

**GOVERNMENT OF INDIA**  
**DEPARTMENT OF ELECTRONICS & INFORMATION TECHNOLOGY (DeitY)**  
**Limited Departmental Competitive Examination – 2015**  
**for the post of Section Officer**

**Paper – I**  
**Noting, Drafting and Précis Writing**

**Date: 23<sup>rd</sup> November, 2015**

**Time Allowed: 3 Hours**

**Marks: 100 Marks**

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**INSTRUCTIONS**

- The question number 1 is compulsory and any four of the remaining questions.
  - Your name, roll number or address must not be disclosed while writing the answers.
  - Number of Marks allocated to the questions is indicated at the end of each question.
  - Answers must be written in English only.
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1. Make précis of the following passage in about one-third ( $\frac{1}{3}^{\text{rd}}$ ) of its length and suggest a suitable title. **(952 words -  $\frac{1}{3}^{\text{rd}}$  = 320 words Approximate)**

Businesses have changed and business schools too must change with times. It is a highly inter-connected world that we live in where cross country interactions have heightened. The complexities of doing business have multiplied and today every decision has far reaching implications that must be carefully thought through. These stressful competing times lead to situations where one may lose sight of the long term downside in favour of short-term gains.

This is why it is imperative for business schools to focus on values such as compassion, mindfulness and ethics.

It is delightful to note that some of the best schools have programmes focused on character as much as competence. Without strength of character, competence alone cannot build greatness.

Leaders for the future must understand that the world is inter-dependent. They cannot ignore a significant part of their society or country – it will only lead to imbalance. They must have the ability to carry along their fellow citizens and the empathy to understand each stakeholder's unique perspective. As industry leaders they must understand the conditions of the homes their workers return to after a 12 hour shift. As sales people they must understand the needs of their rural clientele and how these can be fulfilled. As team members they should empathise with each other for mutual success. For all this, they need to understand the art of compassion. For us compassion means the ability to understand a situation from someone else's perspective and take action towards change.

This is best learnt by volunteering with successful non-profit organizations and bringing about changes in challenging scenarios: taking responsibility without authority. Nonprofit and quasi government bodies welcome bright minds who can work with them to make innovative marketing plans, analyses spending and help with HR policies. They also enjoy the interaction with faculty and industry experts and therefore open their doors to the students. This is now an integral part of curriculum across some of the leading business schools. Stanford for example sends its students to developing nations to work with their communities and develop solutions that would make work easier and lives better. While this interaction does impact the communities, it also leaves a significant imprint on the young leaders who have seen a completely different world. Kellogg has a special programme where every student is a part of a non-profit board.

Apart from compassion, organizations as well as individuals are also now looking for meaning – more than ever before. Nations and businesses have started talking about Gross National Happiness. They are focusing on building work places that people would be happy being part of. To be happy is to be in the present moment – to be mindful. This mindfulness can be instilled through the powerful practice of yoga and pranayama. This daily practice roots them and grinds them – preparing them for the rigor of leadership they face in their jobs after school. Several business schools have incorporated meditation into their everyday routine. Many others are calling this practice mindfulness and incorporating it in various forms in their curriculum. It can also be taught by practices such as sharing circle where all stakeholders join hands for a minute and say a prayer and share different learning or experiences with each other. This is a powerful way of healing, increasing awareness and learning to be in the present moment at least for some time during the day.

Finally, long term success is possible only when leaders are ethical about the choices they make. Most senior leaders will come to cross roads and ethical dilemmas will colour every journey. In today's complex work place it is important to teach students exactly what constitutes a white collar crime and how far reaching the repercussions of seemingly innocuous acts could be. While ethics cannot be 'taught' to this age group but the factors influencing decision making and self-leadership can definitely be part of their learning

experience. Today theatre experts are joining hands with leadership schools to help students appreciate the difficulties the real world ethical dilemmas can pose. They get a better understanding of themselves and can apply this to the real world situation when it comes their way. An innovative course for this aspect is Giving Voices to Values (GVV) – developed by Babson in partnership with Yale and Aspen. As the name suggests it raises the question of speaking up for what you know is right and teaches this through a combination of case studies, discussions, coaching and role play. There are several case studies being deployed as part of courses such as governance, corporate policy, ethics in work place and these make for excellent discussion. In these discussions, students appreciate that there are various view points and learn to work with an open mind. These discussions also give participants a platform to talk about their value system and this too strengthens their beliefs. These skills of compassion, mindfulness and ethics are what make leaders inspiring. Their joy is maximized in heightening their compassion, being self-aware and understanding the grey areas of decision making in an ethical context.

Gandhi said in 1930 that “There is not a single virtue that aims at, or is content with, the welfare of the individual alone. Conversely, there is not a single moral offence, which does not, directly or indirectly, affect many others besides the offender. Hence, whether an individual is good or bad is not merely his own concern, but that of the whole community, nay, of the whole world.” If future leaders study carefully and imbibe the principles of compassion, mindfulness and ethics, the entire eco-system will be revitalized and we will accomplish more than we could have thought possible.

**(40 Marks)**

2. During the last 6 months at least 3 Cabinet Papers prepared by your department have been returned by the Cabinet Secretariat bringing out a number of procedural errors and deficiencies. This has resulted in vital projects being delayed. Secretary has expressed his displeasure and instructed that all officers in the Department should be trained in preparation of Cabinet Notes. Prepare a note to JS(Adm.) explaining the background in the light of the observation of the Secretary and seeking his approval for taking up the issue with the Department of Personnel & Training for conducting a one day workshop on preparation of Cabinet Papers for the officers of the Department.

**(15 Marks)**

3. Secretary in the Department has sent a note to the JS(Admn.) with the following contents:- “During a casual round in the corridors today, I was shocked to find that the Air-conditioners were running and all lights were switched on in a number of rooms which were empty during the lunch hours. This is an extremely serious matter and the sheer waste of electricity which is a scarce or having limited National resource. Strict instructions be issued immediately to all SOs and Branch Officers to ensure that all staff members take due care to conserve energy and put in place systems and procedures highlighting energy saving Techniques.”

Put up a draft appropriate communication from the JS(Admn.) to all concerned.

**(15 Marks)**

4. A complaint has been received alleging that one of the officers working in your Department has indulged in corrupt practices and is in possession of assets disproportionate to his known sources of income. The complainant has stated that the officer who is only a Section Officer with just 12 years of service has 3 flats in NCR in posh area with a net worth of at least 10 crore rupees.

Please put up a detailed note explaining the contents of the complaint and seeking the approval of the competent authority – JS(Admn.) – for instituting a preliminary investigation. Also suggest the name of a suitable officer for appointment as Preliminary Investigating Officer.

**(15 Marks)**

5. An Assistant working in your department was charge sheeted under Rule 14 of the CCS(CC&A) Rules for lack of integrity and causing avoidable loss to the Government to the tune of Rs.20 lacs. The Inquiry Officer in her report stated that the charges have been proved.

Please put up a note to the competent authority proposing that the case may be referred to Central Vigilance Commission for 2<sup>nd</sup> stage advice as 1<sup>st</sup> stage advice had been taken in this case before issue of charge sheet.

**(15 Marks)**

6. It has been observed of late that there is a lot of pendency in disposal of RTI applications and in many cases the orders of the PIOs/ Appellate Authority have been overturned by the Central Information Commission during the 2<sup>nd</sup> appeal. Apparently there is a general lack of knowledge and awareness about the provisions of RTI Act 2005.

Please put up a draft DO letter from your JS(Adm.) to Director, ISTM explaining the situation and requesting him to arrange for a one day workshop on RTI exclusively for officers and staff of your Dept. Please seek the details of the charges payable to ISTM for the proposed workshop.

**(15 Marks)**