



An Institute for Civil Services

IAS TOPPER'S

TEST COPY

VIKRAM GREWAL

RANK-51 (CSE 2018)

GS MAINS 2018: ESSAY

Roll No. _____

ESSAY

Time Allowed: 3 hrs.

Max. Marks: 250

Instructions to Candidate

- Both sections are compulsory.
- Attempt one essay from each section.
- Each essay carries 125 marks.
- Write each essay in about 1000-1200 words.
- After finishing the first essay, attempt the next on a fresh Page.
- Any page left blank in the answer-book must be crossed out clearly.

(Examiner will pay special attention to the candidate's grasp of his/her material, its relevance to the subject chosen, and to his/her ability to think constructively and to present his/her ideas concisely, logically and effectively).

Name VIKRAM GRENAL

Mobile No. _____

Date _____

Signature Vikram

1. Invigilator Signature _____

2. Invigilator Signature _____

Remarks

SECTION - A

1. Our greatest glory is not in never falling, but in rising every time we fall
2. Health is not valued till sickness comes.
3. Death is not the greatest loss in life; the greatest loss is what dies inside us while we live.
4. People who are in a fortunate position always attribute virtue to what makes them so happy

SECTION - B

1. The only answer to climate change is "change"
2. Science and technology revolutionize our lives, but memory, tradition and myth frame our response
3. Universities should be a place for 'creativity', 'out of the box thinking' and 'ideological disruptions'
4. Development means only human development; all other measures of growth are misleading.

P.T.O

SECTION - A

1. OUR GREATEST GLORY IS NOT IN NEVER FALLING,
BUT IN RISING EVERY TIME WE FALL.

On the inauguration of his president-ship, Nelson Mandela was asked by a reporter about what had kept him going all these years against the Apartheid regime - even after two dozen years in prison. Mandela's answer was simple: he quoted his favourite poem 'Invictus' and remarked "I am the master of my fate, I am the captain of my soul." He said that when one falls, the next obvious step is to pull oneself up, dust off the clothes and keep moving on; for that is what 'glory' was and will be.

Remarks

Greek legends like the Odyssey and the Iliad explore the real nature of 'glory' and 'heroism'. They showcase the axiom that an ordinary man becomes a 'symbol of glory' not because he had always been a noble aristocrat worshipped by others, but because he fought im-pending consequences and failures - only to overcome the enemy and secure penultimate justice. Homer's protagonist Ulysses does it and so does the meek boy David against the monstrous Goliath.

Ancient civilizations are not as venerated as great empires for the simple reason that historical evidence suggests that they were wiped out by calamity and did not rise again. For example, Harappa and Mesopotamia did not rise again where as Rome, Mauryas, Mughals did and hence are considered evermore glorious.

Remarks

The classic case of Earth as a living being in all its wholeness is a case of extinction and rejuvenation. Earth has experienced several ages of mass extinction from the PreCambrian to the Permian. However, this beautiful and majestic planet continues to nurture life for over 4.8 million years now. Thus, Life on Earth falls and rises again in all its glory.

Darwin and Spencer postulated the theories of 'origin of species' and 'survival of the fittest'. The key issue within the concept of survival, origin and growth is centred on 'continuity'. It is unabashed continuity that keeps the ball rolling, the wheels turning and whether it be a pebble or a mountain ahead - continuity is bound to surpass it.

Remarks

Glory has always been at the core of human spirit. Leaders have demonstrated the fact that collective conscience stems from a sense of togetherness - a common objective to be ready to brave injury and death collectively. Sailors and sea-farers under the leadership of their Captain row against the tides and thunder-storm. They perceive the rising and falling of tides and waves as a corollary to their own selves: the 'ebb and flow' of glory.

Sigmund Freud in his papers on psychoanalysis remarks that failure expands the potential of human cognition. It presents an individual with a different perspective and a distinguished set of options. One of these options - which is the simplest and the hardest - always leads to success and glory.

Remarks

If one never falls, he or she never gets a chance to change his or her perspective and deal with things differently. Carl Jung emphasises on the urgency to move in concurrence with time. If you don't reform, you don't grow. And the need to reform is always highlighted by visible failures and inadequacies.

Hellen Keller is a shining example of a glorious life. Despite being physically challenged in terms of sight and hearing, she never gave up on her education and inner growth. She went on to become an epitome of courage, women empowerment, human spirit and global inspiration. 'What is life but a continuous adventure' - she writes in her autobiography 'The Story of My Life'.

Remarks

The Modern World has looked numerous threats in the eye. Wars, death, destruction, famine, disease - all these factors have attempted to pull civilization by both its legs. But we have made it through. Human reasoning and sovereignty have been challenged by time in the form of impaired and tortuous political systems - Monarchy, Oligarchy, dictatorship - but popular governments have overthrown these obsolete institutions. And we continue to move towards democracy in the 21st century.

Glorious revolutions have lived up to their titles in countries where they were able to succeed after enormous failures. French Revolution was considered an overall failure by 1795 and the subsequent return of Monarchy under Napoleon. But the principles of liberty, equality and fraternity did not die.

Remarks

They lived on to inspire the 1848 People's Spring Movements all across Europe and then the Russian Revolution in 1917. Though the latter failed post-collapse of USSR in 1990-91, it nevertheless rose again in between the 20th century through Marxist and Labour Movements across China, Vietnam and Korea.

India's freedom struggle is a brilliant case study for witnessing the concept of glory in rising again after successive falling. India rose against Imperialism of the British colonials in late 18th century (Sanyasi Rebellion), early 19th Century (Vellore, Barackpore Mutinies), mid-19th Century (1857 War of Independence) and then again as political movements in late 19th century post-formation of the Congress in 1885.

Remarks

We failed at several junctures from Moderates to Extremists and Militant Nationalists and Gandhian mass mobilization.

However, we looked at our mistakes comprehensively - at every village samiti, at every Congress plenary and annual session. We ~~ref~~ redefined our priorities and pushed forward from 'swaraj' as self-government, to home rule, to dominion status and ultimately the goal of complete independence.

Gandhiji wrote about the need to introspect at each turn in one's life. What today's market analysts ~~who~~ would term 'S.W.O.T' analysis - Gandhiji called 'atma-nispekshan' in 'Hind Swaraj'.

From here we learn that getting up after falling down can only lead to glory if you realize 'how, when, where and why' you fell

Remarks

down in the first place. And subsequently one needs to chart one's path in standing on one's feet after this introspection.

Human ethics deal with the rightness and wrongness of decisions and actions. The study of ethics is invoked only when a problem counters a proposition. Ethics never determines a status quo position, it determines the suitability and feasibility of actions in the face of a dilemma or difficulty. Therefore, falling and rising every time is glorious ethically. It heightens morality and is a holistic test of character.

Thomas A. Edison invented the light bulb after failing thousands of times. He exhibits the glory of science. A consistent effort always leads to not only individual but human progress.

Remarks

Today's economy is the most common place illustration of glorious 'rising - and - falling.' Stock markets, inflation, foreign exchange, international debt and fiscal deficit all these economic devices rise and fall on a daily basis more or less. This change of indicators keeps the fiscal establishment on its toes and pushes for robust growth.

The Indian Constitution is yet another masterpiece of 'glory' in terms of law and judicial dynamism. Our Constitution is a balance between rigid and flexible and therefore, it is able to stand the test of time. When the Emergency was imposed in 1975, everyone considered it to be a dark period for Indian democracy. But we bounced back with great dynamism and upheld our longfought

Remarks

rights and glory. The constitution continues to be amended for being contemporaneous and young at all times.

Falling is not failing per se. It is just one more opportunity to rise up. India is a young nation with 61% of its population between the ages of 15 and 59. It is the fastest growing big economy at a robust \$432 billion dollar worth foreign exchange. Our past has taught us that we are a resilient and forward-looking country. Terrorism, war, corruption, emergency, red tapism and economic crisis (1991) have threatened our disposition and communalism, regionalism, cross border crime and trafficking continue to pose huge barriers. But we shall persist.

Remarks

Persistence is the means and ends of moving forward in every scenario. The undying human spirit is embodied in the 'pursuit of happiness'. Continuous falling and rising up will only strengthen our resolve. At end of the dark tunnel lies the glory of light. And as Khalil Gibran said, 'Time's definition of coal is the diamond.'

* * *

Remarks

SECTION - B

3. UNIVERSITIES SHOULD BE A PLACE FOR 'CREATIVITY', 'OUT OF BOX THINKING' AND 'IDEOLOGICAL DISRUPTIONS'.

'Students must be taught how to think, not what to think.' This enlightening quote by Margaret Mead shook the 20th century global system of education by its roots. Education at that time was designed to be a 'submissive' and morally imposed knowledge infiltrated through a hierarchical structure. Universities of the colonial and post-colonial world, thus, inherited this regressive design.

Remarks

Amartya Sen in his book 'The Argumentative Indian' cherishes the Indian habit of dissent, debate and discussion. He credits this habit to be a congenial ancient practices that developed in our great Universities of Taxila, Nalanda, Vikramashila and Odantapuri. These Buddhist Mahaviharas explored epistemology, philosophy and dialectics centuries before western philosophers Hegel, Nietzsche and Marx who championed such subjects.

Creativity and out of the box thinking is reflected in Vedas and Upanishads. Especially in the debate between Gargi and Yajnavalkya in Chhandogya Upanishad where innovative answers are brought about through rigorous questioning of norms.

Remarks

Universities of Medieval India remain obscure, although they do give examples of earlier 'ideological disruptions' in the form of Akbar's religious debates at the Ibadat Khana. The Shramanic creativity and out-of-the-box thinking brought vibrance to early Indian society as well as relief to lower sections of the society.

Creativity of Indian thought began to be crushed by the coming of the Evangelicalism and Anglicists from Britain. Though they broadened our knowledge-base initially courtesy Orientalism, the latter half of the 19th century devised a 'top-down' foreign interference in hearts and minds of India youth. Universities were the first to respond to this 'mental colonialism' and 'intellectual oppression'.

Remarks

Young Bengal Movement under Vivian Henry Derozio brought about creativity in tackling social issues, 'out of the box thinking' in promoting scientific temper and 'ideological disputations' against orthodox thought of the Indian gentry. Curzon's 1905 Universities Act suppressed all forms of dissent in colleges and enhanced government control.

All the aforementioned examples help us understand that 'freedom of thought' is an inalienable human right which though not recognized in history, did make its own way through Universities. Universities have always been and continue to be the 'fountainheads' of progressive ideas and change. Creativity and innovative thought process should be therefore encouraged.

Remarks

The peculiar relationship between the three levels of education illustrates the importance of a creative approach at all levels: Primary, secondary and tertiary (i.e. University level). However, primary and secondary follow a regimental approach in India - moral values, obedience and discipline are imbibed in the students at these stages. Therefore it becomes more essential to free these restrictions in the third that is the University level.

When a young caterpillar forms a cocoon and pupa later, there comes a time when it has to break free as a butterfly and spread its wings. Universities play the role of nurturing the flight of these young butterflies.

Remarks

Universities are hubs of diversity. They welcome students from across the spectrum of the society either on merit or privilege. However, once an individual participates in the so-called 'college culture' he or she must feel the scope of boundless possibilities that await him. Debate and discussions must be encouraged for these possibilities to be realized.

A culture of creativity and innovative thinking is key to achieve a healthy society. Universities, if supported in these aspects, will produce promising graduates who will work towards the betterment of the entire social set up. NITI Aayog's report on tertiary Education found that liberalizing Universities could boost social matrix index and reduce poverty by 5-6%.

Remarks

Raja Ram Mohan Roy wrote in his journal 'Sambad Kaumudi' on founding the Calcutta Hindu College that 'instilling rationality and empathy' is the primary goal of education; and Universities must adhere to it. Creativity in the field of arts, commerce, science and performing arts is not only inter-disciplinary but a potential unifier.

For example, Stephen Hawking in his search for a unifying theory of the universe took help of several pop-culture artists and even musicians. Albert Einstein was an adept Violin player at the Vienna University while studying Mathematics and physics. Manjula Bhargava - India's foremost mathematician and table player highlighted the importance of promoting out-of-box, multi-pronged

Remarks

approach in Indian universities.

The Gross Enrollment Ratio at the tertiary level stands at only 25% in India where as the primary level boasts of a 99.75% ratio. This huge gap is due to several structural and socio-economic issues, among which restricted environment of University education is one.

According to HRD ministry's data, about 5% of admitted college students drop out annually. Social pressures, discrimination, sexism and violence along with lack of psychological and social support top the major reasons for this situation. Thus, data only aggravates the need for having open institutions in our universities. Distance learning, open courseware and counselling need to be encouraged for spreading tertiary

Remarks

education. There are just a few of the potential out-of-the-box solutions.

'Employability' is a serious issue after accessibility and affordability of University education. According to McKenzie Institute's Study, only 25% of the annual pass outs are employable in any sector. This is because our curriculum encourages rote learning and prominence of scoring marks. Free thinking, empiricism, experimentation and innovation are not part of syllabi of Universities. And hence none of the institutions feature in top 100 of the world. Even the 20 institutions recommended by N Gopalaswami Committee on institutes of eminence lag far behind.

Thus, intricate changes in curriculum to orient ~~learning~~ learning towards creativity and out-of-box thinking are necessary to reach levels of Oxford, Cambridge and MIT. Students,

Remarks

of Indian origin form a massive chunk of the batches at these great universities of the world. This shows that conditions of our higher education do need creative reforms to gauge prospects and brain drain of these talented youth.

Along with promoting diversity, Universities are a reflection of the ideals of our constitution. Article 14 (Rule of Law), Art 15 (equality), Art 19 (freedom of expression), Art 21 (life & liberty), Art 29 (safeguard linguistic & religious minorities) and Art 30 (minority institutions) are in direct relation with the Universities. And these fundamental rights along with several directive principles and duties will be strengthened only if we encourage 'ideological disruptions' and 'creativity'. Free speech and critical analysis are indispensable for holistic development.

Remarks

Constant constructive criticism springing out of universities would mean better prospects of having better lawyers, mediapersons, scholars, teachers, academics and professionals in the future. This will lead to better functioning of the government and ultimately good governance. It will also proliferate awareness throughout the social spectrum and especially to the remote areas and minorities who will be informed about their rights.

Further, good debators and thinkers will make great leaders. "Reader today, leader tomorrow", said Aristotle. A mature citizenry with neutral ideological perspectives can only be achieved when they as young students go through rigorous ideological disruptions; Making mistakes and learning from them.

Remarks

With the coming of the digital age, it is absolutely imperative to free our Universities from the shackles of the old customs that bind us. 'A renaissance is the basis for a reformation' - GWF Hegel had said. This is the time for a modern renaissance in our universities. It will be a creative, digital and ideologically awakening renaissance if appropriate measures are taken.

Indian Union Government has been taking steps to make universities autonomous and progressive. KEFA, NIRF, UAY, NAAC are not just acronyms but deeply researched initiatives of the education sector. These must be reviewed and aligned with the objective of achieving creativity, out-of-box thinking and ideological enlightenment ~~disruptions~~ in our Universities.

Debate, dissent and discussion must continue within the receiving and producing end of the

Remarks

policy making process. After all 'what is a
nations but a people in constant dialogue'.

* * *

Remarks

SEC - A

Our greatest glory is not in never falling, but in rising every time we fall.

- Intro:

- Earth as a teacher: origin of life, threat of extinction.
- Human evolution - Darwin, Herbert Spencer.
- Greek myths & legends - never falling is a misconception. Rome, Sparta, (Lacedaemon)
- Glory in epics, example of Harappa, Meso, Egyptian civilization. but Maurya Empire &
- Constant conflict of human spirit.
- Threats of war, famine, disease, fascism etc.
- Psychoanalysis - test of character. (Freud, Carl Jung)
- Human ethics, morality.
- ~~India~~ Economy - the epitome of resilience.
- Culture - social equality is bouncing back.
- Definition of success.
- Leadership, inspiration.
- Indian freedom struggle.
- Indian constitution - course correction
- Introspection, inventing - reinventing yourself.
- Time's definition of coal is the diamond.

Science
edison

Remarks

Sec-B3. Universities - - -

Intro.

Argumentative India - Sen.

- Creativity.
- Out of box thinking
- Ideological disruption.
- History of edu - debates in Vedas, Upanisheds.
- Ibadat Khana - medieval India. Buddhism, Shaivism Debates.
- Raja Ram Mohan Roy - Calcutta - Deoxyo.
- British edu - subversive submissive, Curzon's memo act.
- Present situation - India edu system.
- Divide between primary, secondary & tertiary edu.
- Employability, economic scenario.
- Innovative solutions to world problems.
- India's diversity - several paths to single goal.
- Ideals of constitution.
- A nation in dialogue.
- Technological - bringing closer.

Remarks