



TEST CODE: I-WIL-12

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Dec

2020

INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions:

- The ESSAY must be written in English medium only.
- No marks will be given for answers written in any other medium other than English.
- Write two essays, choosing one from each of the following Section A & B in about 1000-1200 words.
- Any page or portion of the page left blank in the question cum answer booklet must be clearly struck off
- Second essay has to be started from page no-15.

Remarks :



DELHI

HYDERABAD

EVALUATION PARAMETERS			
	Adequate	Fair	Absent
INTRODUCTION			
1. Context & Background			
2. Element of Interest			
3. Outline of Core Argument			
4. Thesis Statement			
BODY			
1. Coherence			
2. Clarity of thoughts/Concepts			
3. Diversity of Ideas			
4. Linkages between Ideas			
5. Transitions and Connect es			
6. Originality			
7. Reasoning			
8. Arguments			
9. Counter Arguments			
10. Facts/Examples/Illustrations			
11. Persuasion			
12. Objectivity			
13. Sub-headings			
CONCLUSION			
1. Reiteration of Main Agument			
2. New Perspecti e/Insight			
3. Completeness			

Overall Observation by an examiner on candidate's essay - 1

1.

2.

3.

4.

5.

6.

Overall Observation by examiner on candidate's essay - 2

1.

2.

3.

4.

5.

6.

Instructions: Write two essays, choosing one from each of the following section A and B, in about 1000-1200 words each:

Section-A

1. Live and let live
2. Everything not forbidden by law is allowed
3. Power corrupts, absolute power corrupts absolutely
4. India's global ethics and values can forge a cosmopolitan world

Section-B

1. Judicial accountability should accompany judicial independence
2. Why poverty in India continues unabated?
3. Enabling civil society organizations can deepen Indian democracy
4. Engineering education has ceased to be the favorite choice of Indian youth

Section-A

1. Live and let live
2. Everything not forbidden by law is allowed
3. Power corrupts, absolute power corrupts absolutely
4. India's global ethics and values can forge a cosmopolitan world

④ India's global ethics and values can forge a cosmopolitan world:

Long before the beginning of the 'Age of globalisation', before this whole world became "a village", India's thought process had the domination of the value of "Vasudheva Kutumbkam" i.e. whole world is our family. This notion formed the ethics governing our country and its people. This was followed by the syncretism of culture, prevalent in our country since time immemorial. All this is a clear pointer to the efforts we Indians are putting in for a "cosmopolitan world".

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This essay seeks to underline the ethics and values prevalent in India now and the values that shaped it in this mould. It will also look at the ethics and values that are an example for the whole world. In the end, it will also look at the flaws and disturbing elements of this overall 'global' notions and values.

History is replete with such examples where Indian rulers have given notions that tried to forge a cosmopolitan world. One such example is that of Ashoka who after undertaking the policy of dhammaghosha (conquest by culture) gave up war. This was at a time when other kings of the world were busy undertaking conquests. He tried to influence other countries and its people through values of non-violence and tolerance towards other sects. He was truly cosmopolitan in his vision of the world.

Similar cosmopolitan ethics and values are displayed by Akbar and Jahangir of the Mughal dynasty. While Akbar through his notion of 'sulh-i-kul' tried to bring peace for the whole world, Jahangir through his paintings tried to depict a scenario where he is having good relations with his foes. Indeed, their vision was that of a "cosmopolitan world".

No study of Indian history is however complete without Mahatma Gandhi and his ethics and values. He fought for Hindu-Muslim unity, against imperialism through non violence and Satyagraha and trying to change the very heart of the enemies. If these values were accepted by each and every country of the world and their respective people, then the clashes of this world would become its past and a 'cosmopolitan world' would be formed in its entirety. The fact that his values and ethics were accepted by leaders such as Nelson Mandela, Martin Luther King and others is itself a pointer to its ability to forge a 'cosmopolitan world'.

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In political sphere, too, India's ethics and values have the power to forge a cosmopolitan world. This can be seen in Nehru's notion of PANCHSHEEL which was also accepted as a principle governing Non Alignment Movement (NAM). This principle tried to develop a mutual understanding and respect for each others' territories and ambitions among countries of the world. All this at a time when 2 power blocs were at loggerheads along with many countries. This indeed is a pointer to 'cosmopolitanism', the value these notions tried to forge in the countries of the world.

Similarly, if all countries learn from non-mediation policy of India and try to solve their mutual misunderstandings with each other rather than involving a '3rd party' will also be a move towards developing the notion of cosmopolitanism, where we think of the other side, as we think of our own. As this is what we do when a section of a country develops a notion antagonistic to the country as a whole.

Similarly, the 'medial diplomacy' shown by India during the COVID-19 period in distributing medicines to over 90 countries. This can not be seen as just a measure to be in good books of those countries but ^{the} a thought that the people of this world are same as those living in our country. Cosmopolitanism cannot be more visible in any ethics and values other than this.

One can also see the notions of cosmopolitanism in the tolerance, we Indians show towards each others' religion and culture. Their respect for idolatory is same as that of fire worship. Christmas and Diwali, Eid are celebrated are with equal zeal. State deriving its power from the Constitution itself pays respect to each religion - a concept of secularism different from the West. In a similar way, architectural traditions of our country have always been syncretic combining elements of foreign and indigenous elements. This can be clearly seen in the Mauryan and Mughal art. If this value percolates down to all other countries, they would indeed become ^{forge} a 'cosmolitan world'.

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In a similar way, the value of environmentalism and its associated ethics has been in India, since time immemorial. The fact that earlier communities of this country were animistic in their religious beliefs and thus paid great respect to environment and the flora & fauna, can be taken as a means toward cosmopolitanism.

If the countries of the world start respecting environment which is the same for the whole world; air that we breathe is same for the world and the water that we waste will be a crisis for all in the future, they will surely become cosmopolitan in their outlook.

Movies in our countries, too, always end on a happy note showing all differences having resolved and everybody living happily thereafter. This can be taken to mean that we Indians, want 'everybody' to be happy and the differences between the countries resolved; this truly is a move towards cosmopolitanism and it being scripted by one & all.

However, presently India is facing certain flaws and issues with this overall cosmopolitan outlook of ethics and values. This can be seen in acts of left and right wing extremism, ethnic disturbances, cultural clashes and Xenophobic reactions at times. This can be a barrier to cosmopolitanism which stands on the basic notion of mutual respect and toleration.

Moreover, the acts of mob violence are also increasing day by day. This is antagonistic to a country which otherwise has examples of a cosmopolitan world. No two countries can live in harmony, if their citizens are not tolerant towards each other, leave alone the move towards cosmopolitan thoughts. Therefore, it is necessary for India to address these issues in order to present an example to emulate for others.

Conclusion can end either at the gloomy
picture of our country or the country with
best values and ethics but one thing ~~is~~ will
be clear that India has always tried to
take forward the age old notion of "vasudheva
kutumbham" in its letter and spirit and
the flaws present are just occasional breaks,
Moving past these breaks is what we
endeavour for as a nation trying to leave
an impact on this world and stand true to
what is often told - "Together with hand in
hand, we will march
towards a better future"
(Here cosmopolitan one)!!

Section-B

1. Judicial accountability should accompany judicial independence
2. Why poverty in India continues unabated?
3. Enabling civil society organizations can deepen Indian democracy
- ✓ 4. Engineering education has ceased to be the favorite choice of Indian youth

④. Engineering education has ceased to be the favorite choice of Indian youth.

[PLOT FROM THE MOVIE - 3 Idiots] → Rajkumar Hirani's movie 3 Idiots depicts the craze for engineering education from the top most college of the country and a desire for durative jobs. The fact that Farhan from the movie despite having interest in wildlife photography takes up engineering as an option due to familial pressure, is a clear pointer to it being 'the choice' of Indian youth. However, the movie ends on a note that a person would succeed in the field in which he/she is interested and not in which they are forced into.

The above plot presents one of the reason among the plenty of other reasons why engineering has ceased to be a popular option among Indian youth. This essay seeks to look at those factors that has guided this change of decision. It would also look into the veracity of the statement and see the percentage of truth in it. ~~and~~ It would also look into the reasons why engineering became that favourite option in the first place.

The reasoning begins with the fact that when our country became independent there were only 4 engineering colleges and now there are lakhs of them. The initial push towards technical education was given by our first PM Jawaharlal Nehru. He was of the vision that through modernisation citizens of the country would achieve growth and development.

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This notion led to the establishment of many engineering colleges that strived to provide quality education. The fact that the education provided youths with a chance to work in government PSUs and also attain foreign job offers, fostered the craze of Indian ~~go~~ parents towards "government jobs". Thus, youths started making it a sole career option, although some went to take law and doctorships as well.

Turning point in this spirit of Indian youths came after 2 PG reforms when India was open for other countries and took to globalisation and privatisation instead of an 'inward outlook'. This gave 'oil to the fire' of engineering education and the craze associated with it. It was both because of Information Technology Revolution and increase in the number of private engineering education.

Now Indian youths started taking engineering education even more than before. IT companies established in Bangalore and made it a IT hub - 'software technology park', 'Silicon Valley of India'. Engineering colleges were accessible now to every one, though not always affordable. Private colleges were established in every single district of the country (almost).

All this came at a time when old values ~~was~~ were still prevalent in Indian parents. This is generally considered to be a shortcoming of India's developmental process. Parents, started spending lakhs of money in their education of their children with the old notion and hope that this would lead them into lucrative 'government jobs' that has always been praised. However, they didn't realise the fact that India might face a 'job shortage' and problem of unemployment in the near future.

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Plenty of government and private colleges especially did not follow the 'quality' and instead emphasized upon the 'quantity', allocating seats through various exams. This led to the degradation of overall quality. Many had just knowledge with no associated skills required for the job. A sort of engineering 'quackery' developed with no practical applications and usage.

This also resulted in Physics, Chemistry, Mathematics^(PCM) along with computer science becoming a choice after class 10th with a vision of becoming an 'engineer'. Many of the schools stopped or never offered humanities as the choice after class 10th. All this resulted in students having no interest in the subject taking up the PCM route and later knowing of no option other than engineering studies and ended up being unemployed. This resulted in a shift away from engineering studies in present youth.

Other most important reason is the craze of Indian youth toward lucrative jobs. They ended up doing Business Administration (MBA) and other such studies which took off ~~up~~ the larger reason of choosing engineering. Also, due to unemployment increase, many of the youths despite being engineering graduates took to banking jobs. This impacted the youths of this generation and they made a shift towards other subjects and streams.

Similarly, many, even after getting jobs ~~after~~ ^{from} their engineering studies ~~from~~ by reputed institutions failed to get job satisfaction. Many left their jobs and took to civil services, as can be seen in each year's results. Almost 40% of the toppers are engineering graduates. Therefore, there developed a notion of taking up other streams like humanities for civil services and for the larger cause of public welfare.

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However, there are counter arguments to the statement as well. First and the most important reason is the fact that that 'humanities' is considered to be an elite subject', where one is not at once after the graduation ~~not~~ offered jobs. This is ^{the} reason why parents don't usually allow their children taking up the subjects. Sometimes, their poverty does not permit them to do so. Indian youths are often their only means to come out from the dudgery and downhadden conditions.

Another reason is the absence of 'democratisation' in other streams. Medical colleges offer less seats in all and therefore youths don't take up that option very often. The private education there in medical streams are too high for many to even afford.

Engineering as a subject is still a matter of interest for many Indian youth. This can be reflected in robotics or computer programming and their associated applications. Many still opt for the engineering education out of the conviction to make this world a better place for the country and its citizens. This was clearly visible in many engineering "interventions" during COVID crisis of the world. India's KARMEBOT - for sending medicines and food without coming in contact with the person was one such invention.

Similarly, one can see this conviction of public service in robotics involved in cleaning of sewage and hence doing away with the menace of manual labour. See the various digital interventions associated with various schemes of government for the betterment of vulnerable sections of our society.

Also, it is still the only field where one can see jobs being created in near future and at every juncture of progress of humanity. Government is also pushing towards similar incentives through Skill India Programme, Digital India Mission, Hack-The-Crisis or introduction of Coding right from class 6th in New Education Policy-2020.

Therefore, even though engineering has ceased to be an option for some, it continues for many Indian youth with same vigour. However, there certainly has been marked shift in the craze for the sake of job to that of public service and innovation through engineering. It will never ever become an off-beat subject, at least, not in ^{the} future that we can see from now.

To conclude, one can take cue from the same movie plot of 3 Idiots. Who among all the youths of the movie was the most successful? One can think of any of them - Phusukh Wangdoo, Farhan, Rajiv, Aiya or even Chatur Ranalingam. However, one thing is for sure, interest in the subject is the single most necessity factor to succeed in respective fields and that 'interest' will never stop engineering or any other subject being a favourite choice for some if not All !!

ROUGH SHEET

ROUGH SHEET

Q. India's global ethics and values can forge a cosmopolitan world :-

① Introduction → Long before globalisation, India's notion of "Vasudhaiva Kutumbakam" - whole world is a family

(2) Thesis Statement

③ History → (i) Ashoka, - ③

(ii) lystas - (4) - valley.

(iii) Jahangir's paintings - ⑤
Nelson Mandela - ⑧

(10) Gandhi! $\left\{ \begin{array}{l} \text{Mendukung} \\ \text{pasha dan kaisar} \end{array} \right.$

(*) T values.

$$w_j(v)$$

④ Polity → (i) PANCHSHEEL - NAM
 (ii) Bank the Policy

(ii) No First Use Policy

(iii) ~~Global Disarmament~~

(iv) No Mediation Policy

(V) Medical diplomacy; international
cov ID -

⑤. Cultural → (i) Festivals. — ✓
(ii) Respect to elders. — ✓ language ✓
(iii) ~~Attitude~~ Respect & Tolerance ✓
(iv) Jainism

Traditions of India

→ (i) Festivals. — ✓
(ii) Respect to elders.

(ii) Respect

(iii) ~~Aid to~~ Respect & Tolerance

(iv) Journalism

- (iv) Tourism
- (v) Architectural traditions of India

(vi) Sufism - Bhakti movt.

(vi) ~~Supersur~~ - ~~Bullet~~ - ~~Music~~ - Sulphures -

⑥ Emisyon imtela

Respect

↓

Anxiety → Respect → clip book
mon.

www.insightsonindia.com

Baminds!

10 part me
 Happy ending ✓
 moves
 www.instagram.com/insightsoni
 → Krishi 17

Ethical Values
Spectrum

- Non violence
- (Ahimsa)
- Truth.

Counter Arguments

- Xenophobic comments
 - No respect for architectural design
 - Externism
 Influence ✓
 Violence ✓



Conclusion

→ ~~best~~ flow can we be happy and just?

ROUGH SHEET

④ Engineering education has ceased to be favourite choice of Indian youth.

- Subject of Interest-Vs Subject of wealth. - ②
- (3 Idiots example) → begin with it. - ①
- Thesis statement - ③
- when did it begin? - 1994 before - ④
- Motivation and signing of engineering education - ⑤
- How was it flawed? ⑥
- How did it lead to the degradation of quality?
- Cost. ✓ ⑦
- No practical use; $\left. \begin{array}{l} \text{banking} \\ \text{MBA} \end{array} \right\}$ - ever ITians ⑧
- More practical use - Humanities ⑨
- choice not available in schools. ⑩
- Job Satisfaction ⑪
- Foreign Remittances ⑫
- Lack of jobs → unemployment ⑬
- How can it be addressed - ? ⑭
- ~~Not~~ The statement is not exactly true → ⑮
- People opting for engineering - poverty; want remuneration jobs. ⑯
- Humanities has been considered an elite subject - ⑰
- Also given government's intrusive take - lightisation, schemes, ✓ - ⑱

B. Conclusion

Ranko of 3 Idiots vs Parker ✓
 - more successful?
 - of money & everything →
 the of course Ranko of 3 Idiots