



UP - PCS

Provincial Civil Services

Prelims & Mains

Uttar Pradesh Public Service Commission, Prayagraj

General Studies

Paper 4 – Volume 1

Ethics, Integrity & Essay Writing



UP - PSC

G.S. PAPER - 4 VOLUME - 1

ETHICS

S.No.	Chapter Name	Page No.
1.	Introduction to Ethics - Ethics and Human interface <ul style="list-style-type: none">• Basic concepts• Ethics in public life• Freedom and Discipline• Duties and Rights• Virtue Ethics• Essence of ethics• Determinants and Consequences of Ethics• Morality and Moral Values• Conscience• Ethics in Private and public relations• Dimensions of Ethics• Approaches to the dimensions of ethics	1
2.	Ethical Qualities - Human Values <ul style="list-style-type: none">• Ethical Qualities	10
3.	Contributions of moral thinkers and philosophers from India and World <ul style="list-style-type: none">• Philosophy• Belief system in Hinduism• Indian thinkers• Western Thinkers	23
4.	Applied ethics <ul style="list-style-type: none">• Environmental Ethics• Business Ethics• Ethical conflicts in Cosmopolitan Culture and Urbanization• Case Study	39
5.	Attitude <ul style="list-style-type: none">• Components• Structure of Attitude• Functions• Moral and Political attitude• Social influence and persuasion	46
6.	Aptitude and Foundational Values <ul style="list-style-type: none">• Aptitude:• Integrity• Impartiality• Non- partisanship• Objectivity• Dedication• Empathy• Tolerance & Compassion towards weaker sections	53

7.	Emotional Intelligence <ul style="list-style-type: none"> • Emotion • Emotional Intelligence(EI) • Models of emotional intelligence • Intelligence Quotient (IQ) • Seven Varieties of Intelligence • Case Study 	61
8.	Ethics in Administration <ul style="list-style-type: none"> • Public Administration • Public Service • Status and Problems • Ethical Dilemma • Ethical Guidance- Rules, laws & regulations • Accountability and ethical Governance • Ethical and Moral Values in Governance • Ethics in International and Corporate Governance • Case Study 	70
9.	Probity in Governance <ul style="list-style-type: none"> • Concept of Public Service • Need for Probity in Governance • Information Sharing and transparency • Right to Information(RTI) • Code of Ethics • Code of Conduct • Citizen Charter • Work Culture • Quality of service delivery • Utilization of Public funds • Corruption • Case Study 	83
10	Ethics in Governance - 2nd ARC <ul style="list-style-type: none"> • Ethical Framework • Legal Framework for Fighting Corruption • Institutional Framework • Social Infrastructure • Systemic Reforms • International Cooperation • Relationship between Political and Permanent Executive 	97
11.	Case Studies Approach <ul style="list-style-type: none"> • Some important strategies: • Various Elements • Various Approaches • Case Studies 	106

ESSAY WRITING

S.No.	Chapter Name	Page No.
1.	How to write a good Essay: An Overview <ul style="list-style-type: none">• What is an Essay?• Ingredients of a Good Essay	121
2.	Tips for Essay Writing	123
3.	Women empowerment	129
4.	Education in India	135
5.	Healthcare in India	143
6.	Globalisation, its implications and recent trends	148
7	Climate Change	151
8.	Indigenization of Defence Industry: From Importer to Exporter	156
9.	Appendix A - Themewise collection of quotes B - Personality wise collection of quotes	163

1

CHAPTER

Introduction to Ethics – Ethics and Human interface

- “**Ethics**” = Greek word “**Ethos**” = **Character, Habit, Customs or Way of behaviour**, etc.
- Defined as **Systematic study of human actions** based on their **rightfulness**.
- “**A set of principles which guides us what to do and what not to do the way acceptable to the society.**”

Basic concepts

Morality and Value

Morality	Value
<ul style="list-style-type: none">● Principles of right and wrong held by an individual.● Standards of behaviour pertaining to an individual and not social conduct.● Arise from personal experience, character, conscience and so on.● Ex: Homosexuality can be moral for an individual but unethical in society’s perspective.	<ul style="list-style-type: none">● Qualities instrumental to us.● Standard to measure desirability of an action.● Act as an internal compass which help a person evaluate different choices of conduct and behaviour.● Ex: honesty, integrity, empathy, courage, dedication, compassion etc.

Belief

- Explains **behavioural component of a person**.
- An internal **feeling that something is true, even though** that **belief** may be **unproven** and **irrational**.
- **Eg.** Gandhiji believed that swaraj can be attained within one year of launching non-cooperation movement.
- Can be **peripheral (weak)** and **core (strong)**.
- **Beliefs** formed by **direct interaction** are **generally strong**.
- aka **cognition**.

Ethics in public life

- In a **democracy**, all **public functionaries** are **trustees of the people**.
- **trusteeship relationship** b/w public & officials **requires** that **authority entrusted to officials** be **exercised in 'public interest'**.
- Committee on Standards in Public Life in the United Kingdom/ **Nolan Committee** outlined the following **seven principles of public life** (OHIOSAL).
 - Objectivity
 - Honesty
 - Integrity

- Openness
- Selessness
- Accountability
- Leadership

Freedom and Discipline

- Freedom is the **basic human value** i.e.
 - **Every living being** who has come on Earth **wants to remain free**. They **always dislike bondage and restrictions**.
 - **Saying – A man is born free but everywhere he is in chains.**

Different perspectives of freedom

Individual Freedom	Required as every individual is unique .
Intellectual Freedom	<ul style="list-style-type: none"> ● Freedom of mind, knowledge, freedom to question the old ideas and to create new ones, freedom to think unthinkable, freedom to explore the unexplored, freedom to reach unreachable. ● Tagore – Where the mind is without fear , where streams of human reason are not lost in the gravy dead sand of dead habits , in that light my country awakes. ● Necessary to question the status quo
Freedom of will	Denotes freedom to choose between alternatives

Duties and Rights

Concept of Duties

- As **citizens**, there exists a **wide range of duties that bind us in everyday life**.
- These duties are **owed to state** and to **individuals**.
- There is a **legal duty** to pay taxes, to refrain from committing violence against fellow-citizens, and to follow other laws that Parliament has enacted.
- **Breach** of these legal duties **triggers financial consequences** (fines), or **punitive measures** like imprisonment.
- Duties **follow a simple logic** that, **peaceful co-existence requires** a degree of **self-sacrifice**, and **must be enforced through the set of sanctions**.

Concept of Rights

- **Rights are formulated to ascertain twin principles viz. Anti-dehumanisation and Anti-hierarchy.**
- In **India**, this can be **reflected in a chapter on Fundamental Rights** in the constitution.
- **Rights as a bulwark against dehumanisation:**
 - **Framers** of the Indian Constitution while deliberating on Fundamental Rights were of the **view that every human being should have access to basic dignity and equality that can not be taken away the State**.
 - The **necessity for Fundamental Rights** in India **originated** from the experiences under the **colonial regime** where Indians had been treated as subjects.
 - **For example**, the **colonial government declared** some group of **people as Criminal Tribes**, who were treated as less than human.

Virtue Ethics

- Helps a person **become a better person through self-improvement.**
- **Socrates** thought that **knowledge is virtue**, and **virtue leads to happiness.**
- **Knowledge of right or wrong makes taking right choices easier**
- **beliefs** about right and wrong **influence our decisions.**
- **If we believe it's right to help a drowning child**, then it would be **fairly shocking** to decide **not to do so** and it would **less surprising** when we decide to **help the child.**
- **Virtue always leads to happiness.**
- **Criminals commit crimes that hurt others.** However, **helping others can make us happy**, so **doing the right thing** might be **more fulfilling than committing crimes.**

Essence of ethics

Essence - intrinsic quality of something that determines its character.

- **Ethics originate** from the **sense of justice** prevailing in a particular society.
- **Operates at different levels** like individual, organisation, socio-cultural, political and international. **Ethics at each level affect each other.**
- **Interrelated** to each other. **E.g.** – honesty, truthfulness, integrity; values of **equality and justice cannot exist without tolerance** etc
- **Ethical behavior** leads to **various benefits for an individual** as well as the **society** at large. **Ethics** leads to **peace, harmony, respect, justice** etc.
- **Preach** a certain kind of **behaviour** to us. It **tells us how should people behave.**
- **Abstract** and **subjective** in nature i.e., they are **affected by individual's emotion** and **perception.**
- **Determined in a social setting** at a given point of time. A **society's history, culture, values** etc. **determine ethical standards** which may **vary from society to society.**
- **Not an objective universal concept.** Its **understanding varies** from time to time, person to person, society to society.
- **Ethical standards** may **transcend the narrow stipulations of law** and **code of regulations.**

Components

- **Choices** - **Certain preferences and priorities** make us decide what we want. Such choices which we made **reflect in our actions**
- **Actions** - Choices in turn shown through our actions **physically.**
- **Behaviour** - It is the way we act or conduct ourselves. The behaviour in which we exhibit is influenced by choices we made and acts we did. If it's ethical, it is called ethical behaviour for example, treating others with respect or no respect.

Determinants and Consequences of Ethics

- **Person:**
 - Depends on **mental make-up of individual.**
 - Also depends upon how the person has **internalised personal attitudes** and **values regarding ethical behaviour.**
- **Place:**
 - Refers to the **external environment** which includes **family, school, etc.**

- **Eg**, as kids we were told by our parents and teachers to not to steal things.
- As we grow up we **tend to carry such knowledge** and **apply it to real world**.
- Similarly, **work place teaches** us ethics of **teamwork, punctuality, responsibility**, etc.
- **Time:**
 - Different individuals, societies & culture have **different set of moral codes at different times**.
 - **Eg**. It was once ethical to own a slave but today it is unethical.
- **Circumstances:**
 - **Stealing is unethical**. But a **poor person stealing to feed her children reduces unethicallity** of the act. Such **situational ethics bring subjectivity** as it often **makes morality subjective**.
- **End purpose:**
 - **To give donation to a poor person is good** but if such **donation is to lure poor person to do something** for you, then it **becomes immoral**.
- **Culture:**
 - Has **profound effect on shaping individual values**.
 - As **western culture surrounds around individualistic** and **Indian culture based on universalism**.
- **Constitution:**
 - A way to **establish moral disposition of their society**.
- **God & Religion:**
 - **Advocate universal peace and ethical practices**.
 - **Religious textbooks teach** how one should **behave** in a **society** and **how the society should be**.
- **Conscience & Intuition:**
 - A **person who follows his conscience & intuition feel that what is good is good because it is good** and what is **bad is bad because it is bad**.
 - **Intuition don't need any justification** while following its actions.
 - But **conscience is justified** based on his actions because of its moral nature and it has reasoning and justification.
- **Family:**
 - **First interaction where a children personality develops since his birth**.
 - **Today's Children are tomorrow's citizens**.
 - Therefore, its **utmost important** that **Family environment teaches what is ethically correct**.

Consequences of Ethics

- **Consequences of human actions** which are **guided by ethical practices**.
- **Plays an instrumental role** in **human life and society**.
- **Helps in arriving at decisions** more **quickly** as it assist making choices.
- **Reveals the value dimension of a decision** that would **otherwise seems value free**.

Consequences of loss of ethics

Dimensions	Consequences
Individual level	Petty crimes, domestic violence, urinating and spitting on public spaces, abusive and filthy language, crime against the aged, jumping red light.

Social level	Corruption, Rise in crime rate, acknowledging goons and mafias, joint family, parent's respect, drug addiction, regionalism, castes.
Organizational level	Nepotism, Corruption, rise in inequalities, loss of trust, decrease in efficiency, economy and effectiveness, destruction of work culture, loss of trust in the administration, lawlessness.
Political level	Hung parliament, corruption, criminalisation of politics, Coalition govt.
International level	Trust deficit, frictions, disputes, unhealthy competition, damage to the environment and unsustainable development, disregard to international conventions and laws.
Bioethical level	Abortion, animal rights, cloning, artificial intelligence, consent, confidentiality, GM organisms, Suicide.
Environmental level	Loss of flora and fauna, unsustainable development, polluter shall pay principle is diminishing, increase in pollution levels, disregard to Common But Differentiated Responsibility (CBDR)

Morality and Moral Values

Morals

- **Ethics, Morals and Values** often interchange.
- **Morals** are **part ethics based on** concept of **goodness**.
- Here **Bad part of ethics excluded**.
- **Morality** is **standards** of individuals **for right and wrong**.
 - **Derived from** Latin word '**Moralitus**' which **means character**.
- **Eg:** Being Honest, Transparency, Fair choice to everyone in recruitment exam etc

Types :

Private Morality	Public Morality	Political Morality
<ul style="list-style-type: none"> • An Inter personal Morality • Obligations to our children, spouse, parents, teachers and relatives. • Here Morality is guided by unarticulated emotions among members of family. • We have a duty towards those under our special care, including the aged, 'servants', animals and, occasionally, strangers. • We can't completely escape 	<ul style="list-style-type: none"> • Inter group Morality • Harmony between different religious-philosophical groups generated by the exercise of self-restraint. • As there is no personal attachments, Individual goals and self-interest guides morality. There is no commonly held ethic either. • Neither hate speech nor speech glorifying oneself 	<ul style="list-style-type: none"> • Morality among leaders. • It specifies what rulers and the ruled owe one another and also subjects obedience to their leader. • Values such as political freedom, solidarity, shared traditions and cultural heritage guides morality as citizens are subjects of political state. • The core of political morality is a commitment to justice &

<p>from being impartial because of obligations towards our personal relationships.</p> <ul style="list-style-type: none"> ● One's private life automatically guarantees high moral stature in political life. 	<p>was acceptable as part of public morality.</p> <ul style="list-style-type: none"> ● Some degree of partiality exists. ● Public morality transforms to elect morally correct leaders. 	<p>impartiality.</p> <ul style="list-style-type: none"> ● We have to overcome our loyalty to blood relations, not pursue only our private interests, using power grounded in shared principles and complete impartiality with no discrimination. ● Need not be shown after assuming the power.
---	---	--

Constitutional morality

- A **substantive content of the constitution** in the form of **Ethical Ideas** that **underlines** formal provisions.
- **Justice, liberty, equality, fraternity** are **elements** of modern constitutional morality.
- **Ambedkar - Constitution** could at best **provide** a **legal framework**, a **necessary** but not sufficient **condition** for such a transformation.
- **To be effective, constitutional laws** have to **rest upon substratum of Constitutional morality**. It is **not a natural sentiment** but **has to be cultivated**.

Characteristics :

- **Enhances values** like liberty, equality and fraternity
- **Secularism** i.e., respect for plurality
- **Political, social and economic justice**
- **Open culture of dissent** and **constructive criticism**
- **Tolerance, restraint and mutual accommodation** in public life
- **Respect for formally prescribed rules and procedures**
- **Constitutional morality** is the **basis for** which any **statutory acts** should be made.

Conscience

- A **portion of our subconscious mind** that **tells us to act in a certain way**.
- **ability** to make **value-based decisions**. Here, **ends** have taken **precedence over means**.
- The **ability to make a practical judgement based on ethical beliefs** and **principles** is known as the **voice of conscience**.
- The **moral compass** of **right and wrong**, as well as the **awareness of one's conduct**, is the **voice of conscience**. It's a **quiet voice from within**, as well as the **voice of God**. But, most of the time, **we ignore such voices and make poor decisions** as a result.
- **Man loses his state of mind** and **acts for a short time** before **realising his mistake** and **receiving punishment**. Many **criminal situations occur when a person loses his or her mind** and **refuses to listen to his or her conscience**.
- **Eg:**
 - **When faced with a decision between family and organization** in a case involving family members, it is the **conscience** that **guides us**.

- When **Ramakrishna paramahansa** appointed **Vivekananda** as his principal pupil, he **urged** him **to steal food** from his home with no one looking, but **Vivekananda said**, "his **inner conscience** is always **watching himself**."
- **Indrani Mukherjee**, a well-known businesswoman, and her husband **murdered her own daughter**. Only snakes kill their own babies in this world, as their inner conscience has become blind.

Components of Inner Conscience

Connection	<ul style="list-style-type: none"> ● To get inspiration, it is beneficial to be in a calm, thoughtful, and prayerful state. ● Reading something inspiring, such as a holy book from your or any other faith that appeals to you, a speech that has inspired you, or an article in a magazine or newspaper that has boosted your spirits. ● This aids in the development of a connection with your inner Self, Higher Wisdom, or the Divine (what you call it is not as important as knowing it inspires).
Correction	Amending actions based on self analysis and understanding of implications
Direction	Channelizing actions for a greater good

Ethics Vs Morality

Ethics	Morality
<ul style="list-style-type: none"> ● Standards of human conduct that society adopts for itself. ● Set of dos and don'ts that govern human conduct in a social setting. ● Standards of "good and bad" distinguished by a certain community or social setting. ● A term used in conjunction with business, medicine, or law. ● Uniform across the cultures ● Eg: Ethically adultery is wrong 	<ul style="list-style-type: none"> ● Principles of right and wrong held by an individual. ● Self-regulation in a personal life. ● Personal and normative. ● Moral connotation links theology and spirituality. ● Vary person to person and culture to culture. ● But at personal level you may either support to adultery or you feel it's wrong.

Ethics in Private and public relations

Ethics in Private Relationship

- Ethical and moral values **adopted by person during his personal dealings**.
- **Varies from person to person**.
- **Freedom of Will** forms the **basic foundation** of Private Ethics. It **means freedom to act or not to act**.
- **Eg** : One should speak Truth but you are at full freedom to speak lie as well.
- **Private Relationships** are
 - One to One and based on emotions
 - Informal in nature
 - Internal control instead of external control (law, rules etc)

- **Ethicality of Action in Private life** can be **checked only if**
 - There must be some human knowledge of the consequences of that action
 - Action should be done voluntarily ie no compulsion
 - There should be presence of different choices

Some common underlying principles

- **Law of Integrity** : Person shouldn't lie and keep his promises
- **Law of Improvement** : If mistake has been committed, person should try to improve that
- **Gratitude** : If other person has helped him, person should keep that in mind
- **Helping others**
- **Justice**
 - Self Improvement
 - Don't damage others
- **Loyalty** – loyalty to one's partner and to the family members
- **Love** – loving all even with their imperfections

Ethics in Public Relationships

- Ethics that a **person may adhere to in respect of their interactions and business dealings** in their professional life.
- **Main principles:**
 - **Selflessness:** Holders of public office should act solely in terms of the public interest.
 - **Integrity** : Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations
 - **Objectivity** : In carrying out public business, holders of public office should make choices on merit
 - **Accountability** – for your actions taken in respect of your position in public service
 - **Openness** : Holders of public office should be as open as possible
 - **Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties
 - **Loyalty to the Organisation**
 - **Spirit of service**
 - **Fairness & Justice**
- When somebody enters into public life by election system (**MP/MLAs**) or Selection System (**Civil Servants**) then **there has to be some special ethics** for such persons .
- Hence, **ethical framework has been prepared for the people** in public life .
- **Supposed to be strictly guided by that ethical framework**

Reasons for moral erosion

- **Lack of accountability and responsibility:** If anything goes well , there is no dearth of people to claim that they are the people behind that but if anything goes wrong, nobody is ready to take responsibility.
- **Sacrificing ethics, values , integrity and spiritualism:** for materialism & wordly success
- **Social Acceptance:** society has started to accept the people who are corrupt. So social pressure to wrong attitudes and behavior is gone.

- **Failure on the part of family, schools, society and institutions wrt inculcating values**
- **Mega Administration, slow methodology and delay in decision making:** There is growth of each department and institutions both vertically and horizontally. This has created confusion in hierarchy leading to delay in decision making.
- **Soft Society, tolerant public opinion and politico-business-bureaucracy nexus:** Public don't resent & tolerate the wrong doings. This give decision makers more liberty against not doing such crimes in future.



2

CHAPTER

Ethical Qualities - Human Values

- **Main theme** of Ethics - **virtues** and **vices**.
- **Virtue**
 - **Acquired power** or capacity for moral action.
 - **Cultivated** through **moral exertion**.
 - **Eg**, courage, compassion, etc
- **Vice**
 - **aka** fault, depravity, sin, iniquity, wickedness, and corruption.
 - A **practice, behaviour, or habit** generally considered **immoral, depraved, or degrading**.
 - A **negative character trait**, a defect, or an infirmity.
 - **Eg**, gambling, smoking etc
 - **Ethical texts** contain long lists of **virtues and vices**, many of which are quite **similar** having the same moral concept.
 - Moral philosophers divide vices into major and minor categories.
 - **Major vices** - deadly or mortal sins.
 - **Eg**. anger, vanity, avarice, lust, sloth, envy etc.
- **Allied qualities** - Love, mercy, benevolence, consideration for others, altruism and kindness.

Ethical Qualities

Kindness

- As a virtue, kindness is **other-regarding**.
 - **Tiruvalluvar**- Those who perform kind deeds seek no return.
 - **Dalai Lama** - kindness is the essence of religion.
 - **Hinduism** emphasises on **Daya** or **Anukampa** i.e. kindness.
 - Similarly, **Buddhism** focuses on **Karuna**.
 - **Islam** - concept of **Reham** or mercy.
 - **Jainism** - **kindness towards all living creatures** –abjuring all forms of violence against living creatures.
 - **Non-violence**- **chief component** of kindness.
 - **St. Paul** - Kindness is the **bond of perfectness**.
 - **Arises from** human sentiments and feelings - **empathy** which enables them to experience by a kind of **association with the emotions, pleasures and pains of others**.
 - **Humans share** a sense of **fellow feeling with others** in virtue of their common humanity.
 - **Feel saddened by** the **sufferings of others** and try to alleviate their pains.
 - Kindness is the **outcome of social conscience**.
 - **More than** mere **charity** which provides for the physical necessities of the destitute and the needy.
-

- Most **religions consider forbearance and forgiveness** as a special form of **practical kindness**.
- **Moral principles** falling within practical kindness:
 - One should **not speak evil** of others.
 - One should be **gentle and humble**.
 - One should **live peaceably with all** avoiding anything which may lead to strife.
 - One should **tolerate and forgive** one another.
- **Plato's observation** on kindness:
 - Plato asks to be **considerate towards others** as they may be facing tougher situations than us.
 - **May be not true.**
 - One has to invariably **act kindly towards others**.
 - Becomes a **permanent attribute of one's moral being**.
- **Mother Teresa's observation:**
 - One should be **kind and compassionate even** at the risk of **making mistakes**.
 - This way, **we will never harm or hurt anyone physically or psychologically** even some immoral or undeserving persons.

“Work miracles in unkindness and hardness”

- Many **interpretations**.
 - **Ambitious parents** may put **children** through **harsh educational grind** causing **psychological damage**.
 - **Legal systems** may impose **harsh penalties** on **offenders** – without tampering justice with mercy.
 - May also be referred to many **means through which men try to achieve supposedly high ends**.
 - **Eg.** as in Nazi Germany, Stalinist Russia or Communist China – which aimed at total social transformation.
 - In the process, they **killed, and maimed millions of people**.

- **Mark Twain's observations:**
 - Kindness is a **feeling** which can be **conveyed without using any words**.
 - **People can** readily see and **sense** kind words and deeds.
 - A sentiment which **passes from one person to another without** the need for an **intervening medium**.
 - **No special** faculties or **skills** are **needed** for conveying or sensing kind sentiments.
 - Even **illiterate persons** are **capable of being kind**.
- Kindness is **part of man's original and natural emotional make up**.
- **Harsh circumstances** may **destroy this** quality - can be **revived through teachings** of **religious and philosophical texts**.
- A **central moral tenet** of all **religious** thoughts.
- If **not present**, **human beings** become **bestly, cruel, ruthless and pitiless**.
- **Need** for kindness is **seen from the violent conflicts** which are **currently tearing apart many nations** of the world.
- **Eg.** in Afghanistan (Taliban rule), Myanmar (Rohingya crisis) etc

Forgiveness

- **Pardoning of an offence**, wrongdoing, or obligation.
- The concept can be **summarised by the phrase ‘forgive and forget’**.
- May extend to groups when the **wronged group excuses the other**.
- In the **current** era, **governments** have started **setting up commissions** to establish truth and **bring about reconciliation between perpetrators and victims** of historical wrongs.
 - **Eg.** Information commission, Central Vigilance Commission etc.
- **Benefits** of forgiveness:
 - Ensuring that **personal relationships go on smoothly**.
 - **Wiping negative thoughts** which could harm the wronged individual.
 - **Helping faulters by freeing them from blame and hostility**, and by enabling them to start all over again.
- Involves **re-establishment of a relationship** ruptured by wrongdoing.
- **Forgiving enables the victim to give up resentment** against the offender. The **faulter atones** for his wrongs and seeks forgiveness.
- **Many other philosophers** have **postulated that forgiveness can be misdirected**, and also **reflects an individual’s weakness** of character.
 - **Eg.** a woman in an abusive relationship may continually forgive the wrongdoer for no reason.
 - **Thus**, forgiveness has to be **based on morally valid reasons**.
- can be **justified only when the wrongdoer displays genuine guilt**.
- A **tendency to forgive may reflect servility** (lack of self-respect) which is a **vice**.
- **Aristotle** - any person who lacks appropriate anger is “unlikely to defend himself” and “endure being insulted” and is for this reason a “fool”.
- **Kant** - a person who fails to become angry at injustices done to him lacks dignity and self-respect.
- **Hume** - forgiveness is justified only under certain circumstances.
- **process of getting over resentment** (anger that is felt on behalf of one’s own self).

Difference between Anger and Resentment

Anger

- **Sudden** and **instinctive**.
- May be **deliberate** and **sustained over time**.
- A “**reactive attitude**,” provoked by beliefs about the intentions, attitudes, and actions of others towards us.

Resentment

- Involves **taking offence**, umbrage, or exception to the **deeds and intentions of others**.

- **based on moral principles** as they help a person in overcoming resentment that he feels towards a person who has hurt him.
- Also **involves overcoming** other “**retributive emotions**” like indignation, contempt, or hatred.
- **Moral thinkers contend** whether **forgiveness** should be **unconditional** or be **based on the behaviour of the wrongdoer**.
- **Wrongdoer** should **confess** his wrong, **apologise**, **show remorse** or attempt to **atone for it** by accepting the **right punishment**.

- **Religious ideas** (especially Christian) hold that **we should forgive others** their wrongs as **our own forgiveness by God depends only on it**.
- Some **philosophers consider forgiveness** as a **duty** or what one ought to do. **Others** consider **forgiveness** as **non-obligatory but desirable**.
- As **time** is a **great healer** and **resentment** also **dissipates over time**.
- There are **many offences** which **people readily forgive** in the ordinary course of business.
- Hence we should not **bear grudges** for **trivial offenses**
- sometimes **forgiveness** becomes **difficult & involves mental struggle**.
- **Self-control** and **strength of will** are **necessary** in order to **manage temper** and **not hold grudges** against wrongdoers.

Self-Control and Good Temper

- **Plato** - **display of anger reflects** the vice of **intemperance**.
- **Anger** has to be **rationaly controlled**.
- **Aristotle** - “**good temper**” is the **mean between** the extremes of **irascibility** (marked by hot temper and easily provoked anger) , **anger**, and total **placidity** (tranquillity).
- A **good-tempered person** “**is not revengeful, but rather tends to forgive**”.
- **Aristotle** - **morally appropriate anger** is **shown by** the **virtuous person** who is “**angry at the right things and with the right people**”.
- **Christianity** - **based on** an ethic of **love** that **focuses** on the need to **respond to wrongdoing by accepting it, turning the other cheek, and re-embracing the offender in an act of love or compassion**.
- **2 views** on anger:
 - **Anger** appropriately **mediated by reason** is a **virtue**.
 - **Transcending anger in an act of love** is a **virtue**.
- **Uncontrolled anger** - **vice**.
 - **Eg.** Teachers who lose self-control and thrash children in a fit of rage. Anyone who is angrily obsessed by someone’s wrongdoing may be harming himself since pent up anger produces adverse biochemical effects on the body.
- It may be **desirable to release anger into harmless channels**.
- However, it is **better to control intense anger rather to release it freely**.
- **Anger** may **sometimes be the initial trigger for** seeking **constructive solutions** to **personal or political problems**- more likely to be **harmful to those expressing it** and to those around them.
- All forms of anger are **inconsistent with moral life** since they **dispose us to cruelty and vengeance**.
- These passions **encourage us to see other people as less than fully human**.
- So, a **person of virtue strives to extirpate anger** in all its forms.
 - Has **influenced** many great **moral leaders like Gandhi**.

Fortitude

- **Aristotle** - **fortitude** is the **means by which men can control their fear of death**. **Soldiers** often **face threats** to life in battle fields.
 - **Enables one to contain this fear** by the dictate of the reason.
 - **Soldiers without fortitude** will **desert the battle field**.
-

- Reason asserts that there are **better things than life** and **things worse than death** for men of honour.
- **Mean between fear and rashness; cowardice** leads one to **fear**, and daring to **rashness**. **Fortitude moderates the two opposing tendencies**.
- Life should **not be lightly thrown away** or risked **for trivial or ignoble ends**.
- It is not that the **brave man fears no danger**; he rather **controls the fear** in his mind **through rational means**.
- **recklessness** of an **angry man** and to be **brave** from **ignorance** and **folly** is **not fortitude**.
- **Philosophers** have **regarded magnificence, magnanimity** and **patience** as parts of **fortitude**.
- **Christian writers** mention **fortitude** in the context of **saints** who have **become martyrs** defending their faith. Eg. martyrdom of Sikh gurus.
- **Voluntary workers** sometimes **perish while** rushing to the **aid of others** in danger. Eg. **role of teachers** in elections during the **pandemic** many of who died.
- **One of the four cardinal virtues** which Plato and Aristotle identified – others being **wisdom, temperance** (self-control) and **justice**.
- **Plato identified 3 aspects** of human nature and paired each with a cardinal virtue.

Aspect of human nature	Corresponding cardinal virtue
Cognitive or intellectual	Wisdom
Active power	Fortitude
Appetitive or pertaining to human impulses	Temperance

- Essential in any **rational conception of human life**.
- **Necessary** for the **goodness of human character**.
- **Locke** - "Fortitude is the guard and support of the other virtues".
- **Bacon**- Fortitude is the armour of the will. Although one may have noble intentions, one needs courage to act on them.
- In **administration, civil servants need** to have **moral courage** or the courage of conviction - should display **firm resolve**, and **adhere to rules, norms** and follow courses of action that **promote public welfare**- should **not yield to illegal pressures** or allow themselves to be **won over by inducements**.

Cowardice

- **Gandhi adhered** to tenets of **truth** and **non-violence** - **abhorred violence** in all its forms.
- Was also **concerned that non-violence** or absence of anger **may serve to hide cowardice**.
- A **cowardly person** can **never take up a cause** and **fight** for it.
- **Gandhi condemned cowardice** for this reason.

Empathy

- A **quality that causes concern for others**.
- Helps to **feel keenly the sufferings, pain and torments of others**.
- **Fellow feeling** and **compassion** and enables to **identify with the feelings, emotions** and **sentiments** of others.

Difference between sympathy and empathy.
Sympathy : Feeling for someone

Empathy: Feeling with someone.

- **Emotional sharing** with others.
- **First stage** whenever **anyone is moved to help others** in distress.

- An **empathetic point of view** is achieved by **setting aside** our own **interests, current disposition,** and **relation to the agent and sympathising** with the effects of a person's actions on those around him.
- **Adam Smith**- empathy is **imaginatively placing oneself in another's position,** or what would now be called **simulation,** rather than mere **emotional contagion, association, or inference.**
- **Fairness, justice and interdependence** are **involved in empathy,** it may be **considered rational in nature** and its application understood as an activity based on sound judgment.
- **Annie Lennox** - when empathy atrophies in men driven by **ideological or religious fanaticism** or by xenophobia, they turn against one other with great ferocity.
 - **Eg.** terrible massacres perpetrated in world wars.
- **Some people** may be **cold, indifferent** or **unresponsive** to the suffering of others. **Not empathetic** and fail to summon the necessary energy to assist those in trouble.
 - **Eg.** in accidents, people just refuse to help the victims or just drive away leaving the victims to their fate.
- An **innate aspect** of **human nature.**
- **Helps human beings to adapt to environment** and to **survive and reproduce.**
- **Comes into play in many situations** – in **personal life, social life, and professional life** and in **appreciating literary works** like novels, dramas and poems.
- Helps in **breaking down** the **barriers** which **egoistic tendencies** erect around men.
- **Ways to strengthen the quality of empathy:**
 - One should **listen carefully and attentively to others,** and **resist the temptation to switch off.**
 - While **reading about literature and humanities,** one should **stay focused without getting distracted.**
 - One should take **genuine interest in the problems** which **friends and relatives face,** and **extend a helping hand** without **getting intrusive.**
 - One should **extend one's impersonal interests,** and **minimise self-preoccupation.**
- **Albert Einstein** - our interests should not be limited to ourselves and our immediate family but should extend to the whole living world.
- **Empathy** is a **chief ingredient of emotional intelligence** which managers need.
- **Empathetic understanding** is **necessary for effective work performance.**
- In **administration,** all **relevant viewpoints** have to be **elicited** and **suitably accommodated;** so **administrators require this quality.**

Altruism

- aka **selflessness.**
- **Coined by Auguste Comte.**
- Concern for the **welfare of others.**
- A **traditional virtue** in many cultures and a **core aspect of various religious traditions** and **secular worldviews.**