible pet ownership advocacy, effective and humane animal birth control programs by municipal authorities, community dialogue to foster empathy and understanding, and promoting coexistence based on scientific management and ethical considerations."

Theme 3: Interpersonal Ethics, Professionalism, and Emotional Intelligence in Workplace (Prakash & Meena Case - Pages 26-31)

Introduction Idea: "The case of Prakash and Meena illustrates the complex interplay between personal

relationships and professional lives, particularly when faced with career advancements and the emergence of negative emotions like jealousy, highlighting the critical role of emotional intelligence and professional ethics."

Ethical Dilemmas/Issues:

Conflict of interest (personal vs. professional roles).

Lack of professionalism and emotional immaturity (Prakash's jealousy, misbehavior).

Impact of personal issues on workplace performance and environment.

Meena's dilemma: Upholding professional standards vs. personal loyalty to husband.

Abuse of authority/position (Prakash misbehaving with juniors, slapping peon).

Qualities Lacking/Exhibited:

Prakash Lacked: Professional Ethics, Emotional Intelligence, Conscientiousness, ability to handle jealousy/greed, traditional mindset ("ok for one's wife to work, but not ok to be one's superior").

Meena Lacked (potentially, or could improve): Perhaps proactive communication or EI in de-escalating earlier, though largely she is portrayed as professional. Student notes "Too much work oriented - irrespective of gender, everyone should try to ensure their private relationships flourish."

Advice/Solutions:

Persuasion: "Try understanding each other's perspective. Prakash and Meena should try recalling what made them happy and fell in love."

Finding Balance: "Find a golden Mean -> Try balancing work life by finding a 'Madhya Marg'."

Attitudinal Shift (Prakash): "Stop envying his wife and should understand that he should be like biggest supporter in both achievements and failure."

Seeking External Help (Evaluator's comment - Add): "They can approach a psychologist / counsellor for help."

Qualities to Develop: "Satisfaction from the time they were getting to stay with each other," "skills to communicate what they really feel," "Emotional Intelligence," "changing value sets...it's ok for both to be better than the other without jealousy and envy."

Keywords/Theories Used:

Emotional Intelligence

Professional Ethics

Work-life balance

"Madhya Marg" (Golden Mean)

Conclusion Idea: "Resolving such intricate personal-professional conflicts requires open communication, mutual respect, strong emotional intelligence, and a commitment to ethical conduct. Developing adaptive coping mechanisms and potentially seeking external guidance can help couples navigate such challenges and foster healthier relationships both at home and work."